The background features a stylized map with a grid of white lines on a light gray background. A thick, brown, winding path starts from the bottom left and curves towards the right. A large, bright yellow star is positioned at the end of the path. There are also some green and blue shapes scattered across the map, representing parks and water bodies.

El Camino

A goal-setting sexual health
promotion curriculum

Lesson Plans

Lesson

1

State Your Goal: Intro to *El Camino*

Overview

Lesson 1 Learning Objectives

In Lesson 1: State Your Goal: Intro to El Camino, students will be able to:

- Explain how El Camino can help them set and achieve their goals;
- Agree on a set of group agreements;
- Explain the four **STAR** steps in the El Camino Goal Map;
- Identify a goal for themselves at age 25; and
- Use **STAR** to identify Sofia's and Santiago's (characters in a story they will read) goals and steps they will need to take to reach those goals.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
- **Lesson 1**
 - YOU are in charge of setting and reaching your goals.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

1A. Welcome to El Camino Program Lesson 1! (2 min)

1B. Vote with Your Feet (7 min)

1C. Introduction to El Camino Group Agreements (5 min)

1D. **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your Camino; **R**each your goal (5 min)

1E. Sofia's and Santiago's Story/Novela (14 min)

1F. **STAR**: **S**tate your goal (5 min)

1G. Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Definition of El Camino (see Activity 1A)
 - Key Messages (see Activity 1C)
 - Group Agreements (see Activity 1C)
 - Sofia and Santiago (see Activity 1E)
 - El Camino Map (see Activity 1F)
2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.

Virtual Adaptation

Connect with students right away. Facilitating El Camino on a virtual platform like Zoom can feel less personal compared to face-to-face instruction. One way to increase the feeling of inclusion and connection is to welcome students by name as they enter Zoom. Simply saying something like “Hi Michael” or “Welcome Elena” makes a difference.

Be sure student names are correctly listed. When students enter Zoom, their names should show up under their faces and in the Participants box. If not, you can ask them to click on the Participants icon in the gray navigation bar at the bottom of the screen, then roll over their name in the white side bar, click on the blue “more” tab, and click on “Rename.” They can then type in the name they want to be referred by. You can also opt to ask them to include pronouns.

Assess the need for a Zoom orientation. After all students have logged on, welcome them to El Camino. Assess their familiarity with the Zoom learning platform. You can ask them something like: “How many of you have used Zoom before? If you have, please click on the Reactions button on the bottom of your screen and click on the “thumbs up” icon.” Depending on their responses, you may need to orient students to some of the basic Zoom functions—how to turn audio and video on and off, the Participants box, Chat box (chatting to “everyone” and “privately”), and Reactions. In addition to orienting them to the features, have them practice them. For example, have them write “hi” in the Chat box after showing it to them.

Encourage students to turn on their video, but do not make it a requirement. Some students may not feel comfortable turning on their video because of other people in their home who could be watching/listening, background of the home that they rather keep private, or other reasons. A few things that a facilitator can do to help students feel comfortable are: 1) explain how to use Zoom’s virtual background options, 2) suggest the use of earphones, and 3) allow students to use the Chat box to ask or respond to questions rather than respond verbally.

Lesson 1 Procedures



Activity 1A: Welcome to El Camino Program Lesson 1! (2 minutes)

WELCOME AND BRIEF PROGRAM OVERVIEW (2 minutes)

1. Review the lesson learning objectives so that students know what they will do/cover in the lesson.
2. Share the following program information with students:
 - a. Definition of “camino”
 - What do you think “camino” means in Spanish?
 - Take a few responses.
 - If students are not aware of what the word means, explain that Camino means “road.”
 - b. Goal of the El Camino Program

Virtual Adaptation

Show the PPT slide titled “Definition of El Camino” as you explain the definition and the goal of the program.

- *The goal of the El Camino program is for you to set, track, and achieve positive life goals, especially related to graduating high school and getting a good job – that is, a job that allows you to live the lifestyle you want for yourself and your family.*
- *To reach any goal, you need to take a series of steps – like following a “road” – to reach your destination.*
- *We are going to help you figure out what your road is to achieve your life goals, the steps you will need to take, and how to avoid and deal with challenges that can get in the way of developing healthy relationships and planning for education, work, and family. In the process, we will cover important information about sex, contraceptives, and pregnancy.*
- *Sex and sexuality can be sensitive topics and can sometimes be tough to talk about. Not everyone has had*

positive sexual experiences, and some young people have a difficult time talking about sexual experience. This may be especially an issue if you have experienced bad things in the past. One of the goals of this program is to learn how to take good care of yourself sexually. If at any time you are feeling uncomfortable or having trouble participating, please let us know.

- We know that some groups have experienced more negative sexual experiences than others. These can include people of color, women, LGBTQ individuals, and individuals with disabilities. We are here to help you.*
 - Remember that as your facilitators, we are required to report instances of sexual abuse and neglect.*
 - You will see how much power you have in determining your future and how you can really make your dreams for the future come true! We will always give a brief summary at the beginning of each lesson about the content and activities in the lesson so students know what to expect that day. We will be talking about sex and relationships during some lessons and we know that this might be triggering to some; some people have experienced abusive situations or been forced or coerced to have sex when they didn't want to.*
- 3. Emphasize** that feeling uncomfortable or “triggered” during a lesson is nothing to feel ashamed of and that there are professionals at the school and within the community trained to help.
 - 4. Explain to participants** the difference between being triggered by the subject matter (feeling panic, tightness in chest, shallow breathing, racing thoughts, shaking, etc.) and feeling uncomfortable with the subject matter (‘butterflies’ in the stomach or feelings of nervousness).
 - 5. Quickly review** the mental health supports available to participants and how to access them.

Facilitator note:

1. Have a plan in place for youth who are triggered. Ideally, youth who are feeling triggered during a session could leave the room and be able to access help in working through what triggered them. If youth are not able to leave the room, or if there are not adults available to receive them, the facilitator could take a few minutes with the whole class to take some deep breaths together. Another option can be to put their head down for an activity.
2. Make arrangements ahead of time to identify a person (counselor, school nurse, other facilitator) who has the skills to help youth work through being triggered. Youth could be given the option to talk through their feelings, journal and reflect on their own, or do a mindful exercise (coloring, drawing, focus on breathing) that would help them process through what trigger them.
3. Finally, make sure that you have a list of resources, supports, and referrals available to your community to provide students if they need it.

Virtual Adaptation

Let students know that a list of resources can be found in their Workbook. Consider attaching this list of resources in the **Chat** box. Let students know that they can open this list without anyone knowing or download it to their computers.

Students can opt to turn off their audio and video. They can also minimize Zoom and turn off sound on their computer for a few minutes and then return to the session.

The facilitator should also provide their email, should students want to talk to them privately.



Activity 1B: Vote with Your Feet (7 minutes)

Facilitator Note: Remember that El Camino is about what the students think, believe, do, and experience. They need the opportunity to express and discuss their opinions in this activity and throughout the curriculum. Facilitators should not sway students' opinions.

INTRODUCTION (1 minute)

1. Explain to students:

- *The next activity is intended to help you further explore goal setting and working on your “Camino.”*

2. Show students the posters hung on the wall: “Agree” or “Disagree.”

Virtual Adaptation

Explain to students why this activity is called “Vote with Your Feet” (or Vote with Zoom) and how it has been adapted for virtual learning. Remind the students that we want to hear from them and that it is ok to change your answer if someone changes your mind.

Every class will have different needs and preferences for participation. We have developed 4 main options to facilitate this activity.

Option 1: Ask students to use Zoom’s **Reactions** feature and provide some guidance on how to pick a reaction. For example, if students agree with a statement, they can click on the “thumbs up” icon. If they disagree with the statement, they can click the “surprised face” reaction. You should then call on students to verbally share why they agree or disagree. Alternatively, the facilitator can tell students to use whatever reaction they prefer to respond to the statement and to be prepared to discuss why they chose the reaction. Facilitators can then call on students to verbally state why they used that reaction.

Option 2: Students can respond via the chatbox using words or emojis. Please note that sometimes students respond directly to the presenter. If you have slides in presenter mode, you may not be able to see the chat. You can instruct students to message your cofacilitator or you can choose to actively monitor the chat.

MATERIALS

- Flipchart 1.1:** Statements for Vote with Your Feet
- AGREE/DISAGREE Signs

Option 3: We have included "agree" and "disagree" signs in the student workbooks. Students can hold up the sign they want to respond with. This option would only work in a class where most or all students are on camera.

Option 4: If there are no responses of any kind you can call on students and ask them to share if they agree or disagree.

Remember that as in the face-to-face version of this activity, students can change their opinion at any time by clicking or unclicking their initial vote.

3. **Explain to students** that you are going to read four statements to them – one at a time.

Facilitator Note: Statements are available in **Flipchart 1.1**. If using a flipchart, fold the bottom of **Flipchart 1.1** up so that it covers the statements. Reveal them one by one. List them on the flipchart in the order you wish to discuss them.

4. **Explain to students:**

- *After I read each statement, I want each of you to decide which Vote with Your Feet sign best fits with your position on the statement and then go stand by that sign (that is, vote with your feet). If you are not sure how you want to answer, you can stand in the middle of the room.*
- *After everyone has chosen a position, I am going to ask for a few volunteers standing under different position signs to explain why they chose to stand where they are standing.*
- *At any time during the discussion, students can change their mind and are free to move quietly to a new position.*

5. **Ask the students** if they have any questions about how the activity is going to work.

VOTE WITH YOUR FEET (6 minutes)

1. **Conduct the Vote with Your Feet activity** as described above.
2. **Choose statements** that are likely to generate a variety of responses between the students.
3. **Probe group** to explore their reasons for agreeing or disagreeing with each of the questions.

4. **Ask those who voted differently** about their reasons and how they feel about the reasons that others give.
5. **Allow students** the freedom to change their vote.

Virtual Adaptation

When asking about why they agree or disagree, allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 1C: Introduction to El Camino and Group Agreements (5 minutes)

INTRODUCTION (2 minutes)

1. **Distribute workbooks** and have students write their names in the notebooks.

Virtual Adaptation

Ask students to take out the workbooks that were mailed to them earlier and write their names on the front page. The facilitator may also want to upload the workbook to the Chat box for students to download if needed.

Alternatively, students may use the provided fillable PDF version of the workbook.

2. **Tell the students:**
 - *The workbooks will help you to keep organized and will be a resource for reviewing information learned in the El Camino program.*
3. **Ask the students** to turn to the introduction to **Lesson 1: Key Messages on page 1.**
4. **Ask for volunteers** to read the key messages.

Virtual Adaptation

Show a PPT slide titled “Key Messages” as students are reading the messages aloud.

GROUP AGREEMENTS (3 minutes)

1. **Tell the students:**
 - *To get the most out of the El Camino program it is important for everyone to feel comfortable during the program and respect each other.*
 - *Group agreements are a list of ways we should act or not act during the El Camino program.*

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements.

STUDENT HANDOUTS

- Lesson 1:** Key Messages

2. **Present a list** of group agreements to students on **Flipchart 1.2: El Camino Group Agreements**. These are suggestions and can be added to depending on the facilitators' and students' input.

Virtual Adaptation

Rather than sharing a flipchart as you would in face-to-face instruction, share the PPT titled "Group Agreements." Review the agreements and then ask students to suggest edits or additions. Record these comments on the slide.

Allow students to answer verbally or using the **Chat** box.

After the list of group agreements is complete, ask students to give a **Reaction** to demonstrate how they feel about the list.

Tell students that each lesson will start with a quick review of the Group Agreements slide.

3. **Ask a student volunteer(s)** to read the group agreements out loud.
4. **Ask students** if they have any questions about the group agreements.
5. **Ask students** if they would like to add any other group agreements to the list.
6. **Record** appropriate additions on the flipchart.
7. **Ask students to nod their heads or raise their hands** if they agree with the list of group agreements.
8. **Check** to see if all students agree.
9. **Tell students:**
 - *We will have this list of group agreements posted during every class. We can refer to them whenever we need to. We can even add to the list if we feel that we need to.*





Activity 1D: STAR: State your goal; Think about the steps; Assert your Camino; Reach your goal (5 minutes)

Facilitator Note: The STAR model will emphasize a different step throughout Arc 1. Lesson 1: State your goal (S); Lesson 2: Think about the steps (T); Lesson 3: Assert your Camino (A); Lesson 4: Reach your goal (R).

REVIEW OF STAR (5 minutes)

1. Explain to students:

- *To achieve any goal, we need to have a map of the road we are going to take to achieve that goal. Maps are visual tools that help us figure out how to get from where we are to where we want to go. If we look at a map, we could figure out a path for a short distance destination, say from [NAME OF HIGH SCHOOL] to a community health clinic. Or a long-distance destination, say from [NAME OF HIGH SCHOOL] to [LOCATION IN ANOTHER STATE]!*

2. Ask students:

- *What kinds of maps have you used- maybe a paper map or a map on their phones?*
- *What are some situations when you might use a map?*
- *What makes you decide that you want or need to use a map?*
- *How do maps help you?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

3. Have students open their workbooks to **Handout 1.1: El Camino Map with STAR Definition on pages 3-4** and refer to **Flipchart 1.3: El Camino Map with STAR Definition** on the wall.

Virtual Adaptation

Share the PPT slide titled STAR as you explain Handout 1.1.

4. Tell students:

- *Today we are going to learn about another kind of map. Remember that we said the word “camino” means “road” in Spanish. The map we are going to talk about today is going to help you follow a road (camino) to reach your future goal. The*

MATERIALS

- **Flipchart 1.3:** El Camino Map with **STAR** Definition

STUDENT HANDOUTS

- **Handout 1.1:** El Camino Map with **STAR** Definition

map is called *El Camino*. To figure out a route to your goal, you will use **STAR**.

5. **Ask student volunteers** to read the definitions of the four parts of the **STAR** model. Another option is for the students to read the four parts of the **STAR** model (in bold) and the facilitator reads the definitions.

- **State your goal.** This is a goal that you would want to reach by the time you are 25 years old.
- **Think about the steps you must take to reach that goal.**

There are many steps that a person must take to reach their goal. Think about what you need to do now, what you need to do throughout high school, and what you need to do after high school to reach your goal.

 - Some examples are attending class regularly, completing homework, taking PSAT/SAT exams, completing applications to college/training schools, and getting experience in your area of interest (e.g., working or volunteering during the summers while in high school).
- **Assert your “camino”.** It is important to actively keep your goal in mind and let others know about your goals. We all know that sometimes things will come up. While some “road trips” can help us to reach our goals, other “road trips” can take us off track. Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.
 - What are some road trips that might help you reach your goals? What are some road trips that might make it more difficult for you to reach your goal?
- **Reach your goal.** Learn to identify “warning signs” that will tell you that you might be going off track of your goal. Think about how will you know that you reached your goal? And, how will it feel to reach your goal?

Facilitator Note: In Spanish, we have translated STAR to be PARA: Pon tu meta; Analiza los pasos; Reafirma tu camino; and Alcanza tu meta. Feel free to talk about this translation if you have a large Spanish-speaking population in your classroom.



Activity 1E: Sofia's and Santiago's Story/Novela (14 minutes)

Facilitator Note: We strongly encourage that the class go through both Sofia and Santiago's caminos as part of this exercise. If time does not permit, focus on Sofia's "Camino".

INTRODUCTION (1 minute)

1. **Ask students** to open their workbooks to **Handout 1.2: Sofia's and Santiago's Story/Novela on page 5.**

2. **Tell the students:**

- *We are going to read a story/novela about Sofia and her cousin Santiago. After we read the story/novela, we are going to use the **STAR** map to plan a future for them.*

Virtual Adaptation

Show the PPT slides titled "Sofia and Santiago." Click through these slides with the text from the novela as students read aloud.

3. **Ask a student to volunteer** to read the story/novela.

4. After the story is read, **lead a group discussion** with the questions listed under the story/novella.

SOFIA'S AND SANTIAGO'S STORY/NOVELA (5 minutes)

Two years ago, Sofia moved to the United States to live with her Aunt Camila. Sofia is in ninth grade. Aunt Camila's oldest daughter, Angela is in 11th grade and is two years older than Sofia. Angela and Sofia like to go shopping on Saturdays. Sometimes Sofia and Angela stay up late at night talking. Sofia feels comfortable talking to Angela. Angela wants to be an engineer and hopes to go to a good college. We will hear more about Angela and her boyfriend Carlos at the end of the program.

When Sofia first arrived at her aunt's house, Sofia met her cousin Santiago. Santiago has helped Sofia improve her English and introduced her to some of his friends. Santiago lives with his parents and four brothers and sisters. Santiago likes to listen to music and has been teaching himself how to play the guitar.

MATERIALS

- **Flipchart 1.4a and 1.4b:** Sofia's and Santiago's "Camino"
- **Facilitator's Resource 1.2:** Sofia's and Santiago's "Camino" (Example)

STUDENT HANDOUTS

- **Handout 1.2:** Sofia's and Santiago's Story/Novela

Santiago works after school and on weekends at his parents' grocery store. He studies hard and gets good grades, but sometimes he misses school to help his parents at the store. Santiago would like to go to business school and open his own business. However, he worries that his parents will not be able to pay for him to go to college.

Sofia could have higher grades, but she doesn't really like to study. Sofia spends a lot of time playing video games and hanging out with her friends. Since her Aunt Camila works two jobs, Sofia is often home alone.

There is a boy named David in Sofia's science class who she would like to spend more time with after school. However, David usually hangs around with some older boys and she rarely sees him outside of class.

Sofia joined the high school soccer team and is a first-string player. Sofia would like to do something sports-related when she is older - perhaps a physical therapist working with athletes or a high school coach. Right now she thinks she would prefer being a physical therapist.

DISCUSSION (8 minutes)

1. As you lead this discussion, draw a map of Sofia's and Santiago's "Camino" on **Flipcharts 1.4a and 1.4b**. An example of what this map might look like is found in **Facilitator Resource 1.2: Sofia's and Santiago's "Camino" (Example)**.

Virtual Adaptation

Share the power point slide called "Sofia's and Santiago's Camino". Students can fill in the boxes in their student workbook. The facilitator can type in the steps in the power point slide.

SOFIA'S "CAMINO"

1. **STATE** what you think Sofia's long-term goal is?
 - a. How might Sofia's family and friends influence her decision about a long-term goal?
2. **THINK** about what steps Sofia needs to take to reach this long-term goal.

- a. What does she have to do now (immediately)?
 - b. What does she have to do in the next three to six months?
 - c. What does she have to do when she is in 12th grade?
 - d. What does she need to do after high school graduation?
 - e. What does she need when she is in her early 20s?
3. How does Sofia **ASSERT** her Camino?
 - a. What are “road trips” that might help Sofia stay on track of her Camino?
 - b. What are some “road trips” that might take Sofia off track and affect her completing her goal?
 4. How will Sofia know when she has **REACHED** her goal?
 - a. How do you think Sofia will feel when she reaches her goal?

Facilitator Note: During the discussion about obstacles or road trips – help the students explore how certain actions or situations can be either positive or negative. For example, playing video games can be educational, but if someone spends too much time playing video games, they might be neglecting other responsibilities such as homework. Also, having a partner can be positive if he/she is supportive of you and your goals. Having a partner who expects you to spend a lot of time with him/her however can again take you away from what you need to do to reach your goals.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

SANTIAGO'S “CAMINO”

1. **STATE** what you think Santiago’s long-term goal is.
 - a. How might Santiago’s family influence his decision about a long-term goal?
2. **THINK** about the steps Santiago needs to take to reach this long-term goal.
 - a. What does he have to do now (immediately)?
 - b. What does he have to do in the next three to six months?
 - c. What does he have to do when he is in 12th grade?
 - d. What does he need to do after high school graduation?
 - e. What does he need when he is in her early 20s?
3. How does Santiago **ASSERT** his Camino?

- a. What are “road trips” that might help Santiago stay on track of his Camino?
 - b. What are some “road trips” that might take Santiago off track and affect his completing his goal?
4. How will Santiago know when he has **REACHED** his goal?
 - a. How do you think Santiago will feel when he reaches his goal?

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

5. After the discussion, **tell students:**
 - *We will continue to learn more about Sofia and Santiago and their friends and family throughout the program. Next time, we will discuss Sofia making decisions about going to a party and what happens when Sofia meets David at the party. David is the boy in Sofia’s science class and Sofia would like to spend more time with David.*



Activity 1F: STAR: State Your Goal (5 minutes)

INTRODUCTION (1 minute)

1. **Ask students** to turn to **Handout 1.1 El Camino Map with STAR Definitions on page 3** in their workbooks.

Virtual Adaptation

Show the PPT slide titled “El Camino Map.”

2. **Tell the students:**
 - *Think about when you are 25 years old. Think about where you want to be in terms of a job or continuing with your education.*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

3. Students should try to be as specific as possible, but the goal they choose should feel exciting to them. Instead of saying their goal is “have a job,” the students should think about what type of job they want to have (e.g., be a teacher, a computer programmer, hairstylist). Some students might also think they would still be in school, for example if they want to be a doctor.
4. **Ask students** if there are any questions about their assignment.

INDIVIDUAL WORK (3 minutes)

1. **Invite students** to begin their assignment. Students should write their goal in the star in the upper corner of their El Camino map.
2. **Provide** a time check.

LARGE GROUP SHARE (1 minute)

1. **Ask for a few students** to share what they wrote on their camino (as many students as time allows).

MATERIALS

- Flipchart Paper or Whiteboard

STUDENT HANDOUTS

- Handout 1.1:** El Camino Map with **STAR** Definition

Virtual Adaptation

Consider inviting students to share their screen so that everyone can see how they completed their El Camino map.

2. As students share, the facilitator can **ask a question** about how they decided about what their goal would be.
3. **Remind students** that throughout the program we are going to talk about **STAR** and their goals and how they can reach those goals through following their camino.

Facilitator Note: If some students cannot think of a goal during this activity, tell them they will have an opportunity to write their goal on the map in the next lesson



Activity 1G: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 1.
3. On a flipchart **write down** students' responses.
4. **Tell the students** that in the next lesson, you will continue to use **STAR** to work on your camino.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Flipchart 1.1

Vote with Your Feet Statements

1. I like to make decisions in the moment.
2. I can have fun now and let the future take care of itself.
3. Getting a good education and job is more important for guys than for girls.
4. I know a trusted adult I can talk to about my future.
5. For advice about life, I trust my friends more than my family.

Flipchart 1.2

El Camino Group Agreements

1. You only have to share what you feel comfortable sharing.
2. Do not make comments that could be insulting to anyone.
3. One person speaks at a time – no interrupting.
4. It's OK to disagree but do so in a respectful manner.
5. Treat others how you would like to be treated.
6. You have a right to leave the room / not participate if you are triggered.
7. Have fun!

Signs for Vote with Your Feet



Disagree



Agree



Flipchart 1.3

El Camino and STAR



State your goal! 1) Think about a future goal that is meaningful to you, 2) The goal should be clear, realistic and help you grow into an even better person.

Think about the steps! 1) Think about the long- and short-term steps that you will have to complete to reach your goal, 2) On your camino, create a timeline listing your steps.

Assert your camino! 1) Think about at least one possible 'road trip' that could take you off track of completing the steps to your goal, 2) Think about three people, things, or other resources that will help you overcome obstacles and help you complete your steps. Examples of resources are people in your family, a teacher or school counselor, information from a trusted web-site, 3) If you did go off track, what do you think you could do to get back on track? Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.

Reach your goal! 1) Review your goal and steps on a regular basis. For a short-term goal, it might be every week or even every day. For a longer-term goal, it might be every month, or every 3 months, or once a year, 2) Create a reminder for yourself. For example, use a calendar to mark down your due dates or a cell phone to send yourself messages about your due dates. You can also ask a family member/friend to help remind you, 3) If you are on track with completing steps, then continue with the next steps in your plan, 4) If you find that you are off track, don't be discouraged! You can almost always find ways to get back on track!

Flipchart 1.4a

Sofla's "Camino"



State your goal! 1) Think about a future goal that is meaningful to you; 2) The goal should be clear, realistic and help you grow into an even better person.

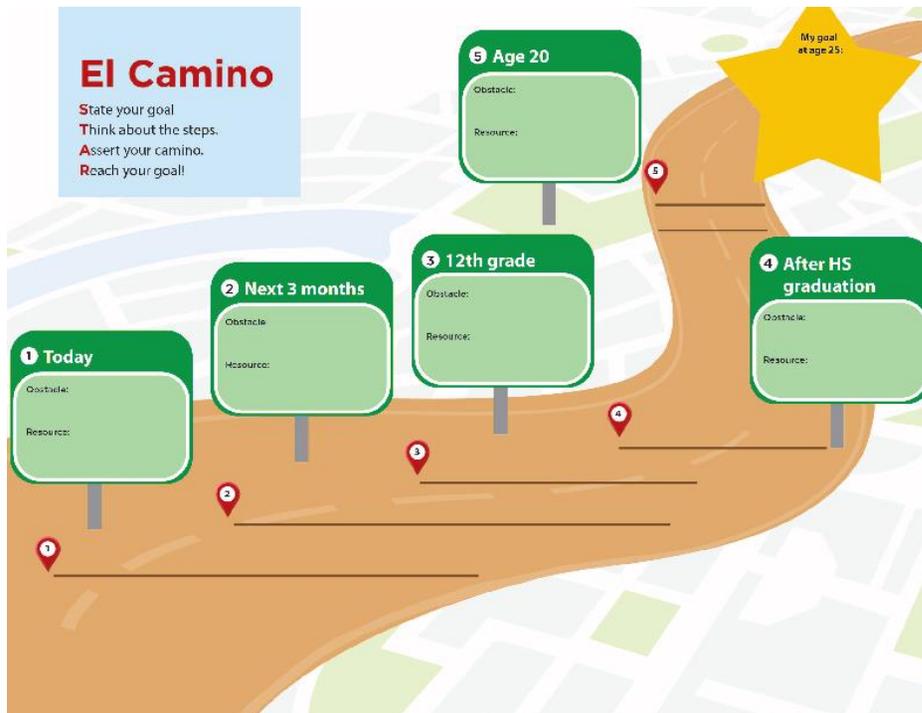
Think about the steps! 1) Think about the long- and short-term steps that you will have to complete to reach your goal; 2) On your camino, create a timeline listing your steps.

Assert your camino! 1) Think about at least one possible 'road trip' that could take you off track of completing the steps to your goal; 2) Think about three people, things, or other resources that will help you overcome obstacles and help you complete your steps. Examples of resources are people in your family, a teacher or school counselor, information from a trusted web-site; 3) If you did go off track, what do you think you could do to get back on track? Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.

Reach your goal! 1) Review your goal and steps on a regular basis. For a short-term goal, it might be every week or even every day. For a longer-term goal, it might be every month, or every 3 months, or once a year; 2) Create a reminder for yourself. For example, use a calendar to mark down your due dates or a cell phone to send yourself messages about your due dates. You can also ask a family member/friend to help remind you; 3) If you are on track with completing steps, then continue with the next steps in your plan; 4) If you find that you are off track, don't be discouraged! You can almost always find ways to get back on track!

Flipchart 1.4b

Santiago's "Camino"



State your goal! 1) Think about a future goal that is meaningful to you; 2) The goal should be clear, realistic and help you grow into an even better person.

Think about the steps! 1) Think about the long- and short-term steps that you will have to complete to reach your goal; 2) On your camino, create a timeline listing your steps.

Assert your camino! 1) Think about at least one possible 'road trip' that could take you off track of completing the steps to your goal; 2) Think about three people, things, or other resources that will help you overcome obstacles and help you complete your steps. Examples of resources are people in your family, a teacher or school counselor, information from a trusted web-site; 3) If you did go off track, what do you think you could do to get back on track? Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.

Reach your goal! 1) Review your goal and steps on a regular basis. For a short-term goal, it might be every week or even every day. For a longer-term goal, it might be every month, or every 3 months, or once a year; 2) Create a reminder for yourself. For example, use a calendar to mark down your due dates or a cell phone to send yourself messages about your due dates. You can also ask a family member/friend to help remind you; 3) If you are on track with completing steps, then continue with the next steps in your plan; 4) If you find that you are off track, don't be discouraged! You can almost always find ways to get back on track!

El Camino

State your goal
Think about the steps.
Assert your camino.
Reach your goal!

My goal
at age 25:

Physical
therapist

1 Today

Obstacle: Going out to parties
Resource: Facilitator to help with study skills

1 Attend class regularly, study and prepare for lessons and tests

2 Next 3 months

Obstacle: Not studying
Resource: Facilitator/counselor

2 Improve grade point average to over 3.0

3 12th grade

Obstacle: Expensive tuition
Resource: Counselor to help obtain scholarship

3 Take SAT exam with a score of at least 1200

5 Age 20

Obstacle: Finding next step for career working
Resource: Summer job at clinic or hospital

5 Working on completing physical therapy degree

4 After HS graduation

Obstacle: Playing video games
Resource: Friends who do well in school

4 Attend university with good pre-physical therapy program

Facilitator's Resource 1.2
Sofia's "Camino"

Facilitator's Resource 1.2

Sofia's and Santiago's "Camino" (Example)

Sofia's "Camino"

STATE YOUR GOAL: Sofia would like to be a physical therapist who works with sports related injuries. At the age of 25, Sofia wants to have completed her education and have a job as a physical therapist.

THINK ABOUT THE STEPS: 1) **Immediate Steps:** Attend class regularly, study and prepare for class lessons and tests; 2) **Next 3 to 6 months:** Improve grade point average to over 3.0; 3) **In 12th grade:** Take SAT exam with a score of at least 1200; 4) **After high school graduation:** Attend a university with a good pre-physical therapy program; 5) **In her 20s:** Working on completion of physical therapy degree.

ASSERT YOUR CAMINO: A 'Road Trip' for Sofia that could help her reach her goal would be to get a summer volunteer job at a clinic or hospital. A road trip that might take Sofia off track would be going out to parties and neglecting her studies. Resources would include facilitators and counselors at her school to help her improve her study skills. A counselor at her school can also help her find college funding that she is eligible to receive and recommend trusted websites for information on grants and scholarships.

REACH YOUR GOAL: Sofia will know she has reached her goal when she is working as a physical therapist at a sports clinic/facility. Before reaching her goal, Sofia needs to make good decisions and listen to '**warning signs**' that she might be going off-track.

El Camino

State your goal
Think about the steps.
Assert your camino.
Reach your goal!

My goal
at age 25:

Own a
business

1 Today

Obstacle: Working and not studying
Resource: Talk to parents about priorities

2 Next 3 months

Obstacle: Finances
Resource: School counselor to get a paid summer internship

3 12th grade

Obstacle: Paying for college
Resource: Financial aid, scholarships

5

Develop plan
to open business

4 After HS graduation

Obstacle: Needing to stay close to home to help parents
Resource: Career counselor to help find local options

4

Attend university with strong business program or apply for business training/internship program

3

Work as a volunteer intern for a local company

2

Take time to learn more about parents' business

1

Attend class regularly, study and prepare for class lessons and tests

Facilitator's Resource 1.2
Santiago's "Camino"

Facilitator's Resource 1.2

Sofia's and Santiago's "Camino" (Example)

Santiago's "Camino"

STATE YOUR GOAL: Santiago would like to own his own business.

THINK ABOUT THE STEPS: 1) **Immediate Steps:** Attend class regularly, study and prepare for class lessons and tests; 2) **Next 3 to 6 months:** Take time to learn more about his parents' business; 3) **In 12th grade:** Work as a volunteer intern for a local company; 4) **After high school graduation:** Attend a university with a strong business program or apply for a business training/internship program; 5) **In his 20s:** Develop a plan to open his own business.

ASSERT YOUR CAMINO: A 'Road Trip' for Santiago that could help Santiago would be a chance to join an afterschool program about developing a business. A road trip that could take Santiago off track could be if he needs to stay close to home after high school to help his parents with their store. Resources would include talking to a career counselor to find out options for local colleges that he can attend part time or business training internship programs.

REACH YOUR GOAL: Santiago will know he has reached his goal when he is working full time at his own business. Before reaching his goal, Santiago needs to make good decisions and listen to '**warning signs**' that he might be going off-track.

Materials in Student Workbook:

- Lesson One: Key Messages – p. 1
- Handout 1.1: El Camino Map with **STAR** Definition – p. 3
- Handout 1.2: Sofia’s and Santiago’s Story/Novela – p. 5

Lesson 2

Think About the Steps: My Life at 25

Overview

Lesson 2 Learning Objectives

In Lesson 2: Think About the Steps: My Life at 25, students will be able to:

- Identify some of the steps they will need to take to achieve their goal they identified in Lesson 1; and
- Identify some of the tools and other resources they have available to them to help in achieving their goal.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
- **Lesson 2**
 - Take steps now to reach your goal.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

2A. Welcome to Lesson 2! (3 min)

2B. Review: **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your Camino; **R**each your goal (5 min)

2C. “Pass the ball”: Think about the steps to your goal (13 min)

2D. My Camino Map: “Think about the Steps” to Achieve My Goal (15 min)

2E. Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult (2 min)

2F. Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 1. Lesson 2 Overview (see Activity 2A)
 2. Key Messages (see Activity 2A)
 3. STAR (see Activity 2B)
 4. Group Agreements (see Activity 2B)
 5. Time Periods (see Activity 2D)
 6. Resources (see Activity 2D)

2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.



Lesson 2 Procedures

Activity 2A: Welcome to Lesson 2! (3 minutes)

1. **Welcome** students to Lesson 2.
2. **Review the lesson learning objectives so that students know what they will do/cover in the lesson.**
3. **Review the group agreements.**
4. **Ask students** to turn to **Lesson 2: Key Messages on page 7 in their workbooks.**
5. **Ask for a volunteer** to read the new Key Message for Lesson 2.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Lesson 2: Overview” as student reads the learning objectives and the PPT slide titled “Key Messages” as the student reads the key message.

Show the PPT slide titled “Group Agreements” to quickly remind students of them. You can say something like:

Just a quick reminder of the group agreements we discussed in Lesson 1. Let’s all remember to abide by them.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 2:** Key Messages



Activity 2B: Review **STAR**: State your goals; Think about the steps; Assert your Camino; Reach your goal (5 minutes)

1. **Remind students** that during the last lesson we learned about a goal-planning map (El Camino) and **STAR**.
2. **Ask students:**
 - *Does anyone remember the first step in **STAR**? The second step? The third step? The fourth step?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

3. Post **Flipchart 1.3: El Camino Map with STAR Definition**.
4. **Review** each of the **STAR** steps as needed (based on how much the students remembered).

Virtual Adaptation

Rather than showing the flipchart as you would in a face-to-face lesson, show the PPT slide titled “STAR” as you review the definition.

Facilitator Note: Remember to have the **Flipchart 1.2 Group Agreements** posted on the wall for this and all subsequent lessons.

MATERIALS

- **Flipchart 1.2:** El Camino Group Agreements
- **Flipchart 1.3:** El Camino Map with **STAR** Definition

STUDENT HANDOUTS

- **Handout 1.1:** El Camino Map with **STAR** Definition



Activity 2C: “Pass the Ball:” Think about the steps to your goal (13 minutes)

MATERIALS

- Ball (or other object to toss, e.g., ball of yarn)

1. **Ask students** to stand up in a circle.
 - Option: If there are two co-facilitators, they can have the class divide into two groups to form two circles.
2. **Tell the students:**
 - *We are going to “Think about the steps” you should take to help achieve your goal.*
3. Using **Flipchart 1.3: El Camino Map with STAR Definition** the facilitator should point out the five different time periods.
4. For each time period listed on the El Camino figure, the facilitator will start the activity and give one example of a “step.” Some examples could be:
 - a. Round 1 (Today): “Attend class regularly,” “improve grade point average”
 - b. Round 2 (Next Three Months): “Find out about programs to help study for PSAT,” “join after a school program that can help you learn skills related to your goal”
 - c. Round 3 (12th Grade): “Find out about training programs,” “take SAT for college entry”
 - d. Round 4 (After High School Graduation): “Take courses at a community college,” “participate in an apprenticeship program”
 - e. Round 5 (At age 20): “Obtain an entry level job in field of interest”
5. After the facilitator provides an example, they will toss the ball to one of the students. Whoever receives the ball needs to state a step that they need to take for the time period that the facilitator specifies for the round (e.g., ‘today’, ‘next three months,’ and so on).
6. Have the students continue to toss the ball and change to the different time periods about every minute.



7. After the activity is completed, **tell the students:**
 - *You will now have a chance to work on the steps you need to take to reach your goal on your caminos.*

Virtual Adaptation

Rather than participants throwing an actual ball as they would in a face-to-face lesson, ask each student to throw an imaginary ball with their hands to another student **and** call out the other student's name as they do so.

Ask each student to do the same until all students have had a turn.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 2D: My Camino Map: “Think about the Steps” to Achieve My Goal (15 minutes)

INTRODUCTION (2 minutes)

1. **Ask students** to find **Handout 1.1: El Camino Map with STAR Definition on page 3** in their workbooks.

Virtual Adaptation

Show the PPT slide titled “STAR” as students to turn to their handout.

2. **Explain to students:**

- *Today we will use the El Camino Map to focus on ourselves (rather than on Sofia and Santiago) and our identified long-term goals – especially as they relate to high school graduation and getting a good job – that is, a job that allows us to live the lives we want for ourselves and our families.*

3. **Remind the students** that last lesson they wrote their goal for when they are 25. If they didn’t write a goal last lesson, they can write one down during this lesson.
4. **Remind the students** that during the previous activity, they had a chance to brainstorm about “steps” they need to take to reach their goals.

STAR “THINK ABOUT THE STEPS”: INDIVIDUAL WORK (13 minutes)

1. **Tell the students:**

- *I will now read some questions to help you plan the steps for each of the time markers on El Camino. The questions are meant to help you imagine what your life might be over the next ten years. The questions will ask about specific time periods:*
 - a. Today (what steps can they start to take immediately)
 - b. The next 3 to 6 months
 - c. During 12th grade

MATERIALS

- **Flipchart 1.3:** El Camino Map with **STAR** Definition

STUDENT HANDOUTS

- **Handout 1.1:** El Camino Map with **STAR** Definition

- d. After high school graduation
- e. When they are 20 years old

Virtual Adaptation

Show the PPT slide titled “Time Periods” as students to turn to their handout.

2. *After each question, you will have a couple of minutes to think about the steps that will help you reach your goal and write those steps down in the space on your camino (Handout 1.1 on page 3).*
3. *After each step, you will have a chance to share your steps.*
4. **Ask students** if they have any questions about their assignment.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

If this activity is being conducted verbally, allow each student to discuss the steps that they need to take for their own goal.

Facilitator Note: Probes are provided which can be used as needed if students seem uncertain about steps for a specific time period. Remind the students of steps mentioned during the ‘Pass the Ball’ activity. Use probes most relevant for students in your group.

Remember that El Camino is about what the students think, believe, do, experience. They need to have the opportunity to express and discuss their opinions in this activity and throughout the curriculum. Facilitators should not sway students’ opinions.

STAR: THINK ABOUT THE STEPS

1. **Think about right now.** *What will you need to do to make sure you pass your classes?*
 - Probes: Regularly attend classes; talk to a trust adult about your goals.
 - Ask student volunteers to share some of their steps. Help the students think more specifically about steps. For example, if a

student says talk to a teacher, ask the student if there is a specific teacher they would talk to? Probe if necessary.

2. **Think about the next 3 to 6 months.** *What will you need to do to make sure you pass your classes and move on to the next grade level?*
 - Probes: Reach a certain grade point average; talk to a guidance/career counselor.
 - Ask student volunteers to share some of their steps.
3. **Think about during 12th grade.** *What will you need to do to make sure you finish high school? To get into a training program or go to college?*
 - Probes: Take SAT/ACT exams; identify training opportunities for area of interest; talk to guidance/career counselor about funding/scholarships.
 - Ask student volunteers to share some of their steps.
4. **Think about after high school graduation.** *What will you need to do to get a good job? What will you need to do to be successful in college?*
 - Probes: Part-time work to help fund training/college; take community college courses.
 - Ask student volunteers to share some of their steps.
5. **Think about when you are in your early twenties -- about 20 years old.** *Do you have a job? Are you still in college?*
 - Probes: Attend job fairs; discuss opportunities with career advisors at your college or training school.
 - Ask student volunteers to share some of their steps.
6. At the end of the activity, **emphasize to the students** that there are a lot of different types of tools or resources they can use to take the steps they need to reach their goal:
 - School staff (facilitators, counselors)
 - Trusted adults (parents, guardians, older siblings, other relatives)
 - Peers (friends with similar interests, cousins or other relatives same age)

- Internet/Web-sites (Remind the students that not all information on the internet is accurate)
- Clinic staff (health providers, counselors)

Virtual Adaptation

Show the PPT slide titled “Resources” as you review the list above.

Facilitator Note: Develop a list of specific resources with contact information that are available at your school and in your community. This will help students more easily identify and use resources.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box for the questions above.



Activity 2E: Assignment #1: A Question for Your Parent/Guardian or Other Trusted Adult (2 minutes)

Facilitator Note: Early trials of the program suggest that students have probably not had this conversation with their parent/guardian before – therefore this is an important opportunity for them to start this discussion.

1. **Ask students** to turn to **Assignment #1 on page 8** in their Workbook.

Virtual Adaptation

Show the PPT slide titled “Assignment 1” as students look in their workbooks.

2. Students can text the question to their parent/guardian or other trusted adult. Or they can call them or ask them in person and write their answer on the assignment sheet.

Virtual Adaptation

Ask the students to text their parent/guardian/trusted adult during the class.

3. **Tell the students:**
 - *It is important for you to complete the assignment. This will give you a chance to talk to a parent/guardian or other trusted adult about you goals and what you are learning in El Camino.*
4. **Tell the students** they should be prepared to discuss the assignment during Lesson 3.
5. **Remind the students** that they only have to share what they want to share during discussions.

STUDENT HANDOUTS

- Assignment 1:** A Question for your Parent/Guardian or other Trusted Adult



Activity 2F: Slogan and Closure (Optional) (3 minutes)

MATERIALS

- Flipchart 2.1: Key Messages

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 2.
3. On a flipchart, **write down students'** responses.
4. **Tell the students** that in the next lesson they will continue to use **STAR** to work on their camino.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Materials in Student Workbook:

- Lesson 2: Key Messages – p. 7
- Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult – p. 8

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Lesson

3

Assert Your Camino: RELATIONSHIPS AND DECISIONS

Overview

Lesson 3 Learning Objectives

In Lesson 3: Assert Your Camino: Relationships and Decisions, students will be able to:

- Discuss positive and negative road trips that can affect their camino;
- Recognize warning signs and how to use them to stay on their camino;
- Describe possible consequences from engaging in early sexual behaviors; and
- Describe how these consequences can affect school success and high school graduation.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your Camino and reach your goals.
- **Lesson 3**
 - Learn to identify and respond to “warning signs.”

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

- 3A. Welcome to Lesson 3! (3 min)
- 3B. Vote with your Feet: Road Trips—On or Off Track? (8 min)
- 3C. Warning Signs (9 min)
- 3D. Sofia’s and Santiago’s Story/Novela: Pedro’s Party (16 min)
- 3E. Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult (3 min)
- 3F. Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 1. Group Agreements (see Activity 3A)
 2. Key Messages (see Activity 3A)
 3. STAR (see Activity 3B)
 4. Road Trips: On or Off Track (see Activity 3B)
 5. Warning Signs (see Activity 3C)
 6. Warning Sign Situations (see Activity 3C)
 7. 3 Questions to Consider (see Activity 3C)
 8. Pedro's Party (see Activity 3D)

2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.

Lesson 3 Procedures

Activity 3A: Welcome to Lesson 3! (3 minutes)

1. **Welcome** students to Lesson 3.
2. **Review the lesson learning objectives** so that students know what they will do/cover in the lesson.
3. **Review the group agreements.**
4. **Ask students** to turn to **Lesson 3: Key Messages on page 9** in their workbooks.
5. **Ask for a volunteer** to read the new Key Message for Lesson 3.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Lesson 3 Overview” as students read the learning objectives and the PPT slide titled “Key Messages” as the student reads the key message.

MATERIALS

Flipchart 1.2: El Camino Group Agreements

STUDENT HANDOUTS

Lesson 3: Key Messages



Activity 3B: Vote with Your Feet: Road Trips—On or Off Track? (8 minutes)

ROAD TRIPS: ON OR OFF TRACK? — DEFINITIONS (4 minutes)

1. **Remind students** that during the last two lessons we learned about a goal-planning map (El Camino) and **STAR**.
2. **Refer to Flipchart 1.3 (El Camino Map with STAR Definition).**

Virtual Adaptation

Rather than a flipchart that would be used in face-to-face delivery, show the PPT slide titled “STAR” as you remind students of what they have learned so far about STAR.

3. **Remind the students:**
 - *In the first lesson, everyone identified and **Stated** their goal.*
 - *In the second lesson, everyone **Thought** about the Steps they need to take to reach that goal.*
4. **Tell the students:**
 - *Today we are going to talk about **Asserting** your Camino. Now please turn to **Handout 3.1: Road Trips: On and Off Track on page 10.***
5. **Review Handout 3.1/Flipchart 3.1a: Road Trips: On or Off Track on page 10.**

Virtual Adaptation

Rather than a flipchart that would be used in face-to-face delivery, show the PPT slide titled “Road Trips: On or Off Track” as you explain what “on” and “off track” mean.

6. **Tell the students:**
 - *Sometimes staying on your camino can be difficult. However, to **Reach** your goals, you need to be prepared to stay “on track.” And, if you go on a Road Trip that takes you “off track,” you need the resources to get back on your camino.*

MATERIALS

- Flipchart 3.1:** Road Trips: On and Off Track
- Flipchart 1.3:** El Camino Map with **STAR** Definition
- Facilitator Resource 3.1a and 3.1b:** Vote with Your Feet—On or Off Track
- ON TRACK/OFF TRACK Signs

STUDENT HANDOUTS

- Handout 3.1:** Road Trips: On and Off Track

Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.

- *It is important to acknowledge that some groups of youth may experience barriers to achieving their goals that are due to discrimination. For example, the effects of racism, sexism, and homophobia. This is not your fault.*
- *There are events that are out of your control like the death of family member, losing a job, or financial hardship in the family that might prevent a student from actively working toward their goals. This is not your fault.*
- *We want to empower you to make choices that support your personal goals, but want you to know that we understand that there are things that you cannot control.*

 7. **Explain to the students:**

- *We are going to explore how the resources you have – your own intelligence, experience, judgment, knowledge, skills and resilience, and your family, friends, and community – can help you achieve your goals.*

Facilitator Note: During this activity about road trips, help the students to explore how certain actions or situations can be either positive or negative. For example, playing video games can be educational – but, if someone spends too much time playing video games, they might be neglecting other responsibilities such as homework. Also, having a partner can be positive if they are supportive of you and your goals. Having a partner who expects you to spend a lot of time with them, however, can again take you away from what you need to do to reach your goals.

VOTE WITH YOUR FEET (4 minutes)

Facilitator Note: To stay within the time limit, select ONLY 3 or 4 of the statements to discuss. Remember that El Camino is about what the students think, believe, do, experience. They need to have the opportunity to express and discuss their opinions in this activity and throughout the curriculum. Facilitators should not sway students' opinions.

1. **Remind the students** that in Lesson 1 we used “Vote with Your Feet” to share their opinions about different statements.

2. **Explain to students** that today we will “vote” on whether certain activities take you off track of your Camino.
3. **Remind the students** that after a statement is read, each of them should go to the sign that best fits with their opinion. Remind them that if they are unsure or feel that the statement could have positive or negative consequences, they can stand in the middle of the room.
4. At any time during the discussion, students can change their mind and move quietly to a new position.
5. **Select** 3-4 statements from **Facilitator Resource 3.1b: Vote with Your Feet: On or Off Track?**
6. **Read statements** from **Facilitator Resource 3.1b: Vote with Your Feet: On or Off Track?**
 - a. **Probe the students** to explore their reason for choosing on or off track. Ask if the statement could take them “off track” but, at the same time be a positive experience?
 - b. **Remember to listen** to the students’ ideas, and don’t suggest answers to the statements.

Virtual Adaptation

Explain to students why this activity is called “Vote with Your Feet” (or Vote with Zoom) and how it has been adapted for virtual learning. Remind the students that we want to hear from them and that it is ok to change your answer if someone changes your mind.

Every class will have different needs and preferences for participation. We have developed 4 main options to facilitate this activity.

Option 1: Ask students to use Zoom’s **Reactions** feature. If they agree with a statement, they should click on the “thumbs up” icon. If they disagree with the statement, they should click the “surprised face” reaction. You should then call on students to verbally share why they agree or disagree. Alternatively, the facilitator can tell students to use whatever reaction they prefer to respond to the statement. Facilitators can then call on students to verbally state why they used that reaction.

Option 2: Students can respond via the chatbox using words or emojis. Please note that sometimes students respond directly to the presenter. If

you have slides in presenter mode, you may not be able to see the chat. You can instruct students to message your cofacilitator or you can choose to actively monitor the chat.

Option 3: We have included "yes" and "no" signs in the student workbooks. Students can hold up the sign they want to respond with. This option would only work in a class where most or all students are on camera.

Option 4: If there are no responses of any kind you can call on students and ask them to share if they agree or disagree.

As in the face-to-face version of this activity, students can change their opinion at any time by clicking or unclicking their initial vote.



Activity 3C: Warning Signs (9 minutes)

DEFINITION OF “WARNING SIGN” (4 minutes)

1. Explain to the students:

- *The purpose of the next activity is for you to learn to recognize “warning signs” that tell you that you might be taking a Road Trip that will take you off track of your Camino - Road Trips that can get in the way of you achieving your future goals, especially graduating high school and getting a good job.*

2. Ask students:

- *What do you think “warning signs” means? Take a few responses.*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

3. Share this definition and example with students:

- *Warning signs tell us that there might be a bad outcome or that something is risky or not right in a certain situation. When we experience warning signs, we can then use our feelings, our brain and our senses (that is, sight and hearing) to make good decisions. Warning signs can help us to stay on our Camino.*

Virtual Adaptation

Show the PPT slide titled “Warning Signs” as you review the definition.

4. Ask students to turn to **Handout 3.2: Warning Signs on page 11** in their workbooks.

5. Explain to students:

- *Teens and adults who do not pay attention to “warning signs” often regret their decisions. Warning signs can tell you that the situation could get you into trouble. It is important to **THINK** about what you are doing and the consequences of your*

MATERIALS

- Flipchart 3.2:** Warning Signs Situations

STUDENT HANDOUTS

- Handout 3.2** Warning Signs

actions. These situations can take us off track from our Camino.

- *People who experience abuse or are forced to do something against their wishes may blame themselves for not noticing warning signs, or for noticing them but not doing anything about them. While warning signs can be helpful when making a decision, victims of abuse are never to blame for their abuse.*

“WARNING SIGN” STATEMENTS (5 minutes)

1. Share **Flipchart 3.2: Warning Sign Situations**.

2. **Tell the students:**

- *I am going to read statements, one at a time, about certain situations that could happen to you (see statements listed below).*

Virtual Adaptation

Rather than a flipchart that would be used in face-to-face delivery, show the PPT slide titled “Warning Sign Situations” as you read them aloud to students.

3. After reading the statement, students will consider the three questions on **Flipchart 3.2**.

Virtual Adaptation

Rather than a flipchart that would be used in face-to-face delivery, show the PPT slide titled “3 Questions to Consider.”

4. After reading each statement, **ask one student** to share his/her answers to the three questions on **Flipchart 3.2**. For the sake of time, take only one volunteer per situation.

5. **Warning Sign Statements:**

- A friend asks to cheat off you during a test.
- A friend encourages you to shoplift some shoes in a store.
- Someone you just met offers you a ride home.



6. Emphasize with students:

- *It is important to pay attention to “warning signs” and not to ignore them. Our “warning signs” are almost always going to help us make decisions that are right for us. Being able to read warning signs will help us avoid going off track of our caminos.*



Activity 3D: Sofia's and Santiago's Story/Novela: Pedro's Party (16 minutes)

REVIEW OF SOFIA'S AND SANTIAGO'S STORY/NOVELA (3 minutes)

1. **Ask the students** if they remember Sofia's and Santiago's story/novela.

Virtual Adaptation

Ask students to use Zoom's Reaction feature to answer this question.

2. **Ask the students** to tell you about Sofia (Probes: Who does Sofia live with? What are Sofia's strengths [what is she good at])?
3. **Ask them to tell you** about Santiago (Probes: Who does Santiago live with? What are Santiago's strengths [what is he good at])?

Virtual Adaptation

Allow students to answer Questions 2 and 3 verbally or using the **Chat** box.

4. **Tell the students** that today we are going to learn more about Sofia and Santiago and their families and friends.

SOFIA AND SANTIAGO'S STORY: PEDRO'S PARTY (13 minutes)

1. Ask students to turn to **Handout 3.3: Sofia's and Santiago's Story/Novela: Pedro's Party on page 12.**

Virtual Adaptation

As students find their handouts, show the PPT slides titled "Pedro's Party." Click through these slides with the text from the novela as students read aloud.

MATERIALS

- Flipchart 1.3:** El Camino Map with **STAR** Definition

STUDENT HANDOUTS

- Handout 3.3** Sofia's and Santiago's Story/Novela: Pedro's Party



2. Tell the students:

- *This story includes descriptions that might make people that have experienced unwanted sexual behaviors in the past feel uncomfortable. Remember our group agreements: you do not have to participate in an activity that you do not want to and you can leave the room if you're feeling triggered.*
- *As the story/novela is read, we will stop and discuss what the characters are doing and how you think they feel.*
- *At each stopping point in the story, I will ask you to indicate if you think that one or more of the characters is feeling warning signs.*
 - a. **Note:** Students can raise their hands, clap, snap their fingers to indicate that the character is feeling warning signs.

Virtual Adaptation

There are several ways you can ask students to indicate if they are feeling warning signs: 1) raise their hands in front of their webcam, 2) use Zoom's **Reactions** feature, 3) type "warning" (or another simple word) in the **Chat** box, or 4) ask them to write the word "warning" in big letters on a piece of paper, and raise that paper to their webcams.

For other questions, allow students to answer verbally or by using the **Chat** box.

During the activity, ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

- ## 3. Ask for a volunteer
- to read the first paragraph of the story/novela. Have other volunteers read each of the subsequent paragraphs. Another option is for the facilitator to read the scenario.

Sofia's friend Alicia invited Sofia to a birthday party for Pedro. Pedro is in 12th grade. Alicia tells Sofia that Pedro's parents will be out of town the weekend of the party and that "everybody" will be there, including David. David is in Sofia's science class and she has wanted to spend more time with him. Sofia knows her Aunt Camila will not let her go to the party – her Aunt is always telling Sofia that she must keep a close eye on her because her parents are out of the country.

However, Sofia decides to go to the party and tells her Aunt that she is spending the night at Alicia's house.

Sofia mentions the party to Santiago. Santiago usually works on the weekends at his parents' store. He knows if he goes to the party, his parents will need to work extra hard at the store. Santiago decides to go to the party anyway and he tells his parents that he is meeting a friend to work on a school project.

- Do Sofia and Santiago feel any "warning signs"? (raise hands, clap, snap fingers if "yes")
- Why do they feel "warning signs"? How do they feel?

When Alicia, Sofia and Santiago arrive at the party, the house is really crowded. They know some of the people from school, but they also see some of Pedro's older friends. The music is loud and people are dancing. Santiago sees a friend and leaves Alicia and Sofia. As Alicia goes into the kitchen to get drinks, Sofia sees David. WOW – he is so hot. David smiles and waves at Sofia.

- Does Sofia feel any "warning signs"? (raise hands, clap, snap fingers if "yes")
- How might Sofia respond to these "warning signs"?

David comes over, puts his arm around Sofia and says, "I was hoping I would see you here." Sofia tells David that she really loves the music, and David suggests that they dance. David and Sofia dance for a while. Alicia starts taking pictures of Sofia and David dancing and posting them on social media.

- Does Sofia feel any "warning signs"? (raise hands, clap, snap fingers if "yes")
- Why does Sofia feel "warning signs"?

After dancing for a while, Sofia feels hot. David says, "Hey, let's go upstairs, it's so much cooler up there." Sofia isn't sure she wants to go upstairs, and she doesn't know how to assert herself. David grabs

a liquor bottle and a couple of glasses. David says, “Come on”, and Sofia goes with him. When they get upstairs, Sofia notices that they are the only ones there.

- Does Sofia feel any “warning signs”? (raise hands, clap, snap fingers if “yes)
- When does she feel the “warning signs” and how might she respond?
 - **Probes:** When David suggests they go upstairs? When David takes a liquor bottle with him? When they get upstairs and there is no one else up there?
- How can Sofia assert herself and protect her camino?

Sofia and David go into one of the bedrooms. David pours two shots out of the liquor bottle and offers her one. Sofia says “no,” so David drinks both shots. David starts kissing her. Sofia knows that David wants to have sex with her. She likes him a lot, but she’s not sure if she’s ready.

- How is Sofia feeling when David drinks two shots?
- How is Sofia feeling when David starts kissing her?
- How can Sofia assert herself and protect her camino?

David takes off his shirt and starts taking off Sofia’s shirt. Sofia still feels uncertain about the situation. Part of Sofia wants to have sex, but part of her feels like it is not a good idea. Sofia doesn’t have condoms and it looks like David doesn’t either.

- Sofia made a lot of decisions before and at the party. At what point could Sofia have done something differently that would have helped her in her Camino?

Facilitator note: Remind students that it is never ok for someone to coerce or force another person to have sex.

- How can Sofia assert herself now and still protect her camino?
- How do Sofia's decisions affect her camino?
- What about David's decisions and behaviors?
- What should he have done differently?



5. **Tell the students:**

- *We will learn more about what happened to Santiago at the party in Lesson 4. We will also hear more about Sofia and David in future lessons.*



Activity 3E: Assignment #1: A Question for Your Parent/Guardian or Other Trusted Adult (3 minutes)

MATERIALS

- **Assignment 1:** A Question for your Parent/Guardian or Other Trusted Adult

1. **Ask students** to turn to **Assignment #1 on page 8.**

Virtual Adaptation

Show the PPT slide titled “Assignment 1” as students look in their workbooks.

2. **Ask for volunteers** to read the answers they got from their parent/guardian or other trusted adult.
3. If there is a student who was not able to ask this question to an adult, ask:
 - *How do you think your parent, guardian or other trusted adult would answer this question?*

4. **Ask the students:**

- *How was what your parent/guardian said different or the same as their own educational goals? Why do you think they are the same? Or why do you think they are different?*

Virtual Adaptation

Allow students to answer this question verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 3F: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 3.
3. On a flipchart, **write down students' responses.**
4. **Tell the students** that in the next lesson they will continue to use **STAR** to work on their Camino.

Virtual Adaptation

After giving students a minute to think about a slogan, ask them to write their ideas in the **Chat** box. Read each of the slogans aloud. Provide positive feedback on students' creativity.

Facilitator Resource 3.1a

Vote with Your Feet: Road Trips: On or Off Track

Road trips are life experiences that can either:

- Keep you on track to achieve your goals (for example, doing community service hours or participating in an internship), OR
- Create obstacles that can take you off track of your Camino and make it harder to achieve your goals (for example, going to parties or drinking alcohol).

You will probably experience both types of road trips. It is important to know how to manage your road trips, so you can get back to your Camino.

On Track experiences are Road Trips that do not take much of your attention away from your Camino and can even HELP you achieve your goal.

- An **On Track** road trip might be joining a club after school. While joining the club might take some time away from your Camino, you might learn a new skill, meet new friends to support you in achieving your goal, or meet a new facilitator who supports your goals.

Off Track Road Trips require you to re-write the steps needed to achieve a goal (“plot a new route”). If you go off track, you are going to need more time, energy and tools or resources to achieve your goals. Going off track can cause a delay in achieving your goals. Sometimes it is a short delay; but other times, going off track can make it much more difficult to achieve your goals.

- An **Off Track** road trip might be if you decide to play video games to the extent that you don’t study enough to get good grades. Getting a bad grade in a class would take you off your Camino and you would have to plot new steps that would help you get back on your route.

DO NOT MENTION that having unprotected sex and finding out that you/your partner is pregnant could make it difficult to achieve your goals. Allow students to mention this, if the students bring it up themselves.

Facilitator Resource 3.1b

Vote with Your Feet: Road Trips: On or Off Track

NOTE: Choose ONLY 3 or 4 statements from the list to discuss so that you can stay within the activity time limit.

STATEMENTS FOR VOTE WITH YOUR FEET (ON TRACK OR OFF TRACK):

1. Join an afterschool program
2. Play videogames
3. Work a part time job during the school year
4. Spending time with some youth you know are part of a violent gang
5. Be selected to be on a school sports team
6. Go to a friend's house and drinking alcohol
7. Be suspended from school for cheating on an exam

Flipchart 3.1

Road Trips: On or Off Track?

- **ROAD TRIPS** are life experiences that can either: 1) keep you on track to achieve your goals, or 2) create obstacles that can take you off your Camino and make it harder to achieve your goals. You will probably experience both types of road trips. It is important to know how to manage your road trips, so you can get back to your Camino.
- **ON TRACK** experiences are Road Trips that do not take much of your attention away from your Camino. In fact, sometimes, On Track experiences can even HELP you achieve your goal.
- **OFF TRACK** experiences are Road Trips that require you to re-write the steps needed to achieve a goal (“plot a new route”). If you go off track you will likely need more time, energy and resources to achieve your goals. Going off track can cause a delay in achieving your goals. Sometimes it is a short delay, but other times going off track can make it much more difficult to achieve your goals.

Flipchart 3.2

Warning Sign Situations

- What does your warning sign say?
- How might you feel in the situation?
- How could your decision in the situation affect your camino?

Materials in Student Workbook:

- Lesson 3: Key Messages – p. 9
- Handout 3.1: Road trips: On and Off Track – p. 10
- Handout 3.2. Warning Signs – p. 11
- Handout 3.3. Sofia’s and Santiago’s Story/Novela: Pedro’s Party – p. 12

Lesson 4

Reach Your Goal: Setting Limits to Stay on Track

Overview

Lesson 4 Learning Objectives

In Lesson 4: Reach Your Goal: Setting Limits to Stay on track, students will be able to:

- Discuss warning signs and how road trips can affect their camino;
- Recognize pressures teens face to have unwanted and/or unprotected sex;
- Recognize external and situational factors that can lead to unwanted or unprotected sex; and
- Describe challenges associated with being a young parent.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive could help you stay on your camino and reach your goals.
- **Lesson 4**
 - Only have sex when you are ready.
 - Experience life's road trips and identify tools or resources that support reaching your camino.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

- 4A. Welcome to Lesson 4! (2 min)
- 4B. Review of **STAR** (5 min)
- 4C. Sofia's and Santiago's Story/Novela: Pedro's Party (continued; 15 min)
- 4D. Vote with Your Feet: Teen Parent Reality Check (17 min)
- 4E. Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 1. Group Agreements (see Activity 4A)
 2. Key Messages (see Activity 4A)
 3. STAR (see Activity 4B)
 4. Seeing Amanda and Sebastian (see Activity 4C)
 5. Discussion Questions (see Activity 4C)
 6. Lesson 4 – Key Points (see Activity 4D)

2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.



Lesson 4 Procedures

Activity 4A: Welcome to Lesson 4! (2 minutes)

1. **Welcome** students to Lesson 4.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. **Tell students:** *Please note, this lesson may contain graphic images about the reproductive systems of people with penises and people with vaginas. You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*
4. **Review** the group agreements.
5. Ask students to turn to **Lesson 4: Key Messages on page 15** in their workbooks.
6. **Ask for a volunteer** to read the new Key Message for Lesson 4.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom. Show the PPT slide titled “Lesson 4: Overview” as the student reads the learning objectives and the PPT slide titled “Key Messages” as the student reads the key message.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 4:** Key Messages



Activity 4B: Reviewing **STAR** (5 minutes)

REVIEW OF FOUR STEPS (5 minutes)

1. Tell students:

- *The purpose of the next activity is to briefly review the four-step **STAR** technique that we have been discussing for the last four sessions. Remember that the purpose of the **STAR** technique is for you to be able to set a goal and stay on your Camino.*

2. Post **Flipchart 1.3: El Camino Map** with **STAR** definition.

Virtual Adaptation

Rather than a flipchart that would be used in face-to-face delivery, show the PPT slide titled “STAR” as you review the definition.

3. Tell the students that you will read the definition and you want them to give an example.

4. Read each definition. If necessary, prompt students to help them think about examples.

- a. **STATE** Your Goal – (What do you want to be doing when you are 25?)
- b. **THINK** about the Steps – (get good grades, graduate from high school)
- c. **ASSERT** Your Camino – (What are warning signs and what do you need to do to stay on your camino?)
- d. **REACH** Your Goal – (How will you know when you reached your goal?)

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

MATERIALS

- Flipchart 1.3:** El Camino Map with **STAR** Definition

STUDENT HANDOUTS

- Handout 1.1:** El Camino Map with **STAR** definition.

 5. **Tell the students:**

- Today we will focus on **REACH YOUR GOAL** and discuss ways that you can be taken off track and what tools or resources you can use to stay on track. Being off track doesn't mean you can't reach your goal, but it might take a longer time.

 6. **Tell the students:**

- To stay or get back on track there are a lot of tools or resources available to you including trusted friends, family, facilitators and school counselors, extra classes such as SAT preparation, internships, and scholarships. You also have tools within yourself such as skills, knowledge, experiences. We will continue to learn about tools or resources that are available to you to help you stay on your camino.

7. **Tell the students** that we will continue refer to **STAR** over the next seven sessions.



Activity 4C: Sofia’s and Santiago’s Story/Novela: Pedro’s Party (continued) (15 minutes)

REVIEW FROM LESSON (2 minutes)

1. **Ask the students** to tell you about Sofia’s experience at Pedro’s Party. Remind the students that last time we discussed “warning signs”.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

2. **Tell the students** that today we will talk about Santiago’s experience at Pedro’s party.
3. **Tell the students** to open their workbooks to **Handout 4.1. Sofia’s and Santiago’s Story/Novela: Pedro’s Party: Seeing Amanda and Sebastian on page 16.**

Virtual Adaptation

As students find their handouts, show the PPT slides titled “Seeing Amanda and Sebastian.” Click through these slides with the text from the role play as students read aloud.

MEETING SEBASTIAN AND AMANDA (ROLE PLAY) (8 minutes)

1. **Ask students** for four volunteers to play the roles of Sebastian, Amanda, Santiago, and the Narrator.

Virtual Adaptation

There are several ways you can ask students to indicate that they would like to volunteer: 1) raise their hands in front of their webcam, 2) use Zoom’s **Reactions** feature, or 3) type the role they would like to play in the **Chat** box.

2. **Give the volunteers** a minute to look over the role play.

STUDENT HANDOUTS

- **Handout 4.1** Sofia’s and Santiago’s Story/Novela: Seeing Amanda and Sebastian

Narrator: Sofia invited Santiago to Pedro’s birthday party. Santiago works at his parents store and hopes to go to business school and have a business of his own in the future. When Santiago arrives at the party, he sees Sebastian and Amanda - two of his friends from middle school who he has not talked to in a while.

Santiago: Hey Sebastian and Amanda, how have you been? I haven’t seen you around in a while.

Amanda: (Gives Santiago a quick hug) Good to see you here. I’ve been living with my dad this past year, and I’m just over visiting my mom for the weekend.

Santiago: This is a great party. I want to introduce you to a couple of my friends.

Sebastian: Uh, sure. But first come out back for a few minutes and let’s catch up.

Santiago: (Shrugs) Okay.

Narrator: Santiago, Sebastian and Amanda go out to Pedro’s back porch. When they get out there, Sebastian pulls out weed and lights up. Amanda takes a puff and hands it to Santiago.

Santiago: (Hesitates) Sure I, guess so. (Santiago takes a deep breath).

Amanda: (Leans in closer to Santiago). This party is boring. Why don’t we grab a bottle of something good and head back to my mom’s house? My boyfriend is coming over there after work. She’ll be at work all night. No bus tonight - I have the car (pulls out car keys).

Santiago: Well, I need to be home soon to help close the store.

Sebastian: C’mon. I haven’t seen you in a year. They can close the store one night without your help.

Narrator: Amanda grabs a pack of cigarettes sitting on a table on the porch. She lights one for herself and offers the pack to Santiago. Meanwhile, Sebastian quickly goes inside and comes back out with a

bottle of liquor. Amanda and Sebastian start walking toward the street, as Santiago lags a few steps behind. Santiago is undecided about whether he wants to go with Amanda and Sebastian.

DISCUSSION QUESTIONS (5 minutes)

1. ******How does Santiago feel when Amanda hands him marijuana? How might smoking marijuana affect decisions he makes later?
2. Amanda, Sebastian, and Santiago have been drinking and smoking marijuana. How can that affect what happens when they leave to go to Amanda's house?
3. ******Does Santiago feel any "warning signs"?
4. ******What resources (knowledge, skills, experience) can Santiago use to help him make a decision?
5. Think about Santiago's goal. What could happen tonight that would take Santiago off track?
6. What could happen tonight that could take Amanda off track?

Facilitator Note:

Questions that include the asterisk (**) in the front are the questions to prioritize in this discussion if you are running out of time.

When discussing resources, remind students of different types of resources:

- Personal strengths, knowledge, skills, experience
- School staff (facilitators, counselors)
- Trusted adults (parents, guardians, older siblings, other relatives)
- Peers (friends with similar interests, cousins or other relatives same age)
- Internet/web-sites
- Clinic staff (health providers, counselors)

Virtual Adaptation

Show the PPT slide titled "Discussion Questions" as you lead a discussion with the questions listed above.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 4D: Vote with Your Feet: Teen Parent Reality Check (17 minutes)

INTRODUCTION (2 minutes)

1. Some students mention that becoming a parent is a challenge to reaching their goals.
2. **Tell the students:**
 - *Today we are going to talk about some of the challenges associated with teen pregnancy and parenting. We recognize that you might have friends or family who are young parents. In this activity, we want to think about and discuss how having a baby affects a young person's life.*
 - *We are going to "Vote with Your Feet" and discuss questions about challenges for young parents.*
 - *After I read a question, stand by the sign that best represents your answer. As before, if you are not sure, it is okay to stand in the middle. You can also change your mind based on what you hear in the discussion and move to a new position.*

Virtual Adaptation

Explain to students why this activity is called "Vote with Your Feet" (or Vote with Zoom) and how it has been adapted for virtual learning. Remind the students that we want to hear from them and that it is ok to change your answer if someone changes your mind.

Every class will have different needs and preferences for participation. We have developed 4 main options to facilitate this activity.

Option 1: Ask students to use Zoom's Reactions feature and provide some guidance on how to pick a reaction. For example, if students agree with a statement, they can click on the "thumbs up" icon. If they disagree with the statement, they can click the "surprised face" reaction. You should then call on students to verbally share why they agree or disagree. Alternatively, the

MATERIALS

- Facilitator Resource 4.1:**
Teen Parent Reality Check
- "YES" and "NO" signs

facilitator can tell students to use whatever reaction they prefer to respond to the statement and to be prepared to discuss why they chose the reaction. Facilitators can then call on students to verbally state why they used that reaction.

Option 2: Students can respond via the chatbox using words or emojis. Please note that sometimes students respond directly to the presenter. If you have slides in presenter mode, you may not be able to see the chat. You can instruct students to message your cofacilitator or you can choose to actively monitor the chat.

Option 3: We have included "yes" and "no" signs in the student workbooks. Students can hold up the sign they want to respond with. This option would only work in a class where most or all students are on camera.

Option 4: If there are no responses of any kind you can call on students and ask them to share if they agree or disagree.

Remember that as in the face-to-face version of this activity, students can change their opinion

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

TEEN PARENT REALITY CHECK AND DISCUSSION (15 minutes)

1. **Read each question** on the **Facilitator Resource 4.1: Teen Parent Reality Check**. It is important that facilitators read these questions as they are written and not stray from this script. Prompt a discussion for each group (the "YES" group and the "NO" group) using prompts after each of the major questions on **Facilitator Resource 4.1: Teen Parent Reality Check**.
2. After the activity, **review the following points**:
 - *Becoming a parent during your teens doesn't mean you cannot graduate high school or have a good job in the future – it just means that you could face more challenges.*
 - *The only 100% sure way of preventing unintended pregnancy is not having penile-vaginal sex. If you decide to have penile-vaginal sex, then you should use contraception every time you*

have sex to avoid pregnancy. For all partners, to prevent sexually transmitted infections, you also need to use a condom consistently. Some people are forced into having sex and this is not their fault.

- *There are some safe and very effective contraceptive methods for teens. We are going to learn more about these methods over the next few sessions of El Camino. This information about pregnancy and contraceptive methods will help you stay on track of your camino and **REACH YOUR GOAL.***

Virtual Adaptation

Show the PPT slide titled “Lesson 4-Key Points” as you review the key points above.



Activity 4E: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 4.
3. On a flipchart, **write down students' responses**.
4. **Tell the students** that in the next lessons we will start to talk more about pregnancy, sex, and contraceptives.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Facilitator Resource 4.1

Vote with Your Feet: Teen Parent Reality Check

Background

During this exercise, I want you to think about being a parent of a healthy 6-week-old baby. You are in tenth grade and get good grades. You are on track to graduate on time and you want to go to college.

If you have experience being a parent, think about that experience. If you have not been a parent, imagine how having a baby might affect your life.

Questions

1. Will you live at home with your family?
 - **PROBE FOR THE YES GROUP:** Would your parents/guardian let your partner live at home with you? How do you feel about that?
 - **PROBE FOR THE NO GROUP:** Where do you live? How will you afford to live away from your home?
2. Do you stay in school?
 - **PROBE FOR THE YES GROUP:** Who watches your baby during the day? When will you make time to study?
 - **PROBE FOR THE NO GROUP:** How do you think you will get a high school diploma or GED later?
3. Do you have a job?
 - **PROBE FOR THE YES GROUP:** Who watches your baby while you're at work?
 - **PROBE FOR THE NO GROUP:** How do you pay for diapers and baby clothes?
4. When your child is sick, do you miss school and work?

- **PROBE FOR THE YES GROUP:** What would you do if your child got sick on a day you had a big test?
 - **PROBE FOR THE NO GROUP:** Who watches your child when s/he is sick?
5. Do you hang out with your friends on the weekends?
- **PROBE FOR THE YES GROUP:** What kinds of things do your friends do on the weekends? Are these activities appropriate for a 6-month old baby?
 - **PROBE FOR THE NO GROUP:** What are you doing instead?

Materials in Student Workbook:

- Lesson 4 Key Messages – p. 15
- Handout 4.1. Sofia’s and Santiago’s Story/Novela: Pedro’s Party: Seeing Amanda and Sebastian – p. 16

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Lesson 5

Teen Pregnancy and Understanding How Pregnancy Occurs

Overview

Lesson 5 Learning Objectives

In Lesson 5: Teen Pregnancy and Understanding How a Pregnancy Occurs, students will be able to:

- Describe basic reproductive anatomy;
- Explain how a pregnancy occurs;
- Learn important facts about pregnancy; and
- Discuss the benefits of delaying pregnancy/parenthood until completing their education and obtaining a good job.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Both partners are responsible for preventing unintended pregnancy and/or STIs. (**Note**: This is a new key message for the program)
- **Lesson 5**
 - Both partners are responsible for preventing unintended pregnancy and/or STIs.
 - To prevent unintended pregnancy, abstain from penile-vaginal sex or use an effective method each time.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

- 5A. Welcome to Lesson 5! (1 min)
- 5B. Culture, Gender, and Pregnancy (11 min)
- 5C. How a Pregnancy Occurs (20 min)
- 5D. More Facts about Pregnancy and Question Box (8 min)
- 5E. Slogan and Closure (3 min)

- To prevent sexually transmitted infections, you also need to use a condom consistently.

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 1. Group Agreements (see Activity 5A)
 2. Key Messages (see Activity 5A)
 3. Gender (see Activity 5B)
 4. What have you heard about when someone should have sex? FAMILY (see Activity 5B)
 5. What have you heard about when someone should have sex? FRIENDS (see Activity 5B)
 6. What have you heard about when someone should have sex? POPULAR CULTURE (see Activity 5B)
 7. Male Reproductive System (see Activity 5C)
 8. Reproductive of a Person with a Vagina System (see Activity 5C)
 9. Handout 5.1a: Reproductive of a Person with a Penis System (see Activity 5C)
 10. Handout 5.1b: Reproductive of a Person with a Penis System (see Activity 5C)
 11. Handout 5.2a: Reproductive of a Person with a Vagina System (see Activity 5C)
 12. Handout 5.2b: Reproductive of a Person with a Vagina System (see Activity 5C)
 13. Lesson 5 – Key Points (see Activity 5D)
2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.

Facilitator Note: Two options for Lessons 5 and 6:

1. Invite an expert in adolescent health or family planning to implement activities 5C and 5D and/or activity 6C. Facilitators should vet outside experts to ensure that they provide comprehensive, unbiased, and medically accurate information that aligns with the principles of El Camino. If an outside expert is invited, the facilitator should go over the curriculum with them and stay in the classroom to make sure that they stick within the time allocations and highlight the key messages and core components of El Camino. Also see Facilitator Resource 5.3: Information about El Camino for Visiting Speakers. This resource is available at the end of this lesson.
2. Add an additional session at the end of Lesson 6. Most of the information presented in Arc 2 is new to students. In our experience implementing the curriculum, students have a lot of questions about the lessons on reproductive health and contraceptive. The additional lesson would be set up as a “question and answer” session. Facilitators can also consider inviting an expert in adolescent health or family planning to the additional session to help address questions.
3. Facilitators should be responsive to questions that are asked but should also redirect back to the present material if they get too off track. If students ask questions about condoms or contraception, facilitators should tell students this will be covered in the next lessons.
4. If an outside expert has been invited to implement activities in Lessons 5 and/or 6, quickly check that they discussed major points in a section before moving on.

Virtual Adaptation

Follow the same instructions listed above for a virtual delivery of this lesson. However, the guest speaker will need an orientation on how to use Zoom if they are not familiar with the platform. If the guest speaker plans to use slides or screen sharing, be sure they are oriented on how to do so on Zoom. You may want to assist them with this part of the presentation.

As the host of the Zoom meeting, you can choose to make the guest speaker a co-host so they can control Zoom features on their own. Or, if they prefer, you can assist them with advancing slides.

We recommend that the Facilitator conducts Activities 5A and 5E.

Additionally, make sure the presenter is oriented to the protocols about how lessons are being delivered on Zoom and student participation. You may want to share the “Tips for Facilitating El Camino on Zoom” with the guest speaker.



Lesson 5 Procedures

Activity 5A: Welcome to Lesson 5! (1 minute)

1. **Welcome** students to lesson 5.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson. Let them know that the lesson will include a discussion about gender and sexuality, and may also include discussions about of sexism, transphobia, and homophobia.
3. **Tell the students:** *Please note, this lesson may contain graphic images about the reproductive systems of people with penises and people with vaginas.*
 - **For virtual implementation:** *You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*
4. If this lesson is not being taught by a reproductive health expert, tell the students: I am not a reproductive health expert. I will do my best to answer all the questions you have. The best place for you to get information on reproduction is with your health provider.
5. **Review** the group agreements.
6. **Ask students** to turn to **Lesson 5: Key Messages on page 19 in their workbooks.**

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Lesson 5: Overview” while the student reads the lesson learning objectives and the PPT slide titled “Key Messages” as the student reads the key message.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 5:** Key Messages

Show the PPT slide titled “Group Agreements” to quickly remind students of them. You can say something like:

Just a quick reminder of the group agreements we discussed in Lesson 1. Let’s all remember to abide by them.

7. **Ask for a volunteer** to read the new Key Message for Lesson 5.



Activity 5B: Gender, Culture, and Pregnancy (11 minutes)

INTRODUCTION (5 minutes)

1. Ask students:

- *How do you define “gender”?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

2. After a few responses, tell the students:

- *What we call gender can be thought of as a combination of two elements:*
 - *Your identity, or your personal sense of self as a male, a female, a blend of both, or neither;*
 - *Your expression of your gender to the world and how culture, your community and family see and interact with you.*
- *Gender is different from sex. Sex refers to biological characteristics such as body parts, hormones, and chromosomes.*
 - *Based on these biological factors, doctors assign people as “male” or “female” at birth, and this label goes on their birth certificate.*
 - *Some people are born with reproductive anatomy that does not fit the typical definitions of male or female. These people may be described as “intersex.”*
 - *Some people’s assigned sex at birth and their gender identity are mostly the same – for instance, their birth certificate says they are female, and they feel they’re female. These people are called “cisgender.”*
 - *For some people, their assigned sex is of the other gender from their gender identity – for example, their gender identity is female, but their assigned sex is male. These people are called “transgender” or “trans.”*

MATERIALS

- **Flipchart 5.1a, 5.1b, and 5.1c:** “What I have heard from friends”, “What I have heard from family”, “What I have heard from popular

- *Some people feel that they are neither male nor female, or that they are in between. These people may choose labels like “genderqueer,” “gender fluid,” or “nonbinary.”*
- *Culture can be influenced by where a person is from. Your culture influences your decisions. Culture can be seen as influences or pressures that are in family, friends, school, and all around you.*
- *Culture is a part of everything we think and do, including what we think about pregnancy. We learn many cultural values from those around us such as our parents, grandparents, and friends. This may include values about gender and sexuality, such as attitudes toward women or men or toward people who are lesbian, gay, bisexual, or transgender.*
- *We also get information from “popular culture.”*

Virtual Adaptation

Show the PPT slides titled “Gender” as you explain the points above.

3. **Show the following review video** which explains the difference between gender identity and sex (3-4 min):
 - **English (4 min):** <https://amaze.org/video/gender-identity-sex-at-birth/>
 - **Spanish (3 min):** <https://www.youtube.com/watch?v=rbLIV7xFfSo>

Virtual Adaptation

Show the PPT slides titled “Gender vs. Sex: Video” as you show the video above.

4. **Ask students:**
 - *What is popular culture?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

5. **Take a few answers and tell them** that popular culture is transmitted through TV, music, the internet, social media (like Facebook, Instagram, Twitter, Tik Tok, Snapchat, among other platforms).



6. Explain to students:

- *Sometimes our ideas and what we think about sex, our relationships, and our family are learned from the popular culture. Sometimes what we hear and learn from popular culture may be different and sometimes the same as what we learn from family and friends.*

LARGE GROUP ACTIVITY (6 minutes)

1. Post **Flipcharts 5.1a, 5.1b, and 5.1c**: “What I have heard from friends”, “What I have heard from family”, “What I have heard from popular culture”.



2. Tell students:

- *In this activity, we will explore similarities and differences between what we learn and hear from friends, family, and popular culture.*

3. **Tell the students** that first they should go around to the flipcharts and write answers to the first question: “*What have you heard about when someone should have sex?*”
4. **Give students** a couple of minutes to write responses to this question.
5. **Ask the students** to compare the answers between the three charts (family, friends, popular culture).

- a. Probe for differences in responses related to gender roles and responsibilities such as roles of sons and daughters.
- b. Probe for differences in messages they've heard about males and females, LGBTQ people, and racial/ethnic groups.
- c. How might these differences affect a teen in terms of having sex?

Virtual Adaptation

Show the PowerPoint slide titled "What have you heard about when someone should have sex?" Tell the students that you would like them to answer this question from three perspectives: 1) family, 2) friends, 3) popular culture. First, you would like them to think about the messages they have received from family, then friends, and then popular culture.

Tell the students to share their answers either verbally or in the chat box. The facilitator will write in the answers in the power point.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

Repeat this process for the question "What is the right age to have a child?".

6. Now **ask the students** to answer the second question: "*What is the right age to have a child?*"
7. **Give the students** a couple of minutes to write responses.
8. **Ask the students** to compare the answers between the three charts.
9. **Probe** for differences related to gender roles and responsibilities such as roles of parents and spouses/partners based on their gender, sexuality, or race/ethnicity.
 - a. How might these differences impact a person who becomes pregnant or a person whose partner becomes pregnant?

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

10. **Conclude** by reminding students that they hear and learn a lot of information from different sources about sex and pregnancy. It is important for them to figure out what makes the most sense for them, for their camino and their future.

 11. **Tell the students:**

- *In the rest of the lesson, we will learn about how pregnancy occurs. In the next few lessons, we will learn important information about how to prevent pregnancy and STIs.*

Facilitator Note: Before starting activity 5C, facilitators should remind students of the definition of the two elements of gender that were presented earlier in this activity: 1) Your identity, or your personal sense of self as a male, a female, a blend of both, or neither; 2) Your expression of your gender to the world and how culture, your community and family see and interact with you.

Remind students that gender is different from sex. Tell the students that in this lesson we will use the phrases “person with a penis” and “person with a vagina” when discussing reproductive systems.



Activity 5C: How Pregnancy Occurs (20 minutes)

INTRODUCTION (1 minute)

1. Explain to students:

- *Information about how pregnancy occurs is important for everyone to know. This is information that you can share with others. Having correct information will help you know if what you read or hear is true.*

2. Introduce the students to the Question Box and hand out 3 x 5 cards.

3. Tell the students:

- *You can write questions or comments on the cards. You can also ask questions or make comments at the end of this lesson.*
- *Questions and comments in the Question Box will be discussed at the beginning of the next lesson.*
- *The Question Box will continue to be available over the next three lessons.*

Virtual Adaptation

For virtual implementation, create a “Virtual Question Box” – an anonymous online form where students can submit questions they have. You can use Google Forms, SurveyGizmo, SurveyMonkey, or another free survey platform.

Students can also submit questions by sending a direct message to the facilitator during implementation.

Finally, you can also tell students that they can email you directly with questions before the next lesson, if they prefer. Be sure students have your email address.

4. **Ask students** to turn to **Handout 5.1a and 5.1b: Reproductive System of a Person with a Penis on page 20** in their workbooks.
5. **Display poster-sized versions** of the worksheet or present it as an overhead or PowerPoint slide as you go through your presentation.

STUDENT HANDOUTS

- Handout 5.1a and 5.1b:**
Reproductive System of a person with a penis
- Handout 5.2a and 5.2b:**
Reproductive System of a person with a vagina

Virtual Adaptation

This activity will work differently in a virtual setting.

First, show the power point slide of a person with a penis and a person with a vagina. Tell the students that they'll watch videos that talk about how a pregnancy occurs and how the reproductive system works.

Second, show the following video:

English: <https://www.plannedparenthood.org/learn/pregnancy/how-pregnancy-happens>

Spanish:

<https://www.youtube.com/watch?v=XmdWzwrdfU>

Third, once the video is done, make sure to read through the bullet points that are noted with asterisks.

Fourth, show the students which part is which and ask them to fill out their worksheets. Make sure that you are pointing out the correct parts. Zoom in on parts of the slide, if you think it will help students better see the part of the anatomy.

Facilitator Note: The Question Box is an important part of Arc 2. There will be additional opportunities in Lessons 6, 7, 8 for students to add questions and comments to the Question Box. In Lessons 6, 7, 8, and 9, there is time at the beginning of the lesson for facilitators to address questions and comments from the Question Box.

Handouts 5.1 and 5.2 include both a completed version of the reproductive systems (person with a vagina and person with a penis) and a diagram that they will complete during the activity.

PRESENTATION OF REPRODUCTIVE SYSTEM OF A PERSON WITH A PENIS (5 minutes)

1. Tell the students:

- *First, we are going to review the reproductive system of a person with a penis. Acknowledge that this might be review for some of the students.*
- ***You'll see that **Handout 5.1b on page 22** has a diagram of a reproductive system of a person with a penis with numbered lines pointing to certain parts. There is also a list of male*

reproductive body parts on the bottom of the handout. As I mention these parts, and point them out on the poster, you will write them into the appropriate lines on the worksheet.

- *There will be time for questions at the end of the presentation.*

Facilitator Note: Some students may need help understanding an abstract diagram of reproductive anatomy. Make sure they understand which parts of the diagrams are on the outside of the body and what parts are inside the body. Use the poster to help students locate parts, and events (e.g., ovulation) by identifying where to look on their worksheets.

- *Two testicles are found on either side of the **penis**. **Sperm** are produced in testicles. Sperm cells are half of what we need for human fertilization. The other half comes from a person with cells called **eggs** or **ova**. When the sperm and the egg meet, we have fertilization. We will talk about how they meet in a few minutes.*
- *Sperm are not produced until puberty – sometime around 12 years old.*
- *Both testicles are protected by a sac called a **scrotum**. The scrotum also helps to regulate the temperature of the testicles – testicles need to be kept slightly cooler than the rest of the body to produce sperm.*
- *When a person with a penis is sexually aroused, or sometimes for no reason at all, they may have an **erection**. During an erection, blood rushes to the penis and it becomes larger and harder. Contrary to certain myths, there is no “bone” in the penis.*
- *When both an erection and an **orgasm** occur, the person will ejaculate. An orgasm is a feeling of intense pleasure that happens during sex. An **ejaculation** typically consists of about a teaspoon of whitish fluid that includes sperm and **semen**. Semen is the fluid that helps to nourish the sperm.*
- *A penis will also become hard and ejaculation may occur during masturbation. Masturbation refers to someone touching their*

own genitals for sexual pleasure. Masturbation is normal and will not cause any harmful effects.

- ***There are approximately 200 - 500 million sperm cells in an average ejaculation. Only one sperm cell is needed to fertilize an egg.*
- ***Before an ejaculation, there is a **pre-ejaculation** where a few drops of seminal fluid are released from the penis. This special fluid clears the **urethra** of anything that may be damaging to the sperm (e.g., urine which is acidic). Pre-ejaculatory fluid may also have sperm cells in it. Because of this, the withdrawal or pull-out method – pulling the penis out of the vagina before ejaculation – is not a reliable form of contraception.*
- *The **semen** is ejaculated through the urethra. A person with a penis also urinates from the urethra but cannot urinate and ejaculate at the same time.*

Facilitator Note: Students will have a lot of questions throughout Arc Two. Take a few quick questions and tell students that more material will be covered in the upcoming lessons. Also, tell the students that a 'question box' is available in the classroom. They can write down questions and put them in the box to be answered in later lessons.

QUESTIONS ABOUT THE REPRODUCTIVE SYSTEM OF A PERSON WITH A PENIS

(3 minutes)

1. **Ask students** if they have any questions about the reproductive system of a person with a penis.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Remind students that they have the option of asking a question privately (rather than to everyone).

Remind students that you will not share their name if they send you a question privately when answering the question with the whole group.

2. **Answer questions** for a few minutes. If you don't know the answer, tell the students you will find the information out and tell them next lesson. Also use **Facilitators' Resource 5.2: Talking Points (Pregnancy)**.
3. **Tell students** there will be more chances to ask questions at the end of this lesson and in the up-coming lessons on contraceptives and condoms.

PRESENTATION OF THE REPRODUCTIVE SYSTEM OF A PERSON WITH A VAGINA

(5 minutes)

1. Tell the students:

- ***We are now going to focus on the reproductive system of a person with a vagina. Please find **Handout 5.2a and 5.2b: Reproductive System of a Person with a Vagina on page 21 and 23** before we begin. There is also a list of reproductive body parts on the bottom of the handout. You should complete this worksheet as they completed the handout of the reproductive system of a person with a penis.*

Virtual Adaptation

Once students are done filling out the worksheet of a person with a penis, tell the students that you'll now be focusing on the reproductive system of a person with a vagina.

Then, make sure to read through the bullet points that are noted with asterisks.

Next, ask the students to turn to their worksheet, show the students which part is which and ask them to fill out their worksheets. Make sure that you are pointing out the correct parts. Zoom in on parts of the slide, if you think it will help students better see the part of the anatomy.

Finally, let the students know that they should talk to their parents or health care providers if they want any more detailed information about their reproductive systems.

- *The outside of the vagina is called the **vulva**. The vulva has several parts including the **labia** and the **clitoris**.*

- The *clitoris* is a sex organ that is full of nerve endings. When it is stimulated during sex, a person can have an *orgasm* (an intense feeling of sexual pleasure).
- As we mentioned before, masturbation is normal. People with vaginas may also touch their own genital area and experience arousal and orgasm. Masturbation does not cause any harmful effects.
- During penile-vaginal intercourse, an erect penis enters the *vagina*. If a person ejaculates inside the vagina, sperm (mixed with semen) will swim up the *vaginal canal*, through the *cervix* (the opening to the uterus), into the *uterus* and up the *fallopian tubes*.
- After puberty (around 12 years old), a person with a vagina ovulates about once per month as part of the menstrual cycle. *Ovulation* is when an egg is released from one of the *ovaries*. Once the egg is released, the fallopian tubes grab the egg and transport it down to the uterus.
- If a *sperm cell* is successful at reaching the egg in the fallopian tube, it will attempt to penetrate and enter the egg. If the sperm cell successfully penetrates the egg cell, we have *fertilization*.
- ***It is important to note that sperm can live between 3-5 days inside the reproductive system of a person with a vagina. So, if a person with a vagina and a person with a penis have sex today, fertilization may not occur until 2 or 3 days from now.*
- *In preparation for a fertilized egg's arrival, the uterus coats itself with a thick lining comprised of blood and tissue. If no fertilized egg attaches to this lining, the uterus sheds this lining through the vagina in what is called *menstruation*, or "a period."*
- ***As a side note, people with vaginas do not urinate from the vagina. They urinate from another opening called the urethra.*

- ***Predicting when a person is ovulating is difficult, especially for teenagers whose ovulation cycles can be irregular (this is normal for young people). Ovulation cycles can also change due to medications, diet, travel, stress, and exercise. Because of this, the “rhythm method,” also known as “natural family planning” is not a reliable form of contraception for teens.*
- *A **fertilized egg** will make its way down the fallopian tube and will try to attach itself to the wall of the uterus. If the fertilized egg is successful at attaching itself to the uterine wall, we have a **pregnancy**. If all goes well, in about 40 weeks (about nine months) the person will give birth to a baby. Usually, a pregnant person will not menstruate when they are pregnant as the blood (usually shed during menstruation) and placenta feed nutrients to the fertilized egg so it can grow into a **fetus**.*
- ***Hormones** are chemical messengers that run through our blood. They are critical in making ovulation, menstruation and pregnancy happen. In particular, there are two hormones called **estrogen** and **progesterone** that play an important role in regulating ovulation. You will see in our next lesson that there are several methods of birth control that work with the hormones to prevent pregnancy.*

2. **Remind students** to complete **Handout 5.2b: Reproductive System of a Person with a Vagina on page 23.**
3. **Let the students know** that they should talk to their parents or health care providers if they want any more detailed information about their reproductive systems.

QUESTIONS ABOUT THE REPRODUCTIVE SYSTEM OF A PERSON WITH A VAGINA (3 minutes)

1. **Ask students** if they have any questions about the reproductive system of a person with a vagina or how a pregnancy occurs.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Remind students that they have the option of asking a question privately (rather than to everyone).

Remind students that you will not share their name if they send you a question privately when answering the question with the whole group.

2. **Answer questions** for a few minutes. If you don't know the answer, tell the students you will find the information out and tell them next lesson. Also, use **Facilitators' Resource 5.2: Talking Points (Pregnancy)**.
3. **Tell students** there will be more chances to ask questions at the end of this lesson and in the up-coming lessons on contraceptives and condoms.
4. **Let students know** that they should talk to their parents or health care providers if they want any more detailed information about their reproductive systems.

REVIEW (3 minutes)

1. **Ask students** to turn to **Handout 5.1a and 5.1b: Reproductive System of a Person with a Penis** and **Handout 5.2a and 5.2b: Reproductive System of a Person with a Vagina** on pages 20-23 with the anatomical parts correctly labeled.

Virtual Adaptation

During virtual implementation, facilitators may skip this review.

During this portion of the activity, only ask students to describe (either verbally or written) in their own words how a pregnancy occurs.

- 
2. **Tell the students:**
 - *Take a minute to do a quick scan of your handouts and make sure you filled the information on the lines correctly.*
 - *Take one minute to write in your own words (in a sentence or two) how a pregnancy occurs at the bottom of **Handout 5.1b: Reproductive System of a Person with a Penis** on page 22 or **Handout 5.2b: Reproductive System of a Person with a Vagina** on page 23.*

3. **Ask a few students** to share their answers.
4. **Show the following review video** which explains how pregnancy occurs (2 minutes):

English:

<https://www.plannedparenthood.org/learn/pregnancy/how-pregnancy-happens>.

Spanish:

<https://www.youtube.com/watch?v=XmdWzwrdfU>



Activity 5D: More Facts about Pregnancy and Question Box (8 minutes)

Facilitator Note: The purpose of this activity is to make sure that the students leave the lesson understanding important facts about sex and pregnancy and that students have enough time to ask questions. If students ask questions that you don't know the answer, tell them you will look up the information and tell them in the next lesson. Also use **Facilitator Resource 5.2: Talking Points**.

MORE FACTS ABOUT SEX AND PREGNANCY (4 minutes)

1. **Tell students** to turn to **Handout 5.3: Frequently Asked Questions (FAQs): Pregnancy** on page 25 in their workbook. Use **Facilitator Resource 5.1 Frequently Asked Questions (FAQs): Pregnancy** to follow along as the students read.
2. **Tell the students** that now we will concentrate on FAQs about pregnancy.
3. **Ask for student volunteers** to read the questions and answers about pregnancy. [NOTE: Give limited time, the facilitator may want to select 3 or 4 FAQs for students to read during class].

QUESTIONS ABOUT PREGNANCY AND QUESTION BOX (4 minutes)

1. **Ask the students** if they have any additional questions about the information they learned today.
2. **Answer** the questions and if necessary tell them you will have additional information to share with them at the next lesson. Facilitators can also use **Facilitator Resource 5.2: Talking Points (Pregnancy)** to help them to answer questions.
3. **Remind students** of the Question Box and **tell the students** they can write questions or comments on the cards and you will answer the question/respond to the comment in the next lesson. Give students a few minutes to write questions/comments and put them in the Question Box.

MATERIALS

- Facilitator Resource 5.1:** Frequently Asked Questions (FAQs): PREGNANCY
- Facilitator Resource 5.2:** Talking Points (Pregnancy)
- Shoebox or similar size box with slit in top to insert cards
- 3 x 5 cards

STUDENT HANDOUTS

- Handout 5.3:** Frequently Asked Questions (FAQs): PREGNANCY

Virtual Adaptation

Follow guidance above for adapting the Question Box for a virtual platform.

4. **Tell students** to review **Handout 5.3: Frequently Asked Questions (FAQs): Pregnancy on page 25**. There will be time at the beginning of the next class to ask questions.
5. At the end of the activity, **remind the students:**
 - *It is important to understand how your reproductive systems work to understand how to prevent pregnancy. We will talk more about ways to prevent pregnancy during the next few lessons.*
6. **Emphasize to the students:**
 - *The only 100% effective way of preventing unintended pregnancy is not having penile-vaginal sex (sex where a person places their penis in the vagina of another person). If you decide to have penile-vaginal sex, then you should use contraception every time you have sex to avoid pregnancy. To prevent sexually transmitted infections, you also need to consistently use a condom. Some people are forced into having sex and this is not their fault.*

Virtual Adaptation

Show the PPT slide titled “Lesson 5 – Key Points” as you explain the key points above.



Activity 5E: Slogan and Closure (Optional) **(3 minutes)**

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 5.
3. On a flipchart, **write down students' responses**.
4. **Tell students** that the next lesson, Lesson 6, will focus on using contraceptive methods (or “birth control”) to prevent pregnancy, and will discuss how both partners can be involved in decisions on contraception.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the Chat box or (2) share verbally. Provide positive feedback.

Flipchart 5.1a

THIS IS WHAT I HAVE HEARD ON TV, MUSIC, MEDIA

When should you have sex?

What is the right age to have a child?

Flipchart 5.1b

THIS IS WHAT I HAVE HEARD FROM MY FAMILY

When should you have sex?

What is the right age to have a child?

Flipchart 5.1c

THIS IS WHAT I HAVE HEARD FROM MY FRIENDS

When should you have sex?

What is the right age to have a child?

Facilitator Resource 5.1

Frequently Asked Questions (FAQs)

Pregnancy

- 1. Is abstaining the best way to prevent pregnancy?**
 - *Yes. If two people do not have penile-vaginal sex, pregnancy will not occur. It is important to remember that anytime a person inserts their penis into another person's vagina there is some chance of pregnancy even if the person with a penis does not have an orgasm.*
- 2. Can you get pregnant if it is the first time you have had sex?**
 - *Yes. Having sex without using contraception is the riskiest behavior related to unintended pregnancy, even if it is someone's first time having sex.¹ A person can get pregnant before they get their first period. Getting pregnant is related to ovulation. Since a person can ovulate before they get their first period, it is possible for them to become pregnant.²*
- 3. Can a person with a vagina get pregnant even if they do not have an orgasm?**
 - *Yes. Orgasms do not affect your chances of getting pregnant. If two people have penile-vaginal sex without using contraceptives there is a chance of pregnancy even if the person with a vagina does not have an orgasm.*
- 4. Can pregnancy occur even if the person with a penis pulls out before they ejaculate?**
 - *Yes. Even before a person ejaculates, some semen with sperm can come out through their penis into the vagina. When that happens and a contraceptive is not being used, pregnancy can occur.*
- 5. If a person is on their period, can they get pregnant?**
 - *Yes. A lot of people think that if a person has sex during their period, they can't get pregnant. But it is possible for a person to get pregnant while they are bleeding. This can happen for a couple of reasons:*
 - a. Not all vaginal bleeding is a menstrual period. Sometimes a person will have a small amount of vaginal bleeding at the time of ovulation - the time when they are most fertile. People who are ovulating sometimes have some vaginal bleeding that can be mistaken for a period.*
 - b. Sometimes ovulation can happen before the bleeding from a period has stopped or within a few days after the period is over. Not all people ovulate only once per month. And, ovulation can occur at different points from cycle to cycle, making it impossible*

¹ <https://kidshealth.org/en/teens/first-time.html>

² <http://kidshealth.org/en/teens/pre-period.html>

for a person to know exactly when they are most fertile. Because sperm can fertilize an egg for 72 hours (3 days) after ejaculation, having sex during a person's period is risky.³

³ <http://kidshealth.org/en/teens/sex-during-period.html>

Facilitator Resource 5.2

Talking Points: Pregnancy

Most of these answers have been taken directly from KidsHealth.org and Bedsider.org. Answers that have not been edited are in quotes and have a footnote directing the user to the exact location where the answer was found.

Answers to more questions can be found here: <https://bedsider.org/questions> and <http://kidshealth.org/en/teens/sexual-health/>.

Pregnancy

- 1. Can a person get pregnant if they haven't had their period?**
 - *A person can get pregnant before they get their first period. Getting pregnant is related to ovulation. Since a person can ovulate before they get their first period, it is possible for them to become pregnant.*⁴
- 2. Can a person get pregnant from anal sex?**
 - *“Getting pregnant through anal sex is unlikely. In theory, it's possible that it could happen if semen from the anus gets into the vagina. With anal sex, sexually transmitted infections (STIs) are a much bigger worry than pregnancy. **The risk of getting an STI like HIV⁵ (the virus that causes AIDS) is even higher with anal sex than vaginal sex.** That's because the lining of the rectum is thin and can tear easily, allowing infection to get into your body.”*⁶
- 3. Can a person get pregnant if they have sex standing up?**
 - *Yes. A person can get pregnant if a penis is inserted into their vagina; sperm can swim up, down, and sideways. So, it does not matter what position a couple has sex in.*
- 4. Can pregnancy occur even if the person with a penis pulls out before they ejaculate?**
 - *Yes. Even before a person ejaculates, some semen with sperm can come out through their penis into the vagina. When that happens and a contraceptive is not being used, pregnancy can occur.*
- 5. Can a person get pregnant if you use the pull-out method?**
 - *Yes. Withdrawal, or pulling out, is not an effective method of preventing unintended pregnancies for typical use. Many people have difficulty knowing or controlling when they*

⁴ <http://kidshealth.org/en/teens/pre-period.html>

⁵ <http://kidshealth.org/en/teens/aids.html>

⁶ <http://kidshealth.org/en/teens/al-pregnancy.html>

ejaculate and there may be sperm in drops of pre-ejaculatory fluid, also called “pre-cum,” which is released from the urethra when a man is aroused. It is often difficult to pull out in time.⁷

6. Can a transgender person get pregnant?

- **Yes.** A transgender male can get pregnant if he still has a uterus. There have been a couple of cases of transgender men giving birth in the last couple of years.

7. How do you get pregnant with twins?

- To form identical twins (two siblings who look exactly the same), one fertilized egg (ovum) splits and develops into two babies with exactly the same genetic information. For fraternal twins (twins who do not look exactly the same), two eggs (ova) are fertilized by two sperm and produce two genetically unique children. Fraternal twins are as genetically related as any two siblings with the same parents.

8. Is it true that people don’t get their period after 60?

- **No.** Periods stop after a person goes through menopause. People go through this process at different ages because everyone is different.

Sex

1. How do you “get wet” and what does that mean?

- A person with a vagina gets wet when they are “turned on”. Vaginal lubrication is triggered by the blood that flows toward the genitals during arousal. This is a normal part of anatomy.

2. How far can a vagina stretch?

- A vagina can expand by 200% when sexually aroused. And a vagina can usually stretch as far as it needs to in order to give birth to a child.

3. What if I can’t get an erection?

- It is normal for people with penises to have trouble getting an erection, or for people with vaginas to have trouble feeling aroused. This may be your body’s way of telling you to slow down and that you aren’t ready in that moment to have sex.

4. Is it legal for two people to have sex if they are both underage?

- This is a complicated question. Federal law makes it criminal to engage in a sexual act with another person who is between the age of 12 and 16 if they are at least four years

⁷ <https://www.plannedparenthood.org/learn/birth-control/withdrawal-pull-out-method/what-are-the-disadvantages-of-withdrawal>

younger than you. Each state takes a different approach, as the age of consent has ranged from 10 to 18.

- 5. Will anything (e.g., the IUD, a tampon, the ring, oral sex) take my virginity away?**
- *“Virginity” is commonly defined as someone who has not had sexual intercourse. But, if you want to be a virgin and you have had sex, you can become a virgin. This idea is sometimes called “secondary virginity.”*

Facilitator Resource 5.3: Information about El Camino for Visiting Speakers

Background

El Camino is a research-based, goal-setting sexual health promotion curriculum targeted toward Latino⁸ youth. This culturally relevant program is designed to help students in high schools with large Latino populations to develop behaviors, knowledge, attitudes, and relationships that support their ability to make informed decisions about sex and pregnancy and achieve their goals. The curriculum not only focuses on goal setting, but also includes lessons and activities to help students delay sexual activity and know about, and feel empowered to use, their preferred method of contraception to avoid unintended pregnancy. This curriculum was developed as an effort to fill gaps in programming for Latino adolescents that Child Trends identified. It draws on research and insights derived from background research conducted.

Our Theory of Change



Curriculum overview – The El Camino curriculum helps teenagers develop the knowledge,

⁸ Child Trends recognizes the overlap of race and Hispanic origin. We use the U.S. Office of Management and Budget (OMB) definition of Hispanic or Latino, using both terms (Hispanic, Latino) interchangeably. OMB defines “Hispanic or Latino” as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. See: U.S. Census Bureau. (n.d.). *About Hispanic Origin*. <https://www.census.gov/topics/population/hispanic-origin/about.html>

attitudes, behaviors, and relationships that support their ability to identify links between unintended pregnancy and achieving their goals. The curriculum is available in English and Spanish. There are 11 lessons, presented in three “arcs”.

Arc 1: Identifying, tracking, and protecting goals – The El Camino road map helps students identify their personal goals and the steps they need to take to achieve those goals, using **STAR**:

“**S**tate your Goal; **T**hink about the Steps; **A**ssert your Camino; and **R**each your Goal.” These lessons also help students talk about dating and sex and avoiding “road trips” that may take them off their camino. These lessons cover activities such as identifying long-term and short-term goals, identifying steps toward achieving those goals, and discussing how they can avoid road trips that take them off their camino by setting and asserting limits.

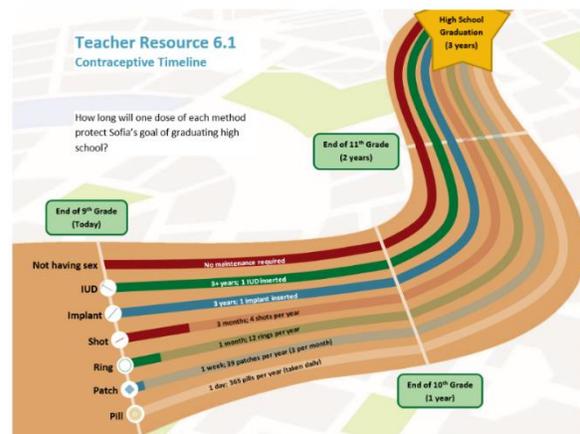
Additionally, **STAR** translates well into Spanish:

PARA: **P**iensa en tu Meta; **A**naliza los Pasos; **R**eaconfirma tu Camino; **A**lcanza tu Meta.



Arc 2: Understanding reproductive biology, contraception, and condoms – This arc covers reproductive health and contraceptive methods, including condoms and hormonal and long-acting contraceptive methods. This arc provides students with a question box, so they have an opportunity to write questions anonymously, to be answered by the facilitator the next day.

How long will one dose of each method protect Sofia's goal of graduating high school?



Arc 3: Building effective communication and healthy relationships – This arc helps students build assertive communication skills with a focus on healthy relationships and consent. Students discuss how different relationship characteristics may make it harder to communicate assertively.

Materials in Student Workbook:

- Lesson 5: Key Messages – p. 19
- Handout 5.1a, b: The Reproductive System of a Person with a Penis – p. 20, 22
- Handout 5.2a, b: The Reproductive System of a Person with a Vagina – p. 21, 23
- Handout 5.3 Frequently Asked Questions (FAQs): Pregnancy – p. 25

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Lesson

6

Promoting Sexual Health: Contraception

Overview

Lesson 6 Learning Objectives

In Lesson 6: Promoting Sexual Health: Contraception, students will be able to:

- List six methods of safe and highly effective contraception;
- Explain how to use six methods of safe and highly effective contraception;
- Describe where teens can get accurate information and support to make healthy decisions;
- Discuss the benefits of delaying pregnancy/parenthood until completing their education and obtaining a good job;
- Describe how using contraception can help protect their camino; and
- Describe how a person can support their partners in using hormonal contraception.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Only have sex when you are ready.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

- 6A. Welcome to Lesson 6! (1 min)
- 6B. Student Questions & Review of Talking Points about Pregnancy (3 min)
- 6C. Contraceptive Methods (22 min)
- 6D. Sofia and David: Making Decisions & Contraceptive Timeline (9 min)
- 6E. More Facts about Contraceptives and Questions Box (5 min)
- 6F. Slogan and Closure (3 min)

- Both partners are responsible for preventing unintended pregnancy and/or STIs.
- **Lesson 6**
 - Choose and always use an effective contraceptive method to help you stay on your Camino.

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 1. Group Agreements (see Activity 6A)
 2. Key Messages (see Activity 6.A)
 3. Contraceptive Methods (see Activity 6C)
 4. Sofia and David: Making Decisions (see Activity 6D)
 5. Discussion (see Activity 6D)
 6. Contraception Responsibility and Decision Making (see Activity 6D)
 7. Handout 6.1 (see Activity 6D)
 8. Handout 6.4 (see Activity 6D)
 9. Handout 6.5 (see Activity 6E)
 10. Lesson 6 – Key Points (see Activity 6E)
2. We recommend that you copy the questions posed by students in the Chat box or sent to you by email from Lesson 5, and paste them into a Word document to keep yourself organized. Select a number of questions to answer at the beginning of Lesson 6. Be sure to keep track of which questions have been answered and not answered.
3. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.

Facilitator Note: Two options for Lesson 5 and 6:

1. Invite an expert in adolescent health or family planning to implement activities 5C and 5D and/or activity 6C. If an outside expert is invited, the facilitator should go over the curriculum with them and stay in the classroom to make sure that they stick within the time allocations and highlight the key messages and core components of *El Camino*. Also see Facilitator Resource 5.3: Information about *El Camino* for Visiting Speakers. This resource is available at the end of this lesson.

2. Add an additional session at the end of Lesson 6. The majority of information presented in Arc 2 is new to students. In our experience implementing the curriculum, students have a lot of questions about the lessons on reproductive health and contraceptives. The additional lesson would be set up as a “question and answer” session. Facilitators can also consider inviting an expert in adolescent health or family planning to the additional session to help address questions.

Facilitators should be responsive to questions that are asked but should redirect back to the present material if they get too off track. If students ask questions about condoms or contraception, facilitators should tell students this will be covered in the next lessons. If an outside expert has been invited to implement activities in lessons 5 and/or 6, quickly check that he/she discussed major points in a section before moving on.

Virtual Adaptation

Follow the same instructions listed above for a virtual delivery of this lesson. However, the guest speaker may need an orientation on how to use Zoom if they are not familiar with the platform. If the guest speaker plans to use slides or screen sharing, be sure they know how to do so on Zoom. You may want to assist them with this part of their presentation.

As the host of the Zoom meeting, you can choose to make the guest speaker a co-host so they can control Zoom features on their own. Or, if they prefer, you can assist them with advancing slides.

We recommend that the *El Camino* facilitator conducts Activities 5A and 5E.

Additionally, make sure the presenter is oriented on the protocols about how *El Camino* lessons are being delivered on Zoom and student participation. You may want to share the “Tips for Facilitating *El Camino* on Zoom” with the guest speaker.

Facilitator Note: The contraceptive kit with the different methods is a key component of this lesson. If you were not able to buy this kit, you can go to the Planned Parenthood or Bedsider websites to show teens what the different contraceptive methods look like.

Bedsider in English: <https://www.bedsider.org/methods>

Bedsider in Spanish: <https://www.bedsider.org/es/methods>

Planned Parenthood Contraceptive Kit:

Here is one such example: <https://www.plannedparenthood.org/planned-parenthood-northern-new-england/local-education-training/contraception-kits1>

Contraceptive videos:

English: <https://www.youtube.com/playlist?list=PLA46DFCD237A38D37>

Spanish: <https://www.youtube.com/playlist?list=PL2C862652E9A40D45>

IUD video: <https://vimeo.com/174692595>

Virtual Adaptation

If using a birth control kit for this lesson, be sure to show each method close enough to the webcam for students to see.

Lesson 6 Procedures

Activity 6A: Welcome to Lesson 6! (1 minute)

1. **Welcome** students to Lesson 6.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. Please note, this lesson may contain graphic images about the reproductive systems of people with penises and people with vaginas.
 - **During virtual implementation tell the students:** *You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*
4. **If this lesson is not being taught by a reproductive health expert, tell the students:** *I am not a reproductive health expert. I will do my best to answer all the questions you have. The best place for you to get information on reproduction is with your health provider.*
5. **Review** the group agreements.
6. **Ask students** to turn to **Lesson 6: Key Messages on page 27** in their workbooks.
7. **Ask for a volunteer** to read the new Key Message for Lesson 6.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Lesson 6: Overview” while the student reads the lesson learning objectives and the slide titled “Key Message” as the student reads the new key message for Lesson 6.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 6:** Key Messages



Activity 6B: Student Questions and Review of Talking Points about Pregnancy (Lesson 5) (3 minutes)

REVIEW OF QUESTIONS FROM LESSON 5 (4 minutes)

1. **Ask students** if they have any questions about the information they learned in lesson 5 about the reproductive systems and how a pregnancy occurs.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

2. **Address the questions** and comments you selected from the Question Box (Lesson 5).

Virtual Adaptation

See guidance about virtual Question Box questions in the Preparation for Virtual Adaption section above.

3. If there are no additional questions, the facilitator should choose 3 questions (depending on time) that were not addressed in the previous lesson from **Facilitator Resource 5.2: Talking Points (Pregnancy)**.

MATERIALS

- Facilitator Resource 5.2:**
Talking Points (Pregnancy)
Questions/comments from
Questions Box



Activity 6C: Contraceptive Methods (22 minutes)

CONTRACEPTION BRAINSTORM (4 minutes)

1. Tell students:

- *A contraceptive method is designed to prevent pregnancy. There are many types and kinds of methods for people to use. We will discuss some of these today.*
- *Contraceptive methods that are effective can be categorized in one of two categories: 1) Most Effective: “Set and Forget,” and 2) Highly Effective: “Require Maintenance.”*

2. Write these terms on the Flipchart Paper forming two columns.

3. Ask the students:

- *What methods of contraception have you heard of?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

- #### 4. Record their responses on the board. As students mention the different methods, place them under the appropriate column (see **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know on page 28-30**). Fill in methods that are missing after the brainstorm (if needed).

Virtual Adaptation

As students respond, record their answers on the PPT slide titled “What contraceptive methods have you heard of?” Notice that this slide has three columns: “Set and Forget,” “Require Maintenance” and “Not Effective Enough.” As students share their answers, type the method in the appropriate column.

An alternative way of facilitating this activity virtually is to share a Word document on your screen rather than a PPT slide. Ask students to share

MATERIALS

- Contraceptive kit containing samples of all the contraceptives discussed in this lesson (see Facilitator Note below)

STUDENT HANDOUTS

- Handout 6.1:** Hormonal Contraceptive Methods—What Teens Need to Know
- Handout 6.2:** Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources

their answers using the “Annotate” feature. Give them about a minute to do so.

Then move their answers to the appropriate column. Delete duplicate answers as you go to keep the slide easier to read and organized.

Set up the columns in Word with the column titles in white font. Before you start categorizing quickly roll over each title and put the text in black font.

Reminder on how to use Zoom’s Annotate feature. Instruct the students to click on the pencil icon in their Zoom navigation bar called “Annotate.” A new navigation bar will pop up. Ask them to click on the “T” (text). Then ask them to click anywhere on the screen and a text box will show up (outlined in a light blue color). Tell them to type their answer in the text box. After doing so, they should click outside the text box and their answer will appear on the screen for everyone to see (this might take a second or two).

	Set and Forget	Require Maintenance
IUD	X	
Implant	X	
Shot		X
Patch		X
Ring		X
Pill		X

Facilitator Note: If students do not bring up these methods, do not bring them up.

If a student mentions any of the methods listed below, you can place those methods in a “Not Effective Enough” category. Then explain the method as described below. If a student insists that they want to learn more about these methods suggest that they talk to their health care provider.

“NOT EFFECTIVE ENOUGH” – There are five methods in this category. These methods are not effective enough with typical use to reliably prevent pregnancy. Again, do not mention these types of contraceptive methods if not asked about them.

- Withdrawal: Also called “pulling out.” This is when a man removes his penis from the vagina before ejaculating to prevent sperm from reaching an egg.
- Spermicide: Spermicide can come in the form of foam, cream, or gel. It contains chemicals that stop sperm from moving.

- **Diaphragm:** A diaphragm is a small silicone cup that is inserted into the vagina before intercourse. It covers the cervix and blocks sperm from reaching an egg.
- **Sponge:** The sponge is a small piece of foam that is inserted into the vagina before intercourse. It blocks sperm from reaching the egg by covering the uterus and it also releases a material that immobilizes sperm.
- **Fertility Awareness:** Sometimes called “natural family planning” or “rhythm method,” this method involves a person with a vagina tracking her menstrual cycle to determine which days she is less likely to get pregnant.

5. Students are likely to mention condoms. **Tell the students:**

- *Condoms are another form of contraception that can be effective if they are used correctly and consistently. Condoms are considered a barrier method of contraception. Condoms work by covering the penis to capture sperm in an impenetrable barrier. A new condom is needed after each time a person ejaculates. We will discuss condoms in the next lesson.*
- *Condoms are the only form of contraception that also protect against sexually transmitted infections or STIs. We will talk more about STIs in our next lesson. Using one of the contraceptive methods described above AND a condom is the best choice (after not having sex at all) to protect against pregnancy and/or STIs.*

Virtual Adaptation

Show the PPT slide titled “Condoms” as you provide this explanation. If students type “condoms” in the white board method described above, simply move it the other corner of the screen. Acknowledge the answer at the end, and then proceed to the next slide (“Condoms”) to discuss it.

HORMONAL CONTRACEPTIVE METHODS PRESENTATION (18 minutes)

1. After all methods are brainstormed and recorded on the board, **describe** each of the six contraceptive methods with the information provided in **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know on page 28-30**. Have these

materials available for students to look at after the completion of this activity.

 2. **Ask students:**

- *What questions do you have about any of the six hormonal contraceptives just presented?*

Virtual Adaptation

If available, show students via the camera the contraceptive methods that are in the contraceptive kits as you talk about them.

Spend some time going through the bedside website to show each student what the contraceptive method looks like and going over the basic information:

Bedsider en inglés: <https://www.bedsider.org/methods>

Bedsider en español: <https://www.bedsider.org/es/methods>

If students ask questions about any method of contraceptive, and you do not know the answer, use the Bedsider website to provide answers.

Show the following videos:

IUD

English: <https://www.youtube.com/watch?v=Aomv80RexVo>

Spanish: <https://www.youtube.com/watch?v=oeVfAhfv0tw>

Implant

English:

https://www.youtube.com/watch?v=47I3nIODVu8&feature=emb_title

Spanish: https://www.youtube.com/watch?v=TotJ-v_FG78

Allow students to answer verbally or using the **Chat** box.

3. **Answer** any questions.

4. **Review Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources on page 31.**

 5. **Tell the students:**

- *These are places that can help you learn more about contraceptives and provide services to young people regarding your sexual health.*

Facilitator Note: Please put this Referral List together before the lesson. There is a sample list provided at the end of the lesson.

6. **Provide the students** with the samples from the contraceptive kit to review.
7. **Give students** time to ask any additional questions.

Virtual Adaptation

Steps 6 and 7 will not be possible during the virtual delivery of this lesson.



Activity 6D: Sofia and David: Making Decisions and Contraceptive Timeline (9 minutes)

SOFIA AND DAVID: MAKING DECISIONS (4 minutes)

1. **Ask students** to turn to **Handout 6.3: Sofia and David: Making Decisions on page 32.**

Virtual Adaptation

Show the PPT slides titled “Sofia and David: Making Decisions.” Click through these slides with the text from the novela as students read aloud.

2. **Ask a student** volunteer to read the story.

A few lessons ago, we were reading about Sofia and David. Sofia and David met at a party. After spending some time together dancing, Sofia and David went upstairs. They started kissing and then started to remove their clothes. At that point, Sofia realized they did not have a condom.

That night Sofia and David did not have sex. However, they have been seeing each other almost every day for the past month. Sofia and David want to be prepared before they have sex. Sofia has been working harder in school to reach her goal of being a physical therapist. David is a first-string player on his soccer team, and he wants to be a teacher and maybe coach soccer after college.

Sofia told David that she was going to make an appointment to go to the neighborhood teen clinic, but she has still not made the appointment. Sofia feels nervous and isn't sure what she should say or ask at the clinic. Sofia has asked some friends about preventing pregnancy, but she doesn't know how much of what she hears from them is true.

3. **Ask the students:**
 - *What are some ways that David can be involved in Sofia's use of hormonal contraception?*
4. **Record ideas** on the board. Be sure the following ideas are listed:

MATERIALS

- Facilitator Resource 6.1:** Contraceptive Timeline

STUDENT HANDOUTS

- Handout 6.1:** How males can be involved in hormonal contraceptives
- Handout 6.3:** Sofia and David: Making Decisions
- Handout 6.4:** Contraceptive Timeline

- a. Learn about contraception and help Sofia decide on a method.
- b. Help Sofia to find a youth friendly health care center and find out how to make an appointment.
- c. Accompany Sofia to her health care appointment.
- d. Remind Sofia to use the method.
- e. Help paying for the method.
- f. Encourage her to go to the clinic if she has a concern about how her method is working.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Record their answers on the PPT slide titled: “What are some ways that David can be involved in Sofia’s use of hormonal contraception?”

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

 5. **Ask the students:**

- *What have you heard from family, friends, and “popular culture” about responsibility and contraceptives? How can your family’s culture affect your decision to use or not to use a contraceptive method?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

6. Students may say that they have heard that contraception is a woman’s responsibility.

 7. **Ask the students:**

- *Why do both partners need to be responsible for preventing an unintended pregnancy?*
- *How would a pregnancy affect Sofia’s goals? How might a pregnancy affect David’s goals?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

 8. **Tell students:**

- *Using hormonal contraception is not just the responsibility of the person who can get pregnant. If a couple decides to have sex, then BOTH people in the relationship must take responsibility for preventing unintended pregnancy and/or STIs.*

 9. **Explain to students:**

- *However, the person with the vagina has the final say in what type of birth control they will use. Their partner needs to be supportive of their decision. A person should never feel pressured by their partner to use a certain type of contraceptive or to stop using contraceptives.*

Virtual Adaptation

Show the PPT slide titled “Contraception Responsibility and Decision Making” as you explain points #8 and #9 above.

10. **Refer students to Handout 6.1** (section on “How partners can be involved in hormonal contraceptives”) **on page 30.**

Virtual Adaptation

Show the PPT slide titled “Handout 6.1: How partners can be involved in hormonal contraceptives” as you inform students about the handout.

CONTRACEPTIVE TIMELINE (5 minutes)

1. **Ask students** to turn to **Handout 6.4. Contraceptive Timeline on page 33.**

Virtual Adaptation

Show the PPT slide titled “Handout 6.4: Contraceptive Timeline” as you inform students about the handout.

2. **Tell students** that Sofia and David decided to look up information about different methods of birth control.



3. **Tell the students:**

- *Because preventing unintended pregnancy is so important to achieving your goals, it is a good idea for you to learn about the benefits of choosing an effective and safe contraceptive method if and when you decide to have sex.*

4. **Refer to Handout 6.4. Contraceptive Timeline on page 33.** This timeline is similar to the El Camino that you have worked on previously for Sofia and for yourself. On this camino, we are looking from ‘today’ to 3 years from now when Sofia will be graduating from high school.

5. The different color “paths” along the camino represent different ways to prevent pregnancy.

6. **Ask for volunteers** to read the name of each contraceptive method and how long it will continue to provide protection.

7. **Remind students** that this is a conversation that is important for all young people (like Sofia and David). People who cannot get pregnant but have a partner who can need to be involved and support their partners in use of contraceptives. This is also information that can be shared with others.



8. **Ask the students:**

- *Which of the ways to prevent unintended pregnancy are most likely to help Sofia stay on her Camino?*
 - a. **Note:** We are using the term “prevent pregnancy” since one of the paths is for abstinence.

- *Why might some of the methods be more difficult for Sofia to continue to prevent unintended pregnancy until she reaches her goal.*
 - a. Probes: needing to remember to take the pill every day; having to go to the clinic for the shot.
- *How can David help Sofia to successfully prevent unintended pregnancy and stay on her camino?*

Virtual Adaptation

Allow students to answer the questions above verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

9. **Ask students** if they have any questions.
10. **Tell the students** that in Lesson 8, they will have a chance to think about these questions in relation to their own camino.



Activity 6E: More Facts about Contraceptives and Question Box (5 minutes)

MORE FACTS ABOUT CONTRACEPTIVES (3 minutes)

1. **Tell students** to turn to **Handout 6.5: Frequently Asked Questions (FAQ): Contraception on page 34** in their workbook. Use **Facilitator Resource 6.2 Frequently Asked Questions (FAQ): Contraceptives** to follow along as the students read.
2. **Tell the students** that we will now concentrate on FAQs about contraceptives.
3. **Ask for student volunteers** to read selected questions and answers about contraceptives. [**Note:** Give limited time, the facilitator may want to select 3 or 4 FAQs for students to read during class].

QUESTIONS ABOUT CONTRACEPTIVES (2 minutes)

1. **Ask the students** if they have any additional questions about the information they learned today.

Virtual Adaptation

Allow students to ask questions verbally or using the **Chat** box.

2. **Answer the questions** and, if necessary, tell them you will have additional information to share with them at the next lesson. Facilitators can also use **Facilitator Resource 6.3: Talking Points (Contraception)** to help them answer questions.
3. **Hand out** 3 x 5 cards.
4. **Tell the students** they can also write questions or comments on the cards and leave them in the Question Box.

MATERIALS

- Facilitator Resource 6.2:** Frequently Asked Questions (FAQs): CONTRACEPTION
- Facilitator Resource 6.3:** Talking Points: CONTRACEPTION
- CDC Effectiveness Handout
- 3x5 cards

STUDENT HANDOUTS

- Handout 6.5:** Frequently Asked Questions (FAQs): CONTRACEPTION

Virtual Adaptation

For virtual implementation, create a “Virtual Question Box” – an anonymous online form where students can submit questions they have. You can use Google Forms, SurveyGizmo, SurveyMonkey, or another free survey platform.

Students can also submit questions by sending a direct message to the facilitator during implementation.

Finally, you can also tell students that they can email you directly with questions before the next lesson, if they prefer. Be sure students have your email address.

5. **Tell the students** you will answer the question/respond to the comment in the next lesson.
6. **Tell students** to review **Handout 6.5: Frequently Asked Questions (FAQs): Contraception on page 34** and that there will be time at the beginning of the next class to ask questions.

7. At the end of the activity, **tell students**:

- *I want to emphasize that the only 100% way of preventing unintended pregnancy is not having penile-vaginal sex (sex where a person inserts their penis into another person’s vagina).*
- *If you decide to have penile-vaginal sex, you must use contraception and a condom every time you have sex to avoid both pregnancy and/or STIs. (Tell the students that in the next lesson we will learn more about condoms)*
- *There are highly effective and safe contraceptive methods for teens.*
- *Some people are forced into having sex and this is not their fault.*

Virtual Adaptation

Show the PPT slide titled “Lesson 6 – Key Points” as you explain the key points above.



Activity 6F: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (4 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 6.
3. On a flipchart, **write down** students' responses.

Virtual Adaptation

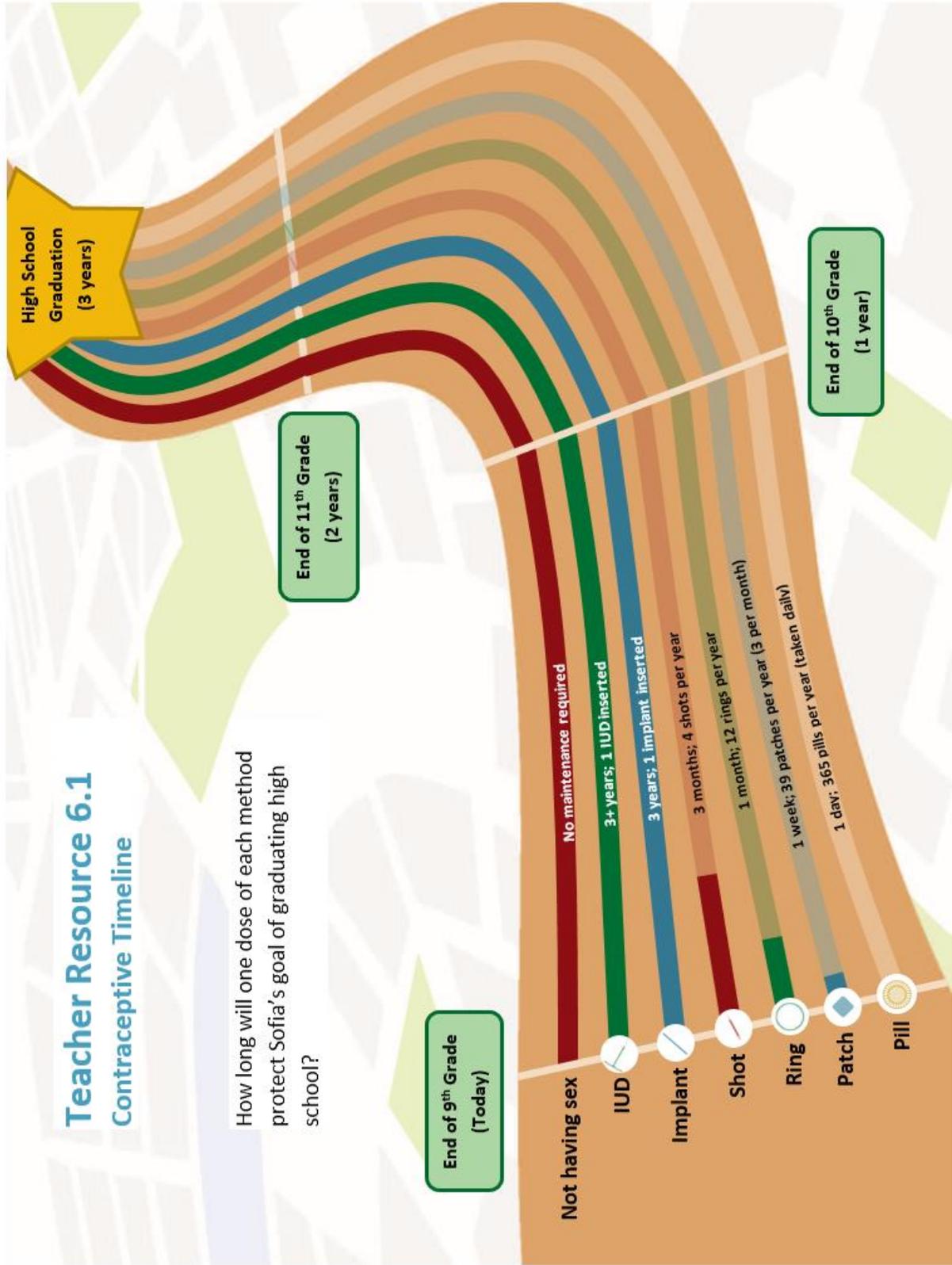
After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

4. **Tell students** that the next lesson, Lesson 7, will focus on using condoms to prevent unintended pregnancy and STIs.

Teacher Resource 6.1

Contraceptive Timeline

How long will one dose of each method protect Sofia's goal of graduating high school?



Facilitator Resource 6.2

Frequently Asked Questions (FAQs): CONTRACEPTION

General questions

1. **Does a couple need to use a contraceptive EVERY time they have penile-vaginal sex?**
 - *Yes. Contraceptives must be used correctly and consistently, as directed by a healthcare provider.*
2. **Are hormonal contraceptives safe for teens and what is the risk for side effects?**
 - *Yes. Today's hormonal contraceptives are safe for teens. Since side effects can differ depending on a person's body and other health issues, it is important to talk to a health care provider to help decide which contraceptive method is best for you.*
3. **Does birth control really work?**
 - *Yes. The IUD and the implant are more than 99% effective. In other words, for every 1,000 women using that method in a given year, less than one will get pregnant.¹*

IUD

1. **Is having hormones from the IUD safe for your body?**
 - *Yes. Today's hormonal contraceptives are safe for teens. The hormone used in the Mirena IUD is used in other contraceptive methods. It's been used by a lot of people, and it is safe."²*

Patch

1. **Can the patch get wet?**
 - *Yes. The patch will stay on when you shower, swim, or exercise.³*

¹ Centers for Disease Control and Prevention. (n.d.) *Effectiveness of Family Planning Methods*. Retrieved from http://www.cdc.gov/reproductivehealth/unintendedpregnancy/pdf/contraceptive_methods_508.pdf

² <https://bedsider.org/questions/41-is-it-safe-to-have-the-hormones-from-the-iud-inside-you-all-the-time?tag=iud>

³ <https://kidshealth.org/en/parents/bc-patch.html>

Shot

1. **How much of a window do you have to take each shot? Do you have to go at exactly three months?**

- **Yes.** *You have to get the shot exactly every 3 months from a healthcare provider. That's only 4 times a year! It is really important that you get a shot on time.”⁴*

Pill

1. **Do I really have to take the pill every day?**

- **Yes.** *Not taking the pill every day will decrease its effectiveness.*

Emergency Contraceptive

1. **Can emergency contraceptives reduce the risk of pregnancy if a person has unprotected sex?**

- **Yes.** *Emergency contraception can reduce the risk of pregnancy up to 5 days after unprotected sex. It is more effective the sooner after unprotected sex you take it. Morning after pills are one form of emergency contraceptive which is available over-the-counter at pharmacies and clinics. The Paragard IUD is another emergency contraception, but it must be inserted by a health care clinician.*

⁴ https://bedsider.org/questions/175-how-often-do-i-have-to-get-the-shot?tag=the_shot

Facilitator Resource 6.3

Talking Points: Contraception

Most of these answers have been taken directly from KidsHealth.org and Bedsider.org. Answers that have not been edited are in quotes and have a footnote directing the user to the exact location where the answer was found.

Answers to more questions can be found here: <https://bedsider.org/questions> and <http://kidshealth.org/en/teens/sexual-health/>.

General questions about birth control

1. Does birth control work the minute I get it?

- *“No, most forms of birth control are not effective immediately,⁵ so you want to check with your doctor before having unprotected sex. Until then, use a condom for added protection.”⁶*

2. Will using birth control now make it harder for me to have kids in the future?

- *No. When they are ready to have a child, people who used birth control during adolescence can get pregnant just as quickly as someone who never took birth control.⁷*

3. Will birth control make me gain weight?

- *Most people do not gain weight after they start taking hormonal birth control methods like the pill, patch, or ring.⁸*

4. Can you take birth control if you haven't started your period?

- *Yes. A health care provider can help you find a birth control that works for your body. In the meantime, you can use a condom.*

5. Do I need a parent's permission to get birth control?

- *No. You do not need any one's permission to get birth control. Most health care providers will see you and write you a prescription for birth control without a parent's*

⁵ <http://bedsider.org/features/142>

⁶ https://bedsider.org/questions/234-does-birth-control-work-the-minute-i-get-it?tag=the_shot

⁷ Raine-Bennett, T. (2015). *Birth control and infertility: Does using birth control hurt my chances of getting pregnant later?* Retrieved from <http://bedsider.org/features/76-birth-control-and-infertility-does-using-birth-control-hurt-my-chances-of-getting-pregnant-later>

⁸ <https://www.ncbi.nlm.nih.gov/books/NBK441582/>

permission. However, all health care providers also have the right to refuse to see you or prescribe birth control for any reason—including that your parent is not there.

6. Will my parents know if I got tested for STIs/ tested for pregnancy/got birth control? Will my parents know the results of my STI test/ pregnancy test?

- *“Your parents don’t need to know if you get tested for STIs or the results of those tests. In most states, once you are 13, you can get checked and tested for STDs without a parent’s involvement. However, if you are on your parent’s health insurance, they will see that you had an appointment and be able to see any tests that were done.*
- *If you’re worried about insurance or have other reasons why you don’t want to see your family doctor or pediatrician, you can get tested for STIs at a health clinic like Planned Parenthood.⁹ It’s confidential, and you also can get information about birth control and condoms. You also can search the Internet Sexuality Information Services site at www.inspot.org to find a health clinic in your area.”¹⁰*

7. Will hormonal contraceptives protect against sexually transmitted infections?

- **No.** *That is why it is important to use a condom every time you have sex even when you are using hormonal contraceptives. There is more information about condoms in this handout under the heading FAQs: Condoms.*

IUD

1. Will the IUD hurt my chances to have a baby in the future?

- **No.** *When they stop using an IUD, people who have used an IUD can get pregnant just as quickly as people who have used other methods. IUDs today are safe for people of any age. IUDs work well for people who haven’t had children yet.^{11, 12}*

2. Does the IUD cause an abortion?

- **No.** *The IUD does not cause an abortion. The IUD prevents a pregnancy from occurring by keeping the sperm and egg from meeting.^{13, 14, 15}*

⁹ <http://www.plannedparenthood.org/>

¹⁰ <http://kidshealth.org/en/teens/stds-check.html>

¹¹ <https://www.bedsider.org/features/76-birth-control-and-infertility-does-using-birth-control-hurt-my-chances-of-getting-pregnant-later>

¹² <https://www.bedsider.org/features/134-iuds-are-a-ok-doctors-say-the-best-new-birth-control-has-been-here-all-along>

¹³ <https://medlineplus.gov/ency/patientinstructions/000774.htm#:~:text=How%20IUDs%20work&text=Both%20types%20of%20IUDs%20prevent,uterus%20and%20fertilize%20an%20egg>

¹⁴ <https://www.ippf.org/blogs/myths-and-facts-about-intra-uterine-devices#:~:text=Fact%3A%20IUDs%20do%20not%20work,they%20cannot%20reach%20the%20egg.>

¹⁵ <https://www.plannedparenthood.org/learn/birth-control/iud>

3. Can the IUD fall out?

- *It is possible. But not likely for the IUD to fall out. This is called “expulsion” and happens when the IUD moves from the top of the uterus into the vagina or even out of the body. This happens for about five percent of people who have an IUD.¹⁶ In very rare cases (about one in 2,000 people), the IUD can penetrate into or through the wall of the uterus. This is called “perforation.” People who have an IUD should occasionally check for the strings of their IUD to make sure it is still in place.¹⁷*

4. Will getting the IUD hurt?

- *“Unfortunately, most people say that it does hurt – like you’re getting cramps - to get an IUD inserted. IUD insertion pain can vary from person to person. You can try taking ibuprofen beforehand and make sure you get the IUD inserted when you’re on your period or ovulating”.¹⁸*

5. Can I use a tampon with an IUD?

- *Yes. “As far as tampons and IUDs go, Planned Parenthood puts it like this: “Tampons and IUDs are kind of like next-door neighbors. They’re close but they live in different parts of the reproductive system. An IUD and a tampon are separated by the cervix, and don’t interfere with each other’s business.”¹⁹*

Additional Information on duration of effectiveness of an IUD:

- <https://www.bedsider.org/methods/iud>

Patch

1. Does the patch come in other skin tones?

- *No. However, you can place the patch in one of the recommended locations that can't be seen with clothes on if you don't like the way it looks with your skin.*

Shot

1. How does the shot work?

- *The shot contains a hormone that stops the ovaries from releasing eggs, and also thickens the mucus around the cervix, which prevents sperm from reaching the eggs. The*

¹⁶ <https://providers.bedsider.org/articles/who-is-at-increased-risk-of-iud-expulsion>

¹⁷ <https://www.bedsider.org/features/287-those-mirena-lawsuit-ads-fact-and-fiction>

¹⁸ <https://bedsider.org/questions/279-is-there-anything-that-helps-with-iud-insertion-pain?tag=iud>

¹⁹ <https://bedsider.org/questions/341-can-i-use-tampons-with-an-iud?tag=iud>

shot works for three months, and after that time is up you get another shot to stay covered.

2. Who gives the shot?

- *The shot is administered by a health care provider like a doctor or a nurse practitioner. You can get the shot at the doctor's office or at a health care clinic.*

3. Will the shot make me gain weight?

- *Although most people will not gain weight after they start taking the shot, some do seem to gain weight..²⁰*

4. What happens if you take the shot and you are already pregnant?

- *If you are already pregnant and you take the shot, there is not an increased risk for birth defects in the fetus.^{21, 22} When you are pregnant, it is important to always speak with a doctor when considering starting or ending a medication.*

Pill

1. Can I take it at different times?

- **No.** *Not taking the pill at the same time every day will put the effectiveness of the birth control at risk.*

2. What do I do if I miss a pill?

- *"Take your next pill as soon as you remember,²³ and use a back-up method for 7 days afterward (unless it was a 4th week reminder pill, in which case you can just throw out the reminder pill for that day and get back on schedule). If you've had sex since you got off schedule and that's within the last five days, you might want to take emergency contraception²⁴ just in case."²⁵*

3. Does the pill cause cancer?

- **No.** *"Using the pill, the patch, the ring, or an IUD reduces the risk of some reproductive cancers (ovarian and uterine). The shot also decreases the risk of uterine cancer, and the*

²⁰ <https://www.plannedparenthood.org/learn/birth-control/birth-control-shot/what-are-the-disadvantages-of-the-birth-control-shot>

²¹ https://www.accessdata.fda.gov/drugsatfda_docs/label/2010/020246s0361bl.pdf

²² <https://www.plannedparenthood.org/learn/birth-control/birth-control-shot/how-safe-is-the-birth-control-shot>

²³ <http://bedsider.org/features/153>

²⁴ https://bedsider.org/methods/emergency_contraception

²⁵ https://bedsider.org/questions/148-what-should-i-do-if-i-miss-a-pill?tag=the_pill

hormonal IUD is sometimes even used to treat very early uterine cancer. And, the longer you use birth control, the more protection from these types of cancer you get.”²⁶

- *Other studies have found that taking the pill may slightly increase the risk of getting breast and cervical cancer.²⁷*

4. Can I just take two pills after I have sex?

- **No.** *You should take the pill as it is instructed: once a day, every day, at the same time.*

Ring

1. What happens if the ring falls out?

- *“The ring hardly ever falls out—especially in younger women who haven’t had children. But if it does slip out, you can just rinse it off with cool water and reinsert it. If it’s been out more than a few hours (or you’re not sure how long), make sure to use backup method, like a condom²⁸ or internal condom,²⁹ for the next 7 days.”³⁰*

2. Can the ring get lost in my vagina?

- **No.** *“The vagina is a closed pouch and doesn't connect to the rest of the belly, so things (other than semen, bacteria, and other really small things) put in the vagina can’t travel to some other part of the body. There is no place for a tampon or a ring³¹ to go—they just sit right where you put them.”³²*

Implant

1. Does it hurt to get the implant?

- *“You get an injection of numbing medicine through a small needle. Then your health care provider inserts the implant in your arm, which only takes a few minutes. That area of your arm may be sore and bruised for a couple days. Generally speaking, no big deal.”³³*

2. Are there side effects to the implant?

²⁶ <https://bedsider.org/features/325-does-birth-control-cause-breast-cancer>

²⁷ <http://www.cancer.gov/about-cancer/causes-prevention/risk/hormones/oral-contraceptives-fact-sheet>

²⁸ <https://bedsider.org/methods/condom>

²⁹ https://bedsider.org/methods/internal_condom

³⁰ https://bedsider.org/questions/2-does-the-ring-ever-fall-out?tag=the_ring

³¹ <http://bedsider.org/features/98>

³² https://bedsider.org/questions/241-can-the-ring-get-lost-in-my-vagina?tag=the_ring

³³ <https://bedsider.org/questions/50-does-it-hurt-to-get-the-implant?tag=implant>

- *Side effects to the implant are rare but possible. They include changes or irregularity in periods, mood changes, weight gain, headaches, and acne. While about 11 percent of women who have the implant experience changes in their periods, other side effects are experienced by about two percent of women or less.*³⁴

3. Does the implant go in your veins?

- **No.** *The implant does not go in your veins. It is inserted just below the skin of your upper arm.*

4. Can the implant move around your body?

- *While it is possible for the implant to move around in your body, this is very rare.*³⁵ *If you have an implant and cannot feel it under the skin where it was inserted, you should talk to a doctor immediately.*

Additional information on duration and effectiveness of an implant:

<https://www.plannedparenthood.org/learn/birth-control/birth-control-implant-nexplanon/how-effective-is-the-birth-control-implant>

Emergency contraception (Plan B)

1. Do I need to be 18 to get plan B? Do I need to be a person with a vagina to get Plan B?

- *“Whatever age or gender you are, you can buy levonorgestrel-based emergency contraception (EC) pills including Plan B One-Step, Next Choice One Dose, and My Way over-the-counter at the pharmacy without a prescription.”*³⁶

2. Do I need a prescription for Plan B?

- **No.** *You can buy it at any pharmacy without a prescription.*

3. Can emergency contraceptives reduce the risk of pregnancy if a person with a vagina has unprotected sex?

- **Yes.** *Emergency contraception can reduce the risk of pregnancy up to 5 days after unprotected sex. Morning after pills are one form of emergency contraceptive which is*

³⁴ <https://www.plannedparenthood.org/learn/birth-control/birth-control-implant-implanon>

³⁵ <https://www.gov.uk/drug-safety-update/nexplanon-etonogestrel-contraceptive-implants-reports-of-device-in-vasculature-and-lung>

³⁶ https://bedsider.org/questions/212-puedo-conseguir-anticonceptivos-de-emergencia-si-tengo-menos-de-17-anos?tag=emergency_contraception

available over-the-counter at pharmacies and clinics. The Paragard IUD is another emergency contraception, but it must be inserted by a health care clinician.

4. **Someone told me I could just take a whole month's worth of birth control instead of Plan B. Is this true?**

B. Is this true?

- *Some, but not all, birth control pills can be taken in a different dose as emergency contraception instead of Plan B.³⁷ However, this does not require a whole month's worth of pills, and that would be far too much. If you have been taking your birth control pills as directed (in other words, around the same time every day), you should not need emergency contraception after sex. However, if you do not regularly take the pill or use another form of contraception and do not have access to a morning after pill such as Plan B, please ask a medical professional about your options for emergency contraception.*

5. **Is Plan B an abortion pill?**

- **No.** *Morning after pills are a special dosage of birth control pills. Morning after pills work to suppress the release of an egg from the ovary. The morning after pill is NOT the same as an abortion pill. Morning after pills are available over-the-counter in drug stores or from clinics or the local health department.*

6. **What is the abortion pill?**

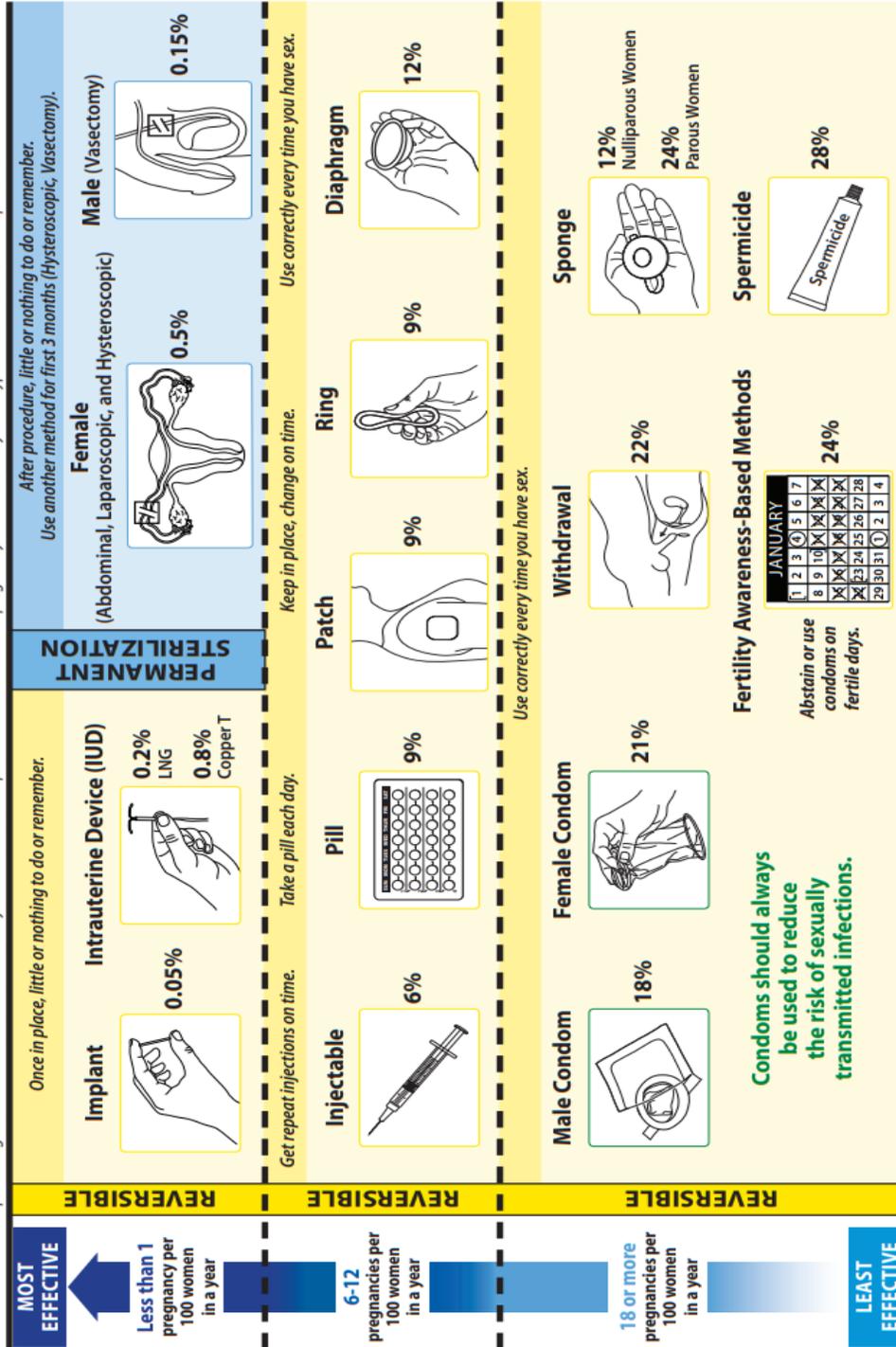
- *The abortion pill, which is taken as one way to perform an abortion, is NOT the same thing as the morning after pill. The abortion pill is actually a series of two medicines, mifepristone and misoprostol. The first is taken at a clinic with a doctor and the second can be taken at home one or two days later. Together, these two medicines will cause an abortion. Plan B or the morning after pill is different from these medicines because Plan B prevents a pregnancy from ever occurring.*

³⁷ <http://ec.princeton.edu/questions/dose.html>

CDC Effectiveness Handout

EFFECTIVENESS OF FAMILY PLANNING METHODS*

*The percentages indicate the number out of every 100 women who experienced an unintended pregnancy within the first year of typical use of each contraceptive method.



Sample Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources

In D.C., I have the right to...

- Say no to sex at any age
- Consent to sex at the age of 16.
- Receive confidential health and services.
 - If you are 12 or older, you can get birth control or STI testing without your parent's permission. Ask your doctor if you can use your parent's health insurance and still get confidential care.
- Get condoms
 - Condoms are available free at any Title X clinic. You can also purchase condoms without ID at your local convenience store, pharmacy or supermarket.
- Get Emergency Contraception
 - A person of any age can purchase single-dose emergency contraception without ID or a prescription from your local pharmacy. Emergency contraception, also known as the morning-after pill, works by preventing, not ending pregnancy.
- Choose an abortion
 - Washington D.C. does not require parental permission for minors seeking an abortion. For info about getting an abortion, call the DC Abortion Fund at 202-452-7464.

D.C. Resources

- Free Condoms
 - Sexualbeing.org helps DC residents get condoms for free. Visit sexualbeing.org/get-condoms/free-condoms/ to sign up for free condom delivery.
 - [Metro TeenAIDS](#) provides free HIV and STI testing. Call the Counseling, Testing, and Referral Department at **202-543-0094**.
 - **Mary's Center provides health services for teens regardless of ability to pay. Call 202-483-8196 to make an appointment.**
 - [Planned Parenthood](#) provides confidential contraception, STD, and other reproductive health services. Call 1-800-230-PLAN to find your closest clinic.
- Family Planning
 - [Title X Clinics](#) give contraceptive help to help prevent pregnancies among other services. There are 20 clinics in the DC area. Find out here: opa-fpclinicdb.hhs.gov
- Domestic Violence Help
 - [DC Victim 24-Hour Hotline](#) provides free, confidential assistance for victims of crime in DC. Call or text their confidential 24-hour hotline at 844-443-5732 or go to their 24-hour online chat at dcvictim.org.
- College/Career
 - [Latin American Youth Center](#) provides multi-lingual programs to help youth prepare for college or employment. Call (202) 319-2225 or visit layc-dc.org for more info.

Student Handout 6.1

Hormonal Contraceptive Methods – What Teens Need to Know

Name	Where You Get It	How It Works	How You Use It	Safe for most women to use, including teens!	Protects against STIs?
IUD or “intrauterine device” 	Health Care Provider inserts the IUD into a person’s uterus.	There are two types of IUDs: hormonal and copper. Both types prevent sperm from moving so they can’t join with an egg. Hormonal IUDs release hormones into the uterus that prevent ovulation. The copper IUD doesn’t have hormones.	Once a health care provider places an IUD in a person’s uterus, they are protected for up to 3, 5 or 10 years – depending on the IUD they choose. They can have the IUD removed at any time.		
Implant 	Health Care Provider inserts implant under a person’s arm.	The Implant is a matchstick size flexible rod. The implant is effective for up to three years. This Implant releases hormones to prevent ovulation.	Once a health care provider places the implant in a person’s upper arm, they are protected for three years. They can have the implant removed at any time.		
Shot 	Health Care Provider administers the injection.	The shot is an injection of hormones into a person’s upper arm. The hormones prevent ovulation.	A person must return to their health care provider every 3 months to get an injection.		
Patch 	Health Care Provider writes a prescription.	The patch is a thin, plastic patch that sticks to the skin like a small square bandage. The patch releases hormones into the person’s body. The hormones prevent ovulation.	A person uses a new patch each week for three weeks. On the fourth week, they go without a patch but are still protected from pregnancy.		
Ring 	Health Care Provider writes a prescription.	The Ring is flexible ring about two inches in diameter. A person places the ring into their vagina where it releases hormones.	The ring stays in for three weeks and then the person removes it on the fourth week, though they are still protected from pregnancy. They start a new “three		

		These hormones prevent ovulation.	weeks in, one week out cycle” at the end of the fourth week. It is fine to have vaginal intercourse with the ring inserted. If inserted correctly, the person should not feel the ring.		
Pill 	Health Care Provider writes a prescription.	The pill provides a small dose of hormones. These hormones prevent ovulation.	A person takes one pill every day at the same time of day.		

Materials in Student Workbook:

- Lesson 6: Key Messages – p. 27
- Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know – p. 28
- Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources – p.31
- Handout 6.3: Sofia and David: Making Decisions – p.32
- Handout 6.4: Contraceptive Timeline – p. 33
- Handout 6.5: Frequently Asked Questions (FAQs): CONTRACEPTION – p.34

Lesson 7

Promoting Sexual Health and Preventing STIs: Condoms

Overview

Lesson 7 Learning Objectives

In Lesson 7: Promoting Sexual Health and Preventing STIs: Condoms, students will be able to:

- Describe the benefits of correctly and consistently using condoms to prevent unintended pregnancy and/or sexually transmitted infections (STIs);
- Explain the steps to using an external condom correctly and consistently;
- Overcome obstacles to using contraception and condoms;
- Describe risks, signs, and treatments for STIs;
- Explain how using condoms and contraception, if sexually active, supports staying on their camino; and
- Describe the roles both partners can play in using condoms.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Only have sex when you are ready.
 - Both partners are responsible for preventing unintended pregnancy and/or STIs.
- **Lesson 7**
 - Safe sex means preventing unintended pregnancy and STIs.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

7A. Welcome to Lesson 7! (1 min)

7B. Students Questions & Review of Talking Points about Contraceptives (4 min)

7C. Benefits of Using a Condom and Sexually Transmitted Infections (STI) (6 min)

7D. How to Use Condoms (5 min)

7E. Condom Practice (10 min)

7F. Obstacles to Using Contraception and Condoms (6 min)

7G. More Facts about Condoms and Question Box (5 min)

7H. Assignment 2: A Question for your Parent/Guardian or Other Trusted Adult (2 min)

7I: Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 7A)
 - Key Message (see Activity 7A)
 - Condom Benefits (see Activity 7C)
 - Sexually Transmitted Infections (see Activity 7C)
 - Types of STIs (see Activity 7C)
 - Handout 7.1 Sexually Transmitted Infections (see Activity 7C)
 - Key Points about STIs (see Activity 7C)
 - The Three Steps of Correct Condom Use (see Activity 7D)
 - Four more important points! (see Activity 7D)
 - Obstacles (see Activity 7F)
 - Culture and Condoms (see Activity 7F)
 - Assignment 2 (see Activity 7H)
2. We recommend that you copy the questions posed by students in the Chat box or sent to you by email from Lesson 6, and paste them into a Word document to keep yourself organized. Select three questions to answer at the beginning of Lesson 7. Be sure to keep track of which questions have been answered and not answered.
3. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.

Facilitator Note: If commercial penis models are not available, you can keep the forefinger and middle finger close together on one hand to serve as a penis model.

Less than one percent of the population is allergic to latex rubber and the allergy is usually mild. Still, you may have one or more students in your class with this allergy so watch out for signs of allergic reaction among students while they are handling latex condoms:

- Red, itchy rash where skin touched latex
- Swelling right around the site where skin came into contact with latex
- Sneezing, runny nose, teary eyes
- Wheezing
- Trouble breathing or swallowing
- Tightness in the chest

If a student shows signs of an allergic reaction to latex, get the student away from the latex right away. Follow your school’s protocol for student health emergencies.

During program implementation, it was mentioned that the lesson on condoms was a “trigger” for students who had experienced abuse/sexual abuse/rape. In case a student needs to leave during this lesson, the facilitator should be prepared to have an alternative space where he/she can go.



Lesson 7 Procedures

Activity 7A: Welcome to Lesson 7! (1 minute)

1. **Welcome** students to Lesson 7.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. Please note, this lesson may contain graphic images about the reproductive systems of people with penises and people with vaginas.



- **For virtual implementation tell students:** *You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*

4. **If this lesson is not being taught by a reproductive health expert, tell the students:** I am not a reproductive health expert. I will do my best to answer all the questions you have. The best place for you to get information on reproduction is with your health provider.
5. **Review** the group agreements.
6. **Ask students** to turn to **Lesson 7: Key Messages on page 35** in their workbooks.
7. **Ask for a volunteer** to read the new Key Message for Lesson 7.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Lesson 7: Overview” as the student reads the learning objectives and the slide titled “Key Message” as the student reads the key message.

MATERIALS

- Flipchart 1.1:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 7:** Key Messages



Activity 7B: Student Questions and Review of Talking Points about Contraceptives (4 minutes)

MATERIALS

- Facilitator Resource 6.3:** Talking Points (Contraceptives)

REVIEW OF QUESTIONS FROM LESSON 6 (4 minutes)

1. **Ask students** if they have any questions about the information they learned in lesson 6 about pregnancy.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

2. **Address selected questions and comments** from the Question Box (Lesson 6).

Virtual Adaptation

See guidance about virtual Question Box questions in the “Preparation for Virtual Adaption” section above.

3. If there are no additional questions, the facilitator should choose 3 questions that were not addressed in the previous lesson from **Facilitator Resource 6.3: Talking Points (Contraceptives)**.



Activity 7C: Benefits of Using a Condom and Sexually Transmitted Infections (6 minutes)

INTRODUCTION (1 minute)



1. Explain to students:

- *In the last session, we looked at several contraceptive options and identified the IUD and the Implant as the MOST effective for unintended pregnancy prevention, after not having sex at all.*
- *In today's lesson, we will focus on another form of contraception - condoms. There are condoms that can be worn externally on penises and internal condoms that can be used inside the vagina. In today's lesson we are going to look only at external condoms that are worn on the penis. From here on out we will refer to these simply as "condoms."*

CONDOM BENEFITS BRAINSTORM (2 minutes)

1. **Ask students** if they know benefits of using a condom.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

2. **Correct any myths** or misinformation students may have.
3. **Write correct answers** on the board or flipchart.

Virtual Adaptation

Rather than use a flipchart as you would in a face-to-face setting, type answers on the PPT slides titled "Condom Benefits."

4. After a few minutes, **write any of the benefits** from the list below that students have NOT mentioned:
 - Protect against BOTH sexually transmitted infections (STIs) and pregnancy.
 - Do not require a clinic appointment.
 - Are affordable and therefore accessible.

MATERIALS

- Facilitator Resource 7.1:** CDC Reference Guide for Sexually Transmitted Diseases

STUDENT HANDOUTS

- Handout 7.1:** Sexually Transmitted Infections

- Are available for free in some clinics or for purchase in many places: drug stores, supermarkets, clinics, vending machines, etc.
- Are easy to use.
- For those having infrequent sex, they can carry a condom and only use it when they have sex.
- Are the only method initiated by people with penises, besides abstinence and a vasectomy.

5. Tell the students:

- *One of the benefits of condoms is the same as all forms of contraception, namely that, once you choose to start having sex, using a condom and another form of effective contraception prevents unplanned pregnancies and/or decreases risk for STIs that could take you off track of your camino and achieving your goal.*
- *Using a condom during anal sex and oral sex also decreases the risk of STIs.*

SEXUALLY TRANSMITTED INFECTIONS (STIs) (3 minutes)

1. Tell the students:

- *Sexually transmitted infections (STIs) are infections which can be spread from one person to another during close intimate or sexual contact.*

Virtual Adaptation

Show the PPT slide titled “Sexually Transmitted Infections” as you provide the definition above.

2. **Ask students** if they know any specific types of STIs.

Virtual Adaptation

Ask students to share their answers in the **Chat** box.

Record their answers on the PPT slide titled “Types of STIs.”

3. **Write** these on the flipchart paper/whiteboard.

4. **Write** any types of sexually transmitted infections not named including:

- Gonorrhea
- Chlamydia
- Syphilis
- Genital Herpes
- HPV
- HIV/AIDS
- Hepatitis B/C

5. Ask students to open **Handout 7.1 Sexually Transmitted Infections on page 36.**

Virtual Adaptation

Show the PPT slides titled “Handout 7.1 Sexually Transmitted Infections.” Click through the slides as students read through the key facts about STIs.

6. **Tell the students** that:

- *Not everyone shows these symptoms when they have an STI, or that it can be a long time before symptoms are visible. Therefore, it is important to be tested for STIs even if you do not have symptoms.*

7. **Review the following information with students:**

- *STIs are transmitted from having unprotected penile-vaginal sex, anal sex, or oral sex. They can also be transmitted by having close intimate contact – for example rubbing against genitals.*
- *The best way to protect against these infections is to not have sex. If you choose to have sex and want to avoid these infections, you must use a condom. In fact, if you choose to have penile-vaginal sex, using a condom AND a contraceptive method is the safest of all choices.*
- *Choosing to have sex and not using a contraceptive could lead to a pregnancy and/or an STI. Both of these outcomes could take you off track of your camino and affect reaching your future goals.*
- *There are more than 25 kinds of sexually transmitted infections (STIs), acquired primarily through sexual activity.*

Some are bacterial, such as chlamydia, syphilis, and gonorrhea; parasitic, such as trichomoniasis; or viral such as HIV/AIDS.

- *Some STIs cannot be cured, including: Hepatitis, Herpes, HIV, and HPV. We call these the 4H. Other STIs can be treated and managed with medications.*
- *Detection and treatment of STIs are hindered by the fact that many STIs do not have early signs or symptoms.*
- *While some STIs may cause minor discomfort, other STIs can also have long-term negative effects on your health. Some STIs can cause cancer, increased risk of HIV/AIDS infection, and pregnancy complications, and can make it more difficult to have a baby in the future.*
- *The only way to know if you have an STI is to go to a health provider/clinic and be tested. If you have an STI, you must use any treatment given to you as prescribed by your health provider.*

Virtual Adaptation

Click through the two PPT slides titled “Key Points about STIs” as you explain the points above.

8. If the students or you have any questions, refer to **Facilitator Resource 7.1: CDC Reference Guide for Sexually Transmitted Diseases**.



Activity 7D: How to Use Condoms (5 minutes)

INTRODUCTION (1 minute)



1. Tell the students:

- *In a positive, healthy relationship, both partners should want the best for the other person, which includes preventing unplanned pregnancy and STIs, and supporting the other person in achieving their goals.*
- *The purpose of this activity is to learn how to use condoms correctly.*

LEARNING THE STEPS OF CONDOM USE (4 minutes)

1. Ask students to turn to **Handout 7.2: The Three Steps of Correct Condom Use – Shorter Version on page 38** and **Handout 7.3: The Three Steps of Correct Condom Use – Longer Version on page 39**.

Virtual Adaptation

Show the PPT slide titled “Three Steps of Correct Condom Use.” Click through the slides as students read the steps.



2. Explain to students:

- *I will call on student volunteers to read the steps on the **Handout 7.2 on page 38**. After you read through the steps, we will practice using condoms with a penis model.*
- ***Handout 7.3 on page 39** has much more information about each of the steps. I recommend that you read **Handout 7.3 on page 39** for homework.*

3. **Select** one or more students to read each of the steps on the **Handout 7.2 on page 38**. Instruct students to read the step itself and the bulleted sub-steps.
4. **Refer** to **Facilitator Resource 7.2: The Three Steps of Correct Condom Use**. After each step is read, share the additional information, detailed in **Facilitator Resource 7.2**.

MATERIALS

- **Facilitator Resource 7.2:** The Three Steps of Correct Condom Use

STUDENT HANDOUTS

- **Handout 6.1:** Hormonal Contraceptive Methods – What Teens Need to Know
- **Handout 7.2:** The Three Steps of Correct Condom Use—Shorter Version
- **Handout 7.3:** The Three Steps of Correct Condom Use—Longer Version

5. After the students have gone through the steps, **ask a student** to read the four important points about condom use:
- BOTH partners can be involved in all three steps for using a condom correctly!
 - You **MUST** be sure the condom stays on the **WHOLE TIME** you are engaged in sex – both partners need to make sure that the condom stays on.
 - Condoms must be used **EVERY TIME** a person has sex!
 - If a condom breaks while having sex, consider using emergency contraception. See **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know** on page **28**.

Virtual Adaptation

Show the PPT slide titled “Four more important points!” as you explain the points above.



Activity 7E: Condom Practice (10 minutes)

INTRODUCTION (4 minutes)

1. **Divide students** into pairs.

2. **Explain to students:**

- *Now that we have reviewed the steps to using condoms, I will demonstrate and then you each will practice putting a condom on a model. A partner will observe you, based on the steps listed on **Handout 7.2 on page 38**, and give you feedback on whether you are following all the steps correctly. We will only practice the steps from 2C and on.*

3. **Ask students:**

- *Does anyone have an allergy to latex? You might know this because many doctors, nurses and dentists use latex exam gloves.*

4. If anyone raises their hand, **give that student and his/her partner** a non-latex condom.

5. **Give each pair** a penis model and two condoms.

Facilitator Note: If you do not have penis models, have the students use two fingers of their partner's hand as a penis model if they feel comfortable.

6. **Explain to students:**

- *When it is your partner's turn to put a condom on a model, your job is to check your partner off on the steps (see your handout), giving reminders if your partner begins to skip a step or do it incorrectly.*
- *If your condom gets torn or soiled from being dropped on the floor, or is otherwise compromised or contaminated, ask for a new condom. This is important because we want you to treat condoms in this exercise the same as if you were really using it for sex.*

7. **Ask students** if they have any questions about how to complete the activity.

MATERIALS

- Penile models (ideally, one for every two students)
- Hand cleaning wipes or sink with soap (See Facilitator Notes)

STUDENT HANDOUTS

- Handout 7.2:** The Three Steps of Correct Condom Use—Shorter Version

DEMONSTRATION AND PRACTICE (6 minutes)

1. **Demonstrate** correct use of the condom while reading through each step beginning with 2C.
2. After the demonstration, students will practice in pairs.
3. **Circulate around the room and offer assistance** where needed. **Affirm** students who are correctly following the steps. **Offer** constructive feedback to those who are not following the steps.
4. After two minutes have elapsed, **announce to students** that half their work time is up and that they should be switching roles.
5. After both students have a chance at practicing, **pass out wipes** for students to clean their hands (or have students go to the sink to wash their hands).

Facilitator Note: Be sure to collect and dispose of condoms and wipes.

Be sure that the number of condoms you passed out matches the number of condoms you collect to dispose. (Some students may think it's funny to hold onto condoms and play with them outside of class).

Virtual Adaptation

Substituting a Sock for a Condom

It might be uncomfortable for facilitators and students to practice this activity with condoms in a remote setting. If this is the case in your community, please adapt this activity using a sock. For information about how to demonstrate using a condom with a sock, see this website:

<https://www.bedsider.org/features/1152-how-to-put-on-a-sock>

Facilitator Demonstration

Conduct the condom demonstration as written in this activity. Be sure you are close enough to your webcam so students can see what you are doing.

During virtual implementation there will be no student practice section.

Instead of asking students to practice, review the steps using the following videos:

- English: <https://www.youtube.com/watch?v=EdSq2HB7jqU>

- Spanish:

https://www.youtube.com/watch?time_continue=5&v=3zOEnMF8F6Y&feature=emb_logo

Reminder about Keeping with a Trauma Informed Approach

Remember that condoms may be triggering for some students. Never force a student to practice the use of the condom. You may want to give students the option of turning their video off for the demonstration or the practice. This might give them a sense of privacy that could make them feel more comfortable.

6. Tell the students:

- *Remember that condoms are effective at preventing pregnancy and/or STIs. The most effective way of preventing unintended pregnancy, other than not having sex, is to use a hormonal form of contraception AND a condom.*

7. If needed, review with the students using these videos:

- English:
https://www.youtube.com/watch?v=EdSq2HB7iqU&feature=emb_logo
- Spanish:
https://www.youtube.com/watch?v=3zOEnMF8F6Y&feature=emb_logo



Activity 7F: Obstacles to Using Contraception and Condoms (6 minutes)

INSTRUCTIONS (1 minute)

MATERIALS

- **Facilitator Resource 7.3:**
Obstacles to Using
Contraception and Condoms

1. Tell the students:

- *This activity will help you to better communicate about using contraceptives and condoms. Sometimes there are obstacles to using contraception and condoms. Sometimes we hear different messages about condoms from our family, friends, and popular culture. However, to avoid obstacles to your camino, it is important for you to feel confident in your choice to use contraceptives and condoms.*

2. Divide class into pairs.

3. Tell the students that you will read an obstacle and give them a short time to discuss with their partner how they might respond in that situation.

4. The list of obstacles is in **Facilitator Resource 7.3: Obstacles to Using Contraception and Condoms. Choose up to five obstacles to discuss.**

5. Ask the students to volunteer their responses.

Virtual Adaptation

In this activity, you will not be able to divide students into pairs.

Instead, read one obstacle as described above. Then, ask students how they might respond in that situation.

Give students 5 seconds to think of an answer.

After 5 seconds ask for two or three students to share their answers.

Repeat until you go through three to five obstacles.

LARGE GROUP DISCUSSION (5 minutes)

1. **Read obstacles** out loud.

Virtual Adaptation

Show the PPT slide titled: “Obstacles” and choose between three to five obstacles to discuss in the activity.

2. **Give students** time to briefly discuss with their partner.
3. **Ask for volunteers** to share their responses.
4. **Correct** misinformation as needed.
5. **Remind the students** that what is important is for them to figure out what makes sense for them, their camino and future.



Activity 7G: More Facts about Condoms and Question Box

(5 minutes)

MORE FACTS ABOUT CONDOMS (3 minutes)

1. **Tell students** to turn to **Handout 7.4: Frequently Asked Questions (FAQ): Condoms on page 41** in their workbook. Use **Facilitator Resource 7.4 Frequently Asked Questions (FAQ): Condoms** to follow along as the students read.
2. **Tell the students** that now we will concentrate on FAQs about condoms.
3. **Ask for student volunteers** to read selected questions and answers about contraceptives.

QUESTIONS ABOUT CONDOMS (2 minutes)

1. **Ask the students** if they have any additional questions about the information they learned today.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

2. **Answer the questions** and, if necessary, tell them you will have additional information to share with them at the next lesson. Facilitators can also use **Facilitator Resource 7.5: Talking Points (Condoms)** to help them answer questions.
3. **Hand out** 3 x 5 cards.
4. **Tell the students** they can also write questions or comments on the cards and leave them in the Question Box.
5. **Tell the students** you will answer the question / respond to the comment in the next lesson.

MATERIALS

- Facilitator Resource 7.4:** Frequently Asked Questions (FAQs): Condoms
- Facilitator Resource 7.5:** Talking Points: Condoms
- 3x5 cards

STUDENT HANDOUTS

- Handout 7.4:** Frequently Asked Questions (FAQs): Condoms

Virtual Adaptation

For virtual implementation, create a “Virtual Question Box” – an anonymous online form where students can submit questions they have. You can use Google Forms, SurveyGizmo, SurveyMonkey, or another free survey platform.

Students can also submit questions by sending a direct message to the facilitator during implementation.

Finally, you can also tell students that they can email you directly with questions before the next lesson, if they prefer. Be sure students have your email address.

6. **Tell the students** to review **Handout 7.4: Frequently Asked Questions (FAQ): Condoms on page 41**. There will be time at the beginning of the next class to ask questions.

7. At the end of the activity, **remind students**:

- *I want to emphasize that the only 100% way of preventing unintended pregnancy is not having sex.*
- *If you decide to have penile-vaginal sex, you should use contraception and a condom every time you have sex to avoid both unintended pregnancy and/or STIs.*
- *Some people are forced into having sex and this is not their fault.*



Activity 7H: Assignment 2: A Question for your Parent/Guardian or Other Trusted Adult (2 minutes)

1. **Ask students** to turn to **Assignment #2 on page 42** in their workbook. Students can text the question to their parent/guardian or other trust adult. Or they can call them or ask them in person and write their answer on the assignment sheet.

Virtual Adaptation

Show the PPT slide titled: "Assignment 2."

- QUESTION: *What is the right time to start a family?*
2. **Tell the students** that it is important to complete the assignment, and that it will give you a chance to talk to your parent/guardian or other trusted adult about your goals and what you are learning in El Camino.

Virtual Adaptation

Ask the students to text their parent/guardian/trusted adult during the class.

3. **Tell the students** they should be prepared to discuss the assignment during Lesson 8.
4. **Remind the students** that they only have to share what they want to share during discussions.

STUDENT HANDOUTS

- **Assignment #2: A Question for your Parent/Guardian or Other Trusted Adult**



Activity 7I: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 7.
3. On a flipchart, **write down** students' responses.
4. **Tell students** that the next lesson, Lesson 8, will focus on preventing unintended pregnancy, going to a healthcare provider, and learning how different contraceptive methods can help them protect their camino.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Facilitator Resource 7.1

CDC Reference Guide for Sexually Transmitted Diseases

THE LOW DOWN ON THE MOST COMMON STDs



	GENITAL HERPES	SYPHILIS	HEPATITIS B VIRUS (HBV)	HIV
WHAT IS IT?	A viral infection of the genital areas. It can also infect the area around the mouth.	An infection caused by bacteria that can spread throughout the body.	A viral infection affecting the liver. HBV can be acute (mild illness lasting for a short time) or chronic (a serious life-long illness).	The human immunodeficiency virus (HIV) is the virus that causes AIDS.
HOW MANY PEOPLE GET IT IN THE US?	An estimated 1 million new infections each year, with about 45 million people already infected.	About 46,000 new cases reported each year.	An estimated 40,000 new cases each year (most of which are acquired through sex). Up to 1.2 million people are already infected with chronic HBV.	About 56,000 new infections each year, with an estimated 11 million people already living with HIV.
SYMPTOMS	Most people have no symptoms. Herpes 1 typically causes cold sores and fever blisters on the mouth; Herpes 2 typically causes genital sores or blisters. But both viruses can cause sores in either area. A herpes outbreak can start as red bumps and then turn into painful blisters or sores. During the first outbreak, it can also lead to flu-like symptoms (like a fever, headaches, and swollen glands).	Symptoms vary based on the course (timing) of infection—beginning with a single, painless sore (called a chancre) on the genitals, anus, or mouth. Other symptoms may appear up to 6 months after the first sore has disappeared, including a rash. However, there may be no noticeable symptoms until syphilis has progressed to more serious problems (see below).	Many people don't have any symptoms, especially adults. People may experience tiredness, aches, nausea & vomiting, loss of appetite, darkening of urine, tenderness in the stomach, or yellowing of the skin and the whites of the eyes (called jaundice). Symptoms of acute HBV may appear 1 to 6 months after exposure. Symptoms of chronic HBV can take up to 30 years to appear, although liver damage can occur silently.	Many people who are infected with HIV do not have any symptoms and feel healthy. Symptoms don't usually develop until a person's immune system has been weakened. The symptoms people experience are usually related to infections and cancers they get due to a weakened immune system. On average it takes about 10 years from initial HIV infection to develop AIDS.
HOW IT'S SPREAD	Through vaginal, oral, or anal sex. It can also be passed through skin-to-skin sexual contact, kissing, and rarely, from mother to child during childbirth.	Through vaginal, oral, or anal sex. It can also be passed through kissing if there is a lesion (sore) on the mouth, and from mother to child during childbirth.	Through vaginal, oral, or anal sex. Also through childbirth if the baby does not get vaccinated against HBV; sharing contaminated needles or razors; or exposure to the blood, bodily fluids (like cum) or saliva of an infected person.	Through vaginal, oral, or anal sex. Also by sharing contaminated needles or drug works; and from mother-to-child during pregnancy or breast-feeding. The chance of getting it through kissing is very low.
TREATMENT	There is no cure for herpes—the virus stays in the body and may cause recurrent outbreaks. Medications can help treat symptoms, reduce the frequency of outbreaks, and reduce the likelihood of spreading it to sex partners.	Antibiotic treatment can cure syphilis, but medication can't undo damage already done. Both partners must be treated and avoid sexual contact until the sores are completely healed.	Most often, acute HBV is treated with rest, eating well, and lots of fluids. Chronic HBV is treated through close monitoring by a doctor and antiviral medications.	There is no cure for HIV or AIDS. Anti-retroviral treatment can slow the progression of HIV disease and delay the onset of AIDS. Early diagnosis and treatment can improve a person's chances of living a longer, healthier life.
POSSIBLE CONSEQUENCES (IF LEFT UNTREATED)	Increased risk for infection of other STDs, including HIV. Some people with herpes may get recurrent sores. Passing herpes from mother to newborn is rare, but an infant with herpes can become very ill.	Increased risk for infection of other STDs, including HIV. Untreated, the infection stays in the body and can cause damage to the brain, heart, and nervous system, and even death. Syphilis in women can seriously harm a developing fetus during pregnancy.	Increased risk for infection of other STDs, including HIV. Chronic, persistent inflammation of the liver and later cirrhosis or cancer of the liver. Babies born to infected women are likely to develop chronic HBV infection if they don't get needed immunizations at birth (including HBV vaccination).	Increased risk for other life-threatening infections and certain cancers. By weakening the body's ability to fight disease, HIV makes an infected person more vulnerable to infections that they wouldn't otherwise get. HIV can also cause infections that anyone can get, such as other STDs and pneumonia, to be much worse. Left untreated, HIV infection is a fatal disease.

THE LOW DOWN ON THE MOST COMMON STDs



	CHLAMYDIA	TRICHOMONIASIS (TRICH)	GONORRHEA	GENITAL HUMAN PAPILLOMAVIRUS (HPV)
WHAT IS IT?	A bacterial infection of the genital areas.	A parasitic infection of the genital areas.	A bacterial infection of the genital areas.	A viral infection with over 40 types that can infect the genital areas, including types that cause warts and cancer.
HOW MANY PEOPLE GET IT IN THE US?	About 1.4 million new cases reported each year. The highest rates are among adolescent women.	An estimated 1 million new cases each year.	About 820,000 new cases reported each year. The highest rates are among women aged 20 to 24 and men aged 20 to 24.	An estimated 14 million new cases each year, with at least 79 million people already infected.
SYMPTOMS	Often there are no symptoms. For women who do experience symptoms, they may have abnormal vaginal discharge, bleeding (not their period), and/or burning and pain during urination. For men who do experience symptoms, they may have discharge or pain during urination, and/or burning or itching around the opening of the penis.	Often there are no symptoms. For women who do experience symptoms, they may notice a frothy, smelly, yellowish-green vaginal discharge, and/or genital area discomfort. Men who have symptoms may temporarily have a discharge from the penis, slight burning after urination or ejaculation, and/or an irritation in the penis.	Most infected people have no symptoms. For those who do, it can cause a burning sensation while urinating, abnormal white, green, and/or yellowish vaginal or penile discharge. Women may also have abnormal vaginal bleeding and/or pelvic pain. Men may also have painful or swollen testicles.	Most infected people have no symptoms. But some HPV types can cause genital warts - small bumps in and around the genitals (vagina, vulva, penis, testicles, and anus, etc.). If they do occur, warts may appear within weeks or months of having sex with an infected partner. Cancer-causing HPV types do not cause symptoms until the cancer is advanced.
HOW IT'S SPREAD	Through vaginal, oral, or anal sex. It can also be passed on from mother to child during childbirth.	Through vaginal sex.	Through vaginal, oral, or anal sex. It can also be passed on from mother to child during childbirth.	Through vaginal, oral, or anal sex. It can also be passed on during skin-to-skin sexual contact, and in rare cases, from mother to child during childbirth.
TREATMENT	Oral antibiotics cure the infection. Both partners must be treated at the same time to prevent passing the infection back and forth. Both partners should abstain from sex until the infection is gone.	Antibiotics can cure the infection. Both partners must be treated at the same time to prevent passing the infection back and forth. Both partners should abstain from sex until the infection is gone. It is common for this infection to recur (come back again).	Oral antibiotics can cure the infection. Both partners must be treated at the same time to prevent passing the infection back and forth. Both partners should abstain from sex until the infection is gone.	There is no cure for HPV (a virus), but in most cases, the virus goes away on its own. If the virus does not go away, there are ways to treat HPV-related problems. For example, warts can be removed, frozen off, or treated through topical medicines. Even after treatment, the virus can remain and cause recurrences (warts come back).
POSSIBLE CONSEQUENCES (IF LEFT UNTREATED)	Increased risk for infection of other STDs, including HIV. In women, chlamydia can cause pelvic inflammatory disease (PID) which can lead to infertility and tubal (ectopic) pregnancy. Men may develop pain and swelling in the testicles, although this is rare. Babies born to infected women can develop eye or lung infections.	Increased risk for infection of other STDs, including HIV. In women, trich can cause complications during pregnancy.	Increased risk for infection of other STDs, including HIV. In women, gonorrhea can cause pelvic inflammatory disease (PID) which can lead to infertility and tubal (ectopic) pregnancy. Men may develop epididymitis, a painful condition which can lead to infertility. Babies born to infected women can develop eye infections.	Genital warts will not turn into cancer over time, even if they are not treated. Babies born to women with genital warts can develop warts in the throat. Cancer-causing HPV types can cause cervical cancer & other less common cancers (like anal cancer) if the infection lasts for years. Cervical cancer is rare in women who get regular Pap tests.

You can also access this guide at the following link: <https://www.gachd.org/gyt-get-yourself-tested/>

Facilitator Resource 7.2

The Three Steps of Correct Condom Use

1. Think About Your Goals

- a. **Remind yourself how contraception and STI prevention protects your goals.** Remind students that:
 - They are going to use their limit-setting skills to “STOP and look for warning signs” when sexual situations come up for which they might need a condom.
 - They have the skill to set limits and prevent the "heat of the moment" from leading them into having sex that might take them off track of their camino.
 - The safest way to avoid an unplanned pregnancy or an STI is to not have sex.
 - Condoms are effective if used consistently and correctly, but they are not 100% foolproof.
- b. **Make a shared goal with your partner to use condoms.**
 - **Explain to youth** that being romantic or sexual with someone else is a type of relationship.
 - **Explain** that even if there’s no formal commitment, one thing that defines a relationship is common concern, which can be expressed through support for each other’s goals, aka “shared goals.”
 - **Assert** that one shared goal every relationship should have, no matter how short or long, serious or casual, should be to protect each other’s health by using condoms.

2. Prepare Your Protection

- a. **Get condoms.**
 - **Show students** a packaged condom.
 - **Identify** places where youth can obtain condoms in the community. Instruct students to only use condoms made from latex or polyurethane – they should NOT use animal skin condoms or gimmick/novelty condoms.
 - **Ask students** to tell you some places where they know they could get condoms (e.g., drug store, supermarket, 7-Eleven, community clinics, Planned Parenthood, etc.). **Take a few responses** and record on flipchart.
 - Share See **Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources.**

Facilitator Note: Some people are allergic to latex condoms, so students should know that there are non-latex condoms.

The most common non-latex material used for condoms is polyurethane. Polyurethane or polysoprene condoms are the same width and thickness as latex condoms. Polyurethane condoms have both advantages and disadvantages. Some advantages are: polyurethane condoms conduct heat better, are less vulnerable to heat and ultraviolet life (making them more resilient to poor storage conditions), can be used with oil-based lubricants and

aren't smelly. Some disadvantages are: they are more expensive, less elastic (making them more likely to slip and break), do not retain their shape as well and bunch up more than latex.

Condoms are also manufactured out of AT-10 resin and polyisoprene, a synthetic version of natural rubber latex. Like polyurethane condoms, polyisoprene condoms are more expensive than latex condoms. However, polyisoprene condoms have a similar softness and elasticity as latex while doing a better job of transmitting body heat. Like their latex, polyisoprene condoms CANNOT be used with oil-based lubricants.

- b. **Store condoms in an easy-to-reach place that protects the condoms.** Explain to students the important things about storing condoms:
- Store away from heat and sunlight, as these can weaken condoms, causing them to break during sex.
 - Condoms should NOT be stored in wallets where they can be damaged by heat, and abrasion.
 - They should NOT be kept in a pants pocket for a long time, where they can suffer abrasion or accidentally go through the wash.
 - They should NOT be stored in the glove box of a car for a long period of time, because the inside of cars heats up.
 - Ask students to share some places where they think they could keep condoms that are not hot places (e.g., jacket pocket, purse, dresser drawer/night table, cardboard box under the bed, etc.). Take a few responses and record on flipchart.
 - Emphasize that condoms should be kept in easy-to-grab and ready-to-use places!
- c. **Make sure the condom you are about to use isn't expired.**
- Hold up a condom package where students can see it.
 - Find the expiration date on the package, show its location to the students and read the date aloud.
 - Ask students to tell you whether the condom is expired.
- d. **Check for damage and open carefully.**
- Hold up the condom package.
 - Demonstrate inspecting the package and show that there are no rips, tears or abrasions that might indicate damage to the condom inside.
 - Carefully open the package and remove the condom.
 - Show students how to move the condom to one side while it's still in the package to avoid contact with it when you tear open the package.
 - Tell students NOT to open a condom package with their teeth or by cutting it with scissors.
 - Warn students that these methods of opening the package—as well as accidentally catching it on jewelry—are ways a condom can get damaged and be made unsafe to use.

3. Put It on and Take It Off... Carefully

a. Pinch the tip of the condom.

- Start putting the condom on a penis model.
- Be sure to pinch the tip.
- Hold the condom up in the air where all students can see it and exaggerate the pinching action. Explain how, by pinching the tip, you are both preventing air from being trapped in the condom and also creating space for the ejaculate (semen) to squirt into—these effects both reduce the chance that the condom could break.

b. Roll the condom all the way down.

- Roll the condom down over the model.
- Stress that a penis needs to be erect when you put a condom on it.
- Make sure to roll the condom all the way down to the base of the penis.
- Stress the importance of this to students—it helps keep the condom from slipping off!
- Make sure that students understand that a condom should only be unrolled in one particular way. If the condom is unrolling from the inside edge of the condom, against the skin of the penis, it is on the **WRONG** way. If this happens, and they find themselves putting the condom on inside out, they need to throw it out and use a new one. This is because the condom should not be unrolled inside out (it puts extra strain on the latex) **AND** because pre-ejaculate has likely contaminated the side of the condom that will enter their partner.
- Explain how different brands vary slightly in size **BUT** that condoms stretch to fit any size penis. Encourage students to find a brand that feels good.

Facilitator Note: Briefly discuss the use of lubricants. Instruct students to use **ONLY** water-based lubricants with condoms. Explain that they should **NOT** use lubricants that are made with oil because these will **WEAKEN THE CONDOM!** Examples of oil-based lubricants are Vaseline™ petroleum jelly, baby oil, hand creams or skin creams. Stress to students that if they're not sure if something has oil in it, **DON'T** use it. Identify common water-based lubricants that the students can buy at the drug store such as KY Jelly, Astroglide, etc.

c. After having sex, hold the condom at its base and carefully withdraw immediately after ejaculating.

- Place the penis model on a flat surface with it still penetrating your hand. With the other hand hold on to the bottom of the condom at the base of the model. Stress to students how important this is in order to make sure that the condom does not slip off and leak.
- Slide the hand that is standing in for the mouth, vagina or anus off the model with a slow withdrawing motion.

- Emphasize that a person should NOT wait long after ejaculating to withdraw their penis because if their penis starts to get soft again it increases the likelihood that the condom will slip off and cause semen to leak into their partner.
- d. **Dispose of condom.**
- Role model proper disposal of your demonstration condom.
 - Throw the condom in a nearby trashcan.
 - Some facilitators may want to count the number of condoms thrown out based on number of students.
 - Suggest to students that they throw out any condoms they use for sex in private place. Explain that they should NOT throw condoms in toilets because they can clog them.

Four more important points!

- BOTH partners can be involved in all three steps for using a condom correctly!
- You MUST be sure the condom stays on the WHOLE TIME you are engaged in sex—both partners need to make sure that the condom stays on.
- Condoms must be used EVERY TIME a person has sex!
- If a condom breaks while having penile-vaginal sex, consider using emergency contraception. See **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know.**

A Note about Condoms Breaking and Emergency Contraception

- Even when used carefully, condoms can break. In this case, the couple may want to consider using emergency contraception, especially if they are not using another form of contraception.
- Emergency contraception is a form of birth control that can prevent pregnancy up to five days (120 hours) AFTER unprotected sex. There are two kinds of emergency contraception—morning after pills and ParaGard IUD insertion.
- Morning after pills are a special dosage of birth control pills. Morning after pills work to suppress the release of an egg from the ovary. The morning after pill is NOT the same as an abortion pill. Morning after pills are available over-the-counter in drug stores or from clinics or the local health department.
- The ParaGard IUD is a copper IUD. It must be inserted by a health care clinician.

Facilitator Resource 7.3

Obstacles to Using Contraceptives and Condoms

1. I am too embarrassed to go to the clinic to get contraception or condoms.

Possible responses:

- Deciding to have sex is a big decision. If you are too embarrassed to go to a clinic to get contraception or get a condom, reconsider your decision to have sex.
- Going to the clinic for contraception or a condom will be easier than going to the clinic for a pregnancy test or a test for a sexually transmitted infection.
- Consider going to other locations that sell or give away condoms: drug store, supermarket, vending machine, etc.
- Consider going with your partner to get birth control or condoms – having their company may make it easier.

2. I don't have money to pay for condoms or contraception.

Possible responses:

- Consider going to a public health clinic or Planned Parenthood where contraception and condoms are often offered for free or at a low cost.
- Consider having your partner contribute to the cost.

3. My partner says they do not want to use a condom or contraception.

Possible responses:

- Your partner may say they do not want to use condoms because they take the fun out of sex, that contraceptives/condoms don't really work, or that they don't like the way they feel. No matter what they say, tell your partner you will not have sex without a contraceptive and/or condom.
- Provide information to your partner about how contraceptives/condoms work.
- Tell your partner that you are not ready to take on the responsibilities of a pregnancy/having a child and that STIs can cause health problems both now and in the future.

4. I worry that if I insist on using a condom, my partner will think I don't trust them.

Possible responses:

- Condoms are an effective form of contraception that help prevent unintended pregnancy and sexually transmitted infections (STIs).

- A person’s decision to use a condom is their personal decision based on wanting to prevent a pregnancy or an STI, not how much they trust their partner.
- Consider explaining to your partner that using a condom to protect both yourself and your partner against pregnancy and STIs is a way of earning trust by showing concern for your partner’s well-being as well as your own.

5. My partner says that “Condoms are only for people with sexually transmitted infections.”

Possible response:

- Many people do not have any signs or symptoms of a STI and do not know that they have one. The only way to be sure whether or not someone does or doesn’t have an STI is to get tested by a health care provider. Condoms help prevent against most STIs, whether or not someone shows symptoms. Condoms also are a valuable method for preventing unintended pregnancy.
- Ask your partner to get tested together at a health clinic as a way to build trust and ensure that they and their partner are making responsible decisions about their sexual health together.

6. I am too drunk to get/use a condom.

Possible response:

- If you or your partner is drunk, you should not be having sex. Period.

7. My friends say that women who carry condoms or use contraception are “whores” or “sluts.”

Possible responses:

- People of all genders are responsible for preventing an unplanned pregnancy and sexually transmitted infections. People who carry condoms are taking care of their health and the health of their partners. And they are showing respect for their partner’s goals. They should be praised for being responsible, not insulted.

8. I don’t know how to talk to my partner about using condoms or contraception.

Possible response:

- Deciding to have sex is a serious decision. In a healthy relationship, partners should be able to talk about serious decisions.
- Consider writing down what you want to say to a partner first, or practice what you want to say to a trusted friend. If you still feel like you are not ready to talk to your partner about sex, you are probably not ready to have sex. Wait.

9. I'm afraid that my partner will get violent or abusive if I suggest it.

Possible response:

- In a healthy relationship, violence is never used against a partner. Reconsider your relationship if you are afraid of your partner. If you need to, get help in breaking up.
- If you are in an abusive relationship, some resources include your school counselor, a health provider at a local clinic, or the National Domestic Violence Hotline (1-800-799-7233).

10. I am already using the birth control pill, so I do not need a condom.

Possible response:

- The birth control pill is very effective at preventing unintended pregnancy if used correctly and consistently. However, the pill does not protect against sexually transmitted infections. If you are having sex, you should use contraception AND a condom.

Facilitator Resource 7.4

Frequently Asked Questions (FAQs)

CONDOMS

1. Can condoms really go bad?

- **Yes.** *“Condoms¹ can go bad... And when they do, they can break more easily. That’s why you should always check the condom’s expiration date² and give the wrapper a thorough inspection³ before opening it. Heat, sun, moisture, and fluorescent light can also make condoms more likely to break. To reduce the risk of breakage, store your condoms in a cool, dry place.”⁴*

2. Can you get an STI from anyone?

- **Yes.** *You can get an STI from anyone who is infected if you engage in sexual activity with them and you don’t use a condom. A person may not know that they are infected with an STI and you may not be able to tell if they are infected.*

3. Should I care if a condom breaks?

- **Yes.** *If a condom breaks, both partners should treat the situation as if the condom was not used at all. If a person with a penis and a person with a vagina are having sex and the condom breaks, they should seek emergency contraception like Plan B if the person with a vagina was not already using another form of contraception like the IUD or implant. For all couples, straight or gay, both partners should seek STI testing.*

¹ http://bedsider.org/methods/condom#side_effects_tab

² <https://www.cdc.gov/condomeffectiveness/male-condom-use.html>, <https://kidshealth.org/en/teens/condom-check.html>

³ <http://bedsider.org/questions/306>

⁴ <https://bedsider.org/questions/323-what-s-wrong-with-using-expired-condoms?tag=condom>

Facilitator Resource 7.5

Talking Points: Condoms

Most of these answers have been taken directly from KidsHealth.org and Bedsider.org. Answers that have not been edited are in quotes and have a footnote directing the user to the exact location where the answer was found.

Answers to more questions can be found here: <https://bedsider.org/questions> and <http://kidshealth.org/en/teens/sexual-health/>.

1. Can I reuse a condom?

- *No. “Condoms are definitely not reusable. You need to put on a new one each and every time you have sex.”⁵*

2. What should I do if a condom breaks?

- *If a condom breaks, both partners should treat the situation as if the condom was not used at all. If a person with a penis and a person with a vagina are having sex and the condom breaks, they should seek emergency contraception like Plan B if the person with a vagina was not already using another form of contraception like the IUD or implant. For all couples, straight or gay, both partners should seek STI testing.*

3. What if I am allergic to condoms?

- *“Latex allergies are rare,⁶ but they happen. If you or your partner are allergic to latex, there are non-latex polyurethane condoms you can use to protect against pregnancy and/or STIs.”⁷*

4. My partner said that we don’t need to use condoms because we aren’t cheating on each other.

- *Condoms are still important even if both partners in a relationship are faithful to one another. First, they can help prevent unintended pregnancy (although people with a vagina should also use a form of hormonal contraception to decrease the risk of pregnancy). Second, condoms reduce the likelihood that one partner will pass an STI along to the other partner. It is possible and even common to have an STI and not know it, so one member of a relationship may have gotten an STI with a previous partner but not know about it. The only way for people to know if they do not have an STI is for both them and their partner to get tested.*

5. I heard there is a medicine for people with HIV; is it still incurable?

⁵ <https://bedsider.org/questions/207-can-i-reuse-a-condom?tag=condom>

⁶ <http://bedsider.org/features/160>

⁷ <https://bedsider.org/questions/299-what-if-i-m-allergic-to-latex-condoms-or-my-partner-is?tag=condom>

- *There are two types of medicine that can reduce the risk of transmitting HIV through sex or injection drug use. The first type is a medicine for people who already have HIV. This kind of medicine is called Antiretroviral Therapy (ART). If someone who has HIV takes ART exactly as their doctor tells them to, it is highly likely to reduce the amount of the HIV virus in their body to an undetectable level. When the amount of the HIV virus is undetectable, it is not possible to transmit the virus through sex and greatly reduces the likelihood of transmitting the virus through shared drug injection equipment (like needles). ART does not cure HIV, however. If someone with HIV stops taking ART, the level of the HIV virus in their body will increase and they could transmit HIV.⁸*
- *The other type of medicine that can reduce the risk of transmitting HIV is called pre-exposure prophylaxis, sometimes called PrEP for short. PrEP is a medicine for people who do not have HIV but are considered high risk for HIV infection. A doctor helps people determine if they are at high risk for HIV infection. One example of a person who has a high risk of HIV infection would be someone who has a sexual partner that has HIV. PrEP is a pill that someone takes every day. If someone taking PrEP is exposed to HIV, the medicine in PrEP can prevent the virus from permanently infecting them, but is not 100% guaranteed.⁹*

⁸ <https://www.cdc.gov/hiv/risk/art/index.html>

⁹ <https://www.cdc.gov/hiv/risk/prep/index.html>

Materials in Student Workbook:

- Lesson 7: Key Messages – p. 35
- Handout 7.1: Sexually Transmitted Infections – p. 36
- Handout 7.2: The Three Steps of Correct Condom Use – Shorter Version – p. 38
- Handout 7.3: The Three Steps of Correct Condom Use – Longer Version – p. 39
- Handout 7.4: FAQs: Condoms – p. 41
- Assignment #2: A Question for Your Parent/Guardian or Other Trusted Adult – p.42

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Lesson 8

Promoting Sexual Health and Staying on Your Camino

Overview

Lesson 8 Learning Objectives

In Lesson 8: Promoting Sexual Health and Staying on Your Camino, students will be able to:

- Discuss how effective hormonal methods of contraception work;
- Discuss ways to feel more comfortable talking about contraception with a health care provider;
- Discuss how contraceptives can help them protect their camino; and
- Describe the role both partners can play in using condoms.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your Camino and reach your goals.
 - Only have sex when you are ready.
 - Both partners are responsible for preventing unintended pregnancy and/or STIs.
- **Lesson 8**
 - Healthcare providers are a resource for choosing and using an effective contraceptive.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

8A. Welcome to Lesson 8! (1 min)

8B. Promoting Sexual Health on Your Camino (10 min)

8C. Sofia and David Go to the Clinic: Meeting with a Nurse Practitioner (23 min)

8D. Review of Assignment #2: A Question for your Parent/Guardian or other trusted adult (3 min)

8E. Student Questions & Review of Talking Points about Contraceptives and Condoms and Question Box (3 min)

8F. Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 8A)
 - Key Messages (see Activity 8A)
 - Handout 6.4: Contraceptive Timeline (see Activity 8B)
 - Handout 8.1: Contraception and Reproductive Health Goals on Your Camino (see Activity 8B)
 - Discussion Questions (see Activity 8B)
 - Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know (see Activity 8C)
 - Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner (see Activity 8C)
 - Discussion Questions 8C (see Activity 8C)
 - Assignment #2 (see Activity 8D)
 - Discussion Questions 8D (see Activity 8D)
2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.



Lesson 8 Procedures

Activity 8A: Welcome to Lesson 8! (1 minute)

1. **Welcome** students to Lesson 8.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. Please note, this lesson may contain graphic images about the reproductive systems of people with penises and people with vaginas.



- **During virtual implementation tell students:** *You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*

4. **If this lesson is not being taught by a reproductive health expert, tell the students:** I am not a reproductive health expert. I will do my best to answer all the questions you have. The best place for you to get information on reproduction is with your health provider.
5. **Review** the group agreements.
6. **Ask students** to turn to **Lesson 8: Key Messages on page 43** in their workbooks.
7. **Ask for a volunteer** to read the new Key Message for Lesson 8.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Lesson 8: Overview” as the student reads the learning objectives and the slide titled “Key Message” as the student reads the key message.

MATERIALS

- Flipchart 1.1:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 8:** Key Messages



Activity 8B: Promoting Sexual Health on Your Camino (10 minutes)

INSTRUCTIONS (2 minutes)

1. **Ask students** to turn to **Handout 6.4 Contraceptive Timeline on page 33.**

Virtual Adaptation

Show the PPT slide titled “Handout 6.4: Contraceptive Timeline.”

2. **Remind the students** that **Handout 6.4 Contraceptive Timeline on page 33** helped Sofia think about which contraceptive method would work best to help her stay on her camino.

3. **Tell the students:**

- *In this next activity, you will use a worksheet to help you think about your reproductive health goals and which contraceptive methods are best to help you stay on track with those goals.*

4. **Ask students** to turn to **Handout 8.1: Contraception and Reproductive Health Goals on Your Camino on page 45.**

Virtual Adaptation

Show the PPT slide titled “Handout 8.1: Contraception and Reproductive Health Goals on Your Camino.”

5. **Tell the students:**

- *Think about your long-term goal and the steps that you have put down to reach that goal.*
- *In this activity you will fill out the blocks on your El Camino “Reproductive Health Goal.”*
- *You can also update your goals and steps toward your goals based on what you’ve learned in the past lessons.*

MATERIALS

- Facilitator Resource 7.5:** Talking Points (Condoms).

STUDENT HANDOUTS

- Handout 6.4:** Contraceptive Timeline
- Handout 8.1:** Contraception and Reproductive Health Goals on Your Camino

6. **Students should** write their reproductive health goals and at least two steps that will help them reach those reproductive health goals. Some example steps are:
 - a. Talk to my partner about using contraception
 - b. Obtain condoms
 - c. Keep condoms in a safe place
 - d. Use condoms every time I have sex
 - e. Visit a reproductive health center
 - f. Obtain contraception
 - g. Use contraception correctly and consistently

7. In addition, they should think about one possible obstacle that could take them off track of reaching their reproductive health goal. For example:
 - a. Partner does not want to use contraception
 - b. Using a condom in such a way that it is less effective at preventing unintended pregnancy and/or STIs
 - c. Not having a condom available when ready to have sex
 - d. Not feeling comfortable with a contraceptive method and wanting to make a change
 - e. Missing a dosage of a birth control pill (i.e., forgetting to take a pill every day)

8. **Finally, they will identify** at least two resources that can help them achieve their goal and “assert their camino”. They should write these resources down in the “Resource Box” on the worksheet. Some examples of resources are:
 - a. Youth-friendly reproductive health clinics
 - b. Drug stores or other places where one can get condoms
 - c. Trusted adults in their lives
 - d. School counselor or case manager
 - e. School nurse
 - f. Partner

9. **Tell students** that they will have five minutes to complete the worksheet.

INDIVIDUAL WORK (5 minutes)

1. **Invite students** to begin their assignment.

2. Regularly announce how much time students have to complete the activity.

Virtual Adaptation

In a virtual setting, this activity can be completed in a group setting. Facilitators can call upon one student for each time marker and ask them what their reproductive health goal, their obstacle, and their resource is for that specific time marker.

LARGE GROUP DISCUSSION (3 minutes)

1. After five minutes, **ask students** to return their attention to the front of the room.



2. **Ask the students:**

- ***What is the surest way to avoid a pregnancy?*
- *What is one way to avoid pregnancy? What is one way to avoid STIs?*
- *What are possible obstacles to reaching your goal and how can you avoid or overcome these obstacles?*
- ***What resources are available to you to help you take the steps necessary to reach your goal?*

Virtual Adaptation

Questions that include the asterisk (**) in the front are the questions to prioritize in this discussion if you are running out of time.

Show the PPT slide titled “Discussion Questions” as you lead a discussion with questions listed above.

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.



Activity 8C: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner (23 minutes)

INSTRUCTIONS TO SOFIA AND DAVID GOING TO THE CLINIC: MEETING WITH A NURSE PRACTITIONER ACTIVITY (5 minutes)

STUDENT HANDOUTS

- Handout 6.1:** Hormonal Contraceptive Methods—What Teens Need to Know
- Handout 8.2:** Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner

1. Tell the students:

- *We are going to start today’s lesson with an activity that will allow us to review what we learned about two of the most effective contraceptive methods and how to obtain them – the IUD and the Implant.*
- *Avoiding pregnancy at your age will help keep on track of your camino. To protect against STIs, you must also use a condom.*

2. **Ask students** to find **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know on page 28** and **Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner on page 47** in their workbooks.

Virtual Adaptation

Show the PPT slide titled “Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know” and then the PPT slide titled “Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner.”

3. **Ask for a student volunteer** to read the following continuation of Sofia’s and David’ story/novela.

In previous lessons, we heard that Sofia and David have been spending a lot of time together. They have not had sex and both Sofia and David want to be prepared in case they decide to have sex. David and Sofia have looked at different methods to decide which can best help them stay on track and reach their goals of finishing school and getting the jobs that they want in the future. Sofia is deciding between two method that she prefers – implant and the IUD.

Sofia was unsure where to go to obtain contraceptives. She spoke to a friend who recommended a clinic near where they live. Sofia's friend said the nurse practitioner gave her a lot of information and helped her decide what birth control method was best for her.

However, Sofia still feels nervous about making the appointment and going to the clinic. David has agreed to go to the clinic with Sofia. Knowing David would go along helped Sofia make the appointment.

On the day of the appointment, Sofia and David take the bus to the clinic. They're both quiet during the trip. Sofia is wondering how David is feeling. David is wondering the same thing about Sofia. When they arrive at the clinic, they are surprised at how busy it is. There are many young people in the waiting room. The woman at the reception desk is very helpful and makes sure that they filled out the information forms correctly.

There's a lot of information about contraceptives, pregnancy, and STIs in the waiting room. Sofia picks up some of the pamphlets. Sofia is again feeling a little overwhelmed. How would she make the right decision about which contraceptive to use? Finally, Sofia is called into the consulting room.

4. **Divide the students** into groups of 4.

Facilitator Note: An OPTION is to identify 4 students in the class to complete the scenario and present to the larger group. The preferred method is to use the small group approach.

5. **Explain to students:**

- *You are going to have 8 minutes to complete the scenario for what happens during the conversation between the nurse practitioner and Sofia and David.*
- *Your job is to complete the scenario for the nurse practitioner based on the questions that Sofia and David ask. You will use **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know on page 28** to complete the scenario.*
- *Each group will be assigned either the IUD or the Implant.*

- *Each group will elect three people to come to the front of the room to give a 2 to 3-minute skit based on the scenario they write. One person should play Sofia, another person should play David, and a third person should play the role of the nurse practitioner. The sex of the actors does not matter just as long as we know who is playing what character.*
 - *In these skits, we are demonstrating both the patient seeking hormonal contraception AND their partner participating in the appointment. In real life, some people will feel comfortable having their partner with them during the appointment; others will not. This decision about who should be involved in talking to the health care provider is personal and the decision is ALWAYS up to the person receiving care.*
6. **Tell students** that they should assume the following four things:
 - a. The clinic is one that serves teens who are documented and undocumented. People of all genders are served at the clinic.
 - b. The clinic has funding to provide free or low-cost contraceptive methods to teens.
 - c. Contraceptive services can be provided to adolescents and young adults without notifying their parents.
 - d. All services are confidential.
 7. **Assign half the groups** to focus on IUDs and the other half to focus on Implants.
 8. Tell students that they can find the skit that they will be filling out in **Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner on page 47** in their workbooks.
 9. **Ask students** if they have any questions about their assignment.
 10. **Answer** questions.

Virtual Adaptation

Tell students that you will be breaking them up into small groups (using Zoom's Breakout Rooms feature). There should be as many breakout rooms

as there are facilitators. Therefore, if there are 2 facilitators, there should be 2 breakout rooms.

Click on the **Breakout Rooms** icon on the bottom of your Zoom navigation bar (4 small squares). A window will appear that will allow you to determine the number of rooms you would like to create. Then click on “Create Breakout Rooms.”

Next, you will see a new window with each breakout room listed and the students assigned to each (the assignment will be done randomly). You will see that you have the ability to move students around if you think there would be better combinations of students in each breakout room.

Alternatively, you can preassign students to breakout rooms.

Assign either the IUD or Implant to each of the groups.

Tell students:

- Tell students that they can find the skit that they will be filling out in Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner on page 47 in their workbooks.
- As they enter their breakout room, they should quickly determine who is going to serve as: 1) activity facilitator, 2) timekeeper, and 3) skit actors.
- They will have 8 minutes to come up with a 2-3 minute skit (follow the same instructions above as you would for face-to-face instruction.)
- When there is one minute left, they will see a timer count down 60 seconds on their screen. After 60 seconds, they will all be joined together as a large group again. Note that you can change this 60-second warning on Zoom to be more or less time.

When you are ready, click on “Open All Rooms.”

As the host of the Zoom meeting, you have the ability to join and exit breakout rooms (to check in) if you think it would be helpful to students.

When there is one minute left, click on “Close All Rooms.” This will give students 60 seconds to wrap up.

Before dividing students into breakout rooms, be sure students know how breakout rooms work. If not, give them a brief orientation.

SMALL GROUP WORK (8 minutes)

1. **Invite students to begin** their assignment.

2. **Remind the students** to use **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know on page 28** to help them to write their skit.
3. **Circulate the room** and help if needed.
4. **Provide** regular time checks.

PRESENTATIONS (5 minutes)

1. After eight minutes, **ask students** to bring their attention back to the front of the room.
2. **Ask one of the groups** that was assigned to the IUD to volunteer to come to the front of the room to present their 2 to 3-minute skit. The students can choose to stand or sit.
3. Before presenting, **ask each small group** to tell the larger group who is playing which character in their skit.
4. **Ask students** to use clear and loud voices.
5. After the first group presents their skit on the IUD, **ask one of the other groups** that was assigned the Implant to come to the front of the room to present their 2 to 3-minute skit.
6. **Repeat the process** used in the first skit.

Virtual Adaptation

Students will present their skits on Zoom similarly as they would in a face-to-face setting. Again, do not force anyone to turn their video on.

LARGE GROUP DISCUSSIONS (5 minutes)

1. **Lead a large group discussion** using the questions listed below:
 - a. ****How were Sofia and David feeling before they talked to the nurse practitioner? How were they feeling after they met with the nurse practitioner?**
 - b. **Why was it important for Sofia and David to learn about contraceptive methods before going to the clinic?**

- c. **Why was it important that Sofia and David went to the clinic before they ever had sex?
- d. How did going to the clinic together affect Sofia's and David's relationship?
- e. **In the family you grew up in, would a man go to a reproductive health clinic? Why or why not?
- f. How were Sofia and David "asserting their camino" by going to the reproductive health clinic?
- g. **What questions do you still have about the IUD, Implant or the other four hormonal contraceptive methods we learned about in the last lesson?

Virtual Adaptation

Questions that include the asterisk (**) in the front are the questions to prioritize in this discussion if you are running out of time.

Show the PPT slide titled "Discussion 8C" as you lead a discussion with the questions listed above.

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 8D: Review of Assignment #2: A Question for Your Parent/Guardian or Other Trusted Adult (3 minutes)

STUDENT HANDOUTS

- Assignment #2:** A Question for Your Parent/Guardian or Other Trusted Adult

1. **Ask students** to turn to **Assignment #2 on page 42.**

Virtual Adaptation

Show the PPT slide titled “Assignment #2.”

2. **Ask for volunteers** to read the answers they got from their parent/guardian.



3. **Ask students:**
 - *Was what your parent/guardian or other trusted adult said different or the same as your own time to start a family?*
 - *Why do you think they are the same?*
 - *Or why do you think they are different?*

Virtual Adaptation

Show the PPT slide titled “Discussion Questions 8D” as you lead a discussion with the questions listed above.

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 8E: Student Questions and Review of Talking Points about Contraceptives and Condoms and Question Box (3 minutes)

1. **Ask students** if they have any questions about the information they learned in lesson 7 about condoms.
2. **Address selected questions** and/or comments from the Question Box.
3. If there are no additional questions, the facilitator should choose 3 questions that were not addressed in the previous lesson from **Facilitator Resource 7.5: Talking Points (Condoms)**.

MATERIALS

- Question Box
- 3x5 cards

Virtual Adaptation

For virtual implementation, create a “Virtual Question Box” – an anonymous online form where students can submit questions they have. You can use Google Forms, SurveyGizmo, SurveyMonkey, or another free survey platform.

Students can also submit questions by sending a direct message to the facilitator during implementation.

Finally, you can also tell students that they can email you directly with questions before the next lesson, if they prefer. Be sure students have your email address.



Activity 8F: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. Tell the class to complete the following sentences:
 - Today I learned...
 - My favorite part today was...
2. Remind the students of the key messages for Lesson 8.
3. On a flipchart, **write down** students' responses.
4. Tell students that the next lesson, Lesson 9, will focus on setting limits regarding sex and protected sex and using assertive communication to protect their limits.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Materials in Student Workbook:

- Lesson 8: Key Messages – p. 43
- Handout 8.1: Contraception and Reproductive Health Goals on Your Camino – p. 45
- Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner – p. 47

Lesson 9

Assertive Communication: Setting and Protecting Our Limits- Part 1

Overview

Lesson 9 Learning Objectives

In Lesson 9: Assertive Communication: Setting and Protecting Our Personal Limits - Part 1, students will be able to:

- Explain why limit setting is important to keeping on their camino so they can reach their goals;
- Define passive and assertive communication;
- Explain how to use “nonverbal communication” when Asserting Your Camino;
- Set, communicate, and protect limits regarding sex and protected sex with partners; and
- Describe how limit setting is part of a healthy relationship.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Only have sex when you are ready.
 - Preventing unintended pregnancy and STIs involves both partners.
 - In a healthy relationship, support the other person’s camino, as well as your own. (**NOTE**: This is a new key message for the program)
- **Lesson 9**
 - Communicate your limits assertively to prevent unintended pregnancy and STIs.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

- 9A. Welcome to Lesson 9! (1 min)
- 9B. Introduction to Setting and Protecting our Personal Limits (6 min)
- 9C. Two Communication Styles (11 min)
- 9D. Nonverbal Communication (body) (10 min)
- 9E. Practicing Assertive Communication (14 min)
- 9F. Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 9A)
 - Key Messages (see Activity 9A)
 - STAR (see Activity 9B)
 - Importance of Personal Limits (see Activity 9B)
 - Warning Signs (see Activity 9B)
 - Two Communication Styles (see Activity 9C)
 - Handout 9.2: Santiago and Sebastian: Pedro's Party (see Activity 9C)
 - What to Observe (see Activity 9C)
 - Discussion Questions 9C (see Activity 9C)
 - Handout 9.3: Nonverbal Communication (see Activity 9D)
 - Handout 9.4: Student Nonverbal Communication Practice Directions and Scenarios (see Activity 9D)
 - Discussion Questions 9D (see Activity 9D)
 - Handout 9.5: Assertive Communication Practice Scenarios (see Activity 9E)
 - Handout 9.6: Observer Checklist (see Activity 9E)
 - Discussion Questions 9E (see Activity 9E)
2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.

Lesson 9 Procedures

Activity 9A: Welcome to Lesson 9! (1 minute)

1. **Welcome students** to Lesson 9.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. **Tell the students that** the lesson will include discussions about sex and relationships, and that the novela addresses people being pressured to have sex or use drugs.



- **During virtual implementation tell students:** *You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*

4. Tell them that this might be triggering to some and remind them of the things they can do if they are feeling triggered and the resources available to them:
 - Emphasize that feeling uncomfortable or “triggered” during a lesson is nothing to feel ashamed of and that there are professionals at the school and within the community trained to help.
 - Explain to participants the difference between being triggered by the subject matter (feeling panic, tightness in chest, shallow breathing, racing thoughts, shaking, etc.) and feeling uncomfortable with the subject matter (‘butterflies’ in the stomach or feelings of nervousness).
 - Quickly review the mental health supports available to participants and how to access them.
5. **Review** the group agreements.
6. **Ask students** to turn to **Lesson 9: Key Messages on page 51** in their workbooks.
7. **Ask for a volunteer** to read the new Key Message for Lesson 9.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 9:** Key Messages

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Key Messages” as the student reads the key message.



Activity 9B: Introduction to Setting and Protecting Our Personal Limits (6 minutes)

MATERIALS

- **Handout 1.1:** El Camino Map with **STAR** Definition on pages 3-4

REVIEW AND INTRODUCTION (6 minutes)

1. **Remind students** about **STAR**.
2. **Ask student volunteers** to read the four stages of **STAR** on their **Handout 1.1 El Camino Map with STAR Definition on pages 3-4**.
 - a. **S**tate Your Goal!
 - b. **T**hink About the Steps!
 - c. **A**ssert Your Camino!
 - d. **R**each Your Goal!

Virtual Adaptation

Show the PPT slide titled “STAR” as students read the four stages.

3. **Remind the students** that we have been talking about road trips and warning signs.

Virtual Adaptation

Allow students to answer verbally or using the Chat box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

4. **Review the following definition** of warning signs:
 - *Warning signs tell us that there might be a bad outcome or that something is not right in a certain situation. Warning signs help us to use our feelings, our brains, and our senses (that is, sight and hearing) to make good decisions.*

Virtual Adaptation

Show the PPT slide titled “Warning Signs” as you review the definition.

5. **Tell students:**
 - *Being able to set and protect your personal limits is an important skill to help you stay on track on your camino, avoid road trips, and attain goals. Personal limits are: “behaviors*

that you have decided you will not engage in for at least for a certain period of time.”

- *Personal limits include decisions about avoiding risky behaviors (for example, not drinking alcohol until you are over the legal age) and setting sexual limits (for example, not having sex until you are in a stable relationship, or not having sex without protection against pregnancy and STIs).*

 **6. Ask the students:**

- *Why do you think setting personal limits is important to avoiding road trips and staying on your camino? Take a few responses.*

Virtual Adaptation

Allow students to answer verbally or using the Chat box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

 **7. Remind students:**

- *Being able to set and protect your personal limits is an important skill that will help you stay on your camino, avoid road trips, and attain your goals. Being aware of warning signs is an important way for you to realize that you may be headed off track.*
- *Using assertive communication skills is important to help you protect your personal limits.*
- *Setting and protecting sexual limits is something you are always in charge of – however you also to need to communicate these limits with your partner.*
- *While setting limits, looking out for warning signs, and assertive communication can help you make decisions about sex, it is important to remember that it is NEVER your fault if you are forced or pressured into having sex.*

- *To stay on your camino, you need to assertively set and protect your limits – especially when it comes to having sex.*

Virtual Adaptation

Show the PPT slide titled “Importance of Personal Limits” as you explain the points above.

- *Remember the only 100% sure way to prevent unintended pregnancy is to not have penile-vaginal sex. If you choose to have penile-vaginal sex and don't want to experience pregnancy, you should use an effective contraceptive method. To prevent sexually transmitted infections, you also need to use a condom every time you have sex. Some people are forced into having sex and this is not their fault.*



Activity 9C: Two Communication Styles (11 minutes)

OVERVIEW (3 minutes)

1. **Direct** students’ attention to **Flipchart 9.1/Handout 9.1: Two Communication Styles on page 52.**
2. **Tell students** that this flipchart lists two styles or approaches to communication.
3. **Review Flipchart 9.1** with students or ask a student(s) to read the definitions out loud in **Handout 9.1 on page 52.**

Virtual Adaptation

Rather than using flipchart as you would in a face-to-face setting, show the PPT slide titled “Two Communication Styles” as students read the definitions aloud.

Facilitator Note: This next activity continues the story/novela of Santiago and Sebastian from Lesson 4.

4. If students have difficulty understanding the differences between passive and assertive, use the following table:

Passive Communication	Assertive Communication
Soft or apologetic tone of voice	Firm, steady voice
Lack of eye contact or defeated posture	Makes eye contact, straight and strong posture
Does not indicate respect for self	Indicates respect for self and for others
Fails to communicate what you really think, feel, or want	Says and shows what you think, feel, and want, and that you mean it

MATERIALS

- Flipchart 9.1/Handout 9.1:** Two Communication Styles
- Facilitator Resource 9.1:** Santiago and Sebastian: Pedro’s Party

STUDENT HANDOUTS

- Student Handout 9.2:** Santiago and Sebastian: Pedro’s Party

FACILITATOR AND STUDENT DEMONSTRATION (4 minutes)

1. In this activity, the facilitator should play the role of Santiago and a student should play the role of Sebastian.
2. **Ask a student** to volunteer to help you in acting out two brief stories/novelas. The students will help you demonstrate passive and assertive communication.
3. **Remind the students** of the story/novela about Santiago at Pedro's party. Santiago met Sebastian at the party - a friend he had not seen for a long time. Sebastian offered him some marijuana when they went outside. We are going to revisit this situation and think about some ways that Santiago might have responded if he didn't want to smoke marijuana.
4. **Share Student Handout 9.2: Santiago and Sebastian: Pedro's Party** with the student who volunteers to help you in demonstrating passive and assertive communication. Give them a minute to read over the part of Sebastian.

Virtual Adaptation

Show the PPT slide titled "Handout 9.2: Santiago and Sebastian: Pedro's Party."

5. As they are reading over **Student Handout 9.2**, tell students:
 - *In each of the two scenarios Sebastian (the student) is going to pressure Santiago (facilitator) into smoking marijuana.*
 - *Santiago does not want to smoke.*
 - *Observe each of the scenarios and be ready to talk about: 1) which scenario used passive communication and which one used assertive communication, and 2) which scenario you thought was more effective for Santiago.*

Virtual Adaptation

Show the PPT slide titled "What to Observe" as you explain the points above.

6. **Using Facilitator Resource 9.1/Student Handout 9.2: Santiago and Sebastian: Pedro’s Party on page 53** the facilitator will play Santiago and the volunteer student will play Sebastian. They will demonstrate each scenario with the two communication styles.
7. Do not tell the class which version is passive and which version is assertive.

Facilitator Note: Be sure that you, the facilitator, demonstrate the two communication styles and not the student. The purpose of this activity is to get students acquainted with the two communication styles. It is important that students see each style, especially assertive communication, demonstrated correctly. It is also important for the facilitator to use BOTH verbal and nonverbal language for both demonstrations.

LARGE GROUP DISCUSSIONS (4 minutes)

1. **Lead a large group discussion** with the questions listed below.
 - a. ****What did Santiago do in the assertive communication scenario that helped him to say “no”?** [Probe for both nonverbal and verbal communication strategies]
 - b. ****How would Santiago feel after responding passively? After responding assertively?**
 - c. ****What might have been the outcome if Santiago had reacted in an abusive or violent way (e.g., said rude things to Sebastian, used a loud, harsh voice, or physically pushed Sebastian away)?**
 - d. ****How can being an assertive communicator affect your camino – the road to your goals?**

Virtual Adaptation

Show the PPT slide titled “Discussion Questions 9C” as you lead a discussion with the questions listed above.

Allow students to answer verbally or using the Chat box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

2. **Stress to students:**

- *While you can aim to get the outcome you want from using assertive communication, you can’t control how other people react, and it is not your fault if someone doesn’t respect your limits.*

- *To stay on your camino, you will need to set and protect your limits and be aware of warning signs. Assertive communication is one way to help you protect your limits.*

Facilitator Note: Some students might say that the passive version of the skit is most effective because Santiago was trying to be polite, not upset Sebastian or not create tension in their relationship. Emphasize to students that assertive people communicate respectfully. If we don't speak up for ourselves, it is unlikely that anyone else will stick up for us. This is true for most things in life, including setting and protecting limits related to sex. Boys and girls are both encouraged to use assertive communication.



Activity 9D: Nonverbal Communication (body) (10 minutes)

INTRODUCTION AND INSTRUCTIONS (2 minutes)

1. Tell the students:

- *Communication (both assertive or passive) is verbal (using your voice and words) and nonverbal (using your body).*
- *Nonverbal communication is important to help your message get across to the other person.*
- *For example, when one person says “no”, oftentimes they also shake their head. Similarly, when someone feels uncomfortable, they often leave the situation. When someone feels comfortable, they often make and keep eye contact.*
- *Shaking your head, leaving the situation, or making eye contact are examples of nonverbal communication.*
- *Remember that verbal and nonverbal communication work together to help a person communicate effectively.*

2. Remind students about the non-verbal communication used in the previous skits.

3. Tell students:

- *What type of non-verbal communication was used when we had to act passive? What about when acting assertive?*

Virtual Adaptation

Show the PowerPoint handout 9.3 Nonverbal Communication.

Allow students to answer verbally or using the Chat box.

Ask each student to respond to what the other students are saying.

What do they think about what the other students are saying?

- *We are going to practice using assertive nonverbal communication with different scenarios with characters from Sofia’s and Santiago’s story/novela.*

4. Ask students to turn to **Handout 9.3 Nonverbal Communication on page 54.**

5. Ask a student to read the types of assertive nonverbal communication.

STUDENT HANDOUTS

- Handout 9.3:** Nonverbal Communication
- Handout 9.4:** Student Nonverbal Communication Practice Directions and Scenarios

6. **Ask students** to turn to **Handout 9.4 Student Nonverbal Communication Practice Directions and Scenarios on pages 55-57**. Read through the directions with students.

Virtual Adaptation

Show the PPT slide titled “Handout 9.4: Student Nonverbal Communication Practice Directions and Scenarios.”

7. **Emphasize to the students** that when they are playing the part of Alicia/Sofia they must only use nonverbal assertive communication.
8. **Tell the students** they need to plan and practice how they will act out the scenario.
9. **Ask students** if they have any questions.

Facilitator Note: Students might need extra help with the non-verbal communication skills. Circulate and provide tips and suggestions to the student pairs to help them with the scenarios.

Virtual Adaptation

Tell students that you will be breaking them up into breakout rooms (using Zoom’s Breakout Rooms feature). There should be as many breakout rooms as there are facilitators. Therefore, if there are 2 facilitators, there should be 2 breakout rooms.

Click on the **Breakout Rooms** icon on the bottom of your Zoom navigation bar (4 small squares). A window will appear that will allow you to determine the number of rooms you would like to create. For example, if you want 4 students to be in each breakout room, and you have a total of 20 students in your class, create 5 rooms. Then click on “Create Breakout Rooms”.

Next, you will see a new window with each breakout room listed and the students assigned to each (the assignment will be done randomly). You will see that you have the ability to move students around if you think there would be better combinations of students in each breakout room.

Alternatively, you can preassign students to rooms.

Tell students:

- As they enter their breakout room, the facilitator in the room will play the role of Pedro and David in each skit. The facilitator will call on students to play the role of Alicia and to play the role of Sofia. Facilitators will call on different students throughout each skit to allow for multiple opportunities for practice—one student should not act out the role of a particular character for the entire skit. At the end of the activity, most students should have been able to practice these skills at least one time.
- They will have 6 minutes to complete their role plays.
- When there is one minute left, they will see a timer count down 60 seconds on their screen. After 60 seconds, they will all be joined together as a large group again. Note that you can change this 60-second warning on Zoom to be more or less time.

When you are ready, click on “Open All Rooms.”

As the host of the Zoom meeting, you have the ability to join and exit breakout rooms (to check in) if you think it would be helpful to students.

When there is one minute left, click on “Close All Rooms.” This will give students 60 seconds to wrap up.

STUDENT PAIRS WORK (6 minutes)

1. **Invite student** pairs to begin their work.
2. **Circulate the room** and **provide support** as needed.
3. **Announce the time remaining** and at the end of 3 minutes tell the students to start scenario 2. At the end of the practice, each student should have had an opportunity to play the role of Alicia/Sofia using nonverbal communication.

LARGE GROUP DEBRIEF (2 minutes)

1. After 6 minutes, **call students' attention** back to you.



2. **Ask the students:**

- *What type of nonverbal assertive communication did you use when playing the parts of Alicia/Sofia?*
- *Could the other student playing Pedro/David understand that the student playing Alicia/Sofia was refusing to have sex/unprotected sex?*

Virtual Adaptation

Show the slide titled: "Discussion Questions 9D" and lead a discussion with questions listed above.

Allow students to answer verbally or using the Chat box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

3. **Tell the students** that we will now practice using both verbal and nonverbal assertive communication.



Activity 9E: Practicing Assertive Communication (14 minutes)

STUDENT SCENARIOS – INSTRUCTIONS (2 minutes)



1. **Tell students:**

- *We are going to break up into groups of three people and practice using an assertive verbal and nonverbal communication style with different scenarios with characters from Sofia’s and Santiago’s story/novela.*

2. **Divide students** up into groups of three.

3. Each group of students should only work on one scenario from **Handout 9.5: Assertive Communication Practice Scenarios** on pages 58-59 and use one checklist from **Handout 9.6: Observer Checklist** on page 60.

Virtual Adaptation

Show the PPT slides titled “Handout 9.5: Assertive Communication Practice Scenarios and “Handout 9.6: Observer Checklist.”



4. **Explain to students:**

- *In each group, everyone will take a turn being: 1) the person putting pressure on someone; 2) the person practicing assertive communication; and 3) an observer of the skit.*
- *The observer will use **Handout 9.6: Observer Checklist on page 60** to make sure the characteristics of verbal and nonverbal assertive communication are being used during the scenario. The observer will also give feedback to the person practicing assertive communication at the end of the scenario. Think of the observer as a type of assertive communication coach.*

5. **Ask students** if they have any questions about how to do the activity.

6. **Answer** questions.

STUDENT HANDOUTS

- Handout 9.5:** Assertive Communication Practice Scenarios
- Handout 9.6:** Observer Checklist

Virtual Adaptation

Tell students that you will be breaking them up into two breakout rooms (using Zoom’s Breakout Rooms feature).

Click on the **Breakout Rooms** icon on the bottom of your Zoom navigation bar (4 small squares). A window will appear that will allow you to determine the number of rooms you would like to create. Then click on “Create Breakout Rooms.”

Next, you will see a new window with each breakout room listed and the students assigned to each (the assignment will be done randomly). You will see that you have the ability to move students around if you think there would be better combinations of students in each breakout room.

Alternatively, you can preassign students to rooms.

Tell students:

- As they enter their breakout room, the facilitator in the room will play the role of Sebastian and Sofia in each skit. The facilitator will call on students to play the role of Santiago and David. Facilitators will call on different students throughout each skit to allow for multiple opportunities for practice—one student should not act out the role of a particular character for the entire skit. At the end of the activity, most students should have been able to practice these skills at least one time.
- They will each have 9 minutes to complete their role plays.
- When there is one minute left, they will see a timer count down 60 seconds on their screen. After 60 seconds, they will all be joined together as a large group again. Note that you can change this 60-second warning on Zoom to be more or less time.

When you are ready, click on “Open All Rooms.”

As the host of the Zoom meeting, you have the ability to join and exit breakout rooms (to check in) if you think it would be helpful to students.

When there is one minute left, click on “Close All Rooms.” This will give students 60 seconds to wrap up.

SMALL GROUP WORK (9 minutes)

1. **Invite** small groups to begin their work.
2. **Circulate** the room and **provide support** as needed.
3. **Provide a time check** every 3 minutes and tell the students to change parts. At the end of the 9 minutes, each student should have played each of the three parts in their scenario.

LARGE GROUP DEBRIEF (3 minutes)

1. **Call students'** attention back to you.
2. If time is available, have a couple of groups act out their scenarios for the class.
3. **Lead a large group discussion** with the questions listed below:
 - a. ****What verbal assertive communication did you see being used in the scenarios? Non-verbal?**
 - b. ****How did you feel using assertive communication? (Probes: did you feel comfortable? Confident?)**
 - c. ****How might your background make it easier or difficult to use assertive communication? How might a person's gender make it easier or difficult to use assertive communication?**
 - d. **How do you think using assertive communication will keep you on your camino to reaching your goals?**

Virtual Adaptation

Show the PPT slide titled "Handout 9.6: Observer Checklist" and use the checklist to reinforce that participants should have observed both non verbal and verbal forms of communications.

Show the PPT slide titled "Discussion Questions 9E" as you lead a discussion with questions listed above.

Allow students to answer verbally or using the Chat box.



Activity 9F: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (4 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 9.
3. On a flipchart/whiteboard, **write down** students' responses.
4. **Tell the students** that in the next lessons we will start to talk more about communication and protecting their caminos. This lesson will include information about the characteristics of healthy relationships and the external factors teens face that may lead them to have unwanted and/or unprotected sex. It will also include skits to practice the use of assertive communication.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the Chat box or (2) share verbally. Provide positive feedback.

Flipchart 9.1

Two Communication Styles

Passive

When you don't communicate what you really think, feel or want.

Assertive

When you respectfully, clearly and firmly say what you are thinking, feeling or wanting. You say and show with body language what you really mean and mean what you say. You say what your needs are, and you protect your limits.

Assertive people communicate respectfully. They do not use abusive or violent methods to assert their position. An abusive/violent approach might include using harsh language, rigid and tense body (nonverbal) language, or physically pushing or hitting the other person.

Facilitator's Resource 9.1

Santiago and Sebastian: Pedro's Party

Facilitator Note: The facilitator should play the part of Santiago so that they can demonstrate the two communication styles. For the facilitator's parts, there are directions for both verbal and nonverbal communication. Be sure to include the nonverbal communication in the skit to help the students understand the concept.

The Situation

We previously heard about Sofia going to Pedro's party. During the party, Santiago started talking to his friend Sebastian. While they were talking, Sebastian lights up and offers Santiago some weed. We are going to revisit this situation and think about some ways that Santiago might have responded if he didn't want to smoke.

PASSIVE (Do not share communication style with students while demonstrating.)

Sebastian: Hey, Santiago, it's great to talk with you again. This party is boring, but this might help (hands a lighted joint to Santiago).

Santiago: (Looks off to the side and speaks in a soft voice.) Nah.

Sebastian: Oh, come on, you're always working so hard at your parents' store and studying. Relax - have a little fun tonight.

Santiago: (Continues to look down or to the side. Appears shy/anxious.) Well, I don't know...I guess so (Santiago takes the joint).

Sebastian: Yeah, that's it... we're going to have a good time tonight.

ASSERTIVE (Do not share communication style with students while demonstrating.)

Sebastian: Hey, Santiago, it's great to talk with you again. This party is boring, but this might help (hands a lighted joint to Santiago).

Santiago: (Stands up straight and confident; looks directly at Sebastian and speaks in calm but firm voice.) Really? I'm having a good time listening to the music and talking. I don't smoke weed.

Sebastian: Oh, come on, you're always working so hard at your parents' store and studying. Relax - have a little fun tonight.

Santiago: (Shaking his head “no” and continuing to speak in a calm but firm voice.) Sebastian, I don’t want to smoke weed. I’m just glad we ran into each other and can spend some time together.

Sebastian: Yeah, okay. Cool.

Student Handout 9.2

Santiago and Sebastian: Pedro's Party

The Situation

We previously heard about Sofia going to Pedro's party. During the party, Santiago started talking to his friend Sebastian. While they were talking, Sebastian lights up and offers Santiago some weed. We are going to revisit this situation and think about some ways that Santiago might have responded if he didn't want to smoke.

PASSIVE (Do not share communication style with students while demonstrating.)

Sebastian: Hey, Santiago, it's great to talk with you again. This party is boring, but this might help (hands a lighted joint to Santiago)

Santiago: (Looks off to the side and speaks in a soft voice.) Nah.

Sebastian: Oh, come on, you're always working so hard at your parents' store and studying. Relax - have a little fun tonight.

Santiago: (Continues to look down or to the side. Appears shy/anxious.) Well, I don't know...I guess so (Santiago takes the joint).

Sebastian: Yeah, that's it... we're going to have a good time tonight.

ASSERTIVE (Do not share communication style with students while demonstrating.)

Sebastian: Hey, Santiago, it's great to talk with you again. This party is boring, but this might help (hands a lighted joint to Santiago).

Santiago: (Stands up straight and confident; Looks directly at Sebastian and speaks in calm but firm voice). Really? I'm having a good time listening to the music and talking. I don't smoke weed.

Sebastian: Oh, come on, you're always working so hard at your parents' store and studying. Relax - have a little fun tonight.

Santiago: (Shaking his head "no" and continuing to speak in a calm but firm voice.) Sebastian, I don't want to smoke weed. I'm just glad we ran into each other and can spend some time together.

Sebastian: Yeah, okay. Cool.

Handout 9.6

Observer Checklist

Directions

1. Observe your two classmates act out their scenario.
2. Check off the characteristics of assertive communication (see below) as you see them practiced.
3. After the scenario is finished, give your feedback to the classmate who was practicing assertive communication (Alicia, Santiago, David).

Checklist

- Used assertive nonverbal language:
 - looked directly at the person;
 - stood confident and straight;
 - used facial expression and gestures to support his/her statements;
 - had a “serious” expression.
- Used clear language to explain what s/he was feeling or wanting.
- Explained why they feel the way they do to help the other person see their point of view (optional).
- Used a clear phrase/word like “NO,” “STOP,” “SLOW DOWN,” “I DON’T WANT TO...,” etc.
- Repeated what they were really feeling or wanting (if necessary).
- Walked away if the person did not respect their response.

Materials in Student Workbook:

- Lesson 9: Key Messages – p. 51
- Handout 9.1: Two Communication Styles – p. 52
- Handout 9.2: Santiago and Sebastian: Pedro’s Party – p. 53
- Handout 9.3. Nonverbal Communication – p. 54
- Handout 9.4. Student Nonverbal Communication Practice
Directions and Scenarios – p. 55
- Handout 9.5: Assertive Communication Practice Scenarios – p. 58
- Handout 9.6: Observer Checklist – p. 60

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Lesson 10

Assertive Communication: Setting and Protecting Our Personal Limits - Part 2

Overview

Lesson 10 Learning Objectives

In Lesson 10: Assertive Communication: Setting and Protecting Our Personal Limits - Part 2, students will be able to:

- Identify healthy relationship characteristics;
- Explain the characteristics of consensual sex;
- Practice assertive communication to set and maintain limits regarding sex and protected sex with skirts with both heterosexual and homosexual couples; and
- Describe external factors that can lead some teens to have unwanted and/or unprotected sex.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Only have sex when you are ready.
 - Preventing unintended pregnancy and STIs involves both partners.
 - In a healthy relationship, support the other person's camino, as well as your own.
- **Lesson 10**
 - Communicate assertively to support yourself, your relationships, and your camino.

MATERIALS FOR THIS LESSON

 Painters tape

 Markers

 Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

10A. Welcome to Lesson 10! (1 min)

10B. Setting Sexual Limits with Partners: What is Consent? (18 min)

10C. Setting Sexual Limits with Partners: Assertive Communication (20 min)

10D. Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 10A)
 - Key Messages (see Activity 10A)
 - Consent (see Activity 10B)
 - Handout 10.1: What is Consent? (see Activity 10B)
 - Handout 10.2: Consent or Not Consent? (see Activity 10B)
 - Handout 10.3: Referral List of Youth-Friendly Healthy Relationship Resources (see Activity 10B)
 - Handout 9.1: Two Communication Styles (see Activity 10C)
 - Handout 9.3: Nonverbal Communication (see Activity 10C)
 - Handout 10.4: Setting Limits with Romantic Partners (see Activity 10C)
2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.



Lesson 10 Procedures

Activity 10A: Welcome to Lesson 10! (1 minute)

1. **Welcome** students to Lesson 10.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. **Inform** the students that this lesson will include discussions about sex and relationships and that the story/novela will feature persons who are pressured to have sex. You might also not feel comfortable if others around you heard the discussions. If you don't feel comfortable with others hearing our discussion, please use headphones.
4. Tell them that this might be triggering to some and remind them of the things they can do if they are feeling triggered and the resources available to them:
 - Emphasize that feeling uncomfortable or “triggered” during a lesson is nothing to feel ashamed of and that there are professionals at the school and within the community trained to help.
 - Explain to participants the difference between being triggered by the subject matter (feeling panic, tightness in chest, shallow breathing, racing thoughts, shaking, etc.) and feeling uncomfortable with the subject matter (‘butterflies’ in the stomach or feelings of nervousness).
 - Quickly review the mental health supports available to participants and how to access them.
5. **Review the group agreements.**
6. **Ask students** to turn to **Lesson 10: Key Messages on page 61** in their workbooks.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 10:** Key Messages

7. **Ask for a volunteer** to read the new Key Message for Lesson 10.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Key Messages” as the student reads the key message



Activity 10B: Setting Sexual Limits with Partners: What is Consent? (18 minutes)

INTRODUCTION, HANDOUT REVIEW, AND WORKSHEET (18 minutes)

Facilitator note: If possible, have a facilitator who identifies as male, lead this discussion.

1. **Explain to students** that today we are going to talk about setting sexual limits and consent.
 - *What does it mean when you give someone your consent?*
2. **Take** a few responses from students.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

3. **Show the brief video**, “Consent: It’s as Simple as Tea.”
English: <https://www.youtube.com/watch?v=NPD31qh2570&t=34s>
Español: <https://vimeo.com/188929342>

4. **Explain to the students:**
 - *Navigating consent is complicated and difficult. It consists of understanding and listening to your partner’s limits.*
 - *Consent is an agreement that two people must make if they are going to have sex. Consent needs to be addressed with assertive communication.*
 - *Other words for “consent” can be: “permission,” “approval,” or “accepting.”*
 - *In a healthy relationship, the couple will only have sex if both partners consent. Even if they have had sex before, one of the partners can refuse to have sex at any time. If one of the partners says “no,” the other partner should acknowledge and respect that his/her partner does not want to have sex.*

MATERIALS

- Facilitator’s Resource 10.1:** Consent or Not Consent? With Responses and Questions

STUDENT HANDOUTS

- Handout 10.1:** What is Consent?
- Handout 10.2:** Consent or Not Consent?
- Handout 10.3:** Referral List of Youth-Friendly Healthy Relationship Resources

Remember that “no” means “no.” **REMEMBER:** Silence does not mean “consent.”

- *Consent is not permanent. Someone can change their mind at any moment. Consent can be removed.*
- *In a healthy relationship, both partners respect and support each other’s caminos. Respect means not using pressure to get your partner to do something he/she does not want to do.*
- *It is the responsibility of both people to get active consent. When someone has not given their consent but is forced to have sex that is rape.*

Virtual Adaptation

Show the PPT slide titled “Consent” as you explain the points above.

5. **Ask students** to turn to **Handout 10.1: What is Consent?** on page 62.

Virtual Adaptation

Show the PPT slide titled “Handout 10.1: What is Consent?”

6. **Ask for volunteers** to read the four parts of consent.
7. **Ask students** to turn to **Handout 10.2 Consent or Not Consent?** on page 63.

Virtual Adaptation

Show the PPT slide titled “Handout 10.2: Consent or Not Consent?”

8. Tell the students:
 - *This slide shows us situations that have consent and others that don’t. We will discuss why each situation is consent or not consent.*
9. Have a student read the first situation on the list.

10. **Ask the students:**

- *Why is this consent? Why is this not Consent?*

Virtual Adaptation

Allow students to answer verbally or using the Chat box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

11. Cross-check their responses with **Facilitator’s Resource 10.1: Consent or Not Consent? With Responses and Questions.**

12. **Ask a student** to read the second situation and ask the same questions. Repeat with each situation.

13. After going through the situations, **ask the students** if they have any questions.

14. Review **Handout 10.3: Referral List of Youth-Friendly Healthy Relationship Resources** with students on page 64.

Virtual Adaptation

Show the PPT slide titled “Handout 10.3: Referral List of Youth-Friendly Healthy Relationship Resources.”

15. Tell students that there are resources to learn more on Instagram and let them know the names of some accounts that are on your resource list.

16. **Tell the students:**

- *These are places that can help you to learn more about and provide services to young people in regard to healthy relationships.*

Facilitator Note: Please put this Referral List together before the lesson. There is a sample list provided at the end of the lesson.



Activity 10C: Setting Sexual Limits with Partners: Assertive Communication (20 minutes)

Facilitator Note: Facilitators should be vigilant about the behavior in the group assigned to Santiago and Sebastian. Ensure that the students are respectful of the situation as they rehearse and when the scenario is presented. Beware and address homophobic comments.

INTRODUCTION AND REVIEW OF ASSERTIVE COMMUNICATION (4 minutes)

1. Tell the students:

- *Sometimes it is difficult to say “no” and stick with it – especially to someone we care about. However, the ability to say no effectively can give you control over what happens to you.*
- *It might be difficult for some people to communicate in an assertive way based on their background. There are many ways to be assertive that are all effective.*
- *We are going to look more closely at some situations in which you might need to use assertive communication with a romantic partner who does not want to respect your sexual limits.*

2. **Ask students to volunteer** and describe verbal and non-verbal assertive communication. Have students turn to **Handout 9.1: Two Communication Styles on page 52** and **Handout 9.3: Nonverbal Communication on page 54** for review.

Virtual Adaptation

Allow students to answer verbally or using the Chat box.

Show the PPT slides titled “Handout 9.1: Two Communication Styles” and “Handout 9.3: Nonverbal Communication.”

3. Tell the students:

- *Choosing to use an assertive communication style while simultaneously managing your feelings can be complicated. However, if you don’t use assertive communication to protect*

STUDENT HANDOUTS

- Handout 9.1:** Two Communication Styles
- Handout 9.3:** Nonverbal Communication
- Handout 10.4:** Setting Limits with Romantic Partners

- *your sexual limits, you could run into road trips on your camino. For example, an unwanted pregnancy or STI are possible road trips that could stem from not effectively communicating about a limit to not have unprotected sex.*
- *Remember that abuse and rape is NEVER the fault of the person being abused/raped.*
- *The next activity is intended to explore the complexities of dating, relationships and sex so that you can have healthy relationships, use assertive communication, follow your camino and reach your goals.*

INSTRUCTIONS FOR SMALL GROUP SCENARIO WORK (2 minutes)

1. **Divide the class** into pairs and **explain to the students:**
 - *We are going to continue to practice assertive communication today. If you play a sport or a musical instrument, you know that the more you practice the better you are at making a goal or playing the right notes. The more you practice the more effective you will be in using assertive communicating.*
 - *I am going to assign each pair a scenario from **Handout 10.4: Setting Limits with Romantic Partners on page 65.***

Virtual Adaptation

Show the PPT slide titled “Handout 10.4: Setting Limits with Romantic Partners.”

- *You’ll notice that the scenarios might seem a little more emotional or intense this time, compared to the scenarios you worked on during the last lesson. I want you to practice using both verbal and nonverbal assertive communication to protect your sexual limits when a relationship is more intense. It might not feel as easy this time around. This is why I want you to practice the skill again.*

Virtual Adaptation

Tell students that you will be breaking them up into small groups (using Zoom’s Breakout Rooms feature). There should be as many breakout rooms as there are facilitators. Therefore, if there are 2 facilitators, there should be 2 breakout rooms.

Click on the Breakout Rooms icon on the bottom of your Zoom navigation bar (4 small squares). A window will appear that will allow you to determine the number of rooms you would like to create. Then click on “Create Breakout Rooms.”

Next, you will see a new window with each breakout room listed and the students assigned to each (the assignment will be done randomly). You will see that you have the ability to move students around if you think there would be better combinations of students in each breakout room.

Alternatively, you can preassign students to breakout rooms.

Tell students:

- As they enter their breakout room, the facilitator in the room will play the role of Pedro, David, and Sebastian in each skit. The facilitator will call on students to play the role of Alicia, Sofia, and Santiago. Facilitators will call on different students throughout each skit to allow for multiple opportunities for practice—one student should not act out the role of a particular character for the entire skit. At the end of the activity, most students should have been able to practice these skills at least one time.
- They will have 3 minutes to complete their role plays.
- When they have one minute left, they will see a timer count down 60 seconds on their screen. After 60 seconds they will all be joined together as a large group again. Note that you can change this 60-second warning on Zoom to be more or less time. Also note that you can “broadcast” a message to all groups.

When you are ready, click on “Open All Rooms.”

As the host of the Zoom meeting, you have the ability to join and exit breakout rooms (to check in) if you think it would be helpful to students.

When there is one minute left, click on “Close All Rooms.” This will give students 60 seconds to wrap up.

2. **Remind students** to use their resources from Lesson 9. **Handout 9.1: Two Communication Styles on page 52** and **Handout 9.3: Nonverbal Communication on page 54.**
3. **Tell the students:**
 - *After six minutes, I will ask one pair assigned to each of the three scenarios to volunteer to read their script in front of the class.*
4. **Assign scenarios to student pairs** by have them count out 1, 2, 3 and taking the associated number scenario on **Handout 10.4: Setting Limits with Romantic Partners on page 65.**

PAIRS WORK (6 minutes)

1. **Invite pairs** to begin their work.
2. **Circulate the room** and **provide support** as needed.
3. Provide regular time checks.

STUDENT PRESENTATIONS (6 minutes)

1. After six minutes, **call students' attention** to the front of the room.
2. **Ask for one pair** assigned each of the scenarios to volunteer to present its script in front of the class.

LARGE GROUP DISCUSSIONS (4 minutes)

1. After the three demonstrations, **lead a large group discussion** with the questions listed below:
 - a. ****How effectively** were each of the people in the three scenarios able to protect their sexual limits?
 - b. ****How can Alicia/Sofia/Santiago** be more assertive, set limits and preserve their relationships?
 - c. ****Why might Alicia/Sofia/Santiago** feel pressured to compromise his/her sexual limits?
 - **Possible responses might be:**
 - Pedro being older, giving Alicia gifts, Alicia liking the status of having an older boyfriend, or
 - Santiago feels pressure because “guys are always supposed to be ready for sex”, or

- The couple has been having sex for a while, or
 - They really like each other.
- d. **How was consent an issue in these scenarios? How could Pedro/David/Sebastian have behaved differently?
- e. How could not protecting your sexual limits affect your camino to achieving your goals?
- **Probe** for both risks for pregnancy and STIs. In terms of STIs, remind students that, while there are medications for treating many STIs, these can be costly and time consuming. Also, a person with an STI may not show symptoms – if untreated, the infection may cause him/her and his/her sexual partners health problems in the future.

Virtual Adaptation

Allow students to answer verbally or using the Chat box.

Ask each student to respond to what the other students are saying.
What do they think about what the other students are saying?

“” **Activity 10D: Slogan and Closure (Optional)**
(3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (4 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 10.
3. On a flipchart, **write down** students' responses.
4. **Tell the students** that in the next lesson we will have a chance to practice and discuss what we have learned about *El Camino*, preventing unintended pregnancy and/or STIs, setting limits and using assertive communication.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the Chat box or (2) share verbally. Provide positive feedback.

Facilitator's Resource 10.1

Consent or Not Consent? Responses and Questions

	Consent	Not Consent
When one partner wears a sexy outfit		X
When one partner seems willing but says nothing		X
When both partners agree to have sex	X	
When a partner hasn't said "no", but they are drunk or high		X
When a couple goes someplace together to be alone		X
When a couple has had sex before		X
When making out with partner		X
When someone has sent a text with a sexy picture		X
When one partner gives a nice gift		X

Discussion Questions

1. What is unique about the statement above that represents "consent?"

RESPONSE:

- That both partners are involved and communicating with one another.

2. What is similar between the statements that represent "not consent?"

RESPONSES:

- Partners are not communicating.
- One partner is making assumptions about the other partner's intentions (e.g., that wearing "sexy" clothes, sending a text, "making out," willingness to go to a place to be alone together means consent).
- One partner is taking advantage of the other partner (one partner is drunk).

Sample Referral List of Youth-Friendly Healthy Relationship Resources

Healthy Relationship Resources

Consent

Consent means both partners have to say YES to do an activity – whether it's holding hands, kissing, or having sex. Remember: NO means NO. For more information about what consent is and how to practice consent, visit www.loveisrespect.org and search for “what is consent” or visit plannedparenthood.org/learn/teens/sex/all-about-consent.

Healthy Relationships

A healthy relationship – whether it's a friendship or a romantic relationship - involves open communication, boundaries or limits, and respect. The following websites provide resources about recognizing healthy and unhealthy relationships.

- Girlshealth.gov has information on healthy relationships, and a quiz to help you recognize whether your relationship is healthy or unhealthy.
- Planned Parenthood has information about relationships, communication, and abuse. Visit plannedparenthood.org/learn/teens/relationships
- Loveisrespect provides information about communication, conflict resolution, sex and healthy relationships, and healthy LGBTQ relationships. Visit loveisrespect.org
- Break the Cycle has information about dating violence and setting boundaries. Visit breakthecycle.org

Violence Prevention

It can be scary to seek help if you, a friend, or a family member are in an unhealthy or abusive relationship or are being bullied. The following resources can help you identify unhealthy and abusive relationships and seek help.

- Loveisrespect has a hotline, text line, and chat feature in English and Spanish for young people dealing with dating abuse. Call or text **LOVEIS** to **1-866-331-9474**, or chat online at loveisrespect.org

- Casa de Esperanza is an organization that works to “mobilize Latinas and Latin@ communities to end domestic violence.” They have a 24-hour bilingual domestic violence helpline. **Call 1-651-772-1611** or visit **casadeesperanza.org**
- The Crisis Call Center is a 24-hour hotline for individuals dealing with any kind of crisis. Call **1-800-273-8255** or **text ANSWER to 839863**
- The myPlan app, available in the iPhone App Store and Google Play, helps you make safe decisions if you or someone you care about are experiencing abuse in an intimate relationship. For more info, visit **myplanapp.org**
- The National Domestic Violence Hotline provides information and support for those dealing with abuse. They have a 24-hour hotline at **1-800-799-7233** and an online chat at **thehotline.org**

Talking to Your Parent or Guardian

Talking to a parent or other trusted adult about personal issues can be hard. Visit **Girlshealth.gov/relationships/family** to find tips on how to talk to your parent or guardian and learn about resources for dealing with difficult family issues.

Instagram Resources

@Impact- <https://www.instagram.com/p/ClylPqsB4TH/?hl=en>

@girlsagainstoppression- <https://www.instagram.com/girlsagainstoppression/?hl=en>

@howidressisneverayes- <https://www.instagram.com/howidressisneverayes/>

Local Resources

Materials in Student Workbook:

- Lesson 10: Key Messages – p. 61
- Handout 10.1: What is Consent? – p. 62
- Handout 10.2: Consent or Not Consent? – p. 63
- Handout 10.3: Referral List of Youth-Friendly Healthy Relationship Resources – p. 64
- Handout 10.4: Setting Limits with Romantic Partners – p. 65

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Lesson

11

El Camino and Your Future

Overview

Lesson 11 Learning Objectives

In Lesson 11: **El Camino and Your Future**, students will be able to:

- Complete the steps for using the El Camino Goal Map;
- Set, communicate, and maintain limits regarding sex and protected sex with partners;
- Use the **STAR** approach to work towards their goals and delay have sex;
- Explain how condoms and contraception, if sexually active, supports the achievement of goals in El Camino maps; and
- Explain the role a person can play a role in supporting their partners in using hormonal contraception.

Key Messages

- **El Camino Program**
 - YOU are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Only have sex when you are ready.
 - Preventing unintended pregnancy and STIs involves both partners.
 - In a healthy relationship, support the other person's camino, as well as your own.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

- 11A. Welcome to Lesson 11! (2 min)
- 11B. Slogans (4 min)
- 11C. A Review of Handout 1.1: My El Camino Map with **STAR** Definition (3 min)
- 11D. A Story/Novela about Angela's and Carlos' Camino (27 min)
- 11E. Healthy Relationships (5 min)
- 11F. Closure (1 min)

Facilitator Note: There is no new key message in Lesson 11. Students will use the “Program Key Messages” as a review and to work on a slogan for the El Camino program

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 11)
 - Key Messages (see Activity 11B)
 - STAR (see Activity 11C)
 - Handout 11.2: Steps along Angela’s and Carlos’ Caminos (see Activity 11D)
 - Discussion Questions (see Activity 11E)
2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the Chat box before students login.
 - Organize your Zoom dashboard the way you like it.



Lesson 11 Procedures

Activity 11A: Welcome to Lesson 11! (2 minutes)

1. **Welcome** students to Lesson 11.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. **Review** the group agreements.
4. **Tell the students** that this is the final lesson and they will have a chance to review what they have learned throughout El Camino.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 11 Key Messages**



Activity 11B: Slogan (4 minutes)

A SLOGAN FOR THE EL CAMINO PROGRAM (6 minutes)

1. Post Flipchart 11.1 Program Key Messages.

Virtual Adaptation

Rather than using a flipchart, show the PPT slide titled “Key Messages.”

2. Hand out blank paper to the students.
3. Ask the students to turn to **Handout 11.1: Program Key Messages on page 70** in their workbook.
4. Ask for a volunteer to read the **Program Key Messages** that they have learned over the past 10 lessons.
5. Tell the students to:
 - *Use Handout 11.1 on page 70 to write about what you learned or your favorite part of the El Camino Program using the six Key Program Messages.*
6. Give students a minute to write their response.
7. Provide tape and ask students to post their responses on the wall.
8. Ask students to volunteer to read their responses.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the Chat box or (2) share verbally. Provide positive feedback.

MATERIALS

- Flipchart 11.1: Program Key Messages
- 8 x 11 blank paper
- Markers

STUDENT HANDOUTS

- Handout 11.1: Program Key Messages



Activity 11C: A Review of Handout 1.1: My El Camino Map and STAR Definition (3 minutes)

INTRODUCTIONS (1 minute)

1. **Tell the class:**

- *Think about what you learned throughout the El Camino program that helps you with writing or editing your **Handout 1.1: My El Camino Map and STAR Definition on page 3 and page 77.***

Virtual Adaptation

Show the PPT slide titled “STAR.”

2. **Ask for a volunteer** student to read the four parts of **STAR**: (**S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal).

3. **Tell the class:**

- *Take two minutes to review your **Handout 1.1: My El Camino and STAR Definition on page 3 and add or edit anything that you think is important on page 77.***

INDIVIDUAL WORK (2 minutes)

1. **Invite** students to begin their assignment.

STUDENT HANDOUTS

- Handout 1.1:** My El Camino Map and **STAR** Definition



Activity 11D: A Story/Novela about Angela’s and Carlos’ Caminos (27 minutes)

INSTRUCTIONS (2 minutes)

Facilitator Note: This is a large group activity. However, as an option, it can be done in small groups. If done in small groups, in each group volunteers will read each act and the small group will answer questions. The facilitator should move from group to group to provide support and answer questions.

1. **Ask students** to turn to **Handout 11.2: Steps along Angela’s and Carlos’ Caminos on page 71.**

Virtual Adaptation

Show the PPT slide titled “Handout 11.2: Steps along Angela’s and Carlos’ Caminos.”

2. **Tell the class:**

- *Handout 11.2 is a four-act, four-year story/novela about Angela, her boyfriend Carlos and their caminos. If you remember, we heard about Angela in Lesson 1 – she is Sofia’s oldest cousin. Each act represents a time when Angela and Carlos need to communicate limits and make important decisions to protect their caminos. The story starts when they are in 10th grade and follows them through high school to their first year in college.*
- *We will use what we have learned in the El Camino program to answer the questions about each act in the story.*

3. **Review the directions** for the assignment at the top of **Handout 11.2 on page 71.**
4. **Tell the students** that they can use **Handout 6.1: Hormonal Contraceptives – What Teens Need to Know on page 28** and **Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources on page 31** to help them answer questions.

STUDENT HANDOUTS

- Handout 6.1:** Hormonal Contraceptives Methods – What Teens Need to Know
- Handout 6.2:** Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources
- Handout 9.1:** Two Communication Styles
- Handout 11.2:** Steps along Angela’s and Carlos’ Caminos

LARGE GROUP WORK (25 minutes)

1. **Ask for a student volunteer** to read Act 1.
2. After Act 1 has been read, **discuss the questions** with the full group of students.
3. **Continue to read and discuss questions** for the remaining acts in the story.
4. At the end of the Four Acts, **discuss the questions** about Sofia and David (in **Handout 11.2**).

Virtual Adaptation

Allow students to answer verbally or using the Chat box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 11E: Healthy Relationships (5 minutes)

MATERIALS

- Post-it Notes

1. Ask students what they remember about what consent means?
2. **Pass out** a piece of printer paper or post-it note paper to each student.
3. **Ask students:**
 - *Take 30 seconds to write one healthy relationship characteristic on the paper/post-it note.*
 - *After writing the characteristic on printer paper, quickly come to the front of the room and tape or post your characteristic on the wall.*
4. After students post their characteristics, **read through** some of their responses.

Virtual Adaptation

Rather than using paper or post-it notes as you would in a face-to-face setting, ask students to write their answers verbally or in the **Chat** box. Read them aloud as they appear.

5. **Ask the students:**
 - ***Does it seem realistic to expect these characteristics from someone you are involved with romantically? If not, why not?*
 - *Are there characteristics of a healthy relationship that you would add to the ones posted on the board?*
 - ***What characteristics of an unhealthy relationship would be a “deal breaker” for you? In other words, what relationship characteristics would you simply never tolerate?*
 - *Why are healthy romantic relationships important in helping you stay on your camino and reaching your goals?*

Virtual Adaptation

Share the PPT slide titled: “Discussion Questions” as you lead a discussion with the questions listed above.

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 11F: Closure (1 minutes)

1. **Thank students** again for their good work today and throughout the lessons.
2. **Remind the students** to continue to work on their caminos and to stay on track as they achieve each step and their final goal.
3. **Tell the students** that they can take their workbooks home today.

Virtual Adaptation

Step 3 is not necessary in a virtual adaptation of this lesson.

Flipchart 11.1

Program Key Messages

- YOU are in charge of setting and reaching your goals.
- To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
- Being assertive can help you stay on your camino and reach your goals.
- Only have sex when you are ready.
- Preventing unintended pregnancy and STIs involves both partners.
- In a healthy relationship, support the other person's camino, as well as your own.

Materials in Student Workbook:

- Handout 11.1: Program Key Messages – p.70
- Handout 11.2: Steps Along Angela’s and Carlos’ Caminos – p.71
- Handout 1.1: El Camino and **STAR** – p.77