

# REVIEW OF UNIT: LIFELONG SEXUAL HEALTH



## LESSON INTRODUCTION:

The purpose of this lesson is to provide a review of the entire Human Growth and Development unit of instruction focusing on the skills, emphasizing the importance of using these skills as students move into adulthood.



## OBJECTIVES:

*Students will be able to...*

- Articulate issues and situations that demonstrate the need for sexual health throughout the lifespan.
- Demonstrate at least one of the skills related to sexual health taught in the unit.



## VOCABULARY:

- Financial Wellness
- Social Wellness
- Emotional Wellness
- Physical Wellness



## STANDARDS:

### *Wisconsin Standard for Health Education*

- Advocacy
- Accessing valid health information
- Analyzing influences
- Decision-making
- Goal setting
- Interpersonal communication
- Self-management

### *National Sexuality Education Standards*

- Advocacy
- Accessing valid health information
- Analyzing influences
- Decision-making
- Goal setting
- Interpersonal communication
- Self-management

**GRADE:** High School

**LENGTH OF LESSON:** 60 min

**SEQUENCE:** 11 (optional review of unit)



## ACTIVITIES:

**11.1** Anonymous Question Box: Last Call for Questions!

**11.2** Unit in Review

**11.3** Assessment of Learning for the Sexual Lifespan: Improvisational Scenarios



## MATERIALS/TECHNOLOGY:

- Handout: Scenario Spinners
- Assessment Rubric



## **Activity 11.1: Anonymous Question Box: Last Call for Questions!** **(5 minutes)**

Let students know that this is the last class period devoted to Human Growth and Development. Answer any remaining questions in the anonymous question box. But also let students know that you are available as a resource if they have any further questions about sexual health. Reassure them that they also have the skills to make informed decisions about their sexual health because of the skills and functional health knowledge they have learned throughout the unit.



## Activity 11.2: Unit in Review (10 minutes)

Ask students what they remember about the last couple of weeks of class. List the main subjects on the board as they mention them. Add any they have forgotten.

Topics included:

- Advocacy
- Accessing valid health information
- Analyzing influences
- Decision-making
- Goal-setting
- Interpersonal communication
- Self-management
- Reproductive anatomy
- Sexual consent
- STIs, HIV, and prevention
- Love Languages
- Contraception
- Pregnancy and childbirth
- Parenting

Prompt them further to think about what skills were practiced within each lesson.

Skills within each lesson were:

- Love Languages and interpersonal communication
- Sexual consent and interpersonal communication
- Reproductive anatomy and accessing valid health information
- STI prevention, accessing valid health information and advocacy
- HIV and stigma, advocacy and self-management
- Pregnancy, childbirth, and decision-making
- Parenting and goal setting
- Contraception and analyzing influences on healthy behavior
- Healthy decision-making for sexual health

Ask students when they think sexual decision-making ends in a person's life (the answer is never). Let them know that this class period they will have the opportunity to think about some of these topics.



## Activity 11.3: Assessment of Learning for the Sexual Lifespan: Improvitational Scenarios (45 minutes)

Let the class know that as young people they probably have not thought about how sexual health and sexuality exists throughout the lifespan. Some of these scenarios may be a challenge. Give the example of STI/STD outbreaks in senior communities when seniors may not realize they should be using a condom because they are no longer at risk of unintended pregnancy.

Divide the class into groups of two to six students per group. Students will participate in role plays. With larger groups, emphasize that everyone has a role to play, even if they are not reading lines within the actual role play. The teacher will bring out the **Scenario Spinners**. There are three spinner categories: one for an age, one for an age-determined situation, and one for the skills students have learned in the unit.

With the **Scenario Spinners**, each group will choose an age, an age-determined situation, and a skill. Groups will first spin the age spinner, then the appropriate situation spinner, then the skill spinner to learn what their role plays entail.

Once groups know the age, situation, and skill to demonstrate, they should begin planning their role plays. Role plays should be at least five lines long. Someone in the group can introduce the situation to the whole class when the role play is presented. Groups should determine the following and be prepared to talk about these ideas after their role play:

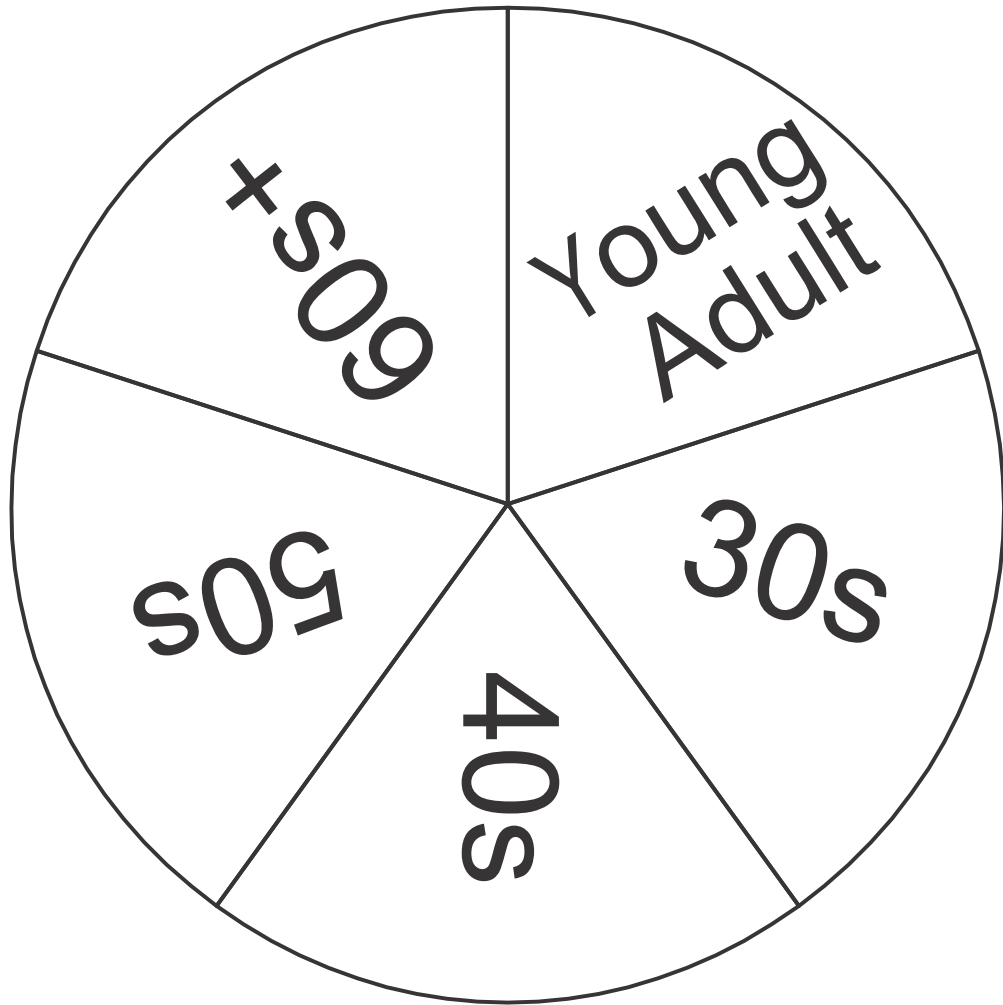
- Who are the main characters (age, circumstance, background)? What is the problem?
- How was it resolved?
- What was it like imagining characters that are older than yourself?

The students should focus their effort on portraying the specific skill cues associated with each of the various health skills (advocacy, analyzing influences, accessing valid health information, interpersonal communication, decision-making, goal setting, self-management, and advocacy).

As each group presents their role plays, have the class discuss what skills were being portrayed. Reiterate the importance of using health education skills throughout the lifetime.

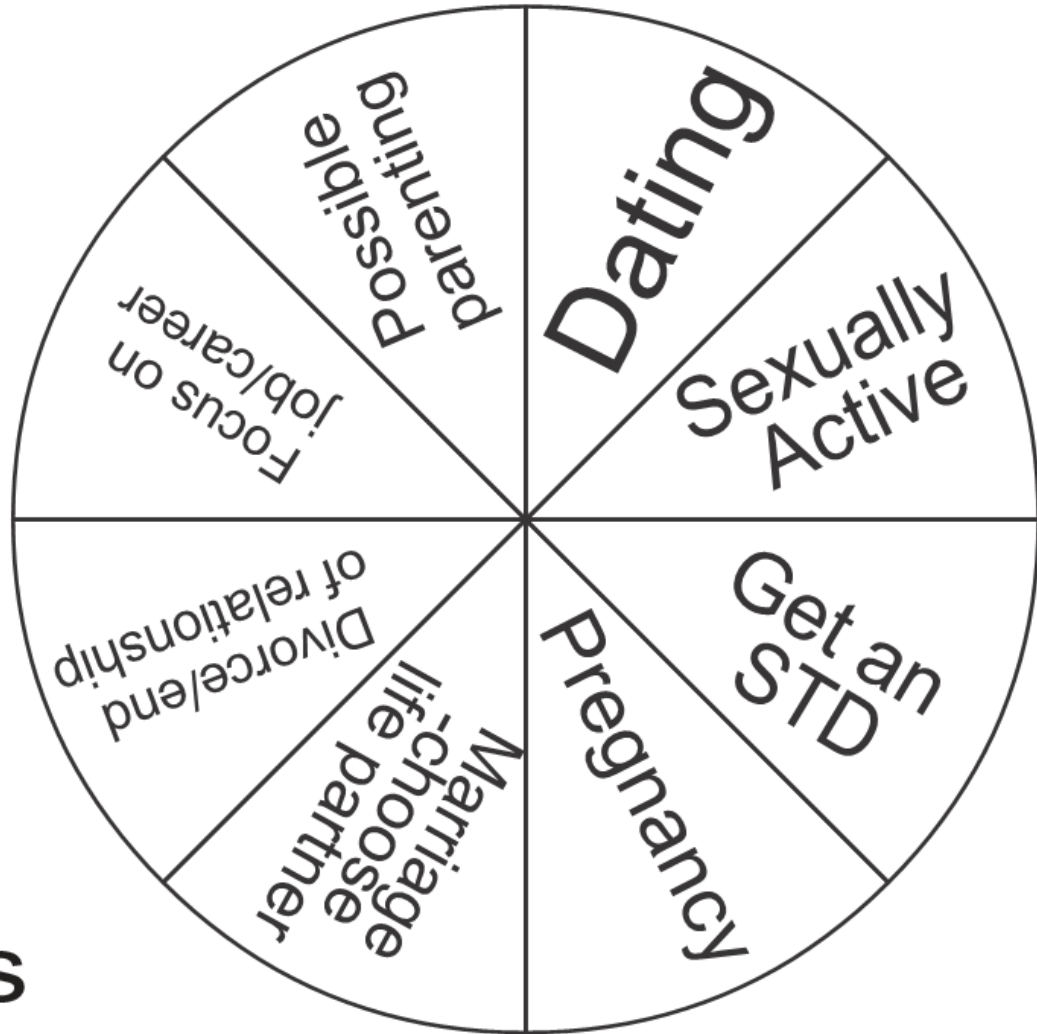
# My Sexual Health: My Future

## Activity 11.3: Scenario Spinners



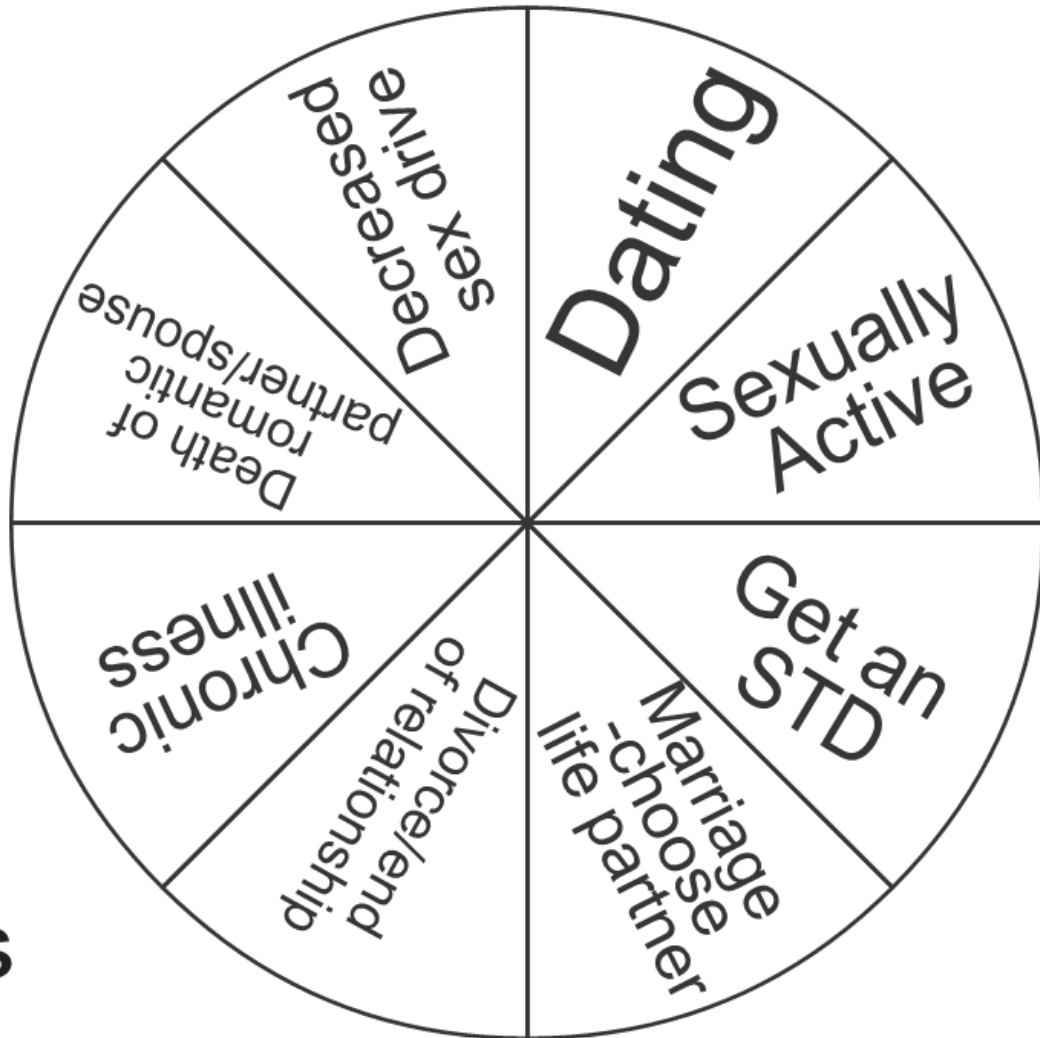
Age

# My Sexual Health: My Future



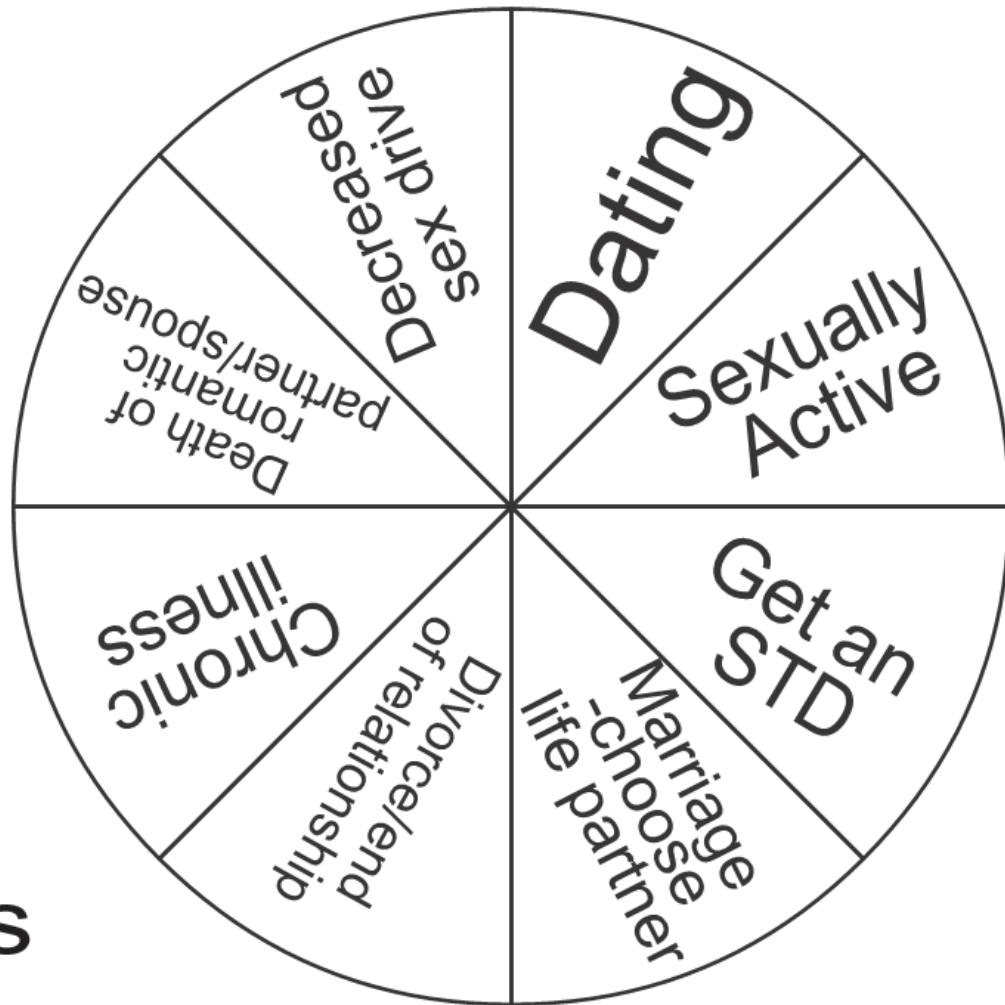
30s

# My Sexual Health: My Future



40s

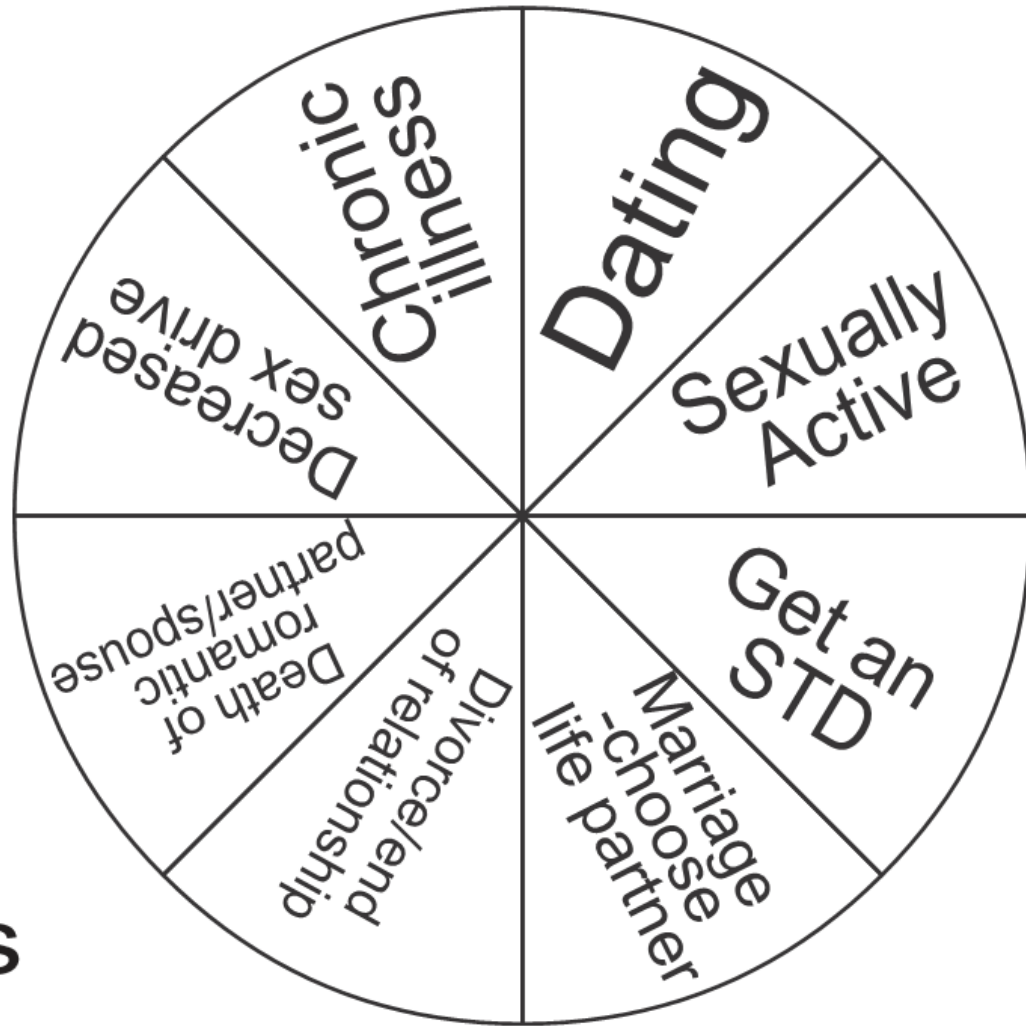
# My Sexual Health: My Future



50s



# My Sexual Health: My Future

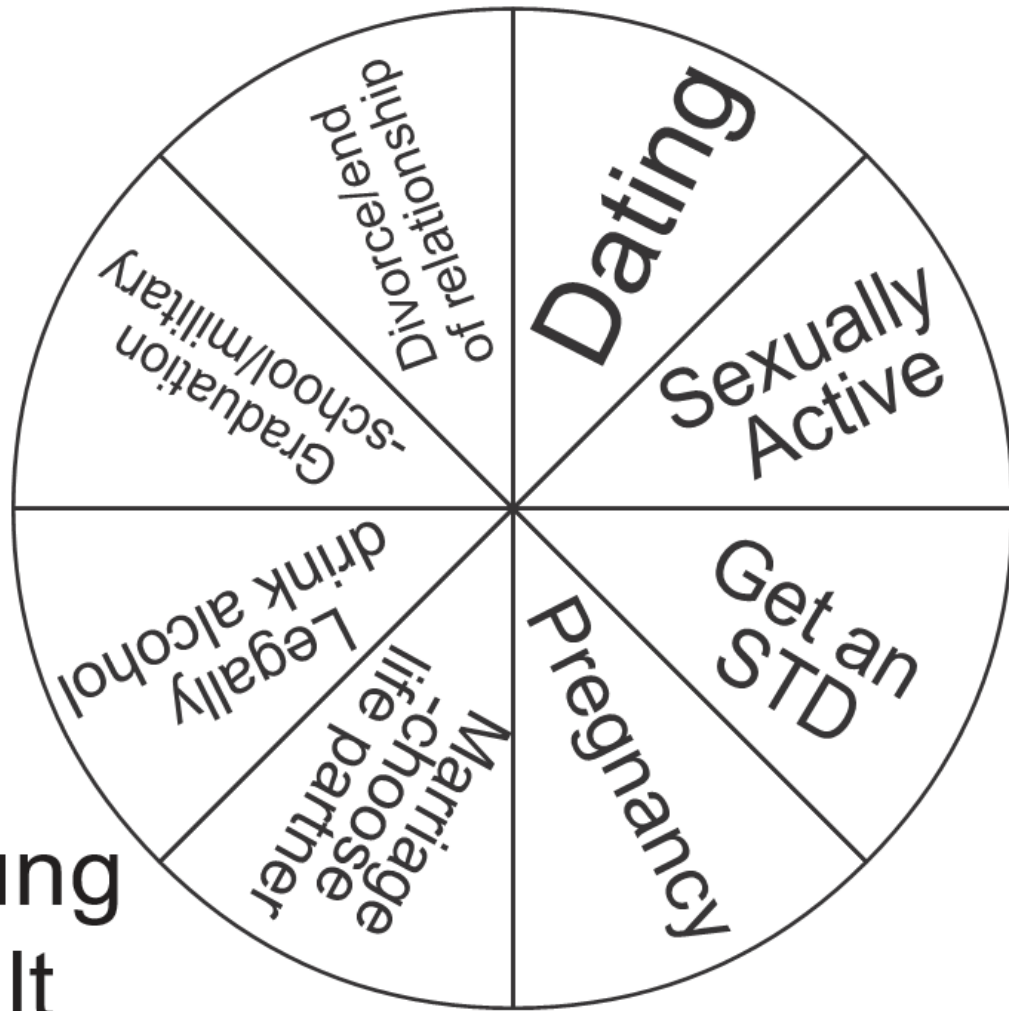


Decreased sex drive

Death of romantic partner/spouse

**60s**

# My Sexual Health: My Future



**Young  
Adult**

# My Sexual Health: My Future



# My Sexual Health: My Future



## Assessment Rubric

Use the following rubric to assess student learning of functional health knowledge and skills taught throughout the unit.

Student names:			
Learning Outcome	Not Present	Developing	On Target
<i>Functional health knowledge displayed:</i> Reproductive anatomy Sexual consent STIs/STDs, HIV, and prevention Love Languages Contraception Pregnancy and childbirth Parenting	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
<i>Skill(s) displayed:</i> Advocacy Accessing valid health information Analyzing influences Decision-making Goal-setting Interpersonal communication Self-Management	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			