

NYS Health Education Curriculum and Assessment Initiative  
MODIFIED LEARNING EXPERIENCE UNIT PLAN DESIGN  
PBH 645 Methods In Health Education  
Health Education Learning Experience Design

**Learning Experience Title:** Sex Education

**Level:** 9th grade

**Your Name:** Richard Dorval

**A. Standards and Performance Indicators for ONE AUTHENTIC SUMMATIVE ASSESSMENT**

**National AND Health Ed Standard and Performance Indicators** DIRECTIONS: state the standard and one or more performance indicators students will achieve in the AUTHENTIC ASSESSMENT B

NHES 3.12.10, 4.12.1, 4.12.5, 7.12.2, 7.12.3

NYSHE 1C, 1B

**B. Authentic SUMMATIVE Assessment(s)**

DIRECTIONS: BRIEFLY describe the Authentic Summative Assessment AND ***what students will DO to demonstrate the OUTCOME skill development.***

Students will gain knowledge and skills during the first week on various sex education topics such as sexual identity, negative consequences, and refusal skills. Students will learn how to properly communicate and practice refusal strategies to avoid unsafe sex and stay safe and healthy. Students will practice refusal skill strategies with group activities and apply their learning to a role-play activity with a partner and answer real world scenarios on sexual risk with the use of communication. Students will be assessed on how accurately they respond to different scenarios and their application of the knowledge taught in class to their responses in each scenario.

**C. Essential and Guiding Questions**

DIRECTIONS: Provide the Essential and Guiding Questions you developed for this unit.

**Essential:**

What health knowledge and skills do I need to know and be able to do to ensure healthy prevention behaviors regarding safe sex?

**Diagnostic:**

What health knowledge and skills do I currently use to practice safe sex and stay healthy?

What health knowledge and skills do I need to learn to practice safe sex and stay healthy?

**Guiding:**

What refusal skills can I use when refusing sex?

What are the long-term consequences of unprotected sex?

List various methods I can use to improve communication skills.

How can I reduce my health and safety risks to avoid unsafe sex?

How can I use my strengths of communication to enhance my health and safety regarding sex?

How can I access and manage resources that will assist me to maintain safe sex?

How can I develop the confidence to use the knowledge and skills and apply them to real world scenarios regarding sexual peer pressure?

What internal and external pressures influence my ability to maintain abstinence?

How do my peers' attitudes and behaviors influence my decisions on sexual activity?

How do my beliefs influence my ability to be abstinent and practice safe sex?

How can I resist sexual peer pressure through communication?

Why is sex education health and safety skills and knowledge important to me?

How can I personalize sex education health and safety knowledge and skills?

How do the positive and negative consequences of healthy behaviors such as abstinence and the use of contraceptives compare with those of risky behaviors such as unsafe sex?

How can I reward myself for personal health and safety achievements such as staying abstinent?

How can I help others to be safe and healthy by practicing safe sex such as abstinence or using contraceptives?

**Student Assessment Question:**

How will I be able to show that I can demonstrate refusal skills through communication when it comes to sex education?

#### D. Enduring Understandings

**DIRECTIONS: List the Enduring Understandings Selected for your unit:**

- Individuals need knowledge, skills and resources to be healthy.
- Regularly engaging in healthy behaviors promotes overall health and well-being and reduces the risk of health related problems, disorders and disease.
- Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce and cope with unhealthy, risky or potentially unsafe situations.
- Individuals have a personal responsibility to develop, maintain and increase safe and healthy behaviors.
- Culture, media and social pressures influence health behaviors.
- Risk reduction or cessation/treatment programs may be successful for the prevention or reduction of risky health behaviors.
- Many individuals find it hard to stop or reduce unhealthy behaviors despite knowledge of health hazards and risks.
- Community organizations have information, resources and services to assist individuals with developing and increasing healthy behaviors and resisting, reducing or abstaining from unhealthy behaviors.
- Responsible individual behavior contributes to the health of the environment and the community.
- A safe and healthy environment promotes care and respect for self and others.

#### E. Skills

**DIRECTIONS: SELECT ONE OVERARCHING SKILL BELOW:**

Self-Management or Relationship Management

**DIRECTIONS: SELECT ONE SUBSKILL SKILL BELOW:**

Stress Management  
Communication  
Planning and Goal Setting

Decision Making  
Advocacy

#### F. Functional Knowledge

**DIRECTIONS: SELECT 1 AREA BELOW:**

HIV/AIDS  
Sexual Risk  
Tobacco

Alcohol and Other Drugs  
Family Life/Sexual Health  
Unintentional Injury

Violence Prevention  
Other Required Health Areas  
NEW MENTAL HEALTH

## G. Skill Pedagogy

**DIRECTIONS: List all for your unit plan.**

- a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.
- b. When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth.
- c. Individuals need to practice all the skill steps in large group and small group sessions receiving feedback from others.
- d. During skill practice, it is important to allow time for constructive feedback and discussions with others.
- e. Skill use attempts are more likely to occur if the threat of failure is reduced.
- g. Confidence in the use of a skill increases when practice sessions increase in difficulty and complexity.
- j. The greater the similarities between the skill practice situations and real life, the greater the amount of positive transfer of the skill.

## Effective Instructional Strategy(ies)

**DIRECTIONS: List AND describe 3-5 effective teaching strategies you will be using to promote behavior change?**

**Self-assessment:** Students use a pre-assessment to know their current knowledge on the topic of sex education. A post self-assessment will be used later in the unit when students write down what they knew and what they learned at the end of the lesson to be able to see an increase in knowledge.

**Journaling:** Students will use a journal to reflect on what they learned from each lesson and ask any questions regarding the topic of sex education. Journaling can also be used as a pre self-assessment. Students can write their current knowledge and list any goals they might have.

**Group activities:** Students will participate in group activities to practice communication skills regarding sex education. Students will brainstorm ideas in their groups and apply the knowledge learned in the lesson. Group activities can also engage learners and motivate students to participate in open discussions.

**Worksheets:** Students will be given various worksheets such as T-charts to compare and contrast ideas learned in class. Worksheets allow students to visually see and brainstorm the differences of a topic. Worksheets also help students practice and work on things individually.

**Stations:** Students will participate in stations throughout the lesson to provide opportunities for teachers to meet the needs of each student with various instructions. Stations implement repetition and increased engagement which positively increases student performance.

**Evidence-based curriculum:**

<https://www.3rs.org/>

[https://www.advocatesforyouth.org/wp-content/uploads/2023/07/9.11\\_Creating-Condom-Confidence\\_3Rs.2023pdf.pdf](https://www.advocatesforyouth.org/wp-content/uploads/2023/07/9.11_Creating-Condom-Confidence_3Rs.2023pdf.pdf)

**Skill focus:** To maintain and improve students' sexual health, prevent disease, and reduce sexual health-related behaviors through safe sex with practices such as birth control and condom use.

**Article:** <https://www.americanprogress.org/article/rights-respect-responsibility-a-new-vision-for-adolescent-sexual-health/>

**Justification:** The evidence-based curriculum I chose emphasizes the importance of safe sex through birth control and condom use. The program Rights, Respect, Responsibility has shown to be effective in educating students on condom use. The evidence-based curriculum focuses on teaching students how to effectively use a condom. While condoms are easy to get in today's world, few individuals know how to use them. So, it only makes sense to create a curriculum that teaches students the correct way to prevent HIV and other STDs (Director, S. N. A., et al., 2023). The article backs up the curriculum by providing evidence-based research on the proof of condom education for high school students. The curriculum aligns and relates to my functional knowledge area of sex risks because it discusses safe sex education. After the lesson, students reported that they were more likely to use a condom before sexual intercourse.

NYS Health Education Curriculum and Assessment Initiative  
 MODIFIED Learning Experience 3 Week Unit Pacing Chart  
 PBH 645 Teaching Methods in Health Education

Learning Experience Sketch with directions

<b>Week 1</b> <b>TITLE OF Each LESSON</b>	<b>Lesson 1</b>  Intro to sex ed with pre-assessment	<b>Lesson 2</b>  Analyzing sex ed attributes with Q&A	<b>Lesson 3</b>  Case study on consequences of unsafe sex	<b>Lesson 4</b>  Predicting benefits and consequences of health behaviors in stations	<b>Lesson 5</b>  Applying Health Skill in groups
<b>Standards and Indicators</b>  (This is where you list the standard and performance indicator you are working on for each day. These are in Module 2)	NHES 6.12.3, 7.12.2, 8.12.1  NYSHE 1B, 1C	NHES 3.12.1, 7.12.1  NYSHE 1B, 1D	NHES 5.12.9, 7.12.1  NYSHE 2A, 2B	NHES 3.12.2, 5.12.9, 7.12.1  NYSHE 1B, 1C, 2A	NHES 1.12.7, 7.12.1  NYSHE 1B, 2A
<b>Skills and subskills steps</b>  (GD pages 21 – 26 -remember these are sequential. Include Self-Management or Relationship Management first 4 steps, then additional health skill steps (Com, P	RM.C.1	RM.C.1 RM.C.2	RM.C.2 RM.C.3	RM.C.3 RM.C.4	RM.C.3 RM.C.4 RM.C.5  CM.C.1

<p>&amp; GS, Stress, or DM), then the additional Self-Management or Relationship Management steps)</p>					
<p><b>Skill pedagogy</b>  A-J in Section G of your initial writeup</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>d. During skill practice, it is important to allow time for constructive feedback and discussions with others.</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>f. Individuals need multiple opportunities to adapt, personalize and shape a skill as they learn it.</p>	<p>c. Individuals need to practice all the skill steps in large group and small group sessions receiving feedback from others.</p> <p>f. Individuals need multiple opportunities to adapt, personalize and shape a skill as they learn it.</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>h. Confidence in the use of a skill increases when practice sessions increase in difficulty and complexity.</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>c. Individuals need to practice all the skill steps in large group and small group sessions receiving feedback from others.</p>
<p><b>Functional Knowledge</b>  (GD p. 31 – 49 -use one or more from one FK area – (not PA or N) at the grade level you are designing.</p>	<p>SR.C.1</p>	<p>SR.C.1 SR.C.2</p>	<p>SR.C.2 SR.C.3</p>	<p>SR.C.3 SR.C.4</p>	<p>SR.C.4 SR.C.5</p>

<p><b>Instructional Strategies</b></p> <p>(List the strategy you are using and the best practice guidance you are following from the research or research-based curricula)</p>	<p>Relationship self-assessment</p> <p>Worksheet</p> <p>Group discussion</p> <p>exit slip</p>	<p>Intro question</p> <p>Worksheet</p> <p>Teacher example</p> <p>Journaling</p>	<p>Into question</p> <p>Case studies</p> <p>Group work</p> <p>Journaling</p>	<p>Intro question</p> <p>Stations</p> <p>Worksheet</p> <p>Journaling</p>	<p>Intro question</p> <p>Compare and contrast</p> <p>Cooperative learning</p> <p>Group work</p> <p>Journaling</p>
<p><b>Assessment(s) moments</b></p> <p>Example; Journal (formal formative process)</p>	<p>Pre-assessment (Formal, Diagnostic, product)</p> <p>Group Discussion (Informal, Diagnostic, Performance)</p>	<p>Q&amp;A Worksheet (Formal, Summative, Process)</p>	<p>Case studies (Formal, Summative, Process)</p>	<p>Fill in the blank (Formal, Diagnostic, Process)</p>	<p>T-chart (Formal, Diagnostic, Process)</p> <p>Think-Pair-Share (Formal, Formative, Process)</p>
<p><b>Learning Opportunities</b></p> <p>“what the students will do”</p> <p>Example; Reflect on previous lesson in the journal prompt</p>	<p>Students will complete a pre-assessment to have a general idea of where they stand in regard to knowledge and skills of sex education.</p> <p>Students will complete the “know” portion of the worksheet prior to the unit. They will write a goal of what they hope to</p>	<p>Students will begin class by answering the question of the day on the board. The question asks students to summarize the knowledge they gained from the website on the basics of sex ed from the previous class.</p> <p>Students will respond to questions from a reading handed out on sex education in regards to abstinence</p>	<p>Students will begin class by answering the question of the day on the board. The question asks students to list at least three contraceptives learned from last class.</p> <p>The teacher will review the notes from the previous class on safe sex. Students will then be split into groups to discuss case studies on various negative consequences resulting</p>	<p>Students will begin class by answering the question of the day on the board. The question asks students to list any negative consequences unsafe sex can have.</p> <p>Students will rotate throughout stations to learn about various results of unsafe sex such as pregnancy and STIs. Each station will have descriptions of ways to properly use</p>	<p>Students will begin class by answering the intro question which asks students to list each contraceptive and how they are correctly used.</p> <p>Students will apply their learning from the previous class and complete a T-chart to compare the positives of using contraceptives and the negatives from</p>



	<p>accomplish by the end of the unit.</p> <p>Students will then get into their groups to discuss any thoughts and opinions on sex education. The teacher will give real world experiences on how sex education is essential for everyone to understand.</p> <p>Before leaving class, students will complete a short exit slip on today's topic. Students will also be given a link to a website on the basics of sex ed they must view before next class.</p>	<p>and contraceptives. The reading will discuss the different ways to stay abstinent and different forms of contraceptives.</p> <p>The teacher will give examples for students to better understand. The teacher will allow students multiple opportunities to understand the skill by allowing them to correct their responses.</p> <p>Students will write in their journal any new information they learned from the reading on contraceptives.</p>	<p>from unsafe sex like pregnancy and STIs. One representative from each group will present the case study on how they would prevent the negative consequences from unsafe sex.</p> <p>The teacher will give constructive feedback throughout class and allow multiple tries.</p> <p>Students will reflect on their learning by writing their thoughts and personal questions they might have for the teacher.</p>	<p>each contraceptive to give students a visual learning experience. Stations will also describe how STIs are easily spread without the use of contraceptives.</p> <p>Students will then complete a fill in the blank worksheet with different contraceptives and how they are correctly used. Questions will challenge students' knowledge which in result will increase student confidence in the skill.</p> <p>Students will journal what they believe to be short and long term effects of unsafe sex based on the worksheet.</p>	<p>not using contraceptives. Students will then work with a partner to compare their findings.</p> <p>After, as a class the teacher will ask guiding questions regarding how each contraceptive is properly used and the different results of unsafe sex. Students will openly discuss their ideas to improve their health and safety.</p> <p>Students will journal any questions they might have in the lesson for the teacher to view and answer next class.</p>
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Learning Experience Sketch with directions

<b>Week 2 TITLE OF Each LESSON</b>	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>	<b>Lesson 9</b>	<b>Lesson 10</b>
	Listening and Response Skills	Applying communication skills	Applying communication to real world scenarios	Responding to peer-pressure	Assessing confidence in refusal skill strategies

	regarding communication				
<b>Standards and Indicators</b>  (This is where you list the standard and performance indicator you are working on for each day. These are in the Instructional Support folder)	NHES 4.12.2, 4.12.5, 7.12.1  NYSHE 1C, 2B, 2C,	NHES 4.12.2, 4.12.3, 4.12.5  NYSHE 1B, 1C, 2B	NHES 4.12.2, 4.12.5,  NYSHE 1C, 2B	NHES 3.12.4, 3.12.8, 3.12.11  NYSHE 1C, 2B, 3A, 3C	NHES 3.12.4, 4.12.1, 7.12.2  NYSHE 1C, 2B
<b>Skills and subskills steps</b>  (GD pages 21 – 26 -remember these are sequential. Include Self-Management or Relationship Management first 4 steps, then additional health skill steps (Com, P & GS, Stress, or DM), then the additional Self-Management or Relationship Management steps)	RM.C.5  CM.C.1 CM.C.7	RM.C.5  CM.C.1 CM.C.2 CM.C.7	RM.C.3  CM.C.2 CM.C.3 CM.C.7	RM.C.3 RM.C.9  CM.C.3 CM.C.4 CM.C.7	RM.C.1 RM.C.5  CM.C.4 CM.C.5 CM.C.7

<p><b>Skill pedagogy</b></p> <p>A-J in Section G of your initial writeup</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>b. When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth.</p>	<p>d. During skill practice, it is important to allow time for constructive feedback and discussions with others.</p> <p>e. Skill use attempts are more likely to occur if the threat of failure is reduced.</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>j. The greater the similarities between the skill practice situations and real life, the greater the amount of positive transfer of the skill.</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>b. When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>d. During skill practice, it is important to allow time for constructive feedback and discussions with others.</p>
<p><b>Functional Knowledge</b></p> <p>(GD p. 31 – 49 -use one or more from one FK area – (not PA or N) at the grade level you are designing.</p>	<p>SR.C.1 SR.C.2</p>	<p>SR.C.2 SR.C.3</p>	<p>SR.C.3 SR.C.4</p>	<p>SR.C.6 SR.C.7</p>	<p>SR.C.7 SR.C.8</p>
<p><b>Instructional Strategies</b></p> <p>(List the strategy you are using and the best practice guidance you are</p>	<p>Answering questions</p> <p>Video</p> <p>Lecture</p> <p>Journaling</p>	<p>Warm-up question</p> <p>Self-assessment checklist</p> <p>Teacher feedback</p>	<p>Class discussion</p> <p>Group activity</p> <p>Partner activity</p> <p>Journaling</p>	<p>Warm-up question</p> <p>Research</p> <p>Worksheets</p> <p>Journaling</p>	<p>Warm-up question</p> <p>Group work</p> <p>Teacher feedback</p> <p>Self-evaluation</p>

following from the research or research-based curricula)		Journaling			
<b>Assessment(s) moments</b>  Example; Journal (formal formative process)	Journal (Formal, Formative, Process)	self-assessment: (Formal, Diagnostic, Performance)  Journal (Formal, Formative, Process)	Think-pair-share: (Informal, Summative, Process)  Brainstorming: (Informal, Formative, Process)	Research: (Formal, Formative, Process)  Graphic organizer: (Formal, Formative, Product)	Jigsaw: (Formal, Summative, Information Recall)  Self evaluation: (Formal, Diagnostic, Performance)
<b>Learning Opportunities</b>  “what the students will do”  Example; Reflect on previous lesson in the journal prompt	The teacher will review any questions students had from the previous class in their journal regarding contraceptives.  Students will watch a short 3 minute video on how to avoid unsafe sex by using communication and health skills such as refusal strategies.  The students will then participate in a lecture on how to appropriately respond to questions regarding unsafe sex.	Students will review the previous class on communication strategies to avoid unsafe sex with a warm-up worksheet. They will summarize the definition of communication in their own words.  Students will practice with a partner on how to communicate using a worksheet that they will pass back and forth writing and responding to each other's questions. Students will use a self-assessment checklist to ensure that they are answering	Students will discuss with the class why communication is important and why real world scenarios are the focus to success.  Students will participate in a think-pair-share with the class to discuss yesterday's findings. Students will discuss their responses and how well they aligned with the checklist. The checklist emphasizes the importance of relating to real world situations and introduces various communication strategies.	Students will answer the intro question which asks to list the benefits of practicing refusal skill scenarios in regard to sexual advances.  Students will research websites on their own of resources that can be utilized to be safe when it comes to peer-pressure. The websites must list communication strategies. Students will also research factors that contribute to engaging in sexual behaviors.	Students will complete a warm-up on communication from the previous class. Questions will have different prompts to answer and apply a specific communication strategy regarding sexual advances.  Students will take part in a jigsaw activity where groups will research various refusal skill strategies when applied to sexual peer pressure. Students will summarize their findings within their groups. Each group

	<p>Students will then reflect in their journal and discuss how verbal communication can be beneficial when it comes to answering difficult questions. The teacher will assess students' journal entries based on how well they show an understanding.</p>	<p>each prompt appropriately.</p> <p>The teacher will give constructive feedback and allow students multiple opportunities to correct any responses that need fixing.</p> <p>Students will then journal their thoughts on their responses. They will reflect on if they would use these skills in a real world situation.</p>	<p>Students will then reflect on their responses with a partner through verbal communication. Students will confidently tell their partner why they chose their response.</p> <p>Lastly, students will reflect in their journal on why real world scenarios are essential to why they can be effective when discussing sexual advances.</p>	<p>Students will use a graphic organizer to write down the strategies discovered from the website. The strategies will be broken down to simple steps for better understanding.</p> <p>Students will respond in their journal and answer the question of why communication is essential when it comes to refusal strategies regarding peer pressure.</p>	<p>will become experts in their strategy and use verbal communication to share their findings among the groups.</p> <p>The teacher will walk around to give constructive feedback to students during the activity.</p> <p>Students will then complete a self-evaluation on how confident they are at responding to peer pressure using refusal skills and incorporating the strategies learned.</p>
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Learning Experience Sketch with directions

<b>Week 3</b> <b>TITLE OF Each LESSON</b>	<b>Lesson 11</b> STI and pregnancy socratic seminar	<b>Lesson 12</b> Response to sexual advances	<b>Lesson 13</b> Inter and intrapersonal behaviors regarding communication strategies	<b>Lesson 14</b> Impacts of decision making	<b>Lesson 15</b> Role playing and self assessment
<b>Standards and Indicators</b>  (This is where you list the standard performance indicator you are working on for each day. These are in the Instructional Support folder)	NHES 3.12.5, 5.12.9, 7.12.1  NYSHE 1B, 1C, 3A	NHES 1.12.3, 2.12.3, 7.12.1  NYSHE 1B, 1C, 3A	NHES 1.12.3, 7.12.1, 7.12.3  NYSHE 1B, 1C, 3A	NHES 1.12.3, 7.12.1, 7.12.3  NYSHE 1B, 1C, 3A	NHES 3.12.10, 4.12.1, 4,12,5, 7.12.2, 7.12.3  NYSHE 1B, 1C, 1D,3A
<b>Skills and subskills steps</b>  (GD pages 21 – 26 -remember these are sequential. Include Self-Management or Relationship Management first 4 steps, then additional health skill steps (Com, P &GS, Stress, or DM), then the additional	RM.C.5 RM.C.8  CM.C.1 CM.C.7	RM.C.5  CM.C.7	RM.C.5 RM.C.6  CM.C.4 CM.C.7	RM.C.5  CM.C.7	RM.C.3 RM.C.4  CM.C.7

Self-Management or Relationship Management steps)					
<b>Skill pedagogy</b>  A-J in Section G of your initial writeup	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>b. When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth.</p>	<p>a. Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.</p> <p>d. When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth.</p>	<p>b. When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth.</p> <p>d. During skill practice, it is important to allow time for constructive feedback and discussions with others.</p>	<p>d. During skill practice, it is important to allow time for constructive feedback and discussions with others.</p> <p>e. Skill use attempts are more likely to occur if the threat of failure is reduced.</p>	<p>i. Internal and external rewards for using a skill correctly will increase the likelihood of continued skill use.</p> <p>j. The greater the similarities between the skill practice situations and real life, the greater the amount of positive transfer of the skill.</p>
<b>Functional Knowledge</b>  (GD p. 31 – 49 -use one or more from one FK area – (not PA or N) at the grade level you are designing.	SR.C.13	SR.C.12	SR.C.8	SR.C.7	SR.C.12
<b>Instructional Strategies</b>	Group discussion	Intro journal	Intro question	Pop quiz	Intro question

<p>(list the strategy you are using and the best practice guidance you are following from the research or research-based curricula)</p>	<p>Peer review Teacher feedback Text reading Journal summary</p>	<p>Article research Worksheet Exit ticket</p>	<p>Worksheet Class activity Partner reflection Journal reflection</p>	<p>Worksheet Skill practice Journaling Class discussion Exit ticket</p>	<p>Role-play activity Self-evaluation Journal summary/reflection</p>
<p><b>Assessment(s) moments</b>  Example; Journal (formal formative process)</p>	<p>Socratic seminar: (Informal, Diagnostic, Performance)</p>	<p>Compare and contrast worksheet: (Formal, Formative, Process)</p>	<p>Poster board sign: (Formal, Summative, Process)</p>	<p>Pop quiz: (Formal, Diagnostic, Product)</p>	<p>Role-play (Formal, Formative, Performance)  Self-evaluation (Informal, Summative, Process)</p>
<p><b>Learning Opportunities</b>  “what the students will do”  Example; Reflect on previous lesson in the journal prompt</p>	<p>Students will participate in a socratic seminar discussing resources for help in regard to safe sex. Resources include family support and how to ask them for help.  Students will review the negative consequences from unsafe sex such as STIs and pregnancy with in depth</p>	<p>Students will begin class with a journal entry regarding peer pressure and the various refusal skill strategies learned in the previous class.  Students will read peer reviewed articles about peer pressure regarding sexual advances. Students will be instructed to identify strategies that were used in class and</p>	<p>Students will respond to the question on the board in their journals. The question asks what a long term effect from unsafe sex is.  Students will review their compare and contrast worksheet from the previous class and highlight the response they are most confident in. The teacher will give</p>	<p>Students will take a short pop quiz on the information learned throughout the unit as a warm-up, specifically contraceptives and refusal skills regarding sexual advances.  Students will conclude the unit by finishing their worksheet given in lesson 1. Students will fill in the “learned” of the worksheet. Students will compare</p>	<p>Students will respond to the prompt on the board regarding the negative impacts of engaging in sexual behavior strategies to avoid it.  Students will participate in the role-play activity as their summative assessment for the unit. Students will practice with their</p>



	<p>examples from their notes in previous lessons.</p> <p>The teacher will also review ways of how to protect against STIs and pregnancy and will provide health and safety resources.</p> <p>Students will also review ways of verbal communication with refusal skill strategies.</p> <p>Students will summarize the socratic seminar in their journals. They will list the negative consequences from unsafe sex.</p>	<p>any new strategies they find during the reading. They will read the different scenarios from the article and then brainstorm and write down their own responses. The skills will be broken down to better understand.</p> <p>The teacher will also discuss how refusal skills can be applied to various health issues.</p> <p>Students will then compare and contrast the similarities and differences sexual peer pressure and tobacco/drugs/alcohol peer pressure have.</p> <p>Students will end class with an exit ticket that asks them to list any new strategies they discovered when reading the peer reviewed articles.</p>	<p>constructive feedback on their answers.</p> <p>Students will walk around the classroom and sign their name under the refusal skill strategy they felt most confident with from the article they read last class.</p> <p>Students will discuss with the person next to them positive interpersonal and intrapersonal behaviors regarding communication strategies and how they could apply these to sexual advances written on the board.</p> <p>Students will respond in their journal as to why they chose that specific strategy and explain how their confidence increased throughout the unit.</p>	<p>the section of what they “knew” to what they “learned” to see any growth in sex ed knowledge.</p> <p>Students will write in their journal a reflection on their thoughts of how the unit impacted their decisions.</p> <p>Students will be allowed to rehearse their refusal skills with their assigned groups before the end of class to prepare for their final assessment. Students will not be assessed on this practice to reduce any stress of failure.</p> <p>Students will lastly ask any last minute questions as an exit ticket for the class.</p>	<p>small groups to do any last minute planning and each group will respond to the prompts given by the instructor. Students will be rewarded points for their response and how well it aligns with the teachers checklist. The checklist ensures that students align their learned strategies to their verbal responses.</p> <p>Students will also complete a self-evaluation of themselves throughout the unit. They will answer if they accomplished what they set out for. They will reflect on any challenges or things they could improve on.</p> <p>Students will reflect in their journal what they learned and if they are able to</p>
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					apply their knowledge to real world situations. They will explain why understanding the importance of refusal skills will reduce health inequities.
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List the aligned areas of the HECAT HBO's for the content area of this Learning Experience. Make sure you are looking at the correct level (grade level range).

**Grade level:** Grades 9-12

**Content Area:** Sexual Health

**HBO's addressed in this unit:**

SH1.12.7, SH1.12.8, SH1.12.9, SH1.12.10, SH1.12.11, SH1.12.12, SH1.12.13, SH1.12.14, SH1.12.15, SH1.12.22, SH1.12.23, SH1.12.24, SH1.12.28, SH1.12.29, SH1.12.30, SH1.12.31,

**How well did the unit you created align with the HBO's?**

My unit did a great job aligning with the HBO's. My lessons followed the majority of topics discussed. Each lesson focus aligned with the next which made for smooth transitions. Having smooth transitions allows for students to better understand the skills and strategies and how they connect.

**Are there things you would like to add or remove?**

There are a variety of things that I would like to add to my unit. For example, I would like to add more to the topic of teen pregnancy and the negative effects it could have on an individual's life. Replacing a lesson to include more on consent when it comes to sexual health would be another change. Lastly, I wish I went into more detail on the importance of checkups and examinations to maintain sexual and reproductive health. Overall, I would not change much but there are some important details I left out that would be essential for student growth on the topic of sexual health.