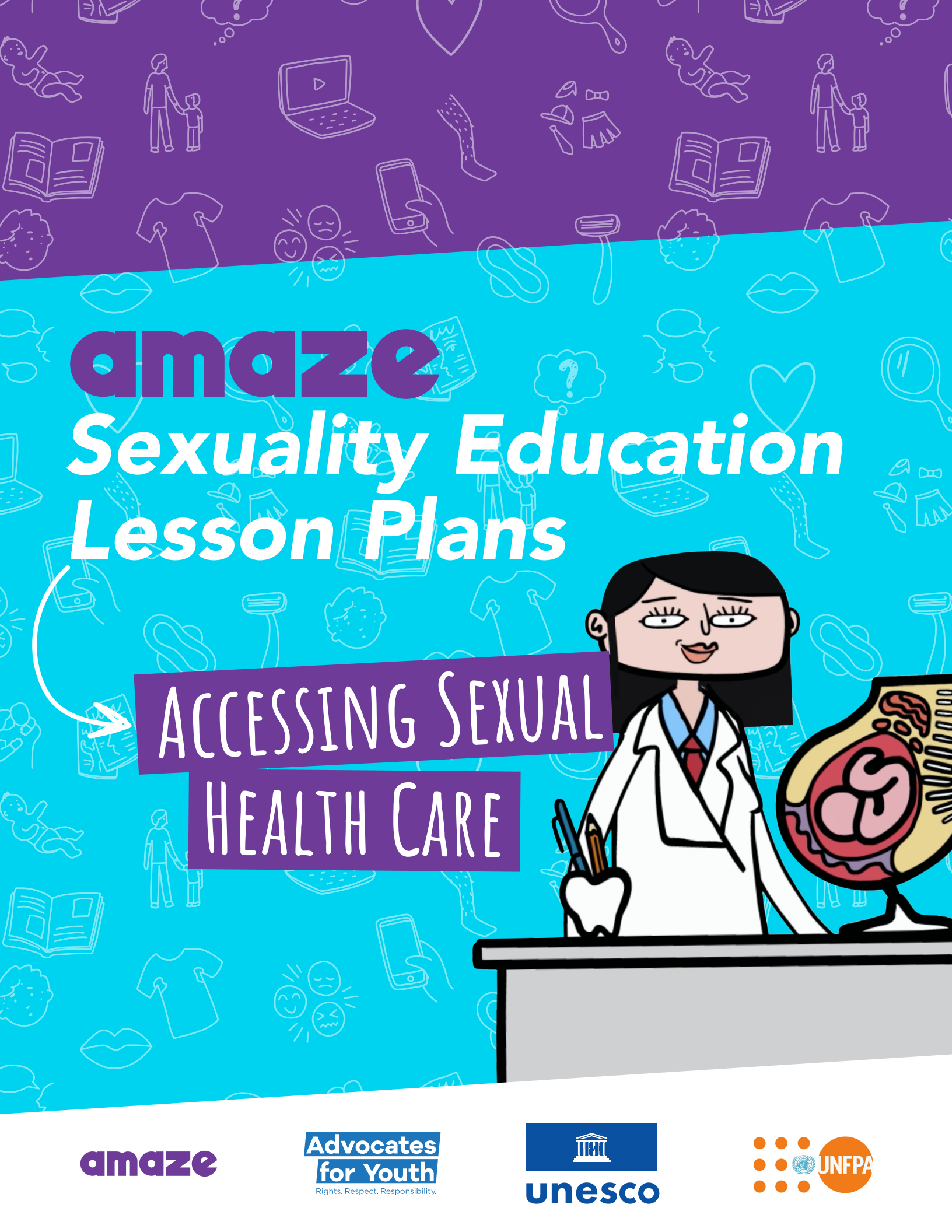
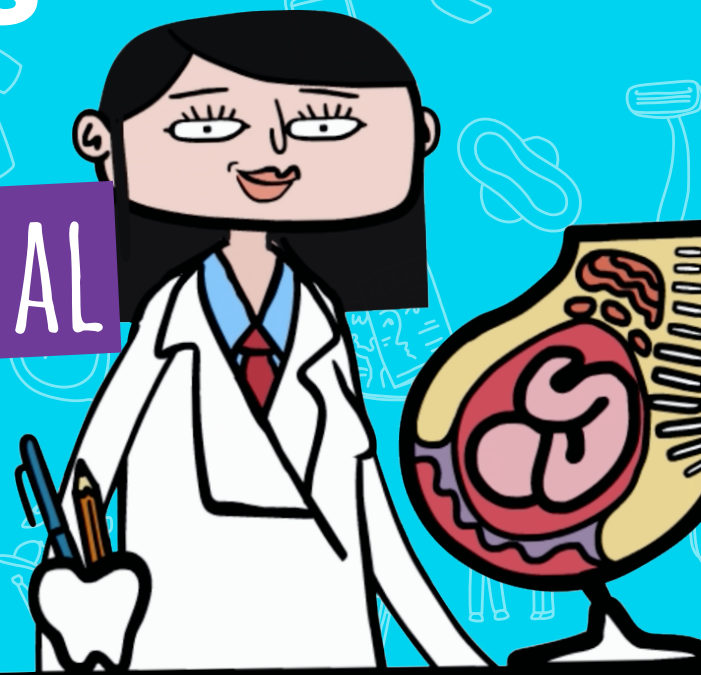




amaze Sexuality Education Lesson Plans



ACCESSING SEXUAL
HEALTH CARE





ABOUT THIS LESSON . . .



This lesson plan is part of a set of individual, scripted lesson plans available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) to educate young and middle adolescents about sexual and reproductive health. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.



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ACCESSING SEXUAL HEALTH CARE

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International Technical Guidance on Sexuality Education Alignment

Key Concept 5: Skills for Health and Well-being

- Topic 5.5: Finding Health and Support

Key Concept 8: Sexual and Reproductive Health

- Topic 8.3: Understanding, Recognizing, and Reducing the Risk of STIs, including HIV

Prior Student Knowledge

Students have learned that it is important for young people to access health care and seek help when they need it.

Target Age-Range

Ages 12-14+

Time

45 minutes

TEACHER PREPARATION:

- Access and preview the AMAZE Accessing Sexual Health Care for Minor video to be familiar with what the video covers and that it is in line with content already supported by parents and the school.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on YouTube, off of an [AMAZE playlist](https://amaze.org/my-amaze/?utm_source=Amaze&utm_medium=HomePage&utm_campaign=MyAmazeButton/) (https://amaze.org/my-amaze/?utm_source=Amaze&utm_medium=HomePage&utm_campaign=MyAmazeButton/), or a downloaded version. Consider using the YouTube Playback Speed function to adjust the speed of the video to what's best for your students.
- Identify a health care provider from the school health service or a local health center, NGO, or hospital who can speak about the sexual health care available to young people. Share the the AMAZE Accessing Sexual Health Care for Minors video with them in advance and let them know that you will play this video as an introduction at the very beginning of the class before they present.
- Use the "Teacher's Resource: Guidelines for Teachers in Preparing a Guest Speaker," to guide your selection and preparation of this health care provider before they present to your students. Ideally the speaker should bring samples of locally available birth control methods to show students during class if permitted.
- A day prior to the guest speaker's visit, ask students to write down a question, which will be anonymous, that they have about sexual and reproductive health care for the speaker. Collect these questions to use in case the students are too timid to ask questions directly during the presentation. This is helpful when students are hesitant to ask questions in front of each other.
- Print out copies of any resources that the guest speaker may want to provide if they are not able to bring copies with them.
- Unless the guest speaker provides one, consider developing a list of facilities that provide adolescent and youth-friendly health services to distribute to students at the end of the class.
- Print out copies of "Student Handout: Taking Care of Your Sexual Health," one per student.

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MATERIALS NEEDED:

- Projector and screen, or laptop, tablet (if there's limited Internet connection, download the video ahead of time).
- Video link: <https://amaze.org/video/personal-safety-sexual-healthcare-minors/>
- Chalk and blackboard or Flip Chart Paper and pen
- Teacher's Resource: Guidelines for Teachers in Preparing a Guest Speaker
- Student's Resource: Taking Care of Your Sexual Health
- Any available information about the sexual health care that your guest speaker will be presenting about



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

- 1. Describe at least three sexual health services that adolescents can access.** (Knowledge)
- 2. Acknowledge that taking care of your sexual health is important to overall health and nothing to be ashamed of.** (Attitudinal)
- 3. Identify at least one location where young people can get tested for STIs and pregnancy.** (Knowledge)

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PROCEDURE:

Step 1

Introduce the topic and reason for this lesson by saying, "To stay healthy, it's important to know and be able to access health services when you need them. Talking to a friend or trusted adult is a good way to start exploring how and where to seek care along with getting information about services. Today we will be learning about sexual health services, which are related to the parts of our bodies involved with reproduction and sexual behavior, where to access them, and how they are a key part of a person's overall health."

Ask students, "Who can tell me one reason why a young person might need sexual health services?" Ask for volunteers to share their ideas, which may include responses such as:

- They think they might be pregnant and want to take a pregnancy test.
- They are concerned that the condom broke during sex.
- They think they might have an STI and want to get tested for STIs.
- They are planning to have sexual intercourse and want to get contraception.
- They are planning to have sexual intercourse and want to be tested for STIs.
- They want to get tested for HIV.
- They want to get contraception for other health reasons.

Now ask students, "Who can tell me why a young person might not want to go to a health facility to get care?" Ask for volunteers to share their ideas, which may include responses such as:

- They are too shy to go on their own.
- They feel ashamed to go.
- They are worried that someone will see them going to the health facility and wonder why they are there.
- They don't want the health facility staff to tell their parents.
- They don't know how much it will cost and whether they can pay for it.
- They don't know what to expect.
- They don't have time to go.

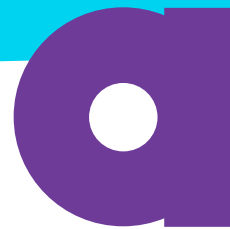
(5 minutes)



Note to the Teacher: Be sure to invite the guest speaker early enough so that they hear you introduce the session and the responses that students share to these opening questions so that they can begin to address them in their presentation to the class. Ask the guest speaker ahead of time to touch on how seeking sexual health services is nothing to be ashamed of and is a responsible way to take care of one's health.

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Step 2

Say that while there are many reasons for getting sexual health services, as said earlier, it can still be difficult for young people to access them. Tell students that some ways to make it easier to access services include talking to or going with a friend or trusted adult and finding out more about what services are available, what to expect, and where to access them. Let them know that you have invited a special guest to speak to the class today who can tell them all about the services that are available and respond to any worries that they may have about visiting a health care facility. Introduce your guest speaker and explain what their role is at the health care center and the name of the health care center. Explain that you will first watch a short video together and then the guest speaker will present for 10 minutes, followed by time for students to ask questions. Encourage students to write down any additional questions they may have during the video and as the guest speaker is presenting.



Show the AMAZE two and a half minute video

Accessing Sexual Health Care for Minors:

<https://amaze.org/video/personal-safety-sexual-healthcare-minors/>
(8 minutes)

Step 3

After the video, invite the guest speaker to present about their health care center and the sexual health care services they provide young people. Ask students to hold their questions until after the presentation and invite the guest speaker to begin. (12 minutes)

Step 4

When the guest speaker has concluded, thank them and distribute any resource materials provided by the guest speaker. Ask students if they have any questions and facilitate a question and answer session for an additional 10 minutes. If students do not initially have questions, you can start with any of the following questions, if this information has not already been covered in the guest speaker's presentation. Additionally, if you had students write down questions the day before, use some of those questions now to get the conversation started and to get their questions answered.

Sample Questions for the guest speaker:

- Why is it important for young people to access sexual health services?...

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- At what age can young people access services on their own?
- What are the different types of sexual health care services that you offer?
- Where is your clinic located? How can a young person get to your clinic location? Is there transportation available?
- What are the costs associated with the services you provide?
- Is everything confidential, meaning no one else can know about it? If not, what is not confidential and why?

(10 minutes)

Step 5

Once time has elapsed, ask students to thank the guest speaker for their time and sharing their expertise.

Ask students to think of one new thing they learned from the presentation and raise their hands once they have something in mind. Ask for five volunteers to share one new thing they learned with the whole group as a result of the guest speaker's presentation, making sure not to repeat any comments already shared.

(5 minutes)

Step 6

Conclude by noting that taking care of your sexual health is an important part of taking care of your overall health. While it might seem hard to access health services at first, when you know what they are, as we do now, and where to go, that helps a lot. Asking a trusted friend or adult to go with you to an appointment is another way to get support in order to get the care you need. Affirm that seeking sexual health services is nothing to be ashamed of and is actually a good way to take responsibility of your own health.

Distribute copies of the homework activity, Student Handout: Taking Care of Your Sexual Health, and explain the directions and expectations for the assignment with your students. Explain how the students should accomplish the task and when it is due. *(5 minutes)*

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KEY SUMMARY POINTS:

- Taking care of your sexual health is part of taking care of your overall health.
- Knowing what sexual health services are and where to access them is a great start to being able to get care when you need it.
- Asking a trusted friend or adult to accompany you to a visit is another way to support accessing care.

OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON:

The homework assignment can be used for assessment.

ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform and note student responses on a virtual blackboard. Students can be split up into virtual groups to work on a shared online document.

HOMEWORK (If any)

See Step 6 above, and distribute "Student Handout: Taking Care of Your Sexual Health."



TEACHER'S RESOURCE: GUIDELINES FOR TEACHERS IN PREPARING A GUEST SPEAKER

Here are some questions to consider when both selecting a guest speaker and preparing the guest speaker to present to your class.

1. Is the speaker's information medically accurate?
2. Is the presentation (including method and materials) inclusive of all students' needs?
3. Is there certainty that the speaker does not use fear-based educational techniques?
4. Is the philosophy of the expert speaker aligned with your curriculum?
5. Is the material appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, and students with disabilities?
6. Are the instruction and materials used in the classroom free from the teaching or promotion of religious doctrine?
7. Is the material free from promoting bias against any person?
8. Does the health care provider offer youth-friendly services?

Student Handout:

Taking care of your sexual health

Your name:

Date:

Directions: Complete sections A-D with information that was shared during class.

A: What is the name of the organization or clinic that the guest speaker was from?

B: List three sexual health services that adolescents can access:

1.

2.

3.

C: Identify at least one location where young people can go to get a pregnancy or STI test.

D: List any age restrictions shared by the guest speaker about accessing their services:

Directions: Answer question E and circle the best answer for question F.

E. Why do you think it's important for a person to seek sexual health services if they want to?

F. Who would be one person that you could ask to go with you to the clinic if you needed to access sexual health services?

a. Mother b. Father c. Guardian d. Sibling e. Cousin f. Aunt g. Uncle

h. Best friend i. Boyfriend or Girlfriend j. Other: _____