

# El Camino



## Student Workbook

ChildTrends.

# Table of Contents

## Lesson 1 – p. 1

- Handout 1.1: El Camino Map with **STAR** Definition – p. 2
- Handout 1.2: Sofia’s and Santiago’s Story/Novela – p. 4

## Lesson 2 – p. 5

- Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult – p. 6

## Lesson 3 – p. 7

- Handout 3.1: Road trips: On and Off Track – p. 8
- Handout 3.2: Warning Signs – p. 9
- Handout 3.3: Sofia’s and Santiago’s Story/Novela: Pedro’s Party – p. 10

## Lesson 4 – p. 13

- Handout 4.1: Sofia and Santiago’s Story/Novela: Seeing Amanda and Sebastian – p. 14

## Lesson 5 – p.17

- Handouts 5.1 a, b: Reproductive System of a Person with a Penis – p. 18, 20
- Handouts 5.2 a, b: Reproductive System of a Person with a Vagina – p. 19, 21
- Handout 5.3: Frequently Asked Questions: Pregnancy – p. 23

## Lesson 6 – p. 25

- Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know – p. 26
- Handout 6.2: Referral List of Youth Friendly Sexual and Reproductive Health Centers and Condom Resources – p. 28
- Handout 6.3: Sofia and David: Making Decisions – p. 29

- Handout 6.4: How Partners Can Be Involved in Using Hormonal Contraception – p. 30
- Handout 6.5: Contraceptive Timeline – p. 31
- Handout 6.6: Frequently Asked Questions: Contraception – p. 32

## **Lesson 7 – 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: Frequently Asked Questions: Condoms – p. 42
- Assignment #2: A Question for Your Parent/Guardian or Other Trusted Adult – p. 43

## **Lesson 8 – p. 45**

- Handout 8.1: Contraception and Reproductive Health Goals on Your Camino – p. 46
- Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner – p. 48

## **Lesson 9 – 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

## **Lesson 10 – 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

## **Lesson 11 – p. 69**

- Handout 11.1: Program Key Messages – p.70
- Handout 11.2: El Camino Map with **STAR** Definition – p. 71
- Handout 11.3: Steps Along Angela’s and Carlos’ Caminos – p. 73

# Lesson 1

## Program Key Messages:

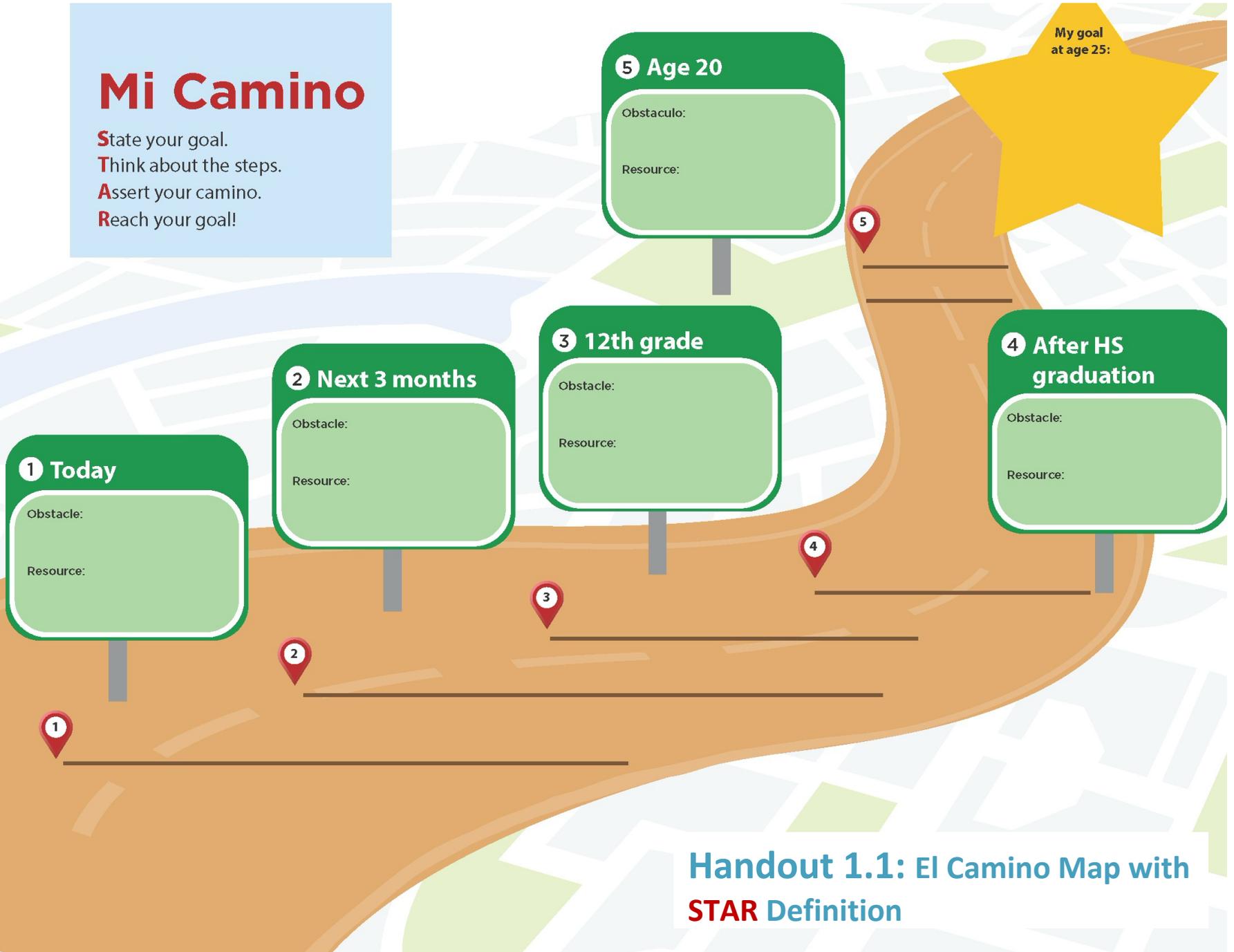
- YOU are in charge of setting and reaching your goals.
- TO reach your goal, use STAR: State Your goal, Think about the steps, Assert your camino, Reach your goal.
- Being assertive can help you stay on your camino and reach your goals.

## Key Message Lesson 1:

- YOU are in charge of setting and reaching your goals.

# Mi Camino

**S**tate your goal.  
**T**hink about the steps.  
**A**ssert your camino.  
**R**each your goal!



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

**1. State Your Goal!** 1) Think about a future goal that is really meaningful to you. 2)

The goal should be clear and realistic and should help you grow into an even better person.

**2. 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 map, create a timeline listing your steps.

**3. 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, and information from a trusted website. 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.

**4. 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, 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 use 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!

# Handout 1.2

## Sofia's and Santiago's Story/Novela

Two years ago, Sofia moved to the United States to live with her Aunt Camila. Sofia is in 9<sup>th</sup> grade. Aunt Camila's oldest daughter, Angela, is in 11<sup>th</sup> grade and is 2 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.

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.

# Lesson 2

## Key Message Lesson 2:

- Take steps now to reach your goal.

# Assignment #1

## A QUESTION FOR YOUR PARENT/GUARDIAN OR OTHER TRUSTED ADULT

### Instructions:

- You can text the question, call and ask your parent/other trusted adult, or ask them in person.
- Write their answer on the assignment sheet.
- It is important to complete this assignment. It gives you a chance to talk about your goals for yourself and your parents', guardian's, or other adult's goals for you.
- We will discuss the assignment during Lesson 3.

**Introduction and Question:** Tell your parent/guardian,

- We are talking about setting goals in my El Camino class. Our assignment is to ask you:
  - How much education do you think I should get?

**Answer:**

# Lesson 3

## Key Message Lesson 3:

- Learn to identify and respond to “warning signs”.

# Handout 3.1

## Road trips: On and 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.

- **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 are going to 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.

## Handout 3.2

### Warning Signs



- 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.
- Warning signs help you to decide whether it is best to move forward or stop.
- Warning signs provide us with a signal that can help us avoid making decisions that could lead us off track of our caminos.
- We should not ignore our warning signs.
- There may be times when we aren't able to notice or respond to warning signs, such as in an abusive situation. This doesn't mean that whatever happens is your fault.

# Handout 3.3

## Sofia's and Santiago's Story/Novela: Pedro's Party

Sofia's friend Alicia invited Sofia to a birthday party for Pedro. Pedro is in 12<sup>th</sup> 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 anyway 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? 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?

*Remember 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?

## Notes

A large, empty rectangular box with a thin black border, intended for taking notes. It occupies the majority of the page's vertical space below the 'Notes' header.

# Lesson 4

## Key Messages Lesson 4:

- Only have sex when you are ready.
- Experience life's road trips and identify resources that support reaching your camino.

# Handout 4.1

## Sofia's and Santiago's Story/Novela: Seeing Amanda/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.

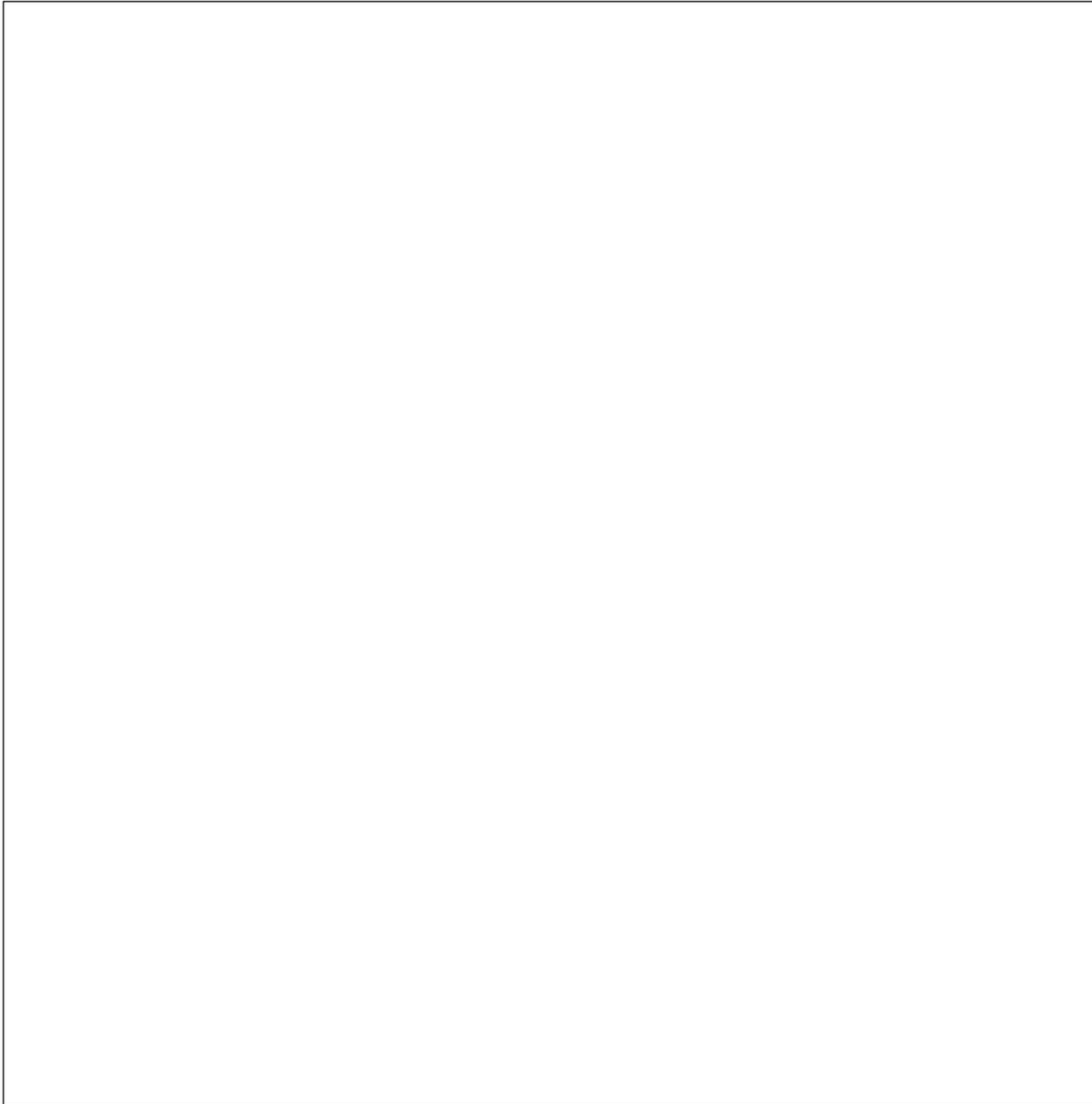
**Narrator:** Amanda grabs a pack of cigarettes sitting on a table on the porch. She lights one for herself and offers the pack to Santiago. Meanwhile, Sebastian quickly goes inside and comes back out with a bottle of liquor. Amanda and Sebastian start walking toward the street, as Santiago lags a few steps behind. Santiago is undecided about whether he wants to go with Amanda and Sebastian.

## Discussion Questions

1. How does Sebastian 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 tools (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?



## Notes

A large, empty rectangular box with a thin black border, intended for taking notes. It occupies the majority of the page's vertical space below the 'Notes' header.

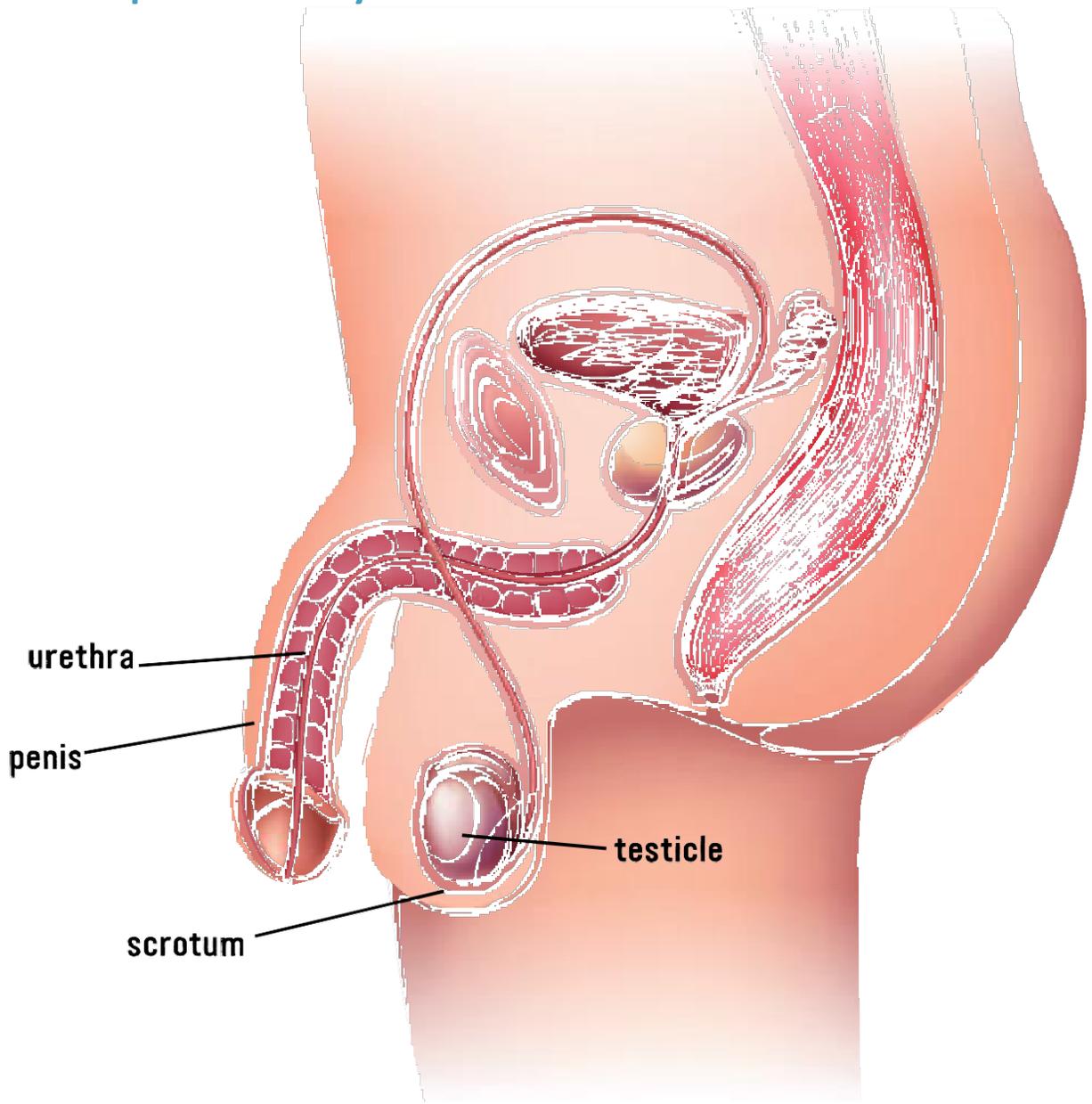
# Lesson 5

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

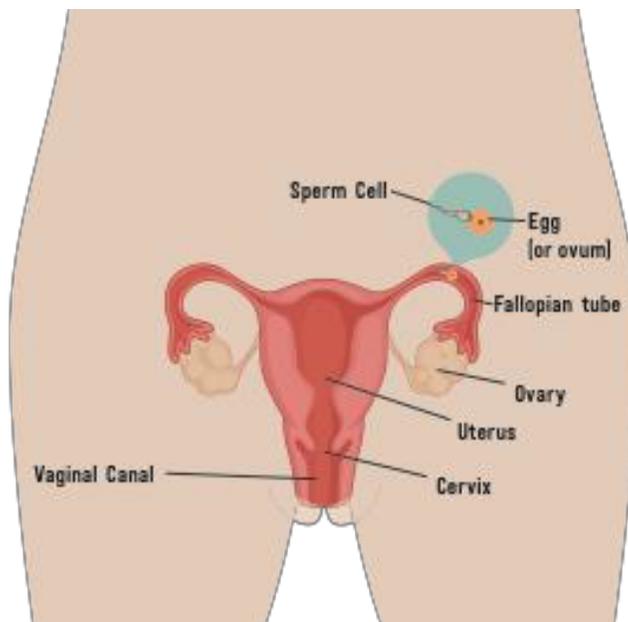
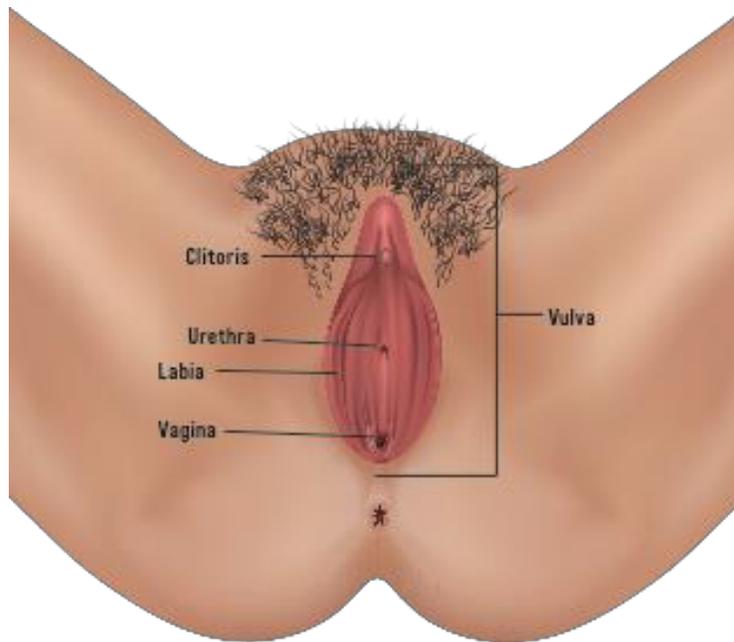
# Handout 5.1a

## The Reproductive System of a Person with a Penis



# Handout 5.2a

## The Reproductive System of a Person with a Vagina

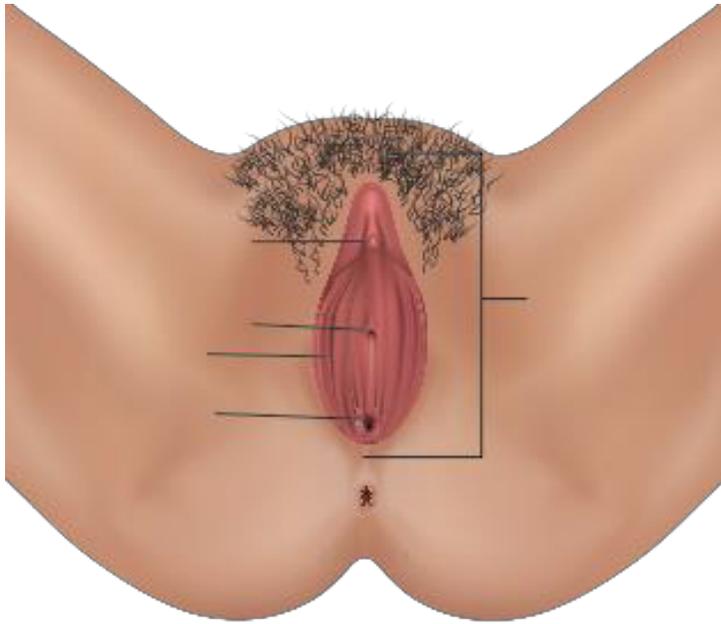




# Handout 5.2b

## The Reproductive System of a Person with a Vagina

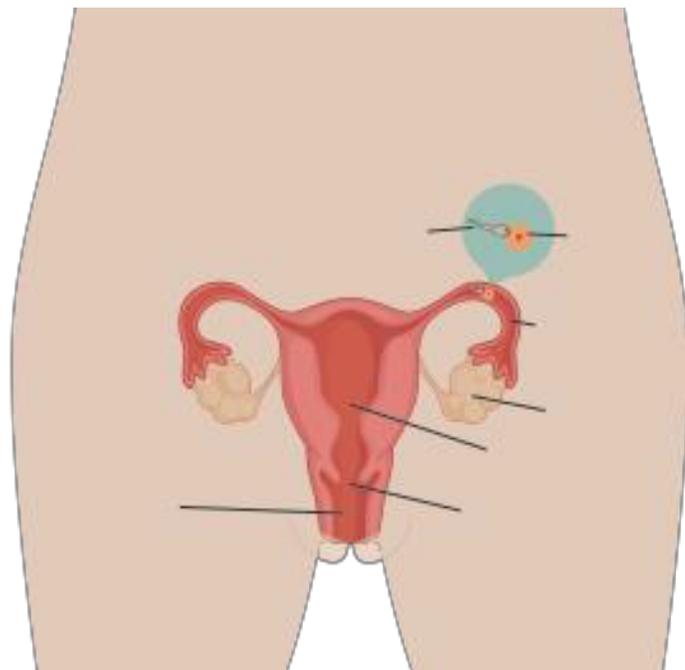
### External Reproductive System of a Person with a Vagina



Word Bank  
vagina  
urethra  
vulva  
labia  
clitoris

### Internal Reproductive System of a Person with a Vagina

Word Bank  
vaginal canal  
cervix  
uterus  
fallopian tube  
egg (or ovum)  
sperm cell  
ovary



**Puberty is...** the process of physical and sexual changes from childhood to adulthood, initiated by hormone signals from the brain to the gonads (in people with vaginas, these are the ovaries). This is the time in life when a person becomes sexually mature. Puberty usually takes several years to complete – sometimes even more than five or six – and changes the brain, bones, muscles, skin, breasts, and reproductive organs.

Puberty usually happens between ages 10 and 14 and includes breast development, hair growth in the pubic area and armpits, and menstruation (or a period).

**Ovulation is...** the process in the human menstrual/fertility cycle where a mature ovarian follicle ruptures and releases an ovum (a reproductive cell, also called an egg).

**Menstruation is...** the shedding of the uterine lining as part of the menstrual cycle.

**Fertilization is...** when an ovum (a reproductive cell from a person with a vagina, also called an egg) joins with a sperm (a reproductive cell from a person with a penis) which then develops into an embryo or fetus within the uterus.

**Ejaculation is...** the discharge of genital fluid, usually (but not always) as a result of sexual stimulation and/or orgasm.

# Handout 5.3

## Frequently Asked Questions: 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/>.

### 1. Is abstaining the best way to prevent unintended 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 his 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.<sup>1</sup> 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.<sup>2</sup>

### 3. Can a person 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 a person with a vagina get pregnant if the person with the penis pulls out before they ejaculate?

- **Yes.** Even before a person ejaculates, some semen with sperm can come out through the 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

---

<sup>1</sup> Nemours TeensHealth, "Could I get pregnant the first time i have sex?," 2017, <https://kidshealth.org/en/teens/first-time.html>

<sup>2</sup> Nemours TeensHealth, "Could I get pregnant if i've never had my period?," 2016, <http://kidshealth.org/en/teens/pre-period.html>

have some vaginal bleeding that can be mistaken for a period.

- b. Sometimes ovulation can happen before the bleeding from a person's period has stopped or within a few days after their period is over. Not all people with vaginas ovulate only once per month. And all people with vaginas can ovulate at different points from cycle to cycle, making it impossible 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.<sup>3</sup>

---

<sup>3</sup> Nemours TeensHealth, "Could I get pregnant if i have sex during my period?," (2018), <http://kidshealth.org/en/teens/sex-during-period.html>

# Lesson 6

## Key Message Lesson 6:

- Choose and always use an effective contraceptive method to help you stay on your camino.

# 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?
<b>IUD or “intrauterine device”</b> 	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.		
<b>Implant</b> 	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. The 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.		
<b>Shot</b> 	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.		
<b>Patch</b> 	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.		
<b>Ring</b> 	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. These hormones prevent ovulation.	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 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.		
<b>Pill</b> 	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.		

## Resources

For more information about contraception, visit the websites listed below:

**Bedsider:** <https://bedsider.org/>

**Planned Parenthood:** <https://www.plannedparenthood.org/learn/birth-control>

**Power to Decide:** <https://powertodecide.org/sexual-health/your-sexual-health/find-your-method>

**The American Congress of Obstetricians and Gynecologists:** <http://www.acog.org/Patients>

**Whoops Proof:** <http://www.whoopsproof.org/>

## **Handout 6.2**

### **Referral List of Youth Friendly Sexual and Reproductive Health Centers and Condom Resources**

# Handout 6.3

## Sofia and David: Making Decisions

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 still has 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 really true.

1. What are some ways that David can be involved in Sofia's use of hormonal contraception?

2. How might culture affect how a person feels about their responsibilities related to contraception? What have you heard from family, friends, and "popular culture" about responsibility and contraception?

3. How would a pregnancy affect Sofia's goals?

4. How would a pregnancy affect David's goals?

### Important points to remember:

- Hormonal contraceptive 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.
- However, the person using contraception 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.

# Handout 6.4

## How Partners Can Be Involved in Using Hormonal Contraception

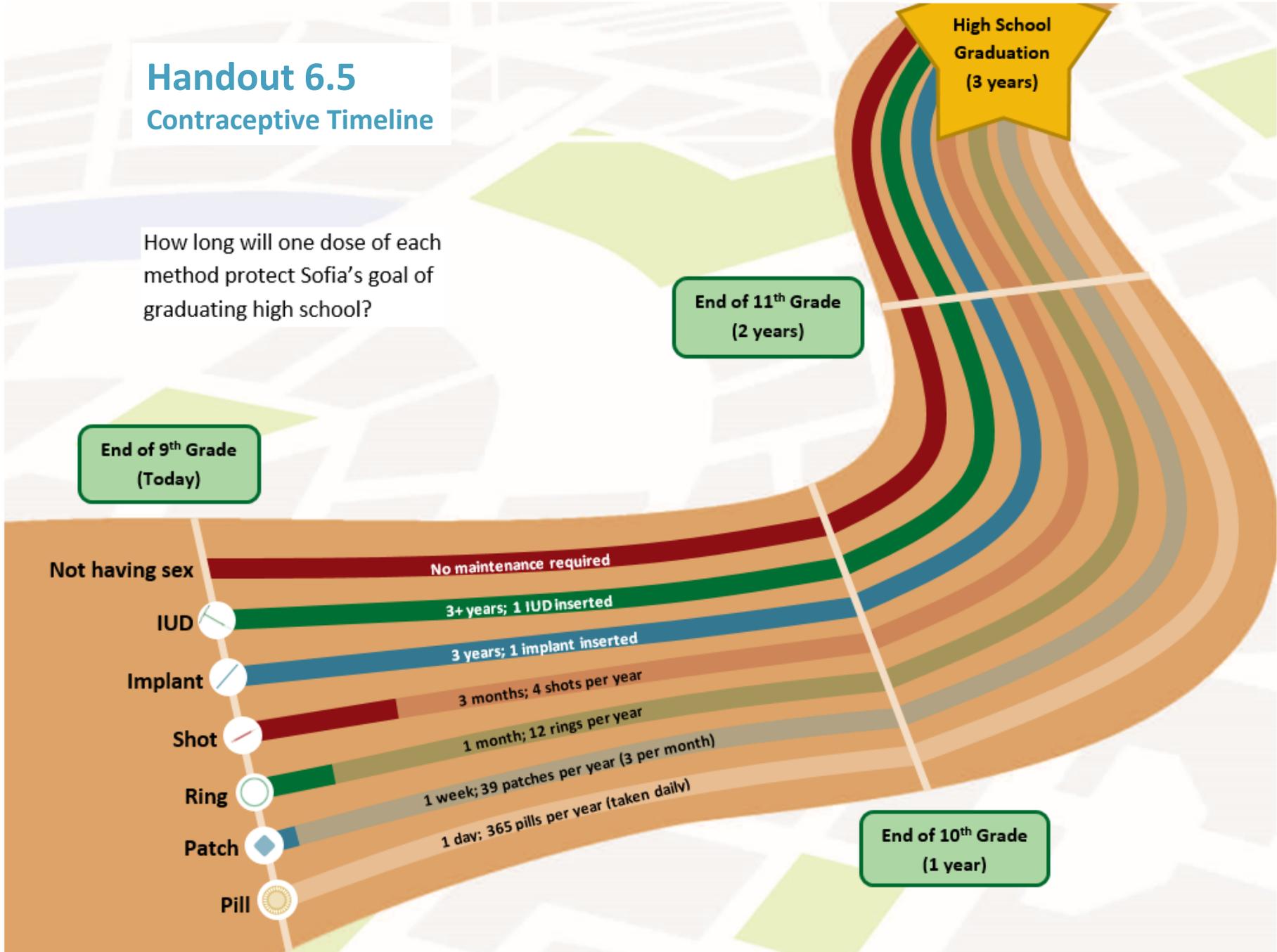
Using hormonal contraception is not just the responsibility of the person who can get pregnant. If a teen couple decides to have sex, then BOTH people in the relationship must take responsibility for preventing unintended pregnancy and STIs. Partners can be involved with using hormonal contraception by:

- Learning about contraception and helping their partner decide on a method.
- Helping to find a youth-friendly health care center.
- Reminding their partner to use the method.
- Helping pay for the method.
- Accompanying their partner to their health care appointment.
- Encouraging their partner to go to the clinic if they have any questions about how the method is working.

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

# Handout 6.5 Contraceptive Timeline

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



# Handout 6.6

## Frequently Asked Questions: 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 people using that method in a given year, less than one will get pregnant.<sup>4</sup>

### IUD

- 4. 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.<sup>5</sup>

### Patch

- 5. Can the patch get wet?**
  - **Yes.** The patch will stay on when you shower, swim, or exercise.<sup>6,7</sup>

### Shot

- 6. How much of a window do you have to get 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."<sup>8</sup>

### Pill

- 7. Do I really have to take the pill every day?**
  - **Yes.** Not taking the pill every day will decrease the effectiveness of the birth control.

---

<sup>4</sup> Planned Parenthood, "Birth control", n.d., <https://www.plannedparenthood.org/learn/birth-control>

<sup>5</sup> Bedsider, "Is it safe to have the hormones from the IUD inside you all the time?," 2015, <https://bedsider.org/questions/41-is-it-safe-to-have-the-hormones-from-the-iud-inside-you-all-the-time?tag=iud>

<sup>6</sup> Kids Health, "Birth Control: the Patch," 2022, <https://kidshealth.org/en/parents/bc-patch.html>

<sup>7</sup> Planned Parenthood, "How do I use the birth control patch?," n.d., <https://www.plannedparenthood.org/learn/birth-control/birth-control-patch/how-do-i-use-birth-control-patch>

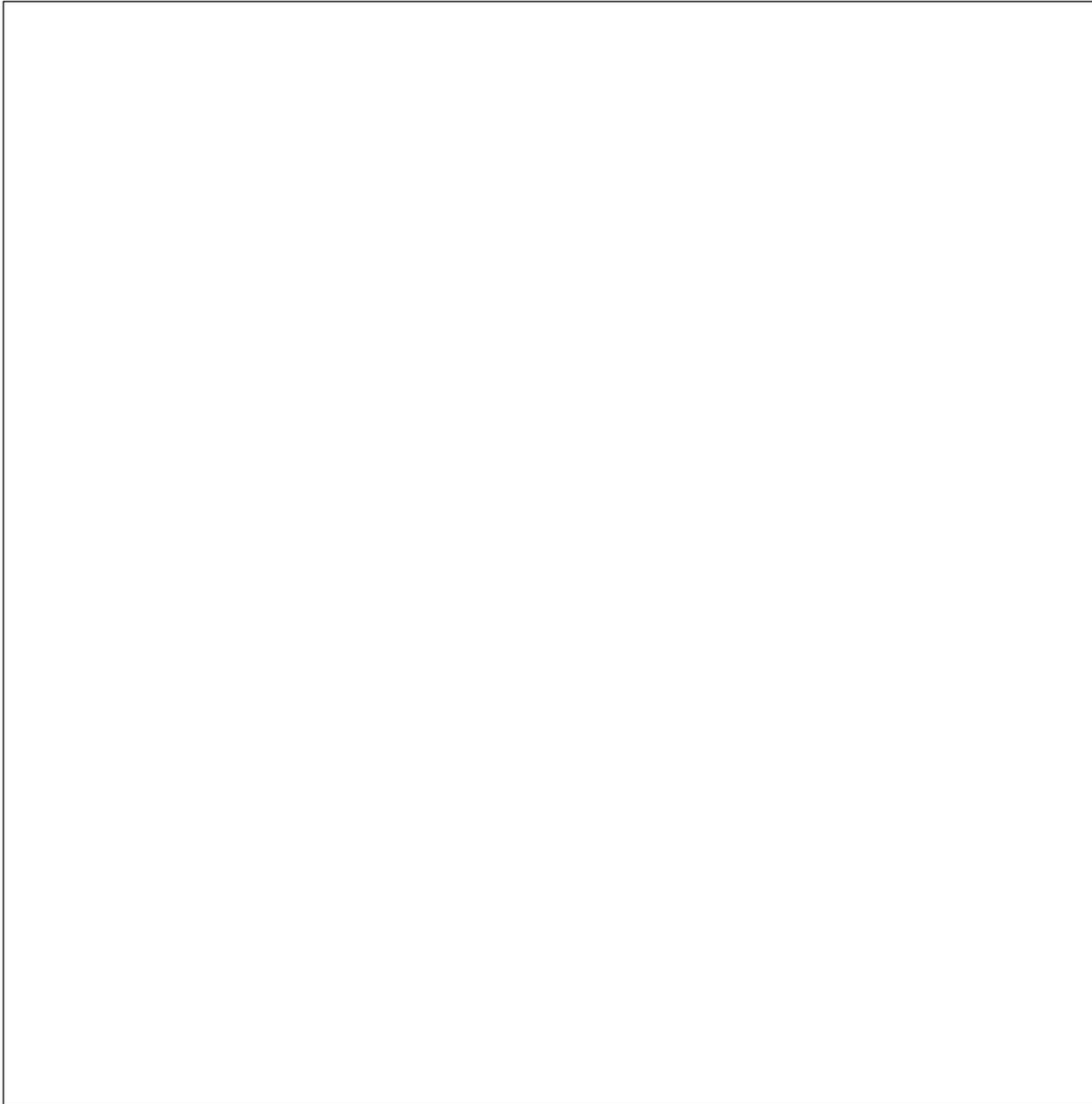
<sup>8</sup> Bedsider, "How often do I have to get the shot?" 2015, [https://bedsider.org/questions/175-how-often-do-i-have-to-get-the-shot?tag=the\\_shot](https://bedsider.org/questions/175-how-often-do-i-have-to-get-the-shot?tag=the_shot)

## Emergency Contraceptive

### 8. Can emergency contraceptives reduce the risk of pregnancy if a person has unprotected penile-vaginal 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.

## Notes

A large, empty rectangular box with a thin black border, intended for taking notes. It occupies the majority of the page's vertical space below the 'Notes' header.

# Lesson 7

## Key Message Lesson 7:

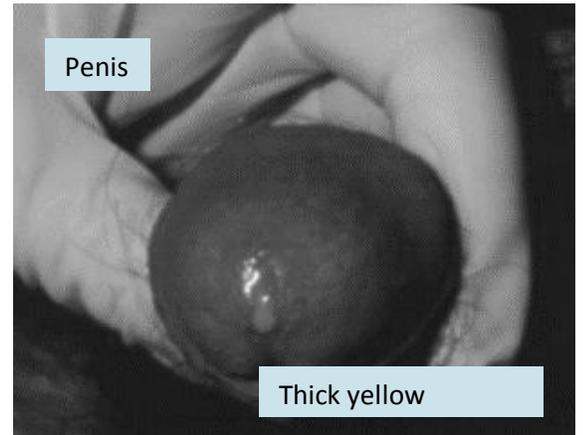
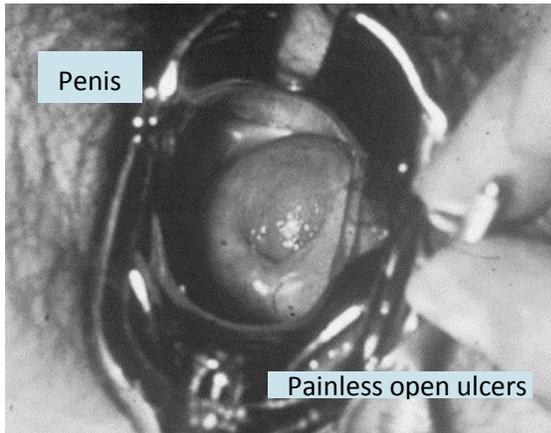
- Safe sex means preventing unintended pregnancy and/or STIs.

# Handout 7.1

## Sexually Transmitted Infections (STIs)

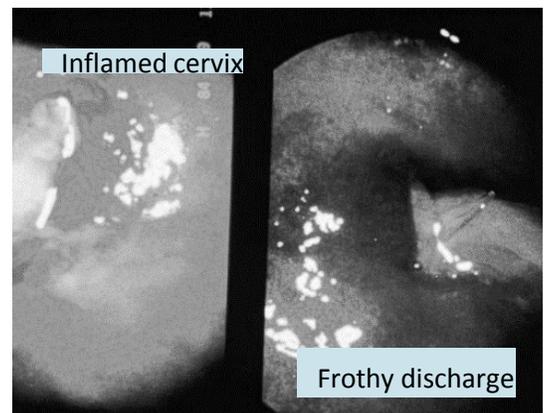
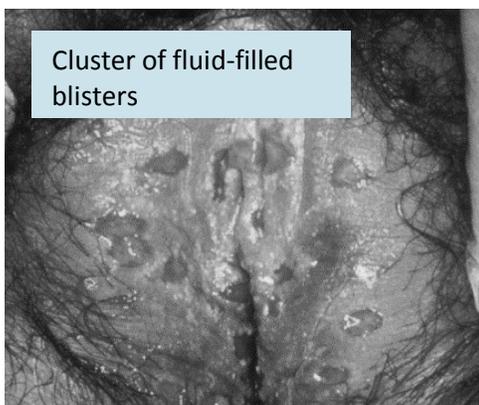
- STIs are transmitted from having unprotected sex. They can also be transmitted by having close intimate contact – for example rubbing against genitals.
- The best way to protect against these infections is to not have sex. If you choose to have sex and want to avoid these infections, you must use a condom. In fact, if you choose to have 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.
- 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 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.

Individuals who are infected with STIs are more prone to acquire HIV than uninfected individuals. An HIV-infected individual who is also infected with another STI, is more likely to transmit HIV through sexual contact than other HIV-infected persons. Thus, the presence of other STIs increases the likelihood of both transmitting and acquiring HIV.



## Syphilis<sup>9</sup>

## Gonorrhea<sup>10</sup>



## Genital Herpes<sup>11</sup>

## Chlamydia<sup>12</sup>

<sup>9</sup> Source: Centers for Disease Control and Prevention, "Syphilis Images," 2016, <https://www.cdc.gov/std/syphilis/images.htm>

<sup>10</sup> Source: Florida STD/HIV Prevention Training

<sup>11</sup> Center Source: Centers for Disease Control and Prevention

<sup>12</sup> Source: St. Louis STD/HIV Prevention Training Center

# Handout 7.2

## The Three Steps of Correct Condom Use – Shorter Version

### 1. Protect Your Goals

- 1a: Remind yourself how condoms and contraception protect your goals.
- 1b: Make a shared goal with your partner to use condoms.

### 2. Prepare Your Protection

- 2a: Get condoms.
- 2b: Store condoms in an easy-to-reach place that protects the condoms.
- 2c: Make sure the condom you are about to use isn't expired.
- 2d: Check for damage and open the condom package carefully.

### 3. Put It On and Take It Off

- 3a: Pinch the tip of the condom.
- 3b: Roll the condom all the way down.
- 3c: After having sex, hold the condom at the base and carefully withdraw immediately after ejaculating.
- 3d: Dispose of condom.

### 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 sex, consider using emergency contraception. See **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know.**

# Handout 7.3

## The Three Steps of Correct Condom Use – Longer Version

### 1. Protect Your Goals

#### a. **Remind yourself how condoms and contraception protect your goals.**

- Use your limit-setting skills to “STOP and look for warning signs” when sexual situations come up that require a condom.
- You have the skills to set limits and prevent the "heat of the moment" from leading you into having sex that might take you off track of your camino.
- Remember the safest way to avoid an unintended pregnancy or STI is to not have penile-vaginal 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.**

- Being romantic or sexual with someone else is a type of relationship. Even if there’s no formal commitment, one thing that defines a healthy relationship is the support for each other’s goals.
- One shared goal every relationship should have—no matter how short or long, serious or casual—is to protect each other’s health by using condoms.

### 2. Prepare Your Protection

#### a. **Get condoms.**

- Know where you can obtain condoms in the community – for example drug stores, supermarkets, health center, Planned Parenthood, etc.
- Only use condoms made from latex, polyurethane, or polyisoprene. Do NOT use animal skin condoms or gimmick/novelty condoms.
- See **Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources.**

#### b. **Store condom in an easy-to-reach place that protects the condoms.**

- Keep condoms away from heat and sunlight, as these can weaken condoms, causing them to tear or break during sex. Do not keep condoms in your wallet.
- Safer places to store condoms include a jacket pocket, purse, dresser drawer/night table, cardboard box under the bed, etc.
- 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.**
  - Check the expiration on the condom before using it.
  - DO NOT use expired condoms.
  
- d. **Check for damage and open the condom package carefully.**
  - Make sure there are no tears on condom package.
  - Carefully open the package and remove the condom.
  - Do NOT open a condom package with your teeth or by cutting it with scissors These are ways a condom can get damaged and be made unsafe to use.

### 3. Put It On and Take It Off

- a. **Pinch the tip of the condom.**
  - Pinch the tip of the condom before putting on an erect penis.
  - Pinching the condom prevents air from being trapped in the condom and also creates space for the ejaculate (semen) to squirt into – this will reduce the chance that the condom could break.
  
- b. **Roll the condom all the way down.**
  - 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 to keep the condom from slipping off.
  - 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 you find yourself putting the condom on inside out you 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 your partner.
  - Different brands vary slightly in size BUT condoms stretch to fit any size penis. You can find a brand that feels good for you.
  
- c. **After having sex, hold on to the base of the condom and carefully withdraw immediately after ejaculating.**
  - It is important to hold the base of the penis and condom as you withdraw after sex. This is in order to make sure that the condom does not slip off and leak.

- d. 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.
- e. **Dispose of the condom.**
  - Do not flush a condom in a toilet.
  - Put the used condom in a tissue and throw it away.

### 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 sex, consider using emergency contraception. See **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know.**

# Handout 7.4

## Frequently Asked Questions: Condoms

### 1. Can condoms really go bad?

- **Yes.** “Condoms<sup>13</sup> can go bad... And when they do, they can break more easily. That’s why you should always check the condom’s expiration date<sup>14</sup> and give the wrapper a thorough inspection<sup>15</sup> 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.”<sup>16</sup>

### 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 two people are having penile-vaginal sex and the condom breaks, they should seek emergency contraception like Plan B if the person who can get pregnant was not already using another form of contraception like the IUD or implant. All couples should seek STI testing if a condom breaks, even if they weren’t having penile-vaginal sex.

---

<sup>13</sup> Bedsider, “Birth Control: Condom,” n.d., [http://bedsider.org/methods/condom#side\\_effects\\_tab](http://bedsider.org/methods/condom#side_effects_tab)

<sup>14</sup> Centers for Disease Control and Prevention, “Condom Effectiveness: Male (External) Condom,” 2022, <https://www.cdc.gov/condomeffectiveness/male-condom-use.html>; Amy W. Anzilotti, “How can you tell if a condom has expired?,” Kids Health, 2020, <https://kidshealth.org/en/teens/condom-check.html>

<sup>15</sup> Bedsider, “How do I check a condom wrapper for damage?,” 2021, <https://www.bedsider.org/questions/1857-how-do-i-check-a-condom-wrapper-for-damage>

<sup>16</sup> Bedsider, “What’s wrong with using expired condoms?,” 2016, <https://bedsider.org/questions/323-what-s-wrong-with-using-expired-condoms?tag=condom>

# Assignment #2

## A QUESTION FOR YOUR PARENT/GUARDIAN OR OTHER TRUSTED ADULT

### Instructions:

- You can text the question, call and ask your parent/other trusted adult, or ask them in person.
- Write their answer on the assignment sheet.
- It is important to complete this assignment. It gives you a chance to talk about your goals and your parents' guardian's or other adult's goals for you.
- We will discuss the assignment during lesson 8.

**Introduction and Question:** Tell your parent/guardian:

We are talking about reproductive health and healthy relationships in my *El Camino* class. We have been assigned to ask a parent/guardian this question:

- What is the right time to start a family?

**Answer:**



# Lesson 8

## Key Message Lesson 8:

- Healthcare providers are a resource for choosing and using an effective contraceptive.

# Mi Camino

**S**tate your goal.  
**T**hink about the steps.  
**A**ssert your camino.  
**R**each your goal!

## 1 Today

Obstacle:  
Resource:  
My Reproductive Health Goal:

## 2 Next 3 months

Obstacle:  
Resource:  
My Reproductive Health Goal:

## 3 12th grade

Obstacle:  
Resource:  
My Reproductive Health Goal:

## 4 After HS graduation

Obstacle:  
Resource:  
My Reproductive Health Goal:

## 5 Age 20

Obstacle:  
Resource:  
My Reproductive Health Goal:

My goal  
at age 25:

## Handout 8.1:

### Contraception and Reproductive Health Goals on Your Camino

**1. State Your Goal!** 1) Think about a **future goal** that is really meaningful to you. 2)

The goal should be clear, realistic and help you grow into an even better person.

**2. 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.

**3. 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 website. 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.

**4. 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 on 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!

# Handout 8.2

## Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner

### Directions

- Your small group has 8 minutes to complete the script below. Use **Handout 6.1: Hormonal Contraceptive Methods – What Young Adults Need to Know** and anything you have learned from the last three lessons to complete the script.
- Pick three people in your group to be the: 1) nurse practitioner, 2) Sofia and 3) David.
- Two groups will be invited to present a 2–3-minute skit in front of the class.

### Assumptions

- The clinic in their skits is one that serves everyone – including teens who are documented and undocumented. People of all genders (as patients and/or as supportive partners) are welcome at the clinic.
- The clinic has funding to provide free or low-cost contraceptive methods to teens.
- Contraceptive services can be provided to teens without notifying their parents.
- All services are confidential.

### Sofia and David Going to the Clinic

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 has chosen two methods 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.

### Skit Script

**Nurse Practitioner:** Good afternoon, Sofia. My name is Michelle, and I am a nurse practitioner here at the clinic. Sofia, have you thought about which contraceptive you want to use?

**Sofia:** I want to know more about the.... (Check the contraceptive method assigned to your group):       IUD       Implant

**Nurse Practitioner:** Okay great. I can definitely give you information about that. The \_\_\_\_\_(IUD/Implant) is available here at the clinic.

**Sofia:** Oh good. Can you tell me how the \_\_\_\_\_(IUD/Implant) works?

**Nurse Practitioner:** Sure. (Write some information about how method works)

**Sofia.** OK. That makes sense. How do I use it?

**Nurse Practitioner:** Good question. (Write some information about how to use method)

**Nurse Practitioner:** Do you have any other questions?

**Sofia:** My boyfriend David and I have been trying to learn more about contraceptives. Can we ask him to come in and discuss the (IUD/Implant) further?

**Nurse Practitioner:** Yes, of course. (The nurse practitioner goes to the waiting room to invite David to join Sofia).

**Nurse Practitioner:** Sofia and I were just discussing information about the IUD/Implant. Do you have any questions?

**David:** How can I help Sofia use the IUD/Implant \_\_\_\_\_?

**Nurse Practitioner:** David, it's great that you want to support Sofia. (Write about how David can help support Sofia in choosing and inserting this method)

**David:** Does this method also protect against sexually transmitted infections?

**Nurse Practitioner:** No. (Write some advice that the Nurse Practitioner would likely give Sofia and David about protecting themselves from sexually transmitted infections. Be sure to discuss using both condoms and the contraceptive method to prevent pregnancy and STIs)

**Nurse Practitioner:** Do you have any more questions about the \_\_\_\_\_(IUD/Implant)?

**David/Sofia:** [What is one question David or Sofia might have about the \_\_ (IUD/Implant)?]

**Nurse Practitioner:** That's a great question. (Provide an answer to the question in the line below.)

**Sofia:** What if I don't like this method?

**Nurse Practitioner:** You need to give your body a chance to adjust to a new birth control method. However, it's important to know that sometimes the first method you try turns out to not be the best for you. If that happens, we can try another method. If you feel that you want to try another method, come back to the clinic—but remember, before your clinic appointment, either abstain from sex or continue with your current birth control method. David, you can help support Sofia if she wants to change her contraceptive method. But remember, Sofia has the final say in what contraceptive method is going to work best for her.

**Sofia:** Thank you for answering all of our questions. We're glad we came today. I think I have decided to start using the IUD/Implant.

**Nurse Practitioner:** It is my pleasure. Thank you both for coming in today. You have made an important decision today. Sofia, you need to stay here for a few more minutes so that we can arrange for you to start using the IUD/Implant.

# Lesson 9

## Key Messages Lesson 9:

- In a healthy relationship, support the other person's camino as well as your own.
- Communicate your limits assertively to prevent unintended pregnancy and/or STIs.

# Handout 9.1

## Two Communication Styles

**Passive:** When you don't communicate what you really think, feel, or want.

When do people communicate passively?

- Afraid to hurt the others' feelings.
- Afraid of conflict.
- Feel emotional (like angry or disappointed) and feel too distracted by those feelings to communicate clearly.
- Can't find the words to express what they are feeling.

**Assertive:** When you respectfully, clearly, and firmly say what you are thinking, feeling, or wanting. You say what you really mean and mean what you say. You say what your needs are, and you protect your limits. Personal limits define a point at which you will not act in a particular way or engage in certain behaviors. For example, someone's personal limit might be that she/he will not have sex until she/he is older and in a committed relationship.

When do some people communicate assertively?

- To make their point clear.
- Want to be specific and direct about what they are communicating.
- When they feel confident in their decision and know their personal limits.

**Note:** Just because you communicate assertively does not mean the other person will. If they do not listen, you might have to walk away. Remember, do not use harsh, disrespectful, or insulting language or physical violence.

### A Note about Being Assertive and Staying on Your Camino

Staying on your camino is what is going to help you reach your future goals and one day have a job that will allow you to have a comfortable life. To stay on your camino, you will need to assertively set and protect your limits – especially when it comes having sex.

Remember the only 100% 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 barrier method consistently.

Some people are forced into having sex and this is not their fault.

# 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.

### Scenario 1

**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. 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.

### Scenario 2

**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. 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 you came to Pedro's party and we can spend some time together.

**Sebastian:** Yeah, okay. Cool.

# Handout 9.3

## Nonverbal Communication

1. There are many ways that we communicate with each other. Non-verbal communication refers to facial expressions (smiling, looking surprised) and body language (standing erect, using hands to emphasize what you are saying).
2. For effective assertive communication, it is important that your nonverbal actions support what you want to say.
3. Some examples of assertive nonverbal communication include:
  - **Make eye contact.** Look at the person you are talking to in a way that shows that you are serious about what you are saying. Avoid looking angry or “glaring” at the person.
  - **Use a serious facial expression.** You want to communicate that you mean what you say.
  - **Stand straight and confident.** Your posture helps to communicate that you know what you want to do and that what you are saying is important to you.
  - **Emphasize your words nonverbally.** When you say “no” shake your head or use a hand motion that emphasizes “no.” **Do not** use rude hand gestures.
  - If necessary, **walk away from the situation.**

# Handout 9.4

## Student Nonverbal Communication Practice Directions and Scenarios

1. Form pairs.
2. Review the scenarios. There are two characters in each scenario (Alicia and Pedro; Sofia and David). One person will play Alicia in the first scenario and the other person will play Sofia in the second scenario.
3. In each scenario, the person playing Pedro/David reads the lines and the other person playing Alicia/Sofia should use **nonverbal communication only to refuse** the suggestions by Pedro/David.
4. Take a few minutes to think about how you will respond in an assertive nonverbal way when playing the role of Alicia/Sofia. Plan how you are going to act it out.
5. Don't focus on writing things down. Instead, focus on practicing your non-verbal communication skills!
6. Perform each scenario one time.
7. You have a total of 6 minutes to complete this activity.

# Assertive Nonverbal Communication Practice Scenarios

## Alicia and Pedro: At the Party

**Background:** Alicia, Sofia, and Santiago went to Pedro's party together. Santiago disappeared outside with his old friends and Sofia saw David and started dancing with him. Alicia tried to hang with Sofia and David and was taking pictures of them. However, Sofia acted annoyed and after a while, Sofia and David went upstairs. Alicia walked around the house and found Pedro sitting alone in a room watching soccer and drinking beer. Pedro starts pressuring Alicia to have sex. Alicia does not want to have sex and uses nonverbal assertive communication to refuse.

**Pedro:** I had to get out of there for a few minutes. Some of those people are a little crazy.

**Alicia:**

**Pedro:** You are looking good tonight. Come over here and have a seat.

**Alicia:**

**Pedro:** (Starts touching Alicia's arm and moving closer to her) Relax. Have a beer.

**Alicia:**

**Pedro:** (Moves in closer to Alice and continues to try to put his arm around her) You are real sweet. Come on, it's my birthday.

**Alicia:**

**Add an ending – how does Pedro respond? What does Alicia do when Pedro continues to pressure her to do something that she does not want to do?**

## Sofia and David: After the Clinic Visit

**Background:** Sofia and David went to the clinic to start using a contraceptive before having sex. When they talked to the Nurse Practitioner, she said that if they are sexually active they should use both the contraceptive to prevent unintended pregnancy and use condoms to protect themselves from STIs. Sofia and David started having sex a few days after visiting the clinic. They use both the contraceptive and condoms. After a couple of weeks, David invites Sofia to his house. They have been kissing and touching each other. David starts to pressure Sofia to have sex without using a condom.

**David:** Sofia, I don't think we need to use condoms anymore.

**Sofia:**

**David:** We don't have any sexually transmitted diseases. I feel like you don't trust me.

**Sofia:**

**David:** It will feel so much better without a condom. We're a couple now.

**Sofia:**

**David:** Just one time.

**Sofia:**

**Add an ending - how does David respond? What does Sofia do when David continues to pressure her to do something that she does not want to do?**

# Handout 9.5

## Assertive Communication Practice Scenarios

### Santiago and Sebastian

**Background:** After meeting at Pedro’s party, Santiago and Sebastian start spending time together. At first, they are just friends, but Santiago has always liked Sebastian and notices that Sebastian also seems to have similar feelings. After a few weeks, they become sexually involved. Santiago knows that Sebastian has had several partners before him.

One day Sebastian comes over to Santiago’s house while his parents are out. Sebastian starts to kiss and touch Santiago. Sebastian suggests that they not use condoms. They have always used condoms before, but Sebastian feels that they should trust one another to be in a single (monogamous) relationship. Santiago uses assertive communication to refuse to have sex without condoms.

**Sebastian:** (moving aggressively toward Santiago) I’m so into you right now. I think we should stop using condoms now that we have been in a relationship for a couple of months.

**Santiago:**

**Sebastian:** What’s wrong? You trust me, don’t you? Come on... You know how I feel about you.

**Santiago:**

**Sebastian:** We will enjoy ourselves more without condoms. Let’s try it once without condoms.

**Santiago:**

**Add an ending – how does Sebastian respond? What does Santiago do/say when Sebastian continues to pressure him to do something that he does not want to do?**

## Sofia and David

**Background:** Sofia and David have been together for a few months. They have been consistently using contraceptives and condoms. Sofia feels good about being protected from becoming pregnant or getting a sexually transmitted disease. One evening Sofia went out with her girlfriends. Afterward, she went by David's house. David could tell that Sofia had been drinking alcohol. Sofia starts to kiss and touch David, but David doesn't like it when Sofia drinks too much and he does not want to have sex. David uses assertive communication to refuse to have sex when Sofia is drunk.

**Sofia:** (moving aggressively toward David) You look good tonight, David.

**David:**

**Sofia:** What's wrong with you... I'm feeling really hot.

**David:**

**Sofia:** Come on... I've been thinking about you all evening.

**David:**

**Sofia:** Don't be such a drag. I just want to have a good time.

**David:**

**Add an ending – how does Sofia respond? What does David do/say when Sofia continues to pressure him to do something that he does not want to do?**

# 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 they were 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.

# Lesson 10

## Key Message Lesson 10:

- Communicate assertively to support yourself, your relationships, and your camino.

# Handout 10.1

## What is Consent?

**CONSENT** is an agreement that two people must make if they are going to have sex. Consent needs to be addressed with assertive communication.

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.

There are several parts of consent, all of which must occur before someone can participate mutually and equally in a sexual relationship.

- **BOTH PARTNERS....**
  - **NEED TO BE CAPABLE OF GIVING CONSENT.** To give consent, a person must be fully aware of what they are doing. A child is not able to fully agree to engage in sexual behaviors with an adult. The use of alcohol or drugs can interfere with someone's ability to make clear decisions about having sex. The more a person drinks or uses drugs, the less able they are to give consent.
  - **ARE FREE TO ACT WITHOUT PRESSURE, THREATS, OR VIOLENCE.** The decision to have sex must be without coercion. Acceptance of a gift or a favor is not consent to have sex.
  - **MUST HAVE THE OPTION TO SAY "NO."** Even if you and your partner have had sex before, you or your partner can choose not to have sex at any time or stop sex at any time. **REMEMBER: "No" means "No."**
  - **MUST CLEARLY COMMUNICATE THEIR WILLINGNESS AND PERMISSION.** Just because a person fails to resist sexual advances does not mean that they are willing. **Silence does not equal consent.** It is important to be honest in communicating feelings about consent. Both people must know that they understand the same thing about the agreement.

## Handout 10.2

### Consent or Not Consent?

	Consent	Not Consent
When one partner wears a sexy outfit		✓
When one partner seems willing but says nothing		✓
When both partners agree to have sex	✓	
When a partner hasn't said "no" but they are drunk or high		✓
When a couple goes someplace together to be alone		✓
When a couple has had sex before		✓
When making out with partner		✓
When someone has sent a text with a sexy picture		✓
When one partner gives a nice gift		✓

# Handout 10.3

## Referral List of Youth Friendly Resources about Healthy Relationships

# Handout 10.4

## Setting Limits with Romantic Partners – Pedro and Alicia

### Directions

- Read the scenario.
- Use assertive communication and set limits for Alicia. Help her stay on her camino!
- After writing out the lines, read them out loud to each other.

### Scenario 1: Pedro and Alicia

Last session, Alicia was at Pedro's party and he was trying to touch and kiss her. Alicia refused and left the party. About a week later Alicia saw Pedro in the neighborhood. At first Alicia was a little uncomfortable, but Pedro was very funny and joking around. Soon Alicia felt more at ease. The two of them started spending time together.

After about three weeks of seeing each other regularly, Pedro gave Alicia a beautiful pair of earrings. The gift makes Alicia feel special and wanted, but she still doesn't feel that she really knows Pedro and thinks it's too early to start having sex. Alicia also knows her mother would not approve of her going out with Pedro because he is 18-years-old, and Alicia is 15.

Alicia is not using any type of contraceptive and she knows she could never handle a pregnancy and being a mother at this age. And she really doesn't want anything to interfere with her plans to go to nursing school.

On Saturday night, Pedro took Alicia out and paid for a nice dinner. After dinner, Pedro invited her to his house. When they arrive at Pedro's house, no one is home. Alicia sits down and Pedro goes in the kitchen and comes out with two drinks. Alicia doesn't want to drink and thinks it is risky in this situation.

**Pedro:** Come on, I saw you drinking at my party.

**Alicia:**

Pedro and Alicia talk for a while and then Pedro reaches over to start unbuttoning Alicia's shirt.

**Alicia:**

**Pedro:** I know you're nervous. Just do what feels natural. I know you have a great body.

**Alicia:**

**Pedro:** You know that I like you a lot. Think about those earrings I bought you last week. This will make us feel a lot closer to each other.

**Alicia:**

**Finish the story with how Pedro responds to Alicia's continued refusal to have sex.**

# Handout 10.4

## Setting Limits with Romantic Partners – David and Sofia

### Directions

- Read the scenario.
- Use assertive communication and set limits for Sofia. Help her stay on her camino!
- After writing out the lines, read them out loud to each other.

### Scenario 2: David and Sofia

David and Sofia have been together exclusively for three months. They have been having sex and really like each other. Sofia continues to use a contraceptive, but David continues to want to stop using condoms. Sofia knows that David has had previous relationships. When they went to the clinic, Sofia was tested for STIs, but David never made an appointment to go back for testing. She recently reminded David again about going to the clinic for STI testing, but he got mad and said she didn't trust him.

Sofia has been studying more and doing better in school. She talked with a job counselor about her goal of being a sports physical therapist. He was very supportive and gave her a list of what she needs to do prior to applying to college. Sofia feels like she can reach her goal if she stays on track.

One afternoon, David and Sofia are making out in Sofia's room. Clothes are coming off, and Sofia hands David a condom.

**David:** Why are we still using condoms? It would be so much nicer without one.

**Sofia:**

**David:** Come on, you know I'm clean. I haven't felt anything down there like an infection. Don't you trust me?

**Sofia:**

**David:** But I hate having to put one on every time we have sex. How about just this one time? Nothing will happen.

**Sofia:**

**Finish the story with how David responds to Sofia's continued refusal to have sex without condom.**

# Handout 10.4

## Setting Limits with Romantic Partners – Santiago and Sebastian

### Directions

- Read the scenario.
- Use assertive communication and set limits for Santiago. Help him stay on his camino!
- After writing out the lines, read them out loud to each other.

### Scenario 3: Santiago and Sebastian

Santiago has missed time at school because his mother was ill, and he had to work at the store. He is trying to catch up on his school work. Santiago really wants to reach his goal of going to business school, and he knows he needs to keep his grades up.

Last lesson, we heard that Santiago and Sebastian have become sexually involved. Their relationship is casual, and Santiago is sure that Sebastian is also spending time with someone else. A few weeks ago, Santiago and Sebastian went to a party. There was a lot of drinking at the party and Sebastian was drunk when they left.

After leaving the party, Santiago goes back to Sebastian’s house. Sebastian wants to have sex without a condom. Santiago knows the risk of getting STIs is much greater without a condom, and he doesn’t want to worry about going for testing and needing the time and money to get treatment if he tests positive for an STI.

**Sebastian:** Hey, what’s going on with you? It’s Saturday night – let’s have some fun.

**Santiago:**

**Sebastian:** Come on, you know it feels better without a condom. Why are you so on edge?

**Santiago:**

**Sebastian:** I thought we had something good going.

**Santiago:**

**Finish the story with how Sebastian responds to Santiago’s continued refusal to have sex.**

# Lesson 11

Child Trends.

El Camino 

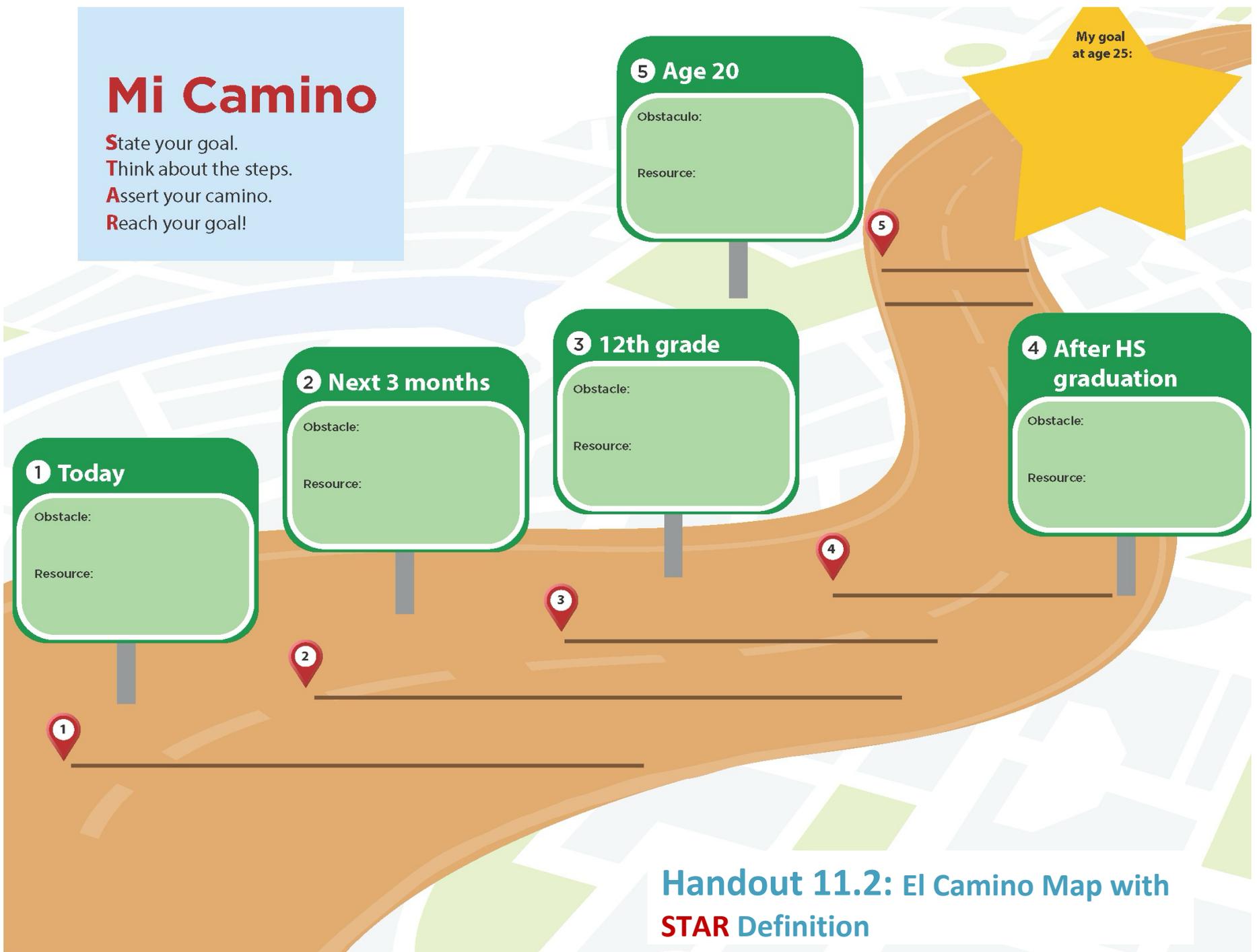
## Handout 11.1

### Program Key Messages

1. You are in charge of setting and reaching your goals.
2. To reach your goal, use **STAR**: State your goal, Think about the steps, Assert your camino, Reach your goal
3. Being assertive can help you stay on your camino and reach your goals.
4. Only have sex when you are ready.
5. Preventing unintended pregnancy and STIs involves both partners.
6. In a healthy relationship, support the other person's camino, as well as your own.

# Mi Camino

**S**tate your goal.  
**T**hink about the steps.  
**A**ssert your camino.  
**R**each your goal!



Handout 11.2: El Camino Map with  
**STAR** Definition

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

**2. 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 map, **create a timeline** listing your steps.

**3. 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 website. 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.

**4. 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!

# Handout 11.3

## Steps Along Angela's and Carlos' Caminos

The four acts in this worksheet are part of the story of Angela and Carlos. Remember that we were briefly introduced to Angela in Lesson 1. She is Sofia's older cousin. We will now learn more about Angela and her boyfriend Carlos and their experiences over four years, starting in 10<sup>th</sup> grade and ending with their first year of college. Each act represents a time when Angela and Carlos need to communicate limits and make important decisions to protect their caminos.

### Directions

- Read the story/novela one act at a time.
- After reading each act of the story/novela, practice applying what you have learned in the *El Camino* program by answering each of the questions on the worksheet. Feel free to review some of the handouts in your student workbook. Some of the handouts that might be useful include:
  - **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 on**
  - **Handout 9.1: Two Communication Styles**
- We will repeat this activity for the four acts of the story/novela.

# Act One – 10<sup>th</sup> Grade

## Angela Sets Her Future Goals

### What's Happening...

Angela is in 10th grade. She wants to be a software engineer by the time she is 25 years old. She is a good student and belongs to her school's drama club. Her dad passed away when she was younger. She is close to her mom, grandmother and two brothers. Unfortunately, she rarely gets to see her mom because her mom works two jobs to help the family make ends meet. Recently, Angela's younger cousin Sofia came to the United States and moved in with them. Angela recently met Carlos in her Algebra class. Angela and Carlos have started spending time together outside of school. Angela likes Carlos a lot, but she knows that she is not ready to have sex.

If needed, see your **Handout 1.1: My *El Camino* Map and STAR Definition** for help.

### Questions

1. What is Angela's long-term goal? How might culture affect Angela reaching her long-term goal? What are five steps that Angela will have to take to achieve her long-term goal?
  - a. Immediately
  - b. In the next 3 to 6 months
  - c. During 12<sup>th</sup> grade
  - d. After high school graduation
  - e. At age 21
2. What is one obstacle that could create a roadblock for Angela? How could she prevent or overcome this obstacle? What resources could she use to stay on her camino?

# Act Two – 11<sup>th</sup> Grade

## Angela and Carlos Communicate Their Limits about Waiting to Have Sex

### What’s Happening...

Angela is finishing 11<sup>th</sup> grade. She is still dating Carlos and they like each other a lot. Angela wants to protect her goal of becoming a software engineer by age 25. She knows that the only 100% sure way to prevent unintended pregnancy and STIs is to not have sex. She is not ready to have sex now. She thinks that Carlos feels the same way, but they haven’t talked about it yet.

One day they are alone at Carlos’ house and are kissing. Angela starts to feel anxious, and she is concerned that what they are doing will lead to sex. Angela pulls away from Carlos and says that she needs time to think. Carlos looks surprised and asks Angela why she is pulling away from him.

Angela decides to use assertive communication to talk to Carlos about not being ready to have sex.

If needed, see **Handout 9.1: Two Communication Styles** for help.

### Questions

1. What are Angela’s warning signs telling her?

2. How can having unprotected sex affect Angela’s camino and take her off track?

3. Angela asserts her sexual limits. Using an assertive communication style, write a line or two for Angela to say to Carlos that would help her communicate her sexual limits.

4. Why might it be hard for Angela to continue to use assertive communication when talking with Carlos?

5. How will assertively communicating her sexual limits to Carlos help Angela reach her goals?

# Act Three – 12<sup>th</sup> Grade

## Carlos Communicates His Limits about Not Having Unprotected Sex

### What's Happening...

Angela and Carlos are in 12<sup>th</sup> grade. They are in love. They have talked about having sex.

Carlos got his driver's license. After going to the movies one weekend, Carlos and Angela start kissing in his car. They start to take off each other's clothes. It's clear that both of them are ready to have sex. Neither has a condom. Carlos and Angela are not ready to become parents, and both have big long-term goals. Angela is still focused on becoming a software engineer and Carlos is interested in a career in the medical field.

Carlos decides to use **STAR** to support both of their goals.

If needed, see **Handout 9.1: Two Communication Styles** for help.

### Questions

1. What are Carlos' warning signs telling him?

2. How can having unprotected sex affect Carlos' camino and take him offtrack?

3. Carlos asserts his sexual limits. Using an assertive communication style, write a line or two for Carlos to say to Angela that would help him communicate his sexual limits.

4. How will assertively communicating his sexual limits with Angela help Carlos reach his goals?

# Act Four – First Year of College

## Angela Takes Steps to Obtain Contraception

### What’s Happening...

Angela has started her first year of college. Carlos enlisted in the Navy after graduation and is training as a medic. Angela and Carlos only see each other about once a month. They love each other. They have been using condoms every time they have sex but know that they need to visit the health care center to get a more effective method of contraception. Carlos’s friend Francisco was having sex with his girlfriend and their condom broke. His girlfriend used emergency contraception, but the experience really scared them. Both Carlos and Angela want to avoid this situation.

If needed, see **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know** and **Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources** for help.

### Questions

2. Since Angela is going to college in the same city where your high school is located, what clinic might you recommend she visit?

3. How can Carlos be involved in the couple’s use of contraception?

4. How might culture affect Carlos’s feelings about his role in Angela’s use of contraception?

5. Choose a contraceptive method for Angela:

IUD     Implant     Shot     Patch     Ring     Pill

6. Why is this a good choice for her?

## Questions: Sofia and David

It looks like Carlos and Angela are doing well and staying on the caminos. Sofia and David are now in 11<sup>th</sup> grade. Sofia misses Angela since she went away to college. However, visiting Angela at college makes her more excited about her own education and reaching her goals. David has been working part-time in addition to still playing on the soccer team. David has talked to his coach about trying to get a soccer scholarship to attend college.

1. Where do you think Sofia is on her camino? Where do you think David is on his camino?

2. How do you think Sofia's and David's relationship is doing? [Probes: Are they still in a relationship? Why or why not?]

3. Do you think Sofia's goals changed? How have they changed?

4. Has Sofia been on any "road trips"? How have the road trips affected Sofia staying on her camino?

5. What would you tell Sofia about how to stay on her camino and reach her goals? What would you tell David about how to stay on his camino and reach his goals?

**Signs for Vote with Your Feet**

**Disagree**

# Agree