**Grade 8 Lessons**

**Lesson 8-1: Creating the Classroom Climate**

Classroom expectations and group rights and responsibilities are established. Students review the key Social and Emotional Learning (SEL) skills taught in the program: self-awareness, self-management, social awareness, relationship skills and responsible decision making. They complete a “roadmap to resources” in which they identify people and places they could go to for questions about sexuality or relationships and review the decision-making model by applying the steps to a scenario.

**Lesson 8-2: Healthy and Unhealthy Relationships**

Students explore the characteristics of healthy versus unhealthy relationships. They are introduced to two diagrams that present the different characteristics associated with power and control in unhealthy relationships and those associated with equality in healthy relationships. Then they analyze scenarios to identify the aspects of power and control and/or equality depicted in each. To personalize the learning, students make their own plan for having a healthy relationship.

**Lesson 8-3: Addressing Obstacles to Abstinence**

After reviewing the definitions of abstinence and postponement, students identify positive outcomes of abstinence and suggest strategies for making it effective. They brainstorm obstacles to abstinence and write advice columns to a teen who wishes to remain abstinent.

**Lesson 8-4: Comprehensive Protection Methods**

This lesson reviews protection methods. Abstinence is reinforced as a healthy and safe choice for eighth graders, and students discuss why protection is important when a person decides to become sexually active. Students review what they know about various contraceptive methods, students are shown samples of the methods, and watch a condom demonstration video. They explore obstacles to condom use and reasons for using condoms. As homework, they create a 1-page fact sheet on one of the protection methods they’ve learned about.

**Lesson 8-5: STI/HIV Transmission**

In this lesson, a simulation introduces students to patterns of STI transmission, then students examine feelings and responsibilities associated with STIs. They discuss the risk of multiple partners and compare how sequential versus concurrent partners affects transmission of STIs. Students examine the risk of various behaviors and review the importance of testing. They review facts about HIV transmission in preparation for the speaker presentation in the next class.

**Lesson 8-6: Living with HIV**

In this lesson, students hear a presentation and participate in a question-and-answer session with a speaker who is living with HIV (or watch a video featuring people living with HIV). They reflect on the experience by writing a thank-you letter to the speaker (or a letter to someone in the video). As homework, they create HIV awareness posters that contain information about modes of transmission, how to get tested and ways to reduce risk.

**Lesson 8-7: Refusal Skills**

Students debrief the speaker presentation or the video from the last class. Then they review communication, refusal and negotiation skills and practice these skills using roleplays with different scenarios involving both resisting pressures to have sex and maintaining abstinence and negotiation of protection methods.

**Lesson 8-8: Goals and Decision-Making**

Students brainstorm future wishes and ideas of what they want to become and link the SEL skills to these desired outcomes. They work in small groups to consider how the consequences of sexual activity might affect the characters in various scenarios, both positively and negatively, and review protection and risk-reduction.

**Lesson 8-9: Get Real Capstone Project**

In this culminating lesson, students create media projects to demonstrate the positive messages of Get Real. They are shown examples of public service announcements, pamphlets, educational posters and print ads, then are given class time to work on their projects. They conclude the lesson by reflecting on their own personal limits around sexual behaviors and how they can address challenges to those limits.