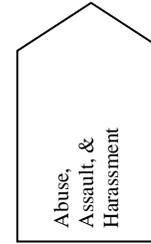


FAMILY LIFE EDUCATION



FAMILY LIFE EDUCATION

GRADE K

LESSON 1

SOL:

K.4 The student will recognize that everyone is a member of a family.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will identify that there are many different types of families.
- **The student will be able to identify the adults versus child.**

INSTRUCTIONAL MATERIALS:

- Video
- Story books
- Magazines
- School counselor

KEY TERMS:

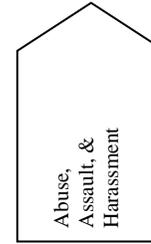
- Family
- Two parent family
- Single parent family
- Extended family
- Blended family
- Adoptive family
- Foster family
- Step parents
- Introduce family terminology (aunt, uncle, grandparent, cousin)
- Adult
- Child

ASSESSMENT OPPORTUNITIES:

- Picture of their family
- Discussion
- Drawing
- Identify family members from a photo

PARENT / STUDENT ACTIVITY

- color sheet to complete together
- identify your family
- create a family mural together



FAMILY LIFE EDUCATION

GRADE K

LESSON 2

SOL:

K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify positive words and actions which convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.

INSTRUCTIONAL MATERIALS:

- Videos (safe adults)
- Storybooks
- School counselor
- puppets

KEY TERMS:

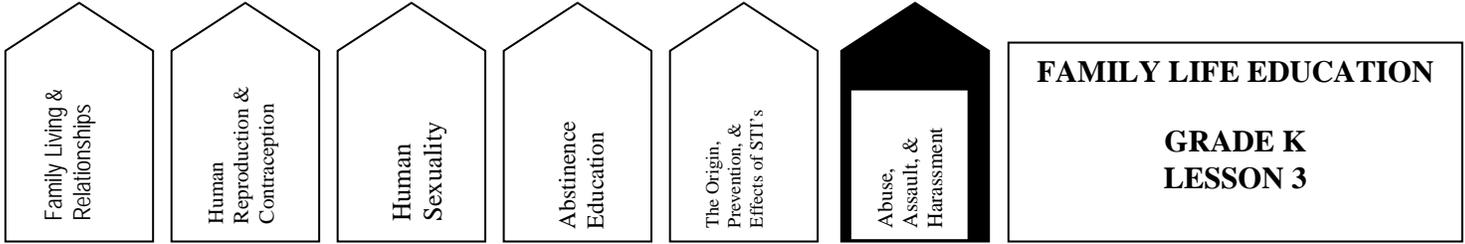
- Listening
- Hugging
- Touching
- Praising
- Encouraging
- Affection
- Respect
- Supporting
- Helping
- Friendship
- Celebration
- Appropriate expressions

ASSESSMENT OPPORTUNITIES:

- Orally identify ways to show love and affection.
- Roll play respect/appreciation for others
- Describe ways to celebrate in various situations.

PARENT / STUDENT ACTIVITY

- Show one of your family members that you appreciate them and explain how you did it.



SOL:

K. 8 The student will recognize the elements of good and bad touches by other.

Descriptive Statement: Elements of good touches by others are identified as follows (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings

K. 9 The student will demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This involves learning how to say “no” in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

ESSENTIAL KNOWLEDGE and SKILLS:

- Students will understand the difference between good and bad touches
- Students will understand that uncomfortable touching is not a secret, and they should be able to identify good and bad secrets.
- Students will be able to identify trusted adults.
- Students will learn how to say “no”

INSTRUCTIONAL MATERIALS:

- Storybook

KEY TERMS:

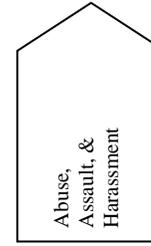
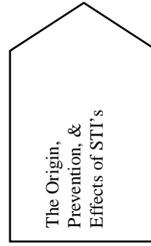
- Good Touch
- Bad Touch
- Uncomfortable/comfortable
- Secret

ASSESSMENT OPPORTUNITIES:

- None

PARENT / STUDENT ACTIVITY

- Practice ways to say “no”.
- Hugs and Kisses Play (when available)



FAMILY LIFE EDUCATION

GRADE 1

LESSON 1

SOL:

1.4 The student will develop an understanding of the importance of a family and of different family patterns.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to realize that all families need loving parents or other responsible adults regardless of the type of family.
- The student will be able to identify the importance of all family members regardless of family type.

INSTRUCTIONAL MATERIALS:

- Story books
- Videos
- School counselors
- Puppets
- Peer counselors
- School social worker
- Mentors
- Guests from various types of families
- Peer groups from various families

KEY TERMS:

- Family
- Single parent family
- Two parent family
- Extended family
- Adoptive family
- Foster family
- Blended family
- Step parents
- Previous marriage
- Divorce
- Widow/widower

ASSESSMENT OPPORTUNITIES:

- Identify their particular family pattern
- Draw their family
- Diagram / create a family tree

PARENT / STUDENT ACTIVITY

- Assist students with family tree.
- Ask a parent what their family structure was.



FAMILY LIFE EDUCATION

GRADE 1

LESSON 2

SOL:
 1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.

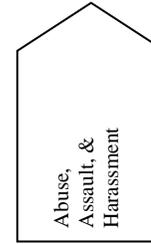
- ESSENTIAL KNOWLEDGE and SKILLS:**
- The student will identify the roles that each member plays in order to contribute to the success of a functional family.
 - The student will acknowledge that each member has a specific role (ex. Providing food, shelter, laundry, financial, repairs, purchasing clothing, recreational activities)
 - The student will acknowledge that families may need to meet the needs of elderly or handicapped members.

- INSTRUCTIONAL MATERIALS:**
- Video
 - Storybooks
 - Puppets
 - Guest families (non traditional)
 - School counselor

- KEY TERMS:**
- Family
 - Provider
 - functional family (family works together to meet everyone's needs)
 - necessities
 - handicapped
 - elderly

- ASSESSMENT OPPORTUNITIES:**
- list the responsibilities of each family member
 - describe your role in your family
 - plan a family outing

- PARENT / STUDENT ACTIVITY**
- Discuss their list with their parents
 - Have students switch roles at home for one hour.
 - Have student attempt to take on one or more parent responsibility roles.
 - Have student planning a family outing with their parents.



FAMILY LIFE EDUCATION

GRADE 1

LESSON 3

SOL:

1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Similar to objective K.6

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify positive words and actions which convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.

INSTRUCTIONAL MATERIALS:

- Videos (safe adults)
- Storybooks
- School counselor
- puppets

KEY TERMS:

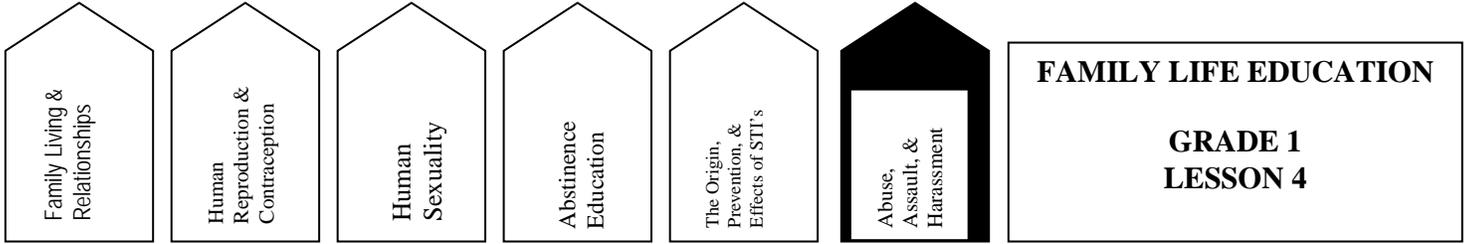
- Listening
- Hugging
- Touching
- Praising
- Encouraging
- Affection
- Respect
- Supporting
- Helping
- Friendship
- Celebration
- Appropriate expressions

ASSESSMENT OPPORTUNITIES:

- Orally identify ways to show love and affection.
- Roll play respect/appreciation for others
- Describe ways to celebrate in various situations.
- Write a story about a favorite celebration.

PARENT / STUDENT ACTIVITY

- Show one of your family members that you appreciate them and explain how you did it.



SOL:

1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

ESSENTIAL KNOWLEDGE and SKILLS:

- Students will demonstrate strategies for avoiding inappropriate touching of their private parts.
- Students will identify the difference between good and bad touching.
- Students will learn to identify a trusted adult.
- Students will understand that abuse is never their fault.

INSTRUCTIONAL MATERIALS:

- **Your Body Belongs to You** by Cornelia Spelman, Albert Whitman and Company 1997

KEY TERMS:

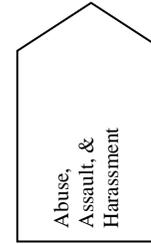
- Good/bad touch
- Private parts

ASSESSMENT OPPORTUNITIES:

- Class participation.

PARENT / STUDENT ACTIVITY

- Work with your parent to identify trusted people in your life.



FAMILY LIFE EDUCATION

GRADE 2

LESSON 1

SOL:

2.2 The student will realize that adults other than parents also provide care and support for children.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify adults, other than parents, who provide care and support to children in their community.

INSTRUCTIONAL MATERIALS:

- Storybooks
- Videos
- Guest from the community (firemen, policemen, rescue squad)

KEY TERMS:

- Foster parents
- Child care providers
- Extended family members
- Neighbors
- Family friends
- Personnel of community support agencies,
- Civic organizations
- Religious organizations

ASSESSMENT OPPORTUNITIES:

- List people that provide care to you, other than parents.
- Question / answer session
- discussion

PARENT / STUDENT ACTIVITY

- Identify together other adults that provide care to you or your family.
- Create a family phone/address book of care providers important to your family.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 2
LESSON 2

SOL:

2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Similar to objective K.6 and 1.11

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify positive words and actions which convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.

INSTRUCTIONAL MATERIALS:

- Videos (safe adults)
- Storybooks
- School counselor
- puppets

KEY TERMS:

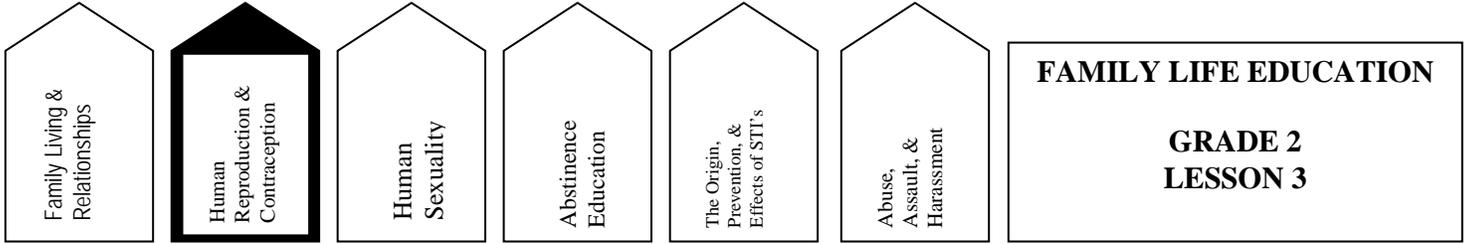
- Listening
- Hugging
- Touching
- Praising
- Encouraging
- Affection
- Respect
- Supporting
- Helping
- Friendship
- Celebration
- Appropriate expressions

ASSESSMENT OPPORTUNITIES:

- Discuss appropriate contact within and outside of the family.

PARENT / STUDENT ACTIVITY

- Discuss appropriate ways to show affection within their family.



SOL:

2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.

Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.

ESSENTIAL KNOWLEDGE and SKILLS:

- Students will understand that babies grow inside the mother's body in a special place called the uterus.

INSTRUCTIONAL MATERIALS:

- Power Point slide or transparency:
 - "Pregnancy Progression" (side view)
- Book discussing pregnancy?

KEY TERMS:

- Uterus/womb
- Newborn
- Pregnancy/pregnant
- Expectant mother

ASSESSMENT OPPORTUNITIES:

- None

PARENT / STUDENT ACTIVITY

- Have students bring in a picture of when they were a newborn or when mom was expecting.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 2
LESSON 4

SOL:

2.7 The student will advance in readiness to say “no” and to tell a trusted adult about inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches.

ESSENTIAL KNOWLEDGE and SKILLS:

- Students will demonstrate strategies for avoiding inappropriate touching of their private parts.
- Students will identify the difference between appropriate and inappropriate touching.
- Students will learn to identify a trusted adult.
- Students will understand that abuse is never their fault.
- Students will identify strangers.

INSTRUCTIONAL MATERIALS:

- **Storybook**

KEY TERMS:

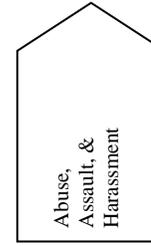
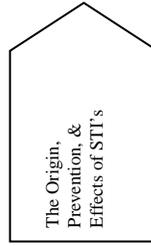
- Appropriate/Inappropriate touching
- Private parts

ASSESSMENT OPPORTUNITIES:

- Class participation.

PARENT / STUDENT ACTIVITY

- Work with your parent to identify trusted people in your life.
- Work with your parent to identify a family plan to identify safe houses for when one feels frightened.



FAMILY LIFE EDUCATION

GRADE 3

LESSON 1

SOL:

3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand that changes occur within the family including the addition or the birth of a sibling, the birth of a handicap child, death, illness, separation, divorce, remarriage, and children leaving home.
- The student will understand that there are healthy coping strategies including physical activity, talking about feeling, and creative expressions.
- The student will understand that feelings should be expressed openly and in appropriate ways.

INSTRUCTIONAL MATERIALS:

- Video
- School Counselor
- Special education teacher

KEY TERMS:

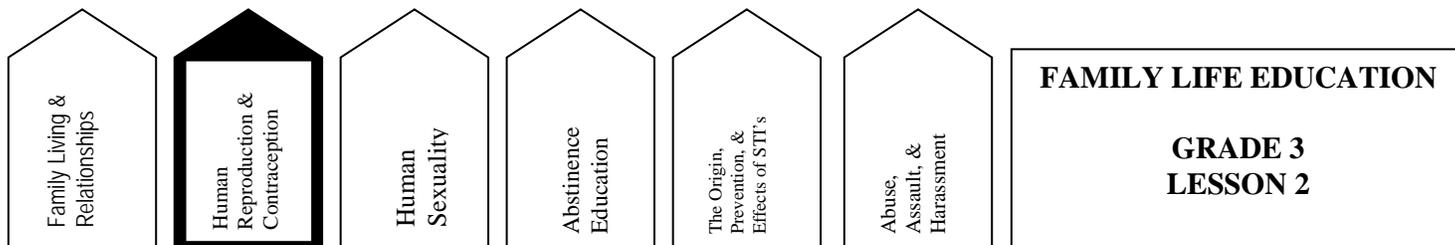
- Family including all the types of families
- Sibling
- Handicap
- Divorce
- Separation
- Examples of physical activity
- Creative expressions through art, music, drama, dance, role playing activities

ASSESSMENT OPPORTUNITIES:

- List handicaps and ways to accommodate those with handicaps.
- Identify ways to express emotions in appropriate way.
- List examples of appropriate ways to deal with feelings associated with change

PARENT / STUDENT ACTIVITY

- Discuss a time of change in the parent's life when they were growing up, how it may them feel, and how they were able to cope.



SOL:
3.8 The student will comprehend that the baby grows inside the mother’s body for nine months and then is born.
Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, and then the baby leaves the mother’s body through the vagina or through Caesarean section. The extent of the discussion of the birth process at the point is dependent upon the students and the topics that arise.

- ESSENTIAL KNOWLEDGE and SKILLS:**
- Girls only will understand the purpose and function of the female reproductive organs.
 - Girls will understand the development of the fetus inside the uterus as a result of the uniting of the sperm and egg.

- INSTRUCTIONAL MATERIALS:**
- Power Point slides or transparencies:
 - Extra copies of *Parent/Guardian Homework Letter* from Lesson 1

- KEY TERMS:**
- Egg
 - Umbilical cord
 - Placenta
 - Urethra opening
 - Vaginal opening
 - Anus
 - Menstruation (briefly explained)

- | | |
|---|---|
| <p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> • Student questions (written and verbal) and “something I learned” from cards | <p>PARENT / STUDENT ACTIVITY:</p> <ul style="list-style-type: none"> • None |
|---|---|

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 3
LESSON 2

SOL:

3.10 The student will practice safety rules in the home.

Descriptive Statement: This involves following up on the safety objectives for the third-grade health curriculum and focuses on telephone and door-answering safety when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.

3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.

Descriptive Statement: This is a continuing review of the elements of good and touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches include saying "no," getting away from the people quickly, or telling the person that he or she does not like the touch.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand and be able to apply the proper safety objectives when answering the telephone or door when no adult is present.
- Students and parents will develop safety precautions for use at home.
- Students will learn how to respond to good and/or bad touches.
- Students will learn to identify a trusted adult.
- Students will develop the ability to say "no."

INSTRUCTIONAL MATERIALS:

- Role playing skits for saying "no," answering the door and telephone, as well as avoiding bad situations.
- Storybooks
- Video
- Hugs and Kisses when available

KEY TERMS:

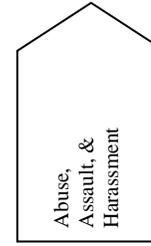
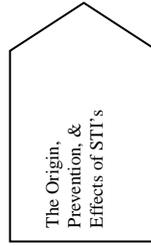
- Appropriate/Inappropriate touching
- Assertive
- Safety
- Stranger

ASSESSMENT OPPORTUNITIES:

- Pick from a line up of strangers (there are none): discussion point

PARENT / STUDENT ACTIVITY

- Parent/student safety plan (safe houses and trusted adults)



FAMILY LIFE EDUCATION

GRADE 4
LESSON 1

SOL:

4.6 The student will become aware of the need to assume responsibility within the family and to functions effectively as a family member.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand within the family members need to help and support each other as well as communicate with family members.

INSTRUCTIONAL MATERIALS:

- Video
- School counselor
- Guest families
- Worksheet for personal responsibilities and chores

KEY TERMS:

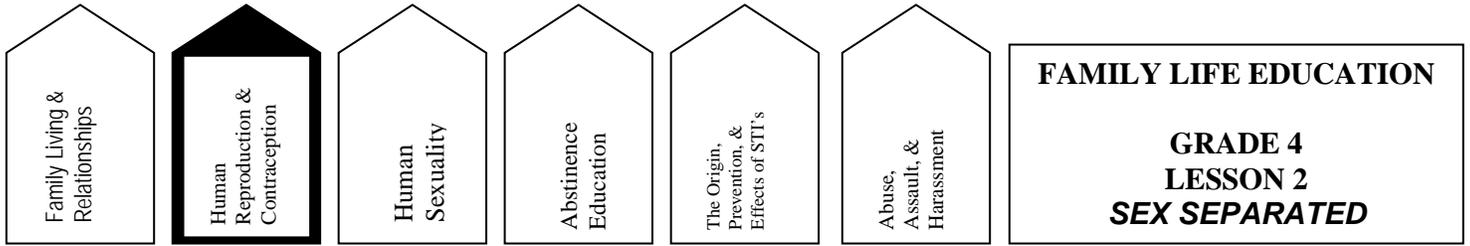
- Responsibility
- Family obligations/participation
- Cooperation

ASSESSMENT OPPORTUNITIES:

List responsibilities and duties at home.
Compare school responsibilities to those at home.

PARENT / STUDENT ACTIVITY

- The student will list and discuss the responsibilities of a parent on any given day.



SOL:

4.1 The student will be able to identify the human reproductive organs.

Descriptive Statement: Emphasis is placed on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes

4.3 The student will develop an awareness of human fertilization and prenatal development.

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

ESSENTIAL KNOWLEDGE and SKILLS:

- Girls only will understand the purpose and function of the female reproductive organs.
- Girls will understand the development of the fetus inside the uterus as a result of the uniting of the sperm and egg.

INSTRUCTIONAL MATERIALS:

- Videotape player
- Videotape: for girls
- Chalkboard and chalk (or whiteboard and markers/chart paper and markers)
- Computer and LCD projector or overhead projector
- 3X5 index cards or paper (enough for each student)
- Pencil for each student
- Power Point slides or transparencies:
 - "Vocabulary: Reproduction"
 - "Female Genitals"
 - "Internal Female Reproductive Organs" (front and side view)
- Extra copies of *Parent/Guardian Homework Letter* from Lesson 1

KEY TERMS:

- Sperm
- Penis
- Testicle
- Scrotum
- Egg
- Fetus
- Uterus
- Urethra
- Ovaries
- Fallopian tubes

ASSESSMENT OPPORTUNITIES:

- Student questions (written and verbal) and "something I learned" from cards
- Reproductive Organs worksheet

PARENT / STUDENT ACTIVITY

- None

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 4
LESSON 3
SEX SEPARATED

SOL: Sex Separated

4.2 The student will identify physical changes that begin to occur during puberty.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will realized that there are differences in growth patterns associated with male and female sexual development.
- The student will be able to identify male growth characteristics which include: increased shoulder width, increased length of arms and legs, appearance of public, facial and auxiliary hair, changes in the voice, development of acne, and the role of the pituitary gland in growth and development.
- The student will be able to identify female growth characteristics which include: increased width and roundness of hips, breast development, appearance of pubic, auxiliary, and fine facial hair, development of acne, the onset of the menstrual cycle, and the role the pituitary gland plays in growth and development.
- The student will acknowledge the fact that the onset of these sexual changes and growth patterns vary widely with individuals and that this is natural.
- The student will identify sources of help and information about growth and development. (ex. School nurse)
- The student will demonstrate and acknowledge the importance of cleanliness in relation to these bodily changes.

INSTRUCTIONAL MATERIALS:

- Video / DVD
- Guest speaker
 - School nurse
 - School counselor
- Published pamphlets
- World wide web sites
- Puppet shows
- Diagrams and posters
- Overhead transparencies

Teacher Notes:

- Teachers need to help students on an individual basis when approached by concerned/fearful students on the topic of advanced or delayed development.
- When problems arise, teachers and parents are encouraged to work together in a team approach.

KEY TERMS:

- Pituitary gland
- Physical growth (in reference to maturity)
- Growth spurt
- Pubic hair
- Auxiliary hair
- Facial hair
- hormones
- menstrual cycle
- menstruation
- sexual changes
- breasts
- perspiration
- deodorant
- acne
- **Girls only:** Identify the various forms feminine protection

ASSESSMENT OPPORTUNITIES:

- diagramed worksheet
- computer generated game
- lecture/discussion
- roll playing (student skits)
- quiz / test
- list items to go into a personal care kit

PARENT / STUDENT ACTIVITY

- Student and parent put together a personal care kit (soaps, deodorant, feminine hygiene products, extra underwear, razor, shaving cream, ibuprofen, wipes, hand sanitizers, small calendar) these items could be photographed, drawn, or listed to return to teacher.
- Review quiz / test with parent
- Have parent initial any pamphlet or worksheet the student brings home to ensure parent / student discussion.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 4
LESSON 4

SOL:

4.7 The student will describe the factors surrounding child abuse and child neglect.

Descriptive Statement: The terms child abuse and child neglect (including sexual abuse) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand and be able to explain how to protect oneself from child abuse, neglect, and sexual abuse.
- Students will be able to identify trusted adults.

INSTRUCTIONAL MATERIALS:

- Hugs and Kisses when available.
- Video

KEY TERMS:

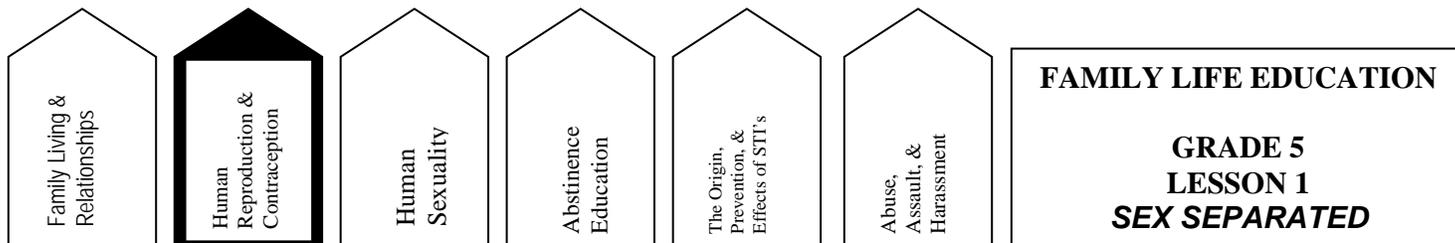
- Child Abuse
- Child Neglect
- Sexual Abuse
- Trusted Adult

ASSESSMENT OPPORTUNITIES:

- Class participation
- Make a list of trusted adults

PARENT / STUDENT ACTIVITY

- Review parent/student safety plan (safe houses and trusted adults)



SOL:

5.2 The student will identify the human reproductive organs in relation to the total anatomy.

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs; uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify male and female reproductive organs in relation to the total anatomy.

INSTRUCTIONAL MATERIALS:

- List of Lesson 1 vocabulary words for posting
- List of Lesson 2 vocabulary words for posting (pre-prepared or produced as you go along)
- Activity sheet: *Puberty Review* (copy for each student or pair)
- Power Point slides or transparencies:
 - “Puberty Review” (blank transparency) or “Puberty Review” (with answers)
 - “Male Genitals”
 - “Internal Male Reproductive Organs”
 - “Female Reproductive Organs – Front View”
 - “Female Reproductive Organs – Side View”
- Extra copies of *Parent/Guardian Homework Letter* from Lesson 1
- Computer and LCD projector or overhead projector
- 3X5 index cards or paper (enough for each student)
- Chalkboard and chalk (or whiteboard and markers/chart paper and markers)

KEY TERMS:

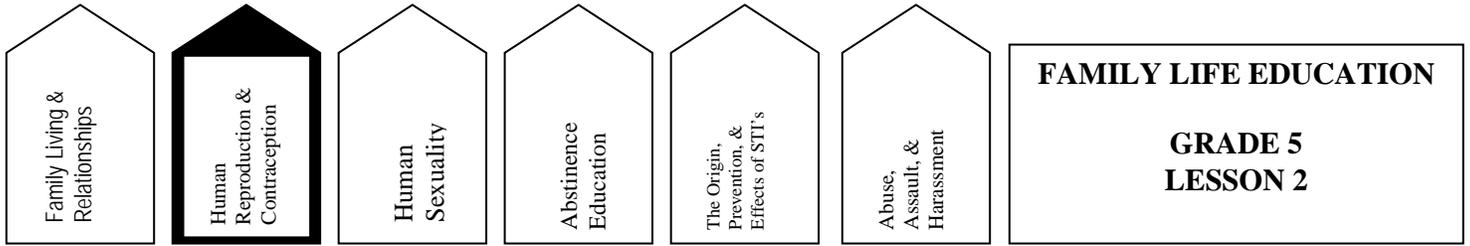
- | | |
|---|--|
| <ul style="list-style-type: none"> • Cervix • Egg cell (ovum) • Fallopian tubes • Reproduction • Reproductive systems • Scrotum • Testicles • Urethra • Uterus • Genitals | <ul style="list-style-type: none"> • Ovaries • Ovulation • Semen • Sperm • Sperm ducts • Vagina • Penis • Abdomen • Adolescence |
|---|--|

ASSESSMENT OPPORTUNITIES:

- *Puberty Review* activity sheet
- Student questions (written and verbal) and “something I learned” from cards

PARENT / STUDENT ACTIVITY

- None



SOL:

5.3 The student will explain how human beings reproduce.

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the need to avoid premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify explain how human beings reproduce.

INSTRUCTIONAL MATERIALS:

- List of Lesson 1 and 2 vocabulary words for posting
- List of Lesson 3 vocabulary words for posting (pre-prepared or produced as you go along)
- Power Point slides or transparencies:
 - “Internal Male Reproductive Organs” (from Lesson 2)
 - “Female Reproductive Organs – Front View” (from Lesson 2)
 - “Female Reproductive System with Sperm”
 - “Reproduction: Fertilization of the Egg”
 - “Reproduction: Fertilized Egg in the Uterus”
 - “Reproduction: A Baby Develops in the Uterus”
 - “Reproduction: Twins”
 - “Reproduction: Childbirth”
- Extra copies of *Parent/Guardian Homework Letter* from Lesson 1
- Chalkboard and chalk (or whiteboard and markers/chart paper and markers)
- Computer and LCD projector or overhead projector
- 3X5 index cards or paper (enough for each student)

KEY TERMS:

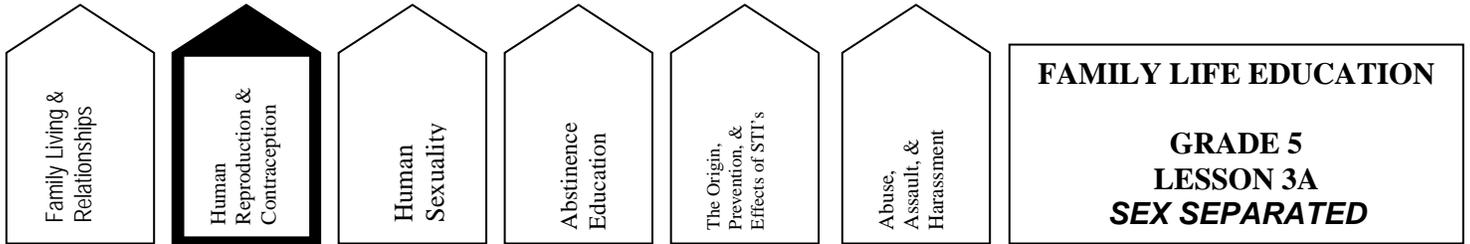
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| <ul style="list-style-type: none"> • Placenta • Pregnant/Pregnancy • Fertilization • Umbilical cord • Identical twins • Twins • Ovulation | <ul style="list-style-type: none"> • Sperm • Egg • Uterus • Abstinence/Abstain • Fetus • Naval • Embryo |
|--|--|

ASSESSMENT OPPORTUNITIES:

- Student questions (written and verbal) and “something I learned” from cards

PARENT / STUDENT ACTIVITY

- None



SOL:

5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.

Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty and one’s ability to conceive and bear children.

ESSENTIAL KNOWLEDGE and SKILLS:

- Boys will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle.
- Boys only will understand physical changes including: erection, and nocturnal emissions.
- Boys will understand the importance of developing a positive attitude toward oneself during puberty, an appreciation for individual differences, and an understanding of the relationship between changes that occur during puberty.

INSTRUCTIONAL MATERIALS:

- Videotape player
- Videotape: Just Around the Corner (for Boys)
- Chalkboard and chalk (or whiteboard and markers/chart paper and markers)
- Computer and LCD projector or overhead projector
- 3X5 index cards or paper (enough for each student)
- Pencil for each student
- Power Point slides or transparencies:
 - “Vocabulary: Puberty”
 - “The Pituitary Gland and Puberty”
 - “Physical Changes of Puberty”
 - “Emotional Changes of Puberty”
 - “Male Changes During Puberty”
 - “Menstruation”
 - “Taking Care of Yourself During Your Period”
 - “Sanitary Pads and Tampons”
 - “Male Changes During Puberty”
 - “Taking Care of Yourself During Puberty”

KEY TERMS:

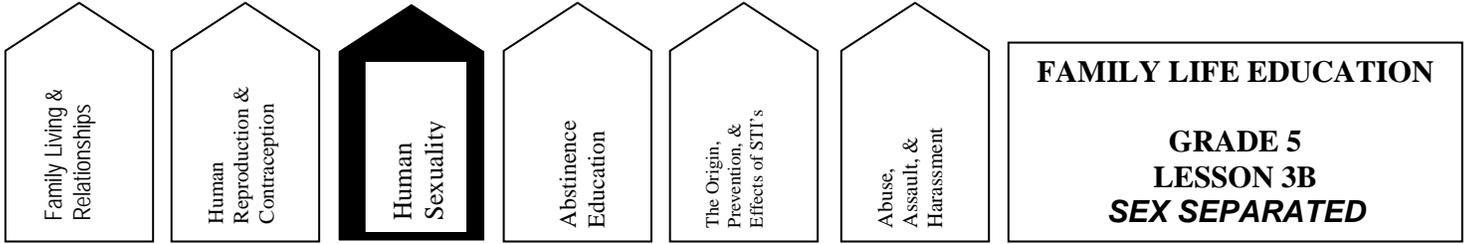
- | | |
|---|--|
| <ul style="list-style-type: none"> • Acne • Body odor • Breasts • Eggs/ova • Genitals • Gland • Hormone • Menstrual cycle • Menstruation • Ovaries • Penis | <ul style="list-style-type: none"> • Pituitary gland • Puberty • Pubic hair • Sanitary pad (briefly discussed) • Sperm • Testicles • Antiperspirant/deodorant • Female/male • Perspiration • Mood swings |
|---|--|

ASSESSMENT OPPORTUNITIES:

- Student questions (written and verbal) and “something I learned” from cards

PARENT / STUDENT ACTIVITY

- ***Human Growth and Development – Grade 5:***
Parent/Guardian Homework Letter



SOL:
 5.4 The student will recognize the relationship between the physical changes occur during puberty and the development capacity for reproduction.

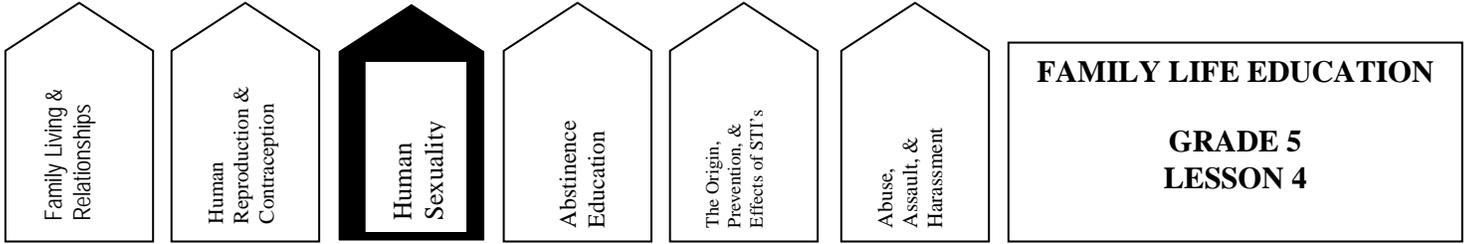
- ESSENTIAL KNOWLEDGE and SKILLS:**
- The student will identify the physical changes that occur during puberty.
 - The student will realize that boys experience nocturnal emissions and erections as part of puberty.
 - The students will realize that puberty is a sign that their bodies can reproduce at this point.
 - The student will realize that girls experience menstruation and instability of emotions (mood swings) as part of puberty.
 - The student will develop a positive attitude toward their own sexuality.

- INSTRUCTIONAL MATERIALS:**
- Overhead
 - Charts
 - School nurse
 - Internet
 - Pamphlets
 - Videos
 - Student question box

- KEY TERMS:**
- Sexuality
 - Nocturnal emissions (wet dreams)
 - Erections
 - Puberty
 - Reproduction
 - Menstruation
 - Mood swing (**pre menstrual syndrome**)
 - acne

- ASSESSMENT OPPORTUNITIES:**
- Class discussion
 - Vin diagram changes between males and females
 - Quiz (is it male, female, or both)

- PARENT / STUDENT ACTIVITY**
- Go trusted male or female adult to discuss their concerns during puberty.



SOL:

5.7 The student will describe the effects of personal hygiene on one's self-concept.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify bodily changes in puberty that require special attention to cleanliness.
- The student will be able to identify the relationship between a positive self-concept and acceptance from peers.
- **(This objective is taught to girls only.)** The student will be able to identify the serious consequences related to tampon use (Toxic Shock Syndrome).
- The student will review the rules of basic personal cleanliness routing.

INSTRUCTIONAL MATERIALS:

- School guidance counselor
- Videos
- Guest speakers (teen peers)
- School nurse
- Internet
- Product samples (personal grooming and hygiene)
- pamphlets

KEY TERMS:

- Hygiene
- Self-concept
- Toxic shock syndrome
- Tampon
- Sanitary napkins
- Body odor
- Puberty
- Deodorant
- Appropriate feminine cleansing and deodorant products
- Acne
- Acne prevention and treatment
- Dental care
- Foot care
- Review basic rules of cleanliness (daily close change)

ASSESSMENT OPPORTUNITIES:

- Lecture / Discussion
- Development of a personal hygiene package
- Develop a collage of pictures
- Develop a commercial or ad (skit) for a personal hygiene product that they may need to use at their age.
- Compare and contrast how a positive self-concept relates to acceptance from peers.
- Match products to hygiene concern/usage.

PARENT / STUDENT ACTIVITY

- Development of a personal hygiene package with parent.
- Student created trivia quiz for parent. (ex. Frequency of dental visits, physicals, changing of tooth brush)

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 5
LESSON 5

SOL:

5.10 The student will examine the messages from mass media related to sexuality.

5.11 The student will develop skills in saying “no” to any social behavior or activity that he or she perceives as wrong for him or herself.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to recognize that the media uses sexuality to sell products.
- The student will be able to identify the types of mass media used in advertising (printed materials, television, slogans on T-shirts, movies, music, video games, internet, cell phones, telemarketers)
- The student will be able to identify ways to avoid inappropriate media influences.
- The student will be able to identify that the goal of the media is to sell their products.
- The student will realize that the media will use various means to attract impressionable viewers.
- The student will identify inappropriate social behaviors in the media. (smoking, drinking, theft, vandalism, rude behavior, inappropriate language, premarital physical intimacy)
- The student will identify alternatives to inappropriate social behaviors as seen in the media.

INSTRUCTIONAL MATERIALS:

- Commercials
- Magazine ads
- Newspapers
- Computer
- Clothing
- Video / DVD
- pamphlets

KEY TERMS:

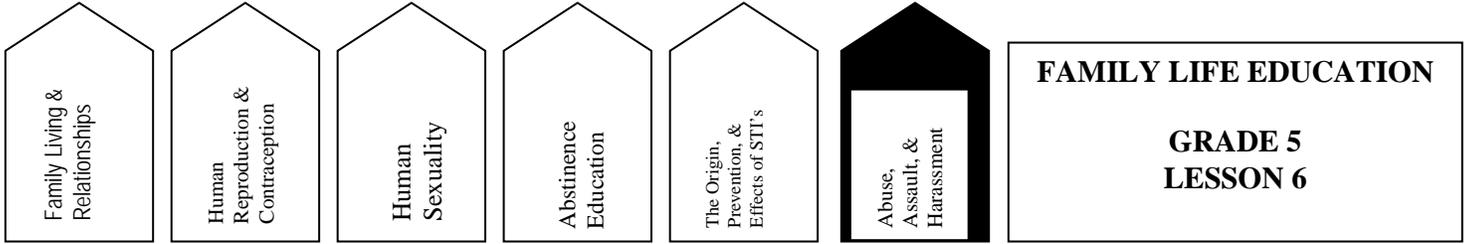
- Sexuality
- Mass media
- Social behavior
- exploitation
- Gender stereotyping
- Vandalism
- Theft
- Rude behavior
- Inappropriate language
- Inappropriate clothing (where and when)

ASSESSMENT OPPORTUNITIES:

- Make their own commercial / roll play
- Identify inappropriate messages in ads
- Identify examples of exploitation
- Identify appropriate attire for various situations. (see dress code)
- Distinguish rude behavior and examples of alternatives. (roll play)

PARENT / STUDENT ACTIVITY

- Discuss ads with parents
- Watch TV together and find examples of inappropriate social behaviors. (discuss alternatives)
- Identify a song that includes at least two inappropriate social behaviors.
- Discuss and pre select a show that is appropriate for all family members.



SOL:

5.12 The student will recognize threatening or uncomfortable situations and how to react to them.

Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls, and facing dangers found in shopping malls and on the Internet. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.

ESSENTIAL KNOWLEDGE and SKILLS:

- Students will learn how to protect themselves in dangerous situations such as:
 - walking alone
 - opening doors for strangers
 - receiving obscene telephone calls
 - experiencing sexual abuse or incest
 - those found in shopping malls and on the Internet (chat rooms, etc.)

INSTRUCTIONAL MATERIALS:

- None (lecture format)

KEY TERMS:

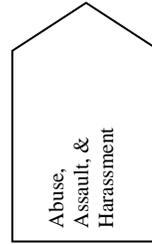
- Obscene
- Chat Room
- Incest
- Sexual Abuse
- Threatening/Non-threatening

ASSESSMENT OPPORTUNITIES:

- Class participation

PARENT / STUDENT ACTIVITY

- Discuss Internet safety
- Discuss parent controls for the Internet, telephone, and shopping experiences



FAMILY LIFE EDUCATION

GRADE 6

LESSON 1

SOL: 6.7 The student will describe personal characteristics that can contribute to happiness for self and others.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to display behaviors that incorporate and include:
- self-discipline
- self-esteem
- independence
- acceptance of personal differences
- acceptance of others
- tolerance
- concern for the needs of diverse populations
- loyalty
- honesty
- cooperation
- diligence
- respect for proper authority
- understanding of interpersonal relationships in regards to self

INSTRUCTIONAL MATERIALS:

- role play scripts
- discussion questions
- DVD/Video (Character Education)
- Games
- Power point
- Speakers (using personal experiences ex. Wheelchair, cheating, honesty)
- Mentoring program...including high school students

KEY TERMS:

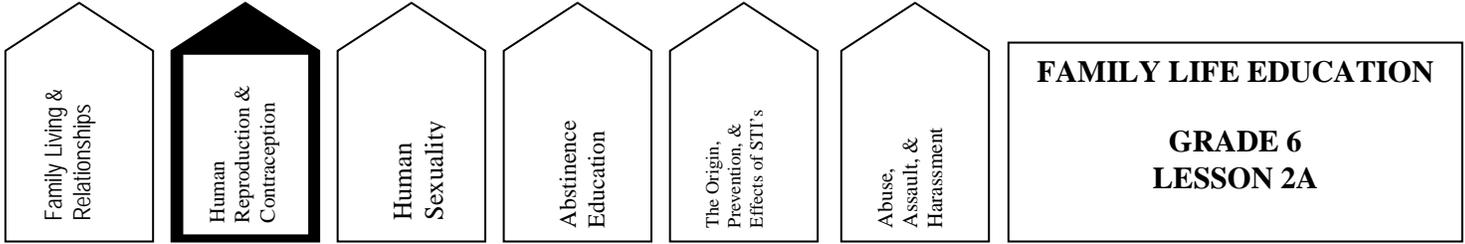
- self-discipline
- self-esteem
- independence
- tolerance
- diversity
- loyalty
- honesty
- cooperation
- diligence
- proper authority
- relationships
- interpersonal relationship

ASSESSMENT OPPORTUNITIES:

- participation in class discussions
- vocabulary quiz
- role play
- teacher observations of student behaviors (both positive and negative)
- Post mediation involving alternative behavioral responses (after an incident discuss with students "What are some other things you could have done to have a different or better outcome?")

PARENT / STUDENT ACTIVITY

- Choose from "Key Word List" and discuss outcome both pro and con with parent/guardian. Write the response.



SOL: 6.6 The student will summarize the process of human reproduction.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the female and male reproductive organs, their functions, and locations.
- The student will identify and define additional male / female reproductive terms.

INSTRUCTIONAL MATERIALS:

- Overheads of labeled male / female reproductive organs.
- Diagrams of unlabeled male / female reproductive organs.
- Charts of male / female reproductive organs.

KEY TERMS:

1. Male reproductive anatomy

- Genitals
 - A. Penis
 - B. Scrotom
 - C. Testicles
- Urethra
- Sperm
- Pituitary gland
- Testosterone
- Prostate gland
- Vas deferens
- Erection
- Ejaculation
- Nocturnal emissions (wet dreams)

2. Female reproductive anatomy

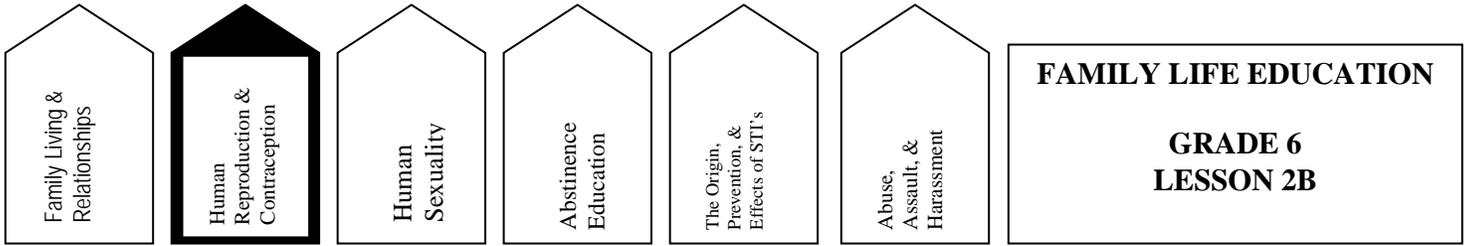
- Vulva
- Vagina
- Ovaries
- Uterus
- Fallopian tubes
- Estrogen & progesterone
- Ova-egg
- Cervix
- Pituitary gland
- breasts

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Label blank diagrams of male / female reproduction

PARENT / STUDENT ACTIVITY

1. Discussions w/ teens advantages of abstinence gives you freedom to:
 - Be in control of your life
 - Experience fuller communication (discussing with dating partner)
 - Focus on establishing and realizing life goals
 - Develop respect for yourself
 - Develop an unselfish sensitivity toward dating partner
 - Have greater trust in marriage
 - Enjoy being a teenager



SOL: 6.6 The student will summarize the process of human reproduction.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will learn the cycle of menstruation
- The student will review the reproductive process.

INSTRUCTIONAL MATERIALS:

- Video/DVD- "You, Your Body , and Puberty"; (Human Relations Media, 2004)
- Diagrams of male / female reproductive organs

KEY TERMS:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. menstruation cycle <ul style="list-style-type: none"> • ovulation / menses • endometrium • menstruating • ova (egg) • PMS (premenstrual syndrome) • cramping, discomfort, moodiness | <ol style="list-style-type: none"> 2. development of egg in ovary 3. development of sperm in testicles 4. fertilization of egg by sperm 5. five steps to fertilization: <ul style="list-style-type: none"> • Egg is released from ovary • Egg is in fallopian tube • Sperm is deposited at cervix • Sperm penetrates egg in fallopian tube • Fertilized egg attaches itself to the uterine wall 6. conception |
|---|--|

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Identify 5 steps of fertilization

PARENT / STUDENT ACTIVITY

SOL: 6.1 The student will relate personal hygiene to the physical changes that occur during puberty.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will recognize the changes during puberty.
- The student will understand that these changes occur at different rates for different individuals.
- The student will know the importance of personal hygiene.

INSTRUCTIONAL MATERIALS:

- Video/DVD – “Healthy Teens – Good Hygiene”, (Sunburst, 2004)
- Charts/ Worksheets
- Overheads (male and female body clock)
- Worksheets (male and female reproductive system)

KEY TERMS:

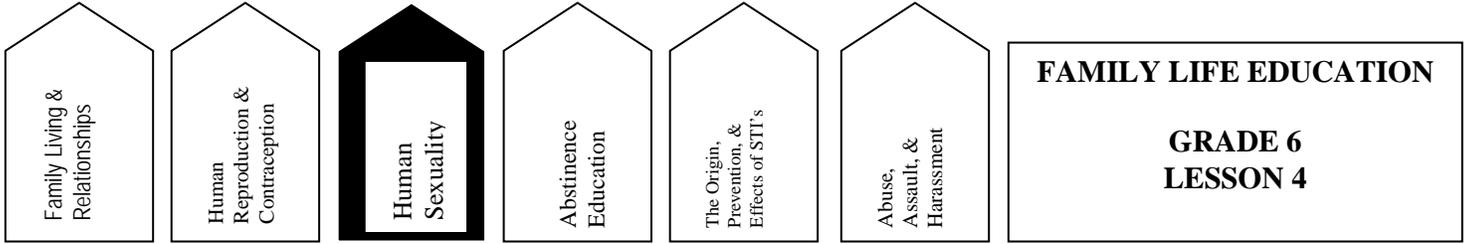
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| <ul style="list-style-type: none"> • Changes during puberty <ul style="list-style-type: none"> A. Changes in Female <ul style="list-style-type: none"> ○ breast develop ○ pubic hair ○ menstruation ○ auxiliary hair (under arm) ○ acne ○ growth of uterus & vagina | <ul style="list-style-type: none"> • Changes during puberty <ul style="list-style-type: none"> A. Changes in Male <ul style="list-style-type: none"> 1. growth of testes, scrotum, penis 2. pubic hair 3. nocturnal emissions 4. auxiliary hair (under arm) 5. facial hair 6. acne 7. oil and sweat glands activated 8. growth spurt, arms and legs 9. voice change B. Need for personal hygiene <ul style="list-style-type: none"> 1. dental care 2. frequent showers & shampooing 3. washing and drying underarms and genitals 4. use of deodorants / antiperspirants 5. use & disposal of pads and tampons 6. change clothes daily |
|---|--|

ASSESSMENT OPPORTUNITIES:

- Pretest (The New Me: Accepting Body Changes)
- Post test

PARENT / STUDENT ACTIVITY

- Take home pretest given in class & discuss with parents, sign and return to teacher.
- Discuss the actual physical changes



SOL: 6.2 The student will explain the effects of growth on development, attitudes, and interests.
 6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will discuss physical changes during puberty such as male nocturnal emissions and erections and female menstruation.
- The student will discuss physical changes and how it effects their attitudes, interests, and emotional growth.

INSTRUCTIONAL MATERIALS:

- Discussion of emotional / social changes
- Role play

KEY TERMS:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Physical changes <ul style="list-style-type: none"> A. Males <ol style="list-style-type: none"> 1. nocturnal emissions (wet dreams) 2. spontaneous erection B. Female <ol style="list-style-type: none"> 1. menstruation | <ul style="list-style-type: none"> • Emotional / social changes <ul style="list-style-type: none"> A. Peer pressure B. Cliques and loners C. Boy-Girl relationships D. Childish vs. Adult decisions • Positive and normal aspects of differences among individuals concerning puberty. |
|--|---|

ASSESSMENT OPPORTUNITIES:

- None

PARENT / STUDENT ACTIVITY

- Parent discusses with teen an immature decision the parent made during puberty.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 6
LESSON 5

SOL: 6.11 The student will evaluate the messages from mass media related to sexuality.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will examine how the media effects attitudes, sexuality and gender stereotyping.

INSTRUCTIONAL MATERIALS:

- Magazine advertisements Show different magazine ads and ask:
 - What product is this ad selling?
 - What do you notice first when you see this ad?
 - What would be another way to sell this product without using the sexy people/topic.
- Use of inappropriate songs / lyrics

KEY TERMS:

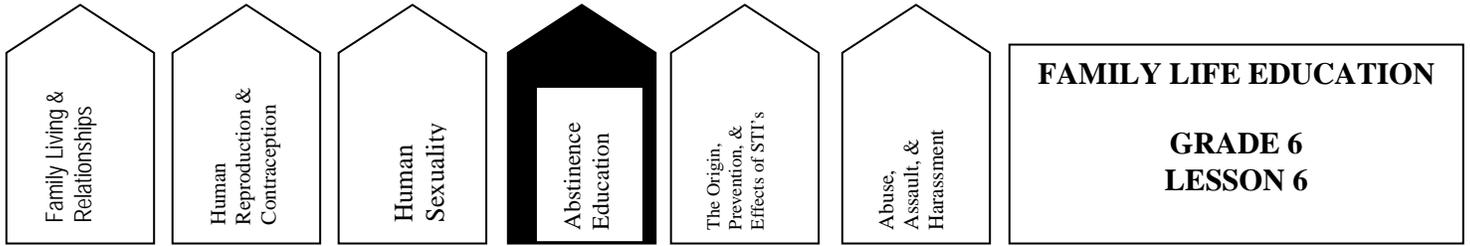
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|---|--|---|
| <ul style="list-style-type: none"> Sexual exploitation A. The use of sexy males/females to sell products B. The use of sex to make movies C. The use of sex to sell music D. Use of internet / I- POD's to sell sex and pornography "Sex" means "intercourse" | <ul style="list-style-type: none"> Sexual stereotyping-attitudes due to media A. Women dressing seductively are asking to be raped. B. Acceptable for a man to force a woman to have sex if he spent a lot of money on her on a date. C. If a couple is married, it is acceptable for a man to force a woman to have intercourse. D. It is acceptable for a man to force a woman to have sex if they have been dating more than 6 months. | <ul style="list-style-type: none"> Gender stereotyping A. Okay for a woman to cry but not a man B. Women are better cooks C. Housework is a woman's responsibility D. Man goes to work, woman stays home |
|---|--|---|

ASSESSMENT OPPORTUNITIES:

- Observation of Discussion

PARENT / STUDENT ACTIVITY

- Discuss with parents their attitudes toward sexual stereotyping and sexual exploitation.



SOL: 6.6 The student will recognize that abstinence is necessary in making healthy life choices.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able define abstinence.
- The student will be able to discuss the benefits of being abstinent.
- The students will be introduced to the physical and psychological consequences of having sexual activity during adolescence. Include the following: STI's, unwanted pregnancy, infant mortality, reputation, self-esteem, and social/economic consequences, loss of trust and respect from loved ones, emotional stress, and loss of relationship stability.

INSTRUCTIONAL MATERIALS:

- Group Discussion
- Guest speakers
- Role playing
- DVD/VIDEO, OVERHEAD, POWERPOINT
- Pamphlets (101 ways to show you love someone without having sex)
- Posters: "101 Reasons to be Abstinent", "101 Ways to Say No to Sex", "101 Ways to Have Sex Without Doin' It", and, "The ABC's of Abstinence". (ETR Associates, 1-800-321-4407 to order)

KEY TERMS:

- Abstinence (the practice of abstaining from any sexual activity prior to marriage)
- Detrimental effects of teen sex
 - Unwanted pregnancy
 - STI's
 - Infant mortality
 - Psychological consequences
 - Economic consequences
 - Physical consequences
 - Reputation
 - Loss of self esteem and self respect
 - Emotional stress
 - Loss of trust and respect
 - Loss of relationship stability
 - Loss of respect from loved ones and friends
- Advantages of Abstinence:
 - You're in control of your life
 - Positive self esteem
 - Good reputation
 - No chance of STI's
 - No chance of pregnancy
 - Able to fulfill life's goals
 - Enjoyment of teenage years
 - Achieve religious and moral beliefs

ASSESSMENT OPPORTUNITIES:

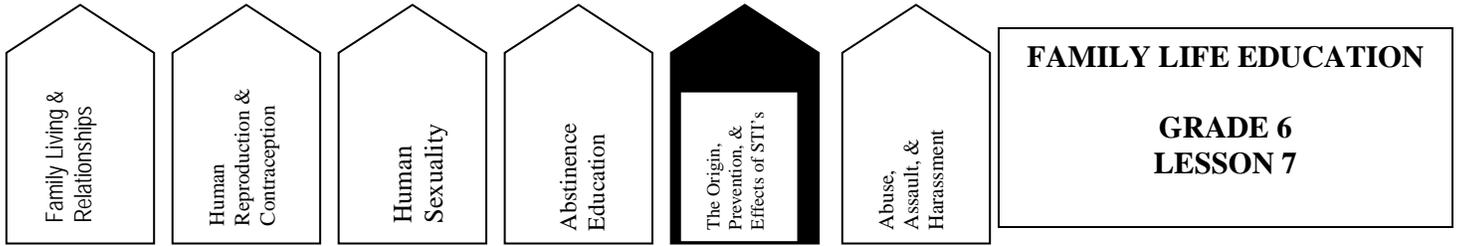
- Group participation

PARENT / STUDENT ACTIVITY

- Parent/student discussion sheet

- Class discussion
- Notebook check / journal entries
- Vocabulary Quiz
- Written Test

- Discuss the quote "I'll do a lot for love, but I won't die for it" with parent.
- Have parent and child compare the advantages of abstinence (listed above) that are important to each one of them.



SOL: 6.4 The student will identify basic facts about sexually transmitted infections.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to name the most common STI's (syphilis, gonorrhea, Chlamydia, HPV/genital warts, pubic lice, and genital herpes)
- The student will be able to distinguish between STI's and infections of the genitalia / genitals which are not transmitted sexually (vaginitis, urethritis, yeast infections, etc.)
- The student will be able to recognize the major causes of STI's (viral, bacterial, parasitic).
- The student will be able to match various types of treatment to the various causes of STI's (antibiotics cure some STI's; medications treat symptoms of other STI's, but does not cure them).
- The student will understand that an infection caused by a virus is not curable, but symptoms are treatable, and an infection that is caused by a bacteria can be cured by antibiotics.

INSTRUCTIONAL MATERIALS:

- Health Department
- Guest speaker (school nurses)
- Drawing of diseases (NOT photographs)
- Textbooks
- CDC website

KEY TERMS:

- STI's (Sexually Transmitted Infections) formerly "STD's" or Sexually Transmitted Diseases.
- Common STI's (syphilis, gonorrhea, Chlamydia, HPV/genital warts, pubic lice, genital herpes)
Teacher note: Update yourself yearly with current data.
- Major Causes of STI's
 - Virus (HPV, HIV/AIDs, Herpes Simplex, Hepatitis)
 - Bacteria (Syphilis, Gonorrhea, Chlamydia)
 - Parasite (genital lice, scabies)
- Treatments of STI's
 - Antibiotics
 - Steroid based topical application (look up brand names)
 - Virus symptoms are treated and CANNOT be cured! These medications only reduce the symptoms.
- Symptomatic verses asymptomatic – *symptomatic* means the person "shows symptoms" and *asymptomatic* means the person "show no symptoms".
- Communicable disease – a disease that is spread from person to person contact.
- Noncommunicable disease – a disease that is not spread from person to person.
- Treatable – infection symptoms are reduced or relieved with medications.
- Curable – infection is cured with medications.

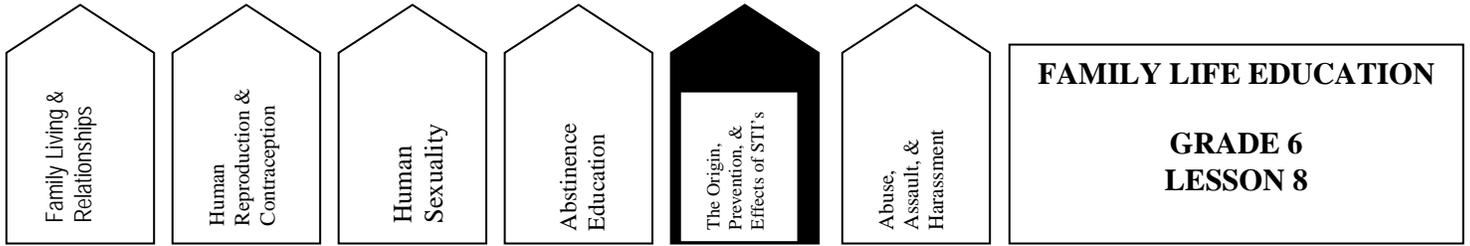
ASSESSMENT OPPORTUNITIES:

- STI Bingo
- Test / quiz
- Chart the type (bacteria or virus), symptoms, treatment methods.
- Create an STI providing the following information:
 1. Cause of infection?

PARENT / STUDENT ACTIVITY

- Discuss ways of preventing STI's and communicable diseases.
- Discuss with parents the stigma of STD's (aka VD) from when they were growing up.

<ol style="list-style-type: none">2. Is it treatable or curable?3. Symptoms (male and female)4. Transmission5. Prevention6. What it looks like: (provide a poster drawing or a 3-D model)	
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SOL: 6.5 The student will be able to describe the etiology, effects, and transmission of the AIDS virus.

- ESSENTIAL KNOWLEDGE and SKILLS:**
- The student will be able to define HIV / AIDS.
 - The student will be able to list ways the HIV virus can be transmitted.
 - The student will be able to list ways the HIV virus is not transmitted.
 - The student will be able to describe risky behaviors that lead to possible HIV infection.
 - The student will be able realize that HIV / AIDS is not curable.
 - The student will be able to describe how the HIV virus attacks and disables the immune system.

- INSTRUCTIONAL MATERIALS:**
- **FAHASS (Fredericksburg Area HIV and AIDS Support Services)**
 - Rappahannock Area American Red Cross
 - Guest speaker
 - School nurse
 - Health department
 - CDC website
 - Pamphlets
 - Textbook

- KEY TERMS:**
- HIV (Human Immunodeficiency Virus)
 - AIDS (Acquired Immunodeficiency Syndrome)
 - virus
 - white blood cells
 - immune system
 - transmission
 - ways HIV is spread
 - exchange of body fluids (blood, vaginal secretions, semen, breast milk)
 - sexual contact
 - sharing IV needles or razors
 - mother to baby
 - ways HIV is NOT spread
 - sweat
 - urine
 - saliva
 - tears
 - hugging and kissing
 - casual contact
 - mosquito bites
 - eating or drinking after and infected person
 - Risky Behaviors: ways in which HIV is spread
 - Sharing drug needles (ex. Illegal drugs including steroids)
 - All types of sex (vaginal / oral)
 - Breast feeding from an infected mom to baby
 - History concerning blood transfusions (Ryan White a teenage hemophiliac, was the first person to advocate testing donated blood. Ryan contracted the virus via a blood transfusion. Prior to 1985, donated blood was not tested for HIV.)

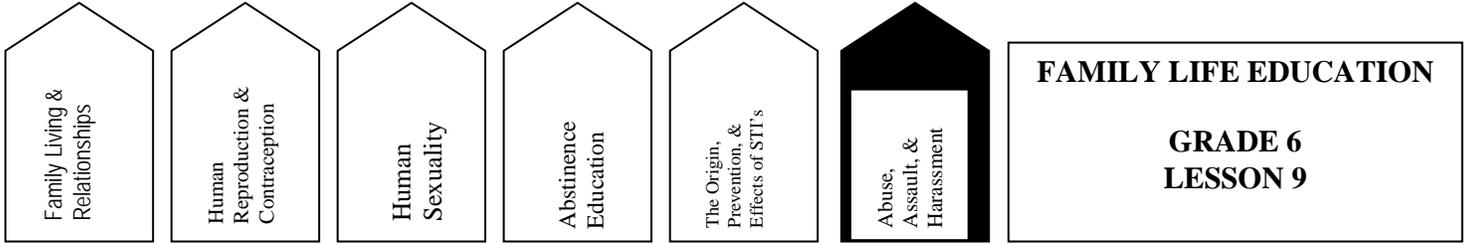
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ASSESSMENT OPPORTUNITIES:

- Test
- Student developed posters on HIV/AIDS
- Diagram the spread of AIDS through various relationships (when you have sex with one person you are having sex with everyone they had sex with for the last 10 years).

PARENT / STUDENT ACTIVITY

- Discuss ways of preventing AIDS with their parent.
- Discuss how someone becoming infected with HIV would impact their family.
- Discuss how to handle the situation if a classmate or friend is found to be HIV+.



SOL: 6.8 The student will demonstrate increased understanding of child abuse and neglect including emotional and sexual abuse.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to define several types of abuse (mental / emotional, sexual, neglect, verbal).
- The student will be able to identify avenues for help when dealing with abuse (trusted adults, agencies, community resources, hotlines).
- The student will be able to define sexual harassment.
- The student will know that abuse is never the fault of the victim
- The student will understand that abuse/sexual harassment is a way the perpetrator maintains control and manipulation over the victim.

INSTRUCTIONAL MATERIALS:

- School textbook
- Newspaper articles (current events)
- RCASA (Rappahannock Council on Sexual Assault)
- RCDV (Rappahannock Council on Domestic Violence)
- Social services
- School counselor
- School nurse
- "Jenny's Story: Daddy's Little Girl"

KEY TERMS:

- Mental/emotional abuse
- Physical abuse
- Sexual abuse
- Sexual harassment
- Verbal abuse
- Physical neglect
- Abuse
- Harassment
- Neglect

ASSESSMENT OPPORTUNITIES:

- Class discussion
- Vocabulary quiz
- Venn diagram (similarities & differences between abuse, harassment, and neglect)

PARENT / STUDENT ACTIVITY

- Have the student interview a parent/counselor/trusted adult on what they should do if they or a friend is suffering from abuse.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 7
LESSON 1

SOL: 7.1 The student will identify his or her role and relationships within the family.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to list the different types of families (nuclear, extended, single-parent, and blended).
- The student will be able to identify the roles of families in nurturing and developing its members.
- The student will identify how to be a responsible family member.
- The student will be able to identify family guidelines (family rules).
- The student will be able to define authority figure.
- The student will be able identify characteristics of a healthful relationship.
- The student will be aware of dysfunctional family relationships.
- The student will be able to recognize causes of dysfunctional family relationships (chemical dependencies, addictions, abuse, domestic violence, codependency, and abandonment)

INSTRUCTIONAL MATERIALS:

- Health textbook
- Classroom media tools
- PowerPoint
- Health publications
- News media
- Internal school resources (guest speakers)
- DVD "Your Family" (Connect with Kids; CWKNetwork, 2005)

KEY TERMS:

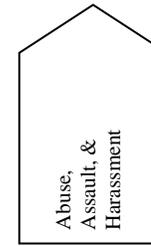
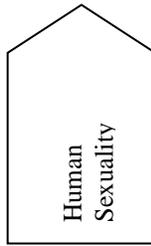
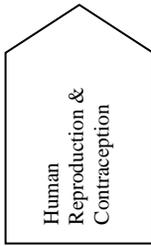
- Nuclear family
- Extended family
- Single-parent family
- Blended family
- Nurture
- Family member
- Family
- Guidelines(rules)
- Authority figure
- Relationship
- Dysfunctional
- Chemical dependency
- Addiction
- Abuse
- Violence
- Domestic violence
- Codependency
- Abandonment

ASSESSMENT OPPORTUNITIES:

- Vocabulary quiz
- Parent / student activity
- Active participation in class discussion / activity
- Notebook checks

PARENT / STUDENT ACTIVITY

- The parent and student will develop a list of family guidelines used in the home to promote family relationships.



FAMILY LIFE EDUCATION

GRADE 7

LESSON 2

SOL: 7.3 The student will realize that physical affection is not all sexual, but that it also can be an expression of friendship, of celebration, or of a loving family.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify appropriate expressions of affection.
- The student will be able to identify appropriate times and places for appropriate types of affection. (friendship, celebration, family)
- The student will be able to identify types of physical affection that is not sexual. (hugging, hand holding, high fives, kissing as a greeting ex. European cultures).
- The student will be able to identify emotional expressions of friendship including family relationships (love vrs. Infatuation).
- The student will be able to identify components of friendship versus a dating relationship.
- The student will be able to identify the varying degrees of friendship and love.

INSTRUCTIONAL MATERIALS:

- Textbook
- Media materials
- Power point
- News media
- Role play
- Guidance counselors
- Poster (101 Ways to Make Love Without Doin' It)

KEY TERMS:

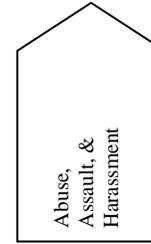
- Affection
- Love
- Infatuation
- Celebration
- Cultural variations (greetings)
- Expression
- Dating
- Kissing
- Appropriate behavior
- Respect

ASSESSMENT OPPORTUNITIES:

- Notebook evaluation
- Written test
- Vocabulary quiz
- Active participation
- Using the media to create visual presentation of appropriate and non-appropriate physical affection. (poster / collage, role play)

PARENT / STUDENT ACTIVITY

- Include parent participation in development of visual presentation (poster/collage, role play).



FAMILY LIFE EDUCATION

GRADE 7
LESSON 3

SOL: 7.13 The student will realize the role of peers and the peer groups during adolescence, and the nature and purpose of dating.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the importance of peers and their roles during adolescence. (Support, pressures, and conforming to social norms).
- The student will be able to identify the nature and purpose of dating.
- The student will be able to identify the types of dating (group dating versus individual dating)
- The student will be able to identify appropriate behaviors while dating.

INSTRUCTIONAL MATERIALS:

- Textbook
- DVD "Peer Relationships" (CWKNetwork; Connect with Kids, 2005)
- Internet (World Wide Web)
- News media (celebrity relationships)
- Media
- Handouts

KEY TERMS:

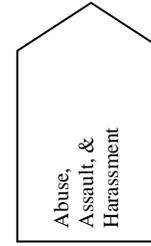
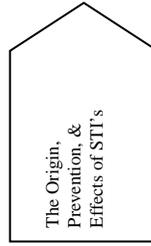
- peer
- social norms (what is acceptable)
- peer pressure
- adolescence
- group dating
- individual dating
- dating behaviors (appropriate and inappropriate)

ASSESSMENT OPPORTUNITIES:

- Group role play
- Group brain storming about dating activities
- Notebook

PARENT / STUDENT ACTIVITY

- Discuss and create guidelines for dating standards (rules) within the home.



FAMILY LIFE EDUCATION

GRADE 7
LESSON 4

SOL: 7.15 The student will increase his or her ability to listen to different points of view and to accept the right of others to a differing point of view.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to demonstrate positive communication skills.
- The student will recognize that others may have various points of view related to family and society that can be different from their own.
- The student will understand the need to respect the rights of others even if they disagree with the others' point of view.

INSTRUCTIONAL MATERIALS:

- Textbook
- News media
- Classroom resources
- Students with different ethnic backgrounds
- Internet

KEY TERMS:

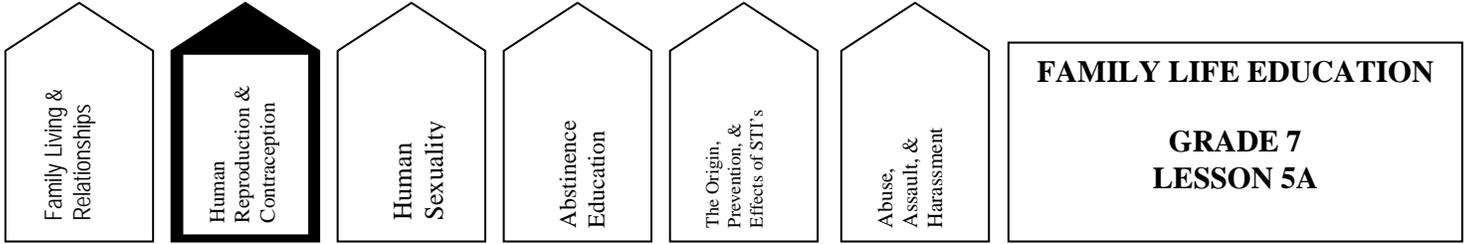
- Communication
- Recognition
- Points of view
- Passive communicator
- Assertive communicator
- Aggressive communicator
- Rights

ASSESSMENT OPPORTUNITIES:

- Group debate (use proper debating guidelines)
- The student will develop a "Bill of Rights" for positive communication skills.
- Role play problems associated with communication among peers.
- Notebook
- Practice using "I" statements rather than "You" statements. Using "You" statements can be accusatory and make others feel defensive. For example: "**I feel** you should be helping me with the dishes". rather than "**You** should be helping me with the dishes".

PARENT / STUDENT ACTIVITY

- Student and parent/guardian develop a list of positive ways to respond to others who express different points view than their own.



SOL: 6.6 The student will summarize the process of human reproduction.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the female and male reproductive organs, their functions, and locations.
- The student will identify and define additional male / female reproductive terms.

INSTRUCTIONAL MATERIALS:

- Overheads of labeled male / female reproductive organs.
- Diagrams of unlabeled male / female reproductive organs.
- Charts of male / female reproductive organs.
- Videos: “Puberty for Boys: Amazing Changes Inside and Out” and “Puberty for Girls: Amazing Changes Inside and Out”; (United Learning, 2001) Both videos should be shown to both sexes.

KEY TERMS:

3. Male repro anatomy

- Genitals
 - A. Penis**
 - B. Scrotum**
 - C. Testicles**
- Urethra
- Sperm
- Pituitary gland
- Testosterone
- Prostate gland
- Vas deferens
- Erection and ejaculation
- Nocturnal Emissions (wet dreams)

4. Female repro. Anatomy

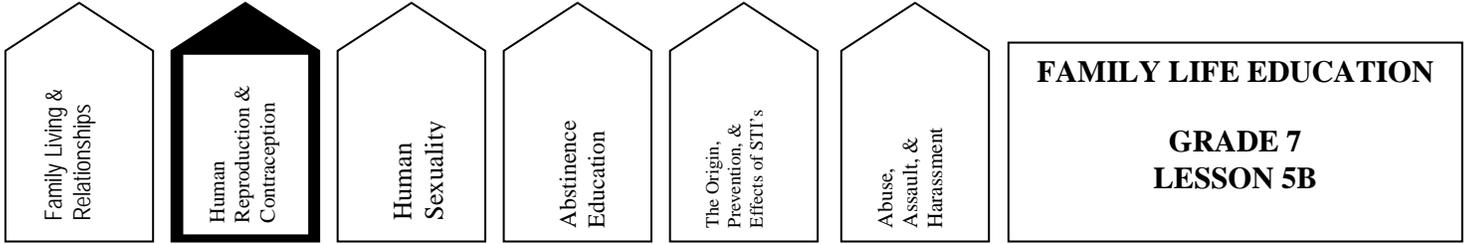
- Vulva
- Vagina
- Ovaries
- Uterus
- Fallopian tubes
- Estrogen & progesterone
- Ova-egg
- Cervix
- Pituitary gland
- Breasts

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Label blank diagrams of male / female reproduction

PARENT / STUDENT ACTIVITY

- See SOL:6.6, Grade 6, Lesson 1 of 1



SOL: 6.6 The student will summarize the process of human reproduction.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the cycle of menstruation.
- The student will review the reproductive process.

INSTRUCTIONAL MATERIALS:

- Diagrams of male / female reproductive organs

KEY TERMS:

- | | |
|--|---|
| <p>6. menstruation cycle</p> <ul style="list-style-type: none"> • ovulation / menses • endometrium • menstruating • ova (egg) • menarche is first menstrual cycle • menopause is the final cycle • PMS (premenstrual syndrome) • Cramping, discomfort, moodiness | <p>7. development of egg in ovary</p> <p>8. development of sperm in testicle</p> <p>9. fertilization of egg by sperm</p> <p>10. 5 steps to fertilization:</p> <ul style="list-style-type: none"> • Egg is released from ovary • Egg is in fallopian tube • Sperm is deposited at cervix • Sperm penetrates egg in fallopian tube • Fertilized egg attaches itself to the uterine wall <p>6. conception</p> |
|--|---|

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Identify 5 steps of fertilization

PARENT / STUDENT ACTIVITY

- See SOL 6.6, grade 6, Lesson 2 of 1

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 7
LESSON 6

SOL: 7.2 The student will recognize the physical development of his/her sex characteristics and how they affect emotional and social growth.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review materials from SOL 6.1.
- The student will learn additional growth changes that occur during puberty.
- The student will understand how the physical development affects emotional and social growth.
- The student will review materials from 6.2 and 6.3.

INSTRUCTIONAL MATERIALS:

- Overheads
- Discussion of immaturity vs. maturity factors due to physical and emotional changes in genders.

KEY TERMS:

- Male
- A. Facial hair/beard
- B. Spontaneous erection
- C. Shoulders broaden
- D. Muscles develop
- E. Possible breast enlargement
- F. Hairline recession begins
- G. Permanent teeth all in
- H. Male hormone-testosterone
- I. Voice change

- Female
- A. Hips widen
- B. Waistline narrows
- C. Permanent teeth all in
- D. Female hormones estrogen and progesterone

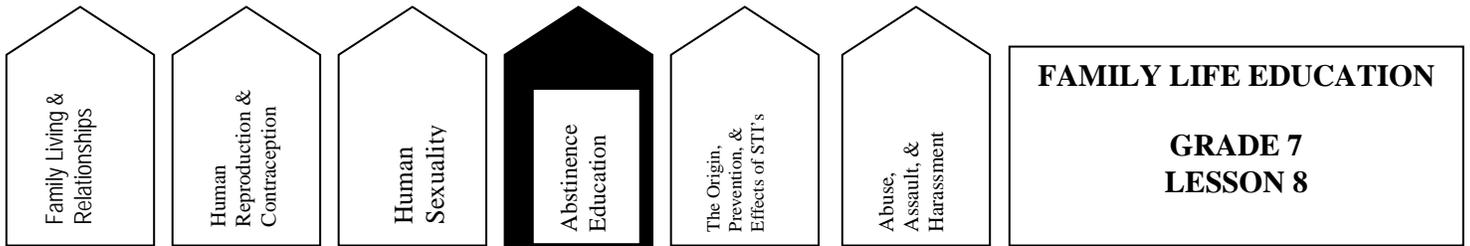
- Masturbation (self-stimulation of sexual organs)
- Orgasm
- Climax

ASSESSMENT OPPORTUNITIES:

- List all physical changes that occur.
- List emotional changes that occur.

PARENT / STUDENT ACTIVITY

- Discuss physical changes occurring during puberty and emotions that can occur.
- Have a parent list 5 physical changes that they remember from growing up.



SOL:7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to be abstinent; and that appropriate relationships are based on mutual respect, trust, and caring.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the difference between sexual feelings, and sexual desires.
- The student will be able to recognize that sexual feelings and desires are normal and to be expected.
- The student will be able to understand the difference between a need and a want (which is a desire) in a relationship.
- The student will be able to identify positive/assertive communication techniques to use when saying “no”.
- The student will be able to develop and practice refusal skills when presented with sexual advances.
- The student will be able to identify detrimental effects of teenage pregnancy, STI’s, and the benefits of abstinence. (review from 6.6)

INSTRUCTIONAL MATERIALS:

- Role play
- Multi-media: power point, overhead, DVD/Video
- News media
- Guest speakers
- Health text books
- Practice responses to “pressure to have sex” lines.

KEY TERMS:

- Communication skills (Assertive, passive, or aggressive)
- Conflict resolution
- Teenage pregnancy
- STI’s
- Sexual activity
- Abstinence
- Sexual feelings
- Sexual desires
- Need verses want
 - Need: a must do; a change in behavior that must be achieved to satisfy either your own or someone else’s requirements.
 - Want: a desire; recognition by you that some change in behavior or attitude must be achieved in order to satisfy your own inner wants.
- Advantages of Abstinence:
 - Be in control of your life
 - Experience fuller communication with those you care deeply about
 - Focus energy on establishing and realizing life goals
 - Develop respect for self
 - Have a greater trust in marriage
 - Develop an unselfish sensitivity
 - Enjoy being a teenager

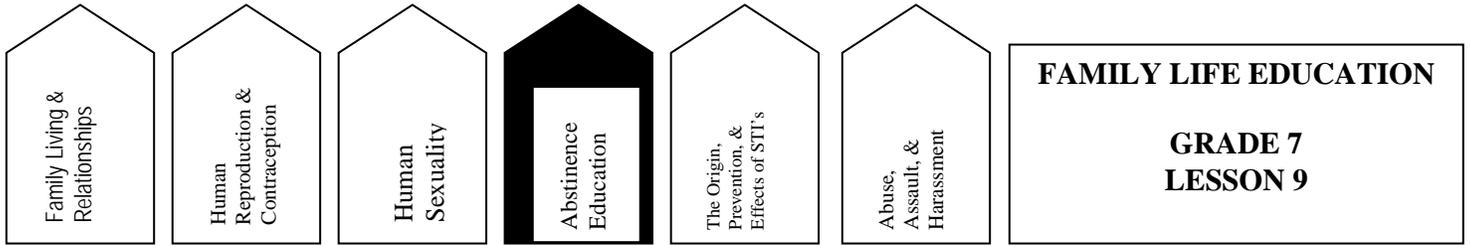
ASSESSMENT OPPORTUNITIES:

- Notebook check / journal entries
- Class participation / teacher discussion / lecture
- Written test
- Vocabulary test

PARENT / STUDENT ACTIVITY

- Discuss the advantages of abstinence.
- Discuss the detrimental effects of teenage pregnancy.

- Group Discussion/role play/debate



SOL: 7.6 The students will be aware of the consequences of preteen and teenage sexual intercourse.

ESSENTIAL KNOWLEDGE and SKILLS:

- The students will be able to identify more specific effects of STI's, unwanted pregnancy, PID (pelvic inflammatory disease), cervical cancer, and HIV/AIDs.
- The student will be educated on the emotional impact and financial responsibilities of pre-marital sexual activities. (such as worrying about pregnancy, reputation, parents finding out, religious/moral impacts, impact/stress on the relationship)
- The students will identify positive reasons for abstinence.

INSTRUCTIONAL MATERIALS:

- Multi-media tools: power point, overhead
- News Media
- Text book
- Internal school resources.
- Guest speakers
- Charts (current)
- Quote (Former US Surgeon General C. Evertt Koop "When you have sex with someone, you are having sex with everyone they have had sex with for the last ten years")
- Posters

KEY TERMS:

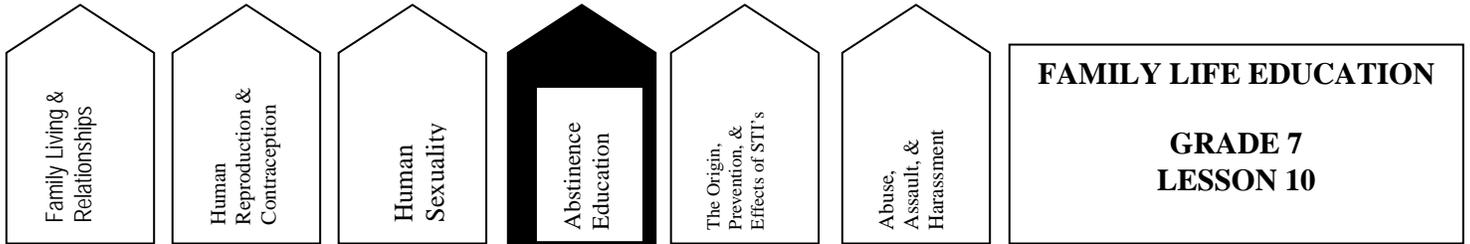
- Oral sex – Oral (using mouth) stimulation of sexual organs)
- Sexual intercourse
- Teenage pregnancy
- STI's
- HIV
- AIDS
- PID
- Cervical Cancer
- Abstinence
- Positive reasons for abstinence

ASSESSMENT OPPORTUNITIES:

- Participation
- Class discussion
- Notebook check
- Vocabulary quiz
- Brainstorming
- Role Play
- Group Debate – Pro's and con's of "having" vs. "not having" sex.

PARENT / STUDENT ACTIVITY

- Discuss the consequences of pre-marital sex with parents.
- Have the student and parent develop a chart comparing the differences between the reputations of sexually active kids today with kids from when their parents were growing up.
- Discuss the "facts" parents had about STI's while growing up as compared to the facts the student has today. (VD vs. STD vs. STI)



SOL: 7.7 The student will list the adverse consequence of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to list the adverse consequences of pregnancy before marriage. (emotional, social, economic)
- The student will be able to list positive benefits of postponing pregnancy until marriage.
- The student will be able to identify the effects of teen pregnancy on life-long goals.

INSTRUCTIONAL MATERIALS:

- Guest speakers
- Charts
- Power points
- Pamphlets
- Current statistics

KEY TERMS:

- Consequences of pregnancy in early adolescence
 - Physical effects on teen body (premature labor, prolonged labor, ectopic pregnancies (tubal pregnancy)
 - Physical effects on baby (prematurity, low birth weight, infant mortality, FAS “fetal alcohol syndrome”)
 - Reputation
 - Change of life-long goals
 - Lack of proper parenting skills and child care demands
 - Change of social life/status
 - Financial burden/job responsibility
- Effects on teen fathers
 - Emotional trauma
 - Marry prematurely
 - Low self-esteem
 - Poor academic skills (early drop out)
 - Burden of financial assistance to child
 - Higher risk of abuse towards mother and baby
- Advantages of Abstinence:
 - Be in control of your life
 - Experience fuller communication with those you care deeply about
 - Focus energy on establishing and realizing life goals
 - Develop respect for self
 - Have a greater trust in marriage
 - Develop an unselfish sensitivity
 - Enjoy being a teenager
 - Achieve religious / moral beliefs

ASSESSMENT OPPORTUNITIES:

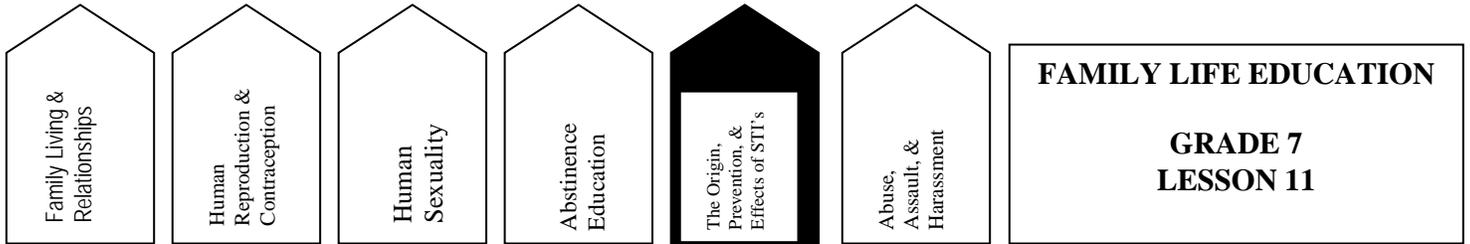
- Classroom discussion
- Journal entries / notebook
- Develop a list of benefits of postponing sexual activity (student developed poster)
- List three risks for teen premarital sexual activity.
- Test / Quiz
- Role play

PARENT / STUDENT ACTIVITY

- Discuss the adjustments and sacrifices that have to be made with school aged pregnancies.
- Have parent and student discuss the lifelong goals of the student and how premarital pregnancy would affect these goals. How would it affect the new “grandparents”.
- How would the student’s parent’s life path have

- Telling a parent about a pregnancy
- Showing reactions about reputation

changed if they would have had a child before marriage.



SOL: 7.11 (to be repeated in 8th grade)

The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including AIDS.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the causes, symptoms, etiology, treatments, transmissions and diagnoses of STI's (including - syphilis, gonorrhea, Chlamydia, genital herpes, genital warts, crabs/pubic lice, and AIDS)
- The student will be able to identify high risk activities in the transmission of STI's, including HIV / AIDS.
- The student will be able to identify community resources for testing and treatment of STI's / AIDS

INSTRUCTIONAL MATERIALS:

- Visual examples(7th and 8th grade: photos may be shown)
- Health department
- School nurse
- Mary Washington Hospital
- CDC website
- Mary Washington Hospital Speakers Bureau
- Community resource book
- School counselor
- School social worker

KEY TERMS:

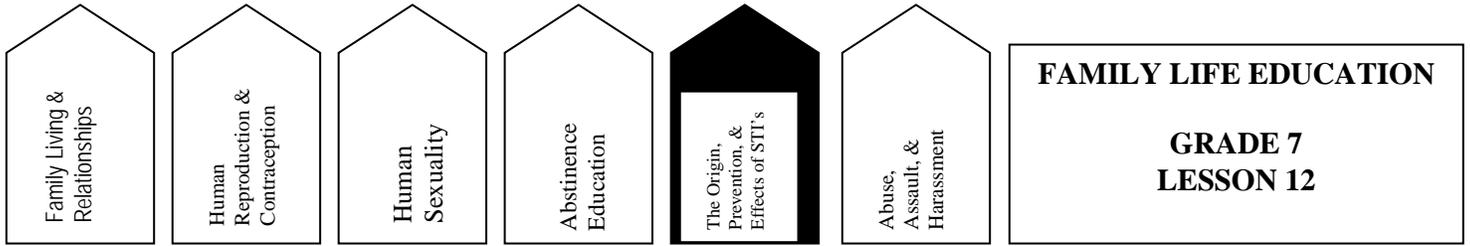
- STI's / AIDS (including - syphilis, gonorrhea, Chlamydia, genital herpes, genital warts, crabs/pubic lice)
 - Causes
 - Symptoms
 - Etiology
 - Treatment
 - Prevention
 - Transmission
 - Diagnosis
- High risk behaviors
 - Types of sex (oral and vaginal)
- Chancere
- Antibiotic
- Treatable vs. Curable
- Symptomatic vs. Asymptomatic
- Community resources (private physician, health department, family planning clinics, Mary Washington Hospital)

ASSESSMENT OPPORTUNITIES:

- Written report a specific type of STI
- Presentation a specific type of STI
- Test / quiz
- Notebook/journal

PARENT / STUDENT ACTIVITY

- Parent night prior to FLE class.
- Discuss what the parent would do if their child contracted an STI.



SOL: 7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review factual information on STI's (HIV / AIDS, gonorrhea, crabs / pubic lice, Chlamydia, herpes, genital warts, syphilis, PID, cervical cancer)...see 6.4 and 6.5
- The student will be able to describe the long term effects of STI's if left untreated.
- The student will be able to describe the emotional consequences of contracting an STI's (reputation, guilt, anxiety).
- The student will be able to describe the financial impacts of contracting an STI.
- The student will be able to recognize that choosing abstinence allows for freedom from the consequences associated with premarital sex.

INSTRUCTIONAL MATERIALS:

- Health department
- Pamphlets
- Speakers
- Red Cross
- Mary Washington Hospital
- School nurse
- Textbook
- CDC website

KEY TERMS:

- STI's - (HIV / AIDS, gonorrhea, crabs / pubic lice, Chlamydia, herpes, genital warts, syphilis, PID, cervical cancer)
- Symptomatic vs. Asymptomatic
- Treatable vs. Curable
- Viral vs. bacterial
- HIV
- AIDS
- Emotional consequences of contracting an STI
 - reputation
 - guilt
 - anxiety
- Cost of an STI
 - Cost of medications
 - Cost of doctor visits
 - Loss of work (in some cases)

ASSESSMENT OPPORTUNITIES:

- Test / quiz
- Notebook / journal
- Student developed poster
- Research paper on a specific STI
- Poster on one of the *essential knowledge* topics from above.

PARENT / STUDENT ACTIVITY

- Parent night prior to FLE class
- Have the student "quiz" their parent or guardian on basic facts and long term repercussions of STI's.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 7
LESSON 13

SOL: 7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify situations where molestation or sexual assaults may occur (car of acquaintances, chat rooms, unsupervised gatherings, public restrooms, public places such as bowling alleys, skating rinks, department stores, etc.)
- The student will be able to identify approaches that some molesters may use.
- The student will be able to identify resources for victims of molestation and assault.
- The student will be able to recall punishments for false accusations of sexual assault.
- The student will review ways to tell a person to stop when they are in an uncomfortable situation.

INSTRUCTIONAL MATERIALS:

- Create a resource wallet card of important community resources for student availability.
- Guidance counselor
- School nurse
- School social worker
- Resource officers

KEY TERMS:

- Sexual assault
- Approaches
- Molestation
- Predators
- Chat rooms / internet / Myspace.com
- Refusal skills for uncomfortable situations

ASSESSMENT OPPORTUNITIES:

- Develop a skit to teach younger students the techniques some predators of children may use.
- Create wallet cards for student resources.
- Have students make a list of steps to follow when reporting a possible incident of sexual assault.

PARENT / STUDENT ACTIVITY

- The student and parent can make a list of rules to follow when on the internet.
- The student and parent can make a list of what is appropriate vs. inappropriate touching between friends, family and acquaintances.



FAMILY LIFE EDUCATION

GRADE 8

LESSON 1

SOL: 6.9 The student will become aware of community health-care and safety agencies and their functions.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify resources available to them in their community which may include:
- Child abuse prevention
- Mental health counseling
- Teenage pregnancy prevention and family counseling
- Personal health care (prenatal care/prevention of sexually transmitted infections)
- Substance abuse awareness/support groups
- Local EMS community based services (to include: fire, rescue, police)
- Family based secular organizations
- Local health department and private physicians

INSTRUCTIONAL MATERIALS:

- Introduction of guest speakers related to community resources.
- Community Connections Directory (community resource guide)

KEY TERMS:

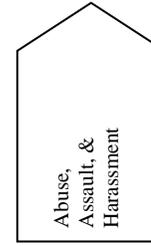
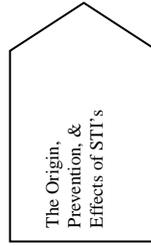
- Child abuse
- Mental health
- Teenage pregnancy
- Family counseling
- EMS
- Personal health
- Substance abuse
- Support groups
- Secular
- Health department

ASSESSMENT OPPORTUNITIES:

- Create community based phone/resource book
- Vocabulary quiz

PARENT / STUDENT ACTIVITY

- Create an emergency phone list with parent/guardian.



FAMILY LIFE EDUCATION

GRADE 8

LESSON 2

SOL: 8.5 The student will recognize the nature of dating during adolescence.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will know that all people need to belong, need to be loved, and show affection.
- The student will understand the difference between love, desire, and infatuation.
- The student will understand that different relationships develop emotional and mental growth.

INSTRUCTIONAL MATERIALS:

- Health textbook
- Power point
- News media
- Guest speakers

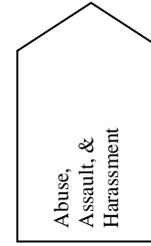
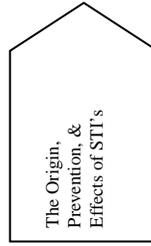
KEY TERMS:

- Infatuation
- Affection
- Relationships
- Physical
- Emotional
- Dating
- Desires
- Love

ASSESSMENT OPPORTUNITIES:

- Active participation in class discussion
- Notebook checks
- Vocabulary quiz

PARENT / STUDENT ACTIVITY



FAMILY LIFE EDUCATION

GRADE 8

LESSON 3

SOL: 8:10 The student will analyze the issues related to teenage pregnancy.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify how teenage pregnancy will affect and impact their life, which includes:
 1. physical changes
 2. social changes
 3. emotional impacts
 4. legal aspects
 5. financial responsibilities
 6. educational – drop out rate among teenagers
 7. nutritional needs of mother and baby
 8. changes that will occur for teen mother and father’s families
- The student will understand the role and responsibility of a teenage father.

INSTRUCTIONAL MATERIALS:

- Guest speaker (internal school resources)
- Power point
- News media
- Health publications
- Guest speakers (outside of school)

KEY TERMS:

- Physical
- Emotional
- Legal
- Social
- Financial
- Role changes
- Adverse

ASSESSMENT OPPORTUNITIES:

- Vocabulary quiz
- Active participation in class discussion
- Notebook checks
- Role play

PARENT / STUDENT ACTIVITY

- The student and parent will discuss the VA state law concerning teenage fathers. (see SOL 7.8)

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 8
LESSON 4A

SOL: 6.6 The student will summarize the process of human reproduction.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the female and male reproductive organs, their functions, and locations.
- The student will identify and define additional male / female reproductive terms.

INSTRUCTIONAL MATERIALS:

- Overheads of labeled male / female reproductive organs.
- Diagrams of unlabeled male / female reproductive organs.
- Charts of male / female reproductive organs.

KEY TERMS:

5. Male repro anatomy

- Genitals
 - A. Penis
 - B. Scrotom
 - C. Testicles
- Urethra
- Sperm
- Pituitary gland
- Testosterone
- Prostate gland
- Vas deferens
- Erection and ejaculation
- Nocturnal emissions (wet dreams)

6. Female repro. Anatomy

- Vulva
- Vagina
- Ovaries
- Uterus
- Fallopian tubes
- Estrogen & progesterone
- Ova-egg
- Cervix
- Pituitary gland
- Breasts

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Label blank diagrams of male / female reproduction
- Trace the pathway of sperm

PARENT / STUDENT ACTIVITY

- See SOL: 6.6, Grade 6, Lesson 1 of 1

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 8
LESSON 4B

SOL: 6.6 The student will summarize the process of human reproduction.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the cycle of menstruation.
- The student will review the reproductive process.

INSTRUCTIONAL MATERIALS:

- Diagrams of male / female reproductive organs

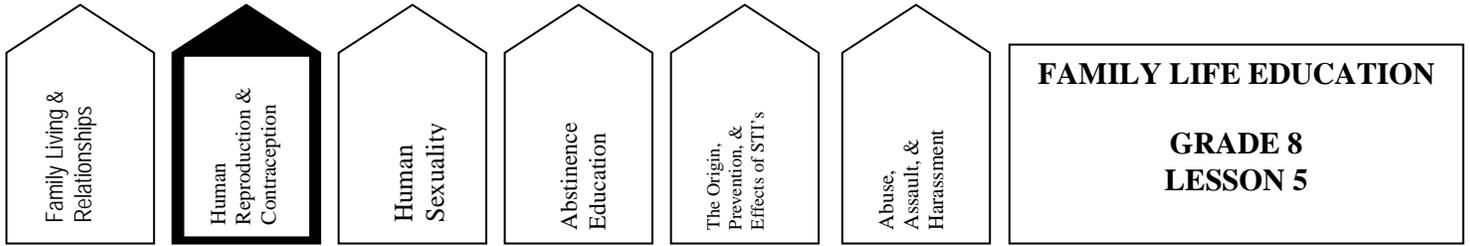
KEY TERMS:

- | | |
|---|--|
| <p>11. menstruation cycle</p> <ul style="list-style-type: none">• ovulation• endometrium• menstruating• ova (egg)• menarche is first menstrual cycle• menopause is the final cycle• PMS (premenstrual syndrome)• Cramping, discomfort, moodiness | <p>12. development of egg in ovary</p> <p>13. development of sperm in testicle</p> <p>14. fertilization of egg by sperm</p> <p>15. 5 steps to fertilization:</p> <ul style="list-style-type: none">• Egg is released from ovary• Egg is in fallopian tube• Sperm is deposited at cervix• Sperm penetrates egg in fallopian tube• Fertilized egg attaches itself to the uterine wall <p>6. conception</p> |
|---|--|

ASSESSMENT OPPORTUNITIES:

- Pretest of reviewed information
- Identify 5 steps of fertilization

PARENT / STUDENT ACTIVITY



SOL: 7.8 The student will describe the signs and symptoms of pregnancy.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will identify the physical and psychological changes of pregnancy.
- The student will become aware of medical testing to ensure a healthy and successful pregnancy.

INSTRUCTIONAL MATERIALS:

- Discussion
- School nurse
- Overheads (Conception to Birth)

KEY TERMS:

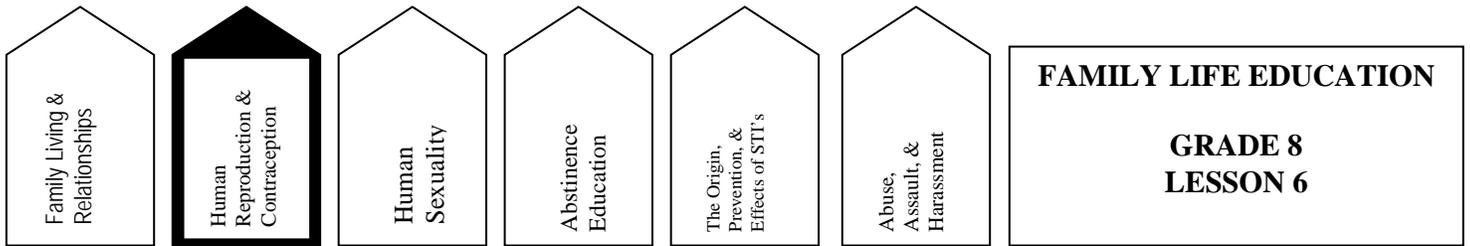
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|---|--|
| <p>1. Signs of pregnancy</p> <ul style="list-style-type: none"> • cessation of menstrual cycle • nausea (morning sickness) • fatigue • sensitivity in breasts • weight gain (change in appetite) • mood swings • cravings • skin changes • frequent urination | <p>2. Medical testing</p> <ul style="list-style-type: none"> • Contact medical physician • Urine test • Internal exam • Arrange for proper prenatal care (private physician or health department) |
|---|--|

ASSESSMENT OPPORTUNITIES:

- Discussion and class participation

PARENT / STUDENT ACTIVITY

2. Discussions w/ teen on how family dynamics would change if teen got pregnant/fathered a child.
3. Discuss choices a pregnant teen must make. (parent child, termination, adoption)
4. Discuss Virginia state law concerning fatherhood: "Any male age 14 or older who father's a child in the state of Virginia must pay child support for his child until the child reaches age 18." (Cost is approx. \$40,000 to \$60,000 to raise a child, not including college)



SOL: 8.11 The student will review the facts about pregnancy, prevention, and disease control.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against pregnancy and STI's.
- The student will learn that barrier and hormonal methods are less than 100% effective against pregnancy and STI's.
- The student will be introduced to the different methods of contraception and their effectiveness of preventing disease and pregnancy.

INSTRUCTIONAL MATERIALS:

- Discussion
- Charts
- Posters
- Video – “Sex Smart for Teens: Birth Control” (Injoy Videos, 27 min.) **Exclude video part on “The Condom Hunter”.** This segment demonstrates the use of a condom on a cucumber.

KEY TERMS:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Abstinence (100%) • Effectiveness • Contraception • STI (Sexually Transmitted Infection) • Barrier methods <ul style="list-style-type: none"> A. Male and female condoms (88%) B. Spermicides (foam) (79%) C. Diaphragm (94%) D. Cervical caps (93%) E. Sponge (90%) • Hormonal Methods <ul style="list-style-type: none"> A. Pill (99%) B. Injections (99%) C. Patch (99%) D. Ring (99%) | <ul style="list-style-type: none"> • Surgical Methods <ul style="list-style-type: none"> A. Tubal Ligation (99%) B. Vasectomy (99%) • Ineffective Methods <ul style="list-style-type: none"> A. Withdrawal B. Substitute Condoms (sandwich bags, balloons, etc.) C. Douching D. Urination after intercourse E. Positioning F. Using two condoms |
|---|---|

ASSESSMENT OPPORTUNITIES:

- Written Assessment

PARENT / STUDENT ACTIVITY:

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 8
LESSON 7

SOL: 8.6 The student will interpret the messages in society related to sexuality.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will discover and analyze messages about sexuality found in advertising media, music and videos, television, films, printed material, and graffiti.
- The student will be able to compare / contrast a product advertised (e.g. shampoo, deodorant, toothpaste, etc.) to determine the influence of sexually explicit messages.

INSTRUCTIONAL MATERIALS:

- Make commercials-put in groups and make a commercial on deodorant then have class evaluate methods used to sell the product.
- Taped commercials
- Music
- Music videos
- Popular TV shows
- Popular websites
- Review DVD from grade 7, SOL: 7.5 – “Straight Talk About Sex, Gender, and Media”, (Marsh Media, 2004)

KEY TERMS:

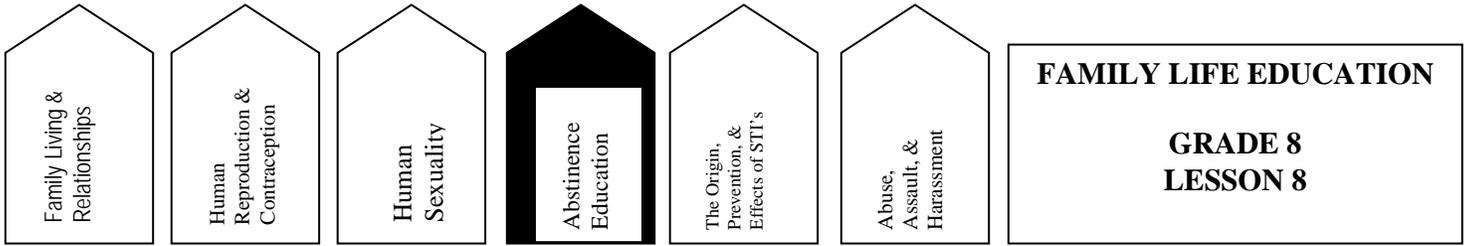
- Sexually explicit messages
- Advertising
- Graffiti

ASSESSMENT OPPORTUNITIES:

- Student responses to group messages.

PARENT / STUDENT ACTIVITY

- Choose a 30 minute show for parent and student to view. Tally the total number of results of sexual messages and compare results.



SOL: 8.7 The student will describe strategies for saying “no” to premarital sexual relations.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to differentiate between passive, assertive, and aggressive communicate.
- The student will develop and practice “refusal skills” using assertive communication.
- The student will be able to learn why and how to say “no” to premarital sexual activities and to situations that challenge their own values.
- The student will be able to practice the five-step “P.R.I.D.E. Decision Making Process”.

INSTRUCTIONAL MATERIALS:

- Health textbook (decision making skills and refusal skills)
- Worksheets
- Motivational speaker
- Power point

KEY TERMS:

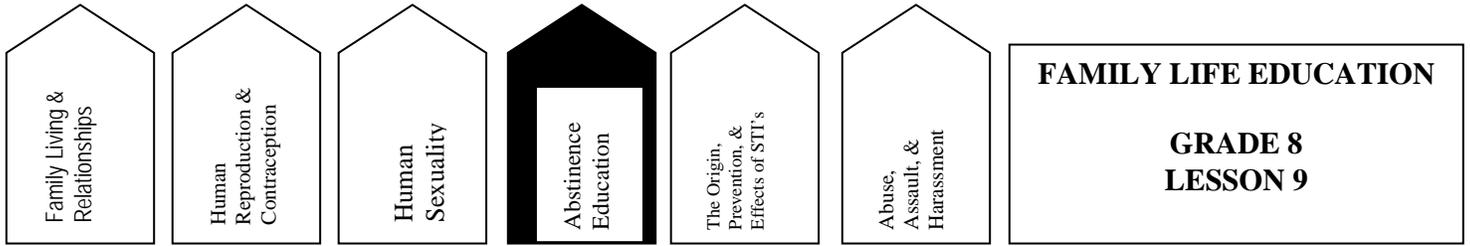
- Assertive communication (respecting the rights of others, the same as you expect others to respect yours; this type of communication is tactful but leaves no room for doubt about the speakers intentions yet acknowledges the other persons needs and desires)
- Aggressive communication (attempting to force your desires on another in order to satisfy your own purposes and without consideration of the rights of the other)
- Passive communication (giving in to another’s demands regardless of the consequences to yourself)
- Rules for assertive communication:
 - Be tactful.
 - Recognize and acknowledge the other person’s needs and desires.
 - Recognize your own needs and desires.
- Refusal skills (ways to say “no” to negative peer pressure)

ASSESSMENT OPPORTUNITIES:

- Notebook / journal entries
- Role playing
- Saying “NO” worksheet.
- Develop a “Dear Abby” letter and have students respond.

PARENT / STUDENT ACTIVITY

- Have parent and student develop a list of ways to say no to sex.



SOL: 8.10 The student will analyze issues related to teenage pregnancy.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the role of teenage father and his legal and financial responsibilities.
- The student will be able to understand the adverse impact on both the teenaged mothers and fathers families.
- The student will be able to understand the physical, social, emotional, and educational impacts of teen pregnancy.

INSTRUCTIONAL MATERIALS:

- Posters
- Guest speakers
- Power point
- Current statistics
- Library

KEY TERMS:

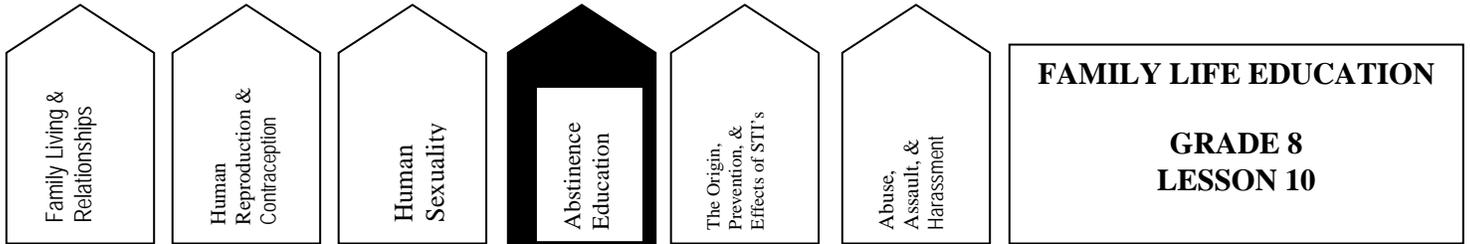
- Paternity (fatherhood; establishing paternity means that a judge must sign a court order stating who the legal father is for the baby's legal rights)
- Maternity (motherhood; both mother and father's social security numbers must be present on birth certificate)
- **FACTS:** The teenaged mother may become financially dependent on her family while on welfare or WIC. The teenaged father may also become more financially dependent on his family or on welfare. Both parents may lack job skills that hinder them from getting them into the work force.
- **LAW:** *Fatherhood responsibility* – Any male 14 years of age or older who fathers a child in the state of VA must pay child support for their baby until that baby reaches the age of 18. (Approximately 60 to 80 thousand dollars...may increase with inflation).
- Implications of the teens parents:
 - Insecurities within the family structure
 - Withdrawn from society and friends
 - Lack of self awareness
 - Guilt
 - Fear of future
 - Lack of motivation
 - Financial struggles
 - Lack of trust
 - Change in family goals
 - Children of teenage mothers are more likely to become teen parents themselves.

ASSESSMENT OPPORTUNITIES:

- Research current costs of living and baby/child care expenses. (rent, baby needs, day care providers, food, gas, bills, etc.)

PARENT / STUDENT ACTIVITY

- Discuss with parent “children of teenage mothers are more likely to become teen parents themselves”.
- Have parent and student discuss VA state law concerning a teen father.



SOL: 8.11 The student will review facts about pregnancy prevention and disease control.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to understand that abstinence is the only guaranteed method of 100% effectiveness in preventing pregnancy and STI's.
- The student will be able to understand that the different methods of contraception are not always effective.
- The student will be able to understand that when practicing abstinence they are staying away from all types of sexual activity that can lead to pregnancy and the spread of STI's.

INSTRUCTIONAL MATERIALS:

- See strand "Human Reproduction and Contraception", SOL: 10.8 (grade 8, lesson 3)
- Textbook (Health)
- Video – "Sex Smart for Teens: Abstinence"; (Injoy Videos, 34 min.)
- Current Statistics on teen pregnancy and STI's.
- Quote "The only "safe sex" is a safe partner, and there are no "safe partners" which means complete abstinence".

KEY TERMS:

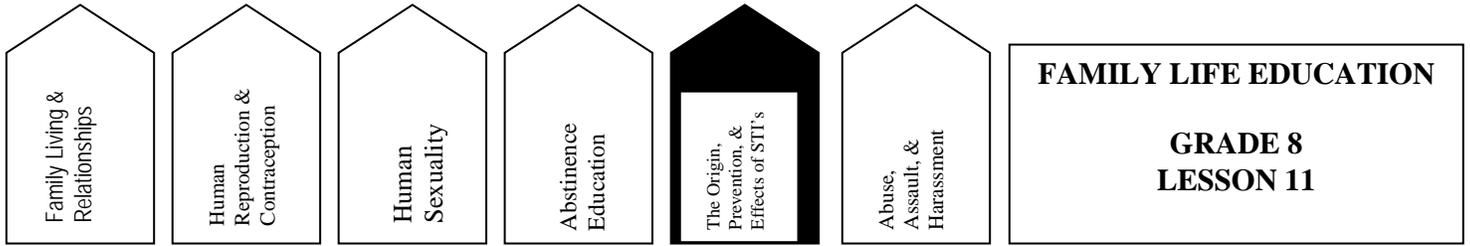
- Abstinence (the practice of abstaining from any sexual activity prior to marriage)
- STI
- Types of sexual activity (intercourse and oral sex)
- Monogamous

ASSESSMENT OPPORTUNITIES:

- Journal / notebook
 - "Diary entry "Can you wait until marriage to have sex"? (teacher may not want to read this entry...)
- List pro's and con's of remaining abstinent.
- Discussion

PARENT / STUDENT ACTIVITY

- Discuss religious/moral beliefs of remaining abstinent.
- Define with parents what it means to be monogamous.



SOL: 7.11 (to be reviewed from 7th grade)

The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including AIDS.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the causes, symptoms, etiology, treatments, transmissions and diagnoses of STI's (including - syphilis, gonorrhea, Chlamydia, genital herpes, genital warts, crabs/pubic lice, and AIDS)
- The student will be able to identify high risk activities in the transmission of STI's, including HIV / AIDS.
- The student will be able to identify community resources for testing and treatment of STI's / AIDS

INSTRUCTIONAL MATERIALS:

- Visual examples(7th and 8th grade: photos may be shown)
- Health department
- School nurse
- Mary Washington Hospital
- CDC website
- Mary Washington Hospital Speakers Bureau
- Community resource book
- School counselor
- School social worker

KEY TERMS:

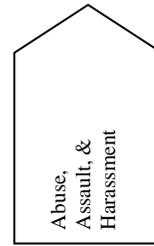
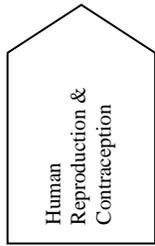
- STI's / AIDS (including - syphilis, gonorrhea, Chlamydia, genital herpes, genital warts, crabs/pubic lice)
 - Causes
 - Symptoms
 - Etiology
 - Treatment
 - Prevention
 - Transmission
 - diagnosis
- High risk behaviors
 - Types of sex (oral and vaginal)
- Chancere
- Antibiotic
- Treatable vs. Curable
- Symptomatic vs. Asymptomatic
- Community resources (private physician, health department, family planning clinics, Mary Washington Hospital)

ASSESSMENT OPPORTUNITIES:

- Written report a specific type of STI
- Presentation a specific type of STI
- Test / quiz
- Notebook/journal
- Chart the causes, symptoms, etiology, treatment, prevention, transmission, and diagnosis of various STI's in poster format. Compare these in class.

PARENT / STUDENT ACTIVITY

- Parent night prior to FLE class.
- Discuss how a parent would respond to the news that their child contracted an STI.



FAMILY LIFE EDUCATION

GRADE 9
LESSON 1
Importance of Family

SOL: 9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify what their role is as a family member.
- The student will be able to define what a “family unit” consist of and the importance in society.
- The student will be able to define and list characteristics that describe a family unit (or components that make a family).
- The student will be able to list and identify characteristics that a family unit contributes to our society.

INSTRUCTIONAL MATERIALS:

- Discussion within classroom
- Guest speakers
- DVD/Media materials (video)
- Power point presentation

KEY TERMS:

- Family
 - Support system for it’s members
 - Where child learns responsibility and independence
- Society
- Responsibility
- Role
- Contributions

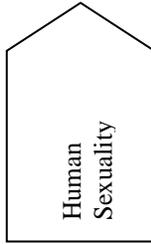
ASSESSMENT OPPORTUNITIES:

- Open group discussion in class
- Vocabulary quiz
- Write in Journal

PARENT / STUDENT ACTIVITY

- Students and parents will have open discussions about their own relationships within their family unit and how their family makes contributions to society.

TEACHER NOTES:



FAMILY LIFE EDUCATION

GRADE 9
LESSON 2
Sexual Identity

SOL: 9.3 The student will recognize the development of sexuality as an aspect of the total personality.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand the components of one's sexual identity.
- The student will recognize the components of sexual identity including the basic perception of oneself as male or female, as a sexual being, their sexual values, and their gender identity.
- The student will be made of aware of diverse sexual preferences.
- The student will understand the importance of open and honest communication regarding sexuality.
- The student will recognize that individual values about sexuality are based in the home.
- The student will increase their awareness and understanding of different value systems relating to sexuality and different sexual lifestyles that individuals may choose.

INSTRUCTIONAL MATERIALS:

- DVD / Videos
- Media materials
- Guest speakers
- Self-help books (Life Strategies for Teens by, Jay McGraw and Dr. Phillip C. McGraw: Letters to Philip and Letters to Karen by, Charles Shedd)

KEY TERMS:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Personality • Tolerance • Acceptance • Sexual identity – the component of a person's identity that pertains to his or her sexuality <ul style="list-style-type: none"> • Self identity / perception of one's self <ol style="list-style-type: none"> 1. male 2. female • Sexuality <ol style="list-style-type: none"> 1. sexy vs. not sexy 2. libido – sex drive (it's normal to have sexual feelings and desires known as sex drives) 3. sexual restraint – controlling sexual urges by not acting on them. | <ul style="list-style-type: none"> • Sexual orientation (defined only) <ol style="list-style-type: none"> 1. heterosexual (being attracted to the opposite gender) 2. homosexual (being attracted to the same gender) 3. bisexual (being attracted to both genders) • Sex values <ol style="list-style-type: none"> 1. permissive (to freely give of one's self sexually) 2. liberal (one who is not strict in their views or observances) | <ol style="list-style-type: none"> 3. conservative (one who adheres to traditional methods or values; discreet) <ul style="list-style-type: none"> • Gender identity <ol style="list-style-type: none"> 1. masculine (having qualities appropriate to a man) 2. feminine (having qualities appropriate of a female) |
|---|---|--|

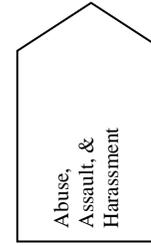
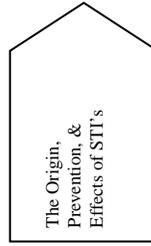
ASSESSMENT OPPORTUNITIES:

- Active participation and discussion
- Pre-test
- Have students look through magazines to find images that visually depict the sexual identity components/characteristics
- Write in journal.

PARENT / STUDENT ACTIVITY

- Discuss with parents which characteristics were important to them (for themselves and for their dating partners) when they were teenagers and beginning to date.

Teacher Notes:



FAMILY LIFE EDUCATION

GRADE 9
LESSON 3
Dating

SOL: 9.5 The student will review the nature and purposes of dating.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to discuss the types of dating
 - Single (2 people)
 - Double (4 people)
 - Group dating
- The student will be able to discuss and identify benefits of single dating vs. double dating vs. group dating.
- The student will be able to establish “Dating Standard”, i.e.: age, types, places to go, that are age appropriate.
- The student will be able to discuss and identify pressures related to dating relationships.
- Examine his/her value in choosing friends, dating partners and relationships.

INSTRUCTIONAL MATERIALS:

- Health text book
- School social worker
- Guidance counselors
- School Resource officer

KEY TERMS:

- Dating (in general)
- Guidelines
- Coping
- Peer pressure
- Group dating
- Relationships

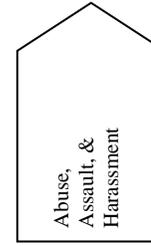
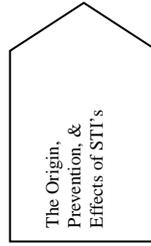
ASSESSMENT OPPORTUNITIES:

- Brain-storming (allow groups to brain storm varies dating activities and types of dating; compare girls ideas with boys ideas...share with alternate groups)
- Group discussion
- Write in Journal.

PARENT / STUDENT ACTIVITY

- Discuss with parents regarding dating rules/guidelines that relate to their own family and standards.

TEACHER NOTES:



FAMILY LIFE EDUCATION

GRADE 9
LESSON 4
Discrimination

SOL: 9.13 The student will identify the affect of discrimination.

ESSENTIAL KNOWLEDGE and SKILLS:

- Student will be able to list and identify 3 different types of discrimination.
- Discuss how families are different (2 moms or 2 dads, nuclear, extended, blended, single-parent, adoptive, or foster families)

INSTRUCTIONAL MATERIALS:

- Health textbook
- School social worker
- School guidance counselor
- Guest speaker

KEY TERMS:

- Discrimination
- Consequences
- Racism (discrimination of varying races)
- Ageism (discrimination of the elderly)
- Sexism (discriminating against males or females)
- Values
- Types of families
 - 2 moms / 2 dads
 - Nuclear family
 - Extended family
 - Blended family
 - Single – parent family
 - Adoptive family
 - Foster family

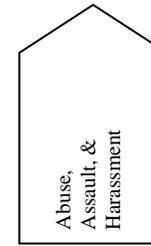
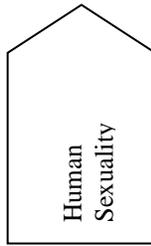
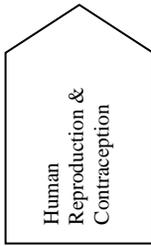
ASSESSMENT OPPORTUNITIES:

- Group discussion/class participation
- Vocabulary quiz
- Role play
- Write in journal.

PARENT / STUDENT ACTIVITY

- Have student discuss with parents how family structures have changed over the years.
- Ask your parents “What are three values that are important to us in our home?”
- Discuss with your family, ways to be respectful or accepting of other individuals and families.

TEACHER NOTES:



FAMILY LIFE EDUCATION

GRADE 9
LESSON 5
Decision Making

SOL:

- 10.1 The student will determine how maturation affects adolescents.
- 10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
- 10.4 The student will use the steps in the decision-making process to solve specific problems.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to recognize that adolescent development is a process that relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, the decision-making process, sources of values, and self-discipline.
- The student will be able to identify / list universal values related to positive growth for relationships (self control, self respect, respect for others, responsibility, honesty, dependability, trust worthiness, equality).
- The student will review the steps in the decision making process.
- The student will be able to evaluate possible consequences of their decisions based on peer, family, personal, and societal beliefs.
- The student will be able to identify resources in the community that can assist in evaluating alternative solutions in the decision making process. (School nurse, guidance counselor, guest speakers)

INSTRUCTIONAL MATERIALS:

- Health textbook
- School social worker
- School guidance Department
- Guest speakers
- DVD/videos-multi media material
- Power point presentation
- School nurse
- Health department
- Web sites

KEY TERMS:

- Self image
- Self esteem
- Self discipline
- Physiological changes
- Adolescent
- Emotions
- Decision making
- Constructive criticism
- Development
- Maturation
- Values
- Morales
- Ethics
- Relationships
- Positive
- Honesty
- Self-control

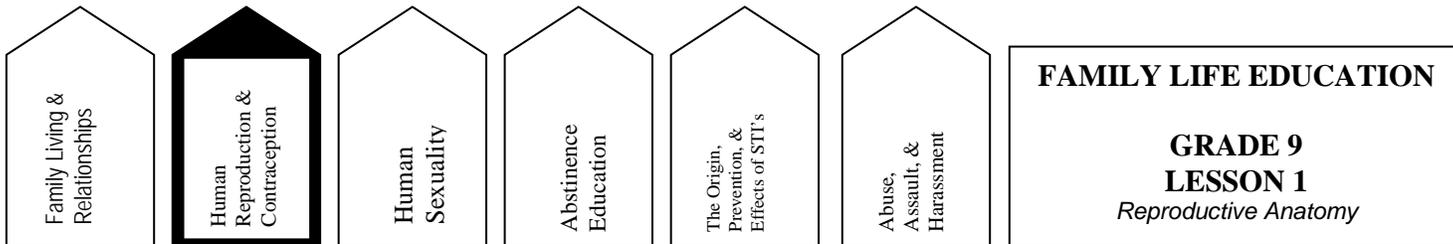
- Responsibility
- Decision making process: (See "PRIDE" obj. 9.6 Abstinence)
 1. Identify the problem
 2. list all possible alternatives
 3. evaluate the alternatives and their consequences
 4. choose an alternative
 5. act on the decision
 6. evaluate the result

ASSESSMENT OPPORTUNITIES:

- Cooperative groups. Groups are presented with a situation and must use the decision making process then report on the outcome.

PARENT / STUDENT ACTIVITY

- Have student pick one of the situations discussed in class and go through the process with their parents. Discuss in class.



SOL: 9.9 The student will be able to explain the process of reproduction.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the male / female reproductive anatomy and their functions.

INSTRUCTIONAL MATERIALS:

- Overheads
- Models
- Textbooks
- Nurses (health department, school nurse)
- Guest speaker

KEY TERMS:

- Male anatomy
 - Vas deferens
 - Urethra
 - Penis
 - Glans penis (head of penis)
 - Circumcision
 - Foreskin
 - Seminal vesicle
 - Prostate gland
 - Cowper's gland
 - Epididymis
 - Testes
 - Scrotum
 - Spermatic cord
- Female anatomy
 - Hymen
 - Fallopian tube
 - Uterus
 - Vagina
 - Cervix
 - Perineum
 - Ovary
 - Mammary glands
 - areola

ASSESSMENT OPPORTUNITIES:

- Pretest
- Post test
- Essay "Trace the sperm from testicles to the fallopian tubes"
- Label reproductive anatomy in small groups, or in large group using overhead, or have index cards with reproductive parts to be placed on a large diagram.

PARENT / STUDENT ACTIVITY

- Discuss with parents their own pregnancy with teen and other siblings.

TEACHER NOTES:

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 9
LESSON 2
Process of Reproduction

SOL: 9.9 The student will be able to explain the process of reproduction.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand the growth of a baby from conception to birth.
- The student will recognize the importance of prenatal care.

INSTRUCTIONAL MATERIALS:

- Videos
- Models
- Guest speaker (OBGyn)
- Book: "What to expect when you're expecting"
- Power point
- Notes ("Reproduction from conception to delivery notes for teachers")
- Overhead (fetal development from month to month)

KEY TERMS:

- First trimester
- Second trimester
- Third trimester
- Conception
- Gestation
- Placenta
- Embryo
- Umbilical cord
- Embryonic sac
- Ectopic pregnancy (tubal)
- Presentation
- Labor
- Delivery
- Episiotomy
- Cesarean vs. natural delivery
- Afterbirth
- Contractions
- Dilation
- Nutrition
- Vitamins
- Doctor visits

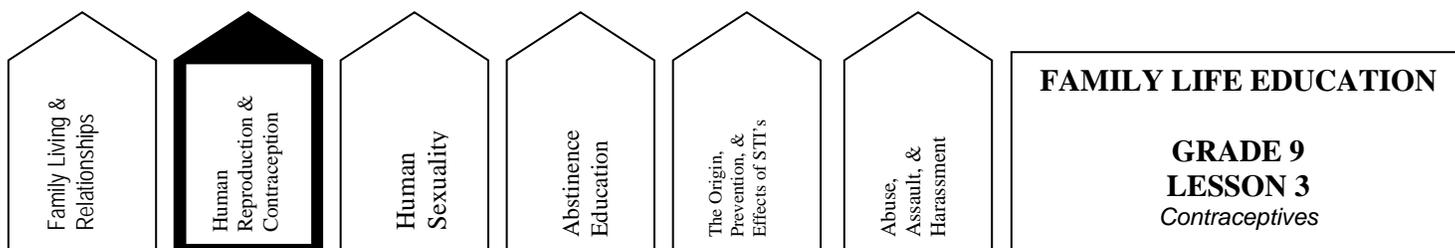
ASSESSMENT OPPORTUNITIES:

- Essay on "Fetal Development, it's stages, and the importance of prenatal care"
- Essay "Trace the embryo from conception to birth"
- Worksheet labeling body parts.
- Group discussions about the importance of prenatal care
- Brainstorm some things teens do that could cause harm to an unborn baby.

PARENT / STUDENT ACTIVITY

- Discuss with parents their own pregnancy with teen and other siblings.
- Discuss with parents their memories from high school of friends or acquaintances who became teen parents.

TEACHER NOTES:



SOL: 9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against pregnancy .
- The student will learn that barrier and hormonal methods are less than 100% effective against pregnancy .
- The student will be introduced to the different methods of contraception and their effectiveness for preventing pregnancy.
- The student will be able to list the categories of contraception.

INSTRUCTIONAL MATERIALS:

- Discussion
- Charts
- Posters
- Internet web sites
- Stafford County Health Department
- Samples of contraceptives / family planning methods
- School nurse
- Text book
- Video

KEY TERMS:

Note to teachers: Keep informed about new and old methods due to continued fluctuation.

- Abstinence
- Sterilization
 - A. vasectomy
 - B. tubal ligation
- Barrier methods
 - A. Male and female condoms
 - B. Spermicides (foam, jelly, suppositories, film, cream, sponges)
 - C. Diaphragm
 - D. Cervical caps

- Hormonal methods
 - A. Pill
 - B. Injections
 - C. Patch
 - D. Ring
 - E. Norplant
 - F. EC (emergency contraception)
- Withdrawal
- Rhythm method
- IUD (intrauterine contraception)

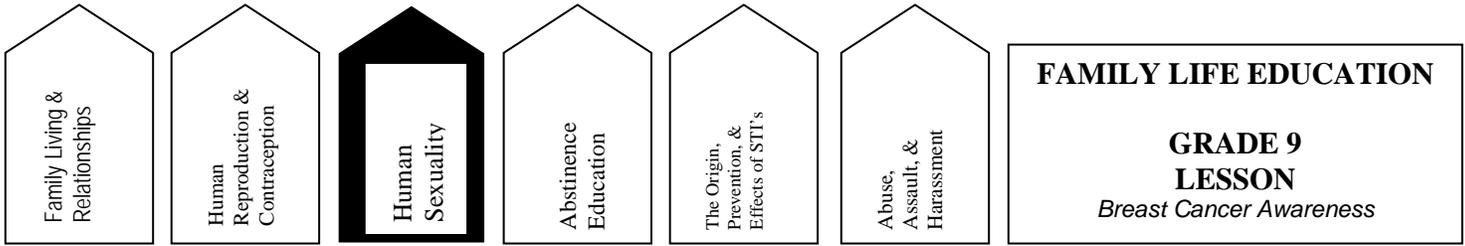
ASSESSMENT OPPORTUNITIES:

- Written assessment
- Review games

PARENT / STUDENT ACTIVITY

-

TEACHER NOTES:



SOL: Girls ONLY

STAFFORD COUNTY OBJECTIVE

The female student will be able to understand the importance of recognizing the early signs of breast cancer.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify ways to detect breast cancer.
- The student will understand the importance of early detection.
- The student will be able to describe the process of self breast examination.
- The student will be able to identify the frequency with which self breast examinations should be completed.
- The student will be able to define mammogram.
- The student will be able to identify the many causes of “lumps” in the breasts.
- The student will be able to understand the importance of yearly medical exams for breast and reproductive health.

INSTRUCTIONAL MATERIALS:

- Websites
 - http://www.kidshealth.org/kid/grownup/conditions/breast_cancer.html
 - <http://www.breasthealthfocus.com/health/self-exam.php>
- OBGYN nurses or doctors
- Student nurses
- Health department nurses
- School nurse
- Susan G. Komen Foundation website

KEY TERMS:

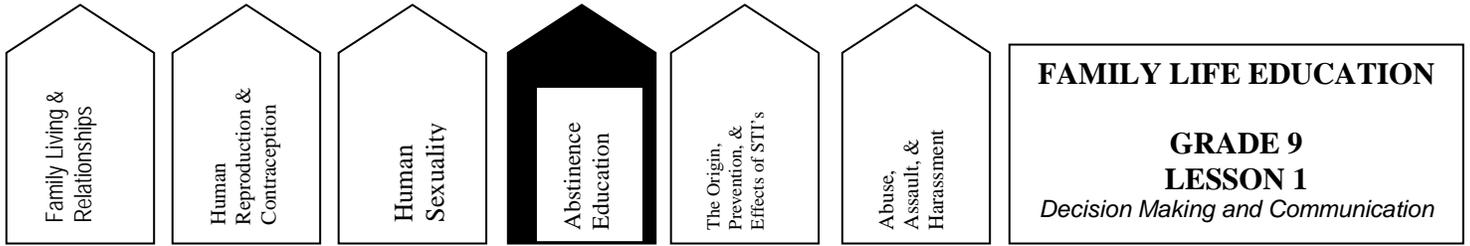
- Breast cancer
- Cyst
- Lump
- Self breast exam
- Early detection
- Reproductive health
- Gynecologist
- Yearly exam
- Mammogram

ASSESSMENT OPPORTUNITIES:

- Practice self exams on fake / model breasts

PARENT / STUDENT ACTIVITY

- Discuss information to female parent or guardian and make an agreement to remind each other to do monthly self breast examinations.



SOL: 9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to differentiate between passive, assertive, and aggressive communication skills (review from 8.7)
- The student will be able to develop and identify strategies for saying “no” to sexual pressures.
- The student will be able to understand the difference between a need and a want (which is a desire) in a relationship. (refer to 7.4)
- The student will be able to identify their own personal goals and limits when it comes to sexual activity and relationships.

INSTRUCTIONAL MATERIALS:

- Video / DVD
- Motivational speakers
- List of possible lines used by girls or boys to convince the other to have sex, use drugs or engage in risky behaviors.
- Health textbook
- Power Point

KEY TERMS:

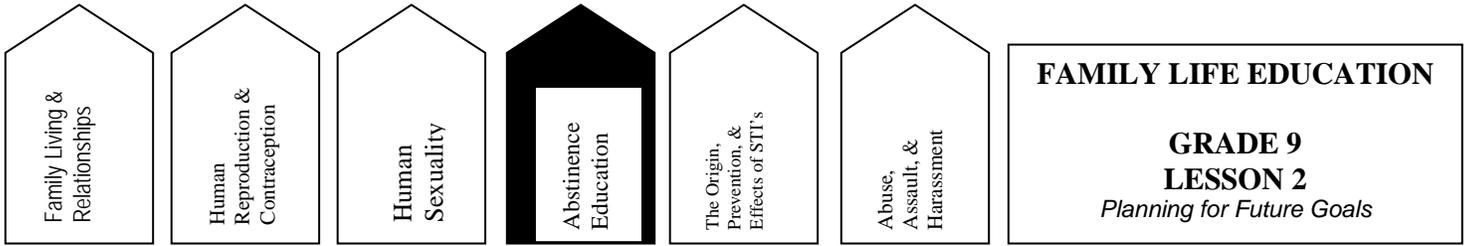
- Decision making skills: PRIDE
 - P – pin point the decision to be made
 - R – recognize the possible choices
 - I – investigate your options (pros and cons)
 - D – decide which option is best
 - E – evaluate the outcome
- **Assertive communication** (respecting the rights of others, the same as you expect others to respect yours; this type of communication is tactful but leaves no room for doubt about the speakers intentions yet acknowledges the other persons needs and desires)
- **Aggressive communication** (attempting to force your desires on another in order to satisfy your own purposes and without consideration of the rights of the other)
- **Passive communication** (giving in to anothers demands regardless of the consequences to yourself)
- Rules for assertive communication:
 - Be tactful.
 - Recognize and acknowledge the other person’s needs and desires.
 - Recognize your own needs and desires.
- Refusal skills (ways to say “no” to negative peer pressure)
- Define need verses want

ASSESSMENT OPPORTUNITIES:

- Role playing
- Journal / notebook
- Given a situation, practice using PRIDE within a group.
- Have students respond to “lines” from their dating partners and discuss with the group.
- Have the student develop a list of personal standards they want to set for themselves on a date including how they want to be treated.
- Complete an assertiveness scale to find out which type of communicator the student is.

PARENT / STUDENT ACTIVITY

- Have parent and student develop a list for their family, called the “rules of dating”.
- Develop a list of ways to get out of a dating situation they may not want to be in.
- Discuss the “Assertiveness Scale” with parents.



SOL: 9.14 The student will begin to identify educational and career goals.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to formulate educational and career objectives.
- The student will be able to identify obstacles that could interfere with career and educational objectives.

INSTRUCTIONAL MATERIALS:

- School guidance counselor
- Guest speaker (career counselor)
- Pamphlets
- Career aptitude tests
- Community agencies and resources

KEY TERMS:

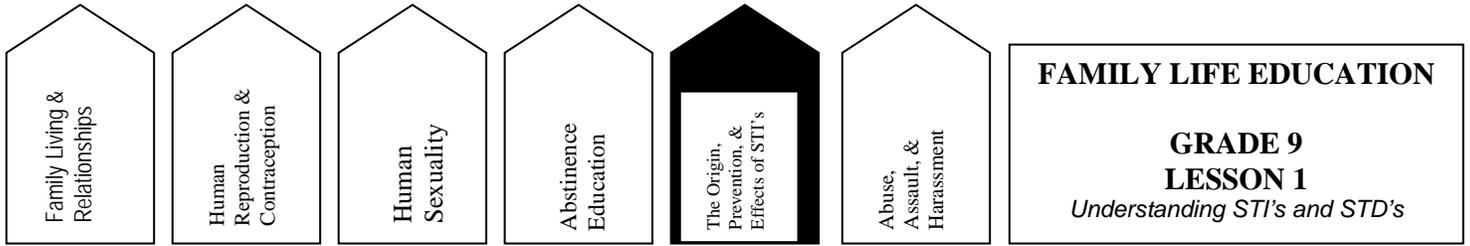
- Goals
- Educational plan
- Obstacles interfering with career and educational objectives (unplanned pregnancy, STI's including AIDS, emotional stressors, etc.)

ASSESSMENT OPPORTUNITIES:

- Students will present a plan to show how they will meet their career objectives.
- The students will timeline their career and educational objectives for the next 5 years and 10 years.
- Journal / notebook

PARENT / STUDENT ACTIVITY

- Develop a list of career objectives with parents.



SOL: 9.11 - The student will demonstrate knowledge of pregnancy prevention and disease control.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand that only abstinence is 100% effective in preventing STI's.
- The student will be able to determine which contraceptives are effective in preventing STI's.
- The student will be able to identify the origin, prevention and effects of STI's.
- The student will be able to identify the categories of STI's (bacterial, viral, or parasitic).
- The student will be able to identify which STI's are curable and which are incurable.
- The student will be able to identify treatment methods used in curing STI's.
- The student will be able to identify methods doctors use to diagnose STI's.

INSTRUCTIONAL MATERIALS:

- Health Department nurses
- Samples of contraceptives / family planning methods
- School nurse
- World wide web
- Video / DVD
- Charts
- Slide show of STI's
- Posters
- http://en.wikipedia.org/wiki/Sexually_transmitted_infection

KEY TERMS:

- STI's / STD's
 - Bacterial infections
 - Viral infections
 - Parasitic infections
- Methods of contraception and STD prevention: (**Teacher note:** review effectiveness rates as related to STI prevention)
- Abstinence
- Effectiveness rate
- Incurable
- Prevention
- Treatable
- Curable
- Categories of STI's
 - Bacterial
 - Viral
 - Parasite
 - Fungal
- PID
- Hepatitis B
- HPV
- Herpes
- HIV
- Syphilis
- Gonorrhea
- Chlamydia
- Pubic lice

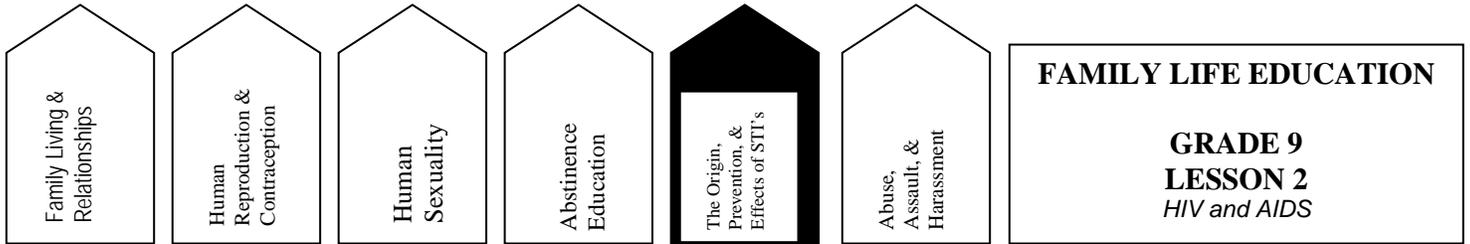
- Scabies

ASSESSMENT OPPORTUNITIES:

- Have students fill in a chart of STI's.
- Write in journal.

PARENT / STUDENT ACTIVITY

- Have student / parent share fact worksheets on STI's.



SOL: 9.12 (To be repeated in 10th grade)

The student will recall the ways in which the AIDS virus is transmitted, and techniques for preventing this disease.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review definitions of HIV / AIDS.
- The student will identify methods of transmission of HIV virus.
- The student will review risky behaviors in the transmission of HIV virus.
- The student will dispel myths regarding the transmission of the HIV virus.
- The student will discuss methods for prevention of HIV / AIDS

INSTRUCTIONAL MATERIALS:

- Video
- Power point
- Transparencies (Red Cross materials)
- Guest speaker
- Current CDC statistics (local to national)
- **FAHASS (Fredericksburg Area HIV and AIDS Support Services)**
- School social worker
- School guidance counselor

KEY TERMS: (see obj 8.14 for additional information)

- transmission
- prevention
- myths
- risky behaviors
- HIV
- AIDS
- Abstinence
- Etiology of disease
- Treatment
- Casual contact
- Sexual / intimate contact
- Fluids through which the virus is transmitted
 - Blood
 - Semen
 - Vaginal secretions
 - Breast milk
- Methods of transmission
 - IV needle sharing
 - Blood to blood
 - Sexual contact
 - Mother to baby
 - Birth
 - Breast feeding

ASSESSMENT OPPORTUNITIES:

- Vocabulary quiz
- word find
- fact / myth worksheet
- List ways they could help a fellow student that was HIV+.
- Brainstorm ways to avoid HIV transmission.

PARENT / STUDENT ACTIVITY

- parent night prior to FLE class
- student parent discussion regarding HIV / AIDS and effect on family / friends (make situational activity)

- | | |
|---|--|
| <ul style="list-style-type: none">• Write in a journal• Brainstorm ways to avoid discrimination of people that are HIV+. | |
|---|--|

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION

GRADE 9 LESSON *Abusive Behaviors*

SOL: 9.7 The student will interpret the effects and prevention of sexual assault, rape, date rape, sexual harassment, incestuous behavior, and molestation.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review the difference between assertive, aggressive, passive behavior.
- The student will review conflict resolution skills.
- The student will review avoidance of risky behaviors.
- The student will identify warning signs of abusive relationships.
- The student will be able to distinguish between healthy relationships and abusive relationships.
- The student will discuss date rape drugs (GHB, rohypnol, special K, MDMA) and their consequences.

INSTRUCTIONAL MATERIALS:

- Guest speakers
- RCDV (Rappahannock Council on Domestic Violence)
- RCASA (Rappahannock Council on Sexual Assault)
- School counselors
- School Resource officers
- Health Textbook
- Internet sites (<http://www.4woman.gov/faq/sexualassault.htm>)
- Video / DVD
- Power point
- overhead

KEY TERMS:

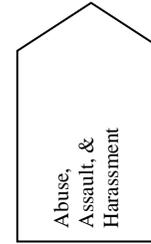
- assertive behavior
- aggressive behavior
- passive behavior
- conflict resolution
- coercion
- male privilege
- jealousy
- isolation
- threats
- intimidation
- sexual harassment
- molestation
- incestuous behavior
- date rape
- GHB, rohypnol, "special K", MDMA
- Sexual assault
- Rape
- Abuse cycle
- Honeymoon period

ASSESSMENT OPPORTUNITIES:

- Discuss ways to get out of an abusive relationship.
- List ways to help a friend in a situation that is abusive.
- Write in a journal.

PARENT / STUDENT ACTIVITY

- Discuss with parent the type of abusive situations they've experienced or seen.
- Volunteer at a local shelter with a parent.



FAMILY LIFE EDUCATION

GRADE 10
LESSON 1
Dating and Marriage

SOL: 10.7 The student will explain the factors to be considered in preparing for dating and marriage.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify the steps involved in the development of relationships from friendship to marriage.
- The student will be able to differentiate the types of dating.
- The student will be able to identify the road blocks to dating.
- The student will realize that being intimate with others outside of a relationship (cheating) is a roadblock to dating.

INSTRUCTIONAL MATERIALS:

- Relationship / Marriage counselor
- School guidance counselor
- Social worker
- **Teacher information:**
 - “Friends with benefits”: having a friend with whom there are physical relationship type intimacies (kissing, oral sex, petting, intercourse) however there is not dating relationship.
 - This should be strongly discouraged if it comes up in class discussion and the cons of this activity should be emphasized.
 - Keep advised of new types of dating relationships.

KEY TERMS:

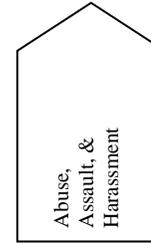
- Types of dating:
 - Casual -random dating without making commitments
 - Double – two couples going on a date together
 - Group -group of girls and a group of boys “hanging out” together, they generally do not pair up (group dating is recommended at young adolescent ages to begin dating)
 - Single – a couple
 - Blind – too people that have not meet before the date (usually set up by others)
 - Steady – a couple that is committed to each other and does not date outside the relationship (token exchange may occur at this stage ex. Rings, letter jackets, car keys)
 - Engagement – committed relationship with plans to marry

ASSESSMENT OPPORTUNITIES:

- Timeline the progression of dating with age groups.
- Ask students to discuss what activities are “safe for dating” now that could become “unsafe” in the future?

PARENT / STUDENT ACTIVITY

- Discuss acceptable dating practices and rules for your family.



FAMILY LIFE EDUCATION

GRADE 10

LESSON 2

SOL: 10.8 The student will examine factors to be considered in life-goal planning.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will identify or discuss life-long career goals.
- The student will relate career goals to their economic / educational goals and possibly their family goals.

INSTRUCTIONAL MATERIALS:

- Guest speakers
- Group discussion
- Health textbook
- Career counselor
- Large time line

KEY TERMS:

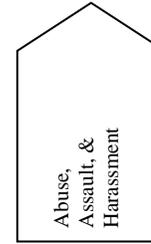
- Economics
- Educational opportunities
- Careers
- Family manage family planning
- Methods of contraception

ASSESSMENT OPPORTUNITIES:

- Group / class participation
- Time line worksheet

PARENT / STUDENT ACTIVITY

- Discuss long term goals with parents



FAMILY LIFE EDUCATION

GRADE 10
LESSON 3
Competent Parenting

SOL: 10.14 The student will analyze the skills and attitudes needed to become a competent parent.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will examine the different parenting skills and strategies.
- The student will examine the “family unit” and how it shares parenting responsibilities.

INSTRUCTIONAL MATERIALS:

- Guests speakers
- Media / DVD / videos
- Group discussion
- Social worker
- Family counselor

KEY TERMS:

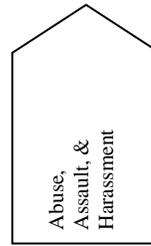
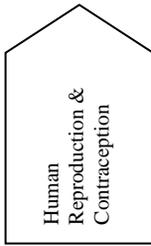
- Parenting
- Consistency in discipline
- Various discipline techniques
- Competent
- Family unit
- 1. mother / father
- 2. mother
- 3. grandparent
- 4. single parent
- 5. step parent

ASSESSMENT OPPORTUNITIES:

- Class participation
- In small groups, have students chart parental (family member) responsibilities (ex. Mom, dad, grandparents, siblings, aunts, uncles, child)

PARENT / STUDENT ACTIVITY

- Discuss chart with parents.
- Discuss parents views of various forms of discipline.



FAMILY LIFE EDUCATION

GRADE 10
LESSON 4
Newborn Care

SOL: 10.15 The student will describe adjustments to be made after the birth of a child.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will acknowledge that there is joy and love in the birth of a newborn child and this relationship develops with the support of the family unit.
- The student will recognize that caring for a newborn may have an impact on the family unit (ie: economics, education, sleep deprivation and interpersonal relationships.)

INSTRUCTIONAL MATERIALS:

- Guest speakers
- Community resources
- Videos / DVD
- Newborn nurses
- Pediatrician
- Mothers of various ages with children of various ages.

KEY TERMS:

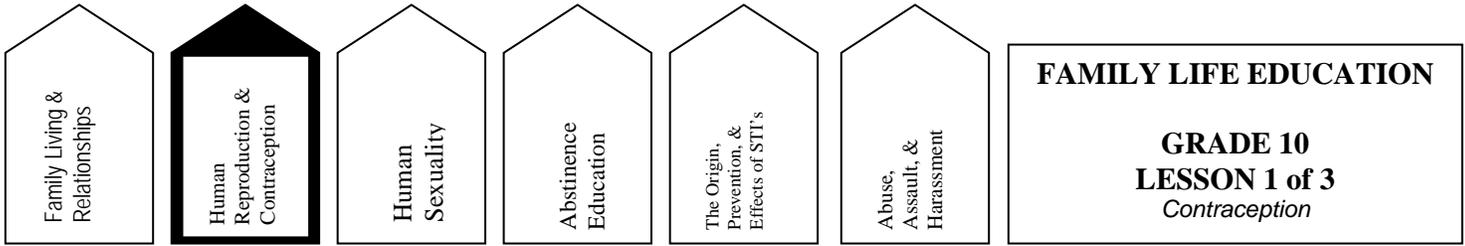
- Sleep deprivation
- Income
- Educational plans
- Leisure time
- Interpersonal relationships
- Newborn care
- Schedules (newborn)
- Team parenting (need for both parents to be involved in caring for the newborn.)

ASSESSMENT OPPORTUNITIES:

- Class / group discussion
- "Flour sack" babies.

PARENT / STUDENT ACTIVITY

- Discuss with parents the changes made to the family structure when they (the student) were born.



SOL: 10.8 The student will examine factors to be considered in life-goal planning.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against pregnancy and STI's.
- The student will learn that barrier and hormonal methods are less than 100% effective against pregnancy and STI's.
- The student will be introduced to the different methods of contraception and their effectiveness of preventing disease and pregnancy.

INSTRUCTIONAL MATERIALS:

- Discussion
- Charts
- Posters
- Stafford County Health Department
- Expired sample contraceptives
- See supplemental materials
- Connect with Kids

KEY TERMS:

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Barrier methods <ul style="list-style-type: none"> A. Male and female condoms B. Spermicides (foam) C. Diaphragm D. Cervical caps | <ul style="list-style-type: none"> • Hormonal methods <ul style="list-style-type: none"> A. Pill B. Injections C. Patch D. Ring | <ul style="list-style-type: none"> • Surgical methods <ul style="list-style-type: none"> A. Vasectomy B. Tubal ligation |
|--|---|---|

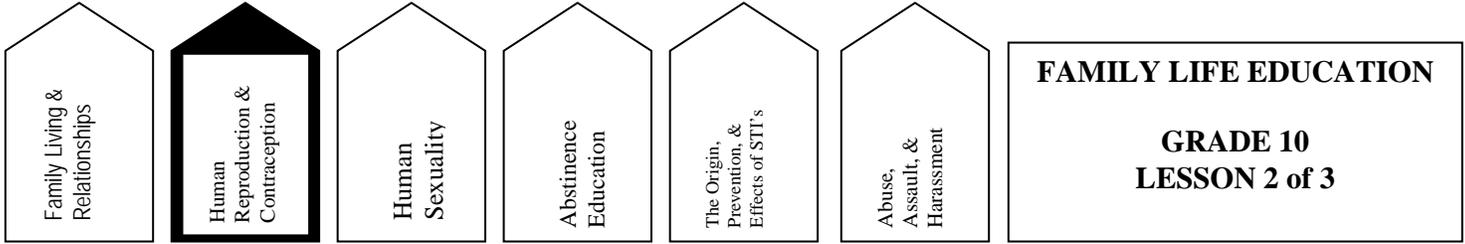
ASSESSMENT OPPORTUNITIES:

- Written assessment
- In class review quiz
- Class discussion
- Review game

PARENT / STUDENT ACTIVITY

- The parent will discuss with their teen these issues related to teen pregnancy:
 1. physical
 2. medical
 3. economical
 4. legal
 5. nutritional
 6. educational
 7. social

TEACHER NOTES:



SOL: 10.9 The student will describe the signs and symptoms of pregnancy
 10.10 The student will analyze the factors associated with a healthy pregnancy.
 10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review signs and symptoms of pregnancy.
- The student will be aware of consequences of risky behaviors during pregnancy.
- The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.

INSTRUCTIONAL MATERIALS:

- Discussion
- Videos
- Speakers (Health dept.)
- School nurse
- Easter seals
- March of Dimes
- Pamphlets
- Guest Speakers – Adults that began the families as teenaged parents.

KEY TERMS:

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Cessation of menstrual cycle • Nausea (morning sickness) • Fatigue • Sensitivity in breasts • Weight gain (change in appetite) • Mood swings • Cravings • Skin changes • Frequent urination | <ul style="list-style-type: none"> • Low birth weight due to smoking • FAS due to alcohol (Fetal alcohol syndrome) • Birth defects & addicted babies due to drug use • AIDS and other STI's due to sexual activity • Low birth weight due to poor nutrition as a teen mother • Abnormal Pregnancy / Maternal Issues <ul style="list-style-type: none"> a) Pre-eclampsia b) Gestational diabetes c) Other pregnancy complications | <ul style="list-style-type: none"> • Proper prenatal care • Effects of heredity • Possible abnormal outcomes • Miscarriage • Birth defects • Still births • Premature birth • Stages of development prior to birth |
|---|--|--|

ASSESSMENT OPPORTUNITIES:

- Role playing on "Risky Behaviors"
- Essay "Consequences of Risky Behaviors and why it is important for mother an father to be supportive"
- Written test on knowledge learned

PARENT / STUDENT ACTIVITY

-

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

FAMILY LIFE EDUCATION
GRADE 10
LESSON 3 of 3

SOL:

- 10.12 The student will describe available birthing options.
- 10.13 The student will identify the stages of the birthing process.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be aware of birthing options.
- The student will identify the stages of the birthing process.

INSTRUCTIONAL MATERIALS:

- Speaker (Midwife)
- Video
- Guidance department
- Health Department nurses
- School nurse
- Book: What to expect when you're expecting.

KEY TERMS:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> Natural childbirth Cesarean Epidurals, spinal blocks, and other methods of pain relief Birthing tubs | <ul style="list-style-type: none"> Dilation Birth Expulsion of placenta Health department Local / private physicians Labor Contractions Three stages of labor | <ul style="list-style-type: none"> Community agencies Social services Mary Washington Hospital Big Brothers, Big Sisters |
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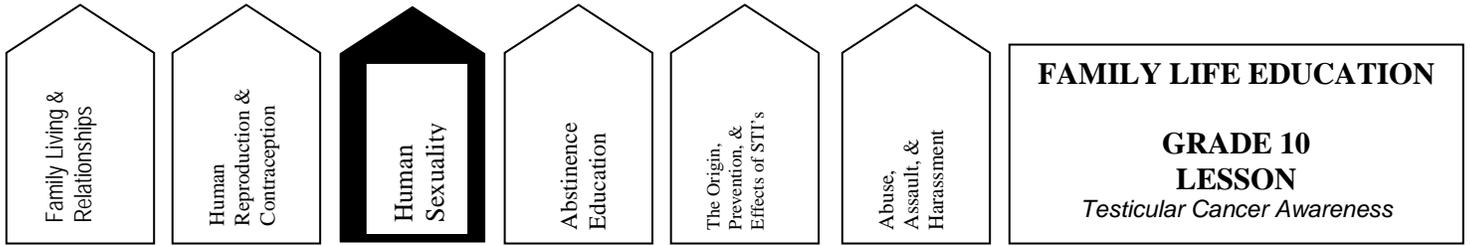
ASSESSMENT OPPORTUNITIES:

- Class discussion
- Give out card (business card size) with community resources and agencies and their contact numbers.

PARENT / STUDENT ACTIVITY

- Comparisons of past vs. present birthing methods.
- Discuss their own personal experience regarding child birth.

TEACHER NOTES:



SOL: Boys ONLY

STAFFORD COUNTY OBJECTIVE

The student will be able to understand the importance of recognizing the early signs of testicular cancer.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to identify ways to detect testicular cancer.
- The student will understand the importance of early detection.
- The student will be able to describe the process of self testicular examinations.
- The student will be able to identify the frequency with which self testicular examinations should be completed.
- The student will be able to understand that only a doctor can diagnose testicular cancer.
- The student will understand that all abnormalities are NOT cancer.
- The student will be able to identify the many causes of “bumps” in the testicles.
- The student will be able to understand the importance of yearly medical exams for testicular and overall health.

INSTRUCTIONAL MATERIALS:

- Livestrong foundation
 - <http://www.livestrong.org/site/c.jvKZLbMRIsG/b.594849/k.CC7C/Home.htm>
 - <http://www.tcrc.acor.org/>
- Urologist / nurse
- Student nurses
- Testicle models
- DVD / video
- Guest speaker (someone who’s survived testicular cancer)

KEY TERMS:

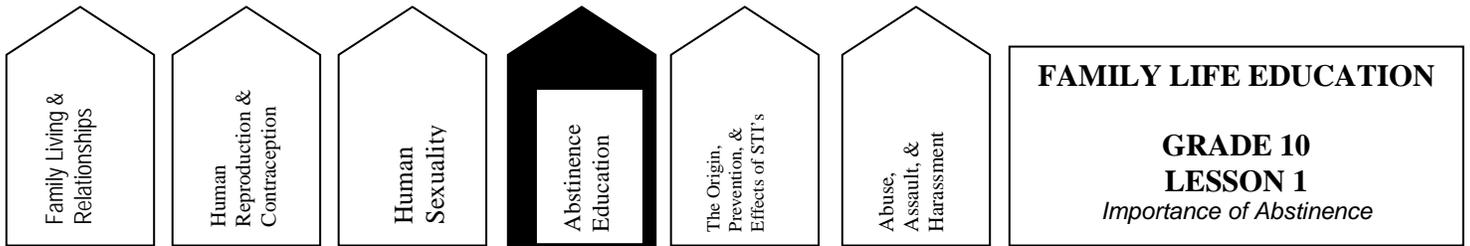
- Testicle
- Testicular cancer
- Self exam
- Medical exam
- Benign
- Epididymis
- Ultra sound
- **hyperechoic**: mass separate from the testicle
- Urologist
- Abnormalities
- Malignant
- Basic testicular cancer facts (from the website: <http://www.tcrc.acor.org/tcprimer.html>)
 - Testicular cancer is the most common cancer in young men between the ages of 15 and 35 years old--but it can strike any male, any time.
 - Testicular cancer is almost always curable if it is found early.
 - Most testicular cancers are found by men themselves, either as a painless lump, a hardening or change in size of the testicle, or pain in the testicle.
 - Children born with an undescended testicle have an increased risk of getting testicular cancer regardless of whether surgery is done to correct the problem. However, the surgery should still be done to preserve fertility.
 - Testicular cancer can be treated with surgery, radiation therapy, chemotherapy, surveillance, or a combination of these treatments.

ASSESSMENT OPPORTUNITIES:

- Practice self exams on fake / model testicles

PARENT / STUDENT ACTIVITY

- Discuss information with a male parent of guardian and make an agreement to remind each other to do monthly self testicular examinations.



SOL: 10.5 The student will recognize the need to abstain from premarital sexual intercourse.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will revisit long-term life goals and determine how sexual activity in the present would affect or change their goals.
- The student will list the positive benefits of postponing sexual activity until marriage.
- The student will understand that abstinence is the only method that is 100% effective in preventing pregnancy and other consequences of premarital sexual activity.
-

INSTRUCTIONAL MATERIALS:

- Guest speaker
- DVD or Video
- Group discussion
- Posters
- Current statistics on teen pregnancies and STI's
- Connect with Kids Video's and Lessons

KEY TERMS:

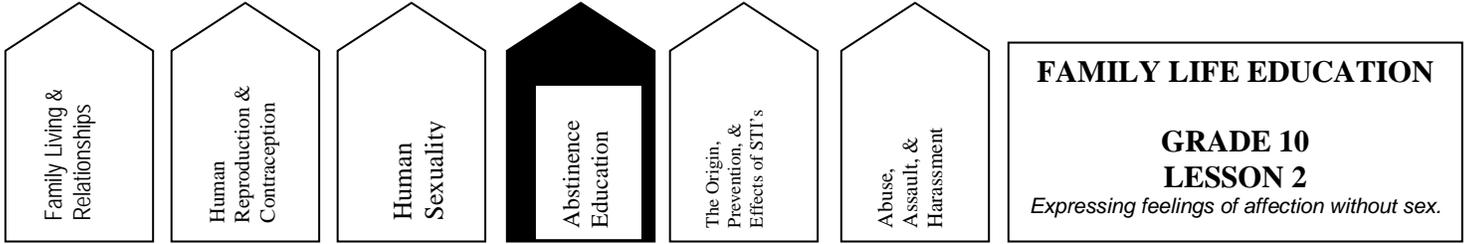
- Goals: define & identify
- Consequences of premarital sexual activity
 1. STI's
 2. reputation
 3. pregnancy
 4. inability to complete education
 5. extra financial responsibilities
 6. legal issues
 7. emotional stress
 8. physical side effects to mom and baby
 9. interfere with present & future goals
 10. disruption of family values
 11. disruption of relationships (family, personal, peers)
- Positive benefits of postponing premarital sexual activity
- Not ready for parenthood (mentally, emotionally, physically, socially, financially)
- Abstinence – only 100% effective method in preventing consequences of premarital sexual activity

ASSESSMENT OPPORTUNITIES:

- In small groups, have student's list positive benefits of postponing sexual activity until marriage.
- In small groups, have student's list negative consequences of premarital sexual activity.
- Group participation
- Have students "time line" their goals over the next 5 to 10 years. Then partner with another student to reevaluate the changes to their timelines to include and unexpected pregnancy. Compare the changes of the boys to the changes of the girls.

PARENT / STUDENT ACTIVITY

- Have parents share their long-term goals that they had when in middle or high school
- Have student share their life-long goals.
- Discuss the consequences of premarital sexual activity and how they could change the student's life-long goals.



SOL: 10.6 The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will understand that communication is essential for healthy relationships.
- The student will list alternatives that communicate feelings and attention in relationships rather than through premarital sexual activity.

INSTRUCTIONAL MATERIALS:

- Pamphlets (101 ways to show you love someone without having sex)
- Group discussion
- Overheads
- Posters
- Health Textbook: Communication, Risk Taking and Problem Solving.

KEY TERMS:

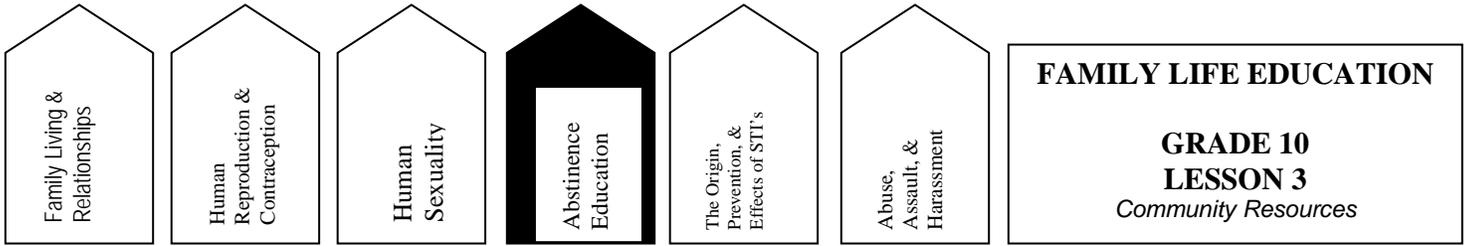
- Methods of communicating feelings of affection other than sexual activity.
 1. talking
 2. expressing ideas, values, goals
 3. social involvement (recreational involvement and community service)
 4. positive body language
 5. caring gestures
 6. Being involved in common organizations.
 7. Spending time apart with other groups so that you will be able to experience independence.

ASSESSMENT OPPORTUNITIES:

- Discussion
- Project – Have students create a pamphlet that suggest other activities that can be done to show someone you care rather than sexual activity. (this can be done in your groups or individually)

PARENT / STUDENT ACTIVITY

- Discuss values towards premarital sexual activity. Have student share the project (pamphlet) with parents and ask parents for more suggestions on how to show affection other ways rather than sexual activity.
-



SOL: 10.16 The student will compile a list of community agencies and resources available to assists individuals and families.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to compile a list of community agencies that are available to assist individuals and families with needs

INSTRUCTIONAL MATERIALS:

- Fredericksburg area community resource notebook “Community Connections Directory”
- Social services
- Mary Washington Hospital
- Health Department
- Local private physicians
- Fredericksburg’s “Community Connections” notebook

KEY TERMS:

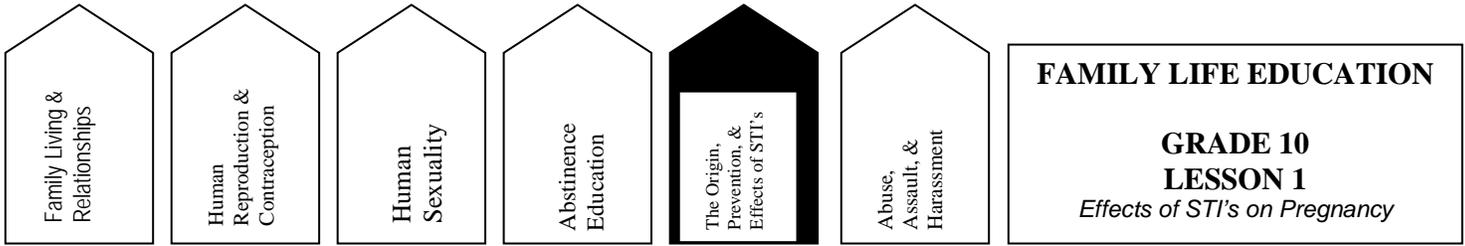
- Community agencies
- Family needs
- Confidentiality

ASSESSMENT OPPORTUNITIES:

- Develop a notebook of agencies related to a specific topic. (research project)
- Create “business card” sized resource of agencies that teens may need to be readily available. (Teen hotline)

PARENT / STUDENT ACTIVITY

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SOL: 10.10 The student will analyze the factors associated with a healthy pregnancy.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will identify the effects of STI's on pregnancy. (blindness, low birth weight, born with the STI,)

INSTRUCTIONAL MATERIALS:

- Present statistical data (local / national)
- Power point presentation
- Pictures
- Health Department nurses
- CDC website
- OBGYN doctor / nurse

KEY TERMS:

- STI's - / AIDS (including - syphilis, gonorrhea, Chlamydia, genital herpes, genital warts, crabs/public lice)
- Pregnancy
- Low birth weight
- Cesarean birth

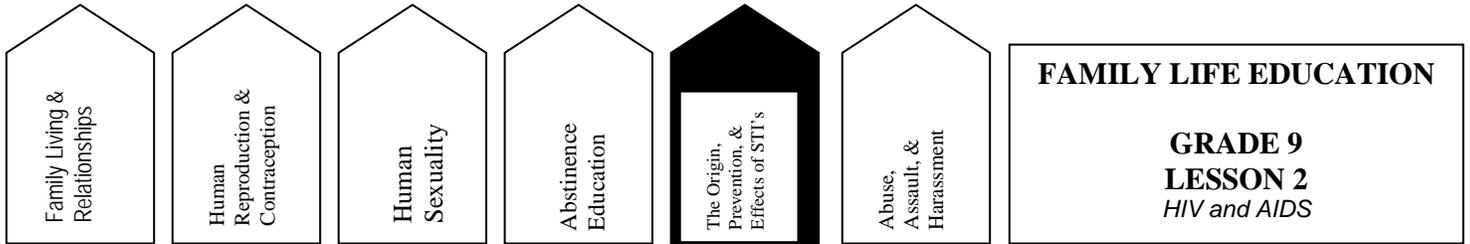
ASSESSMENT OPPORTUNITIES:

- Quiz / test general knowledge
- Notebook check
- Situational journal entry
- Class discussion

PARENT / STUDENT ACTIVITY

- Discussion of trends regarding STI's from parent generation to present.

TEACHER NOTES:



SOL: 9.12 (To be repeated in 10th grade)

The student will recall the ways in which the AIDS virus is transmitted, and techniques for preventing this disease.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will review definitions of HIV / AIDS.
- The student will identify methods of transmission of HIV virus.
- The student will review risky behaviors in the transmission of HIV virus.
- The student will dispel myths regarding the transmission of the HIV virus.
- The student will discuss methods for prevention of HIV / AIDS

INSTRUCTIONAL MATERIALS:

- Video
- Power point
- Transparencies (Red Cross materials)
- Guest speaker
- Current CDC statistics (local to national)
- **FAHASS (Fredericksburg Area HIV and AIDS Support Services)**
- School social worker
- School guidance counselor

KEY TERMS: (see obj 8.14 for additional information)

- transmission
- prevention
- myths
- risky behaviors
- HIV
- AIDS
- Abstinence
- Etiology of disease
- Treatment
- Casual contact
- Sexual / intimate contact
- Fluids through which the virus is transmitted
 - Blood
 - Semen
 - Vaginal secretions
 - Breast milk
- Methods of transmission
 - IV needle sharing
 - Blood to blood
 - Sexual contact
 - Mother to baby
 - Birth
 - Breast feeding

ASSESSMENT OPPORTUNITIES:

- Vocabulary quiz
- word find
- fact / myth worksheet
- List ways they could help a fellow student that was HIV+.
- Brainstorm ways to avoid HIV transmission.

PARENT / STUDENT ACTIVITY

- parent night prior to FLE class
- student parent discussion regarding HIV / AIDS and effect on family / friends (make situational activity)

- | | |
|---|--|
| <ul style="list-style-type: none">• Write in a journal• Brainstorm ways to avoid discrimination of people that are HIV+. | |
|---|--|



FAMILY LIFE EDUCATION

GRADE 10
LESSON
Sexual Harassment and Assault

SOL:

STAFFORD COUNTY OBJECTIVE:

The student will be able to identify techniques to avoid sexual harassment and assault.
The student will be able to correctly identify examples of sexual harassment and assault.

ESSENTIAL KNOWLEDGE and SKILLS:

- The student will be able to distinguish between sexual harassment and sexual assault.
- The student will be able to identify ways to report instances of sexual harassment or assault.
- The student will be able to identify who can become a victim.

INSTRUCTIONAL MATERIALS:

- Internet sources
http://www.brown.edu/Student_Services/Health_Services/Health_Education/sexual_assault/home.htm
- RCASA (Rappahannock Council against Sexual Assault)
- RCDV (Rappahannock Council against Domestic Violence)
- Videos / DVD's
- Sheriff's Department speakers

KEY TERMS:

The following is from the website above.

- Federal law defines sexual harassment as:
 - Unwelcome sexual advances
 - Requests for sexual favors
 - Other verbal or physical conduct of a sexual nature when
 - submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic success or
 - submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals or
 - the conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or sexually offensive working environment.
- Examples of sexual harassment include:
 - Uninvited touching or hugging
 - Requesting sexual favors for rewards related to school or work
 - Suggestive jokes of a sexual nature
 - Sexual pictures or displays
 - Continuing unwelcome flirtation or propositions
 - Obscene gestures or sounds
 - Written notes of a sexual nature
- Types of harassment:
 - Quid pro quo
 - Uncomfortable environment
- How to stop the behavior
 - Do not repeat behavior if you have been told that it is not wanted. If you are in doubt, stop the behavior.
 - Ask if something you do or say is being perceived as offensive or unwelcome. If the answer is yes, stop the behavior.
 - Do not interpret someone's silence as consent. Look for other nonverbal signals.
 - Do not retaliate if someone accuses you of sexual harassment. Retaliation is against the law and is considered an additional or separate offense.

- Sexual harassment
- Rape
- Sexual assault
- Degrees of sexual assault:
 - 1st Degree Sexual Assault -- sexual penetration of any orifice of the victim's body by a body part or object, achieved through force, threat of force or coercion.
 - 2nd Degree Sexual Assault -- physical contact of a sexual nature without consent, with a victim's genitals or buttocks or a woman's breasts.
 - 3rd Degree Sexual Assault -- sexual activity between one party who is 18 years of age or older and one who is under 16 years of age. (Sixteen is the age of consent in Rhode Island)

ASSESSMENT OPPORTUNITIES:

- Roll play how to stop sexual harassment or assault.
- Make posters to hang in the school to make peers aware of how to stop sexual harassment / assault.
- Make PSA announcements on reporting sexual harassment / assault.

PARENT / STUDENT ACTIVITY

- Have parent share sexual harassment reporting policies from his or her place of employment.