

SIXTH GRADE

- 6.1 The student will relate personal hygiene to the physical changes that occur during puberty.**
Descriptive Statement: Changes during puberty are discussed in relation to the increased need for Personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.
- 6.2 The student will explain the effects of growth on development, attitudes and interests.**
Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and non-group relationships, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.
- *6.3 The student will continued to identify physical and emotional changes that occur during puberty and their effects on growth and development.**
Descriptive Statement: The following topics are discussed in relation to male and female change during puberty: nocturnal emissions and erections; menstruation; masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.
- *6.4 The student will recall basic facts about sexually transmitted diseases.**
Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, Chlamydia, and genital herpes. Diseases of the genitalia common to adolescents which are not sexually transmitted are described as to allay unnecessary fears (such as vaginitis, urethritis, etc).
- *6.5 The student will be able to describe the etiology, effects, and transmission of the AIDS virus.**
Descriptive Statement: Instruction includes factual information regarding the AIDS virus and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most-up-to-date facts.
- *6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.**
Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unwanted pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social economic, and physical consequences.
- 6.7 The student will describe personal characteristics that can contribute to happiness for self and others.**
Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice responding to situations using positive mental health practices.
- 6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.**
Descriptive Statement: This is accomplished by defining the types of abuse, including electronic harassment, and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse and family violence.

- 6.9 The student will become aware of community health care and safety agencies and their functions.**
Descriptive Statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment of sexually transmitted diseases, including HIV/AIDS; other general and specialized medical services, including the role of the family physician or local health department or community service board; police department; and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.
- 6.10 The student will explain the effects of substance abuse on the individual, family, school, and society.**
Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the progression of the addiction, drunken driving, physical and sexual abuse, family violence, and the hazards of “second-hand” smoking. Information on local community resources for obtaining help with these problems is included.
- 6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.**
Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality.
- 6.12 The student will apply decision-making skills in solving specific problems and determining the possible outcomes of his or her decisions.**
Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems—their own or situations presented in case problems. The effects of decisions on life-long goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available to women are stressed as choices are identified in the decision-making process.
- 6.13 The student will explain the concepts of immunity, both natural and by means of vaccines.**

***THESE OBJECTIVES WILL BE TAUGHT IN SEX-SEPARATED CLASSES.**

OBJECTIVE 6.1

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

Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

CONTENT

****IT IS RECOMMENDED THAT THIS OBJECTIVE BE TAUGHT AFTER TEACHING OBJECTIVE 6.2 (stating the changes that occur during puberty).**

- I. The student will relate personal hygiene to the physical changes that occur during puberty.
- II. The topics that will be covered are:
 - A. Proper dental care
 - B. Showering and shampooing
 - C. The use of deodorant
 - D. The disposal of pads and tampons
 - E. The importance of wearing clean clothing

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Teachers will explain the importance of an increased need for personal hygiene.
2. Explain that puberty is brought on by sudden increase in the activity of certain glands, especially the hypothalamus, pineal, pituitary, and the sex glands. The increased glandular activity causes changes in weight, the amount of perspiration and oil that is secreted by the body.

Activities:

- a. Personal Hygiene – health text
- b. Proper Dental Care – health book
- c. Showering and Shampooing:
Healthy Habits: Teen Hygiene
health text
- d. Deodorant—
film (same as above)
health text
- e. Disposal Pads and Tampons
- f. Clean clothing

RESOURCES

PEOPLE

PRINTED MATERIALS

Health Text

What Everyone Should Know About Personal Hygiene
Channing L. Bates Co., Inc.

AUDIOVISUAL MATERIALS

Healthy Habits: Teen Hygiene

OBJECTIVE 6.2

The student will explain the effects of growth on development, attitudes and interests.

Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and non-group relationships, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Physical changes during puberty

1. Health text book:
growth spurt, adolescence and puberty ages boys & girls, discussion on puberty, endocrine system's affects on physical changes, adult-like qualities and reproduction – how health decisions affect your growth.
- a. Read selections from textbook, discussions should include different physical changes in boys & girls – including sexual organs, how Endocrine system affects growth – pituitary & thyroid glands, development of ovaries, testes, sperm and egg cells, adult-like qualities and ability for reproduction. Use filmstrip, film, pamphlets from resource list.

II. Group/Non-group relationships

1. Health textbook: emotional changes, uncomfortable over physical changes, changes in friendships, outside activities & interests – dealing with growth changes – similar problems faced by peer group.
- a. After covering appropriate material from textbook, enter discussion on physical and emotional changes during puberty, class can be broken into smaller groups for discussion on one or two topics related to those changes, may report to entire class. 2. Use of question-answer-session or a question/suggestion box may be helpful.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

III. Peer Pressure

1. Health textbook – drugs
Refer to material – SOL 6.7
- a. Discussion of group activities – class breaks into smaller groups to discuss and respond to peer group situation cards (index cards that have a situation listed, group evaluated various responses and possible alternatives – right, wrong, what if, what would you do,)

IV. Boy/Girl Relationships

*Emphasis is on the positive and normal aspects of differences among individuals

1. Health text book:
Emotional changes during adolescence
 - a. Class discussions after reading appropriate material on emotional changes during puberty – should include “puppy” love, crushes, dating, peer pressures & self esteem, use of a question/answer session or small group exchange on the topic.
1. Emphasize the organs in each of the body’s systems and how these systems affect personal well-being, growth, development, and total fitness.
 2. Using a body part, give examples of how the body systems interact. For examples, the hand would be unable to withdraw from heat unless the nervous system, muscular system, and skeletal system work together. The eye cannot act as a sense organ without the movement of muscles and the traveling of impulses through the nervous system.

- ### V. The body systems and their functions
- Skeletal (gives the body a framework)
 - Muscular (enables movement)
 - Respiratory (helps breathing)
 - Circulatory (moves blood through the body and carries food and oxygen to cells)
 - Immune (protects the body from disease)
 - Nervous (enables thinking and action)
 - Digestive (changes food into a form cells can use)
 - Endocrine (produces hormones that affect how body cells work)
 - Reproductive (allows for birth of children)

CONTENT

- VI. The interrelationships of the body systems
- The motor and sensory nerves transfer brain messages into body actions
 - The muscular system moves all the body parts
 - The skeletal system provides the framework to hold all organs, glands, and muscles in place
 - The respiratory system relies upon the circulatory system for the distribution of oxygen
 - The digestive system uses blood to supply nutrients to the body
 - Hormones secreted by the endocrine glands affect changes in body structure and in the growth of secondary sex characteristics
 - The immune system protects the body from disease and allows all body parts to keep functioning
- VII. The concept of individual choice/
Responsibility
- VIII. The importance of self-esteem
- IX. Choosing good health habits that are important for disease prevention
- Getting proper nutrition
 - Exercising
 - Practicing sound hygiene
 - Getting proper rest
 - Seeking medical assistance
 - Following medical advice
 - Getting immunized
 - Avoiding alcohol, tobacco, and other drugs
 - Choosing not to engage in sexual activity

SUGGESTED TEACHING/LEARNING STRATEGIES

3. Have students work in groups to describe ways body parts and system interact. Have students present their examples visually through skits, drawings, etc. Students could take the roles of the various body parts (brain, heart, legs, etc.) and “walk through” their various functions and interactions with other systems.
1. Explain to students that each of us is responsible for his or her own well-being. We make choices about food, drink, clothes, activities, friends, etc. These choices can be harmful or healthful.
2. Have students brainstorm healthy choices. Write responses on the chalkboard or chart paper.
3. Emphasize that those who make harmful choices probably have low self-esteem. If we care about ourselves, we would not choose to get sick or get harmed by not eating well, not exercising, hanging out with the wrong crowd, etc. Healthy people have self-esteem and make choices that indicate “self-care,” caring about themselves physically, emotionally, spiritually, and socially.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- X. Reasons for choosing to postpone sexual intercourse until marriage (abstinence)
- To prevent sexually transmitted diseases
 - To avoid the medical implications of teen pregnancy
 - To avoid emotional implications
 - To delay responsibilities (emotional, social, physical) until ready for commitment
- Reasons for choosing to say “no” to illegal drugs or to enter a treatment program
- The physical side effects of drug abuse
 - Physical dependency
 - The harmful effects on growth and development
 - Overdoses
 - Interacting within a violent culture
 - Interfacing the legal system
 - Impairing judgment, thus creating other negative behaviors

4. If the students’ previous brainstorm of healthy habits did not include examples relative to social, emotional, and spiritual health, provide examples, such as thinking positively (mental), handling stress (emotional), choosing good friends (social), and believing in a sound value system (spiritual).
5. Using the theme “I Like Me and I’m Worth It,” have students make a list, write a paper, create a collage, or otherwise illustrate their actions/choices which show they care about themselves.
6. Ask students to write in their journals a list of “I will . . .” statements reflecting what they will do personally to promote their own good health. This list will be their “Personal Health Pledge.”
7. Ask students to write for a period of time (two weeks, a month, etc.) a journal entry describing anything they have done each day to promote their own good health or keep their “Personal Health Pledge.”
8. Emphasize to students that the only sure way to avoid sexually transmitted diseases, including HIV/AIDS, and pregnancy is to abstain from sexual activity. There is no such thing as safe sex. Discuss reasons for choosing to postpone sexual intercourse until marriage (abstinence).
9. Ask students to brainstorm reasons for choosing to say “no” to drugs. Explain the added effect drug use can have on one’s decision not to have sexual intercourse. Drugs can impair judgment and lead one to have sexual intercourse, which may cause pregnancy, STIs, or HIV/AIDS. The use of injectable drugs can also put one at risk of contracting HIV/AIDS.

RESOURCES

PEOPLE

PRINTED MATERIALS

Health Textbook
Pamphlets – “Understanding Adolescence”
“About Self-Esteem”
“Becoming an Adult”
“About Peer Pressure”

AUDIOVISUAL MATERIALS

Always Changing - About You

****This objective is to be taught in sex-separated classes.**

***OBJECTIVE 6.3**

The student will continued to identify physical and emotional changes that occur during puberty and their effects on growth and development.

Descriptive Statement: The following topics are discussed in relation to male and female change during puberty: nocturnal emissions and erections; menstruation; masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

| <u>CONTENT</u> | <u>SUGGESTED TEACHING/LEARNING STRATEGIES</u> |
|---|--|
| I. Male and Female - Changes during puberty: | |
| A. Nocturnal emissions and erections | 1. Discuss: Male Development Video: Form Boyhood to Manhood 2. Have question and answer period for discussion |
| B. Menstruation | 1. Video: from Girlhood to Womanhood 2. Give each student a copy of <u>Growing Up And Liking It</u> . Andrea & Friends 3. Have students read it and have question and answer period. |
| C. Masturbation | |
| II. Instability of emotions and ways of expressing these emotions appropriately | 1. Refer to Health text book 2. Discuss: How Might Your Emotions & Relationships change as you grow. Also, include ways to control tempers, how to find things to do to avoid becoming bored, and friendships (How to Be a Good Friend) |

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

III. Approaches to developing a positive attitude toward one's sexuality.

1. Read in Health text book
2. Discuss:
How to deal with growth & change
How everybody develops at a different rate
Family feelings
How to develop a good Self Image
3. Handouts – SOL Health Education 6.5
p. 1, 2
SOL Health Education 6.6
p. 1, 3

RESOURCES

PEOPLE

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

From Girlhood to Womanhood

From Boyhood to Manhood

Straight Talk About Self-Image and Identity- Marsh media DVD

Straight Talk About Sexual Choices and Consequences

****Teach in sex-separated classes.**

***OBJECTIVE 6.4**

The student will recall basic facts about sexually transmitted diseases.

Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, Chlamydia, and genital herpes. Diseases of the genitalia common to adolescents which are not sexually transmitted are described as to allay unnecessary fears (such as vaginitis, urethritis, etc).

| <u>CONTENT</u> | <u>SUGGESTED TEACHING/LEARNING STRATEGIES</u> |
|---|---|
| 1. Definition of <u>STI</u> and <u>AIDS</u> - <u>STI</u> (sexually transmitted infection) – any of a number of diseases transmitted through various forms of sexual contact - <u>AIDS</u> (acquired immune deficiency syndrome) – a disease caused by a virus (HIV) which breaks down the body’s immune system, making it vulnerable to opportunistic diseases and cancer | 1. Have students write everything they know about sexually transmitted diseases on 3”x5” cards, one item per card. Arrange students in small groups and ask them to divide the cards into stacks as to whether the group feels the items are “fact” or “fiction.” Have each group present its stacks of cards to you. Go through them and lead a class discussion, making sure that all facts are correctly identified and that students understand what items are not facts. |
| 2. Types of sexually transmitted infections (STIs) -HIV/AIDS -Herpes -Chlamydia -Gonorrhea -Syphilis -Hepatitis B -Genital warts -PID (pelvic inflammatory disease) -Genital Herpes | 2. Through commercial and teacher-made charts, review the causes of sexually transmitted diseases, general symptoms, and methods of transmission. Students need to know that these diseases are spread through bacteria and viruses that are exchanged during sexual contact and that there is no cure for HIV/AIDS, herpes simplex II or genital warts. Students also need to know the general symptoms of these diseases so that if students are sexually active and have nay one of the symptoms, they will know to seek the care of a physician, the only person who can properly diagnose and treat STIs. |
| 3. Germs causing transmission -Viruses (HIV) -Bacteria | 3. Student should also understand that the listed symptoms may be associated with conditions other than sexually transmitted diseases. These conditions may also require care from a physician. |
| 4. Ways STIs are spread -Through sexual intercourse | |
| 5. General symptoms of STIs -Skin changes (sores, blisters, bumps, rashes) around genitals -The need to urinate frequently | |

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- Irritation (burning) or pain with urination
 - Genital itching, burning
 - Noticeable pelvic pain (females)
 - Discharge from sex organs
 - Unpleasant odor from genitals
 - Swollen gland and fever
6. Ways HIV/AIDS is transmitted
- Through sexual intercourse with an infected person
 - By blood-to-blood contact (e.g., from sharing injectable drug needles (including steroids), giving first aid without gloves, becoming “blood brothers,” sharing tattoo or ear-piercing needles)
 - By an infected mother to her unborn baby
7. Ways HIV/AIDS is not transmitted
- By insects or pets
 - Through casual contact (shaking hands, hugging, kissing)
 - In public schools
 - Through sneezing or coughing
 - In tears
 - On objects (phone, doorknob, dishes, towels, toilets, pens)
 - By donating blood to blood banks on having a blood test
8. General symptoms that can be specific to AIDS
- Unexplained, persistent fatigue
 - Unexplained fever, shaking chills, drenching night sweats lasting longer than several weeks
 - Unexplained weight loss greater than 10 pounds
 - Swollen glands lasting more than 2 months
 - Pink to purple flat or raised blotches or bumps occurring on or under the skin
 - Persistent white spots in the mouth
 - Persistent diarrhea
 - Persistent dry cough accompanied by shortness of breath

4. Guide students in listing the ways HIV/AIDS differs from other STIs:
- There is currently no cure for HIV/AIDS
 - HIV/AIDS receives more attention from the media
 - People are more afraid of HIV/AIDS than they are of other STIs
 - Many people who admit they are at risk for other STIs would not like to think they are at risk for HIV/AIDS
5. Encourage students to read the newspaper daily for the most current information on HIV/AIDS since researchers are continuing to learn about this disease.

CONTENT

- Pink to purple flat or raised blotches or bumps occurring on or under the skin
- Persistent white spots in the mouth
- Persistent diarrhea
- Persistent dry cough accompanied by shortness of breath

II. Description of other STIs

A. Syphilis

SUGGESTED TEACHING/LEARNING STRATEGIES

6. Review information on syphilis and other STIs (Refer to Objective 5.11):
 - a. Syphilis is caused by a harmful bacteria
 - b. It may be contracted through mucous membranes. Most often, this occurs in sexual intercourse.
 - c. Bacteria enter the body and into the circulatory system, where spread to all body parts.
 - d. An infected person may not know these bacteria exist.
 - e. The effects of syphilis on a person's body takes place in stages known as primary, secondary, and late syphilis. Different symptoms appear in each Stage.
 - f. Bacteria do not survive very long outside the body.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

| | |
|-------------------------------------|--|
| B. Gonorrhea | 7. Review information on gonorrhea: <ul style="list-style-type: none">a. Gonorrhea is caused by harmful bacteria and is spread when an infected partner has sexual intercourse with a partner who is not infected.b. The bacteria cannot survive long outside the mucous membranes of the body. |
| C. Chlamydia | 8. Review information on Chlamydia: <ul style="list-style-type: none">a. Chlamydia is a bacterial infection that can cause serious pelvic inflammatory disease (PID) in women and urethritis (infection of the urethra) in men.b. It is contracted through sexual contact with someone who carries the organisms. |
| D. Genital herpes | 9. Review information on genital herpes: <ul style="list-style-type: none">a. Genital herpes is caused by a virus and transmitted through sexual contact with someone who has herpes.b. The virus can be present for days before a sore appears and for a week after the skin has healed. |
| III. Victims of STI | 1. Ask for opinions and discuss the statement, "STIs are everybody's problem." |
| A. Nondiscriminatory nature of STIs | |
| B. STI as a public health problem | |

CONTENT

- IV. Diagnosis of STI
 - A. Medical diagnosis necessary
 - 1. Laboratory testing
 - 2. Diagnosis after symptoms have disappeared
 - B. Carriers of STI
 - 1. STI passed to others
 - 2. Symptoms not necessarily active

SUGGESTED TEACHING/LEARNING STRATEGIES

- 2. Explain that sexually transmitted diseases must be diagnosed by a doctor and often require laboratory testing. One can pass along an STI to another person even after the symptoms of the disease have disappeared.

RESOURCES

PEOPLE

School Nurse

PRINTED MATERIALS

Health text book

AUDIOVISUAL MATERIALS

Just Thought You Ought to Know

Straight Talk About Sexual Choices and Consequences

****Teach in sex-separated classes.**

OBJECTIVE 6.5

The student will be able to describe the etiology, effects, and transmission of the AIDS virus.

Descriptive Statement: Instruction includes factual information regarding the AIDS virus and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

| <u>CONTENT</u> | <u>SUGGESTED TEACHING/LEARNING STRATEGIES</u> |
|--------------------------------------|--|
| I. Identification of the AIDS virus. | 1. Give students the definition of AIDS. 2. AIDS stands for Acquired Immuno-deficiency Syndrome. 3. AIDS is a disease caused by the HIV virus. (Human Immunodeficiency Virus). 4. AIDS makes you unable to fight off diseases that may kill you. |
| II. Effects of the AIDS virus. | 1. Discuss with students that the AIDS virus may live in the human body for years before any symptoms appear. 2. People who have the AIDS virus may spread the virus to others even though they show no symptoms. 3. Other effects of the AIDS virus is fever, weight loss for no apparent reason, fatigue, diarrhea, white spots or blemishes in the mouth, damage to nervous system, memory loss, loss of coordination, partial paralysis, mental disorders, swollen lymph glands in the neck, underarms, or groin, and a persistent or dry cough. |
| III. Transmission of the AIDS virus. | 1. AIDS affects 1.5 million people in the U.S. 2. AIDS is transmitted by: a. Sexual intercourse b. Sharing a drug needle with an infected person c. Mother transmits the AIDS virus to her baby either before or during birth d. Receiving blood from a blood transfusion |

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

IV. Rumors about the AIDS virus.

1. Discuss with students that AIDS is not spread through the air.
2. Discuss that AIDS is not spread through everyday activities.
3. Examples of ways AIDS is not spread include sitting close to someone, using water fountains, using restrooms, using swimming pools, sharing school supplies and drinking glasses, touching by shaking hands or hugging, being bitten by mosquitoes or other insects and donating blood.

V. Ways to keep you safe from the AIDS virus.

1. Discuss with the students that they can keep themselves safe from the AIDS virus if they practice certain behavior:
 - a. Don't shoot drugs.
 - b. Don't have sex.
 - c. Avoid contact with other people's blood.

VI. Cure for AIDS

1. Discuss with students that there is no known cure for AIDS. AIDS cannot be cured.
2. A person with AIDS can be given some drugs to help relieve some symptoms associated with AIDS. These drugs do not stop the disease. The person will become weaker and weaker and death will occur.

RESOURCES

PEOPLE

PRINTED MATERIALS

AIDS: What You Should Know
Surgeon General's Report on Acquired Immune Deficiency Syndrome
Understanding AIDS A Message from the Surgeon General
American Red Cross 1-800-342-7514 Variety of AIDS related pamphlets.
What Young People Should Know About AIDS
What Everyone Should Know About AIDS VDH

AUDIOVISUAL MATERIALS

Just Thought You Ought to Know

What is AIDS?

Straight Talk About Sexual Choices and Consequences

****Teach in sex-separated classes.**

****OBJECTIVE 6.6**

The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unwanted pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social economic, and physical consequences.

| <u>CONTENT</u> | <u>SUGGESTED TEACHING/LEARNING STRATEGIES</u> |
|--------------------------------|--|
| I. Review reproduction process | <ol style="list-style-type: none">1. Students should be given a review of the following terms and their function: (Refer to 5.2)2. Male reproductive organs penis – organ used to release semen (sperm) into the vagina testicles – produces the male hormone and the reproductive cells scrotum – bag of skin that contains the testicles urethra – tube through which urine is discharged from the bladder and serves as the passage for semen Female reproductive organs uterus – a thick muscular organ about the size of a clenched fist in the abdomen ovaries – organ that produces eggs and sex hormones vagina – passage that leads upward to the opening of the uterus fallopian tubes – allow passage for the egg into the uterus3. Explain the uniting of sperm and the egg and the development of the unborn child inside the uterus. (Refer to 5.3) See “My Mom is Having a Baby” |

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

4. The endocrine glands are the pituitary, ovaries, testes, thyroid, adrenal and pancreas. Only the pituitary, ovaries, and testes affect the reproduction process. Endocrine glands produce chemicals called hormones that release directly into the blood. These hormones affect how body cells work.
5. The pituitary gland is the endocrine gland that makes hormones that control growth of bones and muscles and the other endocrine glands. The pituitary gland released hormones that cause the reproductive glands to become more active. Both male and female sex hormones affect growth centers in the bones and eventually stop growth. Children who go through puberty early might be the tallest one's in class temporarily.
6. The male sex hormones (testosterone) also affect facial and pubic hair, enlargement of the larynx which causes a deepening of the voice, alteration of body shape, and an increase in muscle strength.
7. The female sex hormones (estrogen) stimulates the development of pubic hair and rounded hips and breasts. These hormones also control the menstrual cycle.

- II. Advantages of delaying sexual activity is avoiding the following detrimental affects
 - A. Sexually transmitted diseases
 - B. Unwanted pregnancy
 - C. Infant mortality
 - D. Psychological
 - E. Social
 - F. Economic
 - G. Physical

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- III. Definition/importance of relationships
- IV. Behaviors necessary for developing good Relationships
- A good self-concept (self-esteem)
 - Self-confidence
 - Recognition that other people need self-esteem and love
 - An understanding and sensitivity to the wide variety in people's characteristics and abilities (e.g., ethnic background, social/economic class, disabilities, religion)
 - Practice of the "golden rule"
 - treat others the way you want to be treated
 - Concern for others, including those with disabilities
 - Respect for proper authority
 - Acceptance of responsibility for self in relation to others
 - The ability to cooperate rather than be selfish
 - A respect and tolerance for individual differences and points of view
 - Friendliness
 - Loyalty
 - Honesty
 - Learning to control negative feelings (anger)
- V. Building positive relationships with
- Family members
 - Peers
 - Neighbors
 - Teachers/adults in authority

1. Define relationships as connections between persons or groups. Explain to students that they have different relationships with different people – one kind of relationship with their friends, a different relationship with their teachers, and still a different kind of relationship with their families. Building relationships is an important part of having good self-image because getting along with others helps you feel accepted and valued. Getting along with others does not mean, however, that you always agree with other people, especially if you think they are wrong. Also you don't have to be friends with everyone. Most people have only a few close friends, but it is also important to get along with people who are not friends (e.g., adults in authority, neighbors, etc.).
2. Ask students to brainstorm behaviors that are necessary for good relationships. Write these on the chalkboard or chart paper.
3. Have students begin to build relationships within their own classroom by having a "People Search." This would be a good activity for the beginning of the year. Give students a piece of paper with a list of people to search for and time to move around, interact, and find classmates who fit the description. For example:
 - Someone who has lived in another state is...
 - Someone who has an unusual pet is . . .
 - Someone who plays a musical instrument is . . .
 - Someone who collects something is . . .
 - Someone whose favorite sport is football is . . . etc.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

4. Engage students in discussing/role playing the following:
- Ways to meet new people
 - Ways to introduce yourself/others
 - Ways to cultivate friendships
 - Ways to resolve misunderstandings/ disagreements
 - Ways to make an assertive apology (not an excuse)
 - Say how you feel
 - Pat yourself on the back
 - State your intention (e.g. “I feel badly that I broke your watch that I borrowed yesterday. I am not usually so careless. I will replace it.”).

RESOURCES

PEOPLE

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

Just Thought You Ought to Know

Straight Talk About Sexual Choices and Consequences

OBJECTIVE 6.7

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

Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice responding to situations using positive mental health practices.

CONTENT

- I. Self-esteem, acceptance of reality, acceptance of others, acceptance of responsibility for self in relation to others.

SUGGESTED TEACHING/LEARNING STRATEGIES

Materials

Refer to Health text book

RESOURCES

PEOPLE

PRINTED MATERIALS

Health text book

AUDIOVISUAL MATERIALS

Learning to Appreciate Diversity

Building Good Relationships (Part I)

***Straight Talk About Self-Image and Identity-Marsh Media DVD**

***Straight Talk About Sexual Choices and Consequences**

***(Use in sex-separate classes only)**

OBJECTIVE 6.8

The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Descriptive Statement: This is accomplished by defining the types of abuse, including electronic harassment, and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse and family violence.

| <u>CONTENT</u> | <u>SUGGESTED TEACHING/LEARNING STRATEGIES</u> |
|---|---|
| I. Define: <u>ABUSE</u> a. to use wrongly; to injure; to mistreat | |
| II. Define: <u>CHILD ABUSE</u> Something or someone that damages the “normal” mental, physical or sexual development of the child. | |
| III. <u>Types of Child Abuse</u> Neglect Emotional/Mental Physical Sexual | 1. <u>Types of Abuse:</u> A. Neglect 1. to ignore or disregard 2. to fail to attend properly 3. lack of proper care for <u>Example:</u> not providing health care & Basic necessities; lack of supervision B. Emotional/Mental 1. Abuse of, for, or to the mind <u>Example:</u> abusive language, Reoccurring negative comments C. Physical 1. Abuse of the body <u>Example:</u> hitting, burning the skin, tying hands & feet for long periods of time D. Sexual 1. Abuse of or involving sex, the sexes, or the sex organs <u>Example:</u> rape, incest |

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

IV. Resources For Reporting Abuse:
(Listed –6.9)

- E. Electronic Harassment
 - 1. Describe electronic media/ social networks
 - 2. Role play abusive texting
 - Between friends
 - Between strangersExamples: Facebook, My Space, Twitter, texting, email
 - 3. Define On-Line harassment:
Anything that causes emotional and/or mental stress that is exchanged on the internet through a social networking site, texting or email. Can result in hurt feelings, embarrassment, fear or danger .

2. Discuss the need to report such situations to a trusted adult such as:

- A. Parent
- B. Teacher
- C. Minister
- D. Grandparent/Guardian
- E. Guidance Counselor/Administrator
- F. School Nurse

1. The teacher will help students identify resources for the reporting and treatment of child abuse and family.

RESOURCES

PEOPLE

PRINTED MATERIALS

AUDIOVISUAL MATERIALS

OBJECTIVE 6.9

The student will become aware of community health care and safety agencies and their functions.

Descriptive Statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment of sexually transmitted diseases, including HIV/AIDS; other general and specialized medical services, including the role of the family physician or local health department or community service board; police department; and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

I. Community health care agencies

1. Discuss with the students the following services and the agencies that provide these services. Also include a contact person and a phone number for each agency.
 - a. Child Abuse Prevention
Smyth County Department of Social Services
Telephone: 783-8148
 - b. Treatment of Abuse Victims

Telephone:
 - c. Mental Health Counseling
Mount Rogers Mental Health
Telephone: 783-8185
 - d. Teenage Pregnancy Prevention & Counseling
Smyth County Health Department
Telephone: 781-7460
 - e. Family Planning Counseling
Smyth County Health Department
Telephone: 781-7460
 - f. Prenatal Care
Smyth County Health Department
Telephone: 781-7460

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

II. Safety Organizations in the area

III. Religious Organizations in the area

IV. General and specific agencies and organizations available within a community/state/nation

- Hospital
- Physician
- Nurse
- Police

- g. Substance Abuse & Prevention & Support Groups
Mount Rogers Mental Health
Telephone: 783-8185

Smyth County Detox Center
Telephone: 783-9005
- h. Suicide Prevention
Mount Rogers Mental Health
Telephone: 783-8185
- i. Prevention & Treatment of Sexually Transmitted Diseases including AIDS
Smyth County Health Department
Telephone: 781-7460
- j. General & Specialized Medical Services
Smyth County Health Department
Telephone: 781-7460
- k. Family Physicians
 - a. Police Department
Telephone: 783-8144 or 911
 - b. Fire Department
Telephone: 783-8144 or 911
- a. Religious Organizations
Marion Ministerial Association
Telephone:
Telephone:
- 1. Discuss the importance of every family member's knowing about community agencies, organizations, and support groups that are available in times of need. It is important that students know of general health-care and safety services available within the community as well as in the state and in the nation.

CONTENT

- Rescue squad
 - Health Department
 - Fire Department
 - Religious organizations
 - Child abuse prevention services
 - Substance abuse prevention services
 - Mental Health counseling
 - Teenage pregnancy prevention counseling
 - Family planning counseling
 - Prenatal care services
 - Suicide prevention counseling
 - Services for prevention/treatment of sexually transmitted diseases, including HIV/AIDS
- V. Specific health resources at the state and national levels
- Virginia STD/AIDS Hotline (1-800-533-4148)
 - Virginia Department of Health
 - AIDS service organizations
 - Centers for Disease Control
 - National Institute for Health
 - Food and Drug Administration
 - National AIDS Information Line (1-800-342-AIDS)
 - STD National Hotline (1-800-227-8922)
 - Teen AIDS Hotline (1-800-234-TEEN)
 - American Red Cross
 - March of Dimes
 - American Cancer Society
 - American Heart Association
 - Virginia Lung Association

SUGGESTED TEACHING/LEARNING STRATEGIES

2. Have students use a phone book to make a list of health-care and safety agencies, the services they provide, and phone numbers to take home and share as a "Family Health Care and Safety Resource List."
3. Discuss ways to evaluate resources and which sources of information about health issues are the most accurate:
 - Qualifications of the writer/speaker
 - Source of information
 - Currency of information
 - How the information compares with other information
4. Invite a guest speaker from one of the agencies in your community to explain the services offered by that agency.

OBJECTIVE 6.10

The student will explain the effects of substance abuse on the individual, family, school, and society.

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the progression of the addiction, drunken driving, physical and sexual abuse, family violence, and the hazards of “second-hand” smoking. Information on local community resources for obtaining help with these problems is included.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- I. Effects of alcohol, tobacco, and other drugs.
- II. Drunk driving
- III. Physical and sexual abuse

- 1. Materials
Refer to Health text book

RESOURCES

PEOPLE

PRINTED MATERIALS

Health text book

AUDIOVISUAL MATERIALS

OBJECTIVE 6.11

The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality.

CONTENT

Materials needed –

Magazines, newspapers, tapes (video) of television commercials, T.V. shows to show stereotyping

SUGGESTED TEACHING/LEARNING STRATEGIES

1. Ties the lesson into English class when dealing with Language-Arts SOL 6.13 – using mass media to obtain information.
2. During group discussion on using mass media, review basic methods of advertising products to make consumers buy, discussion on various ads presented to the pupils could lead to use/avoidance of sexual exploitation, pupils can view videos of commercials to evaluate media techniques and to reinforce avoidance of gender stereotyping and sexual exploitation Class may be broken into smaller groups to evaluate magazine ads in relation to both objective 6.11 and Language Arts SOL 6.13 (may also include subliminal techniques).

OBJECTIVE 6.12

The student will apply decision-making skills in solving specific problems and determining the possible outcomes of his or her decisions.

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems—their own or situations presented in case problems. The effects of decisions on life-long goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available to women are stressed as choices are identified in the decision-making process.

| <u>CONTENT</u> | <u>SUGGESTED TEACHING/LEARNING STRATEGIES</u> |
|--|---|
| I. Identify steps in decision-making and problem solving process. | 1. Discuss with students the steps in the problem solving process: a. Determine problem b. List possible solution(s) and results of each c. Evaluate outcomes |
| II. Instruction of assertive communication skills | 1. As each person looks at the possible solution(s), they need to ask: Is this right or wrong? How will it affect my life? How will it affect others? |
| III. Use decision-making, problem solving Process, and assertive communication skills To solve hypothetical adolescent problems. | 1. Students with good self-esteem and are self-disciplined (refer 6.7) should have little trouble saying a strong “NO” in many situations. However, students at this age are very interested in peer approval and should practice saying “NO” in a variety of situations. |

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

- | | |
|--|---|
| <p>IV. Definition of <u>problem</u></p> <p>V. Steps in the decision-making process</p> <ul style="list-style-type: none">-Identify the problem-Ask questions or gather information about the problem-List the alternatives for solutions-Predict the consequences of the alternatives-Choose an alternative-Identify an action plan.-Act-Evaluate the short-term and long-term effects of the choice. <p>VI. Problem-solving</p> <ul style="list-style-type: none">-Making decisions-Responding to negative risk situations <p>VII. Strategies for not participating in negative risk behaviors</p> <ul style="list-style-type: none">-Use assertive communication skills-Ask questions to determine if the situation will involve trouble (why? where? what? who?).-Say plainly and simply, "I just don't want to . . . because . . ." (give reasons).-State the consequences (legal, school, family, personal).-Suggest an alternative-Keep saying "no" over and over again like a broken record.-Reverse the pressure: say, "If you love me, you would not pressure me."-Leave the situation; say, "I'm going."-Don't apologize-Seek assistance from a trusted adult | <ol style="list-style-type: none">1. Clarify the concept of <u>problem</u> as 1) a difficult situation, 2) an unanswered question, or 3) a feeling of uncertainty. Having a problem creates stress for a person.2. Brainstorm problems students may have or have had (e.g., whether to go on a camping trip, worried about middle school, feeling that "no one likes me," etc.).3. Explain that when we have a problem, we need to solve it by following certain steps. List these steps on the chalkboard on chart paper.4. Together with the class, "walk through" the steps in the decision-making process using a common hypothetical problem sixth-graders face. Write each step on the board as you solve the problem together. Allow ample time for discussion.5. Ask students to make their own decision-making model in their journals by writing down the steps in solving a personal problem.6. Tell students that it is okay to ask for help from a parent or some other adult when they have a problem.7. Discuss the fact that many problems students have are the result of peer pressure to take negative risks, which have harmful personal, school, family, or legal consequences. In these situations students must think, decide, and act quickly; however, decisions are always easier if you just pause to consider the consequences. Ask yourself, "Is it healthful? Legal? Would my parents approve?" |
|--|---|

CONTENT

- VIII. Stress caused by decision-making
- Definition of stress
 - Physical effects of stress
 - Headaches
 - Fatigue
 - Backaches
 - Stomachache
 - Insomnia
 - Loss of Appetite
 - Proneness to accidents
 - Feelings of helplessness, hostility, anger, depression, guilt, and lethargy
 - Appropriate ways of dealing with stress
 - Seek help from your “support group” (family, friends, teachers, counselors, anyone you trust).
 - Get lots of physical exercise
 - Find ways to relax (watching TV, listening to music, shopping, talking with friends).
 - Look for role models who remain calm in a crisis. Ask them how they handle stress.
 - Eat right and get sufficient rest
 - Use the problem-solving/decision-making model; don’t leave solutions/decisions to chance
 - Be kind to yourself. Believe in yourself.
 - Set realistic goals and accept some failure as perfectly normal
 - Keep a sense of humor and have fun

SUGGESTED TEACHING/LEARNING STRATEGIES

8. Brainstorm strategies for refusing to participate in negative risky behaviors. Emphasize assertive communication skills:
 - Words (positive language that uses “I” messages, e.g., “I think . . . I feel . . .)
 - Body language (strong, straight posture; firm stance; freely moving arms, not folded or in pockets)
 - Eye contact (look the person directly in the eyes)
 - Voice tone (firm, clear, of moderate loudness)
9. Role-playing strategies for saying “no” to negative risks, or have students prepare skits illustrating these strategies.
10. Explain to students that decision-making can create stress or feelings of uncertainty, fear, or being out of control. People with high self-esteem deal with stress better because they have confidence in their abilities to solve problems/make decisions. People with low self-esteem often try to handle stress by using alcohol and other drugs. Such actions lead to more problems because alcohol and drugs impair one’s ability to make decisions.
11. List the most common physical signs of stress. Assure students that everyone suffers from stress; however, some people deal with stress more appropriately than others. (See the list under “Content.”)
12. As a group, practice the suggested deep-breathing exercises for stress relief. This would be a good activity for the beginning of class.

CONTENT

- When you feel stress, say, “This is a stupid thing to do to my body.”
- Take a deep breath slowly.
- Think about what stress is in your head and as you breathe out slowly, imagine the stress “flowing” out through your mouth.
- Take a second deep breathe.
- Now think about the stress in your body, and as you breathe out, imagine the stress “flowing” out through your hands and feet.

- IX. Predicting the effects of decisions on
- On short-term goals
 - On life-long goals

SUGGESTED TEACHING/LEARNING STRATEGIES

13. Discuss how decisions affect both short-term and life-long goals. Bad decisions, such as doing something illegal, can lead to police records, and a ruined reputation. Help students see that sometimes what seems to be okay for a moment’s pleasure can have overwhelming, life-long effects (e.g., having sexual intercourse can lead to pregnancy or possible HIV/AIDS infection).

RESOURCES

PEOPLE

PRINTED MATERIALS

Health text book

AUDIOVISUAL MATERIALS

Straight Talk About Sex, Gender and Media

OBJECTIVE 6.13

The student will explain the concepts of immunity, both natural and by means of vaccines.

| <u>CONTENT</u> | <u>SUGGESTED TEACHING/LEARNING STRATEGIES</u> |
|--|--|
| <p>1. Definition of <u>immunity</u> – the body’s resistance to disease</p> <p>2. The body’s natural defenses against germs</p> <ul style="list-style-type: none">-Skin-Hair (nose hair and eyelashes)-Mucous-Tears-Saliva-White blood cells-Antibodies-T-helper cells <p>3. The function of a healthy immune system</p> <ul style="list-style-type: none">-The body creates antibodies to help destroy germs-Foreign particles (germs) are attacked and neutralized by the antibodies-Immunity is produced against certain microorganisms or their toxins. <p>4. The results of a breakdown of the immune system</p> <ul style="list-style-type: none">-The body can get a number of diseases that would not affect a healthy body (mainly infections and cancer).-Death usually results <p>5. HIV’s effects on the immune system</p> <ul style="list-style-type: none">-HIV attacks T-helper cells responsible for directing the immune system’s functions. (T-helper cells are like an “orchestra conductor” -- without the conductor to direct activities, the immune system shuts down.) | <p>1. Review the body’s natural defenses against disease germs:</p> <ul style="list-style-type: none">-The skin keeps germs out of the body-Mucous (a sticky liquid) traps germs in the nose, throat, mouth, windpipe, and lungs.-Hair – Nose hair sweeps mucous and germs to the throat where they can be coughed or swallowed. Cilia (eyelashes) protect the eyes from dust and germs.-Saliva (a liquid in the mouth) kills or weakens germs; it can be coughed up or swallowed.-Stomach acid kills germs that are swallowed with mucous.-Tears clean eyes of dust particles and kill germs.-White blood cells attack and kill invading germs.-Antibodies (substances made by white blood cells) help destroy germs.-T-helper cells (specific types of white blood cells) travel through the blood stream, seeking out invading germs, locating them, and signaling other cells in the immune system to produce antibodies to attack and kill the pathogen germ. <p>2. Using a two-column chart, show students how a healthy immune system functions against infection. Then show what happens when HIV invades the body.</p> <ul style="list-style-type: none">-A healthy immune system-The cold virus invades the body-The immune system creates antibodies-The person becomes ill with a cold-The cold virus is destroyed by T-helper cells |

CONTENT

- The HIV virus reproduces and kills more cells.
 - The immune system breaks down when the T-helper cells become too weak to send signals to the immune system to fight off infection.
 - The body can no longer fight off infections/cancers.
 - A person develops opportunistic diseases/cancers and is classified as having AIDS.
 - Death usually follows.
6. Vaccines
- Some control diseases, such as smallpox, rubella, (German measles), measles, mumps, diphtheria, whooping cough, polio, and tetanus.
 - An HIV vaccine is now being researched but is not now FDA-approved for use.

SUGGESTED TEACHING/LEARNING STRATEGIES

- The immune system remains intact.
 - The person becomes well.
3. An HIV-infected immune system
- The HIV virus invades the body
 - The immune system creates antibodies
 - The HIV is not killed
 - The HIV attacks T-helper cells, takes over the cells, and begins reproducing.
 - The immune system breaks down
 - The person becomes ill and susceptible to many kinds of infection or cancers
 - The person usually dies
4. Explain that when we have certain diseases (e.g., chicken pox, measles, mumps, polio), some white blood cells produce antibodies right away to fight off the germs. Some other white blood cells do not act immediately but act as memory cells to make the correct antibodies in the future. Long after we are cured of chicken pox, and if those germs enter our bodies again, the memory cells quickly make the antibodies to attack the germs so that we won't get sick again with chicken pox.
5. Define vaccine as a small dose of killed or weakened germs. These germs are not strong enough to make us sick but do cause some white blood cells to make antibodies against the disease and some to become memory cells for the disease. That is why vaccines are given to babies and later to children during the first six years of life. Emphasize that at present there is no FDA-approved vaccine to prevent HIV/AIDS, but research is continuing.

CONTENT

SUGGESTED TEACHING/LEARNING STRATEGIES

6. Ask students if they remember getting vaccinated for certain diseases when they were young. Name some diseases to which vaccines give us immunity.
7. Encourage students to look in magazines and newspapers for articles about new developments in fighting disease, especially HIV/AIDS.
8. Students might enjoy using creative dramatics to bring to life the concept of immunity to disease. Ask students to assume the roles of the various body parts involved in fighting disease and act out first person accounts of the functions of the parts.