

## **FUSD Grade 9 Social/Sexual Health Curriculum**

***Taught by: Ms. Betty Smith***

The curriculum for Grade Nine is based on the Arizona Department of Education Comprehensive Health Standard 1, **"Students comprehend concepts related to health promotion and disease prevention"**: Standard 3, **"Students demonstrate the ability to access accurate health information"**: Standard 4, **"Students analyze the influence of culture, media, technology and other factors on health"**: Standard 5, **"Students demonstrate the ability to use interpersonal skills to enhance health"**: and Standard 6, **"Students demonstrate the ability to use goal setting and decision-making skills to enhance health"**.

The following are components of Standards 1, 3, 4, 5 and 6 which are addressed at this grade level of the curriculum:

1. Identify the location and function of the reproductive organs, the fertility cycle, the process of conception, and emphasize factors that contribute to the birth of a healthy child.
2. Explain the association of personal risk factors of chronic and communicable disease, risk reduction and disease prevention components.
3. Explain the short and long term consequences of responsible and risky/harmful behaviors e.g., exercise, sleep, nutrition; risky tobacco use, alcohol and other drugs.
4. Select ways to communicate care, consideration and respect of self and others to enhance health.
5. Identify the cause of conflict in schools, families and communities: model strategies for solving interpersonal conflict through refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
6. Describe the impact of media and technology on personal family and community health.
7. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
8. Describe health issues that require collaborative decision making.
9. Explain immediate and long term impact of health decisions on the individual.

### **Lesson Format:**

- Lessons are provided during the ninth grade P.E./Health course.
- Lessons are taught in co-educational classes.
- Parents are informed of content of lessons and when they will be taught. They

may decline to have their student participate.

- Students who do not participate in these lessons will be provided with alternative instruction.

## **Lesson Outline**

***Lesson 1: Student Learning Objectives:*** Students will review the male and female reproductive systems, conception and pregnancy. They will explore various types of maturity: physical, mental, social, and emotional and ways in which their values are shaped and impacted.

**Materials Needed:** Love U 2, “Increasing Your Relationships Smarts” Curriculum Guide

- The instructor will review the reproductive systems of males and females, conception, and pregnancy.
- The instructor tells students they have reviewed physical maturity. It is explained that while their reproductive systems may be physically mature enough for sex and pregnancy, there are other forms of maturity needed. Four dimensions of maturity, i.e., physical, mental, social and emotional are explored. **(Materials needed: “Relationship Smarts” Curriculum guide: Lesson 1, “Maturity Issues, What I Value”: Use “Maturity-Four Dimensions” Lesson), (“Scale of Maturity” Activity and Handout Resource 1a), and (“Immaturity vs. Maturity” Activity and Handout.)**
- The instructor will provide students with an opportunity to discuss where they obtain their own values, attitudes and beliefs regarding sexual relationships. What are the expectations of family, church, peers? What messages are sent by popular media (movies, television, music, etc.)?

***Lesson 2: Student Learning Objective:*** Students will gain knowledge regarding sexually transmitted diseases, including testing, transmission, symptoms, treatment, prevention, and long term consequences.

**Materials Needed:** “Love U 2 - Becoming Sex Smart” Curriculum and “Choosing the Best Life Curriculum”

- The instructor will provide a quiz to test student's knowledge of STDs.

**Materials Needed: Lesson 7, STD Facts and Information, "Love U 2 - Becoming Sex Smart Curriculum"**

- The instructor provides students with information regarding major STDs, to include Herpes, Chlamydia, Gonorrhea, Human Papilloma Virus, Syphilis, Hepatitis, HIV/AIDS. The instructor will show the video **"A Life Changing Visit to an AIDS Clinic" Segment Five of "Choosing the Right Life Curriculum Guide"**. Students are provided with laminated handouts for classroom use regarding each of the STDs covered. Testing, transmission, symptoms, treatment and consequences for each are discussed. **(Handouts are taken from "Love U 2 Curriculum Guide", Lesson 7, Resource 7b.)**
- The instructor presents information on the consistent and correct use of condoms, including a discussion of prevention and reduced risk for pregnancy. Failure rates are provided. Where to obtain condoms, the most effective types of condoms and how to store them are discussed.
- The instructor will discuss risks for contracting STDs in forms of sexual contact other than penis in vagina sexual intercourse, (e.g., touching/petting, oral sex, anal sex.) The instructor points out that these risks apply to same sex relationships also.
- The instructor will review refusal skills.
- The instructor will discuss the relationship between alcohol and other drug abuse with regard to the lowering of inhibitions and judgment regarding sexual behaviors. All drugs impair judgment and certain drugs significantly increase sexual motivation and put students at greater risk for poor decision making and engaging in unwanted sexual behaviors, e.g., crystal methamphetamine, (use of which results in a significant increase in sexual libido which can also involve sexual violence), cocaine, rohypnol, GHB (gamma hydroxy butyrate) and ketamine hydrochloride. The instructor will provide students with information regarding the use of the injected drugs and the risk of contracting an STD.
- The instructor will provide a post-quiz to assess student knowledge of STDs.
- The instructor provides resources for testing for STDs (Coconino County Health Department Clinic, family doctor).

**Lesson 3: Student Learning Objectives: Students will explore abstinence as the best choice; will understand the difference between long term monogamous relationships and serial monogamy. They will demonstrate knowledge of various forms of birth control and STD prevention and the social, emotional, legal and financial implications of teen pregnancy.**

**Materials Needed: "Choosing the Best Life Curriculum Guide"**

- The instructor engages the students in a discussion of what abstinence provides. (Freedom from worry, guilt, depression, or other conflicting emotional feelings, fear of pregnancy, protection from some STDs, increased self esteem for following through on personal values, etc.) The instructor reinforces abstinence as the best choice and informs students that close genital contact without penetration can result in pregnancy. Pre-coital fluid and semen released near the vagina can result in a fertilized egg and can also result in the transmission of STDs.
- The instructor introduces the concept of renewed virginity. This is the process of choosing to stop being sexually active and returning to a way of life that is free from sexual involvement.
- The instructor provides information stressing that long term monogamous relationships result in the safest and most emotionally rewarding of relationships. The differences between monogamy/ long term relationships and serial monogamy/multiple short term relationships are discussed. The choice to enter into a long term monogamous relationship (if abstinence is not maintained) is a better choice with regard to emotional fulfillment and to decrease the possibility of contracting an STD.
- The instructor initiates discussion regarding condom use to protect against STDs and pregnancy, and other types of physician prescribed or over the counter birth control for pregnancy prevention. Correct use of condoms is discussed. Students are provided with information regarding emergency contraception also known as the "morning after" pill.
- The instructor presents information and facilitates discussion related to the social, emotional, legal and financial implications of teen pregnancy using **"Choosing the Best Life" Leader's Guide, pp. 30-31, "The Consequences of Teen Pregnancy Choices Change Lives"**. (This covers consequences, feelings, and emotional repercussions due to sexual intercourse: a missed period, pregnancy testing, pregnancy confirmation, making a decision regarding the pregnancy, i.e., teen parenthood, adoption, abortion, and how students may feel

regarding these decisions now and ten years from now.)

- Instructor shows video, **“Nicole and Raoul” video segment four, from “Choosing the Best Life” Leader’s Guide.** Instructor asks questions for video discussion as outlined in Leaders Guide.

**Lesson 4: Student Learning Objective: Students will examine various forms of peer abuse to include bullying, harassment, and specifically sexual harassment.**

- The instructor asks students if they have ever witnessed bullying, harassing, or intimidating behavior in school. Students are asked to anonymously write down examples of bullying, harassing, or intimidating types of behavior they have witnessed without naming specific names or providing any type of identifying information related to the bully or victim. These are passed into the instructor and the instructor shares some of these examples with the entire class. The instructor points out that bullying may be physically abusive or emotionally abusive.
- The instructor differentiates between *“kidding around”* or *“teasing”* and bullying. Teasing is affectionate and intended to be fun and there is an equal and reciprocal relationship between the person teasing and the person receiving it. With bullying, there is:
  - ✓ Intent to harm
  - ✓ Greater intensity and duration
  - ✓ More power on the part of the bully
  - ✓ More vulnerability on the part of the victim
  - ✓ Consequences for the victim
- The instructor defines the bully/victim/bystander triad and provides information on the types of bystanders and how bystanders are important in either letting the bullying continue or decreasing it in schools. (Olweus.)
- Students are told that sexual bullying is one form of sexual harassment.
- Sexual harassment is described as abusive and an illegal activity in schools and in the workplace. In schools, a federal law (Title IX) makes it illegal, and the Office of Civil Rights is the federal agency which is charged with ensuring that schools comply by not allowing this type of behavior.
- Sexual harassment is defined. It occurs when it is behavior that is unwanted and sexual in nature and affects the learning environment in a school or the workplace. It is defined as unwelcome sexual advances, granting favors in

exchange for sexual activity, or withholding benefits for refusal to engage in sexual behavior. It is also defined as any other verbal, written, visual, or physical conduct of a sexual nature which creates a negative learning or working environment. Sexual harassment due to a person's sexual orientation is also illegal.

- Quid pro quo and hostile environment are defined as the two major forms of sexual harassment.
- Students are asked to provide examples of sexual harassment and the instructor ensures a comprehensive list of examples is generated by adding types of harassment students may have omitted.
- Some forms of sexual harassment which are physical in nature may require an immediate report to law enforcement authorities, because it may be considered sexual assault.
- Teachers are required to report sexual harassment and there may be significant legal or discipline consequences for the harasser, depending on the situation.
- If students are being sexually harassed in some way, they should report it to a teacher, counselor, nurse, administrator, etc.

***Lesson 5 : Student Learning Objective:* Students will define characteristics of healthy and harmful/dating in order to avoid abusive relationships.**

**Materials Needed: "Safe Dates: An Adolescent Dating Abuse Prevention Curriculum"**

- The instructor has students write down some ways that people (friends, family members, teachers, etc.) have treated them that have helped them feel good about themselves. Some responses to look for and draw from students are:  
"They respected me", "they trusted me", "they listened to me", "they took time to help me", "they believed in me", etc.
- The instructor asks students to consider the ways they want to be treated by a dating partner, emphasizing that they are the ones who can choose how they will allow others to treat them. The instructor also emphasizes that they can choose how they want to treat their dating partners. **Use Handouts 3 and 4 from Session 1, "Defining Caring Relationships" from "Safe Dates".**

- The instructor will present **“Eight Skills of Effective Communication”** for resolving conflict in dating relationships. **(Session 7, “Equal Power through Communication” from “Safe Dates”**. One or more role play situations are provided and read by members of the class. Students then identify the types of communication skills used.
- Students are asked to identify harmful behaviors that could occur in a dating relationship. The instructor puts two columns on the chalk board, one labeled **Physical Harm** and the other labeled **Emotional Harm** and has students respond. **Page 54, “Safe Dates”**, contains a listing of possible student responses. If students have difficulty generating responses, the instructor may use this list to prompt them.
- The instructor explains that physical harm is an illegal, criminal activity subject to criminal prosecution. Date/acquaintance rape is discussed as well as the dangers of **cyberspace** predators. **(The instructor may wish to visit the [Isafe.org](http://www.itsafe.org) website for information for personal safety when using the computer.)**
- The instructor explains that behaviors are abusive when 1) they are used to manipulate; 2) they are used to gain control; 3) they are used to gain power over someone; and 4) they make you feel bad. Any incident of physical or sexual violence is abusive and is assault, a criminal act, subject to criminal prosecution.
- Students will discuss **“Warning Signs”** for abusive behavior, pages 75-76 of **“Safe Dates”**.
- As time permits, the instructor will read one or more of the scenarios included in **Session 2, Part 3, Defining Dating Abuse, from “Safe Dates”** and ask students to discuss.
- Students are provided with school and community resources: school nurse counselor, Northern Arizona Center Against Sexual Assault, Coconino County Health Department, law enforcement agencies.