

FUSD Grade 7 Social/Sexual Health Curriculum

Taught by: Ms. Betty Smith

The curriculum for Grade Seven is based on the Arizona Department of Education Comprehensive Health Standards 1-7 as follows: Standard 1, **“Students comprehend concepts related to health promotion and disease prevention”**; Standard 2, **“Students demonstrate the ability to access accurate health information”**; Standard 3, **“Students demonstrate the ability to practice health enhancing behaviors and reduce health risks”**; 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”**; Standard 6, **“Students demonstrate the ability to use goal setting and decision-making skills to enhance health”**; and Standard 7, **“Students demonstrate the ability to advocate for personal, family, and community health”**.

The following are components of these standards which are addressed in the curriculum:

1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability, and premature death.
2. Describe the interrelationship of mental, emotional, social and physical health.
3. Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment, and lifestyle.
4. Describe how family and peers influence the health of adolescents.
5. Describe ways to reduce risks related to adolescent health problems.
6. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.
7. Describe how messages from media and other sources influence health behaviors.
8. Describe how information from peers influences health.
9. Demonstrate ways to communicate care, consideration and respect of others.
10. Identify causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.
11. Demonstrate strategies to manage conflict in healthy ways.
12. Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.
13. Explain how decisions regarding health behaviors have consequences for self and others.

Lesson Format:

- Male and female students are taught separately.
- Parent permission is required in order for students to attend the classes (see Appendices C and F).
- Students without permission to attend these classes will be provided with an opportunity for alternative instruction.
- A question box will be provided so that students may submit questions anonymously.
- Assignments are not graded.
- These five lessons are intended to be provided within a required nine week Life Skills course. Other lessons provided within that course emphasize developing positive relationships, decreasing bullying/harassment, and dealing with peer pressure.

Lesson Outline

***Lessons 1 and 2: Student Learning Objective:* Students will develop an understanding of the changes associated with puberty and the anatomy, function, and correct vocabulary of the human reproductive system for their own gender (Lesson One) and for the opposite gender (Lesson Two).**

**Materials Needed: "Teaching Teens: An Educator's Online Resource for teaching puberty and menstruation"
"Choosing the Best Path Curriculum"**

- The instructor provides girls and boys an overview of internal and external reproductive anatomy and function. **(Materials needed: "Female Anatomy and the Reproductive System", pages 9-11, and: "Male Anatomy and the Reproductive System", pages 42-43 from "Teaching Teens".**
- The instructor presents information to students regarding the major events of puberty. This includes presenting female phases of development, e.g. the onset of menstruation, breast development, pubic hair development, growth spurts, and female sexual secretions. It includes presenting male phases of

development e.g., growth of testes and penis, pubic hair development, growth spurts, erections and male sexual body fluids. Students are taught that development usually follows a characteristic sequence, but the age of onset and rate of growth varies with each individual. **Materials needed: "Major Events of Female Puberty", pages 44-46 and "Major Events of Male Puberty", pages 47-48 from "Teaching Teens".**

- The instructor defines hormones as chemical substances in the body that affect growth and change. Hormonal changes as they relate to bodily changes are explained. Three physical structures are explained: For girls, these are the hypothalamus, the pituitary gland, and the ovaries. For boys these are the hypothalamus, the pituitary gland, and the testicles. Estrogen, progesterone, and testosterone are discussed. **(Page 41 from "Teaching Teens".)**
- The instructor will provide information related to health needs associated with puberty, i.e. hygiene, rest, nutrition, and physical activity.

***Lesson 3: Student Learning Objective:* Students will gain an accurate understanding of information related to menstruation, conception, and pregnancy, which includes methods of contraception.**

Materials Needed: "Choosing the Best Path Curriculum"

- The instructor provides accurate information to students regarding the menstrual cycle: pre-ovulation, ovulation, post-ovulation and menstruation which fosters acceptance of menstruation as a normal body function. Students receive additional information related to external and internal protection and hygiene related to menstrual flow and toxic shock syndrome.
- The process of conception is explained.
- Pregnancy and the risks associated with teen pregnancy are discussed to include lower birth weights and longer hospitalization of babies.
- The instructor presents abstinence as the best choice for teens and the only one hundred percent effective means of pregnancy prevention. Students receive information that close genital to genital contact can result in pregnancy. Pre-coital fluid and semen released near the vagina can result in a fertilized egg even if there has been no penetration. Students are asked to present ideas as to why they believe they should remain abstinent.

- Students are introduced to contraception to include both physician prescribed and over the counter methods. Emergency contraception (sometimes called the “morning after pill” is explained.
- Condom use as a form of protection from pregnancy and sexually transmitted diseases is discussed with specific information presented as to the most effective types, correct use, where to obtain them and how to store them. The instructor tells students that while condoms increase protection, they can fail in preventing pregnancy and STDs. Condoms can break or slip off. Typical couples who use condoms experience a failure rate for pregnancy prevention of up to 15% in the first year. (**Source: “Choosing the Best Path Curriculum”.**)
- Resources for teens are identified e.g., parents, school nurses, counselors, teachers, spiritual leaders, family physician, and community clinics.

Lesson 4: Student Learning Objectives: Students will learn effective ways to reduce pressures to engage in sexual activity, will explore characteristics of healthy relationships, and understand potential consequences of becoming parents prematurely.

Materials Needed: “Choosing the Best Path Curriculum”

- The instructor opens the lesson with a discussion of the importance of positive relationships. Students brainstorm characteristics of positive relationships, e.g. respect for another as a unique individual, trust, caring, support, good communication, respect for personal boundaries, etc.
- The instructor states that students have the ability to choose healthy behaviors, but that pressures exist which may have a negative impact on ability to choose healthy personal behavior. Students are asked questions - “What does it mean to be pressured?”, “What are some of the things others pressure you to do?”, “What pressures to be sexually active do you get from peers?”, and “What messages does the media give about sex?” (**See page 22 of Leader’s Guide, “Choosing the Best Path Curriculum”.**)
- Lowered inhibition due to use of alcohol and other drugs is discussed. The instructor gives the quiz on **Page 25, Leader’s Guide, “Choosing the Best Path Curriculum”** and provides correct answers to each question.
- Students are asked to write a list of their goals or dreams for the future and the instructor asks students who are comfortable doing so to share some of these. **Video Segment 3 “Growing Up Too Quickly”** from **“Choosing the Best**

Path” is viewed. Students discuss how having a child from an unwanted pregnancy could prevent them from realizing their goals and dreams.

- The instructor presents the concept of recreational sex, i.e. having sex without a truly healthy and meaningful long term monogamous relationship. One time or short time sexual relationships with more than one person is defined as serial monogamy. Students are asked to identify the potentially negative consequences of this type of sex, e.g. emotional consequences, bad reputation, unwanted pregnancy, and increased risk of STDs.
- Students are told that abstinence until marriage is the best choice.
- The instructor presents the concept of coercion to have sex, e.g. “If you really loved me, you would do it with me,” “Everybody else is doing it.” Students are asked to discuss whether this type of coercion demonstrates respect and caring for the other individual and state reasons.
- The instructor presents information regarding legal issues and consequences related to sexual harassment, date rape, sex with a minor, and other forms of sexual abuse and assault.
- Students are provided with school and community resources.

Lesson 5: Student Learning Objective: Students will learn about sexually transmitted diseases; transmission, testing, prevention, symptoms, and consequences. They will learn skills for refusing unwanted sexual activity.

Materials Needed: “Draw the Line/Respect the Line Curriculum” - Grade 8

- The instructor will present information to students regarding HIV and other STDs using the **HIV Fact Sheet (pages 115 and 117) and STD Fact Sheet (pages 127 and 129)** from “Draw the Line/Respect the Line”. Information focuses on symptoms, transmission, local resources for testing and treatment, and long term consequences when these diseases are untreated or unknown.
- State and local statistics for STDs are presented.
- Prevention of STDs is discussed to include making safe decisions about sexual behavior and condom use. A sexual exposure chart is used to demonstrate how multiple partners dramatically increase risk level.

- The instructor presents the questions from the **"Draw the Line Challenge Questions Cards"** (Page 137), either orally or in a written quiz format. Correct answers for each question are reinforced.
- The instructor emphasizes that abstinence and avoidance of other risky sexual behaviors (genital, oral, and anal) is the best prevention for sexually transmitted diseases.
- Students practice sending "I Messages" ("I feel _____when you _____.") and other ways to say no in scenarios which pressure them to do things they don=t want to do. Say "NO" and repeat if necessary, take the offensive (say how the pressure makes you feel or ask why s/he keeps pressuring when you have said no), suggest an alternative or leave the situation. The instructor reinforces methods for demonstrating assertiveness, e.g., voice inflection, eye contact, posture, etc. Scenarios from the **"Draw the Line Challenge Situation Cards" (page 139)** are used and students have the opportunity to respond to these scenarios.
- The instructor presents a brief review of major concepts taught in all five lessons and stresses that personal responsibility in making good decisions about sexual activity is critical. Students can control their own behavior. Choosing not to enter into risky sexual activity is the best way to avoid negative consequences and to ensure that they achieve their goals and dreams for the future. Abstinence is stressed as the best choice.
- Students are given resources including parents, school nurse, counselor, family doctor, Coconino County Health Department Clinic.