

Grade Six Objective #1

Lesson: Students will know what peer pressure is and how it affects individuals and groups.

OBJECTIVES

- Knowledge: Given the term “peer pressure,” students will describe what peer pressure is and be able to give examples of when peer pressure can be positive and when it can be negative.
- Comprehension: Given a hypothetical case where peer pressure is involved, students will role-play alternative responses.
- Analysis: Given a group discussion, students will identify criteria for judging when peer pressure is positive or negative and will discuss the need for acquiring new friendships that can teach and develop new social skills.

INSTRUCTIONAL FORMAT

Teacher will initiate a discussion about peer pressure.

Definitions:

Peer – someone close to your own age, or equal to you in some other respect.

Pressure- behaviors of others that have the goal of getting you to act or think as want.

Discuss situations that involve negative and positive peer pressure.

Introduce examples of negative peer pressure from the book, How To Say No and Keep Your Friends, Chapter 2.

Role-play peer pressure reversal techniques

*Check it out

*Make a decision

*Act to avoid trouble

(How To Say No And Keep Your Friends, Chapter 3)

Just Say NO

Leave

Ignore

Make an Excuse

Change the Subject

Make a Joke

Act Shocked
Flattery
A Better Idea
Return the Challenge
(Chapter 4)

*At no time should students be allowed to role play negative pressure.

Integrate peer pressure reversal techniques to other current classroom curriculum.

RESOURCES

Book: How to Say No and Keep Your Friends, Sharon Scott, Human Resource Development Press, MA

EVALUATION

After presenting individual situations of peer pressure, have students talk about positives and negatives.

Discuss how these situations can influence friendship choice and why we sometimes need to acquire new friends.

Grade Six Objective #2

Lesson: Students will understand that values and attitudes about family life come from the family unit.

OBJECTIVES

- Knowledge: Given a discussion on family life, students will develop an awareness of the influence of family values and attitudes on their lives.
- Comprehension: Given hypothetical situations involving family values and attitudes, students will discuss positive communication skills between siblings, parents, and others.
- Analysis: Given hypothetical situations involving family values and attitudes, students will role play positive communication skills between siblings, parents and others.

INSTRUCTIONAL FORMAT

Discuss differences in families: traditions, favorite celebrations, cultural differences and family activity patterns.

Discuss how these differences influence values and attitudes. Discuss how family members can communicate with each other in positive ways.

Have students give examples through cooperative group role playing: encouraging, nurturing, settling an argument between children, setting a curfew, establishing family responsibilities, asking for privileges.

Dealing with change: new baby, new job, illness, new school, job loss of parent.

In role-playing situations, watch for body language and listen for voice intonations that could affect the results.

EVALUATION

Through role-playing situations, students will demonstrate positive ways family members can communicate with each other.

Grade 6 Objective #3

Lesson: Students will demonstrate empathy and respect for others, and be able to define negative and positive behaviors.

OBJECTIVES

- Knowledge: Students will define the following types of behavior: respect/friendly, bullying, hate/harassment, flirting and sexual harassment.
- Comprehension: Students will evaluate the effect of their own behavior towards others by observing others words, tone of voice, gestures, facial expression and body language.
- Analysis: Students will be able to recognize negative behaviors directed to themselves and peers, and know the steps to take in dealing with these behaviors.

INSTRUCTIONAL FORMAT

Review definitions: sexual harassment, bullying, flirting, friend/respectful behavior.

Show video, “Broken Toy”. Follow with discussion.

Have students observe behavior that is going around them and determine which category it falls into.

Divide students into six groups. Two groups will write the word “flirting” at the top of their sheet. The second groups will write the word “bullying” at the top of their sheet, and the last groups will write the term “sexual harassment” at the top of their sheet.

Post the lists on the chalkboard or around the room. Then students can add additional items to any list. Students listed behaviors they see at school, which they think would fit into their category. Ask questions about how that can be.

Discuss that many behaviors can be perceived differently by the targeted.

Points to emphasize:

- Sexual harassment is not tolerated in school.
- There are serious consequences for engaging in this behavior.
- There are laws that protect students from sexual harassment.

- Being the target of sexual harassment or bullying can have long-lasting effects on a person.
- Both boys and girls can be targets of harassment.
- Just because someone who is being harassed does not say “no” or “stop” does not excuse the inappropriate behavior.

Generate a list on the board of ways we communicate feeling to others: facial expressions/actions, words, etc.

Discuss “mixed messages”. Example: communicate approval, but the tone of voice communicates disapproval; looking down and turning away indicates disapproval.

RESOURCES

“Broken Toy”, Summerhills Productions STARS
(Available through school library/school counselor)

EVALUATION

Informal : through participation in discussion

Grade 6 Objective #4

NOTE: Objective #4 is taught by the Health Educator/School Nurse in separate classes for boys and girls. Physical Education/Health teachers will remain with the portion of the class which is being taught by the Health Educator/School Nurse.

Parents will be notified by mail before this subject is introduced and will have an opportunity to review the material and opt to remove their child from this objective.

Lesson: After reviewing grades 4 and 5 objectives on the reproductive systems, students will understand the terminology of sexual intercourse and sexual abstinence. Taught in single sex classes by Health Educator/School Nurse.

OBJECTIVES

Knowledge: Students will be able to define sexual intercourse and sexual abstinence in relationship to the fertilization process.

Comprehension: After a class discussion on sexual intercourse and sexual abstinence, students will be able to list responsibilities and consequences sexual intercourse may encompass.

Analysis: After a discussion on the human reproductive system, students will explain the social, emotional, and physical reasons to abstain from sexual intercourse outside of marriage and why this is the expected standard for all students.

INSTRUCTIONAL FORMAT

Health Educator/School Nurse will review information on the human reproductive system and present information on sexual intercourse and the fertilization process in single sex class sessions.

Addition of instruction of menstruation for boys.

Sexual abstinence will be reinforced

RESOURCES

Trained Health Educator/School Nurse
Transparency “What is Conception and How Fertilization Occurs”

Video: We're Growing Up, Marsh Media
Worksheets for both male and female reproductive system (doing each other's sex).

EVALUATION

Information evaluation through discussion.

Grade 7 Objective #1

Note: The following objective will be taught co-educationally.

Lesson: Students will be able to identify methods of preventing pregnancy. Emphasis is on abstinence as the only 100% effective method. Taught by Health Educator/School Nurse.

OBJECTIVES

Knowledge: Presented with information on pregnancy prevention, students will be able to describe the various methods, function, effectiveness, and side-effects of each type of family planning.

Comprehension: Presented with information on pregnancy prevention, students will be able to demonstrate an understanding of each method of family planning and the efficacy rate of each method.

Analysis: Presented with information on pregnancy prevention, students will be able to analyze factors that influence an individual's decision to prevent pregnancy with an emphasis on personal responsibility.

INSTRUCTIONAL FORMAT

Health Educator/School Nurse will present information on the methods of pregnancy prevention in co-educational class sessions.

Emphasis is on abstinence as the only 100% effective method to prevent pregnancy.

Health Educator/School Nurse will present a video that reviews the male and female reproductive systems, explores the emotional changes associated with adolescence, and an emphasis on responsible choices and decision-making.

RESOURCES

Transparency presentation on Contraceptive Methods
Video: Straight Talk About Sexual Health, Marsh Media

EVALUATION

Informal: Through participation in discussion.

Grade 7 Objective #2

Note: The following objective will be taught co-educationally.

Lesson: Students will be able to identify the different types of sexually transmitted diseases/infections (STD/STI's). (Emphasis is on abstinence as the only 100% effective method for prevention of STD/STI's.) Taught by Health Educator/School Nurse.

OBJECTIVES

- Knowledge: Presented with information on the various types of STD/STI's, students will be able to identify the symptoms, mode of transmission, period of communicability, incubation period, rate of occurrence, prevention and treatment measures.
- Comprehension: Students will be able to demonstrate an understanding by describing the long and short term health effects caused by a STD/STI's, the associated risks, and methods of prevention to maintain optimum health.
- Analysis: Students will discuss the long and short term consequences of STD/STI's with an emphasis on personal responsibility to prevent the spread of STD/STI's.

INSTRUCTIONAL FORMAT

Health Educator/School Nurse will present information on the different types of STD/STI's in co-educational class sessions.

Emphasis is on abstinence as the only 100% effective method to prevent STD/STI's.

RESOURCES

Health Educator/School Nurse

Transparencies Presentation on Sexually Transmitted Infections

Handshake Game

Shake hands with five people of opposite gender.

Write down, in order, names of the people you shook hands with.

Suppose each hand shaken represented unprotected sexual intercourse.

Now the second person had a STD/STI and did not know and infected you. Who did you infect. You infected person 3-5 on your list.

EVALUATION

Informal: Through participation in discussion.

Grade 8 Objective #1

Lesson: Students will be able to identify the different types of sexually transmitted diseases/infections (STD/STI's). (Emphasis is on abstinence as the only 100% effective method for prevention of STD/STI's.)

OBJECTIVES

- Knowledge: Presented with information on the various types of STD/STI's, students will be able to identify the symptoms, mode of transmission, period of communicability, incubation period, rate of occurrence, prevention and treatment measures.
- Comprehension: Students will be able to demonstrate an understanding by describing the long and short term health effects caused by a STD/STI's, the associated risks, and methods of prevention to maintain optimum health.
- Analysis: Students will discuss the long and short term consequences of STD/STI's with an emphasis on personal responsibility to prevent the spread of STD/STI's.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Teen Health , Chapter 11, Lesson 2 pages 345-349
Teen Health , Chapter 11, Lesson 4 pages 356-362
Teen Health , Chapter 11, Lesson 5 pages 363-367

RESOURCES

Pamphlet STD Facts (ETR Associates)
Website www.etr.org
Teen Health, Teacher Resource, HIV/AIDS Module
Teen Health, Student Activity Workbook, Activities 51, 53, 54; pages 89-92
Teen Health, Concept Mapping Activities, 51, 53, 54
Teen Health, Enrichment Activities, 51 and 54
Teen Health, Transparencies, 61
Teen Health, Re-teaching Activity 54

EVALUATION

Teen Health Book, Chapter 11, Chapter Review and Lesson Tests
Teen Health, Teacher Resource, HIV/AIDS Module Test, Page T11-T12

Grade 8 Objective #2

Lesson: Students will identify changes occurring during adolescence.

OBJECTIVES

- Knowledge: Students will describe physical, emotional, and social/interpersonal changes occurring during adolescence.
- Comprehension: Students will demonstrate understanding that their physical, emotional, and social/interpersonal development may be similar to, or vary from, those of others.
- Analysis: Students will demonstrate an understanding of the impact of physical, emotional, and social/interpersonal development on themselves and on others.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Teen Health, Chapter 3 Lesson 1 and 2 pages 64-73 (Emotional/Social Change)
Teen Health, Chapter 7 Lesson 3 pages 206-213 (Physical Change)

RESOURCES

Teen Health, Developing Responsible Relationships Module pages 5-7
Teen Health, Chapter 3 Lesson 1 Resource Box
Teen Health, Chapter 3 Lesson 2 Resource Box
Teen Health, Chapter 7 Lesson 3 Resource Box
Teen Health, Transparencies 33 and 34

EVALUATION

Teen Health, Chapter 3, Lesson 1 Quiz
Teen Health, Chapter 7, Lesson 3 Quiz
Teen Health, Module Test, TAE Developing Responsible Relationships PT11-12
Teen Health, Concept Mapping; 9,11,18,31
Teen Health, Reteaching Activities; 9,11,18,31
Teen Health, Decision Making Activity 7
Teen Health, Student Activities Workbook Activity 11 and 19

Grade 8 Objective #3

Lesson: Students will demonstrate knowledge of the structure and function of the human reproductive system.

OBJECTIVES

- Knowledge: Given a diagram of the male and female reproductive systems, students will be able to identify and define the nature and function of each part.
- Comprehension: Given a diagram of the male and female reproductive systems, students will be able to describe the route a sperm cell takes as it passes through the respective parts of each system.
- Analysis: Given a diagram of the male and female reproductive systems, students will be able to describe the process of fertilization and conception.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Teen Health, Chapter 10, Lesson 8 pages 328-333

Teen Health, TAE Developing Responsible Relationships, pages 12-20

Instructor will distribute evaluation worksheets to students on male and female reproductive systems. Students should complete and return to instructor.

RESOURCES

Teen Health, Enrichment Activities, 49

Teen Health, Student Activities Workbook Activity 49

Teen Health, Reteaching Activities Activity 49

Teen Health, Concept Mapping Activity 49

Teen Health, Transparencies 55 and 56

Handout sheets on diagrams of male and female reproductive systems.

EVALUATION

Teen Health, Chapter 10, Lesson 8 Quiz, page 333

Teen Health, Chapter 10 Review, page 335

Grade 8 Objective #4

Lesson: Students will be able to identify methods of preventing pregnancy. (Emphasis is on abstinence as the only 100% effective method.)

OBJECTIVES

- Knowledge: Presented with information on pregnancy prevention, students will be able to describe the various methods, function, effectiveness, and side-effects of each type of family planning.
- Comprehension: Presented with information on pregnancy prevention, students will be able to demonstrate an understanding of each method of family planning and the efficacy rate of each method.
- Analysis: Presented with information on pregnancy prevention, students will be able to analyze factors that influence an individual's decision to prevent pregnancy with an emphasis on personal responsibility.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Teen Health, Chapter 4, Lesson 5 pages 126-127

Teen Health, TAE Developing Responsible Relationships, pages 21-25

Pass out copy of handout sheet on "Reasons for Planning or Preventing Pregnancy" with area to be checked off in class discussion as to whether risk involves male, female, or both. Space at bottom for students to add additional risks that they think of.

Instructor uses overhead transparency of "Reasons for Planning or Preventing Pregnancy" and using erasable marking pen checks off which gender the class feels is affected by each risk. Class is asked to offer suggestions to add to list.

Show overhead transparency of Contraceptive Methods, Non prescription/Prescription

Teachers should note that it is important for students to realize that withdrawal is not considered an effective method of birth control; that sperm can be released before withdrawal, without the male's knowledge, resulting in an unplanned pregnancy. Responsibility for birth control falls upon both partners equally.

RESOURCES

Transparencies “Reasons for Planning or Preventing Pregnancy”
Transparencies “Contraceptive Methods, Non Prescription/Prescription”
Pamphlet Birth Control Facts, ETR Associates
Website www.etr.org

EVALUATION

Ask students to research the cost of prenatal care and delivery; cost of caring for child infancy through kindergarten; cost of education kindergarten through college.

Teen Health, Developing Responsible Relationships page 23.

Write Letter (Homework)

Instructor will distribute evaluation worksheets to students on analyzing factors that influence an individual’s decision to plan or prevent pregnancy.

Grade 8 Objective #5

Lesson: Students will be able to identify the sequence of events that takes place from fertilization through fetal development.

OBJECTIVES

- Knowledge: Given a presentation illustrating the development of a human embryo/fetus, students will be able to identify changes that take place within the human embryo/fetus at each stage of pregnancy, such as development of facial features and internal organs.
- Comprehension: Having studied human embryonic and fetal development, students will be able to write a description of physical changes that normally occur at each trimester, such as external and internal physical characteristics.
- Analysis: Having studied human embryonic and fetal development, students will be able to list in order the physical and neurological changes that normally occur from conception through childbirth.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Show the video “Miracle of Life,” preview of puberty and illustrates fetal development from conception to birth.

Discuss with the class major areas of biological growth and development that take place at various stages of the nine month cycle. Finish this lesson with a question/answer discussion with the class.

RESOURCES

- Video: “Miracle of Life” Nova Film
- Teen Health, Chapter 7, Lesson 1 pages 196-200
- Teen Health, Chapter 10, Lesson 8 page 331
- Teen Health, Developing Responsible Relationships pages 30-32
- Teen Health, Enrichment Activities Worksheet page 29

EVALUATION

Given a presentation illustrating the development of a human embryo/fetus, students will be able to correctly describe specific changes that occur during each month of pregnancy.

Grade 8 Objective #6

Lesson: Students will demonstrate understanding of a pregnant mother's responsibility to protect the health and development of the human embryo/fetus.

OBJECTIVES

- Knowledge: Presented with information on early signs of pregnancy and proper care, students will be able to describe how nutrients and alcohol and other drugs passed from the mother to the baby via the placenta affect human embryonic and fetal development.
- Comprehension: Presented with information on prenatal care, students will be able to list factors that affect healthy human fetal development, such as early detection, diet, nutrition and prenatal examinations by a health care professional.
- Analysis: Presented with information on prenatal care, students will complete an appropriate analysis activity, such as writing a report on factors that influence health human embryonic and fetal development.

INSTRUCTIONAL FORMAT

Lecture and Discussion

Pass out a copy of the handout sheets on "Factors Affecting Health Human Fetal Development." Blank columns under each factor will be filled in as students offer suggestions. First sheet with five factors to be completed in First Lesson. Teacher may complete columns on overhead.

End First Lesson with instructor using overhead transparency of pregnant mother with fetus and using an erasable marking pen identify, label, and explain how nutrients, alcohol and other drugs pass from mother to baby via the placenta. Students at same time label their unlabeled diagram.

Second Lesson. After observing a video on the effects of alcohol and other drugs, students will offer suggestions on second sheet of "Factors Affecting Fetal Development." Instructor will list suggestions under headings on overhead.

Instructor will distribute written assignment to be completed at home. Students may use handouts to complete assignment.

Key points of emphasis in teacher led discussion:

*At what point during pregnancy have all of the organs that will be present at birth been formed?

*Why is prenatal care important?

*Why should alcohol and drugs be avoided during pregnancy?

Quiz to be given at the beginning of the next lesson:

List at least three major changes that take place during each of the three trimesters of pregnancy.

RESOURCES

Handout sheets on “Factors That Affect Healthy Human Fetal Development” and diagram of how fetus receives substances from mother

Teacher’s factor information with additional facts

Teacher’s diagram of fetal development in the uterus and path of nutrients, etc. through placenta with completed blanks.

Teen Health, Transparencies #32

Teen Health, Chapter 7, Lesson 2 pages 201-205

Evaluation assignment sheets

EVALUATION

Given an assignment on listing and explaining factors that affect the fetus, students will demonstrate understanding of proper prenatal care and its effect upon the developing fetus.

Teen Health textbook assignments.

Teen Health, Reteaching Activities page 30

Grade 8 Objective #7

Lesson: Students will demonstrate an understanding of the options available to a pregnant teen and expectant father.*

***It is understood that no employee of the Kenosha Unified School District is allowed to encourage a student to have an abortion or be an advocate of abortion to students, and that parents will be notified by mail before this subject is introduced and will have an opportunity to review the material and opt to remove their children from this objective.**

OBJECTIVES

Knowledge: Students will list the options available to a pregnant teen and expectant father from information presented on single parenting, care by extended family, adoption, abortion, and marriage; and the consequences associated with each option, i.e., physical, emotional, educational, social, vocational, and economic.

Comprehension: Students will demonstrate an understanding of the importance for a pregnant teen and expectant father to seek the counsel of parents, close family members, health professionals, clergy and/or other significant adults before making decisions concerning the future of the pregnancy.

Analysis: Students will demonstrate an understanding of the risks and consequences associated with a teen pregnancy, the impact on the life of the pregnant teen and expectant father, and the options available by using role play, class discussion, and/or other appropriate analysis activities.

INSTRUCTIONAL FORMAT

Teacher/Class Discussion

Presentation on overhead of different types of abortion, risks involved, alternatives to abortion and consequences of each alternative choice.

Students will be encouraged to offer suggestions to fill in boxed areas for consequences of alternative choices on overhead while they fill in their own personal copies at the same time.

Discussion with overhead transparencies on to whom pregnant teens should turn for help in making their decisions. Students will be expected to offer suggestions and add to present list.

RESOURCES

Transparencies and information on “Risks Involved In All Types of Abortion”, “Options to a Pregnant Teen and Expectant Father and Their Consequences”, list of to whom the expectant teen could turn for help, Safe Harbor Law.

If students show interest in further information, a note (see attached) is to go home for parent(s)/ guardian to sign that they will view the following videos with student: “A Matter of Choice” and “Abortion: Personal Portraits”

EVALUATION

Teacher may use role play in which students demonstrate knowledge of the risks and consequences of abortion plus how alternative choices may affect their lives.

Grade 8 Objective #8

Lesson: Students will be able to demonstrate understanding of various types of opposite sex relationships, how they develop, and the impact of these relationships on their social behavior.

OBJECTIVES

Knowledge: Presented with information on opposite sex interpersonal relationships, students will be able to list and define various types and/or levels of interpersonal relationships, such as friendship, infatuation, physical attraction and love.

Comprehension: Following a discussion on misinterpretation of opposite sex interpersonal relationships, students will be able to cite various reasons for such confusion.

Analysis: Students will compare and contrast various types of opposite sex relationships, such as friendship, infatuation, physical attraction and love, and the impact of confusing one for another.

INSTRUCTIONAL FORMAT

Lecture and Discussion

Teen Health, Chapter 4, Lesson 1 pages 100-104
Teen Health, Chapter 4, Lesson 2 pages 105-110
Teen Health, Chapter 4, Lesson 4 pages 117-123
Teen Health, Transparency 15 and 16

Students define terms Friendship (Teen Health Book page 117), Infatuation (Teen Health Teacher Resource Developing Responsible Relationships page 9), Love (Teen Health Book page 129)

RESOURCES

Teen Health, Concept Mapping Activities Activity 18
Teen Health, Reteaching Activities Activity 18

EVALUATION

Teen Health, Chapter 4, Lesson 1 Review, page 104
Teen Health, Chapter 4, Lesson 2 Review, page 110
Teen Health, Chapter 4, Lesson 4 Review, page 121

Grade 8 Objective #9

Lesson: Students will identify the responsibilities and consequences inherent in dating and other male-female relationships.

OBJECTIVES

Knowledge: Presented with information on dating and other male-female relationships, students will be able to list social factors and pressures that influence dating/interpersonal patterns, such as parental involvement, safe dating practices, differences in male and female sexual drives, interests of the opposite sex, respect for oneself, one's own sex and for the opposite sex, and the necessity of sexual abstinence before marriage.

Comprehension: Presented with information on dating and other male-female relationships, students will be able to list positive factors that occur within adolescent dating/interpersonal relationships, such as developing trust, mutual respect, self-respect, honesty and enhancing social communication skills, and negative factors, such as emotional, physical or verbal abuses, and self-debasement involvement which can lead to emotional distress, social change, pregnancy, STD's including AIDS.

Analysis: Using class discussion, students will understand positive and negative dating/interpersonal situations and responses which cultivate trust, self-respect, mutual respect, integrity, honesty, and practice assertive communication skills.

INFORMATIONAL FORMAT

Lecture and Discussion

Teen Health Book Chapter 4, Lesson 5 pages 124-128

Teen Health, Student Activities Workbook Activity 19

Teen Health, Reteaching Activities Activity 19

Teen Health, Concept of Mapping Activity 19

RESOURCE

Teen Health, Developing Responsible Relationships pages 8-11

EVALUATION

Given characteristics and situations illustrating responsibilities and consequences inherent in dating and other male-female relationships, students will be able to complete a written assignment identifying health promotion skills that help build health dating relationships.

Teen Health, Chapter 4 Review, Lesson 5 page 128

Grade 8 Objective #10

Lesson: Students will define terms associated with sexual violence and assault and be able to differentiate between flirting and sexual harassment, i.e., male and female rape, date rape, incest, child molestation, and the impact of these acts and the accusation of sexual assault on both male and female.

OBJECTIVES

Knowledge: Students will define terms associated with acts of sexual assault including male and female rape, date rape, incest, child molestation, seduction, enticement, false accusation, and mixed sexual messages.

Comprehension: Students will be able to describe the immediate and long term physical, mental and emotional traumas suffered by male and female victims of sexual victimization, and will understand their personal responsibility to avoid any actions, words and gestures that result in others negative feelings of being victimized or harassed.

Analysis: Students will express their right to be free of sexual violence, harassment, and assault, and the availability of appropriate safeguards and support services for avoiding, surviving, and reporting (event and evidence) of such incidence.

sexual victimization: any forced or unwanted sexual incident/activity that can be physical, verbal or emotional.

INSTRUCTIONAL FORMAT

Lesson 1: Lecture/Discussion.

Define sexual victimization and discuss definition with students. Show overhead transparency of vocabulary terms associated with sexual assault. Discuss terms with the class.

Suggested questions for teacher-led discussion:

What are some examples of good touch and bad touch?

What are some examples of ways people can send mixed sexual messages?

Can you list or name examples of refusal techniques to avoid unwanted sexual contact?

What characteristics in a relationship would you look for that indicate trust?

Instructor uses overhead transparency on “Trauma and Recovery Cycle of Sexual Victimization”. Passes out handout to each student on “Trauma and Recovery Cycle of Sexual Victimization. Discuss this graph with the students. Points of emphasis: many rapes go unreported, most rape is planned in advance, most sexual assaults are committed by someone the victim knows, rape is not a crime of passion (violence and control are the primary factors), all victims of sexual assault experience some symptoms of post-traumatic stress.

Teen Health, Chapter 5 pages 138-157

Teen Health, Chapter 16, Lesson 3 pages 494-498

Lesson 2: Lecture/Discussion

Overhead transparency and handout sheet on “Safeguards To Avoid Date Rape.”

Suggested questions for teacher-led discussion:

What qualities or characteristics would you look for in someone of the opposite sex that would indicate trust?

What behaviors or characteristics could indicate possible risk factors in someone you may date?

RESOURCES

Overheads and handouts mentioned above.

Student evaluation worksheet.

Video: Date Rape: It Happened to Me”, Pyramid.

Video: “Dating, Sex and Trouble”, Sunburst Communications

Video: “But He Loves Me”, Churchill Films

Teen Health, TAE Developing Responsible Relationships, page 11, 22, 38-39

EVALUATION

Lesson 1: Given characteristics and situations illustrating sexual victimization, students will be able to list elements describing the needs and safeguards for avoiding and coping with sexual assault.

Lesson 2: Students working in cooperative groups will develop skits demonstrating “lines and refusal skills.”

Teen Health, Student Activities Booklet Activity 72

Grade 8 Objective #11

Lesson: Students will demonstrate understanding that being under the influence of alcohol or other mood-altering drugs has adverse effects on analytical thinking, decision making and emotional self-control within social relationships.

OBJECTIVES

Knowledge: Given a presentation on the effects of alcohol and other mood altering drugs that affect judgment and rational thinking, students will identify how “clouded thinking” can increase the likelihood of sexual intercourse and other risky behaviors while under the influence of certain substances.

Comprehension: Presented with current data, students will demonstrate understanding that substance abuse, including alcohol and other mood altering drugs, can increase the likelihood of teen sexual activity.

Analysis: Given a discussion concerning substance abuse and teen sexual activity, students will participate in an appropriate analysis activity regarding the long-term implications concerning substance abuse preceding sexual activity and the sociological and public health effects this behavior can have on the individual\ society.

INSTRUCTIONAL FORMAT

Lecture and Discussion

Teen Health, Chapter 14, pages 426-447

Teen Health, Chapter 15, pages 450-477

RESOURCES

Teen Health, Chapter 14, Student Activities Workbook, Study Guide, page 108-109

Teen Health, Chapter 15, Student Activities Workbook, Study Guide, page 114-115

EVALUATION

Given facts and statistics illustrating substance abuse preceding sexual activity, students will be able to write an essay describing the long term implications this behavior can have on the individual and society.

Teen Health, Student Activities Workbook, Chapter 14, Activity 63, 64, 65
Teen Health, Student Activities Workbook, Chapter 14, Health Inventory page 113
Teen Health, Student Activities Workbook, Chapter 15, Activity 66, 67, 68, 69
Teen Health, Student Activities Workbook, Chapter 15, Health Inventory, page 120
Teen Health, Reteaching Activities, Chapter 14, Activity 63, 64, 65
Teen Health, Enrichment Activities, Chapter 14, Activity 63, 64, 65
Teen Health, Concept Mapping Activities, Chapter 14, Activity 63, 64, 65

Grade 8 Objective #12

Lesson: Students will identify the benefits of maintaining an abstinence-based lifestyle.

OBJECTIVES

- Knowledge: Students will describe the positive benefits of an abstinence-based lifestyle, i.e., physical, emotional, educational, social, vocational, and economic.
- Comprehension: Students will demonstrate an understanding of the positive benefits from maintaining an abstinence-based lifestyle by verbalizing the personal impact, i.e., physical emotional, educational, social, vocational and/or economic.
- Analysis: Given a class discussion, students will participate in an appropriate analysis activity related to the long-term impact of maintaining an abstinence-based lifestyle.

INSTRUCTIONAL FORMAT

Lecture and discussion on the advantages of premarital abstinence, refusal techniques, five step method of refusing, role playing.

Teen Health, Chapter 3, Lesson 2, page 72-73
Teen Health, Chapter 4, Lesson 5, page 124-128
Teen Health, Chapter 11, Lesson 4, page 357-358

RESOURCES

Video: “Know How”, Intermedia, Inc.
Video: “Tough Decisions: How To Make Them”

Overhead transparencies and handouts.

Teen Health, TAE Developing Responsible Relationships, page 10, 21-25, 36, 41

EVALUATION

Students should be able to suggest uncomfortable situations they or their families may find themselves in. Suggestion: Students role play, demonstrating how they can avoid, or change, uncomfortable situations.

Teen Health, Student Activities Workbook, Chapter 3, Activity 11, page 25

Teen Health, Student Activities Workbook, Chapter 4, Activity 19, page 36

Teen Health, Student Activities Workbook, Chapter 11, Study Guide, Lesson 4, page 87

Grade 8 Objective #13

Lesson: The students will demonstrate understanding that if a person has already been sexually active they can practice abstinence from that point on. This is sometimes called secondary virginity.

OBJECTIVES

Knowledge: Students will be able to define secondary virginity.

Comprehension: Students will be able to explain steps needed to achieve secondary virginity.

Analysis: Students will be able to discuss the positive reasons for achieving secondary virginity as well as the importance for following the steps to achieve secondary virginity.

Second Virginity: A sexually active individual who cannot change the past, but they are committed to creating a better future through secondary virginity.

INSTRUCTIONAL FORMAT

Lecture and discussion.

Define secondary virginity.

Review 11 step process of achieving secondary virginity.

RESOURCES

11 Step Process of Achieving Secondary Virginity

Pamphlet: SEX been there done that. Now What?, The Medical Institute for Sexual Health

Pamphlet: Been there done that. Now What?, Life Cycle Books

EVALUATION

Class discussion.

