

Progression/Sequence of Learning Tasks:

Lesson 1: Self-Esteem/Peer Pressure/ Female Puberty

Learning Goal: Students will learn the importance of self-esteem and the definition of peer pressure. The students will also learn the changes females will go through during puberty.

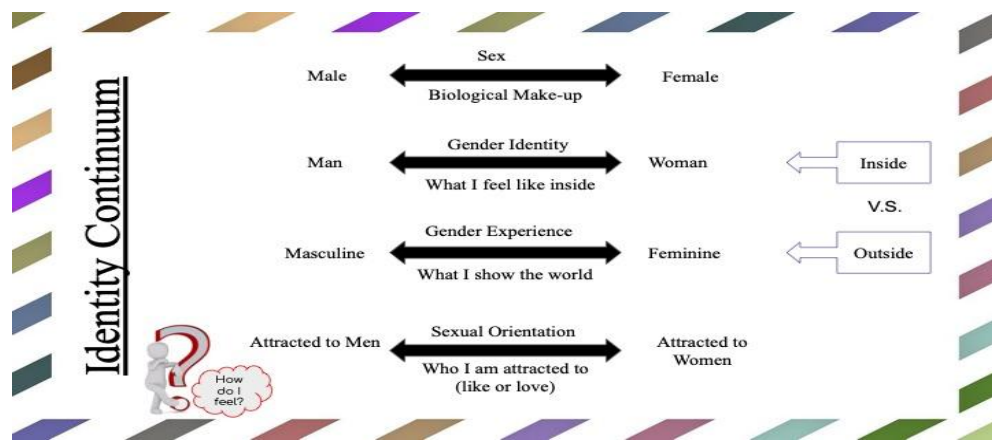
Family Life Topics are very personal and should be discussed with family or a trusted adult.

Activities	Time
1. Ask the students what the word “self-esteem” means? What sometimes happens to a persons self-esteem during puberty? Does it tend to go up or down? What are some things that would make a persons self-esteem go down?	5 min.
2. Have the students complete the self esteem check up and self esteem builder in their notebooks.	15 min 10 min
3. Define Peer-Pressure.Hand out the peer pressure and puberty pamphlet. https://www.etr.org/store/product/puberty-pressure/	
4. Ask the students the following questions: -who starts puberty first? boys or girls? - what causes you to go through puberty? - can they name the female hormone and male hormone?	10 min. 10 min
5. Hand out “As Girls Mature”(to girls only) pamphlet and discuss. https://www.channingbete.com/health-care/disease-management/womens-health-concerns/as-girls-mature/p-CBC0509	10 min
6. Copy down the changes that girls go through during puberty. ex. height, breast development, body odor.	
7. Explain these changes to them and that everyone goes through puberty at a different time so do not compare yourself to others.	
8. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults.	

Day 2: Female Reproductive System/Puberty changes in males/Male reproduction/Identity Continuum

Learning Goal: Students will be able to identify the female and male reproduction system and also the changes males go through during puberty. Review the identity continuum.

Activities	Time
1. Opener - review the changes that girls go through during puberty from yesterday's class and explain that we will be discussing the female and female reproductive system today as well as the changes the boys go through during puberty.	5 min
2. Students will copy down the female reproductive terms in their notebook. -ovaries, fallopian tubes, uterus, cervix, vagina	5 min
3. Explain what each of these do and ask them if they have any questions.	10 min
4. Hand out "As Boys Mature" pamphlet (to boys only). Ask students to name some changes they can think of that boys might go through during puberty. ex. growth, voice changes, acne	5 min.
The teacher will complete the list and the students will write them all down in their notebook.	15 min.
https://www.channingbete.com/health-care/maternal-and-child-health/child-development-preteen-and-teen/as-boys-mature/p-CBC0511	5 min
5. Students will copy down the male reproductive terms in their notebook - vas deferens, scrotum, testes, seminal vesicle, penis, semen, prostate gland, urethra, cowper's gland, foreskin.	10 min
3. Define and term and the function of each parts of the male reproductive system	5 min
4. Show and discuss the Identify Continuum that is in their notebook	



Discuss:

Sex- Biological makeup

Gender Identity: What I feel like inside


Gender Expression: What I show the world on the outside

Sexual Orientation: Who I am attracted to

5. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults.

Day 3: Risk of early sexual activity and abstinence and consent.

Learning Goal: Students will be able to understand what some risk of early sexual activity are, define abstinence and consent.

Activities	Time
1. Opener: The students will watch the video “You your body and puberty” to review what changes they both go through during puberty.	17 min.
https://www.hrmvideo.com/catalog/you-your-body-and-puberty	5 min
2. Ask students if they have heard the word abstinence before? Explain they are going to be discussing abstinence today in class and how right now in their lives this is the best choice for them because it will help them with the following <ol style="list-style-type: none">not having to risk a pregnancyless emotional and social stress that goes along with being sexually activenot having to worry about getting an STDhelping them reach their dreams and goals	10 min.
3. Hand out the “ A teen’s guide to Abstinence” pamphlet. https://www.journeyworks.com/A-Teens-Guide-to-Abstinence/productinfo/5222/	10 min
4. Have them get a partner and fill out the Risk of early sexual activity for both boys and girls sheet in their notebook using the pamphley	15 min
5. Have students share their answers and explain that abstinence is the only 100 percent way to avoid these risks.	
6. Ask the students if they know what the word consent means? -If you consent to one thing does that mean you consent to everything? - Does maybe mean yes? -If you say yes can you still change your mind and say no?	
7. Watch the video  Maybe Doesn't Mean Yes and discuss afterwards	
8. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults.	

Days 4: STI's, HIV/AIDS, QUIZ

Learning Goal: Students will be able to learn what an STD and HIV are and the most common types of STI's. Abstinence is the only 100 percent way of not getting an STD.

Activities	Time
1. Opener: Ask students to name any STI's that they have heard of before. Ask them if they know the difference if something is bacterial or viral and what is the difference between them.	5 min.
2. Ask students if they know what the term STD or STI stands for? -Hand out the 50 things you need to know about STI's pamphlet.	10 min
https://www.journeyworks.com/50-Things-You-Need-to-Know-About-STIs/productinfo/5127/	10 min
Have students get a partner and with using the pamphlet answer as many questions they can on the true and false What is your STI IQ worksheet in their notebook.	10 min
3. Review and discuss each question with them.	
4. Define and describe the following STD's -Chlamydia -Hepatitis B -Herpes -Syphilis -Gonorrhea -HPV -HIV/AIDS	10 min
5. Have students complete the HIV/AIDS Do you.....????? page in their workbook by copying down what we talk about. Explain the main ways that HIV is spread and also discuss ways you can not get HIV.	15 min
6. The students will take the 7th grade family life quiz.	
7. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults.	