

## 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.

**Standards:**

Describe how peers influence healthy and unhealthy behaviors. 2.MS.c

Identify strategies for respecting individual differences in sexual growth and development, or physical appearance. 1c.7.8

**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 person's self-esteem during puberty? Does it tend to go up or down? What are some things that would make a person's self-esteem go down?	5 min.
2. Have the students complete the self esteem check up and self esteem builder in their notebooks. Motivation video <a href="#">Growth Mindset For Kids - 3 Steps To Help Kids With Mindset</a> Motivation video for girls. <a href="#">Dove One Thing - Help raise a girl's self-esteem</a> <a href="#">Dove Self-Esteem Commercial</a> <a href="#">Dove-Reverse Selfie- Have SelfieTalk</a>	15 min.
3. Define Peer-Pressure.Hand out the peer pressure and puberty pamphlet. <a href="https://www.etr.org/store/product/puberty-pressure/">https://www.etr.org/store/product/puberty-pressure/</a>	10 min.
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.
5. Hand out “As Girls Mature”( to girls only) pamphlet and discuss.  <a href="https://www.channingbete.com/health-care/disease-management/womens-health-concerns/as-girls-mature/p-CBC0509">https://www.channingbete.com/health-care/disease-management/womens-health-concerns/as-girls-mature/p-CBC0509</a>	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.	

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## 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.

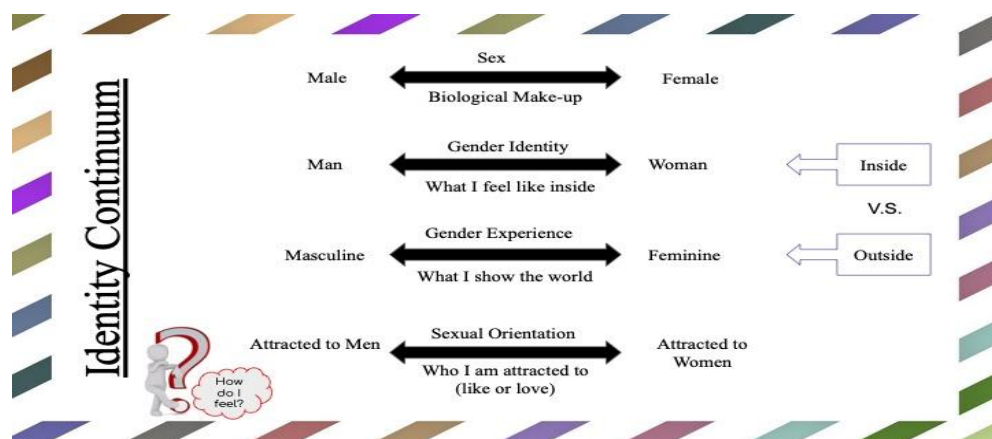
### Standards:

Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.7.9

Describe menstruation, fertilization, and implantation. 1c.7.10

Define sexual identity and explain a range of identities related to sexual orientation. 1c.7.6

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	15 min.
3. Explain what each of these do and ask them if they have any questions.	
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  The teacher will complete the list and the students will write them all down in their notebook.  <a href="https://www.channingbete.com/health-care/maternal-and-child-health/child-development-preteen-and-teen/as-boys-mature/p-CBC0511">https://www.channingbete.com/health-care/maternal-and-child-health/child-development-preteen-and-teen/as-boys-mature/p-CBC0511</a>	15 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.	
6. Define terms and the function of each parts of the male reproductive system	
7. Show and discuss the Identify Continuum that is in their notebook	15 min.



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

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 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.

**Standards:**

Explain why individuals have the right to refuse sexual contact. 1c.7.3

Discuss what does and does not constitute sexual consent. 1c.7.4

Identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms. 1c.7.11

Activities	Time
<ol style="list-style-type: none"><li>1. Opener: The students will watch the video “You your body and puberty” to review what changes they both go through during puberty. <a href="https://www.hrmvideo.com/catalog/you-your-body-and-puberty">https://www.hrmvideo.com/catalog/you-your-body-and-puberty</a></li><li>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"><li>a. not having to risk a pregnancy</li><li>b. less emotional and social stress that goes along with being sexually active</li><li>c. not having to worry about getting an STD</li><li>d. helping them reach their dreams and goals</li></ol></li><li>3. Hand out the “ A teen’s guide to Abstinence” pamphlet. <a href="https://www.journeyworks.com/A-Teens-Guide-to-Abstinence/productinfo/5222/">https://www.journeyworks.com/A-Teens-Guide-to-Abstinence/productinfo/5222/</a></li><li>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 pamphlet</li><li>5. Have students share their answers and explain that abstinence is the only 100 percent way to avoid these risks.</li><li>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 it maybe mean yes? -If you say yes can you still change your mind and say no?</li><li>7. Watch the video  Consent Explained: What Is It? and discuss afterwards</li><li>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.</li></ol>	<p>15 min.</p> <p>5 min.</p> <p>10 min.</p> <p>10 min.</p> <p>15 min.</p> <p>5 min.</p>

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#### 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 STDs. Abstinence is the only 100 percent way of not getting an STD.

**Standards:**

Identify how the most common Sexually Transmitted Infections (STIs) are transmitted. 1f.7.3

Describe ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, reducing one's number of sexual partners, and using practicing universal precautions. 1f.7.4

Activities	Time
1. Opener: Ask students to name any STDs 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 STDs pamphlets. <a href="https://www.journeyworks.com/50-Things-You-Need-to-Know-About-STIs/productinfo/5127/">https://www.journeyworks.com/50-Things-You-Need-to-Know-About-STIs/productinfo/5127/</a>  Have students get a partner and with using the pamphlet answer as many questions they can on the true and false What is your STD 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.	10 min.
6. The students will take the 7th grade family life quiz.	15 min.
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.	

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