



# Greene County Public Schools

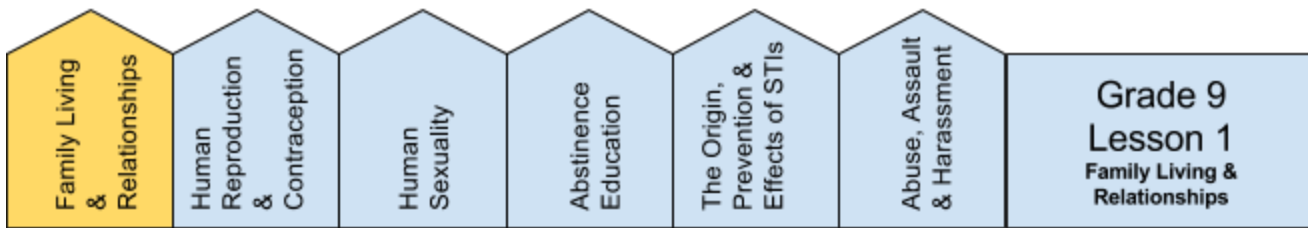
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Every Child · Every Chance · Every Day

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**HIGH SCHOOL**

# **FAMILY LIFE EDUCATION**



**SOL: 9.2** The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.

**Descriptive Statement:** Topics include the function of the family, family forms, family strengths, and family influences on society. The benefits, challenges, responsibilities and value of marriage for men, women, and children, and communities in society will be included.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to identify what their role is as a family member.
- The student will be able to define what a “family unit” consists of and the importance in society.
- The student will be able to define and list characteristics that describe a family unit (or components that make a family).
- The student will be able to list and identify characteristics that a family unit contributes to our society.

**INSTRUCTIONAL MATERIALS:**

- Discussion within classroom
- Guest speakers
- Powerpoint presentations
- DVD/Media materials (video)... to be determined

**KEY TERMS:**

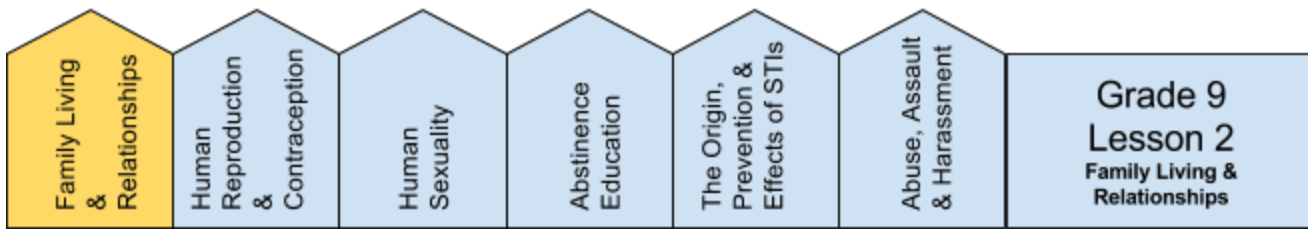
- family
- society
- responsibility
- role
- contributions

**ASSESSMENT OPPORTUNITIES:**

- Open group discussion in class
- vocabulary quiz

**PARENT/STUDENT ACTIVITY:**

- Students and parents will have open discussions about their own relationships within their family unit and how their family makes contributions to society.



**SOL: 9.3** The student will recognize the development of sexuality as an aspect of the total personality.

**Descriptive Statement:** Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will understand the components of one's sexual identity.
- The student will recognize the components of sexual identity including the basic perceptions of oneself as male or female, as a sexual being, their sexual values, and their gender identity.
- The student will understand the importance of open and honest communication regarding sexuality.
- The student will be made aware of diverse sexual preferences.
- The student will understand the importance of open and honest communication regarding sexuality.
- The student will recognize that individual values about sexuality are based in the home.
- The student will increase their awareness and understanding of different value systems relating to sexuality and different sexual lifestyles that individuals may choose.

**INSTRUCTIONAL MATERIALS:**

- DVD/Videos (to be determined)
- Medial Materials
- Guest Speakers
- Self-help books (Life Strategies for Teens by, Jay McGraw and Dr. Phillip C. McGraw)

**KEY TERMS:**

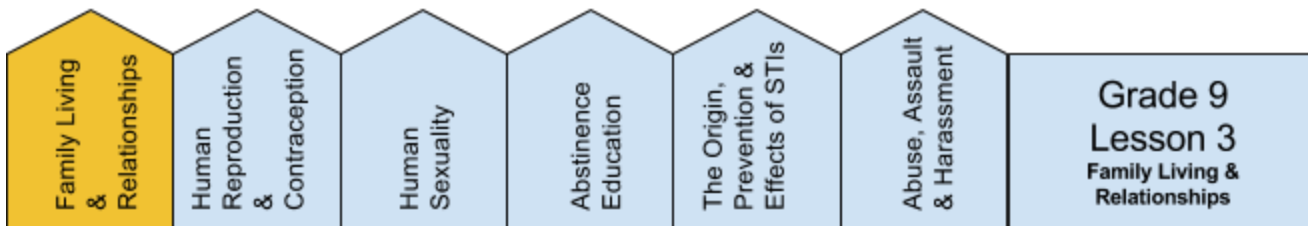
- Personality
- Tolerance
- Acceptance
- Sexual Identity - the component of a person's identity that pertains to his or her sexuality
  - Self identity / perception of one's self
    - male
    - female
  - Sexuality
    - sexy vs. not sexy
    - libido - sex drive (it's normal to have sexual feeling and desires known as sex drivers)
    - sexual restraint - controlling sexual urges by not acting on them
  - Sexual orientation (defined only)
    - heterosexual (being attracted to the opposite gender)
    - homosexual (being attracted to the same gender)
    - bisexual (being attracted to both genders)
  - Sex values
    - permissive (to freely give of one's self sexually)

- liberal (one who is not strict in their views or observances when it comes to sexual activity)
- conservative (one who adheres to traditional methods or values; discreet)
- Gender Identity
  - masculine (having traditional male qualities appropriate to a man)
  - feminine (having traditional female qualities appropriate to a female)

**ASSESSMENT OPPORTUNITIES:**

- Active participation and discussion
- Class activity (tolerance)

**PARENT/ STUDENT ACTIVITY:**



**SOL: 9.5** The student will review the nature and purposes of dating.

**Descriptive Statement:** Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. Students will discuss the signs of dating violence and physically and mentally abusive relationships. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

**SOL:** The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

**Descriptive Statement:** Appropriate friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed. Discussion will include the expectations of virtual relationships.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to discuss types of dating, to include, but not limited to
  - Single (2 people)
  - Double (4 people)
  - Group dating (more than 4 people)
- The student will be able to discuss and identify benefits of single dating vs. double dating vs. group dating.
- The student will be able to establish “Dating Standards”, (i.e.: age, types, places to go), that are age appropriate
- The student will be able to discuss and identify pressures related to dating relationships.
- Examine his/her value in choosing friend, dating partners and relationships.

**INSTRUCTIONAL MATERIALS:**

- school social worker
- school counselor
- school resource officer
- media

**KEY TERMS:**

- Dating (in general)
- Guidelines (dating and personal)
- Coping strategies
- Peer Pressure
- Group dating
- Relationships

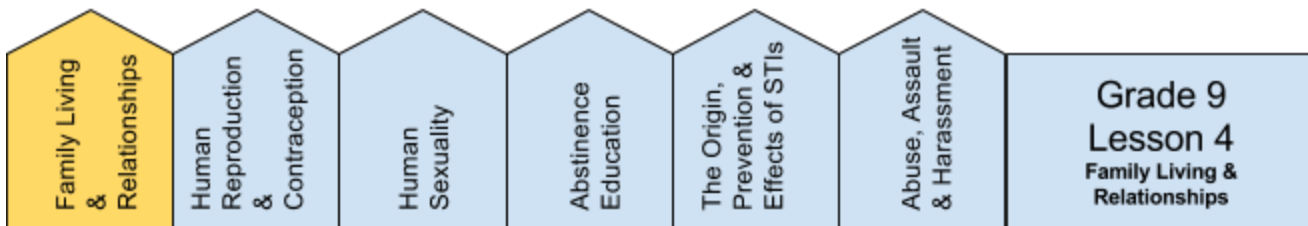
**ASSESSMENT OPPORTUNITIES:**

- Brainstorming (allow groups to brainstorm various dating activities and types of dating; compare girls ideas with boys ideas... share with alternate group)
- Group discussion

**PARENT/ STUDENT ACTIVITY:**

- Discuss with parents regarding dating rules/guidelines that relate to their own family and standards.





**SOL: 9.13** The student will identify the effects of discrimination.

**Descriptive Statement:** The teacher helps student identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- Students will be able to list and identify 3 different types of discrimination.
- Be able to discuss how families are different (ex. 2 moms or 2 dads, extended, blended, single-parent, adoptive or foster families)

**INSTRUCTIONAL MATERIALS:**

- school social worker
- school counselor
- guest speaker
- media resources

**KEY TERMS:**

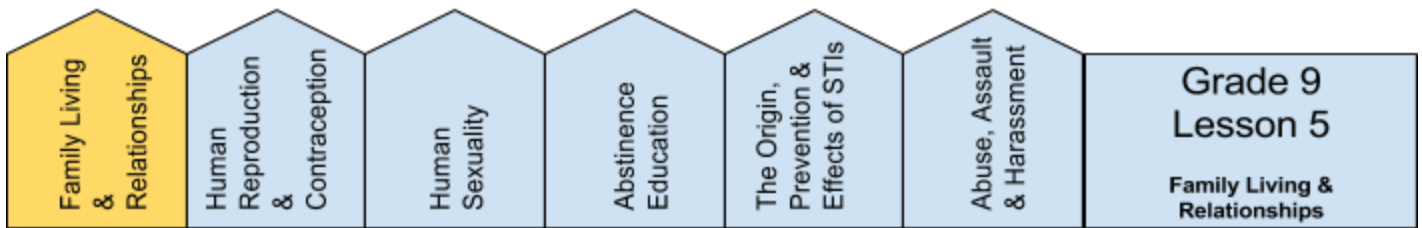
- Discrimination
- Consequences
- Racism (discrimination of varying races)
- Ageism (discrimination of the elderly)
- Sexism (discrimination against males or females)
- Values
- Types of families (see above)

**ASSESSMENT OPPORTUNITIES:**

- Group discussion/class participation
- Vocabulary list
- Role play

**PARENT/STUDENT ACTIVITY:**

- Have student discuss with parents how family structures have changed over the years.
- Ask your parents “What are three values that are important to us in our home?”
- Discuss with your family, ways to be respectful or how to be accepting of other individuals and families.



**SOL: 10.1** The student will determine how maturation affects adolescents.

**Descriptive Statement:** Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, positive mental health practices the decision-making process, sources of values, and self-discipline.

**SOL: 10.3** The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.

**Descriptive Statement:** The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

**SOL: 10.4** The student will use the steps in the decision-making process to solve specific problems.

**Descriptive Statement:** Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternative; evaluation the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision, and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to recognize that adolescent development is a process that relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, the decision-making process, sources of values, and self-discipline.
- The student will be able to identify/list universal values related to positive growth for relationships (self control, self respect, respect for others, responsibility, honesty, dependability, trustworthiness, equality).
- The student will review the steps in the decision making process.
- the student will be able to evaluate possible consequences of their decisions based on peer, family, personal and societal beliefs.
- The student will be able to identify resources in the community that can assist in evaluating alternative solutions in the decision making process. (school nurse, school counselor, guest speakers)

**INSTRUCTIONAL MATERIALS:**

- school social worker
- school counselor
- guest speakers
- DVD/videos - multi media material (to be determined)
- school nurse
- county health department
- web sites

**KEY TERMS:**

- Self image
- self esteem
- self discipline



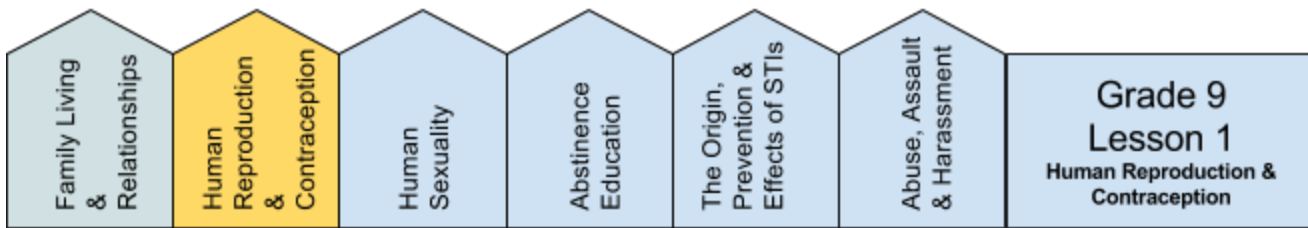
- physiological changes
- adolescent
- emotions
- decision making
- constructive criticism
- development
- maturation
- values
- morals
- ethics
- relationships
- honesty
- self-control
- responsibility
- Decision Making Process (See “PRIDE” obj 9.6 Abstinence)
  1. Identify the Problem
  2. List all Possible Alternative
  3. Evaluate the Alternatives and their Consequences
  4. Choose an Alternative
  5. Act on the Decision
  6. Evaluate the Result

**ASSESSMENT OPPORTUNITIES:**

- Cooperative groups: groups are presented with a situation and must use the decision making process to make a choice, then groups report on the outcome.

**PARENT/STUDENT ACTIVITY:**

- Have student pick one of the situations discussed in class and go through the process with their parents. Discuss in class.



**SOL: 9.9** The student will be able to explain the process of reproduction.

**Descriptive Statement:** Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth and prenatal care.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to identify the male / female reproductive anatomy and their functions.

**INSTRUCTIONAL MATERIALS:**

- Overheads
- Models / diagrams
- Video's (to be determined)
- Textbooks
- Powerpoint
- Nurses (health department, school nurse)
- Guest speaker (OBGyn; Urologist; student nurse)

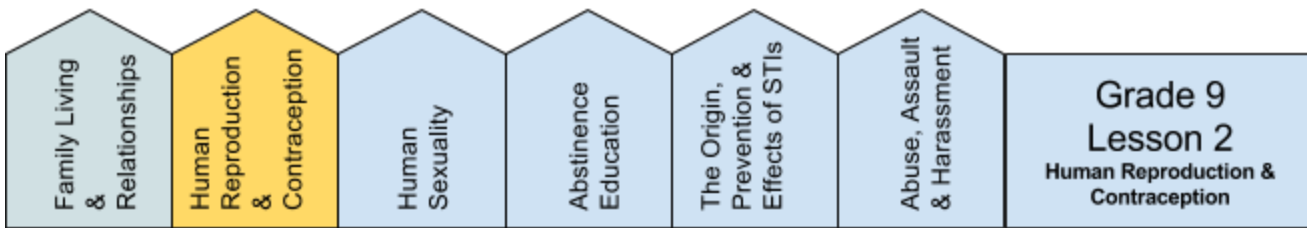
**KEY TERMS:**

- Male anatomy
  - Vas deferens
  - Urethra
  - Penis
  - Glans penis (head of penis)
  - Circumcision
  - Foreskin
  - Seminal vesicle
  - Prostate gland
  - Cowper's gland (Bulbourethra)
  - Epididymis
  - Testes
  - Scrotum
  - Spermatic cord
- Female anatomy
  - Hymen
  - Fallopian tube
  - Uterus
  - Vagina
  - Cervix
  - Perineum
  - Ovary
  - Mammary glands
  - areola

**ASSESSMENT OPPORTUNITIES:**

- Pretest
- Post test
- Essay “Trace the sperm from testicles to the fallopian tubes”
- Label reproductive anatomy in small groups, or in large group using overhead, or have index cards with reproductive parts to be placed on a large diagram.

**PARENT/STUDENT ACTIVITY:**



**SOL: 9.9** The student will be able to explain the process of reproduction.

**Descriptive Statement:** Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth and prenatal care.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to understand the growth of a baby from conception to birth.
- The student will recognize the importance of prenatal care.
- The student will be able to identify the male and female anatomy that relates to reproduction.
- The student will be able to identify the function of each reproductive organ of the male and female anatomy.

**INSTRUCTIONAL MATERIALS:**

- Videos (to be determined)
- models / diagrams
- Guest Speaker: OBGyn, urologist
- powerpoint
- Book: “What to expect when you’re expecting”
- Pediatrician / Family doctor (separate from parent)

**KEY TERMS:**

- Female anatomy:
  - vagina
  - cervix
  - uterus
  - fallopian tubes
  - ovaries
  - egg or ova
- menstrual cycle
- Male anatomy
  - penis: foreskin, glans, shaft, root
  - scrotum
  - testes
  - epididymis
  - vas deferens
  - urethra
  - seminal vesicle
  - prostate gland
  - bulbourethral gland
  - semen
- Pregnancy terms
  - first, second, and third trimester
  - placenta
  - Umbilical cord
  - Ectopic pregnancy (tubal pregnancy)

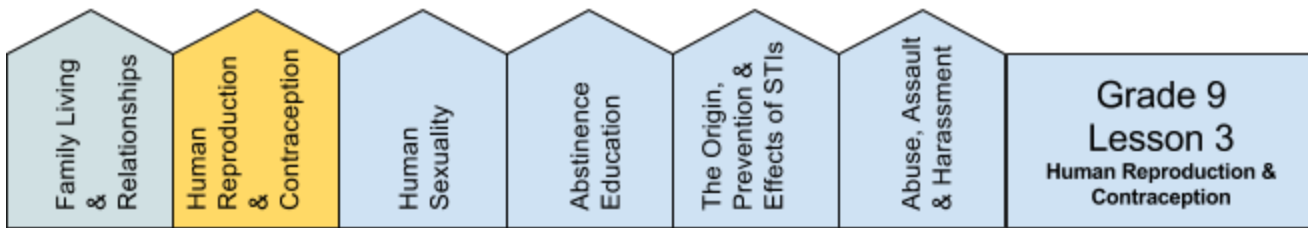
- Cesarean section vs. Natural delivery
- Afterbirth
- Contractions
- Dilation
- Nutrition
- Vitamins
- Doctor visits
- 40 weeks

**ASSESSMENT OPPORTUNITIES:**

- Essay on “Fetal Development, it’s stages, and the importance of prenatal care
- Essay “Trace the embryo from conception to childbirth”
- Diagrams
- Calendar tracing the phases of pregnancy; childbirth

**PARENT/STUDENT ACTIVITY:**

- Discuss with parents their own pregnancy with student and other siblings.



**SOL: 9.11** The student will demonstrate knowledge of pregnancy prevention and disease control.

**Descriptive Statement:** Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against pregnancy and STI's
- The student will learn tht barrier and hormonal methods are less than 100% effective against pregnancy and STI's.
- The student will be introduced to the different methods of contraception and their effectiveness of preventing disease and pregnancy.

**INSTRUCTIONAL MATERIALS:**

- Discussion
- Charts
- Posters
- Guest Speaker: County health department
- School nurse
- Sample products to be used as visual aids only.
- Pediatrician / Family doctor (separate from parent)

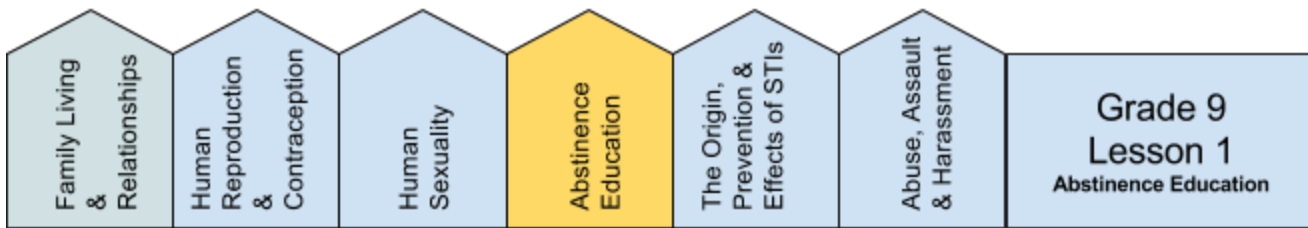
**KEY TERMS:**

- Abstinence
- Effectiveness (percent effectiveness)
- Barrier methods
  - male and female condoms
  - Spermicide (foam, jelly, suppository, sponge, film...)
  - Diaphragm
  - Cervical cap
- IUD
  - copper
  - hormonal
- Hormonal methods
  - Birth control pill
  - Injections (various types as they are marketed)
  - Patch
  - Ring
  - Nexplanon (matchstick like implant)
- Other methods as they become available; released
- Cost of unplanned pregnancy
- STI - which methods prevent STI's

**ASSESSMENT OPPORTUNITIES:**

- Charts
- Matching activity: match method to effectiveness against pregnancy and STI's

**PARENT/STUDENT ACTIVITY:**



**SOL: 9.6** The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.

**Descriptive Statement:** The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say “no” in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to differentiate between passive, assertive and aggressive communication skills (review from SOL 8.7)
- The student will be able to develop and identify strategies for saying “no” to sexual pressures.
- The student will be able to understand the difference between a need and a want (which is a desire) in a relationship. (refer to 7.4)
- The student will be able to identify their own personal goals and limits when it comes to sexual activity and relationships.

**INSTRUCTIONAL MATERIALS:**

- Video / DVD (to be determined)
- motivational speakers
- List of possible lines used by girls or boys to convince the other to have sex, use drugs or engage in risky behaviors....
- List of refusal strategies if presented one of the above scenarios.
- Health textbook
- School counselor
- School psychiatrist
- testimony from previous teenage moms (detailing their struggles)
- testimony from previous teenage dads (detailing their challenges)

**KEY TERMS:**

- Decision Making Skills: PRIDE
  - P - Pin point the decision to be made
  - R - Recognize the possible choices
  - I - Investigate your options (pros and cons)
  - D - Decide which option is best
  - E - Evaluate the outcome
- Communication Types
  - Assertive communication (respecting the right of others, the same as you expect others to respect yours; this type of communication is tactful, but leaves no room for doubt about the speaker's intentions yet acknowledges the other person's needs and desires)
  - Aggressive communication (attempting to force your desires on another in order to satisfy your own purposes and without consideration of the right of the other)
  - Passive communication (giving in to another's demands regardless of the consequences to yourself)
- Rules for Assertive communication



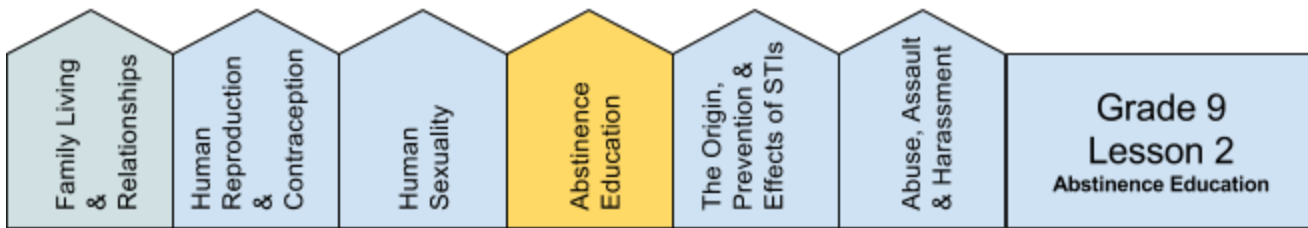
- Be tactful.
- Recognize and acknowledge the other person's needs and desires.
- Recognize your own needs and desires.
- Refusal skills (ways to say "no" to negative peer pressure)
- Define need versus want

**ASSESSMENT OPPORTUNITIES:**

- Role playing activity
- journal / notebook
- Given a situation, practice using PRIDE in a group
- Have students respond to potential "lines" from their dating partners and discuss with the group
- Have the student develop a list of personal standards they want to set for themselves on a date including how they want to be treated.

**PARENT/STUDENT ACTIVITY:**

- Have parent and student develop a list for their "rules of dating"
- Discuss expectations of how to treat their dating partner when on a date, in public and when alone
- Develop a list of ways to get out of dating situation they may not want to be in



**SOL: 9.14** The student will begin to identify educational and career goals.

**Descriptive Statement:** Students formulate educational and career objectives. A “life goals” project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females. Students will discuss the impact of use of social networking sites, such as Facebook, YouTube, Twitter, InstaGram, SnapChat....

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to formulate educational and career objectives.
- The student will be able to identify obstacles that could interfere with career and educational objectives.

**INSTRUCTIONAL MATERIALS:**

- School counselor
- Guest speaker (career counselor)
- Pamphlets
- Career aptitude tests
- Community agencies and resources

**KEY TERMS:**

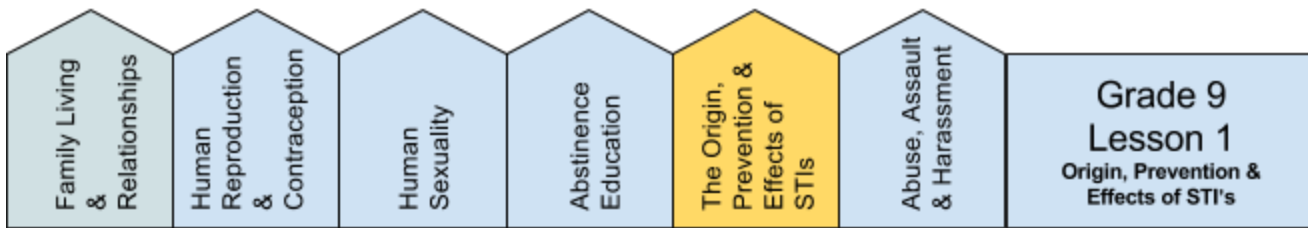
- Goals
- Educational plan
- Obstacles interfering with career and educational objectives
  - unplanned pregnancy
  - STI's (including AIDS)
  - emotional stressors

**ASSESSMENT OPPORTUNITIES:**

- Students will present a plan to show how they will meet their career objections
  - Students will identify how their plan/path would be altered with an unplanned pregnancy or STI
- The students will timeline their career and educational objectives for the next 5 years and 10 years.
- Journal / notebook

**PARENT/STUDENT ACTIVITY:**

- Develop a list of career objectives with parents.



**SOL: 9.11** The student will demonstrate knowledge of pregnancy prevention and disease control.

**Descriptive Statement:** Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to identify methods of contraception and their effectiveness.
- The student will be able to list the categories of contraception.
- The student will understand that only abstinence is 100% effective in preventing STI's and pregnancy.
- the student will be able to distinguish between the various types of contraception and their rates of effectiveness.
- The student will be able to determine which contraceptives are effective in preventing STI's.

**INSTRUCTIONAL MATERIALS:**

- Health Department nurses
- Samples of contraceptives
- school nurse
- internet sources
- video / DVD (to be determined)

**KEY TERMS:**

- Methods of contraception and STI prevention (**Teacher note:** review effectiveness rates)
  - Abstinence
  - withdrawal
  - rhythm method
  - birth control
  - birth control pill
  - Nexplanon
  - male and female condoms
  - spermicide
  - IUD, IUC
  - cervical cap
  - diaphragm
  - vasectomy tubal ligation
  - EC (emergency contraception)
  - spermicide methods (foam, jelly, suppositories, film, cream, sponges)
- Categories of contraceptives
  - hormonal
  - barrier
  - non sex methods (abstinence; alternate ways to express feelings for each other)

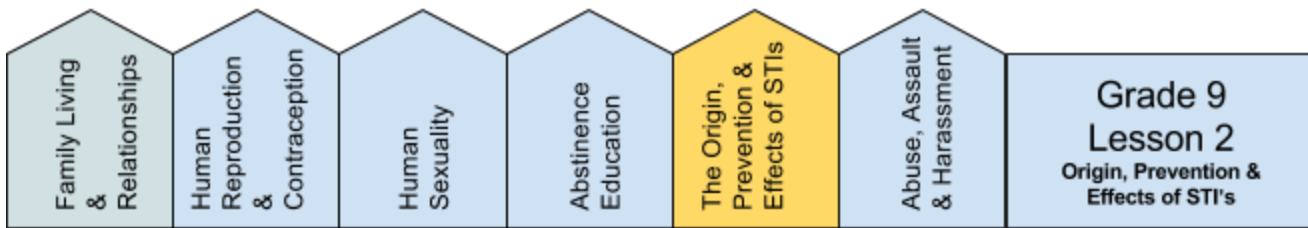
- contraception

**ASSESSMENT OPPORTUNITIES:**

- contraceptive bingo (use words, definitions, pictures, samples as bingo clues)

**PARENT/STUDENT ACTIVITY:**

- Have student/parent share fact worksheets on contraception.



**SOL: 9.12 (to be repeated in 10th grade)** The student will explain the transmission and prevention of HIV.

**Descriptive Statement:** This is a review of the ways in which HIV is transmitted and the techniques for preventing this disease. Other STI's will be defined, explained and discussed.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will review definitions of HIV/AIDS.
- The student will identify methods of transmission of HIV.
- The student will review risky behaviors in the transmission of HIV.
- The student will dispel myths regarding the transmission of HIV.
- The student will discuss methods for prevention of HIV/AIDS.
- The student will identify common STI's for teens in the state of Virginia.
- The student will discuss methods for prevention of STI's.

**INSTRUCTIONAL MATERIALS:**

- Video (to be determined)
- Powerpoint
- guest speakers (local STI clinic nurse)
- Current CDC statistics
- school social worker
- school counselor
- County health department nurses.
- Web site cdc.gov

**KEY TERMS:**

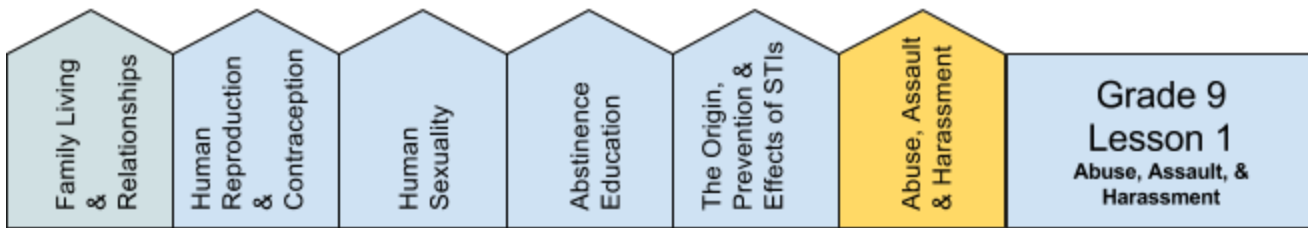
- transmission
- prevention
- myths
- risky behaviors
- HIV
- AIDS
- abstinence
- etiology of disease
- treatment

**ASSESSMENT OPPORTUNITIES:**

- vocabulary quiz, word find/crossword puzzle, fact/myth worksheet

**PARENT/STUDENT ACTIVITY:**

- parent night prior to FLE class
- student parent discussion regarding HIV/AIDS and effect on family/friends (make a situational activity)



**SOL: 9.7** The student will interpret the effects and prevention of sexual assault, rape (including date rape/acquaintance rape), incestuous behavior and molestation.

**Descriptive Statement:** This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will review the difference between assertive, aggressive, and passive behaviors.
- The student will review conflict resolution strategies.
- The student will review the importance of the avoidance of risky behaviors.
- The student will be able to review the warning signs of abusive behaviors
- The student will distinguish between healthy and abusive relationships
- The student will be able to identify different types of abuse.
- The student will be able to identify signs that a friend is in an abusive relationship.
- The student will recognize the Power and control cycle
- The student will be able to identify “date rape” drugs (GHB, rohypnol, Ketamine, MDMA...)

**INSTRUCTIONAL MATERIALS:**

- Local organization to help those suffering from domestic violence
- Sexual assault organization
- video (to be determined)
- School Resource Officer - stories, what to do
- Help Save the Next Girl Foundation
- Web site: [cdc.gov](http://cdc.gov)

**KEY TERMS:**

- assertive behavior/communication
- aggressive behavior/communication
- passive behavior/communication
- conflict resolution
- coercion
- male privilege
- jealousy
- isolation
- date rape
- acquaintance rape
- threats
- intimidation
- sexual harassment
- molestation
- incestuous behavior
- power - control cycle
- Types of abuse

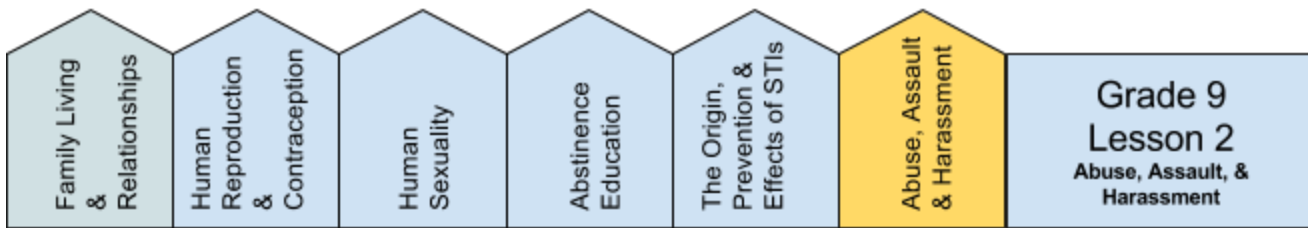
- verbal
- mental
- emotional
- physical
- isolation

**ASSESSMENT OPPORTUNITIES:**

- identify ways to stop an abusive situation
- identify ways to intervene in a situation where consent isn't or can't be given.
- group activity "What would you do?" scenarios...
- preapproved testimonials from upper classmen, or adults in the community
- share police reports about domestic violence or dating abuse.

**PARENT/STUDENT ACTIVITY:**

- Discuss with parents if they've ever had a friend in an abusive relationship.
- Discuss with parents signs of an abusive relationship.



**SOL: 10.16** The student will compile a list of community agencies and resources available to assist individuals and families.

**Descriptive Statement:** Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hotlines such as violence and suicide, day-care centers, nursing homes and the department of health.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to identify community resources available to assist individuals and families in need.

**INSTRUCTIONAL MATERIALS:**

- internet searches for local organizations
- guest speakers from the community
- school counselors
- school resources officer
- school nurse

**KEY TERMS:**

- community resource
- non profit
- hot line
- health department

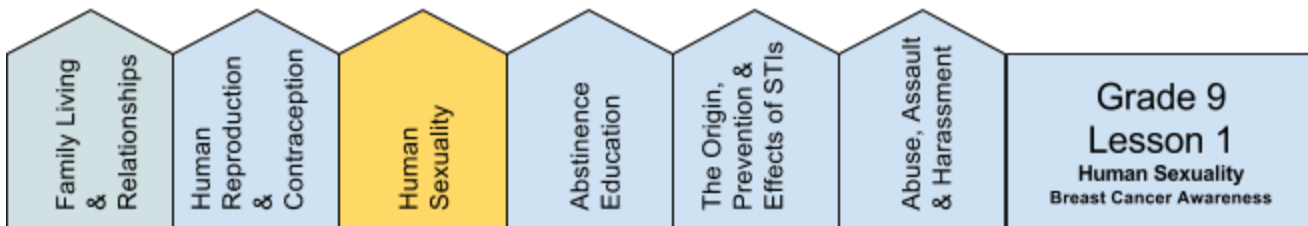
**ASSESSMENT OPPORTUNITIES:**

- log/journal of resources
- contact list of community resources

**PARENT/STUDENT ACTIVITY:**

- with parent volunteer at a community center





**SOL: 9.10** The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations.

**Girls Only - Breast Cancer Awareness**

**Descriptive Statement:** The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to identify ways to detect breast cancer.
- The student will understand the importance of early detection.
- the student will be able to describe the process of self breast examination.
- The student will be able to identify the frequency with which self breast examinations should be completed.
- The student will be able to define mammogram.
- The student will be able to identify the many causes of “lumps” in the breasts.
- The student will be able to understand the importance of yearly medical exams for breast and reproductive health.

**INSTRUCTIONAL MATERIALS:**

- Websites such as:
  - <http://kidshealth.org/en/kids/breast-cancer.html>
  - <http://www.cdc.gov/cancer/dcpcc/resources/features/breastcancerawareness/>
- OBGYN nurses or doctors
- Student nurses (JMU, UVA, Germanna, PVCC)
- Health Department nurses
- School nurse
- Susan G. Komen Foundation website

**KEY TERMS:**

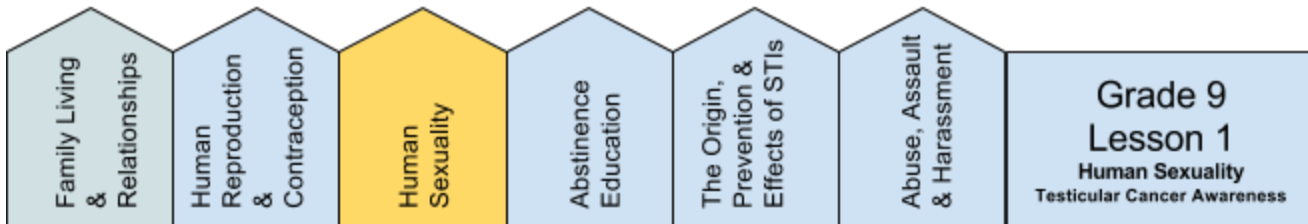
- Breast cancer
- Cyst
- Lump
- Self breast exam
- Early detection
- Reproductive health
- Gynecologist
- Yearly Exam
- Mammogram

**ASSESSMENT OPPORTUNITIES:**

- Practice self exams on plastic / model breasts

**PARENT/STUDENT ACTIVITY:**

- Discuss information to female parent or guardian and make an agreement to remind each other to do monthly self breast examinations.



**SOL: 9.10** The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations.

**Boys Only - Testicular Cancer Awareness**

**Descriptive Statement:** The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to identify ways to detect testicular cancer.
- The student will understand the importance of early detection.
- The student will be able to describe the process of self testicular examination.
- The student will be able to identify the frequency with which self testicular examinations should be completed.
- The student will recognize that only a doctor can diagnose testicular cancer.
- The student will be able to define ultrasound and how it relates to the diagnosis of testicular cancer.
- The student will be able to identify the many causes of “lumps” in the testicles.
- The student will understand that all abnormalities are NOT cancer.
- The student will be able to understand the importance of yearly medical exams for testicular and overall health.
- The student will be able to understand that men can get breast cancer and how to detect it.

**INSTRUCTIONAL MATERIALS:**

- Websites such as:
  - <http://www.testicularcancerawarenessfoundation.org/jordans-story/>
  - <http://www.cancer.org/acs/groups/content/@nho/documents/document/testicularcancerpdf.pdf>
- Urology nurses or doctors
- Student nurses (JMU, UVA, Germanna, PVCC)
- Health Department nurses
- School nurse
- DVD/video
- Guest Speaker (someone who’s survived testicular cancer)

**KEY TERMS:**

- Testicle
- Testicular cancer
- Lump
- Hyperechoic: mass separate from the testicle
- Self exam
- Medical Exam
- Abnormalities
- Malignant
- Benign

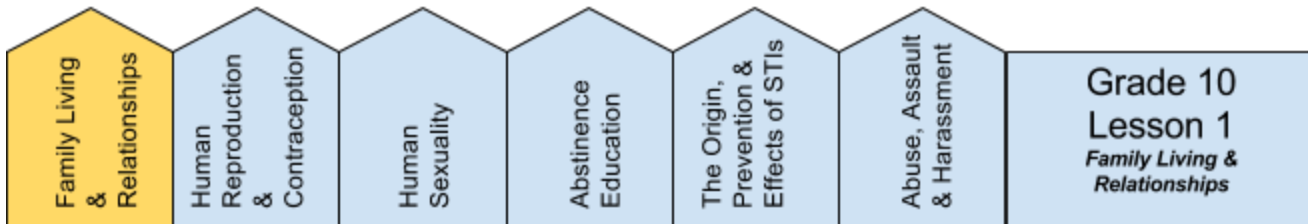
- Epididymis
- Early detection
- Reproductive health
- Urologist
- Yearly Exam
- Ultrasound
- Basic testicular cancer facts (from the website <http://tcrc.acor.org/tcprimer.html> )
  - Testicular cancer is the most common cancer in young men between the ages of 15 and 35 years old - but it can strike any male, any time.
  - Testicular cancer is almost always curable if it is found early.
  - Most testicular cancers are found by men themselves, either as a painless lump, a hardening or change in the size of the testicle, or pain in the testicle.
  - Children born with an undescended testicle have an increased risk of getting testicular cancer regardless of whether surgery is done to correct the problem. However, the surgery should still be done to preserve fertility.

**ASSESSMENT OPPORTUNITIES:**

- Practice self exams on plastic / model testicles

**PARENT/STUDENT ACTIVITY:**

- Discuss information to male parent or guardian and make an agreement to remind each other to do self examinations.



**SOL 10.7:** The student will explain the factors to be considered in preparing for dating and marriage.

**Descriptive Statement:** Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction should include identifying the characteristics of dating violence and abusive relationships.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to identify the steps involved in the development of relationships from friendship to marriage.
- The student will be able to differentiate between various types of dating.
- The student will be able to identify the roadblocks to dating when it comes to “friends with benefits” or friends that engage in intimate behaviors without considering themselves as dating partners.
- The student will identify morals or values that they feel are important in a dating relationship and a marriage.
- The student will identify important characteristics of a marriage partner.

**INSTRUCTIONAL MATERIALS:**

- **Teacher Information:**
  - “Friends with benefits”: having a friend with whom there are physical relationship type intimacies (kissing, oral sex, petting, intercourse). However, there is no expectation of a dating relationship.
  - This should be strongly discouraged if it comes up in class discussion and the cons of this activity should be emphasized.
  - Keep advised of new types of dating relationships.

**KEY TERMS:**

- Type of dating:
  - Casual - random dating without making commitments
  - Double - two couples going on a date together
  - Group - a group of girls and a group of boys “hanging out” together, they generally do not pair up (group dating is recommended at young adolescent ages to begin dating)
  - Single - a couple
  - Blind - two people that have not met before the date (usually set up by others).
  - Steady - a couple that is committed to each other and does not date outside the relationship (token exchange may occur at this stage of dating ex. Class rings, car keys, jewelry)
  - Engagement - committed relationship with plans to marry

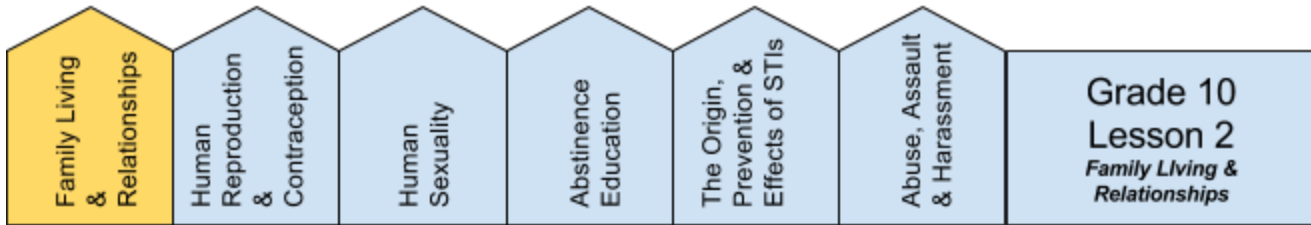
**ASSESSMENT OPPORTUNITIES:**

- Timeline the progression of dating with age groups.

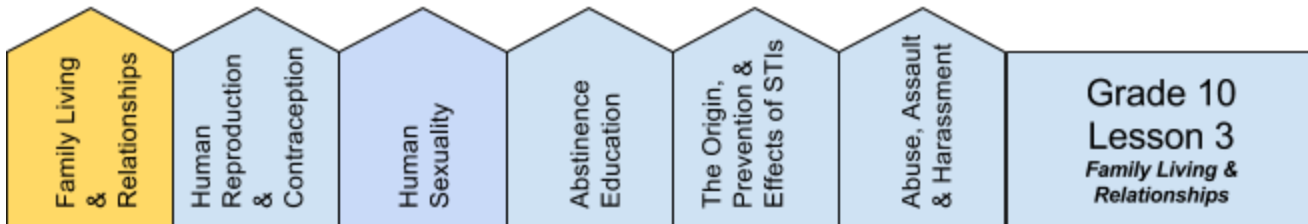
**PARENT/STUDENT ACTIVITY:**

- Discuss acceptable dating practices and rules for your family.

<ul style="list-style-type: none"> <li>Ask students to discuss what activities are “safe for dating” now, that could become “unsafe” in the future?</li> </ul>	
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<p><b>SOL 10.8:</b> The student will examine factors to be considered in life-goal planning.</p>	
<p><b>Descriptive Statement:</b> Discussion includes lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.</p>	
<p><b>ESSENTIAL KNOWLEDGE &amp; SKILLS:</b></p> <ul style="list-style-type: none"> <li>The student will identify or discuss lifelong career goals.</li> <li>The student will relate career goals to their economic / educational and possible family development.</li> <li>The student will be able to identify how current dating choices could alter their current life goals / plans.</li> <li>The student will identify roadblocks to their life-goal plans.</li> </ul>	
<p><b>INSTRUCTIONAL MATERIALS:</b></p> <ul style="list-style-type: none"> <li>Guest speakers (career counselors)</li> <li>Group discussion</li> <li>School Counselor</li> <li>Guest speaker (graduate dealing with unplanned family; graduate following career plan)</li> </ul>	
<p><b>KEY TERMS:</b></p> <ul style="list-style-type: none"> <li>Economics</li> <li>Educational opportunities</li> <li>Careers</li> <li>Planning for a family</li> <li>Methods of contraception</li> <li>Abstinence</li> <li>5 year life plan</li> </ul>	
<p><b>ASSESSMENT OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>Group/class discussion; participation</li> <li>Have student develop a 5 and 10 year timeline of their desired future, including education, career, marriage, family.</li> </ul>	<p><b>PARENT/STUDENT ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>Discuss long term goals with parents.</li> </ul>



**SOL 10.14:** The student will analyze the skills and attitudes needed to become a competent parent.

**Descriptive Statement:** Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to examine different parenting skills and strategies.
- The student will examine the “family unit” and how parenting responsibilities are shared.
- The student will be able to list skill or qualities a good parent should possess.

**INSTRUCTIONAL MATERIALS:**

- Guest speakers - Daycare Provider; Day care licensing board
- DVD/ Media / Videos
- Group Discussion

**KEY TERMS:**

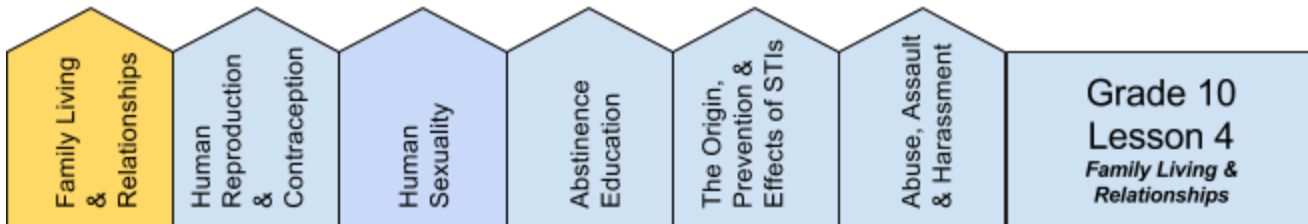
- Parenting
- Competent parenting skills
- Family Unit
- Mother / Father
- Grandparent
- Single parent
- Step parent
- Patience
- Routine / Schedule

**ASSESSMENT OPPORTUNITIES:**

- Class participation

**PARENT/STUDENT ACTIVITY:**

- Discuss good and poor parenting they have observed.
- Discuss ways to deal with challenging situations as a parent.



**SOL 10.15:** The student will describe adjustments to be made after the birth of a child.

**Descriptive Statement:** The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will acknowledge the joy and love of a newborn child and this relationship in the family unit.
- The student will recognize the impact of a newborn on a family, to include: economics, education, sleep deprivation and interpersonal relationships.
- The student will be able to identify and discuss potential issues the mother of a newborn may face such as depression, anxiety, and exhaustion.

**INSTRUCTIONAL MATERIALS:**

- Guest speakers - LCSW, family counselor
- Community resources - local health department; day care providers
- Video / DVD

**KEY TERMS:**

- Sleep deprivation
- Income
- Educational Plans
- Leisure time
- Interpersonal relationships
- Newborn care
- Postpartum depression
- Schedule

**ASSESSMENT OPPORTUNITIES:**

- Class / group discussion
- “Flour” or “egg” babies
- Volunteer work with children

**PARENT/STUDENT ACTIVITY:**

- Discuss with parent the changes they experienced after having a baby.
- Discuss with parents things that they didn’t expect, surprise they felt, after having a child.



**SOL 10.8:** The student will examine factors to be considered in life-goal planning.

**Descriptive Statement:** Discussion includes lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against pregnancy.
- The student will learn that barrier and hormonal methods are less than 100% effective against pregnancy.
- The student will be introduced to the different methods of contraception and their effectiveness of preventing pregnancy..
- The student will examine how an unplanned pregnancy could affect their lifelong goals to include, education, career, and family.
- The student will compare and contrast the choices of keeping a baby or giving a baby up for adoption for both the mother and father if a teenager becomes pregnant before marriage.

**INSTRUCTIONAL MATERIALS:**

- Discussion
- Career counselor
- Guest speaker (local health department)
- Charts
- Posters
- Powerpoint

**KEY TERMS:**

- Contraceptive types:
  - Abstinence
  - Barrier Methods
    - Male and female condoms
    - Spermicides (foam)
    - Diaphragm
    - Cervical cap
  - Hormonal Methods
    - The Pill
    - Injections (Depo Provera)
    - Patch
    - Ring
    - Implant (Nexplanon)
  - Natural (very risky)
    - Rhythm
    - Withdrawal
  - Surgical



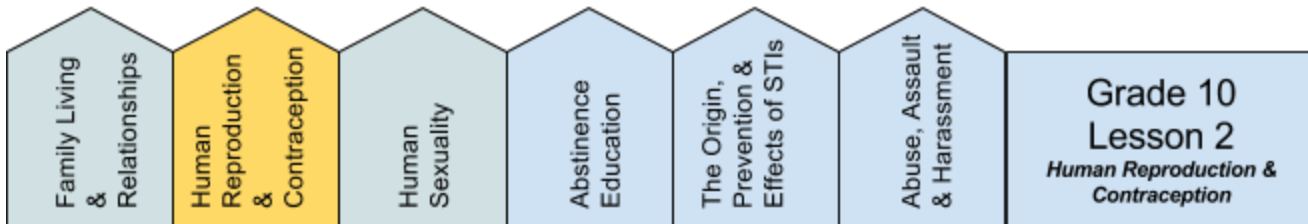
- Vasectomy
- Tubal Ligation
- Effectiveness for pregnancy prevention

**ASSESSMENT OPPORTUNITIES:**

- Written Assessment
- Group activity to identify causes of diseases
- Matching activity to recall effectiveness of contraceptives.
- “Contraception Bingo” - a bingo game to recall the types and specifics of many contraceptives.

**PARENT/STUDENT ACTIVITY:**

- The student and parent will discuss issues related to teen pregnancy / STD infection and their life goals.
  - Physical health
  - Medical needs
  - Economic consequences
  - Legal responsibilities
  - Nutrition
  - Educational goals
  - Social implications



**SOL 10.9:** The student will describe the signs and symptoms of pregnancy.

**Descriptive Statement:** Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

**SOL 10.10:** The student will analyze the factors associated with a healthy pregnancy.

**Descriptive Statement:** Content focuses on causes of low birth weight such as smoking, poor nutrition, and use and abuse of alcohol and other drugs, as well as the effects of sexually transmitted infections, including HIV. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.

**SOL 10.11:** The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.

**Descriptive Statement:** Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, stillbirth, and premature birth; and the stages of fetal development prior to birth.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will review signs and symptoms of pregnancy.
- The student will be able to list ways pregnancy is diagnosed.
- The student will be able to explain the length of pregnancy and describe milestones of each trimester.
- The student will be aware of consequences of risky behaviors during pregnancy.
- The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.
- The student will explain the importance of prenatal care and what that entails.

**INSTRUCTIONAL MATERIALS:**

- Discussion
- Videos / DVD
- Guest Speakers; (health department nurses, delivery nurses, midwives)
- School nurse

**KEY TERMS:**

- Cessation of menstrual cycle
- Nausea (morning sickness)
- Fatigue
- Sensitivity in breasts
- Weight gain (changes in appetite)
- Mood swings
- Cravings
- Skin changes
- Frequent urination

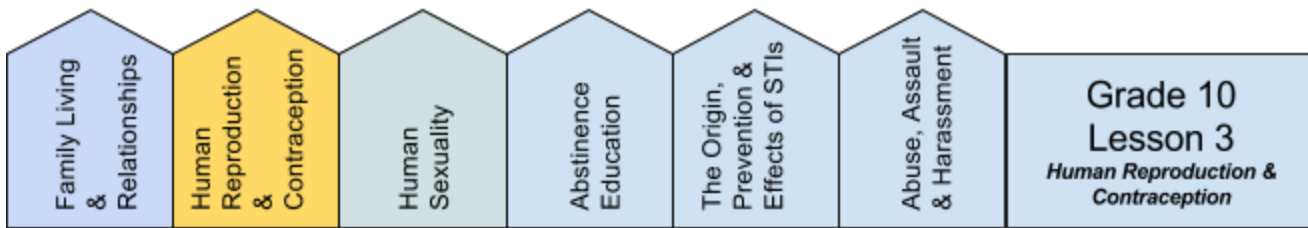
- Issues with a healthy pregnancy and healthy baby
  - Low birth weight due to smoking
  - FAS due to alcohol (Fetal alcohol syndrome)
  - Birth defects and addicted babies due to drug use
  - AIDS and other STI's due to sexual activity
  - Low birth weight due to poor nutrition as a teen mother
  - Abnormal Pregnancy / Maternal Issues
    - Pre-eclampsia
    - Gestational diabetes
    - Other pregnancy complications
  - Proper prenatal care
  - Effects of heredity
  - Possible abnormal outcomes
  - Effects of heredity
  - Possible abnormal outcomes
  - Miscarriage
  - Birth defects
  - Stillbirths
  - Premature birth
  - Stages of development prior to birth

**ASSESSMENT OPPORTUNITIES:**

- Role playing on "Risky Behaviors"
- Discussion: "Consequences of Risky Behaviors and why it is important for mother and father to be supportive"
- Written test on knowledge learned

**PARENT/STUDENT ACTIVITY:**

-



**SOL 10.12:** The student will describe available birthing options.

**Descriptive Statement:** Prepared materials on childbirth education are primary resources. Birthing alternatives are examined

**SOL 10.13:** The student will identify the stages of the birthing process.

**Descriptive Statement:** The stages of the birthing process include the onset of the process and the three stages of labor and delivery -- dilation, birth, and expulsion of placenta.

**SOL 10.16:** The student will compile a list of community agencies and resources available to assist individuals and families.

**Descriptive Statement:** Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hotlines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be aware of birthing options: natural childbirth, hospital birth, home birth, use of medication, caesarean section, water birth, midwife, doula
- The student will identify the stages of the birthing process; First Stage (early labor and active labor), Second Stage (aka. Pushing stage), Third Stage
- The student will be able to recognize which community resources are important to a new mother and baby.
- The student will be make a list of several resources in and around his or her community.

**INSTRUCTIONAL MATERIALS:**

- Websites: <http://www.babycenter.com/stages-of-labor>
- Guest speaker: midwife, labor and delivery nurse
- Social worker
- DVD/video

**KEY TERMS:**

- Natural Childbirth
- Cesarean section
- Methods of pain relief
  - Epidurals, spinal blocks, medications
- Birthing tubs
- Dilation
- Birth
- Expulsion of the placenta; after birth
- Labor
- Contraction
- Fetal position
- Health department
- Local / private physicians
- Pediatrician
- Community agencies

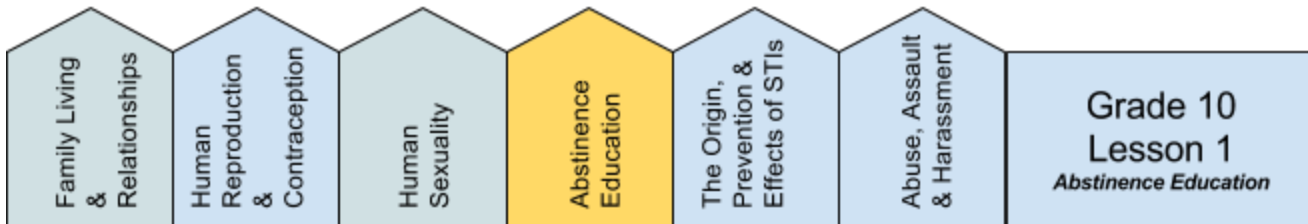
- Social services
- Martha Jefferson Hospital / UVA Hospital
- Big Brothers, Big Sisters

**ASSESSMENT OPPORTUNITIES:**

- Notebook of organizations for families

**PARENT/STUDENT ACTIVITY:**

- Comparisons of past vs. present birthing methods.
- Discuss their own personal experiences regarding childbirth.



**SOL 10.5:** The student will recognize the benefits of abstaining from premarital sexual intercourse.

**Descriptive Statement:** Content focuses on the need to consider lifelong goals in relation to pressures from present sexual activity. Topics include readiness for parenthood, the consequences of unintended pregnancy, the effects of sexually transmitted infections, the impact on reputation, mental health and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized. Students will identify personal, educational and career goals and the impact an unplanned pregnancy or sexually transmitted infection would have on these goals. In addition, abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will revisit long-term life goals and determine how sexual activity in the present would affect or change their goals.
- The student will list the positive benefits of postponing sexual activity until marriage.
- The student will understand that abstinence is the only method that is 100% effective in preventing pregnancy and other consequences of premarital sexual activity.
- The student will understand that if they have made poor choices in the past, then they can decide to be abstinent from this point on and remain so until marriage.

**INSTRUCTIONAL MATERIALS:**

- Guest Speaker (obstetrics nurse, former teen mom...)
- DVD/Video
- Pre written discussion questions
- Current statistics on teen pregnancies
- Cost of having a baby

**KEY TERMS:**

- Personal goals
- Consequences of premarital sex
  - STI's
  - Reputation
  - Pregnancy
  - Inability to complete education
  - Financial responsibilities
  - Legal responsibilities
  - Emotional stress
  - Physical side effects to mom
  - Disruption of relationships (family, personal, peers)
- Positive benefits of postponing premarital sex
- Not ready for parenthood (mentally, emotionally, physically, socially, financially)

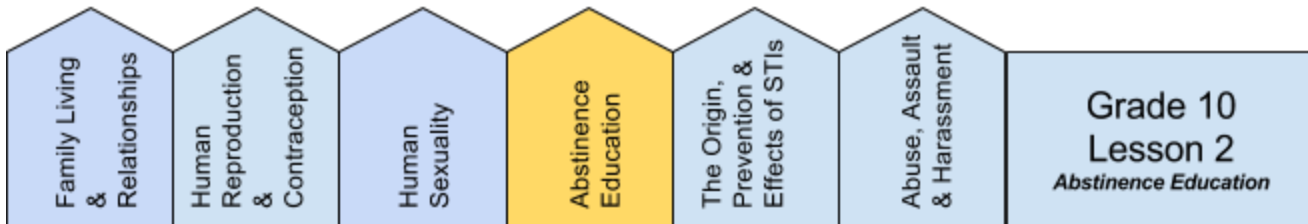
- Abstinence - only 100% effective method in preventing consequences of premarital sex.

**ASSESSMENT OPPORTUNITIES:**

- In small groups, have students list positive benefits of postponing sexual activity until marriage.
- In small groups, have students list negative consequences of premarital sex.
- Group participation

**PARENT/STUDENT ACTIVITY:**

- Have parents share their long-term goals that they had when in middle or high school.
- Have student share their lifelong goals.
- Discuss the consequences of premarital sexual activity and how they could change the students lifelong goals.



**SOL 10.6:** The student will recognize alternatives to premarital sexual activity for expressing feelings and affection.

**Descriptive Statement:** Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, caring gestures and other positive mental health practices, rather than through premarital sexual activity.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will understand that communication is essential for healthy relationships.
- The student will list alternative behaviors that communicate feelings of affection in relationships rather than through premarital sexual activity.

**INSTRUCTIONAL MATERIALS:**

- Pamphlets (101 ways to show you love someone without having sex)
- Group Discussion
- Power points
- Posters
- Guest Speakers

**KEY TERMS:**

- Methods of communication feelings of affection other than sexual activity:
  - Talking
  - Expressing ideas, values, goals for the future
  - Social involvement (recreational involvement and community service)
  - Positive body language
  - Caring gestures.

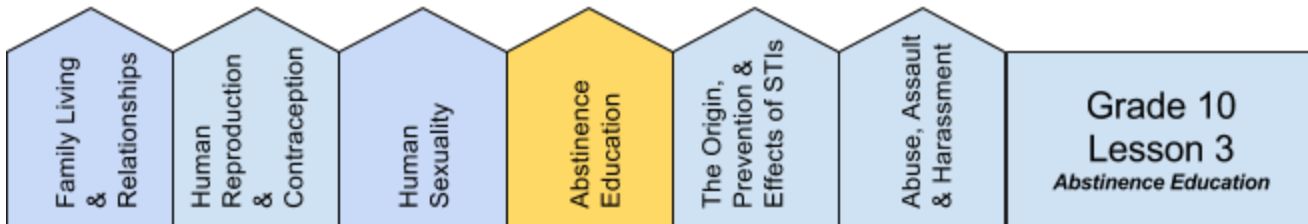
**ASSESSMENT OPPORTUNITIES:**

- Discussion
- Project - Have students create a pamphlet that suggests other activities that can be done to show someone you care rather than sexual activity. (This can be done in groups or individually)

**PARENT/STUDENT ACTIVITY:**

- Discuss values towards premarital sexual activity. Have students share the project (pamphlet) with parents and ask parents for more suggestions on how to show affection other than sexual activity.





**SOL: 10.16** The student will compile a list of community agencies and resources available to assist individuals and families.

**Descriptive Statement:** Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hotlines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will be able to compile a list of community agencies that are available to assist individuals and families with various needs.
- The student will be able to identify resource to use for various situations within a family or within a relationship.

**INSTRUCTIONAL MATERIALS:**

- Community Agencies (to be determined)
- Family/relationship needs
- SARA
- Health Department
- Local private physicians

**KEY TERMS:**

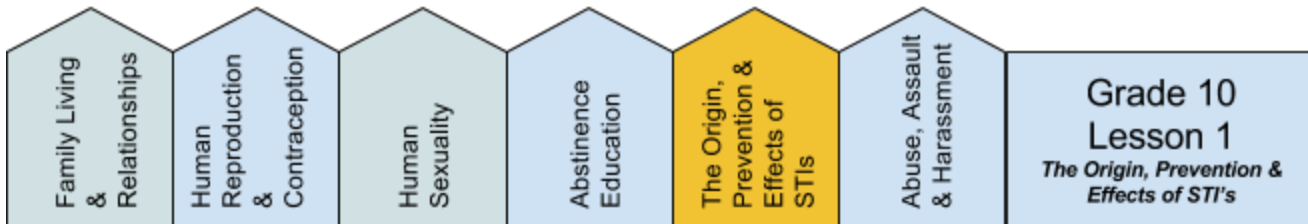
- Community agencies

**ASSESSMENT OPPORTUNITIES:**

- Develop a notebook of agencies related to a specific topic
- Create “business card” sized resource of agencies that teens may need to be readily available (teen hotline list)

**PARENT/STUDENT ACTIVITY:**

-



**SOL 10.8:** The student will examine factors to be considered in life-goal planning.

**Descriptive Statement:** Discussion includes lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

**SOL 10.10** The student will analyze the factors associated with a healthy pregnancy.

**Descriptive Statement:** Content focuses on causes of low birth weight such as smoking poor nutrition, and use and abuse of alcohol and other drugs, as well as the effects of sexually transmitted infections, including HIV. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against STI's
- The student will learn that barrier and hormonal methods are less than 100% effective against the prevention of STI's.
- The student will be able to recall common STI's.
- The student will be able to identify types of STI's (viral, bacterial, parasitic).
- The student will be able to identify which STI's are curable and which are only treatable.
- The student will be introduced to the different methods of contraception and their effectiveness of preventing disease.
- The student will understand how HIV is spread, how it's prevented and the lifelong effects it can have for the HIV patient and their family.
- The student will be aware of the rates of STD's in the state of Virginia, which are on the rise, which are under control, which are reportable...
- The student will examine how contracting an STI could affect their lifelong goals to include education, career, and family.

**INSTRUCTIONAL MATERIALS:**

- Discussion
- Career counselor
- Guest Speaker (local health department)
- Charts
- Posters
- Powerpoints
- HIV nurse/community resource

**KEY TERMS:**

- Effectiveness for STI prevention
- Websites:
  - [http://www.relationshipsunderconstruction.com/wp-content/uploads/file/STDChart\\_101221.pdf](http://www.relationshipsunderconstruction.com/wp-content/uploads/file/STDChart_101221.pdf)
  - <http://www.sexualityandu.ca/stis-stds/types-of-stis-stds>
- Types:
  - Viral

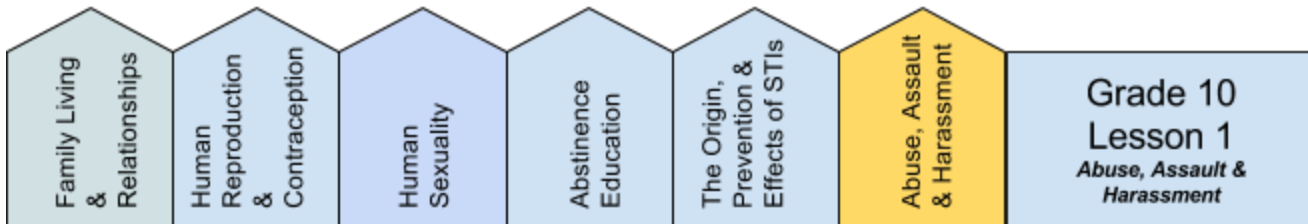
- Human Papilloma Virus (HPV)
- Genital Herpes
- Hepatitis B Virus
- Human Immunodeficiency Virus (HIV)
- Bacterial
  - Chlamydia
  - Gonorrhea (The Clap)
  - Syphilis (The great imitator)
- Parasitic
  - Pubic Lice
  - Trichomoniasis
  - Scabies
- Others as needed

**ASSESSMENT OPPORTUNITIES:**

- Group activity to identify causes of diseases.

**PARENT/STUDENT ACTIVITY:**

- STD's "now and then".... Discuss with parents which STI's were common and how were they viewed when they were growing up as compared to now.



**SOL 9.7** The student will interpret the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation.

**Descriptive Statement:** This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. The student will demonstrate proper approaches to dealing with physically and mentally abusive relationships. The student will identify the appropriate and inappropriate use of electronic devices.

**ESSENTIAL KNOWLEDGE & SKILLS:**

- The student will review the difference between assertive, aggressive, and passive behaviors.
- The student will review the importance of the avoidance of risky behaviors.
- The student will be able to review the warning signs of abusive behaviors.
- The student will distinguish between healthy and abusive relationships.
- The student will be able to identify different types of abuse.
- The student will be able to identify how to avoid date rape drugs.
- The student will understand the importance of reporting a sexual assault.

**INSTRUCTIONAL MATERIALS:**

- Local organization that deals with Sexual Assault
- UVA - sexual assault team
- Video (to be determined)
- School resource officer - stories, what to do
- Help Save the Next Girl Foundation
- Website - cdc.gov

**KEY TERMS:**

- Assertive behavior/communication
- Aggressive behavior/communication
- Conflict resolution
- Coercion
- Male privilege
- Jealousy
- Isolation
- Date rape
- Acquaintance rape
- Threats
- Intimidation
- Sexual harassment
- Sexual assault
- Molestation
- Power - control cycle

**ASSESSMENT OPPORTUNITIES:**

**PARENT/STUDENT ACTIVITY:**

- Identify ways to stop an abusive situation
- Identify ways to intervene in a situation where consent isn't or can't be given.
- "What would you do?" scenarios...
- Share police reports about sexual assault or dating violence situations.

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