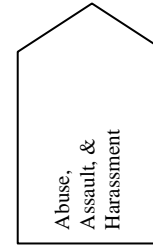
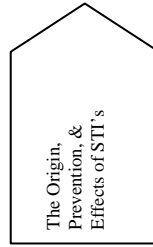


**HIGH SCHOOL**

**FAMILY LIFE  
EDUCATION**



**FAMILY LIFE EDUCATION**

**GRADE 9**

**LESSON 1**

**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.

**ESSENTIAL KNOWLEDGE and 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” consist 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
- DVD/Media materials (video)
- Power point presentation

**KEY TERMS:**

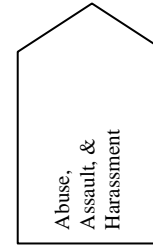
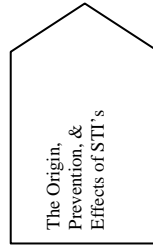
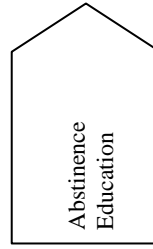
- Family
- Society
- Responsibility
- Role
- Contributions

**ASSESSMENT OPPORTUNITIES:**

- Open group discussion in class
- Vocabulary quiz

**PARENT / STUDENT ACTIVITY**

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



**FAMILY LIFE EDUCATION**

**GRADE 9**

**LESSON 2**

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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will understand the components of one's sexual identity.
- The student will recognize the components of sexual identity including the basic perception of oneself as male or female, as a sexual being, their sexual values, and their gender identity.
- The student will be made of 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
- Media materials
- Guest speakers
- Self-help books (Life Strategies for Teens by, Jay McGraw and Dr. Phillip C. McGraw: Letters to Philip and Letters to Karen by, Charles Shedd)

**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
    1. male
    2. female
  - Sexuality
    1. sexy vs. not sexy
    2. libido – sex drive (it's normal to have sexual feelings and desires known as sex drives)
    3. sexual restraint – controlling sexual urges by not acting on them.

- Sexual orientation (defined only)
  1. heterosexual (being attracted to the opposite gender)
  2. homosexual (being attracted to the same gender)
  3. bisexual (being attracted to both genders)
- Sex values
  1. permissive (to freely give of one's self sexually)
  2. liberal (one who is not strict in their views or observances)

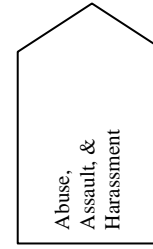
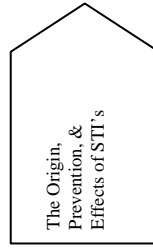
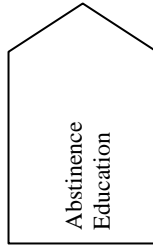
- 3. conservative (one who adheres to traditional methods or values; discreet)
- Gender identity
  1. masculine (having qualities appropriate to a man)
  2. feminine (having qualities appropriate of a female)

**ASSESSMENT OPPORTUNITIES:**

- Active participation and discussion

**PARENT / STUDENT ACTIVITY**

-



**FAMILY LIFE EDUCATION**

**GRADE 9**

**LESSON 3**

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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to discuss the types of dating
  - Single (2 people)
  - Double (4 people)
  - Group dating
- 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 Standard”, 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 friends, dating partners and relationships.

**INSTRUCTIONAL MATERIALS:**

- Health text book
- School social worker
- Guidance counselors

**KEY TERMS:**

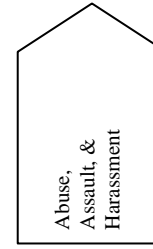
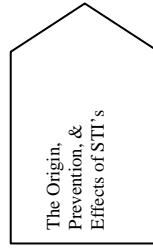
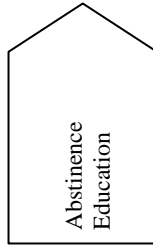
- Dating (in general)
- Guidelines
- Coping
- Peer pressure
- Group dating
- Relationships

**ASSESSMENT OPPORTUNITIES:**

- Brain-storming (allow groups to brain storm varies dating activities and types of dating; compare girls ideas with boys ideas...share with alternate groups)
- Group discussion

**PARENT / STUDENT ACTIVITY**

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



**FAMILY LIFE EDUCATION**

**GRADE 9**  
**LESSON 4**

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

**ESSENTIAL KNOWLEDGE and SKILLS:**

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

**INSTRUCTIONAL MATERIALS:**

- Health textbook
- School social worker
- School guidance counselor
- Guest speaker

**KEY TERMS:**

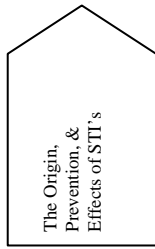
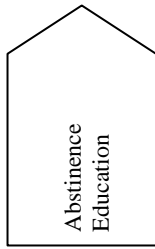
- Discrimination
- Consequences
- Racism (discrimination of varying races)
- Ageism (discrimination of the elderly)
- Sexism (discriminating against males or females)
- Values
- Types of families
  - See above

**ASSESSMENT OPPORTUNITIES:**

- Group discussion/class participation
- Vocabulary quiz
- 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 accepting of other individuals and families.



**FAMILY LIFE EDUCATION**

**GRADE 9**

**LESSON 5**

**SOL:**

- 10.1 The student will determine how maturation affects adolescents.
- 10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
- 10.4 The student will use the steps in the decision-making process to solve specific problems.

**ESSENTIAL KNOWLEDGE and 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, trust worthiness, 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, guidance counselor, guest speakers)

**INSTRUCTIONAL MATERIALS:**

- Health textbook
- School social worker
- School guidance Department
- Guest speakers
- DVD/videos-multi media material
- Power point presentation
- School nurse
- Health department
- Web sites

**KEY TERMS:**

- Self image
- Self esteem
- Self discipline
- Physiological changes
- Adolescent
- Emotions
- Decision making
- Constructive criticism
- Development
- Maturation
- Values
- Morales
- Ethics
- Relationships
- Positive

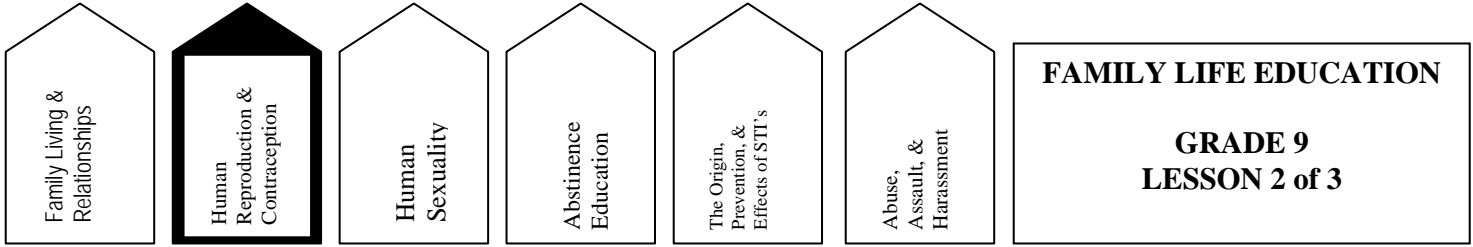
- Honesty
- Self-control
- Responsibility
- Decision making process: (See "PRIDE" obj. 9.6 Abstinence)
  1. Identify the problem
  2. list all possible alternatives
  3. evaluate the alternatives and their consequences
  4. choose an alternative
  5. act on the decision
  6. evaluate the result

**ASSESSMENT OPPORTUNITIES:**

- Cooperative groups. Groups are presented with a situation and must use the decision making process then 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.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will understand the growth of a baby from conception to birth.
- The student will recognize the importance of prenatal care.

**INSTRUCTIONAL MATERIALS:**

- Videos
- Models
- Guest speaker (OBGyn)

**KEY TERMS:**

- First trimester
- Second trimester
- Third trimester
- Placenta
- Umbilical cord
- Embryonic sac
- Ectopic pregnancy (tubal)
- Cesarean vs. natural delivery
- Afterbirth
- Contractions
- Dilation
- Nutrition
- Vitamins
- Doctor visits

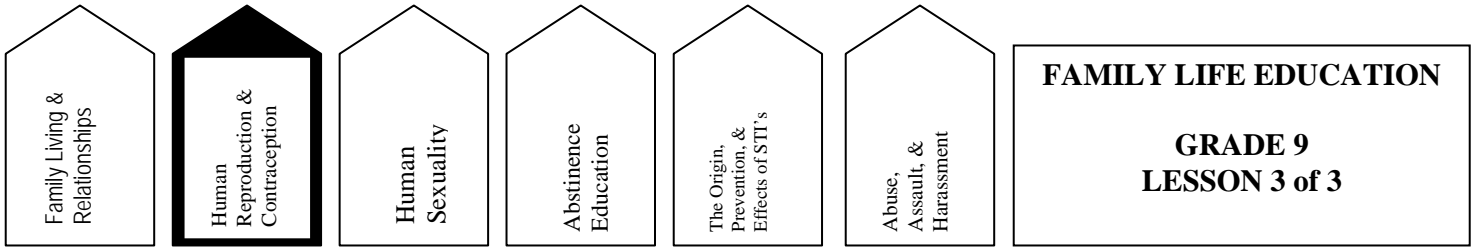
**ASSESSMENT OPPORTUNITIES:**

- Essay on “Fetal Development, it’s stages, and the importance of prenatal care”
- Essay “Trace the embryo from conception to birth”

**PARENT / STUDENT ACTIVITY**

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





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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against pregnancy and STI's
- The student will learn that 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

**KEY TERMS:**

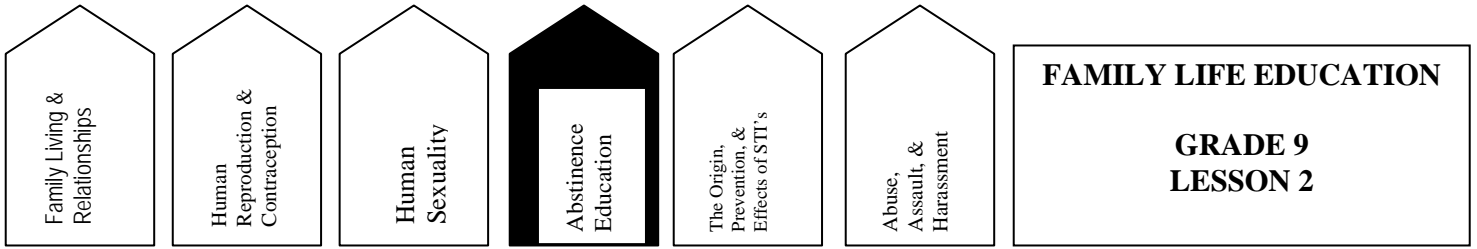
- |  |   |
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| <ul style="list-style-type: none"> <li>• Barrier methods               <ul style="list-style-type: none"> <li>A. Male and female condoms</li> <li>B. Spermicides (foam)</li> <li>C. Diaphragm</li> <li>D. Cervical caps</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Hormonal methods               <ul style="list-style-type: none"> <li>A. Pill</li> <li>B. Injections</li> <li>C. Patch</li> <li>D. Ring</li> </ul> </li> </ul> |
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**ASSESSMENT OPPORTUNITIES:**

- Written assessment

**PARENT / STUDENT ACTIVITY**

-



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

**ESSENTIAL KNOWLEDGE and 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 guidance counselor
- Guest speaker (career counselor)
- Pamphlets
- Career aptitude tests
- Community agencies and resources

**KEY TERMS:**

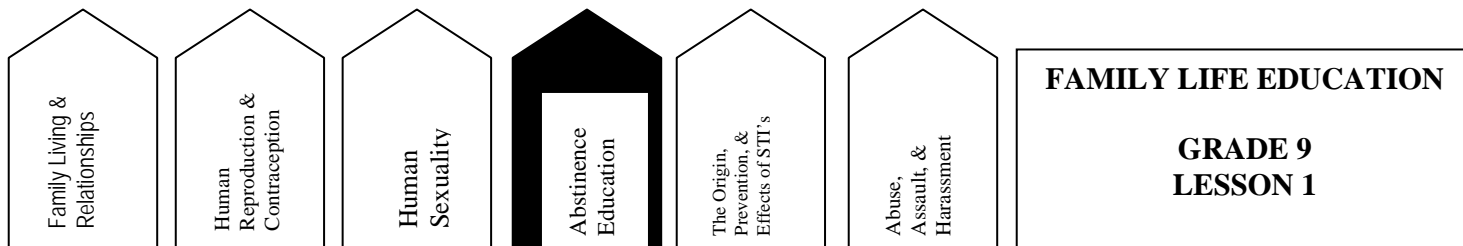
- Goals
- Educational plan
- Obstacles interfering with career and educational objectives (unplanned pregnancy, STI's including AIDS, emotional stressors, etc.)

**ASSESSMENT OPPORTUNITIES:**

- Students will present a plan to show how they will meet their career objectives.
- 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: 9.6** The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to differentiate between passive, assertive, and aggressive communication skills (review from 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 person goals and limits when it comes to sexual activity and relationships.

**INSTRUCTIONAL MATERIALS:**

- Video / DVD
- 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.
- Health textbook

**KEY TERMS:**

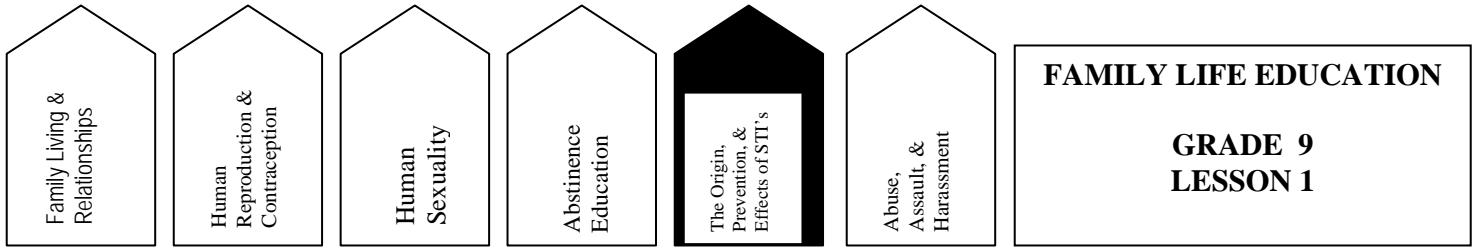
- Decision making skills: PRIDE
  - P – pin point the decision to be made
  - R – recognize the possible choices
  - I – investigate your options (pros and cons)
  - D – decide which option is best
  - E – evaluate the outcome
- Assertive communication (respecting the rights of others, the same as you expect others to respect yours; this type of communication is tactful but leaves no room for doubt about the speakers intentions yet acknowledges the other persons needs and desires)
- Aggressive communication (attempting to force your desires on another in order to satisfy your own purposes and without consideration of the rights of the other)
- Passive communication (giving in to anothers 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 verses want

**ASSESSMENT OPPORTUNITIES:**

- Role playing
- Journal / notebook
- Given a situation, practice using PRIDE within a group.
- Have students respond to “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”.
- Develop a list of ways to get out of a dating situation they may not want to be in.



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

**ESSENTIAL KNOWLEDGE and 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 / family planning methods
- School nurse
- World wide web
- Video / DVD

**KEY TERMS:**

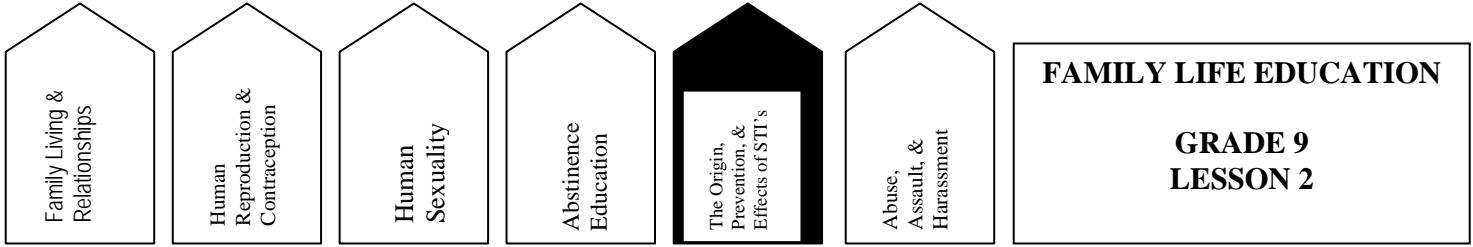
- Methods of contraception and STD prevention: (**Teacher note:** review effectiveness rates)
  - Abstinence,
  - withdrawal,
  - rhythm method,
  - birth control,
  - the pill,
  - Norplant,
  - male and female condoms,
  - spermicide,
  - IUD cervical cap, (IUC: Intrauterine contraception)
  - diaphragm,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

**ASSESSMENT OPPORTUNITIES:**

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

**PARENT / STUDENT ACTIVITY**

- Have student / parent share fact worksheets on contraception



**SOL: 9.12 (To be repeated in 10<sup>th</sup> grade)**

The student will recall the ways in which the AIDS virus is transmitted, and techniques for preventing this disease.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will review definitions of HIV / AIDS.
- The student will identify methods of transmission of HIV virus.
- The student will review risky behaviors in the transmission of HIV virus.
- The student will dispel myths regarding the transmission of the HIV virus.
- The student will discuss methods for prevention of HIV / AIDS

**INSTRUCTIONAL MATERIALS:**

- Video
- Powerpoint
- Transparencies
- Guest speaker (local FAHAS)
- Current CDC statistics (local to national)
- **FAHASS (Fredericksburg Area HIV and AIDS Support Services)**
- School social worker
- School guidance counselor

**KEY TERMS: (see obj 8.14 for more detailed information)**

- transmission
- prevention
- myths
- risky behaviors
- HIV
- AIDS
- Abstinence
- Etiology of disease
- Treatment

**ASSESSMENT OPPORTUNITIES:**

- Vocabulary quiz word find fact / myth worksheet

**PARENT / STUDENT ACTIVITY**

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

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

**FAMILY LIFE EDUCATION**  
**GRADE 9**  
**LESSON**

**SOL: 10.16 - moved to 9<sup>th</sup> grade - The student will compile a list of community agencies and resources available to assist individuals and families.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Identify community resources available to assist individuals and families.

**INSTRUCTIONAL MATERIALS:**

- Invite individuals ( guest speakers) from the various agencies.

**KEY TERMS:**

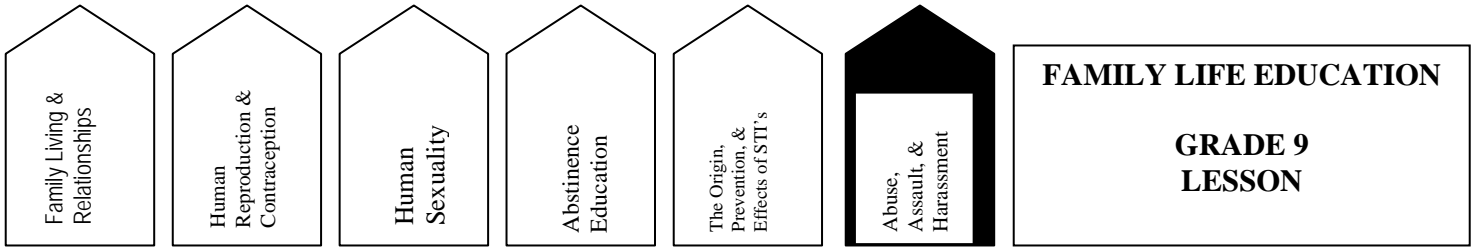
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**ASSESSMENT OPPORTUNITIES:**

- 

**PARENT / STUDENT ACTIVITY**

-



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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Review the difference between assertive, aggressive, passive behavior.
- Review conflict resolution skills.
- Review avoidance of risky behaviors.
- Identify warning signs of abusive relationships.
- Distinguish between healthy relationships and abusive relationships.
- Discuss date rape drugs ( GHB, rohypnol, special K, MDMA .....)
- 

**INSTRUCTIONAL MATERIALS:**

- 

**KEY TERMS:**

- assertive behavior
- aggressive behavior
- passive behavior
- conflict resolution
- coercion
- male privilege
- jealousy
- isolation

- **threats**
- **intimidation**
- **sexual harassment**
- **molestation**
- **incestuous behavior**
- **date rape**
- **GHB.....**
- 

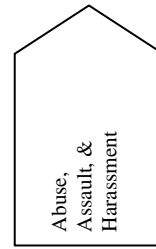
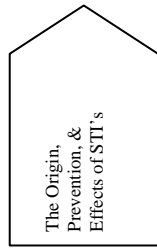
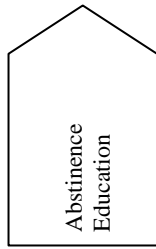
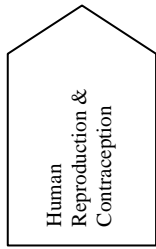
**ASSESSMENT OPPORTUNITIES:**

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**PARENT / STUDENT ACTIVITY**

-





**FAMILY LIFE EDUCATION**

**GRADE 10**

**LESSON 1**

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

**ESSENTIAL KNOWLEDGE and 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 the types of dating.
- The student will be able to identify the road blocks to dating when it comes to “friends with benefits”.

**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 not 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:**

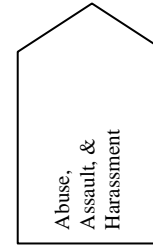
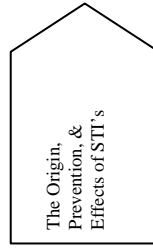
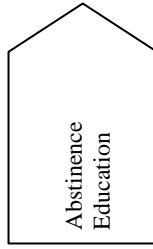
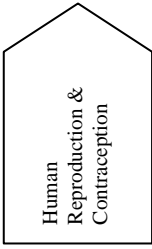
- Types of dating:
  - Casual -random dating without making commitments
  - Double – two couples going on a date together
  - Group -group of girls and a group of boys “hanging out” together, they generally do not pair up (group dating is recommended at young adolescent ages to begin dating)
  - Single – a couple
  - Blind – too people that have not meet 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 ex. Rings, letter jackets, car keys)
  - Engagement – committed relationship with plans to marry

**ASSESSMENT OPPORTUNITIES:**

- Timeline the progression of dating with age groups.
- Ask students to discuss what activities are “safe for dating” now that could become “unsafe” in the future?

**PARENT / STUDENT ACTIVITY**

- Discuss acceptable dating practices and rules for your family.



**FAMILY LIFE EDUCATION**

**GRADE 10**

**LESSON 2**

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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will identify or discuss life-long career goals.
- The student will related career goals to their economic / educational and possible family development.

**INSTRUCTIONAL MATERIALS:**

- Guest speakers
- Group discussion

**KEY TERMS:**

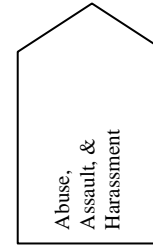
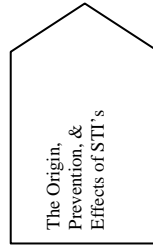
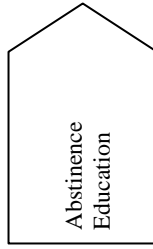
- Economics
- Educational opportunities
- Careers
- Family manage family planning
- Methods of contraception

**ASSESSMENT OPPORTUNITIES:**

- Group / class participation

**PARENT / STUDENT ACTIVITY**

- Discuss long term goals with parents



**FAMILY LIFE EDUCATION**

**GRADE 10**

**LESSON 3**

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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will examine the different parenting skills and strategies.
- The student will examine the “family unit” and how it shares parenting responsibilities.

**INSTRUCTIONAL MATERIALS:**

- Guests speakers
- Media / DVD / videos
- Group discussion

**KEY TERMS:**

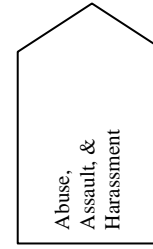
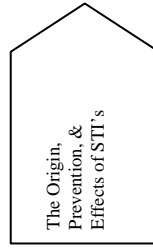
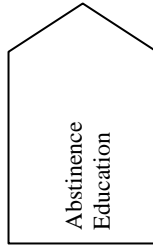
- Parenting
- Competent
- Family unit
- 1. mother / father
- 2. mother
- 3. grandparent
- 4. single parent
- 5. step parent

**ASSESSMENT OPPORTUNITIES:**

- Class participation

**PARENT / STUDENT ACTIVITY**

- N/A



**FAMILY LIFE EDUCATION**

**GRADE 10**

**LESSON 4**

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

**ESSENTIAL KNOWLEDGE and 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 involving care of the newborn child has on one's family (ie: economics, education, sleep deprivation and interpersonal relationships.)

**INSTRUCTIONAL MATERIALS:**

- Guest speakers
- Community resources
- Videos / DVD

**KEY TERMS:**

- Sleep deprivation
- Income
- Educational plans
- Leisure time
- Interpersonal relationships
- Newborn care

**ASSESSMENT OPPORTUNITIES:**

- Class / group discussion

**PARENT / STUDENT ACTIVITY**

-

**Family Living & Relationships**

Human  
Reproduction &  
Contraception

Human  
Sexuality

Abstinence  
Education

The Origin,  
Prevention, &  
Effects of STI's

Abuse,  
Assault, &  
Harassment

**FAMILY LIFE EDUCATION**  
**GRADE 10**  
**LESSON 5**

**SOL:**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- 

**INSTRUCTIONAL MATERIALS:**

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**KEY TERMS:**

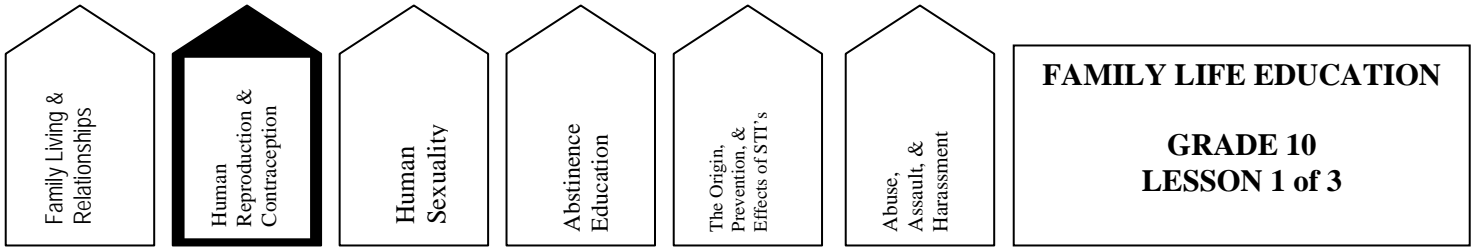
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**ASSESSMENT OPPORTUNITIES:**

- 

**PARENT / STUDENT ACTIVITY**

-



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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will understand that abstinence is the only guaranteed method of 100% effectiveness against pregnancy and STI's.
- The student will learn that 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

**KEY TERMS:**

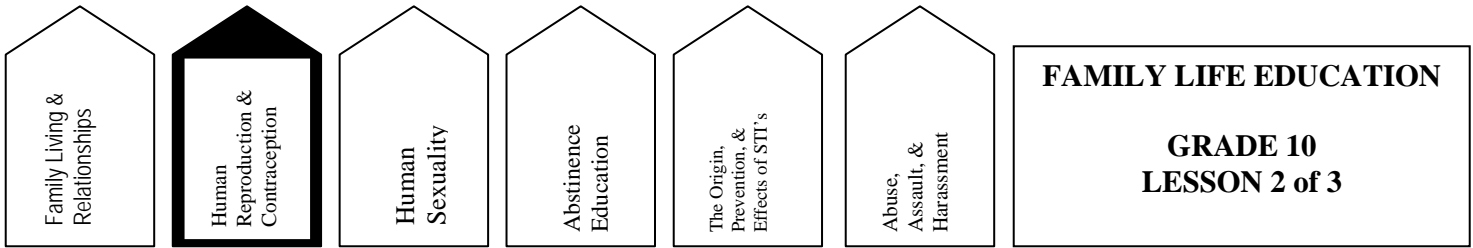
- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Barrier methods               <ul style="list-style-type: none"> <li>A. Male and female condoms</li> <li>B. Spermicides (foam)</li> <li>C. Diaphragm</li> <li>D. Cervical caps</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Hormonal methods               <ul style="list-style-type: none"> <li>A. Pill</li> <li>B. Injections</li> <li>C. Patch</li> <li>D. Ring</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Surgical methods               <ul style="list-style-type: none"> <li>A. Vasectomy</li> <li>B. Tubal ligation</li> </ul> </li> </ul> |
|--|---|---|

**ASSESSMENT OPPORTUNITIES:**

- Written assessment

**PARENT / STUDENT ACTIVITY**

- The parent will discuss with their teen these issues related to teen pregnancy:
  1. physical
  2. medical
  3. economic
  4. legal
  5. nutrition
  6. education
  7. social



**SOL:** 10.9 The student will describe the signs and symptoms of pregnancy  
 10.10 The student will analyze the factors associated with a healthy pregnancy.  
 10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will review signs and symptoms of pregnancy.
- 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.

**INSTRUCTIONAL MATERIALS:**

- Discussion
- Videos
- Speakers (Health dept.)
- School nurse
- Easter seals
- March of Dimes

**KEY TERMS:**

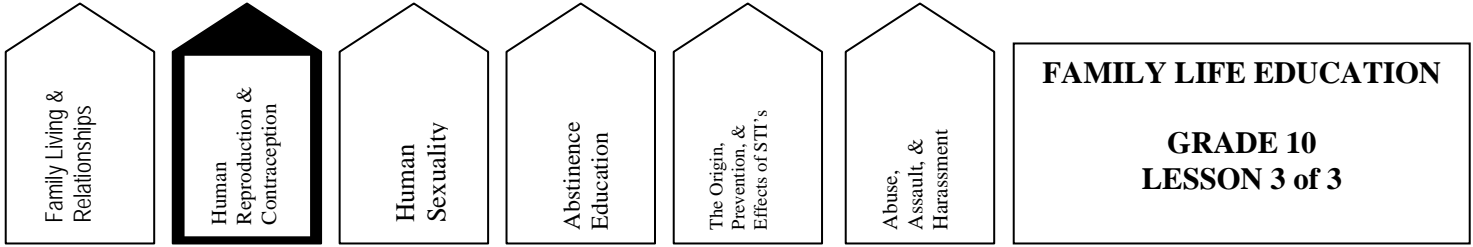
- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Cessation of menstrual cycle</li> <li>• Nausea (morning sickness)</li> <li>• Fatigue</li> <li>• Sensitivity in breasts</li> <li>• Weight gain (change in appetite)</li> <li>• Mood swings</li> <li>• Cravings</li> <li>• Skin changes</li> <li>• Frequent urination</li> </ul> | <ul style="list-style-type: none"> <li>• Low birth weight due to smoking</li> <li>• FAS due to alcohol (Fetal alcohol syndrome)</li> <li>• Birth defects &amp; addicted babies due to drug use</li> <li>• AIDS and other STI's due to sexual activity</li> <li>• Low birth weight due to poor nutrition as a teen mother</li> <li>• Abnormal Pregnancy / Maternal Issues               <ul style="list-style-type: none"> <li>a) Pre-eclampsia</li> <li>b) Gestational diabetes</li> <li>c) Other pregnancy complications</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Proper prenatal care</li> <li>• Effects of heredity</li> <li>• Possible abnormal outcomes</li> <li>• Miscarriage</li> <li>• Birth defects</li> <li>• Still births</li> <li>• Premature birth</li> <li>• Stages of development prior to birth</li> </ul> |
|---|--|--|

**ASSESSMENT OPPORTUNITIES:**

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

**PARENT / STUDENT ACTIVITY**

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**SOL:**

- 10.12 The student will describe available birthing options.
- 10.13 The student will identify the stages of the birthing process.
- 10.16 The student will compile a list of community agencies & resources available to assist individuals and families.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be aware of birthing options.
- The student will identify the stages of the birthing process.
- The student will make a list of community agencies and resources.

**INSTRUCTIONAL MATERIALS:**

- Speaker (Midwife)
- Video
- Guidance department

**KEY TERMS:**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Natural childbirth</li> <li>• Cesarean</li> <li>• Epidurals, spinal blocks, and other methods of pain relief</li> <li>• Birthing tubs</li> </ul> | <ul style="list-style-type: none"> <li>• Dilation</li> <li>• Birth</li> <li>• Expulsion of placenta</li> <li>• Health department</li> <li>• Local / private physicians</li> </ul> | <ul style="list-style-type: none"> <li>• Community agencies</li> <li>• Social services</li> <li>• Mary Washington Hospital</li> <li>• Big Brothers, Big Sisters</li> </ul> |
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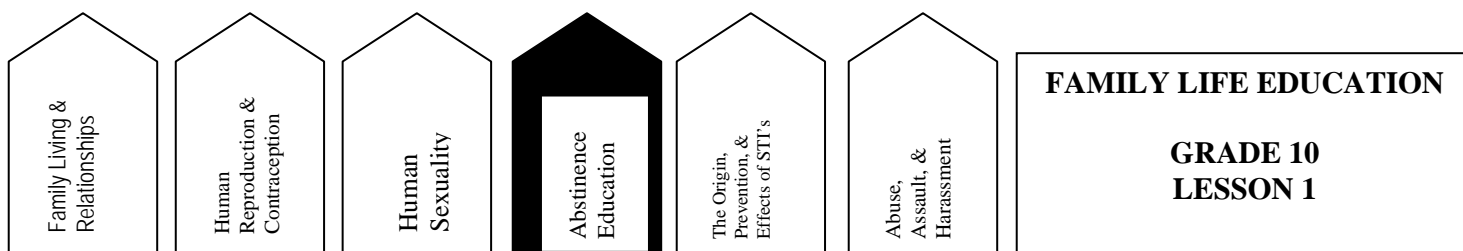
**ASSESSMENT OPPORTUNITIES:**

- Class discussion
- Give out card (business card size) with community resources and agencies and their contact numbers.

**PARENT / STUDENT ACTIVITY**

- Comparisons of past vs. present birthing methods.
- Discuss their own personal experience regarding child birth.





**SOL:** 10.5 The student will recognize the need to abstain from premarital sexual intercourse.

**ESSENTIAL KNOWLEDGE and 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.
- 

**INSTRUCTIONAL MATERIALS:**

- Guest speaker
- DVD or Video
- Group discussion
- Posters
- Current statistics on teen pregnancies and STI's
- 

**KEY TERMS:**

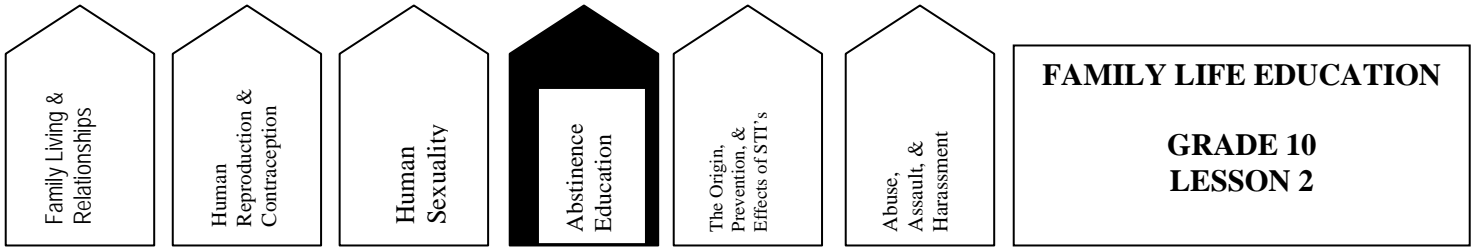
- Goals: define & identify
- Consequences of premarital sexual activity
  1. STI's
  2. reputation
  3. pregnancy
  4. inability to complete education
  5. extra financial responsibilities
  6. legal issues
  7. emotional stress
  8. physical side effects to mom and baby
  9. interfere with present & future goals
  10. disruption of family values
  11. disruption of relationships (family, personal, peers)
- Positive benefits of postponing premarital sexual activity
- Not ready for parenthood (mentally, emotionally, physically, socially, financially)
- Abstinence – only 100% effective method in preventing consequences of premarital sexual activity

**ASSESSMENT OPPORTUNITIES:**

- In small groups, have student's list positive benefits of postponing sexual activity until marriage.
- In small groups, have student's list negative consequences of premarital sexual activity.
- 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 life-long goals.
- Discuss the consequences of premarital sexual activity and how they could change the student's life-long goals.



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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will understand that communication is essential for healthy relationships.
- The student will list alternatives that communicate feelings and attention in relationships rather than through premarital sexual activity.

**INSTRUCTIONAL MATERIALS:**

- Pamphlets (101 ways to show you love someone without having sex)
- Group discussion
- Overheads
- posters

**KEY TERMS:**

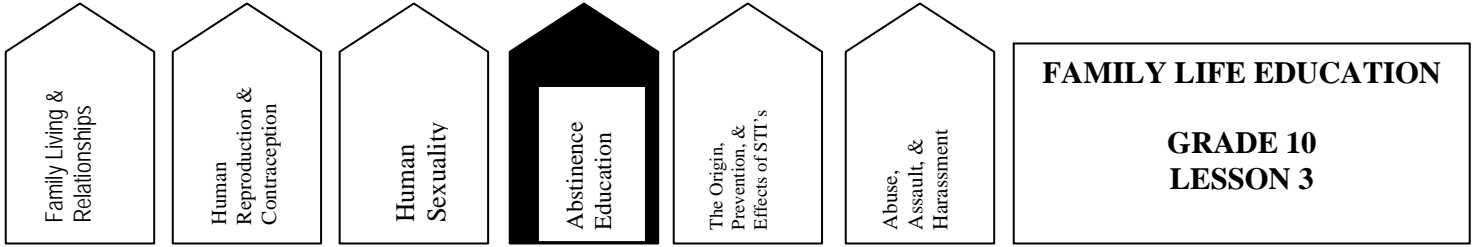
- Methods of communicating feelings of affection other than sexual activity.
  1. talking
  2. expressing ideas, values, goals
  3. social involvement (recreational involvement and community service)
  4. positive body language
  5. caring gestures

**ASSESSMENT OPPORTUNITIES:**

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

**PARENT / STUDENT ACTIVITY**

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



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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to compile a list of community agencies that are available to assist individuals and families with needs

**INSTRUCTIONAL MATERIALS:**

- Fredericksburg area community resource notebook “Community Connections Directory”
- Social services
- Mary Washington Hospital
- Health Department
- Local private physicians

**KEY TERMS:**

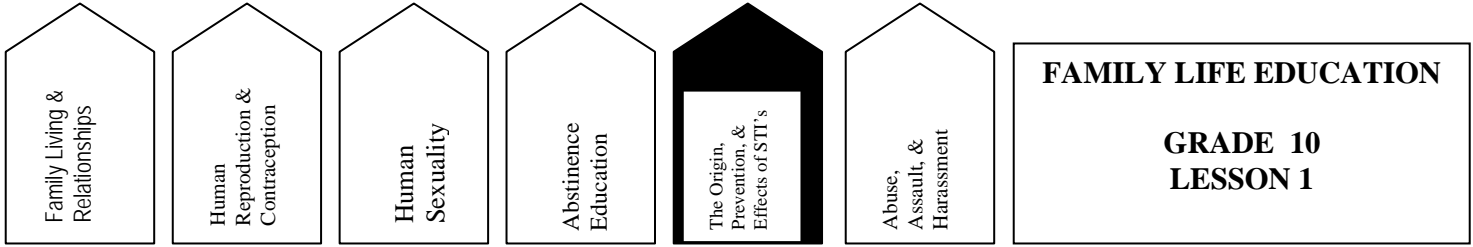
- Community agencies
- Family needs

**ASSESSMENT OPPORTUNITIES:**

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

**PARENT / STUDENT ACTIVITY**

-



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

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will identify the effects of STI's on pregnancy. ( blindness, low birth weight, born with the STI,)

**INSTRUCTIONAL MATERIALS:**

- Present statistical data (local / national)
- Power point presentation
- Pictures

**KEY TERMS:**

- STI's - / AIDS ( including - syphilis, gonorrhea, chlamydia, genital herpes, genital warts, crabs/pubic lice)
- Pregnancy
- Low birth weight

**ASSESSMENT OPPORTUNITIES:**

- Quiz / test general knowledge
- Notebook check
- Situational journal entry

**PARENT / STUDENT ACTIVITY**

- Discussion of trends regarding STI's from parent generation to present.