



Preview Materials

Grade 7



Educators love our K-12 curriculum based on a user-friendly design and its supreme effectiveness in delivering comprehensive health knowledge and skills.

- Health Promotion Wave (HPW) is **research based** and has been **proven effective** upon the results of an independent evaluation. We provide the connections between the latest proven teaching methodologies and strategies and the most current health information available.
- Health Promotion Wave's **materials are reusable** year after year because no consumable student text is required; in addition, the program provides **updated inserts** on a regular basis at minimal cost.

- Health Promotion Wave's lessons can be **integrated within the current frameworks** of a variety of subjects like reading, writing, math, science, art and music (Grades K-5).
- Health Promotion Wave is **engaging**, with lessons designed to promote **direct participation of students, parents and teachers**.
- Health Promotion Wave incorporates a variety of quality custom made and collected multimedia outlets to **accommodate diverse teaching and learning styles**. Multimedia resources include literature, posters, games, videos, software and models all used to enhance the enrichment of the information and skills taught by our program.

Using this Preview:

Refer to the bookmarks on the left to navigate to the page you need. Included in the PDF files are:

Lesson Plans: The complete Teacher Edition contains lessons that cover a broad range of health topics including Personal and Mental Health; Family Life; Stress Management; Safety and Injury Prevention; Nutrition and Fitness; Drug Prevention; Growth and Development; Community Health and Disease Prevention.

Student Activities: Reproducible activity sheets that easily accommodate any class size. These hands-on activities are designed for use directly with the corresponding lessons in the Teacher Edition. No additional planning or drafting of lesson plans from a student text is required.

Evaluations and Assessments: These blackline masters are provided ready made in our program. These tools are one of the many options given to teachers to gauge students' progress in mastering the knowledge and skills vital to make healthy choices.

Transparencies: These full-color custom designed transparencies are one of many tools used to accommodate a variety of learning styles within the classroom.

Growth and Development (These sessions may require parental permission.)

Session 63 Introduction to Human Sexuality

GOALS

To create a comfortable environment for discussing issues related to the reproductive system and other human sexuality issues.

OBJECTIVES

1

Ground Rules

Identify important rules for comfortably discussing human sexuality issues.

Skills: *critical thinking, interpersonal skills, communication*

2

Communication

Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality.

Skills: *communication, critical thinking, responsibility*

3

Baseline Knowledge

Assess baseline knowledge and skills related to the reproductive system.

Skills: *critical thinking, personal responsibility*

PARENT/ COMMUNITY CONNECTION

Discuss differing viewpoints related to human sexuality issues.

Skills: *communication, personal responsibility*

Introduction

Puberty is a major transitional period from childhood into adulthood. It is a period of growth unlike any other stage in the life cycle, and it can be exciting and overwhelming at the same time.

Most young people enter this stage with great anticipation and also with great concern. They look forward to their teen years, but at the same time question whether or not they are normal. They wonder what they should do about some of their feelings, and whether others experience the same feelings. Providing young people with an appropriate forum to discuss these feelings, while providing them accurate information, is an excellent way to promote healthy sexual identities, and to give young people the self-confidence they need to make healthy personal choices.

This session is designed to provide students with additional ground rules for comfortably discussing issues related to the reproductive system and sexuality, and to provide students and parents opportunities to discuss human sexuality issues.

Ground Rules

Purpose: To create a comfortable classroom environment for discussing human sexuality.

Skills: *critical thinking, self-esteem, responsibility*

OBJECTIVE

1

Introductory Activity

ACTIVITY 1

Materials: Newsprint or chalkboard

Time: about 15-20 minutes

1. Tell students you will be discussing human sexuality over the next several weeks. This can often be a difficult subject for people to discuss and may cause reactions such as giggling and joking. This is okay, but you will be setting certain ground rules which protect the privacy and respect of everyone.
2. Students often have questions related to human sexuality and the goal of this session is for everyone to feel comfortable enough to ask questions and participate in the discussions. To accomplish this, you will be reviewing the ground rules set at the beginning of the course. Add the following rules if they have not yet been addressed:
 - Everyone has a right to his/her opinion.
 - Learn to listen to what others are saying.
 - Everyone has the right to pass.
 - Use proper terminology when referring to body parts.
 - Respect the privacy of others — don't ask personal questions.
3. Next, write the words "sex" and "sexuality" on the chalkboard. Have students distinguish between the two. Most students are familiar with the word sex meaning gender, or meaning intimate sexual activity, including intercourse. Human sexuality, on the other hand, encompasses much more than physical activity. It includes who we are as individuals, the way we think, act, and feel. It is how we feel about ourselves as males or females, and who we are attracted to. It influences who we choose as friends, how we dress, and how we choose to act.
4. Complete this activity by emphasizing you will be discussing all aspects of human sexuality.

Growth and Development (These sessions may require parental permission.)

OBJECTIVE **Communication**

2

Purpose: To develop and use effective communication skills, including the ability to discuss with parents questions on sexuality.

Skills: *communication, critical thinking, responsibility*

ACTIVITY 1 **Communication Barriers**

Materials: Transparency 42, Discussing Sexuality

Time: about 10-15 minutes

1. This activity addresses the difficulties students have in discussing issues related to human sexuality. Have students suggest reasons why people feel uncomfortable talking about sexuality issues. You may want to use the following questions as a guide for discussion.

- *Do you feel uncomfortable discussing human sexuality issues with both males and females in the room? Explain.*
- *Do you feel uncomfortable discussing sexuality with adults? Explain.*
- *Is trust important when discussing sexuality-related issues? Explain.*
- *What activities or environment would make it easier for you to discuss sexuality?*

2. You can carry out the remainder of this activity several different ways, depending on the level of maturity of your students.

- a)** Distribute blank sheets of paper and tell students not to write their names on the paper. Display Transparency 42, Discussing Sexuality, and have students write their responses to each question on the transparency. Randomly collect the papers, then tally the responses. Discuss the most common responses to the survey. Have students make suggestions for what they can do to improve communication related to human sexuality.
- b)** Display Transparency 42, Discussing Sexuality. Ask students to silently answer each question. Allow them to share any answers aloud that they feel comfortable sharing. Have students make suggestions for what they can do to improve communication related to sexuality.

★ ACTIVITY 2 **Improving Communication**

Materials: Evaluation and Assessment 36, What's Your Opinion?

Time: about 10-15 minutes

1. This activity is designed to involve parents in their children's human sex-

(These sessions may require parental permission.) Growth and Development

quality education by assisting them in developing a line of communication on related topics. Copy and distribute the assessment, What's Your Opinion? (Evaluation and Assessment 36). Ask students to write their opinions to each question on the left hand side of the sheet. Then, for homework, have them interview a parent and write his/her opinion on the right hand side of the sheet. They should discuss their different or similar view points.

2. On the due date, have students share their responses. You may wish to use the following questions as a guide.

- *Was it easy or difficult for you to discuss these topics with your parents? Explain.*
- *How similar or different were your views?*
- *Do you think you both showed respect for your different views? Explain.*
- *Do you think your views might change as you get older?*
- *Did you learn anything about yourself or your parents from this activity?*
- *Why is it important to improve communication, especially with parents? [They are an integral part of your life. You learn so much from each other, and believe it or not, many of your opinions originate from your experience with your parents.]*

Baseline Knowledge

OBJECTIVE

Purpose: To assess students' current knowledge related to human sexuality.

Skills: *critical thinking*

3

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Pre-test
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ACTIVITY 1 ★

Materials: Activity 60, Human Sexuality Pre-test

Time: about 10-15 minutes

1. Copy and distribute Activity 60, Human Sexuality Pre-test. Students can work alone or in small groups to complete the pre-test.

2. After sufficient time review the correct responses with students (see Student Activity Answer Key). You may wish to use the following questions for follow-up discussion.

- *Did you score better or worse than you thought you would?*

Appendix B

Sample Parent Notification Letter

SCHOOL LETTERHEAD

Date: _____

Dear Parent or Guardian:

Your son/daughter is enrolled in a health course at our school. This course may include one or more class sessions in which the human reproductive organs may be described, illustrated, or discussed within the context of the study of human growth, maturation, and reproduction. Also, one or more class sessions may include the causes, symptoms, complications, and treatment of sexually transmitted diseases, including AIDS, within the context of the study of diseases and disorders. This subject matter is optional, and the signed consent of a parent or guardian will be required for students to receive this instruction.

Please indicate on the tear-off below whether or not you wish your son/daughter to receive the optional instruction referred to above.

Principal

To: Name of Teacher

Date: _____

Name of School

I do ___ do not ___ wish my son/daughter to receive the optional instruction dealing with human reproduction, human sexuality, or family life that is being offered in the health course.

I do ___ do not ___ wish my son/daughter to receive the optional instruction on AIDS or other sexually transmitted diseases.

Name of Student

Class Period

Signature of Parent/Guardian

Phone Number

Discussing Sexuality

One thing about sexuality I feel most comfortable talking about is

One thing about sexuality I feel the most uncomfortable talking about is

One thing I do not understand about sexuality is

The person I feel most comfortable discussing sexuality with is because. . . .

I wish I could talk to my mother/father about

What's Your Opinion?

DIRECTIONS: Fill in your response to each question on the left side of the page. Then, interview a parent about his/her opinion and write the response on the right side of the page and discuss your similar and different views.

Your Opinion	Parent's Opinion
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What's Your Opinion About...

<i>young people seeing "R" rated movies?</i>	<i>young people seeing "R" rated movies?</i>
<i>young people having steady boy/girlfriends?</i>	<i>young people having steady boy/girlfriends?</i>
<i>young people wearing 'sexy' clothing?</i>	<i>young people wearing 'sexy' clothing?</i>
<i>young people having sex?</i>	<i>young people having sex?</i>
<i>young people having early curfews?</i>	<i>young people having early curfews?</i>

