

FAMILY LIFE AND SEXUALITY
STRAND VI
PK-8

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THE ROMAN CATHOLIC CHURCH
DIOCESE OF TUCSON

❖ BISHOP MORENO PASTORAL CENTER ❖

111 SOUTH CHURCH AVENUE

P.O. Box 31 ♦ Tucson, Arizona 85702-0031

520-838-2500 ♦ Fax: 520-838-2590 ♦ www.diocesetucson.org

OFFICE OF THE BISHOP

June 25, 2007

Dear Catholic School Teachers and Administrators:

I am very grateful for your service in our Catholic Schools in the Diocese of Tucson. Through you we are able to communicate to young people the morals and values we hold dear as Catholics.

In our Catholic schools we cover a wide range of subjects but we strive to permeate instruction in each subject with our Catholic faith.

This is important throughout the curriculum but most especially in teaching our children and young people about family life and sexuality. As you teach our children about these subjects in a manner appropriate to their ages, it is my hope and expectation that you will bring our Catholic faith into your presentations. There is much to share. Pope John Paul II wrote extensively on the theology of the body, emphasizing its sacredness, and the importance of bringing our Catholic values to bear as we teach our young people about their bodies.

This responsibility is especially challenging in a society that at times diminishes and trivializes sexuality and family life. Our Catholic teaching is more important than ever as a response to a society that fails to uphold the unique relationship of marriage as a covenant between one man and one woman and encourages sexuality outside of a marriage relationship.

Your teaching, while difficult, can help to form our young people in what we believe as Catholics, including the dignity of every human being and the respect due their bodies as temples of the Holy Spirit. It will help our young people journey safely, in body and spirit, and to be witnesses to the beauty and power of our Catholic faith.

It is important that this sensitive teaching be done in communication with parents, always respecting their right to provide this education within the home.

I am grateful for your work and ministry in our Catholic schools. I am proud of our schools, especially because of the quality, competence and faith of our Catholic school teachers and administrators whose service is a great blessing and gift to our Diocese.

Sincerely yours in Christ,

Most Rev. Gerald F. Kicanas, D.D.
Bishop of Tucson

INTRODUCTION

While the content of this strand deals with family life and sexuality, at grade and age level appropriateness, it is nonetheless a strand that concerns parents and educators because of the sensitivity of topic. The seven standards remain the same throughout the entire curriculum, addressing health-related topics and issues – from disease prevention to analyzing the influence of culture, media and technology on health. As the standards guide the direction of topic, the content predominates; and so, given the sensitivity of family life and sexuality in today's society, some may think that the curricular content is too much for our children to know and understand. However, keeping in mind that our children today are inundated with subliminal and not-so-subliminal advertising, television shows, and internet spam, the committee of teachers, in consultation with parents and school nurses, offer what we feel is an honest and forthright route for discussion of content, in the context of our Catholicity.

It is suggested that at middle and upper grade levels, the delivery of this curriculum should be presented by trained individuals. If the classroom teacher or whoever is charged with the duty of delivering the content feels at all uncomfortable, then other trained and sensitive Catholic professionals should be enlisted to give their support. Ideally, the committee feels that parents are the first educators of their children and must first be consulted and given the opportunity to know the curricular content and voice concerns they may have, even opting out for their children if that is their desire. Further, the committee suggests that the teaching of this unit be co-taught by school nurse, counselor, priest, and science teacher. Each of these professionals could then be charged with the responsibility of correctness of information, fielding questions and concerns of students, and addressing the issue of sexuality from a total Catholic perspective. Additionally, it is suggested that the Personal Safety Curriculum of the Diocese of Tucson be integrated into the presentation of content during this unit of study and discussion.

At the conclusion of this curricular section a resource list is provided for administrators and teachers with possible community resources to assist in the delivery of the content. Attached, also, is a passive permission form for parents to sign should they wish to deliver the content themselves in their home. The curricular content has not been altered from the previous Health Curriculum.

PRE-SCHOOL HEALTH Based on the State of Arizona Early Learning Standards

Standard 1: Hygiene and Health Practices

Child demonstrates knowledge of personal health practices and routines. Children will begin at young age to learn skills that will assist them in making age-appropriate health choices.

Date	Objective: Students will	Activity/Assessment/Experiment
P.1.1	Demonstrate personal hygiene	Learn procedure of wiping nose; tissue to wipe nose when needed and throws the tissue away
P.1.2	Understand the importance of following health instructions	Washes and dries hands after using the toilet, after sneezing/coughing, and before eating
P.1.3	Demonstrate good health habits	Covers mouth/nose when coughing/sneezing
P.1.4	Understand the importance of physical activity	Provide regular opportunities for physical activities indoors and/or outdoors
P.1.5	Demonstrate concern and care for ill family members and/or friends	Prayer for ill individual and make a special card
P.1.6	Recognize health helpers in the community	Present and describe the roles of parents, teachers, doctors, nurse, dentist, and emergency helpers

Standard 2: Family Life and Social Interactions with Others

Child demonstrates knowledge of family life routines. Positive social relationships between adults and children develop in an environment where children feel safe and secure.

Date	Objective: Students will	Activity/Assessment/Experiment
P.2.1	Identify love, trust, and caring	Discussion about how God made everyone special
P.2.2	Identify a healthy and happy family	God made all families different and special Not all families are alike
P.2.3	Identify a family that looks out for each other	Describe the importance of rules in a family and how the keep everyone safe, happy, and healthy
P.2.4	Discuss and identify the members of your family	Allow the children to discuss the members of their family
P.2.5	Discuss and identify the individuals in our community	Allow the children to discuss individuals they know in the community and how we can help them

	P.2.6	Interacts with others when a family member is nearby	Child will continue to play after acknowledging a family member's arrival
	P.2.7	Separates from family members without undue stress	Child doesn't cry when dropped off at school
	P.2.8	Seeks comfort and security from a familiar teacher(s)	Child occasionally seeks hugs from her teacher
	P.2.9	Responds when teacher(s) or other children initiate interactions	Child says, "I want to play outside", when asked, "What do you want to do now?"
	P.2.10	Initiates and sustains positive interactions with teachers and friends	Child says, "Let's build a road for our cars." Children work together to build a road
	P.2.11	Demonstrates positive ways to resolve conflict	Child agrees to share blocks with his/her friend who wants to play with them

Standard 3: Social Emotional Health

Child demonstrates an awareness of his or her self. Recognizes and expresses feelings of self and others. Child follows and understands rules and routines in various environments. Acknowledges the rights and property of self and others.

Date	Objective: Students will	Activity/Assessment/Experiment
	P.3.1 Demonstrate good manners	Making good choices, kindness to family/friends, and show care/concern for family/friends Discuss how Jesus wants you to act toward others
	P.3.2 Identify emotions	Describe and model emotions (happy, sad, excited, worried, etc.)
	P.3.3 Identifies and describes feelings in self and others	Child says, "I am happy" Child approaches teacher and says, "Jamal is sad, he is crying"
	P.3.4 Demonstrates self-confidence	Child tells his/her friends, "I don't like that."
	P.3.5 Makes personal preferences know to others	When asked to name a favorite color, child says, "red"
	P.3.6 Demonstrates knowledge of self-identity	While looking in the mirror, child says, "I have glasses."
	P.3.7 Shows an awareness of similarities and differences between self and others	Child says, "I am bigger than you."
	P.3.8 Demonstrates refusal skills by saying, "No" to/in harmful situations	Child says, "No, I won't jump off the slide"
	P.3.9 Expresses empathy for others	When seeing a friend fall down, child asks, "Are you OK?"
	P.3.10 Manages transitions, daily	When it is time for a story, child puts away the blocks and goes to circle time

		routines, and expected events	
	P.3.11	Understands and follows rules in the learning environment	Child puts his/her puzzle away when “Clean Up Time” is announced
	P.3.12	Accepts the consequences of actions positive or negative	Child gets a sponge to wipe up his milk, after spilling it on the table
	P.3.13	Adjusts behaviors for alternate activities and in different settings of the learning environment	Child uses a quiet voice when visiting the library
	P.3.14	Asks permission before using items that belong to others	Child asks, “May I ride the bike next?”
	P.3.15	Defends own rights and the rights of others	Child says, “Elizabeth and Joe had the bike first.”

Standard 4: Nutrition

Child will learn that good nutrition; exercise and rest are necessary for their young bodies.

Date		Objective: Students will	Activity/Assessment/Experiment
	P.4.1	Understand the importance of healthy food choices	Discuss and present healthy foods and non-healthy foods (Food Pyramid)
	P.4.2	Recognize the importance of rest and relaxation	Discuss the importance of rest, relaxation, and sleep time

Standard 5: Safety

Child demonstrates awareness and understanding of personal and environmental safety rules and how to keep themselves safe.

Date		Objective: Students will	Activity/Assessment/Experiment
	P.5.1	Demonstrate sun safety	Discuss the importance of wearing a hat, sunglasses, and sun screen when in the sun Drink water when in the sun
	P.5.2	Understand animal and plant safety	Describe the importance of asking an adult before touching or petting an animal Discuss the importance of not eating or touch a plant without asking an adult
	P.5.3	Understand the importance of fire safety	Demonstrate what to do during a fire, where to go during a fire, and stop, drop, and roll Firefighter visit your school
	P.5.4	Recognize what guns do	Describe that guns hurt and that guns are tools
	P.5.5	Identify playground safety	Discuss the rules of the playground and demonstrate how to follow these rules
	P.5.6	Understand tool safety	Discuss the importance of tool safety (scissor and goggles) Discuss what tools are how we use them
	P.5.7	Understand street safety	Discuss and demonstrate looking both ways before crossing the street, don't run in the street, and

			wait for adult to cross the street
	P.5.8	Understand car safety	Discuss the important of wearing a seat belt, sitting in a car seat when in the car Don't be in a car alone
	P.5.9	Understand 'good/bad' touching	Discuss touches that make you feel happy/sad. Discuss personal space
	P.5.10	Understand stranger danger	Discuss leaving with someone you do not know
	P.5.11	Identify emergency safety practices	Practice and demonstrate calling 911 and how this is only used in an emergency

Kindergarten

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity / Assessment
	K.VI.1.1	Describe families – how they are the same and how they are different.	Create a “family book” of his/her family.
	K.VI.1.2	Recognize how homes and bodies are kept clean.	Discuss as a class, while the teacher will list on the board, things students can do to keep their homes clean.
	K.VI.1.3	Understand that healthy eating, proper exercise, and adequate rest contribute to keeping a body healthy.	With parent’s help, make a schedule of their day listing things they can do to promote their health in areas of eating, exercise, and adequate rest. Share with the class.

Standard 2: Students will demonstrate the ability to access health information and health promoting products and service.

Date		Objective: Students will	Activity / Assessment
	K.VI.2.1	Recognize products in the home that help to keep families healthy.	Talk with parents about health products then discuss as a group what health products exist in their homes.
	K.VI.2.2	Recognize persons they can approach to answer questions about health.	Teacher will list on the board as students name persons who help them and teach them about health (doctors, school nurse, teachers, and parents).

Standard 3: Students will demonstrate the ability to practice health –enhancing behaviors and reduce health risks.

Date		Objective: Students will	Activity / Assessment
	K.VI.3.1	Demonstrate family occasions where everybody had a good time.	Draw a picture of a happy family occasion.

	K.VI.3.2	Recognize what a 5/6 year old can do to watch over a family member (Assist a family member who has fallen, been hurt, call an adult, pick up toys so others don't get hurt.)	Verbalize an instant when he/she has helped a family member.
	K.VI.3.3	Discuss family rules which help to keep everyone safe and happy.	In teacher led discussion, talk about rules in family and how they help keep everyone safe, happy and healthy.
	K.VI.3.4	Discuss good touch/bad touch	Practice the "No, Go, Tell" rules. Consult Personal Safety Curriculum

Standard 4: Students will analyze the influences of culture, media and technology on health.

Date		Objective: Students will	Activity / Assessment
	K.VI.4.1	Understand that family backgrounds are different because of ancestors their cultural differences.	Ask parents what countries their ancestors came from.
	K.VI.4.2	Learn that families practice different religions.	Discuss, while the teacher will list on the board, different religions the students have heard of.
	K.VI.4.3	Identify different languages spoken by different nationalities.	Learn to say "hello" in different languages.
	K.VI.4.4	Recognize external differences in various nationalities-skin color, hair texture and eye color.	View a teacher prepared collage of families from different races and ethnicities.
	K.VI.4.5	Describe T.V. families and how they behave.	Role-play TV families that show healthy behavior.

Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.

Date		Objective: Students will	Activity / Assessment
	K.VI.5.1	Practice ways to resolve conflict.	Give an example of a conflict that they have had and how they resolve it.
	K.VI.5.2	Understand that courtesy is essential to a healthy family.	During class discussion, teacher will list on the board a "courtesy" word – "please," "thank you," - suggested by the students.
	K.VI.5.3	Understand that every member has talents which make them special.	Draw a picture of a favorite person and explain why that person is special.

Standard 6: Students will demonstrate the ability to use goal-setting and decision –making skills to enhance health.

Date		Objective: Students will	Activity / Assessment
	K.VI.6.1	Describe the difference between a short-term (this hour) goal and a long-term (today)	Describe to the teacher a realistic goal.
	K.VI.6.2	Recognize the steps of decision-making.	As a class, make a poster of the process of decision making.

Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.

Date		Objective: Students will	Activity / Assessment
	K.VI.7.	Recognize what constitutes a family.	Draw a picture of their family.
	K.VI.7.2	Understand what constitutes community, city or town.	With the teacher's help, recognize a problem that is occurring in your city, (water, garbage, traffic, etc.) and write a letter to the mayor of the city giving their input. Students can sign individually (check parent permission policy) or as a class.
	K.VI.7.3	Understand that communities have problems which leaders try to resolve.	Pick a time when all family members did something together and describe it to the class.

First Grade

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/Assessment
	1.VI.1.1	Describe the difference between various stages of life.	Distinguish different stages of life through teacher prepared series of pictures.
	1.VI.1.2	Recognize the five senses.	Draw a picture of the five senses indicating what is learned through each sense.
	1.VI.1.3	Understand that a body needs constant care to remain healthy.	Make a collage of pictures from magazines showing healthy behaviors- brushing teeth, exercising, eating nutritious foods, wearing a helmet during certain activities.
	1.VI.1.4	Discuss the benefits of washing hands with soap under running water.	Check the bathrooms to see if they contain soap, running water, and paper towels. Report to the teacher.

Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Activity/Assessment
	1.VI.2.1	Recognize health and cleaning products used in the home.	Cut out pictures of health and cleaning products from magazines and with the help of parents keep a list of products advertised on TV. Share with the class the pictures and list from the TV. Complete a teacher prepared sheet indicating whether a product is a health product, a cleaning product, or both.

	1.VI.2.2	Understand that all products must be used according to directions or they can be dangerous.	Cut out pictures of health and cleaning products from magazines and with the help of parents keep a list of products advertised on TV. Share with the class the pictures and list from the TV. Complete a teacher prepared sheet indicting whether a product is a health product, a cleaning product, or both.
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Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.

Date		Objective: Students will	Activity/Assessment
	1.VI.3.1	Describe, with the teacher's guidance, exercises which are age-appropriate.	Demonstrate the exercises that were discussed in class--jumping jacks, walking, running, touching toes, stretching, etc.
	1.VI.3.2	Discuss, with the entire class, age-appropriate responsibilities both at home and at school.	Make a list of responsibilities (jobs) which the student does at home. Brainstorm and list on the board responsibilities (jobs) which students do individually or as a group.
	1.VI.3.3	View and discuss teacher prepared pictures of safety hazards in school and at home. (toys on the floor, litter in the hallways, sharp corners on the shelves, loose door hinges and handles.)	Draw a picture of safety hazards both at home and at school.
	1.VI.3.4	Understand why families and schools have rules to reduce risky behavior.	With parent help, list two safety rules they can follow at home. With the help of the teacher, make a graph indicating how many families have certain rules.
	1.VI.3.5	Discuss good touch/bad touch	Practice "NO, GO, TELL". Consult Personal Safety Curriculum

Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

Date		Objective: Students will	Activity/Assessment
	1.VI.4.1	Understand the difference between needs and wants.	Make a collage of advertising from magazines and decide if the product is something needed or wanted.
	1.VI.4.2	Recognize different types of clothing worn by different cultures.	Visit the library to find books about different cultures; particular their clothing and food.
	1.VI.4.3	Recognize different types of foods particular to certain cultures.	Visit the library to find books about different cultures; particular their clothing and food.

	1.VI.4.4	Understand that advertising teaches us about new products and urges us to try them.	Make a collage of advertising from magazines and decide if the product is something needed or wanted.
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Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.

Date		Objective: Students will	Activity/Assessment
	1.VI.5.1	Recognize that healthy families enjoy each other and have fun together.	With parent’s help, list family activities in which all members participate.
	1.VI.5.2	Understand that sometimes they may act independently and other times they must depend on the adults in their lives.	With teacher guidance, list on the board situations when a 1 st grader can act independently and when they must depend on the adults in their lives.
	1.VI.5.3	Understand that respectful behavior to family and classmates means acting in a Christian way. Teachers may hand out “certificates” of respectful behavior demonstrated while in school.	Display and discuss the ‘certificates of respectful behavior’ earned by classmates.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Date		Objective: Students will	Activity/Assessment
	1.VI.6.1	Understand that success begins with setting goals.	List one goal for the day and one goal for the week.
	1.VI.6.2	Describe the difference between short-term (today) and long-term (this week) goals.	List one goal for the day and one goal for the week.
	1.VI.6.3	Recognize that there are rules everywhere to keep society functioning in harmony.	Make a poster of safety rules to be followed in school.
	1.VI.6.4	Recognize that different families make decisions in different ways.	With parent help, list several family rules that help the family live peacefully together.

Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

Date		Objective: Students will	Activity/Assessment

	1.VI.7.1	Understand that stewardship is the responsibility of everyone no matter what age.	Join in helping to clean up the classroom at the proper time. Keep a count, for one day, of the number of pieces of paper picked up from the floor. With a plastic grocery bag in hand, walk the school grounds and pick up trash.
	1.VI.7.2.	Recognize their immediate environment (home and school) as well as their city and the world.	Join in helping to clean up the classroom at the proper time. Keep a count, for one day, of the number of pieces of paper picked up from the floor. With a plastic grocery bag in hand, walk the school grounds and pick up trash.
	1.VI.7.3	Recognize that everyone does not respect the environment.	Join in helping to clean up the classroom at the proper time. Keep a count, for one day, of the number of pieces of paper picked up from the floor. With a plastic grocery bag in hand, walk the school grounds and pick up trash.

Second Grade

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/Assessment
	2.VI.1.1	Identify the life stages of a human person	Sequence and label pictures of growth stages from infancy to old age
	2.VI.1.2	Identify the basic human needs	Interview parent/guardian and make a list of how the child was cared for

Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Activity/Assignment
	2.VI.2.1	Recognize health and cleaning products used in the home and that they must be used carefully.	Cut out pictures of health and cleaning products from magazines and share, make a poster and share with the class. Have them tell the class which products are dangerous to them.

Standard 3: Students will demonstrate ability to practice health-enhancing behavior and reduce health risks.

Date		Objective: Students will	Activity/Assessment
	2.VI.3.1	Describe a personal health care plan	Journal to include keeping clean, care of teeth, proper rest, proper clothes
	2.VI.3.2	Explain the need for family rules and school rules for safety and happiness	Journal entry
	2.VI.3.3	Identify how healthy activities can be risky	Riding bikes, scooters, playing sports without protective equipment

Standard 4: Students will analyze the influence of culture, media, and technology on health.

Date		Objective: Students will	Activity/Assessment
	2.VI.4.1	Describe the first Thanksgiving	Journal and illustrate
	2.VI.4.2	Identify why school is closed on certain holidays	KWL chart (Appendix)
	2.VI.4.3	Recognize that advertising is meant to make us want things	Examine advertising on a cereal box, in the newspaper, in a magazine, during a favorite TV program

Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.

Date		Objective: Students will	Activity/Assessment
	2.VI.5.1	Describe proper table manners	List eating courtesies, practice during lunchtime
	2.VI.5.2	Describe what it means to be respected and to respect others	Journal entry, T-Chart
	2.VI.5.3	Recognize that all children are persons of worth and that their bodies belong to them	Journal entry
	2.VI.5.4	Identify the parts of the body that are private (the parts we cover) and what it means to respect those part of the body in self and in others	Class discussion, posters, handouts
	2.VI.5.5	Describe touches and other experiences that are comfortable/safe and those that are uncomfortable and unsafe	Class discussion, Personal Safety Curriculum
	2.VI.5.6	Identify that it is OK to say no, go away when they are uncomfortable or feel unsafe, tell a trusted adult	Class discussion, Personal Safety Curriculum

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Date		Objective: Students will	Activity/Assessment
	2.VI.6.1	Identify that goals are necessary for success in all areas	List classroom rules
	2.VI.6.2	Identify the process of decision making	Chart

Standard 7: Students will demonstrate the ability to advocate for personal, family and community health

Date		Objective: Students will	Activity/Assessment
	2.VI.7.1	Recognize that all families have similarities and differences	Draw a picture of family, display the pictures and make comparisons
	2.VI.7.2	Identify that family roles are different	Role play
	2.VI.7.3	Identify their role in the community and in the church	Chart
	2.VI.7.4	Identify littering as a problem and everyone playing a part in the solution	Pick up litter and Recycle

Third Grade

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Suggested Activity/Assessment
	3.VI.1.1	Understand that family units are diversified.	Bring in pictures of family and grandparents. Draw a family tree.
	3.VI.1.2	Recognize the role of genes in their make-up.	With the help of a parent, list the characteristics that are the same as one parent. (red hair from dad, etc.)
	3.VI.1.3	Recognize body systems (general information-major body organs).	Draw and outline of their body on large brown paper. Draw in and label major organs.

Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Suggested Activity/Assessment
	3.VI.2.1	Understand that advertising tells about products, but information is not always true.	Bring in ads from different sources about products they use at home.
	3.VI.2.2	Discuss ads on TV, in magazines, in flyers, in newspapers and on the internet and how they influence purchases.	Bring in clothing with logos on them.

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Date		Objective: Students will	Suggested Activity/Assessment
	3.VI.3.1	Heighten their awareness of risks in their lives.	Brainstorm risks they live with like riding bike, crossing a street, stranger danger.
	3.VI.3.2	Understand that family rules reduce risks and keep children safe and healthy.	List their family safety rules.
	3.VI.3.3	Recognize that third graders must accept some responsibility for their personal hygiene including oral care.	Keep a log of their personal hygiene plan for one week.

Standard 4: Students will analyze the influence of culture, media and technology on health.

Date		Objective: Student Will	Suggested Activity/Assessment
	3.VI.4.1	Understand that all families are the same in some ways and different in others.	Make a class list of family birthday celebrations.
	3.VI.4.2	Understand the definition of tradition and recognize that different families with different nationalities have different traditions.	Write (with the help of a family member) about one family tradition that they observe.
	3.VI.4.3	Discuss TV families.	Write a paragraph about a TV family and how they are different from a real one.

Standard 5: Students will demonstrate the ability to use interpersonal skills to promote health.

Date		Objective: Student Will	Suggested Activity/Assessment
	3.VI.5.1	Understand that everyone needs friends.	Eat lunch with a different person each day for one week and report which new friend they ate with.
	3.VI.5.2	Recognize that everyone is special in some way and that excluding people is hurtful.	Students will be given a class list by the teacher and write down something good about each classmate.
	3.VI.5.3	Describe good sharing and bad sharing.	Make a class list of good sharing (school supplies, wrapped snacks) and bad sharing (germs from coughing, combs).
	3.VI.5.4	Understand that courteous behavior makes others like you.	Role play various situations involving courteous behavior and proper etiquette.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Date		Objective: Student Will	Suggested Activity/Assessment
	3.VI.6.1	Review short term (today) and long term (this week) goals.	Decide on one short term class goal (a quiet classroom during math) and one long term class goal (collect 100 pennies for the poor) and work on them as a class project.
	3.VI.6.2	Understand the process of decision making.	List a problem, some solutions, results of different solutions, what are the risks, what is the best solution.

Standard 7: Students will understand the ability to advocate for personal, family, and community health.

Date		Objective: Student Will	Suggested Activity/Assessment
	3.VI.7.1	Understand that excluding classmates is hurtful.	Interview a classmate that they do not know well and find out three things about them. Share with the class.
	3.VI.7.2	Recognize that they can learn to like others by getting to know them.	Teacher will read gospel stories about Jesus being inclusive. (Good Samaritan – Luke 10, 25-38, Jesus and the Little Children – Luke, 18, 15-17.)

Fourth Grade

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Student will	Activity/Assessment
	4.VI.1.1	Describe what it means to “grow up” physically and emotionally.	Use a graphic organizer or chart to list what physical/emotional means. Bring in a current picture and baby picture to distinguish differences.
	4.VI.1.2	Recognize a wide range of emotions – some healthy, some unhealthy.	List emotions experienced by ten-year-olds and write a complete sentence defining the emotion. Example: Johnny became angry when Joe stepped on his neat homework.
	4.VI.1.3	Understand the value of good hygiene, keeping clean and personal appearance; recognize that personal appearance is the first impression we give to others.	Make a poster listing their personal hygiene program. (Bathing, brushing their teeth, hair care, finger and toe-nail care, hand washing, chap stick, lotion to dry hands, carrying Kleenex at all times, etc.)
	4.VI.1.4	Understand, in a general way, puberty and the reproductive system.	Medical profession guest speaker.
	4.VI.1.5	Understand that the one system of the body which is profoundly different in males and females is the reproductive system. (Brainstorm with students the obvious differences between adult males and adult females and the differences between male/female adults vs. male/female children.)	Medical profession guest speaker.

Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Student will	Activity/Assessment
	4.VI.2.1	Understand that advertising is done to make us want things.	Make a list of things you want and tell why.
	4.VI.2.2	Realize that not all advertising is true.	Using magazine ads look for ads that distort the truth. Make a collage.
	4.VI.2.3	Understand that only a few items are needed to maintain good hygiene. (Soap, water, tooth brush, tooth paste, floss, comb and brush.)	Bring in and discuss ads that promote health products and decide whether they are portrayed in a truthful manner.
	4.VI.2.4	Understand that a sedentary life style is unhealthy even for a 4 th grader. (Turn the TV off! Get out and play.)	Limit their TV watching to one half hour per day for three days and write a paragraph about the experience.
	4.VI.2.5	Describe, very generally, what fitness centers are and what equipment is used in fitness centers.	If practicable, take a field trip. Bring in an exercise bike, etc.
	4.VI.2.6	Understand that many activities of a normal ten-year-old are healthy and fun. (Bike riding, running and games.) Exercise equipment and joining a fitness center are not required to maintain good health.	Discuss as a class the equipment that is available in a fitness center and what exercise they can do at home to duplicate the exercise at the fitness center. (Briskly walking around the block with parents vs. the treadmill at the fitness center. Ride a bike at home vs. a stationary bike. Do jumping jacks and stretching with parents vs. aerobics at a fitness center.

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors, and reduce health risks.

Date	Objective: Student will	Activity/Assessment
4.VI.3.1	Recognize behaviors in a family that promote health – having fun together, playing and praying together, sharing, sitting down to dinner as a family, talking, cleaning up the house, doing laundry, going for walks and bike rides together.	Think-pair-share, Make a list, journal entry, etc.
4.VI.3.2	Recognize risks to family life – fighting, not sharing, demanding behavior, disobeying rules, no faith and prayer life. Understand the power of words, the impact of name-calling.	Make a poster of health promoting behaviors in the family and behaviors that are a risk to healthy family life. Discuss how apologizing and asking for forgiveness establishes life-lasting relationships with family members.
4.VI.3.3	Recognize that each family member bears responsibility for the welfare of the unit.	Interview parents and grandparents to find out what chores, jobs, or responsibilities they had when they were the same age. (Suggest that they formulate questions ahead of time, such as: “What chores, jobs, or responsibilities did you have when you were my age? Did you like doing them? Why or why not? Did you always do them?” “What were the consequences if you didn’t do them?”) Write a paragraph with the questions and answers and discuss as a class.

Standard 4: Students will analyze the influence of culture and media and health.

Date	Objective: Student will	Activity/Assessment
4.VI.4.1	Understand that families portrayed on TV are not the norm.	List TV families and write a paragraph comparing them to yours.
4.VI.4.2	Recognize that advertising is for the promotion of products to make money, not necessarily to enhance health or family life.	Bring in advertisements from papers and magazines that portray health promotion and assess whether the ads are true.
4.VI.4.3	Research family life traditions in the different nationalities represented in the class.	Ask parents about a family tradition, what is its meaning, and share with the class. (Saying the rosary, specific meal prayers, family night, trick or treat, shoes out with note to St. Nicholas on Dec. 6, walks along the wash.)

Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.

Date	Objective: Student will	Activity/Assessment
4.VI.5.1	Name and understand emotions experienced and exhibited by themselves and peers.	Label the emotion on a teacher-prepared handout and write a sentence about each emotion. Discuss how emotions and feelings are temporary. Examine ways to control emotions.
4.VI.5.2	Understand that teasing, bullying, harassing are unhealthy, undesirable behaviors.	Role play situations; guest speaker, bully-prevention programs.
4.VI.5.3	Practice assertive behaviors for dealing with bullying	Practice assertive behaviors for dealing with bullies; make a video of

		behavior.	these behaviors and share with the class
	4.VI.5.4	Discuss the difference between assertive and aggressive behavior.	Video presentation showing the difference between assertive and aggressive.
	4.VI.5.5	Recognize that their bodies and their feelings are always changing and that this is part of growing to adulthood.	Discussion. Guest speaker-perhaps a counselor, health care professional, priest.
	4.VI.5.6	Understand that change and feelings are normal.	Discussion, guest speakers, etc.
	4.VI.5.7	Recognize that all people have feelings that need to be protected.	Divide into groups and role-play common courtesies. These may be teacher or student suggested courtesies. ("Excuse me" when passing in front of someone. "May I have....." when asking for something.)
	4.VI.5.8	Understand that courtesy is essential at home as well as away from home.	Practice courtesy to teachers and classmates at all times. (Teacher notices these and compliments students.) (Each student may be given three "courtesy coupons" which they are to give to any other student when they notice a courteous behavior. At the end of the week, determine who has the most coupons and reward that person.)

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Date		Objective: Student will	Activity/Assessment
	4.VI.6.1	Define short-term and long-term goals.	List a daily goal for three days and determine at the end of each day whether they achieved the goal.
	4.VI.6.2	Recognize that success demands working on these goals.	Interview their parents and record their answers.
	4.VI.6.3	Recognize the step-process of decision making. (Appendix)	Analyze a teacher-prepared problem about a family issue and apply the decision making process to this problem. Write out the step by step process.
	4.VI.6.4	Recognize that there are family goals and family decisions that require the cooperation of every member of the family. Recognize that as a family we have the responsibility to succeed as individuals and as a group.	Determine 1 to 3 class goals, list on the board and evaluate at the end of the week whether the goals were accomplished.

Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

Date		Objective: Student will	Activity/Assessment
	4.VI.7.1	Describe healthy family life. An example of this would be a group who is happy most of the time, who care about each other, both physically and emotionally, who do things together, who share, pray and eat together.	Write a paragraph describing behaviors of a healthy family.
	4.VI.7.2	Understand personal responsibility for personal health and well-being.	Discuss as a class and list on the board personal behaviors that enhance health for the family and for the entire community. You can discuss things such as the importance of hand-washing, disinfecting, using Kleenex properly, being aware of safety such as picking up fallen or

			misplaced items, immunizations, proper coughing and sneezing behavior and staying home when ill.
	4.VI.7.3	Recognize that there are health problems that affect the entire community such as clean water maintains health, garbage removal prevents the spread of diseases, diseases like whooping cough, flu, and colds etc.	Invite local agencies as assembly or class guest speakers, such as the EPA. Visit the local landfill, recycling plant, etc.
	4.VI.7.4	Understand their personal obligations to contribute to common health. Examples of this would be things such as not spreading your germs, stay home when contagious, make sure you are immunized and practice good personal hygiene.	Invite a health care professional as a guest speaker. Video or other media presentations.

Fifth Grade

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotions and disease prevention.

Date		Objective: Students will	Activity/Assessment
	5.VI.1.1	Recognize that the endocrine system and hormones trigger events that change a young person into an adult.	Create a time line of puberty changes (growth in height, body hair etc.). Invite a guest speaker trained and comfortable in this area.
	5.VI.1.2	Realize that the changes of puberty take time.	Students will write in their journal changes being experienced on their own body.
	5.VI.1.3	Understand that changes are both physical and emotional.	Teacher may provide a prepared diagram of the organs, which produce hormones that influence the changes in the body.

Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Activity/Assessment
	5.VI.2.1	Understand which health care products are age appropriate (soap, shampoo, deodorant, lotion, etc.)	Bring in magazines, which include health care products and discuss if the ads are truthful or misleading.
	5.VI.2.2	Understand that advertisements make us want things.	Make a list of products they currently use at home and what they are used for.
	5.VI.2.3	Recognize different types of health care (doctor's office for health maintenance, emergency room for crisis situations, urgent care for immediate need, government agencies that have health care plans for uninsured persons.)	In groups, have students look up in phone book different health care providers in their community.
	5.VI.2.4	Recognize different types of health care providers (doctors, dentists, nutritionists, nurses, social workers, mental health workers).	Make a list of health care providers and what their specialties are.

Standard 3: Students will demonstrate the ability to practice health-enhancing behavior and reduce health risks.

Date		Objective: Students will	Activity/Assessment
	5.VI.3.1	Understand that demonstrating responsible behavior and accepting responsibilities shows maturity.	Create a list in which they list the responsibilities of each member of the family. List how their responsibilities contribute to the well being of the family. Discuss rumoring and its consequences. Discuss the power of attitude and the importance of maintaining a positive outlook.
	5.VI.3.3	Discuss the results of disrespect for the property of others.	Make a list of things used in school that do not belong to them and what they do to show respect for this property. (Show how they respect books, keep bathrooms clean, respect property of others, etc.).
	5.VI.3.4	Recognize that the reproductive system is the one system that is very different in males and females and requires maturity and responsibilities to care for it.	With teacher prepared activity sheet, list biological differences between males and females. (See Appendix)

Standard 4: Students will analyze the influence of culture, media, and technology on health.

Date		Objective: Students will	Activity/Assessment
	5.VI.4.1	Understand that TV programs do not portray family life in a realistic way.	List TV families that portray good family values and TV families that portray poor family values.
	5.VI.4.2	Recognize that teen magazines give useful information and information, which is misleading, or lead them into poor decision-making.	Find an article in a magazine and write a paragraph stating whether the information in the article was helpful, truthful, misleading, or harmful.
	5.VI.4.3	Understand that different cultures, families and faiths have different customs regarding coming of age. (Quinceaneras/Hispanic, Confirmation/Catholic, Bar-Mitzvah, Graduation, Driver's License)	Interview parents about "coming of age" celebrations.

Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.

Date		Objective: Students will	Activity/Assessment
	5.VI.5.1	Recognize a variety of ways we communicate.	Role-play emotions, attitudes, or messages through non-verbal body language. Have classmates decide what emotion is being expressed.
	5.VI.5.2	Recognize that the use of proper vocabulary shows maturity and respect.	Discuss how improper language is inappropriate and negative everywhere.
	5.VI.5.3	Discuss bullying and its harmful effects, both physically and psychologically.	Role-play ways to deal with bullying.
	5.VI.5.4	Understand that learning to get along with others – peers, younger people, older people, siblings, family, and teachers will enhance their well-being.	List ways in which these people have inspired, or have been a positive role model in their life.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Date		Objective: Students will	Activity/Assessment
	5.VI.6.1	Understand that growing up means making decisions on their own.	Role-play risky scenarios prepared by the teacher. Discuss healthy resolutions for each situation.
	5.VI.6.2	Recognize that goal setting is a maturing process.	Write a short term and a long-term goal list and how they will be accomplished.
	5.VI.6.3	Discuss risky behavior such as (not doing home-work, bad language, negative behavior, negative body language, cheating, bullying, teasing or harassing, immodest dress, etc.).	In groups, select and address one school problem (e.g. bad language, cheating, bullying, etc.) draw up a plan to solve the problem. Implement the solution and evaluate the outcome.

Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.

Date		Objective: Students will	Activity/Assessment
	5.VI.7.1	Understand that everyone, family and friends, need to be supported and encouraged in order to remain healthy.	List activities in which they show support in their families and community (e.g. helping around the house, cleaning other people's yard when they are not able to, helping at the food bank, at church, etc.).
	5.VI.7.2	Study various health careers. (Doctor, Dentist, OB-GYN, Pediatrician, Therapist etc.)	Write a report on a career in health.

Sixth Grade

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Activity/ Assessment
	6.VI.1.1	Review anatomy and physiology of the reproductive system.	Posters, charts and discussion.
	6.VI.1.2	Discuss physiological changes and growth changes that occur during puberty.	Guest speakers, posters, charts. Separate girls from the boys for this presentation.
	6.VI.1.3	Recognize the personal hygiene care needed to keep the reproductive system healthy.	Discuss personal hygiene such as daily bathing, use of deodorant, proper diet, exercise, positive self-esteem, healthy attitude.
	6.VI.1.4	Recognize the rate at which people develop sexually varies from person to person.	Interview an adult whom you trust and ask them what it was like for them to be a teenager. Journal their responses. Ask questions such as: what were their feelings? Concerns? Who were their friends? Did they date? When did they exhibit physical and emotional characteristics of adolescence?

Standard 2: Students will demonstrate the ability to access health information and health-promoting products and services.

Date		Objective: Students will	Activity/ Assessment
	6.VI.2.1	Understand that everyone is a consumer and consumers have influence on product manufactures.	Research health care products and compare to different brands of health products. Discussion on pros/cons of health products.
	6.VI.2.2	Recognize that buying without thought and research wastes money.	Field trip to grocery store or other retail outlet. Have kids just pick up items and then add the price. Then have them re-evaluate what they do not need, add again. Talk about choices and the effect their decisions had on money.
	6.VI.2.3	Discuss goods and services they use that promote health.	Research health care products and compare to different brands of health products. Write a short report to share with the class.

Standard 3: Students will demonstrate the ability to practice health - enhancing behaviors and reduce health risks.

Date		Objective: Students will	Activity/ Assessment
	6.VI.3.1	Understand the enormous physical and emotional changes that occur during puberty.	Compare your physical size, abilities with those of when you were a two year old and journal about the changes. Discuss how wrong or bad decisions can have life-long consequences.
	6.VI.3.2	Understand that all emotions are heightened during adolescence.	Keep a journal for thirty days and log several times a day how you are feeling, your reactions to events and situations that occurred.
	6.VI.3.4	Recognize that positive body image is required to maintain health.	Make a poster listing behaviors that indicate an understanding of positive body image.
	6.VI.3.5	Understand that each individual is responsible for his/her own health.	Divide the class into two or four groups. In a ten minute times period, list behaviors that show personal responsibility for health and determine which group listed the most.

Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

Date		Objective: Students will	Activity/ Assessment
	6.VI.4.1	Recognize and understand the power of and motivation for advertising.	Compare ads for health products. Write about how the products are presented and what they are used for. What is the message that is being promoted?

Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.

Date		Objective: Students will	Activity/ Assessment
	6.VI.5.1	Understand what they must do to enhance health and refuse to do thing which endanger health.	Role-play teacher prepared situations in which one must refuse to participate in unhealthy behavior.
	6.VI.5.2	Recognize that there are many types of relationships all of which require skill, care and understanding to be maintained.	Compare your relationship with a family member with that of a friends' relationship with a family member. Journal your entry.
	6.VI.5.3	Evaluate the necessity to say " <u>NO</u> " to unhealthy behavior even if it means offending someone you consider a friend.	Write "Say NO" slogans and have a guest speaker. Discuss moral behavior and self-control and how this will help in future decision making.
	6.VI.5.4	Recognize what peer pressure is and that they will be subjected to it in areas of sexual behavior.	Role-play teacher prepared situations in which one must refuse to participate in unhealthy behavior, write slogans and have a guest speaker.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Date		Objective: Students will	Activity/Assessment
	6.VI.6.1	Understand the process of decision making.	Write a script to act out, tape it, and share with a friend or class.
	6.VI.6.2	Define a method of achieving a goal.	Outline the steps for goal attainment. Devise a song or poem that helps you.
	6.VI.6.3	Recognize good habits and characteristics that help to achieve goals.	Set goals for them selves and list good habits.

Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

Date		Objective: Students will	Activity/Assessment
	6.VI.7.1	Recognize that governments at many levels have agencies concerned with protecting individuals and community and advocating for them.	Make a list of agencies that advocate for and protect citizens in areas of family health.
	6.VI.7.2	Listen to a speaker on universal precautions.	Write paragraphs on subjects covered by nurse or staff from health department.
	6.VI.7.3	Understand that they have personal responsibilities toward their school and community.	Clean their lockers, desk, and cubbies. Help to complete chores at home. Complete homework. Show appropriate behavior. Be a model of responsibility and cooperation for younger siblings and students.

Seventh Grade

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date	Objective: Students will	Suggested Activity/ Assessment
7.VI.1.1	Understand in detail the anatomy and physiology of the reproductive system including secondary sex characteristics, ovulation, menstruation, nocturnal emissions, and pregnancy.	Demonstrate knowledge of the reproductive system with a test.
7.VI.1.2	Discuss the stages of growth from conception to birth.	In pairs or small groups, make a timeline or poster showing the growth of a fetus during each month of pregnancy. List the development as it occurs and the activities of the growing fetus (moves, sucks thumb, sleep, opens eyes, etc.).
7.VI.1.3	Brainstorm as a class, behaviors which will promote a healthy pregnancy (good nutrition, exercise, prenatal care, proper rest, etc.) and increase chances for a healthy baby, and those behaviors that will harm a pregnancy and a growing baby (smoking, drinking, drugs, etc).	Using a T-Chart, list healthy and unhealthy behaviors.
7.VI.1.4	Discuss how a developing baby receives nourishment, gets oxygen, and excretes waste (through the placenta and through different vessels inside the umbilical cord.).	Discuss Poster as a class.
7.VI.1.5	Discuss the general signs of pregnancy from early stages to later stages.	Class discussion.
7.VI.1.6	Understand that sexual activity with a person infected with a STD will transmit the STD to another.	Teacher will assist each student select one STD and research it, write a one page paper about the disease and share it with the class. (Chlamydia, venereal warts, herpes, HPV, gonorrhea, syphilis, AIDS, etc.).
7.VI.1.7	Define abortion; understand the Catholic Church’s teachings on abortion and current methods of performing abortions.	In small groups research the statistics on abortion in your county, in the United States, in the world, in individual countries and investigate the teachings of other religions regarding abortion.

Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.

Date	Objective: Students will	Suggested Activity/ Assessment
7.VI.2.1	Understand that good health care during pregnancy is required to produce a healthy baby.	Brainstorm as a class what “good health care” means, who are the specialists that provide health care, what services does your county provide. Using phone books and other resources make a list of health care providers in the community; give a brief description of each.

	7.VI.2.2	Identify and recognize various methods of obtaining health care (family doctor, private specialists, clinic, county health department, private agencies, AHCCCS, Kids Care, and WIC).	Research about one aspect of reproductive health and share it with the class (library, health department, Information and Referral Service, school nurse, phone book).
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Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.

Date		Objective: Students will	Suggested Activity/ Assessment
	7.VI.3.1	Understand that certain behaviors, and certain dress are inappropriate in certain places. Displays of affection, hand holding, kissing and flirting are inappropriate at school and church. Modest dress is required in school and church.	In small groups, create posters illustrating behaviors and clothing which are appropriate and inappropriate in certain settings (church, school, picnics, weddings, funerals, pool parties).
	7.VI.3.2	Fully understand what “abstinence” means and what behaviors are a deterrent to the practice of abstinence.	Test knowledge of the definition of abstinence and the Church’s teaching.
	7.VI.3.3	Understand that many allusions to sexual intercourse on TV, whether verbally insinuated or contextually implied, refer to intercourse between partners who are not married to each other.	Have students discuss with parents the importance of abstinence. Then write a paragraph about the advantages of abstinence from sexual activity until marriage. Include three advantages discussed with parents in the paragraph.
	7.VI.3.4	Understand the meaning of the word “contraception” and the teachings of the Catholic Church on the subject.	Test knowledge of the definition of contraception and the church’s teaching.
	7.VI.3.5	Define and recognize sexual abuse.	Consult with the Diocese of Tucson’s Personal Safety Curriculum. Make list of examples they have heard in news during class discussion.

Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

Date		Objective: Students will	Suggested Activity/ Assessment
	7.VI.4.1	Understand that pornography dehumanizes and distorts the view of real relationships.	Class discussion. Specifically, address the use of internet sites and the inappropriateness of some. Talk about the use of “My Space...Google Images, U-Tube” etc.
	7.VI.4.2	Understand that pornographic material may be found in all different types of media presentations not just in things labeled as such, it is present in some magazines, videos, music, music videos, in regular media not indicated as sexually explicit and in everyday TV programs.	Make list of examples they have heard in news during class discussion.
	7.VI.4.3	Understand that images of sex can influence people’s attitudes and behavior and can perhaps become an addiction.	Understand that people who view, read, or listen to pornographic material may find that, over time, it can have a significantly negative impact on their real life relationships with others. Women are treated as sex objects. Sex is thought of as a recreational tool, not as part of a larger life commitment in a real relationship. Discuss inappropriate websites.

			As a class discuss the fact that many films and TV programs contain graphic violence, premarital sex and foul and demeaning language which affects the people who watch and listen to it. Watch their usual TV programs and movies, play their normal video games and listen to their usual music for three days and keep a running account of the number of times sex was portrayed in an un-Christian or casual manner. Do the same for violence. Share findings with class.
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Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.

Date		Objective: Students will	Suggested Activity/ Assessment
	7.VI.5.1	Understand that, as social beings, we need other people.	In small groups, discuss and list activities that friends of the opposite-sex can share together. Share the list with the class.
	7.VI.5.2	Recognize how loving oneself is essential to loving someone else.	Class discussion about self esteem and love.
	7.VI.5.3	Recognize that personal values define who you are.	Class discussion.
	7.VI.5.4	Recognize that love is a conscious daily decision that is not based on feelings alone. Love is a decision and a commitment.	Class discussion and definition of the different kinds of love.
	7.VI.5.5	Understand that feelings of infatuation (sometimes confused with love) come and go. Maturity is needed to recognize when a love relationship has a chance of lasting permanently. Feelings of infatuation often occur during the teen years.	Class discussion.
	7.VI.5.6	Recognize that establishing friendships is more important than early dating.	Participate in: "Say something nice" activity. Give each student a class list. Each person is to list one nice thing about each class member. Return lists to teacher and the teacher compiles students' individual list of nice things said about them and returns it to the students.
	7.VI.5.7	Understand that group dating and activities provide adolescents the opportunity to get to know people better.	Discuss group activities with parents and arrive at guidelines which are acceptable to both. Discuss these guidelines with the class (How will you get to an activity? What time to be home? How many can attend? Who will supervise?).

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Date		Objective: Students will	Suggested Activity/ Assessment
	7.VI.6.1	Understand that setting and maintaining goals aids in delaying early sexual activity.	Make a list of four good habits needed to accomplish a goal.
	7.VI.6.2	Recognize that practicing good habits can help accomplish goals.	Discuss the individual lists and compile them as a class on the board.

	7.VI.6.3	Recognize that premarital sexual relationships can undermine personal integrity and interfere with achieving goals.	As a class (or individual) make a poster of the undesirable consequences of premarital sex.
	7.VI.6.4	Review the decision-making process and apply it to sexual activity.	Class discussion.
	7.VI.6.5	Understand the importance of maintaining virginity.	Write a letter to yourself outlining your promise to yourself about how you will handle abstinence during your teen years. Seal it in an envelope, date with your 16 th birthday, and put it in a safe place, read it on your 16 th and 18 th birthdays.
	7.VI.6.6	Understand the meaning of promiscuity. Promiscuity is not just engaging in sexual intercourse indiscriminately. Serial monogamy, having only one sexual partner at a time, but changing partners frequently is also promiscuous.	Write a paragraph defining promiscuity and explain your understanding of it.

Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

Date	Objective: Students will	Suggested Activity/ Assessment
7.VI.7.1	Understand that families come in different forms (nuclear, blended, single parent) Emphasize the importance of mothers and fathers as family. Mother, father and children are still the Christian ideal; however, sensitivity is needed in this area as families take different forms. Give particular emphasis to the importance of fathers in the lives of children.	Write a one page paper on family. The paper will include several characteristics which happy, harmonious, and healthy families enjoy. The paper should also include the important role the father and mother play in the life of the student.
7.VI.7.2	Understand what the important qualities are that families share (respect, privacy, respect for personal things, kindness, happiness, meals and activities together, support, compliments, sharing, etc.).	Write a one page essay about how your family has these qualities and what that means to you. . Discuss the roles of husbands and wives and the mutual respect and responsibilities to one another.
7.VI.7.3	Understand that sexual activity has consequences that may require seeking good advice from adults: emotional trauma may require the help of mental health caregivers; pregnancy will require difficult decisions about school, marriage, single parenting, adoption, medical care, jobs; a pregnancy may require social services; an STD will require medical care and possibly mental health care; sexual activity can impact grades, sports activities, relationships, and require advice.	Explore agencies or people that can give good advice. Choose one undesirable consequence of teen sexual activity and write a story about where the person suffering this consequence might go for help. Write the scenario, go to the professional person or agency for advice, and write a conclusion to the story. (Ex: A girl becomes pregnant and wants to stay in school. She will talk to a school counselor about her options for staying in school.).

Eighth Grade

FAMILY LIFE AND SEXUALITY

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Date		Objective: Students will	Suggested Activity/ Assessment
	8.VI.1.1	Review the anatomy and physiology of the reproductive system.	Demonstrate by passing a test on knowledge of anatomy and physiology.
	8.VI.1.2	Understand that reproductive health requires care and vigilance of the reproductive system.	Write one paragraph indicating ways to keep the reproductive system healthy.
	8.VI.1.3	Understand what sexual intercourse is. (The successful teaching of sexual intercourse will depend on the comfort level of the teacher. Teachers must be comfortable with their own sexuality, their knowledge of anatomy, physiology, psychology, emotional aspects of sexual activity, the Catholic Church's moral teachings on sexual activity, the joy that sex should bring, and the bonding properties of intercourse. Teachers of sexuality must have a spiritual and healthy attitude toward sex.)	Find some time to be alone and meditate on the seriousness and consequences of sexual activity outside of marriage as well as their personal commitment to their decision on abstinence. Did their faith influence their decision? Did my parents' words or actions effect my decision? Do I understand what "bonding" means in reference to sexual intercourse? Is sex more then two bodies coming together? Do I understand the consequences of sexual intercourse, good or bad? Then write an essay on this meditation, put it in an envelope. Put it somewhere safe to reread on every birthday. If any student wants to share, encourage them.
	8.VI.1.4	Understand STDs in detail and recognize that sexual activity with a person infected with and STD will transmit the disease.	Research and write a three-page paper on an STD and present it to class.
	8.VI.1.5	Identify rape, date rape, incest, rape prevention and rape drugs.	Define: rape, date rape, incest, and rape drugs. List six things to do when someone has been raped.
	8.VI.1.6	Identify community resources available to help rape victims.	Create a list as a class.
	8.VI.1.7	Understand that a percentage of the population is homosexual.	Discuss the Catholic Church's teachings on homosexuality. Research homosexuality and present findings in class discussion.

Standard 2: Students will demonstrate the ability to access accurate health information and health-promoting products and services.

Date		Objective: Students will	Suggested Activity/ Assessment
	8.VI.2.1	Recognize sources of health care and health information.	In small groups research the phone book, library, county health department and any other sources for information on health promotion and share findings with the class.
	8.VI.2.2	Understand that health promoting products are big business. Not all products deliver on their promises	In one evening of TV watching, list the number of ads for health promoting products. Are the ads truthful? Share with class.
	8.VI.2.3	Understand that advice is needed before using some	Class discussion. For Females: douches should not be used except

		reproductive health care products.	under a doctor's order; showering or bathing is adequate for cleanliness. Tampons are safe only if used properly: 1) wash hands before inserting so as not to transmit germs, 2) change frequently, 3) Do not wear continuously, day and night, alternate with a pad, 4) remember to remove the last one.
	8.VI.2.4	Understand the teachings of the Catholic Church regarding condom use as well as the fail rate of condoms.	The Catholic Church teaches that the use of condoms is wrong because it is a contraceptive. It also carries a significant fail rate in relation to pregnancy and STD transmission. Listen to a guest speaker as a class.

Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.

Date		Objective: Students will	Suggested Activity/ Assessment
	8.VI.3.1	Define and understand healthy body image and identity.	Class discussion.
	8.VI.3.2	Understand that "feelings" are a large part of adolescent development and that expressing and managing feelings is a learned behavior.	Identify a person whom they admire and write a one-page paper on the character traits of this person, which are to be admired and imitated.
	8.VI.3.3	Recognize that personal responsibility and respect for the differences in other people is part of the maturing process and when practiced creates joy and harmony in personal life and in society.	List one thing which you alone are responsible for in your home and state how that responsibility makes you feel.
	8.VI.3.4	Reflect on negative pressures and explore methods to resist these pressures.	Write a short scenario about putting pressure on someone to do something undesirable and what positive responses they could have to this negative pressure.
	8.VI.3.5	Discuss proper and respectful behavior towards a partner while on a date.	As a class make a list of ways to be respectful.
	8.VI.3.6	Discuss the benefits of sexual abstinence as well as the negative consequences of teen sexual activity.	In pairs create two posters. One about the positive benefits of abstinence and another about the negative consequences of sexual activity. Write a paragraph defining sexual abstinence and why the Catholic Church and other major religions teach that sex outside of marriage is wrong. Consult your parents for reasons of this teaching.

Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.

Date		Objective: Students will	Suggested Activity/ Assessment
	8.VI.4.1	Recognize how advertising and the media influence many decisions regarding sex and sexual behavior. In TV programs and in real life, prominent celebrities and common people live together, have sex, change partners without marriage and this is seemingly acceptable to society. Why	Use magazines and find advertisements that use sex to sell a product that has nothing to do with sex. Bring the ad to class for group discussion. Find an ad you find deceptive. Write a letter to the company indicating that their advertising is misleading.

		is this behavior unacceptable? (It is unacceptable for the same reason that lying, stealing, cheating, killing are unacceptable, their consequences to these actions are all bad. They bring chaos and disaster to the individual, the family and to the society).	
	8.VI.4.2	Understand that sex is used to sell products and services.	Watch your ordinary TV programs and make a list, with comments, of the number of times sex has been talked about, acted upon, or insinuated. Report to class.

Standard 5: Students will demonstrate the ability to use interpersonal skills to enhance health.

Date		Objective: Students will	Suggested Activity/ Assessment
	8.VI.5.1	Understand that we are social beings requiring friends, relationships, and intimacy.	Discuss a realistic date for an 8 th grader, 12 th grader, and a 22 year old. What activities, who would be included on the date, cost, who pays, why are these realistic?
	8.VI.5.2	Discuss and analyze appropriate and inappropriate behavior in dating relationships.	Write four rules for behavior on a date.
	8.VI.5.3	Recognize and understand the difference between healthy and unhealthy relationships.	In groups, make posters of healthy and unhealthy behaviors in relationships (respect/disrespect, friendly/demanding, etc.).
	8.VI.5.4	Understand that sexual harassment is any unwanted attention of a sexual nature that creates embarrassment or stress. It can occur anywhere (home, work, school, church, recreation) It can occur as actions, words, jokes or dress.	Create a class list.
	8.VI.5.5	Understand that there are laws connected with sexual harassing behavior and employers and schools must have policies protecting employees and students against this behavior.	In groups, research companies policies on sexual harassment.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Date		Objective: Students will	Suggested Activity/ Assessment
	8.VI.6.1	Understand that goal-setting and decision making in areas of sexual behavior will impact all other decisions	Write one paragraph to each of the following: 1) By the time I graduate High school I will have..., 2) At 25 years old I will be..., 3) When I am 60 years old I expect... Include job, family, and leisure time goals. . Set a goal to remain a virgin until marriage. Having a child before marriage can affect who will marry you. Many STDs are not curable thus impacting the person you intend to marry.

	8.VI.6.2	Recognize the connection between goal-setting, decision making, success, and satisfaction/happiness.	Create a realistic life situation (lying to parents, pregnancy, smoking, etc.) and insert it into the process of decision making.
	8.VI.6.3	Understand that adherence to goals may be very difficult and what some of the deterrents are to achieving goals (peer pressure, not setting any goals, poor decisions, poor study habits, poor priorities, lack of encouragement).	Journal strategies to maintain virginity. Discuss the concept that virginity is meant for both boys and girls.
	8.VI.6.4	Discuss appropriate goals for young teens and appropriate goals for life.	Create a scrapbook with writings and pictures of student goals and promises. List characteristics that they would like to have in their future spouse.
	8.VI.6.5	Discuss the consequences of teen pregnancy.	Class Discussion. Pro's and con's chart.

Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

Date	Objective: Students will	Suggested Activity/ Assessment
	8.VI.7.1 Discuss how teen pregnancies impact society. What services are offered to teen parents? What is the medical cost of a teen pregnancy? Does a parents' insurance cover a teen pregnancy? Who will pay?	Research the cost of normal prenatal care, delivery, check-ups, hospital costs, doctor fees, ICU costs, NICU costs. Share information with the class.
	8.VI.7.2 Develop an awareness of forced teen marriages. What usually forces a teen to marry? How successful are they? What jobs are available for teens to support a family of three? How long should you wait to marry that high school sweetheart? Women must have an education to support themselves as many marriages fail and child support for children can be slow in coming and requires costly court intervention.	Class discussion.

APPENDIX

FAMILY LIFE AND SEXUALITY
RULES TO FOLLOW WHEN YOU ARE AWAY FROM HOME

1. Never go with strangers.
2. Do not go near a stranger's car, even if he/she is just asking a question.
3. Do not go out after dark unless you are with an adult.
4. Walk to and from school or other places with a friend or group of friends.
5. If you are bothered by or see other children bothered by stranger, tell an adult – parents, teachers, principal, police, another adult you trust.
6. At pay phones, you can call 911 without money.
7. Learn to be observant. Be able to describe people, clothing, events, cars, unusual circumstances.
8. If someone you don't know says your parent sent them to pick you up, ask them what the "magic word" is. If they don't know, don't go with them, tell another adult.
9. If a motorist drives up and makes remarks, turn and go in the opposite direction. (They won't want to make a U-turn and call attention to themselves.)
10. If your area has "Block Homes", find out where they are. These are safe homes.
11. If a stranger bothers you, make lots of noise to call attention to yourself.

RULES WHEN HOME ALONE

1. Lock all doors and windows.
2. Do not open the door for anyone, even a police officer or repair person. Open the door only for a member of your family.
3. Turn on an outside light.
4. Have parents notify neighbors that you are home alone so they can watch for anything unusual.
5. Know how to use the telephone and follow the "telephone rules."
6. Play music and the television quietly.
7. Occupy yourself. Keep busy.
8. Make sure that the police telephone number and other emergency numbers are in sight, near the phone.
9. If you can't find a telephone number for the police, dial 911. The operator will get help.
10. If you hear or see something, call a neighbor or the police.
11. Relax. You are safely locked inside. There is no reason to be afraid.

FAMILY LIFE AND SEXUALITY ABUSE

Talk about personal safety. What do the words violence, abuse, child abuse, personal safety mean?

Physical abuse.

Examples: Hitting, punching, beating, burning, biting, kicking, choking. If an adult does these things to another adult, it's called assault. If an adult does this to a child, it's called child abuse. Child abuse is against the law.

Sexual abuse.

Certain parts of the body are private and are often called your "private parts." They are those parts of the body that would be covered if you were wearing a bathing suit.

In some cases there are medical reasons why our bodies need to be examined. Going to the doctor and being examined with a nurse or parent present is a part of medical care. This is not sexual abuse.

However:

- It is sexual abuse if an adult (whether you know that person or not) touches a child's private parts in a way that it makes the child uncomfortable, just because the adult wants to.
- It is sexual abuse if an adult tricks you, bribes you, dares you, or encourages you to touch his or her private parts.
- It is sexual abuse if an adult tricks you into posing for pictures without your clothes on.

This is abuse and it is against the law.

Draw a touch continuum on the board. Write "safe", "confusing" and "unsafe."

Examples:

- Safe touches feel good to our inside emotions and the outside of our bodies. Hugs are safe touches. Give me some other examples of safe touches.
- Confusing touches means we are not sure if they are good or bad. They might not hurt our bodies, but our feelings are confused. Being kissed by someone we don't know very well could be an example.
- Unsafe touches feel bad to our inside feelings and our bodies. Physical abuse is an example of an unsafe touch.

Whenever we experience confusing or unsafe touches we need to be able to go to an adult for help.

If someone gave you an unsafe or confusing touch, who could you go to for help? (parent, teacher, nurse, doctor, police, minister, rabbi, adult friend)

(From The Great Body Shop)

FAMILY LIFE AND SEXUALITY ABSTINENCE

Deterrents to abstinence:

- Petting (to kiss long and passionately, to embrace, to fondle intimately).
- Drinking (prompts behavior that one would not do without drinking).
- Immodest dress (too short, showing cleavage, no or thin straps, too tight, too transparent, suggestive).
- Flirtatious behavior (to play at love, to make love without serious intention, to toy frivolously, coyly or playfully in a sexual manner).
- Too much time alone as a couple.

Aids to abstinence:

- A firm, personal commitment to refrain from sexual activity until marriage (Virginity Pledge)
- Group activities.
- Group dating.
- Involvement with sports.
- Volunteering.
- Studying.
- Getting good grades.
- Hanging out with friends who are also committed to abstinence.
- Putting effort into a good rapport with parents and family.
- Communicating well with parents.
- Communicating well with peers and friends of both sexes.
- Doing family activities together.
- Maintaining a firm connectedness to family and church.

FAMILY LIFE AND SEXUALITY

“What would you do????”

- If you are home alone and a police officer or repair-person came to your door?
- If a “nice-seeming” stranger stops his or her car and offers you a ride?
- If you are shopping with your mother you get lost?
- If you see someone trying to get into your home?
- If a stranger says your mother sent him/her to pick you up? Would you ask any questions? What question would you ask?
- If someone started calling you bad names and tried to pick a fight?
- If you were home alone and a stranger came to the door?
- If you were home alone and got a phone call that scared you?
- If there was a big dog in your neighborhood that barked at you and scared you?
- If you have to take a test next week and you are scared?
- If you are camping in the woods and you get lost?
- If you little sister or brother eats something that you think is poison?
- If you friend dares you to do something dangerous?
- If a stranger wants you to come over to the car to see something?
- If you are home alone and you hear noises?
- If a stranger says he/she will give you a nice gift if you ride with him/her?

FAMILY LIFE AND SEXUALITY STEPS FOR DECISION MAKING

Sample I:

1. Identify the problem.
2. Identify the different choices that can be made.
3. Imagine the possible result of each choice.
4. Make what seems to be the best choice.
5. Evaluate the results.

Sample II:

1. What is the problem? (recognizing the problem)
2. Every problem has more than one solution.
3. What are some of the solutions? (list all possible solutions)
4. What are the results of each solution? (list all possible results)
5. What are the risks of each solution:
6. What would be the best solution?
7. Act.
8. Later – Evaluate. Was your solution (decision) a good one? Were the consequences good?

STEPS FOR SETTING GOALS

1. Set a goal.
2. List and plan steps to meet that goal.
3. Check your progress toward the goal.
4. Evaluate the goal.

REFUSAL SKILLS

1. Say “no” and say why not.
2. State your reasons for saying “no.”
3. Suggest something else to do.
4. Repeat “no”; walk away.

STEPS IN CONFLICT RESOLUTION

1. Use I-messages to tell how you feel.
2. Listen to each other.
3. Think of the other person’s point of view.
4. Decide what to do.

**Refusal of Permission Form
for
Family Life and Sexuality**

(Please print) **Parent(s):** _____ **Date:** _____

Child/Children:					
Name:		Grade:	Name:	Grade:	
_____		_____	_____	_____	
_____		_____	_____	_____	

Check all that are applicable:

_____ **I/we do not wish to have my/our child/children participate in the Family Life and Sexuality class.**

_____ **I/we will have a conversation regarding human sexuality with my/our child/children in an age-appropriate manner in the home.**

Signature

Date

Please return this sheet to the school office