

OKEMOS SCHOOL DISTRICT

PERSONAL HEALTH AND SEXUALITY EDUCATION

7th GRADE CURRICULUM SUMMARY

DAY 1 CLASSROOM INSTRUCTION

LESSON TITLE: "Blue is for Boys and Pink is for Girls -- Or Are They?" and "I am who I am."

LESSON SYNOPSIS: As a group, students will compare two sets of slides for occupations or objects that are stereotypically "male" and "female." They will discuss the repercussions for males and females who have non-traditional interests, and the ramifications of bullying their peers. Students discuss the differences between gender and sexual orientation. They watch a short video clip of a student being bullied and brainstorm what the teacher, student being bullied and students could have created a better outcome. Students will also explore how their behavior can positively and negatively impact other people, and discuss ways in which to make their school a more welcoming place.

LESSON OBJECTIVES:

- Name at least two stereotypes associated with activities and interests of "boys" and "girls."
- Analyze at least two sources of gendered messages and expectations that exist within their culture.
- Describe at least one connection between gender expectations and discomfort around non-traditional jobs, hobbies, and interests.
- Define the terms sexual orientation, gender identity and gender expression.
- Describe how each term is different from the other.
- Name at least two factual statements and two incorrect statements about sexual orientation and gender.
- List at least two respectful ways of communicating with or about LGBTQ individuals.
- Describe experiences of being disrespected and the impact it had on them
- List two examples of ways people are treated respectfully or disrespectfully because of gender and/or sexual orientation
- Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end discrimination

VIDEO

[Hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues](https://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues) to time stamp 1:45.

HOMEWORK ACTIVITY

- Daily Student Assessment and Question Box in Google Classroom

DAY 2 CLASSROOM INSTRUCTION

LESSON TITLE: Everybody's Got Parts, Parts 1 and 2

LESSON SYNOPSIS: A combination of two lessons from the 3Rs on the male and female anatomy. Students work on identifying the parts and functions of the male and female reproductive systems by doing an activity sheet on their devices.

LESSON OBJECTIVES:

- Identify parts of the male and female reproductive anatomy and their functions

VIDEOS:

Menstruation: <https://kidshealth.org/en/teens/female-reproductive-slides.html>

Male reproductive system slides: at http://kidshealth.org/teen/sexual_health/guys/male_repro.html.

HOMEWORK: Daily Student Assessment and Question Box in Google Classroom

DAY 3 CLASSROOM INSTRUCTION

LESSON TITLE: Reproduction Basics

LESSON SYNOPSIS: Working independently on worksheets, students review definitions of sexual intercourse, fertilization, and when pregnancy is least and most likely to occur in the female's menstrual cycle. An activity is used to help with understanding.

LESSON OBJECTIVES:

- Describe the process of human reproduction by identifying the correct steps involved with conception.
- Define vaginal intercourse

HOMEWORK ACTIVITY:

- Daily Student Assessment on Google Docs – Google Classroom

DAY 4 CLASSROOM INSTRUCTION

LESSON TITLE: Protecting Your Health: Understanding and Preventing Sexually Transmitted Infections

LESSON SYNOPSIS:

Working in small groups, students become experts on one STI and share the information with the rest of the class.

LESSON OBJECTIVES:

- Define STIs and HIV
- Name 3 common STIs and how they are transmitted
- Compare behaviors that put people at HIGH, LOW and NO risk for STIs

HOMEWORK ACTIVITY:

- Daily Student Assessment on Google Docs – Google Classroom

DAY 5 CLASSROOM INSTRUCTION

LESSON TITLE: Let's Talk About Sex

LESSONS SYNOPSIS: Students get into small groups and practice assertive communication skills. The teacher then describes aspects of healthy relationships.

LESSON OBJECTIVES:

- Describe three different types of communication styles
- Demonstrate how to effectively use assertive communication in relationships
- Compare behaviors that put people at HIGH, LOW and NO risk for STIs

HOMEWORK ACTIVITY:

- Daily Student Assessment on Google Docs – Google Classroom

DAY 6 CLASSROOM INSTRUCTION

LESSON TITLE: Making Smart Choices

LESSON SYNOPSIS: Students apply the SMART decision-making model to scenarios presented by the teacher. The SMART model includes the following steps: Slow down, Make a list of your options, Analyze your choices, Reach a decision, Think and Evaluate

LESSON OBJECTIVES:

- Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship.
- Apply the SMART decision-making model to real-life scenarios

HOMEWORK ACTIVITY:

- Daily Student Assessment on Google Docs – Google Classroom

DAY 7 CLASSROOM INSTRUCTION

LESSON TITLE: Being Smart; Staying Safe Online

LESSON SYNOPSIS: In this lesson, students discuss the positive and negative aspects of online communication, harassment, and the 2019 Michigan Cyberbullying law and its consequences. A video and activity help students provide their own assessment of specific situations that may occur online.

LESSON OBJECTIVES:

- Describe positive aspects of online messaging
- Identify examples of online flirting and chatting that can be inappropriate or risky
- Demonstrate an understanding of how to deal with uncomfortable situations when communicating online

HOMEWORK ACTIVITY:

- Daily Student Assessment on Google Docs – Google Classroom
- Post-curricular survey

CURRICULUM RESOURCES:

https://3rs.org/3rs-curriculum/3rs-curric-search/?_sft_grade=seventh-grade

<https://www.stopbullying.gov/laws/michigan/index.html>

[https://www.legislature.mi.gov/\(S\(moako2zdjawhs5wyljuyjj5\)\)/documents/2017-2018/publicact/pdf/2018-PA-0528.pdf](https://www.legislature.mi.gov/(S(moako2zdjawhs5wyljuyjj5))/documents/2017-2018/publicact/pdf/2018-PA-0528.pdf)