

**6TH GRADE
SEX EDUCATION
CURRICULUM**

PARENT RESOURCE FOLDER

Bulloch County Sex Education & Human Trafficking Awareness 2024-2025

Grades 6-9

LESSON #	GRADE 6	GRADE 7	GRADE 8	GRADE 9
1	Staying Healthy for a Lifetime	Everybody's Got Body Parts Part One - Female	Reproduction and Pregnancy	Review of the Reproductive System
2	Values and Decision-Making	Everybody's Got Body Parts Part Two - Male	Saying No	Pregnancy
3	Female Reproductive System & All About Periods	Menstrual Cycle and Pregnancy	Birth Control Methods	Abstinence: What's in it for me?
4	Male Reproductive System	Reproduction and Teen Pregnancy	Setting and Respecting Boundaries YVP	Effective Communication Strategies YVP
5	Puberty	Protecting Your Health: Understanding and Preventing STDs	Communication Strategies YVP	Setting and Respecting Boundaries YVP
6	Choosing Abstinence	Healthy Relationships.	Preventing STDs	Birth Control Methods
7	STD Facts	Resisting Sexual Pressure	Rules of Dating	Preventing HIV and Other STDs
8	HIV Facts	Being Smart: Staying Safe Online	Understanding Romantic Relationships	Healthy Relationships and the Prevention of Teen Dating Violence YVP
9	Healthy vs Unhealthy Relationships	Communicating about a Sensitive Topic	Sexual Harassment and Bullying Prevention YVP	Building a Community Free of Sexual Violence YVP
10	Human Trafficking Awareness	Human Trafficking Awareness	Human Trafficking Awareness	Human Trafficking Awareness

Setting Classroom Norms:

Introduction: Today we will be starting our sex education unit. It will last 10 days and will include discussion about female and male reproductive systems, healthy and unhealthy relationships, abstinence, STDs and HIV Aids.

It could be that the title of this unit makes some students uncomfortable. Can you give me some reasons why people might be uncomfortable talking about these topics in class?

(Possible answers: Our parents told us not to talk about it with anyone else and students might be uncomfortable talking about it in front of classmates or the teacher; we don't talk about it at home, so it's weird to be talking about it at school; embarrassing)

All of these are good answers and exactly right. Bulloch County Schools is teaching sex education in order to give our students important RELIABLE information that they can use to make healthy decisions about their bodies.

In order to provide a SAFE respectful atmosphere for talking about this important information, we are going to create some ground rules for our class to adhere to during this unit. Take a minute and think of two rules that would be important to include. Remember ~ We want this class to be a safe and respectful place to discuss important information.

(After 1-2 min~) Ask students to respond: You could jot down their ideas on the board, reword an idea or add a suggestion so that you end up with the following rules:

SEX EDUCATION GROUND RULES

All questions are important; No question is a stupid question

1. No personal questions of teacher or students
2. No PUT DOWNS - (define what a put down looks like - eye rolling, snickering, etc)
3. Some topics are off limits
4. No Personal Stories/Real names
5. Use scientific terms
6. Respect a variety of viewpoints
7. Everyone has the right to PASS
8. What is said in the classroom, stays in the classroom

Revisit these norms every day before starting the day's lesson. If someone breaks a ground rule, identify the rule broken; ask student to stop; the next time he/she breaks a rule- remove the student for the day or maybe the rest of the unit depending on the severity.

6TH GRADE SEX EDUCATION CURRICULUM

LESSON 1

HS (Abs/Pub) Staying Healthy For a Lifetime

Standard 3: Accessing Information

Identify accurate and credible sources of information about sexual health

Lesson 6.1 - Staying Healthy for a Lifetime

Staying Healthy for a Lifetime

Overview

In this lesson, students learn that practicing healthy behaviors can be a path to lifelong health. They discuss the meaning of the phrase *common sense*, then brainstorm common-sense steps for staying healthy and identify benefits of lifelong health. After discussing sources of information about health and the popularity of online resources, they learn about and practice asking key questions to evaluate online resources for the quality and usefulness of the information they provide.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Explain how positive health behaviors can benefit people throughout their life span.
2. Identify sources of accurate information for help with personal health issues and concerns.
3. List questions to ask when evaluating the reliability of online information about personal health.
4. Evaluate online information about personal health.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Performance Indicator

1.8.7: Describe the benefits of and barriers to practicing healthy behaviors.

Standard 3:
Accessing Resources

Performance Indicator

3.8.1: Analyze the validity of health information, products and services.

Performance Indicator

3.8.2: Access valid health information from home, school and community.

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LESSON 2

SCW - Values and Decision Making

Standard 1: Core Concepts

Describe the physical, social, cognitive and emotional changes of adolescence

Lesson 6.2 - Values and Decision Making

Values and Decision Making

Overview:

The purpose of this lesson is to enhance students' understanding that values form a critically important basis for all people's views and decisions. Students engage in a forced-choice activity that gives them a chance to examine the impact that values have on the decisions they make. The fact that they can change decisions they may already have made is emphasized. Steps to making good decisions are discussed and the SMART Decision Making Model is presented. Students identify typical barriers to good decision making and then apply the model to typical issues facing teens today.

Lesson Objectives:

- To develop in students an awareness and understanding of the critical importance of values in one's life and the interrelationship between those values and decision making.
- To increase students' ability to make good decisions by providing a usable decision making structure as a guide.
- Students will relate and list barriers to good decision making.
- Student will restate the steps in the SMART Decision Making Model and apply the steps to middle school issues.

MAKING "SMART" CHOICES

S - SLOW DOWN

**M - MAKE A LIST OF
YOUR OPTIONS**

**A - ANALYZE YOUR
CHOICES**

R - REACH A DECISION

**T - THINK AND
EVALUATE**

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LESSON 3

HS (Abs/Pub) Female Reproductive System and All About Periods

Standard 1: Core Concepts

Gender specific Describe male and female sexual and reproductive systems including body parts and their functions AP.8

Lesson 6.3 - Female Reproductive System

The Female Reproductive System

Overview

This lesson teaches about the female reproductive system. After learning the names and functions of the female reproductive organs, students test their knowledge through a matching activity. They then complete an activity sheet about what they've learned.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Summarize basic female reproductive body parts and their functions.
2. Summarize the menstrual cycle.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Standard 4:
Communication

Performance Indicator

4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

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LESSON 4

HS (Abs/Pub) Male Reproductive System

Standard 1: Core Concepts

Gender specific Describe male and female sexual and reproductive systems including body parts and their functions

The Male Reproductive System

Overview

This lesson teaches about the male reproductive system. After learning the names and functions of the male reproductive organs they know, students test their knowledge through a matching activity. They then complete an activity sheet about what they've learned.

Time: 45–60 minutes

Lesson Objective

Students will be able to:

1. Summarize basic male reproductive body parts and their functions.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.B.1: Analyze the relationship between healthy behaviors and personal health.

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LESSON 5

HS (Abs/Pub) Puberty

Standard 5: Decision-making skills

Puberty

Overview

In this informational lesson, students learn about puberty. Small groups brainstorm physical, emotional and social changes they think occur during puberty. The class discusses and evaluates the groups' lists, and then students complete an activity sheet on the changes they learned about. As homework, students interview parents or other adults about puberty and sexuality.

Time: 45–60 minutes

Lesson Objective

Students will be able to:

1. Describe the physical, social, mental and emotional changes associated with puberty for boys and girls.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator
1.8.2: Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.

Standard 4:
Communication

Performance Indicator
4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

What Is Puberty?

Puberty is the stage of life when your body changes from a child's body to an adult body. Your brain, feelings and relationships change too.

A Time of Change

► What Is Puberty?

Puberty is the time when your body changes from a child's body to an adult body. Puberty can begin any time between ages 9 and 16. Puberty happens to everybody. And each person goes through puberty at his or her own pace.

During puberty, *glands* in your body begin to produce *hormones*. Hormones are chemicals that signal parts of the body to grow and change.

The body's *reproductive* or sex organs are the parts that allow people to reproduce, or have children. During puberty, hormones cause these organs to *mature*. After puberty, girls can get pregnant and boys can father a child. But even though their bodies can reproduce, most young people aren't ready to raise or support a child until many years after puberty.

Hormones cause other changes to girls' and boys' bodies too. Both girls and boys:

- ☐ Grow quickly and sometimes feel clumsy in their taller, larger bodies.
- ☐ Sweat more and may have body odor.
- ☐ Get oilier skin and can have pimples.

Girls often begin puberty 1 to 2 years earlier than boys do.

► Physical Changes for Girls

The 2 main hormones that cause female bodies to grow and change are *estrogen* and *progesterone*. Men's bodies make some estrogen and progesterone too. But women make 10 times more of these hormones than men do.

These are some of the main changes that happen to girls during puberty:

- ☐ Hips get wider.
- ☐ Waist gets smaller.
- ☐ Hair grows under arms.
- ☐ Hair grows around *genitals* (*pubic* area).
- ☐ Breasts develop. One breast sometimes grows larger than the other. This is normal.
- ☐ The *vagina* makes a white, sticky substance. This is normal. It's how the vagina cleans itself.
- ☐ Menstruation ("having periods") starts any time from age 9 to 16.

A Time of Change

(continued)

► Physical Changes for Boys

The main hormone that causes male bodies to grow and change is *testosterone*. Women's bodies make some testosterone too. But men make 10 times more testosterone than women do.

These are some of the main changes that happen to boys during puberty:

- Shoulders get broader.
- Muscles grow.
- Voice gets deeper.
- Hair grows under arms and on arms, legs, chest and face.
- Hair grows around the genitals (pubic area).
- *Penis* and *testicles* grow larger. One testicle usually hangs lower than the other. This is normal.

Boys' breasts may feel tender and grow a little. This is normal. It will go away.

► Mental and Emotional Changes

The brain is also changing during puberty. Teens understand the results of their actions more clearly than they did as children. They are able to think and solve problems in more complex ways. They begin to be able to notice and control their impulses. This ability keeps developing until people are in their early 20s.

Feelings change too. Hormones can cause teens to be more emotional and to have more ups and downs in their feelings. Moods may change quickly. Both boys and girls become more aware of their bodies as they go through puberty. Some may feel excited about growing up. Many feel shy, embarrassed or worried about the changes.

Girls and boys who develop earlier or later than their friends may feel *self-conscious*. But, in a few years, the changes even out. Each person has his or her own time clock that determines when puberty will start. Some people mature earlier, some later. Almost all young people wonder if the things they're feeling, thinking and going through during puberty are normal.

A Time of Change

(continued)

► Social Changes

Friends often become more important during puberty. Teens may care more about being liked or fitting in. Sometimes teens may feel left out and lonely. Almost everyone does. Old friendships can change and new friendships begin.

Some young people begin to have feelings toward others. These feelings are normal. They also can be strong and confusing. It's important for teens to learn how to express these feelings in ways that respect themselves and others.

Sometimes young people may have problems at home during puberty. Teens want a new, more adult relationship with their family. But they may not know how to get it. Teens may argue with parents, or feel embarrassed by things parents say or do. Family members are going through changes too. They need to learn to live with their teen as a more grown-up person. This can be hard for everyone.

► Getting Through Puberty

Here are some things that can make puberty easier:

- 1. **Remember that you're not alone.** Puberty happens to everyone. Your parents went through it. Your friends and classmates are all going through it. Each person has his or her own way of growing and changing, but everyone grows and changes. Think about the person you want to be and make the choices that are right for you.
- 2. **Get the information you need.** Find an adult you can trust. Your parents, other relatives, doctors, nurses, teachers and school counselors can give you support. Know how to find reliable answers to your questions.
- 3. **Connect with your family.** Find things to talk about and share with family members. Help out at home and follow through on things you say you'll do. This makes it easier for you and your parents to feel trust and stay close.
- 4. **Take good care of your body.** Eat healthy food. Be physically active. Get enough sleep. Keep yourself clean. This helps you look and feel good. It makes it easier to get through the emotional ups and downs.
- 5. **Work on a skill.** Find something you like to do and can do well. It could be sports, music, cooking, studying, building or fixing things, training your dog, drawing or writing stories. Having something you do well helps you feel good about yourself and worry less about the changes you're going through.

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LESSON 6

HS (Abs/Pub) Choosing Abstinence

Standard 1: Core Concepts

Define sexual abstinence as it relates to pregnancy prevention

Choosing Abstinence

Overview:

In this lesson, students explore appropriate and inappropriate ways to show feelings of attraction toward others. They discuss how feelings change during puberty and the importance of understanding their feelings and appropriately expressing their feelings. They learn about the importance of sexual abstinence and setting personal limits to protect themselves. Then they complete an activity in which they list healthy and safe ways to express feelings.

Lesson Objectives:

1. Describe appropriate, healthy and safe ways to express feelings of attraction.
2. Explain the importance of setting personal limits when expressing feelings for another person
3. Give examples of how setting limits on expressing feelings for another person can help keep teens healthy and safe.

What Is Abstinence?

Abstinence is choosing not to do any sexual activity that can result in pregnancy or a sexually transmitted disease (STD).

In Bulloch County Schools, abstinence until Fidelity of Marriage is emphasized as a community value and is an important aspect of a healthy lifestyle.

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LESSON 7

HS (HIV/STDs) STD Facts

Standard 1: Core Concepts

Define STDs, including HIV, and how they are and are not transmitted :

Lesson 6.7 - STD Facts

STD Facts

Overview

In this lesson, students study facts about STD. They define STD and learn how STDs are transmitted. After reading more about STDs, they work in small groups to review the facts, including symptoms, which STDs can and cannot be cured, and the physical, social and emotional consequences of STD.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe symptoms of common STDs.
2. Explain that some STDs are asymptomatic.
3. Explain how common STDs are transmitted.
4. Explain the short- and long-term consequences of common STDs.
5. Summarize which STDs can be cured and which can be treated.
6. Describe why sexual abstinence is the safest, most effective way to avoid STD.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Performance Indicator

1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Lesson 6.7 - STD Facts

STD Facts

STD stands for sexually transmitted disease. STDs are infections that can be passed from one person to another during sex. STDs are serious. They can cause many health problems.

What are some STDs?

Common STDs include:

- ☐ chlamydia (kla-MID-ee-uh)
- ☐ gonorrhea (gone-uh-REE-ah)
- ☐ genital warts or HPV (human papilloma virus)
- ☐ herpes (HER-pees)
- ☐ hepatitis B (hep-uh-TIE-tis)
- ☐ HIV (human immunodeficiency virus)—the virus that causes AIDS
- ☐ NGU (nongonococcal urethritis)
- ☐ syphilis (SIF-uh-liss)
- ☐ Trichomoniasis (TRICK-uh-mo-NIE-uh-sis), or "trich"

How can people know if they have an STD?

You can't tell by looking if someone has an STD. Many people, especially women, can have an STD with no signs or symptoms of STD. They look and feel fine. But they can still pass the STD to a sexual partner.

People who have symptoms may:

- ☐ notice sores, bumps or blisters near the sex organs, mouth or rectum
- ☐ feel burning or pain when they urinate (pee)
- ☐ need to urinate often
- ☐ itch around their sex organs
- ☐ have swelling or redness in the throat
- ☐ have flu-like feelings, with fever, chills and aches
- ☐ have swelling in the groin area around the sex organs

Women often don't have any symptoms. Those who do may also notice:

- ☐ unusual discharge or smell from the vagina
- ☐ pain in the pelvic area—the area between the belly button and sex organs
- ☐ burning or itching around the vagina
- ☐ bleeding from the vagina that is not a regular period

Men may notice:

- ☐ drip or discharge from the penis

Can STDs be cured?

Many STDs can be cured. Some cannot. But all STDs can and must be treated.

Chlamydia, gonorrhea, syphilis, NGU and trich can be cured with antibiotics. People are given pills or a shot. They have to be sure to take all of their medicine, even if they start to feel better.

Some STDs can't be cured. The person can be treated, but the STD virus stays in his or her body. Herpes, genital warts (HPV), HIV and sometimes hepatitis B are all STDs that can be treated but not cured. Sometimes the STD symptoms come back. These STDs can also be passed to someone else, even if the person with the STD no longer has symptoms.

(continued)

Lesson 6.7 - STD Facts

STD Facts *(continued)*

What are the health consequences of STD?

If STDs aren't treated, they can lead to many health problems:

- ☑ **More serious infections.** If STDs such as chlamydia and gonorrhea aren't treated and cured, they can cause damage to a person's reproductive organs. This can make it hard or even impossible for the person to have children.
- ☑ **Damage to other parts of the body.** For example, untreated hepatitis B can lead to lasting liver damage, including cancer. HIV can damage the body's immune system and make the person unable to fight off other diseases or infections. Gonorrhea can cause heart trouble, skin diseases and blindness. Syphilis can cause heart disease, brain damage, blindness and death. Some types of HPV can lead to cancer.
- ☑ **Uncomfortable symptoms.** Itching and burning are painful and hard to deal with. Sores and blisters can be messy and hurt.

Having an STD can make a person more likely to get another one. For example, a person who has gonorrhea is more at risk for HIV.

What are other consequences of STD?

STDs can cause social and emotional consequences too:

- ☑ If a person has an STD, he or she must tell any sexual partners. This can be difficult or embarrassing.
- ☑ The person's partner(s) must be checked and treated for the STD too.

☑ People who have an STD such as herpes, HPV or HIV that can't be cured will have to tell anyone they have sex with, for the rest of their lives, about it. Their partners have a right to know about the risk.

☑ Worrying about STD can take up a lot of time and energy. People may wonder if they have an STD with no symptoms. They may worry about the lasting consequences if they don't get treated.

☑ STDs affect relationships. If people get an STD from a partner they may not be able to trust that partner again. If they give an STD to someone, that person may stop trusting them.

☑ People may have regrets about getting an STD and wish they had been more careful.

How can people protect themselves from STD?

The best way to avoid STD is abstinence. If people don't have sex, they can't get an STD.

People who are sexually active need to:

- ☑ Talk to their partners about STD and get tested before having sex.
- ☑ Use latex condoms every time they have sex.
- ☑ Know the signs of STD.
- ☑ Get regular STD checkups.

If you think you might have an STD, see a doctor right away. Don't wait or let embarrassment stop you. Most local health departments have free STD clinics where you can be tested and treated. They will keep your information private and teach you how to avoid STD in the future.

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LESSON 8

HS (HIV/STDs) # 7 - HIV Facts

Standard 1: Core Concepts

Define STDs, including HIV, and how they are and are not transmitted SH.8

HIV Facts

Overview

In this lesson, students learn facts about HIV. After learning the definition of HIV, they take part in an activity designed to illustrate the risks of HIV transmission. They discuss how HIV is transmitted and then discuss the activity results to understand ways to help prevent it. The teacher clarifies that HIV can't be transmitted by everyday activities or day-to-day contact, and then explains the symptoms and long-term health consequences of HIV.

Time: 45–60 minutes

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Performance Indicator

1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Lesson Objectives

Students will be able to:

1. Explain how HIV is transmitted.
2. Describe symptoms of HIV.
3. Explain the consequences of HIV.
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV.
5. Explain why it is safe to be a friend of someone who has HIV.

What Is HIV?

HIV stands for human immunodeficiency virus. It is the virus that causes AIDS.

AIDS stands for acquired immune deficiency syndrome.

HIV lives in semen, vaginal fluids, blood, and breast milk of a person with HIV. It can be passed from one person to another through these infected fluids.

HIV damages the body's immune system. Over time, the body can no longer fight off other disease and infections.

6TH GRADE SEX EDUCATION CURRICULUM

LESSON 9

Healthy Relationships

Safe Haven Lesson

Safe Haven - Healthy Relationships

Grade 6: Lesson 9

Defining Healthy and Unhealthy Relationships

In this session, healthy and unhealthy relationships will be defined.

Objectives:

- Define Healthy/Unhealthy relationships
- Apply the definition to personal relationships
- Identify different characteristics for each type of relationships

Technology and Control -This session will look at the different ways technology can lead to unhealthy relationships. There are five forms of this that will be discussed: digital disrespect, constant messaging, online stalking, threatening to share pictures, and impersonating someone through social media.

Objectives:

- Identify Healthy/unhealthy uses of technology.
- Recognize the signs of unhealthy technology uses in real-life scenarios.
- Understand role as a bystander

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LESSON 10

The Monique Burr Foundation - Human Trafficking Awareness

Standard 1: Core Concepts

Identify signs and situations that contribute to Human Trafficking



Human Trafficking Awareness: Grade 6

Grade Level	6		
Lesson Length	45 minutes		
Lesson Objectives	<ul style="list-style-type: none"> Students will increase their awareness of exploitation and the different types of human trafficking. Students will identify Safe Adults and ways they can help adults keep them safe. Students will learn the <i>MBF Teen Safety Matters® 5 Safety Rules</i> and will identify ways to use them to help them stay safe. 		
Key Terms	<ul style="list-style-type: none"> Child Abuse Coercion Exploitation Force Forced Labor Fraud Human Trafficking Inappropriate Images Online Enticement Pornography Predator Prevention Safe Adult Safe Friend Sexting Sextortion 		
Materials Needed	<ul style="list-style-type: none"> One copy of the MBF Human Trafficking Fact Sheet for each student (located in the student workbook) Scenario Cards: One card cut out for each of four small groups (or one copy of all cards for each group or individual students) 		