

PARENT RESOURCE

**7TH 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

PARENT RESOURCE

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.

7TH GRADE SEX EDUCATION CURRICULUM

LESSON 1

RRR Everybody's Got Body Parts - Part One

Standard 1: Core Concepts- Content

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

Everybody's Got Body Parts - Part One

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.CC.1 - Students will be able to describe the male and female sexual and reproductive systems including body parts and their functions.

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- If you do not have hookup for sound, small speakers to connect to your computer or laptop
- Female Reproductive and Sexual Systems worksheet and The Female Reproductive System fill in the blank worksheet.
- Anonymous question box
- Index cards - one per student

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define PUBERTY
2. Name at least two parts of the female internal and external sexual and reproductive systems. [Knowledge]
3. Describe the function of at least two part of the female internal and external sexual and reproductive systems. [Knowledge]
4. Demonstrate a basic understanding of the menstrual cycle.

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.

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LESSON 2

RRR Everybody's Got Body Parts - Part Two

Standard 1: Core Concepts - Content

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

Everybody's Got Body Parts – Part Two

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.CC.1 – Students will be able to describe the male and female sexual and reproductive systems including body parts and their functions.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two parts of the male internal and external sexual and reproductive systems. [Knowledge]
2. Describe the function of at least two parts of the male internal and external sexual and reproductive systems. [Knowledge]
3. Demonstrate a basic understanding of where sperm is made and how it leaves the body. [Knowledge]

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- If you do not have hookup for sound, small speakers to connect to your computer
- "Male Reproductive and Sexual Systems" worksheet and "Male Reproductive System" fill in the blank worksheet
- Anonymous question box
- Index cards – one per student
-
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7TH GRADE SEX EDUCATION CURRICULUM

LESSON 3

HS (Abs/Pub) Menstrual Cycle and Pregnancy

Standard 1: Core Concepts

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

The Menstrual Cycle & Pregnancy

Overview

This lesson teaches about ovulation, the menstrual cycle and fertilization. Students read about the menstrual cycle, then work in pairs to answer questions about the reading. They also read about and discuss fertilization and how pregnancy occurs. Then pairs complete an activity sheet that reviews the material covered in the last 4 lessons.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe the stages of the menstrual cycle.
2. Describe how pregnancy occurs.

National Health Education Standards

Standard 1:
Comprehending Concepts
Performance Indicator
1.8.1: Analyze the
relationship between
healthy behaviors and
personal health.

Materials & Preparation

Prepare

- Have **Ovulation** or make a transparency, if needed.
- Have **Menstruation** or make a transparency, if needed.
- Have blank index cards.
- Go through the anonymous question cards collected in the previous lessons to find any that have to do with ovulation, menstruation or pregnancy that could be answered in this lesson.

Ovulation, Menstruation & Pregnancy

► Ovulation

Ovulation is the release of a ripe egg from an ovary. During the years a woman is fertile, her ovaries release an egg every month. On average, a woman will release about 500 eggs in her lifetime. All the eggs a woman will ever have are already in her ovaries when she is born (about 300,000). About 14 days before a woman's period, one of her ovaries releases a ripe egg into the fallopian tube. Finger-like structures pull the egg into the tube.

The egg travels down the fallopian tube to the uterus. This usually takes about 5 days. After it reaches the uterus, the egg is shed during a woman's period.

If a woman has sexual intercourse with a man while an egg is in the fallopian tube, a sperm can enter the egg and fertilize it. The fertilized egg travels down the fallopian tube to the uterus. But instead of being shed with the next period, it attaches to the lining of the uterus. This is the beginning of a pregnancy.

► Menstruation

Menstruation, or having periods, begins for girls during puberty. Periods are part of the menstrual cycle. It's called a cycle because it happens over and over. The menstrual cycle happens because a girl's body is preparing to reproduce.

The menstrual cycle has 4 stages:

- 1. **Stage 1 is menstruation.** The lining of the uterus is made up of blood and tissue. This lining has been getting thicker to support the growth of a fertilized egg. When the egg has not been fertilized this lining isn't needed. So it flows out of the body through the vagina. This is when a woman has her period. About 4 tablespoons of bloody fluid leaves the uterus over the next 3 to 7 days. The first day of a woman's period is Day 1 of her menstrual cycle.
- 2. **Stage 2 is when an egg ripens in an ovary.** As the egg ripens, the lining of the uterus begins to build up and become thicker again. The timing of this part of the cycle is the least easy to predict. It can take 6 to 12 days or more.
- 3. **Stage 3 is ovulation.** Once the egg has been released from the ovary, the woman is fertile and is most likely to become pregnant. Ovulation happens 13 to 15 days before the woman's next period.

Fact

The ripe egg is as small as the point of a needle.

(continued)

Ovulation, Menstruation & Pregnancy

(continued)

■ **Stage 4 is when the egg travels to the uterus.** This is the part of the menstrual cycle that is always the same length for most women—about 14 days. The egg usually takes 3 to 4 days to reach the uterus. If the egg has been fertilized, it attaches to the lining of

Fact

The uterus is one of the strongest muscles in the body.

the uterus and begins to grow. This is the start of pregnancy. If the egg hasn't been fertilized, the woman will start her period in about 10 more days.

When they have their periods, girls can keep doing everything they usually do. They can bathe, wash their hair, swim and play sports. Menstruation is a normal, healthy part of life.

► How Pregnancy Happens

When a man ejaculates during sexual intercourse, semen containing millions of sperm leaves his penis in spurts. The sperm travel through the woman's reproductive system. They swim up the vagina and through the uterus, and some of them reach the fallopian tubes. If there is a ripe egg in one of the tubes, a single sperm may enter the egg. When the sperm and the egg combine, it's called *fertilization*.

Once an egg has been fertilized, changes happen quickly. It begins to divide and form new cells even on its way to the uterus. When the fertilized egg reaches the uterus and attaches itself to the lining, the woman becomes pregnant. For the first 8 weeks of pregnancy, the new organism is called an *embryo*. After that it is called a *fetus*. The fetus will continue to grow and develop for the next 9 months until it is ready to be born.

Pregnancy and having a child is a wonderful event for mature couples in a serious relationship. But it's not a healthy choice for teens your age. Both boys and girls need to know how pregnancy happens and take responsibility for preventing it.

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LESSON 4

HS (HIV/STDs) Reproduction and Teen Pregnancy

Standard 1: Core Concepts

Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms

Reproduction & Teen Pregnancy

Overview

Emphasize the importance of abstinence as the most effective method for avoiding unintended pregnancy.

This lesson reviews facts about reproduction and pregnancy. After reading about how fertilization occurs, students take part in an activity that helps them understand the risk of pregnancy as a result of unprotected sex. They list consequences that would occur if they became teen parents, and work in pairs to create posters of the top 5 reasons not to become a teen parent. They take home a family sheet to help them discuss the challenges of being a parent with a parent or guardian.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Explain how pregnancy occurs.
2. Personalize the risk of pregnancy if having unprotected sexual intercourse.
3. Identify the consequences of becoming a teen parent.
4. Use advocacy skills to encourage others to avoid unplanned pregnancy.

National Health Education Standards

**Standard 1:
Comprehending Concepts**

Performance Indicator

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

Performance Indicator

1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Performance Indicator

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

**Standard 7:
Practicing Health-Enhancing Behaviors**

Performance Indicator

7.8.1: Explain the importance of assuming responsibility for personal health behaviors.

**Standard 8:
Advocacy**

Performance Indicator

8.8.2: Demonstrate how to influence and support others to make positive health choices.

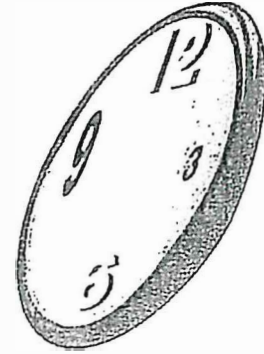
Performance Indicator

8.8.3: Work cooperatively to advocate for healthy individuals, families and schools.

Lesson 7.4 -Reproduction & Pregnancy

HealthSmart "Time to Talk" activities will help you engage family members in important health conversations.

Time to Talk



Challenges of Being a Parent

When to Talk

Real-life situations can provide opportunities to talk to your teen about the challenges of being a parent. Baby showers, pregnant teens at school, advertising and media may make it seem as if having a child is fun and easy. Balance this influence with facts about the difficulties and responsibilities of parenting.

What to Say

Things to Ask:

- ☐ What are your goals for the future?
- ☐ What can I do to help you reach your goals?
- ☐ How would becoming a teen parent affect your goals?
- ☐ How can you prevent becoming a teen parent?

Things to Share:

- ☐ Talk about your expectations for your teen's behavior and your hopes for his or her future.
- ☐ Let your teen know the social and emotional changes that occur with pregnancy and the birth of a baby.
- ☐ Talk about your own struggles with being a parent.
- ☐ Talk about the responsibilities of raising a child, including commitment of time and financial resources. Talk about paying for rent, utilities, transportation, childcare, food, diapers, clothing, toys and medical care.
- ☐ Let your teen know that he or she can talk to you any time.

Things to Know

- ☐ Research shows that teen parents are more likely to drop out of school.
- ☐ Teen parents are more likely to experience a lifetime of low-paying jobs and poverty.
- ☐ If your son or daughter becomes a teen parent, you may assume some of the financial and even parenting responsibilities.
- ☐ Babies of teen parents are more likely to experience health problems.

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LESSON 5

RRR Protecting Your Health: Understanding and Preventing STDs

Standard 1: Core Concepts

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

Protecting Your Health: Understanding and Preventing STDs

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.CC.1 – Define STDs, including HIV, and how they are and are not transmitted.

SH.8.CC.2 – Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each.

SH.8.CC.3/PR.8.CC.3 – Describe the signs, symptoms and potential impacts of STDs, including HIV.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define STDs and HIV. [Knowledge]
2. Name at least three common STDs and how they are transmitted. [Knowledge]
3. Compare sexual behaviors that put people at high, low or no risk for STDs. [Knowledge]

TIME: 50 Minutes

MATERIALS NEEDED:

- One copy of "STD Fact Sheets" 1-9
- "STD Clues Worksheet" – (In workbook) enough copies for triads in class to each have one
- "STD Clues Activity Graphic Organizer" (In workbook)
- One copy each of the STD High Risk, Low Risk and No Risk signs Behaviors for STD Risk activity
- – enough copies for triads in class to each have a set
- "HIV and AIDS" worksheet – (In workbook) one per student

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LESSON 6

HS (HIV/STDs) Healthy Relationships

Standard #1: Core Concepts

Analyze the similarities and differences between friendships and romantic relationships

Healthy Relationships

Overview

In this lesson, students learn about healthy romantic relationships. They list words that describe a good relationship in their lives, then learn about and discuss qualities of healthy and unhealthy relationships. After practice in identifying healthy and unhealthy qualities in some relationship scenarios, they discuss ways to build healthy romantic relationships. They complete an activity sheet to identify qualities of healthy relationships, explain why these qualities are important and think about how they can develop healthy relationships.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Explain the qualities of a healthy romantic relationship.
2. Differentiate healthy and unhealthy romantic relationships.
3. Describe strategies for building healthy romantic relationships.

National Health Education Standards

Standard 1:
Comprehending Concepts

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

Qualities of Healthy Romantic Relationships

- **Balance**
- **Responsibility for self**
- **Flexibility**
- **Trust**
- **Respect**
- **Communication**

Qualities of Unhealthy Romantic Relationships

- **Jealousy**
- **Overdependence**
- **Selfishness**
- **Control**
- **Lack of respect**
- **Abuse**

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LESSON 7

HS (HIV/STDs) Resisting Sexual Pressure

Standard 4: Interpersonal Communication

Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others

Resisting Sexual Pressure

Overview

This lesson introduces refusal skills. Students work in small groups to suggest lines they might hear if someone is pressuring them to have sex. After learning about effective words and actions for resisting sexual pressure, groups write responses to the pressure lines another group created. Students then work in pairs to practice resisting pressure to have sex using the refusals their groups created.

National Health Education Standards

Standard 4:
Communication
Performance Indicators
4.B.1: Apply effective verbal and nonverbal communication skills to enhance health.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe techniques used to pressure someone to engage in sexual behaviors.
2. Identify effective words and actions to resist sexual pressure.

Time to Talk

Note to Families:

HealthSmart "Time to Talk" activities will help you engage family members in important health conversations.

Family and Personal Values

Responsible Sexual Behavior

When to Talk

Teens see many models of irresponsible sexual behavior in TV shows, movies, videos, etc. Events such as school dances, a first date, and community youth group gatherings can provide an opportunity for you to discuss responsible sexual behavior with your teen.

What to Say

Things to Ask:

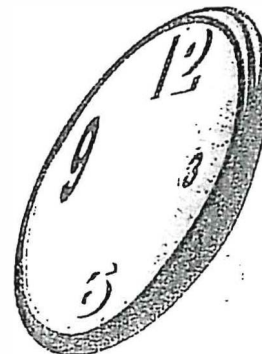
- ☐ What do you think is "responsible sexual behavior"?
- ☐ Do you ever feel pressure about sex from peers?
- ☐ What are some things you do to avoid being pressured or to handle peer pressure?
- ☐ How can I help and support you?

Things to Share:

- ☐ Talk about your expectations for your teen's behavior and your hopes for his or her future.
- ☐ Talk about ways peer pressure can be both positive and negative. Explain that friends who aren't experimenting with sexual behaviors can help your teen resist negative peer pressure from others.
- ☐ Tell your teen that he or she can use you as a way to get out of pressure situations. For example, "I'd be grounded if I came home late."
- ☐ Explain that sex won't create or hold a relationship together.
- ☐ Let your teen know that he or she can talk to you any time.
- ☐ Talk to your family about your families values regarding sexual behavior.

Things to Know

- ☐ Talking with your teen about your expectations and hopes for the future is one of the best things you can do to support your teen in being sexually responsible.
- ☐ Monitoring your teen's activities and knowing his or her friends can help protect your son or daughter from pressure to engage in sexual activity or other risky behaviors.
- ☐ Encouraging and supporting your teen's efforts to be involved in school and community activities and to make friends with other teens who are committed to abstinence is another good way to help him or her avoid risky sexual behavior.



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LESSON 8

RRR Being Smart - Staying Safe Online

Standard 1: Core Concepts

Standard 2: Analyzing Influence

Describe the advantages and disadvantages of communicating using technology and social media.
Analyze how friends, family, media, society, and culture can influence self-concept and body image

Being Smart, Staying Safe Online

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.GS.1 - Develop a plan to stay safe when using social media.

HR.8.SM.2 - Describe strategies to use social media safely, legally and respectfully.

TARGET GRADE: Grade 7

TIME: 50 Minutes

MATERIALS NEEDED:

- *Internet Traffic Light Student Handout— one per student
- *Internet Traffic Light Handout – Teacher Version
- Safe Online Talk Teacher Backgrounder

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe positive aspects of online talking and messaging. [Knowledge]
2. Identify examples of flirting and chatting that can be inappropriate or risky. [Knowledge]
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. [Knowledge, Skill]

COMMUNICATING SAFELY ONLINE TEACHER BACKGROUNDER

Safe Online Talk

The term “online predator” often conjures up the image of a creepy older man at a computer screen waiting to lure an unsuspecting child. The media reinforces this depiction, which is problematic because it does not fit with the kinds of risky relationships that are more common for teens. In reality, when online sexual solicitation does occur, it's more likely to be between two teens, or between a teen and a young adult.

The following background information serves to clear up these misconceptions, providing information for teachers about the myths and realities of online sexual solicitation, as well as guidance on how to approach this sensitive topic.

Thinking Beyond “Online Predators”

Many adults fear that teens use the Internet to connect with strangers. In reality, most teens use the Internet to keep in touch with people they already know offline, or to explore topics that interest them. Studies show that it is most often teens who are psychologically or socially vulnerable that tend to take more risks online (Subrahmanyam and Šmahel, 2011; Ybarra et al., 2007). These at-risk teens might seek reassurance, friendship, or acceptance through relationships that they develop online. Given the disconnect between the “online predator” myth and the more realistic types of solicitation outlined above, it is important to strike the right tone when discussing the issue with teens.

We recommend that adults avoid fear-based messages with teens, as research indicates that teens are less responsive to this approach (Lanning, 2010). Teens are not likely to buy into the idea that they should avoid all contact with anyone they do not know online. After all, it is nearly impossible to connect with others online without talking to some people who are strangers. Rather than telling teens to never talk with strangers, it is more effective to have conversations about why certain online relationships are risky, and about how to avoid them.

The Truth About Risky Online Relationships

The information below is meant to clear up misconceptions about the common risks that kids face when they meet people online. It is based on research from the Crimes Against Children Research Center, the Internet Safety Technical Task Force, and Internet Solutions for Kids, Inc.

1. Teens, not children, are most likely to receive online sexual solicitations.

Online solicitors rarely target younger kids. This happens more frequently to younger teens (ages 14 to 17). People who solicit online are often upfront about their intentions. They may ask teens to talk about sex, to give out personal sexual information, to send sexy photos online, or to meet offline for a possible sexual encounter.


2. A teen is more likely to be solicited online by another teen or a young adult.

Contrary to popular belief, teens are more likely to be solicited online by similarly aged peers. It is true, however, that a very high majority of sexual solicitations online come from boys or men. Guiding teens to think more generally about avoiding risky online relationships, rather than telling them to fear predators, prepares them for the wider breadth of situations they may have to deal with online — not only the extreme cases.

3. The “predator-prey” label gives the wrong impression.

There is a range of behaviors that are not made clear by the predator-prey label. The behaviors can range from “not as risky” to “very risky,” as reflected in the chart below:

Lesson 7.8 - Being Smart - Staying Safe Online

<p>Not At Risk</p>  <p>Very Risky</p>	<ul style="list-style-type: none">• Receive inappropriate spam through email and immediately send it to their junk mail• Accept a friend request online from a stranger and receive a sexually explicit online message thereafter, or joke around on a virtual world site and flirt with other avatars• Seek companionship or friendship on an online chat room, and develop an ongoing, risky relationship with a stranger
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In the most extreme cases of online solicitation – those involving older adults and teens – targets are usually aware of their solicitor's true age and intentions. For the small percentage of teens who find themselves in this kind of situation, simply warning them against "unwanted contact" is not an effective strategy because they have likely grown to be comfortable with, and perhaps even dependent upon, their solicitor. Instead, we need to help teens understand why it is risky to flirt with people they meet online, how to recognize warning signs, and more broadly, why romantic relationships between teens and adults are unhealthy.

What Should Teens Know if Online Strangers Contact Them?

The term "grooming" is sometimes used to describe the process of an older adult coaxing a young person into sexual situations. For cases involving children, grooming may involve befriending the child, showing interest in his or her hobbies, exposing the child to sexually explicit material, and manipulating a child into a sexual encounter (Lanning, 2010).

The term is less commonly used for cases between teens, or between a teen and a young adult. Research also shows that teens who flirt and engage in online sexual talk with strangers – especially in chat rooms – are more likely to be solicited for sex (Ybarra et al., 2007).

The number one thing for teens to remember is that they should avoid flirting with or regularly talking to online strangers or online acquaintances, especially – but not only – if the person they are chatting with is older than they are.

Teens should also reflect on these questions if they communicate with someone they meet online:

- Has this person asked to keep anything about our relationship a secret?
- Has this person hinted at or asked about anything sexual?
- Have I felt pressured or manipulated by this person?
- Do I feel true to myself – sticking to my values – when I communicate with this person?

If teens feel uncomfortable during a conversation with an online stranger, they should:

- **Change it up.** If something feels like it might be getting risky, it probably is. But if teens are not sure, they should try changing the subject, making a joke, or saying they want to talk about something else. If they still feel pressured or uncomfortable, they need to take further action.
- **Log off or quit.** Teens need to remember that at any time they can just stop typing and log off if a conversation gets uncomfortable online. They can also take action to block or report another user, or create a new account – whether for email, IM, or virtual world – to avoid contact with that person again.
- **Know that it's okay to feel embarrassed or confused.** It's not always easy to make sense of situations that make teens uncomfortable online. Nor is it easy for them to ask for help if they feel embarrassed about what they've experienced. They should know these feelings are normal.
- **Talk to a friend or trusted adult.** Teens should know that it's okay to reach out. Even if they feel they can handle a tricky situation alone, it's always a good idea for teens to turn to friends, parents, teachers, coaches, and counselors for support.

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LESSON 9

RRR Communicating about a Sensitive Topic

Standard 4: Interpersonal Communication

Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.

Communicating About A Sensitive Topic

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.IC.1 – Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors.

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheets:
 - "Be Assertive! A"
 - "Be Assertive! B"
- Answer Key: "Be Assertive!" – one copy for the teacher
- Pencils in case students do not have their own
- Newsprint - three sheets
- Markers
- Masking tape

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define three types of communication: passive, assertive and aggressive. [Knowledge]
2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them. [Knowledge, Skill]
3. Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors. [Knowledge, Skill]

7TH GRADE SEX EDUCATION CURRICULUM

LESSON 10

Safer Smarter Teens - Human Trafficking Awareness

Middle School Human Trafficking Awareness

HUMAN TRAFFICKING: MODERN-DAY SLAVERY

DID YOU KNOW?

Each year, as many as 300,000 American children are at risk for sexual exploitation. The average age a child enters the commercial sex trade is 11-13 years old.²

OVERVIEW

Students will learn about control and manipulation that can result from an imbalance of power. Students will be aware of the potential dangers of being controlled by others as these tactics can be used by human traffickers. They will understand that human trafficking can occur anywhere and to anyone, and it is even likely happening in their own community. Students will learn the definition and risks of human trafficking. In this lesson, students will be introduced to a scenario that demonstrates risky situations and red flags shown by a teen in a vulnerable position. How traffickers maintain control and the impact of trauma bonds will be reviewed. They will learn methods of reporting suspected or actual human trafficking. Students will review how to advocate for themselves and others.

PERSONAL POWER

Middle School:
HUMAN TRAFFICKING

KNOW THE FACTS ABOUT HUMAN TRAFFICKING

RISK FACTORS

Know the risk factors that make someone more vulnerable to human traffickers.

- Runaways
- Needing money or living in poverty
- School dropout or skipping school
- Lack of job opportunities - unemployment
- Low self-esteem
- Social isolation
- Substance abuse – drugs and alcohol

INDICATORS SOMEONE IS BEING TRAFFICKED

- Appears fearful or anxious
- Overly submissive, nervous, or tense
- Lack of eye contact
- Displays unusually anxious behavior or appears fearful at the mention of law enforcement
- Appears to be a poor health or does not seek medical attention when it is needed
- Appears undernourished or malnourished
- Shows signs of physical and/or sexual abuse
- Has marks indicating physical restraint or confinement
- Branding or tattoos that have the name or nick name of the traffickers

HOW TRAFFICKERS TARGET VICTIMS

- Online and cell phones
- Shopping malls and common “hang-outs”
- Bus and train stations
- Peer recruiters

COMMON LIVING AND WORKING CONDITIONS

- Unable to leave or to come and go
- Working for little or no pay, or paid only with tips
- Working extremely long and/or unusual hours
- Not allowed to take a break
- Working with excessive restrictions
- Owing the employer large amounts of money and being unable to repay the debt
- Recruited with false promises regarding the type or work, living conditions, and working conditions
- High security measures at the work site and/or the living locations, such as boarded up or covered windows, security bars, security cameras, barbed wire fences
- Signs of drug addiction
- Being forced into sex



HOW TO GET HELP

- Tell a trusted adult
- Call the National Human Trafficking Resource Center (NHTRC) Hotline at 888-373-7888
- Text HELP to “BeFree” (233-733) to be connected with the NHTRC Hotline
- Call the GEORGIA Human Trafficking Hotline at **1-866-ENDHTGA (1-866-363-4842)**
- National Center for Missing and Exploited Children's Hotline: **1-800-THE-LOST (1-800-843-5678)**
- Call 911 to reach local law enforcement
- Call the US Department of Justice at 888-428-7581

HUMAN TRAFFICKING HOTLINE

If you are a victim of human trafficking and need immediate help or if you suspect a potential trafficking situation, call the
National Human Trafficking Hotline at

1-888-373-7888

Or send a text to

BeFree (233733)



Be aware of the signs and report any suspicions or concerns
that a child is being sexually exploited to your local police,
and call the

**National Center for Missing and Exploited Children's
Hotline**

1-800-THE-LOST (1-800-843-5678)

