

**9TH 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	<b>Human Trafficking Awareness</b>	<b>Human Trafficking Awareness</b>	<b>Human Trafficking Awareness</b>	<b>Human Trafficking Awareness</b>

# **9TH GRADE SEX EDUCATION CURRICULUM**

## **LESSON 1**

HS (Abs PSH) #7 Review of the Reproductive System

**Standard 1: Core Concepts- Content**

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

**Parent Resource**

# Review of the Reproductive System

## Overview

This lesson reviews reproductive anatomy and physiology, including how pregnancy happens. After taking a pretest to assess their current knowledge, students review the organs and functions of the male and female reproductive systems.

**Time:** 45–60 minutes

*Note: Instruction can be expanded or the material quickly reviewed, depending on students' current level of knowledge and understanding.*

## National Health Education Standards

**Standard 1:**  
Comprehending Concepts  
*Performance Indicator*  
**1.12.1:** Predict how healthy behaviors can affect health status.

## Lesson Objectives

**Students will be able to:**

1. Identify the organs of the male and female reproductive systems.
2. Describe the functions of the male and female reproductive systems.
3. Summarize the relationship between the menstrual cycle and becoming pregnant.

# 9TH GRADE SEX EDUCATION CURRICULUM

## LESSON 2

FLASH #3 Pregnancy

Standard 1: Core Concepts

Standard 3: Accessing Information

Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care)

Describe the signs of pregnancy

Access medically accurate information about pregnancy and pregnancy options

# Pregnancy

## Summary

---

The teacher uses visuals to describe the main processes related to pregnancy. The class brainstorms the early signs of pregnancy and discusses local pregnancy testing resources. The lesson concludes with a game to review content.

## Student Learning Objectives

---

The student will be able to ...

1. Identify the laws related to reproductive and sexual health care services.
2. Describe the signs of pregnancy.
3. Describe prenatal practices that can contribute to or threaten a healthy pregnancy.
4. Access medically accurate information about pregnancy, pregnancy options and prenatal care services.

\*Reinforce abstinence as the only guaranteed way to prevent pregnancy.

## Lesson Timing

---

Warm up	Bell work + 2 minutes
Purpose of lesson	3 minutes
Process of conception	5 minutes
Early signs of pregnancy and testing	8 minutes
9 Months of pregnancy	7 minutes
Review game	22 minutes
Exit ticket	3 minutes
Total	50 minutes

## Family Homework: Talking about Pregnancy

---

All Family Homework is optional. Students may complete Individual Homework instead.

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** What information did you receive about pregnancy when you were in school?

**Ask the student:** Tell me about some of the things you discussed in class today, including the following terms: trimester, conception and fertilization.

**Adults who have been pregnant** can share stories of the pregnancy with the student.

-----

---

---

---

---

---

---

# **9TH GRADE SEX EDUCATION CURRICULUM**

## **LESSON 3**

HS (Abs PSH) #9 Abstinence: What's in it for Me?

Standard 4: Interpersonal Communication

Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors



# Abstinence: What's in It for Me?

## Overview

In this lesson, students begin to define and explore the concept of sexual abstinence and consider how it can apply to their lives. After discussing the various choices people can make, they examine the potential negative consequences of becoming sexually active. They work in pairs to brainstorm benefits of being abstinent, and to come up with solutions for challenges to an abstinence choice. Then they consider a variety of ways teens can express feelings of sexual attraction toward others and evaluate which of these ways are safe and healthy and support the choice to be abstinent.

**Time:** 60–90 minutes

## National Health Education Standards

**Standard 1:**  
**Comprehending Concepts**

### *Performance Indicator*

**1.12.1:** Predict how healthy behaviors can affect health status.

### *Performance Indicator*

**1.12.7:** Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

### *Performance Indicator*

**1.12.9:** Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

## Lesson Objectives

**Students will be able to:**

1. Describe benefits of sexual abstinence.
2. Summarize safe ways to express feelings of sexual attraction.
3. Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs and pregnancy.

## **Definition of Sexual Abstinence**

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

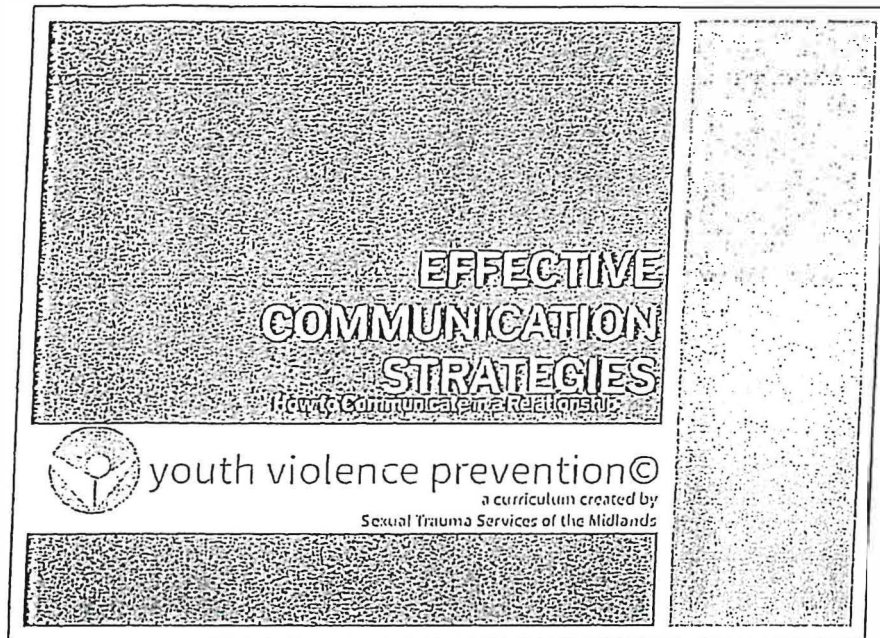
*In Bulloch County Schools, abstinence until the fidelity of marriage is emphasized as a community value and is an important aspect of a healthy lifestyle.*

# **9TH GRADE SEX EDUCATION CURRICULUM**

## **LESSON 4**

**Effective Communication Strategies  
YVP**

Lesson 9.4 - Communication Strategies



Teacher Notes:

Lesson Time: 60 minutes

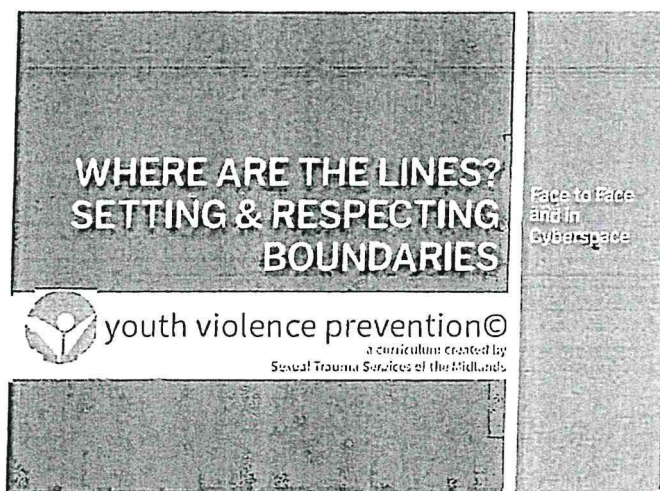
**Purpose:** Heighten awareness of personal communication strengths and weaknesses; introduce principles of conflict resolution and review using 'I' statements to express emotions and feelings in relationships; practice emotional regulation skills and effective communication skills; increase perception that clear and effective communication is important to building healthy relationships and strong decision-making skills.

# **9TH GRADE SEX EDUCATION CURRICULUM**

## **LESSON 5**

**Setting and Respecting Boundaries  
YVP**

## Lesson 9.5 - Setting and Respecting Boundaries



Lesson Time: 60 minutes

**Purpose:** Explore physical, personal, and emotional boundaries: identify personal boundaries, and discuss interpersonal aspects that help form boundaries, such as emotional, familial, spiritual, relational, and school rules: introduce methods by which individuals can be aware of boundary violations and promotes a secure sense of responsibility for personal safety on- and off-line.

# **9TH GRADE SEX EDUCATION CURRICULUM**

## **LESSON 6**

**FLASH #10 Birth Control Methods**

**Standard 3: Accessing Information**

**Access medically accurate information about contraceptive methods, including abstinence and condoms**

# Birth Control Methods

## Summary

---

Small groups are each assigned to write an info-mercial for a different method of birth control, using *Birth Control Fact Sheets* for reference. The small groups take turns performing their 2-minute info-mercial for the class, while observers identify two important points about each method and its effectiveness on the *Info-mercial Watchers Worksheet*. The class summarizes main points after each Info-mercial. The lesson concludes by having students evaluate the "best method," justifying their conclusions with accurate medical information.

## Student Learning Objectives

---

The student will be able to ...

1. Summarize how to prevent pregnancy and STDs.
2. Summarize the importance of using birth control and condoms correctly and consistently.
3. Explain the value of using condoms at the same time as another form of birth control.
4. Explain the importance of contraceptive counseling and services if having vaginal sex.
5. Define emergency contraception and how it works.
6. Evaluate the effectiveness of using condoms and birth control in preventing pregnancy and the spread of STDs and HIV.
7. Explain how to consistently and correctly apply a male condom and a female condom.  
\*Explain how abstinence is the only guaranteed way to prevent pregnancy and STDs.

## Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson	2 minutes
Birth control effectiveness exercise	3 minutes
Birth control info-commercials and wrap-up	40 minutes
Video of Condom Demonstrations	5 minutes
Exit ticket	3 minutes
Total	53 minutes



# Family Homework: Talking about Birth Control Methods

---

**All Family Homework is optional. Students may complete Individual Homework instead.**

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** Tell me about our family's, culture's or religion's beliefs about birth control.

**Ask each other:** How do you personally feel about people using birth control to prevent pregnancy?

---

---

---

---

---

---

# **9TH GRADE SEX EDUCATION CURRICULUM**

## **LESSON 7**

**FLASH #11 Preventing HIV and other STDs**

**Standard 1: Core Concepts- Content**

**Evaluate the effectiveness of abstinence, condoms, and other safer sex methods in preventing the spread of STDs, including HIV**

# Preventing HIV and Other STDs

## Summary

---

Students complete sentence stems on graffiti sheets to learn key concepts about STDs, including transmission, consequences and prevention. The lesson concludes with students setting personal goals that will help them avoid getting or giving an STD.

## Student Learning Objectives

---

The student will be able to ...

1. Describe common symptoms of and treatments for STDs, including HIV.
2. Explain the importance of STD and HIV testing and counseling if sexually active.
3. Develop a plan to attain a personal goal to avoid or reduce the risk of contracting an STD.
4. Make a commitment to practice healthy sexual behaviors.

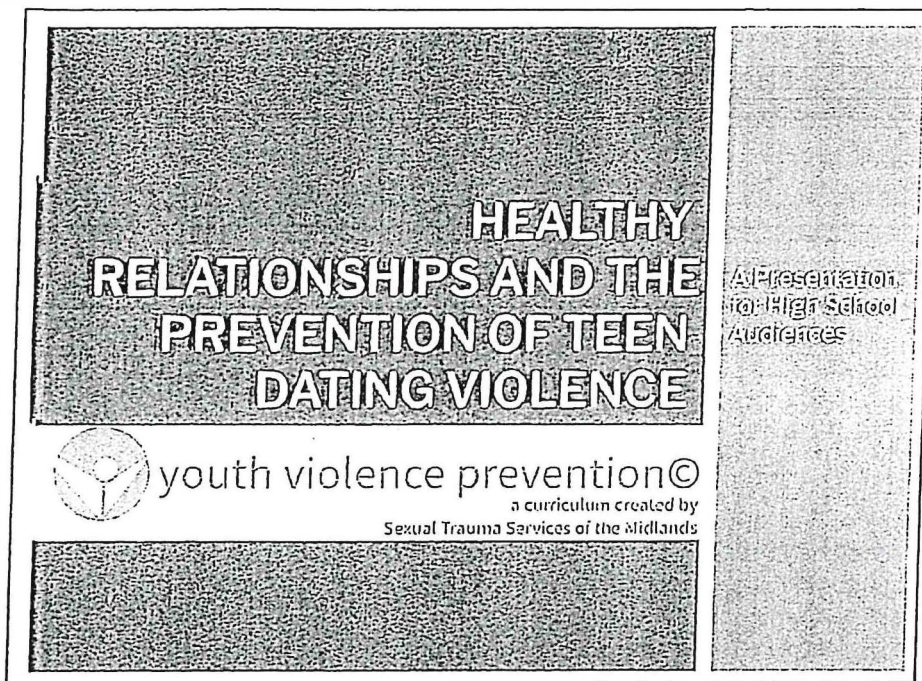
## Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson	1 minute
Graffiti sheet activity	25 minutes
Journaling activity	10 minutes
Exit ticket	3 minutes
Total	50 minutes

# 9TH GRADE SEX EDUCATION CURRICULUM

## LESSON 8

Healthy Relationships and the Prevention of Teen Dating Violence  
YVP



### Healthy Relationships and the Prevention of Teen Dating Violence

**Purpose:** Be able to differentiate between a healthy versus an unhealthy relationship and identify signs of unhealthy relationships; increase awareness of effects an unhealthy relationship can have on self-esteem and well-being; consider healthy responses to challenging scenarios that might occur with relationships.

## THE FOUR D's of BYSTANDER INTERVENTION

A proactive bystander is an individual who accepts personal responsibility for a situation and intervenes to ensure the well-being and/or safety of others.

Consider your position in the situation, your own personal safety, weigh the benefits and consequences of intervening, and choose the best method to intervene.

### D1 DISTRACT:

Distraction is a subtle and creative way to intervene. Distract either the harasser or the target with conversation unrelated to the harassment to derail and de-escalate the situation. Examples: Ask for directions; Pretend you know one of them

### D2 DELEGATE:

Bring in a 3rd party to help, possibly someone with more perceived authority. Examples: Alert a store manager, bus driver, or someone else to help intervene.

### D3 DIRECT:

Respond directly to the aggressor or physically intervene if necessary. Be confident, assertive, calm. Examples: walk up directly ask them to stop their behavior.

### D4 DELAY:

If you can't intervene in the moment, you can check in with the person being harassed afterwards to see if you can do anything to support them, illustrating that they are not alone. Examples: "Is everything okay? Is there anything I can do?" "Is there someone we can call?"

## BYSTANDER INTERVENTION PROTOCOL

Bystander intervention is necessary to create and promote a safe, respectful and welcoming community.

### Steps to Intervention:

1. Notice the event
2. Interpret the event as problematic
3. Assume personal responsibility
4. Take action

### Steps to Intervention:

1. Notice the event
2. Interpret the event as problematic
3. Assume personal responsibility
4. Take action

### Barriers:

Oftentimes, there are barriers to intervening. These barriers are rooted in fear and can be:

- **Physical** (you don't want to get into a fight)
- **Emotional** (you don't want to ruin the mood)
- **Social** (you don't want to confront someone of a higher status)

### Proactive Bystander Toolbox:

Some things to consider when deciding the best way to intervene:

- **Tone** - willingness to appeal to the potential offender should be based on the urgency of the situation
- **Social distance** - consider your relationship with potential perpetrator/survivor
- **Intersectionality** - What do you have in common? How can you use these commonalities to make an intervention more effective?

Source: Information for this resource was derived from original content developed by the American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102

Source: Information for this resource was derived from original content developed by the American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102

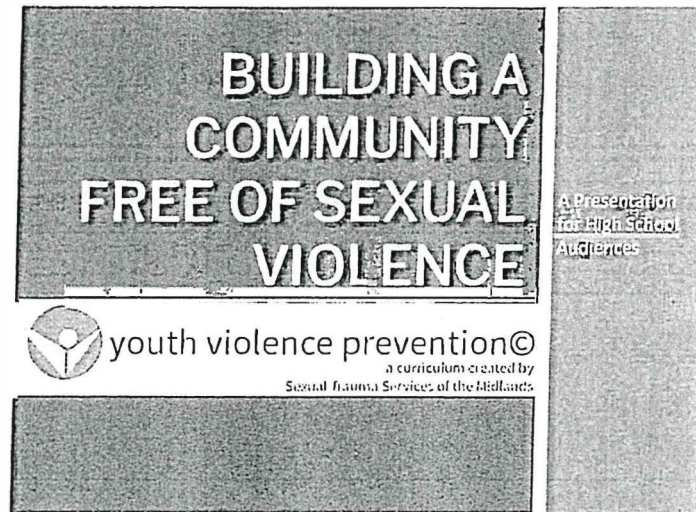
# **9TH GRADE SEX EDUCATION CURRICULUM**

## **LESSON 9**

**Building a Community Free of Sexual Violence  
YVP**



## Lesson 9.9 - Building a Community Free of Sexual Violence



### Building a Community Free of Sexual Violence

**Purpose:** Increase knowledge of sexual assault and victims' rights, and how to be a positive bystander; Identify prevalence and statistics about the crimes and demographics of victims and survivors; increase awareness about prevention efforts.

- Define sexual consent and key elements of each of the definitions.
- Brainstorm specific examples of actions that would show the presence or absence of consent and reinforce the importance of verbal consent.



# **9TH GRADE SEX EDUCATION CURRICULUM**

## **LESSON 10**

Human Trafficking Awareness  
RRR

## Human Trafficking Awareness

### Lesson Objectives

1. Define Human Trafficking - Labor and Sex Trafficking
2. Describe strategies traffickers employ to recruit youth.

### STEP 1:

"Today we are going to be talking about an important topic that may be sensitive for some. Let's review a few ground rules to ensure everyone feels safe during our discussion today." (*Show slide 2*)

Be respectful of self and others at all times.

Use I statements only.

Please do not share personal information or stories.

Think, about who your trusted adult is.

# **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)**

