Parkway School District Health and Physical Education
Healthy Relationships & Sexual Health Curriculum
6th Grade

Health Relationships and Sexual Health Unit & Lesson Details

Unit Enduring Understandings

1. Puberty begins a stage in your life when your body is physically capable of reproducing.
2. Puberty brings about a need for more consistent hygiene and cleanliness practices.
3. Hormones drive physical and emotional changes in your body.
4. You can prevent problems to your reproductive system by taking preventive steps.
5. Every living thing on earth, including human beings, begins life through the process of reproduction.
6. Open communication is important for clearly expressing your feelings, needs, and values with others.
7. Attitudes and behaviors can be formed from family, peers, and media influences.
8. Healthy Relationships have a positive effect on your emotional health.
9. Bullying and sexual harassment are disrespectful and harmful and can result in severe consequences and even legal issues.
10. My thoughtful decisions can have a positive outcomes for negative health situations.

Unit Essential Questions

1. What is so important about puberty?
2. What practices and skills will allow me to be healthy during puberty?
3. How might the influences in my life be positive or negative to my sexual health?
4. How can I promote a safe school community?

Unit Learning Targets

1. I can communicate effectively to express myself in an assertive way.
2. I can describe the qualities of healthy peer relationships and the impact poor relationships can have on a person's health.
3. I can demonstrate important considerations for the ways I care for my health during the stages of puberty and adolescence.
4. I can describe the function and purpose of the reproductive systems.
5. I can identify bullying behaviors and respond appropriately.

Recommended Lesson Sequence & Learning Outcomes

Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Changes During the Teen Years	In this lesson, students will review information about the physical, mental/emotional, and social changes occurring with pre-teens during the stage of puberty. Class discussions and learning activities will develop an awareness of the role hormones, such as testosterone and estrogen, play in the development of the reproductive system and the physical and emotional changes that are caused.	● Students will learn about physical, emotional, and social changes that will take place during their pre-teen and teen years. ● Students will learn healthful ways to respond to changes that occur during puberty. ● Students will learn the role of hormones in the growth and development of the body.	● Describe the physical, social, and emotional changes during puberty and signs of possible disorders. (K) ● Identify the role of the endocrine system in regulating body functions. (K) ● Describe characteristics of the stages of life (e.g., adolescence). (K) ● Identify healthful ways to respond to changes that occur during puberty to manage personal health.(S)
The Human Reproductive System	This lesson teaches students about the male and female reproductive system. Class discussions and learning activities will continue to develop student awareness of their body, in particular the internal and external organs of the reproductive system, and ways to care for and protect it.	● Students will learn the names, locations, and functions of the different organs that make up the male and female reproductive systems. ● Students will learn health problems that can occur with the male and female reproductive systems and preventive care behaviors.	● Identify the parts and functions of the human reproductive system. (K) ● Describe the importance of taking personal care of your body parts through good hygienic practices. (K) ● Make a personal commitment to practice health behaviors that protect sexual health. (S) ● Identify things to consider when accessing valid and medically accurate information regarding health and hygiene products. (S)
Communication Skills	In this lesson, students will learn about the importance of good communication in maintaining healthful relationships with peers and family. Class discussions and learning activities will allow students to explore various ways to communicate effectively through speaking, listening, and writing. Students will practice using “I-statements” and develop their communication skills in order to promote	● Students will learn different types of communication, passive, assertive, and aggressive. ● Students will learn the different types of skills necessary for good communication. ● Students will learn about verbal and non-verbal communication.	● Explain the importance of good communication skills with a trusted adult and/or physician to reduce and avoid sexual health risks and disease.(S) ● Identify different types of communication. (K) ● Identify strategies for effective communication with a parent or trusted adult. (S)

	health behaviors and reduce health risk factors.		
Healthful Family & Peer Relationships	In this lesson, students will explore characteristics and qualities that make up a healthful peer and family relationship. Class discussions and learning activities will allow students to understand the importance of friends, peers, and family members to the overall health of a person and supporting good health behaviors.	● Students will learn characteristics (i.e., communication skill; active listening) of a healthful relationship. ● Students will learn about ways their attitudes and behaviors are influenced by peers, family, and media.	● Describe characteristics of a healthy peer relationship. (K) ● Define bullying and harassment and identify its impact on personal health. (K) ● Identify strategies for effective communication with a parent or trusted adult. (S) ● Identify limits and when they need to say “no” to peer pressures. (S) ● Distinguish between positive and negative behaviors that will affect relationships. (S)
Bullying & Peer Pressure	In this lesson, students are introduced to bullying and harassment. Class discussions and learning activities will cover bullying and discriminatory harassment laws and school policies. Students will learn about the difference between an “Upstander” and “Bystander”, as well as learn skills for responding healthfully to bullying and harassment behaviors. Students will also be introduced to “Cyberbullying” and ways to protect themselves online.	● Students will learn key elements of bullying and harassment and what it looks like. ● Students will learn about positive and negative peer pressure. ● Students will learn ways to prevent and stop bullying and harassment. .	● Define bullying and harassment and identify its impacts on personal health. (K) ● Identify positive and negative influences from family and peers that impacts sexual health. (S) ● Identify limits and when they need to say “no” to peer pressures. (S) ● Formulate different ways to stop bullying by being an upstander versus a bystander. (S) ● Demonstrate ways to take a stand for peers who are bullied or harassed. (S)

Recommended Resources:

- *Glencoe Teen Health.* McGraw-Hill (2014)
- *Glencoe Teen Health ConnectED(Teacher’s Edition),* McGraw-Hill (2014)
- *Changes During the Life Cycle Module*, *Glencoe Teen Health, McGraw-Hill (2014).*
- *Advocates for Youth - Rights, Respect, Responsibility*
- *TeensHealth (Nemours)*

- *Your Body Systems Module. Glencoe Teen Health, McGraw-Hill (2014).*
- *"Activities That Teach Family Values",* Jackson, T. (Red Rock Publishing, 1998)
- *Building Healthy Relationships Module. Glencoe Teen Health (2014).*
- *"The Relationship Workbook"*, Moles, K. (Wellness Productions & Publishing, 2001)
- *Building Character and Preventing Bullying* Module. Glencoe Teen Health (2014).

Recommended Multimedia:

- *Glencoe Teen Health ConnectED. McGraw-Hill (2014)*
- *"The High, Lows, and In-Betweens of Puberty"* - Human Relations Media

- *TeensHealth (Nemours)*
- *We're Growing Up*. Marsh Media (2014).
- *"Standing Tall: Learning Assertive Skills"*-Human Relations Media.
- *Stop Bullying: Speak Up"* (Cartoon Network-Federal Trade Commission-youtube)
- *"What is Cyberbullying?"* (stopbullying.gov)
- *"Report CyberBullying"* (stopbullying.gov)
- *"Youth Engagement Toolkit"* (Stopbullying.gov)
- *"Gum in My Hair,"* by Twisted Scholar.
- *"Bullying Bystanders: You Can Make A Difference"*. Human Relations Media.
- *stopbullying.gov*
- *Safe Internet Surfing* (SafeSurfingKids.com)

Parkway School District Health and Physical Education
Healthy Relationships & Sexual Health Curriculum
7th Grade

Health Relationships and Sexual Health Unit & Lesson Details

Unit Enduring Understandings

1. Your sexuality is an important part of your total personality and overall health.
2. Young people often get mixed messages about sexuality from parents, friends, and the media.
3. There are a variety of gender expressions and identities, and all deserve to be shown respect.
4. Society reinforces ways in which each gender should act and behave, to which a person may not always conform.
5. Just because I am physically able to reproduce does not mean I am ready for those responsibilities.
6. Hormones are produced during puberty that cause physical changes for the purpose of reproduction.
7. Puberty brings about a need for more consistent hygiene and cleanliness practices.
8. Adults, such as parents and physicians, can serve to support healthy sexual decision-making.
9. Abstinence is the only 100% method of preventing pregnancy and STIs.
10. The consequences of sexual activity are not just physical, but emotional and social consequences as well.
11. Consent is an option that you have the right to give, that helps protect your personal boundaries.
12. Just because a person is physically able to reproduce does not mean they are ready for those responsibilities.
13. Puberty brings about a need for more consistent hygiene and cleanliness practices.
14. All contraception methods are not the same, some being more effective than others, and may not fit with your beliefs.
15. Sexually Transmitted Infections have short-term and long-term consequences for your personal health and future relationships.
16. STIs and HIV can be prevented with safe health practices.
17. Drug use greatly increases your risk of sexual health risks.

Unit Essential Questions

1. What is sexuality?
2. How do I communicate in a way that builds healthy peer and family relationships?
3. How do I know my body?
4. What health behaviors will protect my sexual health and help me attain my life goals?
5. How do I protect my sexual health?
6. How do I find reliable resources that display my options for sexual health care?

Unit Learning Targets

1. I can effectively communicate my feelings to honor my values while promoting healthy relationships and reducing sexual health risks.
2. I can explain ways that overall wellness would be affected by a teenage pregnancy.
3. I can show the impact of being abstinent versus sexually active on one's overall wellness (i.e., physical, social, emotional)
4. I can explain the transmission, symptoms, and consequences of common STD/STI's.

Recommended Lesson Sequence & Learning Outcomes

Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Starting Out: An Introduction to Human Sexuality	This lesson introduces the topic of teen sexuality. Students develop ground rules for discussion, then look at different aspects of sexuality. Students will discuss why expressing their sexuality and talking about sexuality are important to their sexual health. Discussions will also include the influences to a person's sexuality.	● Students will learn how a positive view of sexuality is an important part of their overall health. ● Students will learn various types of influences on their sexuality. ● Students will learn myths and facts about various aspects of sexuality.	● Define sexuality and describe how it relates to your sexual health. (K) ● Identify positive and negative influences from family, peers, media, culture and technology on sexual behaviors. (S) ● Describe how your sexuality is influenced by the way you feel about yourself. (S) ● Separate myths from facts about sexual health risks. (S)
Understanding Gender	The objective of this lesson is to encourage students to develop their own critical intelligence with regard to culturally inherited stereotypes, and to the images presented in the media. Students take a look at their own assumptions about what it means to be a boy/man, and what it means to be a girl/woman. Students will see how stereotypes can lead to biased behaviors, and even can result in violent actions towards others, which	● Students will learn about the importance of respecting various gender identities and expressions. ● Students will learn gender-role stereotypes associated with males and females. ● Students will learn about pressures people face to conform to gender roles, and potentially harmful effects to gender nonconforming individuals.	● Explain the importance of respect for various gender identities and expressions. (K) ● Describe how sexuality is influenced by your personality and the way you feel about yourself. (S) ● Demonstrate ways to be supportive and respectful towards friends/peers in displaying their sexuality. (S) ● Demonstrate proper ways to respectfully communicate with and about people of all gender identities, expressions, and sexual orientations. (S)

	ultimately have health implications on everyone.		
Human Anatomy & Reproduction	In this lesson, students will review the organs and functions of the male and female reproductive systems. Discussions and learning activities will help them develop an understanding of the human reproductive system and ways to better care for their reproductive health (i.e., check-ups, athletic support, protection, self-exams, cleanliness practices).	● Students will learn the names and functions of the human reproductive system.. ● Students will learn health practices to protect their reproductive health.	● Identify the anatomy and function of the male and female reproductive systems. (K) ● Describe positive health practices that protect sexual health. (K) ● Identify reputable health/medical websites and organizaitions to access information about your sexual health questions. (S) ● Separate myths from facts about sexual health risks. (S)
Abstinence from Sexual Activity	In this lesson, students weigh the health benefits of being sexually abstinent versus the health risks of being sexually active. Discussions and learning activities help students to identify various positive and negative influences on the choice to be	● Students will learn the health benefits of being sexually abstinent and the sexual risk factors of being sexually active. ● Students will learn about the various influences that protect against engaging in sexual risk factors and	● Define abstinence and describe its benefits. (K) ● Analyze short-term and long-term effects of decisions regarding sexual health. (S) ● Make a personal commitment to practice abstinence in consideration of academic, health and personal goals, as well as personal and family values. (S)

	abstinent. They will also examine the impact of being sexually active upon their personal values and beliefs, as well as their life goals	how to resist negative influences that threaten the choice to be sexually abstinent.	● Identify various health risks to being sexually active. (K)
Risks of Sexual Activity - Pregnancy	This lesson introduces facts about reproduction and pregnancy. Students will learn about how fertilization occurs and the risks of pregnancy as a result of a sexually active lifestyle, especially unprotected sex. Students discuss the mental, emotional, and social impact of teenage pregnancy and parenthood.	● Students will learn how pregnancy occurs through the fertilization of an egg. ● Students will learn about the risks of pregnancy from unprotected sex. ● Students will learn the health consequences of teen pregnancy.	● Identify various health risks to being sexually active. (K) ● Identify positive and negative influences from family, peers, media, culture and technology on sexual behaviors. (S) ● Analyze the short-term and long-term effects of decisions regarding sexual health (e.g., STIs, pregnancy). (S)
Sexual Health & Hygiene	In this lesson, students learn about taking care of their sexual health through good hygiene practices for promoting health and positive social relationships. Group discussions and learning activities will help students identify health products and information that are supported by medical and health professionals.	● Students will learn health practices that help keep the body clean and healthy, including the reproductive body parts. ● Students will learn how to identify reliable and factual sources of information for sexual health care. ● Students will learn ways to seek help for sexual health issues.	● Describe positive health practices that protect a person's sexual health. (K) ● Identify reputable health/medical websites and organizations to access information to your sexual health questions. (S) ● Identify and develop hygienic behaviors that will enhance health or reduce health risks. (S)
Sexual Health Risks - Contraception	In this lesson, students will learn about various method of contraception for the purpose of reducing chance of pregnancy and acquiring a sexually	● Students will learn methods of STI transmission through sexual intercourse.	● Identify contraception methods and associated risks. (K) ● Separate myths from facts about sexual health risks. (S)

	transmitted infection. Group discussions and learning activities will present factual and medically-accurate information about the effectiveness rates of common barrier (e.g., condoms) and non-barrier methods of contraception (e.g., The Pill). Abstinence will be emphasized as the only 100% effectiveness for preventing pregnancy and STIs.	● Students will learn types of common barrier and non-barrier methods of contraception. ● Students will learn medically-accurate rates of effectiveness for various methods of contraception.	● Analyze the short-term and long-term effects of decisions regarding sexual health (e.g., STIs, HIV/AIDS). (S)
Sexual Health Risks - STIs	In this lesson, students will learn about how certain diseases can be spread through sexual activity and ways to reduce its chances of being transmitted. Group discussions and learning activities will enable students to identify symptoms, various methods of transmission, and treatment for various types of STIs (e.g., Gonorrhea, Syphilis, Chlamydia, HPV, Herpes, Pubic Lice), as well as the health consequences of acquiring an STI.	● Students will learn three categories of sexually transmitted infections. ● Students will learn about ways STIs are transmitted and how they can protect themselves from acquiring an STI. ● Students will learn symptoms of the most common sexually transmitted diseases. ● Students will learn the importance of communicating with a parent, caregiver, and/or medical/health professional regarding concerns about possible infections or diseases.	● Identify contraception methods and associated risks. (K) ● Identify types of STIs and describe its transmission, symptoms, and consequences. (K) ● Identify various health risks to being sexually active. (K) ● Separate myths from facts about sexual health risks. (S) ● Analyze short-term and long-term effects of decisions regarding sexual health. (S) ● Develop communication skills with a trusted adult and/or physician to reduce and avoid sexual health risks and disease (S)

Risks of Sexual Activity - HIV/AIDS	In this lesson students will understand the difference between HIV and AIDS and how it affects the immune system. Students will be able to recognize and describe the signs and symptoms of HIV and how HIV is transmitted. Prevention and treatment will also be explained, with information being provided that there is no cure for HIV/AIDS and that the treatment is costly and with an array of side effects. Lastly, students will gain an understanding of a respectful treatment of those living with HIV/AIDS.	• Students will learn the purpose and functioning of the body's immune system. • Students will learn how HIV/AIDS and Hepatitis are spread and how to prevent its transmission through positive health practices and/or immunizations. • Students will learn the importance of treating people who have been infected with HIV in a respectful way.	• Identify types of STIs and describe its' transmission, symptoms, and consequences. (K) • Identify health risks and consequences of teenage sexual activity. (S) • Separate myths from facts about sexual health risks. (S) • Analyze the short-term and long-term effects of decisions regarding sexual health (e.g., STIs, HIV/AIDS). (S) • Develop communication skills with a trusted adult and/or physician to reduce and avoid sexual health risks and disease. (S)

Recommended Resources:

- *Glencoe Teen Health ConnectED(Teacher's Edition),* McGraw-Hill (2014)
- *"Glencoe Teen Health."*McGraw-Hill (2014)
- *"The Relationship Workbook"*, Moles, K. (Wellness Productions & Publishing, 2001)
- *Advocates for Youth - Rights, Respect, Responsibility*
- *TeensHealth (Nemours)*
- *"Building Healthy Relationships"*Module. Glencoe Teen Health (2014).
- *"Sex Education: the missing pieces"*. Toner, P.R. (J&B Products, 2008).
- *"Health During the Life Cycle"* Module. Glencoe Teen Health (2014).

Recommended Multimedia:

- *"Straight Talk About Self-Image and Identity," by Marsh Media.*
- *"Talking with Teens"* (Office of Adolescent Health)

- *Positive Parenting Tips"* (CDC)
- *"stopbullying.gov"*
- *"Straight Talk About Sex, Gender, and Media"*, MarshMedia (2012).
- *"The Definition of Sexism" (Nobullying.com)*
- *"Parenting and Family"* (Gender Spectrum)
- *"Gender Identity Development in Children"* (HealthyChildren.org)

- *TeensHealth (Nemours)*
- *Centers of Disease Control* (CDC)
- *"Teen Pregnancy: Medical Risks and Realities"* WebMD
- *"Straight Talk About Sexual Choice and Consequences,"* by Marsh Media
- *"Abstinence First: Teen Birth Control Decisions"* Human Relations Media.
- *Understanding HIV and AIDS,"* by Human Relations Media.
- *"Blood vs Germs: News You Can Use,"* by Marsh Media (15:00).
- *AIDS.gov*
- *"Health & Wellness"* - St. Louis County Department of Health

Parkway School District Health and Physical Education
Healthy Relationships & Sexual Health Curriculum
8th Grade

Health Relationships and Sexual Health Unit & Lesson Details

Unit Enduring Understandings

1. Adolescence is a time when many teens may begin to have sexual feelings for others.
2. A healthy romantic relationship involves not only on love and attraction, but is based on reason and values as well.
3. Building and maintaining healthy relationships will allow a person to recognize and resist unhealthy sexual risk behaviors and allow one to reach their personal goals.
4. All healthy relationships include communication, mutual respect and boundaries.
5. Consent is a right you have to give that helps protect your personal boundaries.
6. Every person has rights and deserves to feel safe and be treated respectfully.
7. Harassment is a disrespectful behavior that nobody should have to put up with.
8. Responsible use of social media will reduce the chance of unwanted sexual health risks (i.e., cyberbullying, legal issues, and possible criminal record.
9. A person's sexuality and sexual health are influenced by our personal beliefs and the interactions with the environments in which we live.

Unit Essential Questions

1. What constitutes a healthy romantic relationship?
2. What steps should I take to develop a healthy relationship?
3. What is the difference between gender identity, gender expression and sexual orientation?
4. How can I treat others with dignity and respect?

5. How can healthfully respond to threats to my sexual health?
6. How can I communicate effectively, respectfully, and safely?
7. How are my sexual health and attitudes about sexuality influenced?

Unit Learning Targets

1. I can identify responsibilities of a healthy dating/intimate relationship.
2. I can describe why abstinence is the most effective way to avoid sexual health risks and share ways of exercising self-control to reach short and long term life goals.
3. I can state laws of consent and sexual harassment and how they might apply to a person my age.
4. I can share the importance to respect other's' talents, lifestyle choices, and need for acceptance. (Including gender identity, expression and sexual orientation.)
5. I can demonstrate safe and appropriate practices for protecting myself on social media and the Internet.
6. I can identify reputable sources of information and communication, in order to protect my sexual health.

Recommended Lesson Sequence & Learning Outcomes

Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Healthful Dating Relationships	This lesson will help students understand the importance of respecting their self and their partner in a romantic relationship. Class discussions and learning activities will address the types of touch and everyone's right to refuse unwanted or uninvited touches. Students will be introduced to the concepts of love and affection and how to communicate feelings in a healthful, safe, and respectful way. Dating violence and ways to end a relationship will also be discussed.	● Students will learn about characteristics of healthy relationships and unhealthy relationship warning signs. ● Students will learn the difference between romantic behaviors that might present more comfort (safe zone) versus those that might be too risky or uncomfortable (Danger zone). ● Students will learn the importance of setting limits, communicating boundaries, and displaying sexual integrity. ● Students will learn what it means to have self-worth and self-respect.	● Recognize responses to sexual advances and demonstrate effective ways for communicating feelings and desires (e.g. consent) (S) ● Evaluate short and long term life goals as it relates to your personal values and decisions that impact your sexual health. (S)

Sexual Orientation & Relationships	This lesson will introduce students to various types of attractions and relationships, including LGBTQ relationships. Group discussions and learning activities will include medically-accurate information about the different types of relationships and allow students to develop an understanding of the common characteristics of all relationships.	● Students will learn about various types of sexual feelings, attractions, and relationships. ● Students will learn how opinions, cultural and family values, religious views, comfort levels, and personalities affect feelings of attraction. ● Students will learn the harmful health effects of discriminating and biased behaviors and the importance of respecting all people.	● Define and distinguish between gender identity, expression, and sexual orientation. (K) ● Describe various aspects of sexual and romantic feelings (e.g., attraction, love, infatuation). (K) ● Identify positive and negative influences from family, peers, media, culture and technology on one's own values regarding your personality and sexuality. (S) ● Express intentions to be safe and reduce sexual health risks. (S)
Resisting Sexual Pressures	This lesson will help students recognize dating/romantic relationship situations that are not safe and appropriate. Group discussion and learning activities will teach students steps to resist and communicate unwated sexual pressures. Students will be introduced to the term "consent" in context of romantic and sexual relationships. Classroom discussions and learning activities will help develop the communication skills between two partners to establish boundaries and draw the line	● Students will learn about the laws of sexual consent. ● Students will learn assertive communication skills that establish clear boundaries. ● Students will learn how to be respectful to boundaries and not to pressure their partner.	● Describe why sexual abstinence is the safest most effective sexual risk avoidance method (K) ● Identify strategies for exercising self-control and self-discipline in an effort to avoid situations that place one at risk to their sexual health. (K) ● Identify key aspects of laws regarding consent and harassment, including sexting and social media. (K) ● Explain the importance of sexual consent in making decisions with regards to creating and maintaining healthful relationships. (S) ● Evaluate short and long-term life goals as it relates to your personal values and

	between invited and uninvited behaviors.		decisions that impact your sexual health. (S) ● Express intentions to be safe and reduce sexual health risks. (S)
Sexting and Online Safety	This lesson will help students understand the dangers of inappropriate texting that includes sexual content. Students will develop a better understanding of the "dos" and "don'ts" of online communication and messaging.	● Students will learn about online risks to their sexual health and how to protect yourself. ● Students will learn about the laws regarding sexting and cyberbullying. ● Students will learn about the harmful health effects of inappropriate online communication.	● Identify key aspects of laws regarding consent and harassment, including sexting and social media. (K) ● Identify the harmful effects of sexting or other inappropriate social media communication. (K) ● Demonstrate appropriate ways to respond to unwanted social media messages and healthful ways to respond to those reactions (e.g. sexual predators). (S) ● Express intentions to be safe and reduce sexual health risks. (S)
Sex and the Media	This lesson will introduce to students the sexual influences on youth by various media (i.e., television, the Internet, magazines, music). Students will explore how media messages target their age group and ways that these messages impact the perceived norm of youth sexuality.	● Students will learn the importance of a healthy body image and how media images and perceived norms can impact one's body image. ● Students will learn about various media influences that target youth sexuality. ● Students will learn the health effects of viewing sexual content on a person's sexual health.	● Identify positive and negative influences from family, peers, media, culture and technology on one's own values regarding your personality and sexuality. (S) ● Express intentions to be safe and reduce sexual health risks. (S)

Recommended Resources:

- *"Glencoe Teen Health."*McGraw-Hill (2014)
- *Glencoe Teen Health ConnectED(Teacher's Edition),* McGraw-Hill (2014)
- *"The Relationship Workbook"* Moles, K. , Wellness Reproductions Publishing (2001).
- *"Sex Education: the missing pieces"*. Toner, P.R. (J&B Products, 2008).
- *TeensHealth (Nemours)*
- *"Building Healthy Relationships Module",* Glencoe Teen Health, *McGraw-Hill (2014).*
- *"Sex, Kids Questions and Parent Answers"* - National Physicians Center, 2005
- *An Overview of Sexual Orientation* (WebMD)
- *Advocates for Youth - Rights, Respect, Responsibility*
- Parkway Middle School Health packet, pgs 5, 9 & 10

Recommended Multimedia:

- *"Straight Talk About Sexual Choices and Consequences".* Marsh Media
- "*Flirting or Hurting",* Human Relations Media.
- *TeensHealth (Nemours)*
- "*Talking with Teens*" (Office of Adolescent Health)
- *"Helping Teens Resist Sexual Pressure"* (American Academy of Pediatrics)
- *"MO-Age for Consent"*
- *Teen Sexting in Missouri"* (Criminal Defense Lawyer)
- *"Online Safety Quiz"* (safekids.com)
- *"Dangers of Sexting: What Teens Need to Know"*, Human Relations Media.
- *"Sexting in America:when Private goes public",* MTV Video
- *"Perspectives on Chatting Safely Online"*, Common Sense Media.
- *"B Careful When U Text: The Dangers of Texting and Sexting,"* Human Relations Media.
- ¨*8 Things You and Your Teen Need to Know About Sexting* (Common Sense Media)
- *"Sex, Social Media, and the Pressure on Teenage Girls* " (PBS Network)
- "*Safe Online Family Tip Sheet"* (CommonSenseMedia)
- *Online Safety"* Kids.gov
- *"Sexting & Cyberbullying, What Are We Dealing With?"*(netsafeutah.org)
- *"Teen shares sexting story- tells parents not to be naive"*(WCCO-CBS Minnesota)
- *"Impact of Pornography"* (preventtogether.org)
- *Protecting Children in Cyberspace"* (ProtectKids.com)
- *"Straight Talk About Sex, Gender, and Media."* Marsh Media
- *"The Perfect Image-Documentary of an Eating Disorder"* (youtube - Jeffrey Griffith)
- *"Boost Your Daughter's Body Confidence"* (Dove Self-Esteem Project)

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