

## **Public Comment Period**

**There shall be a public comment period for each meeting with actionable items on the agenda, with the exception of teacher disciplinary hearings. Comments shall be limited to topics listed on the agenda and matters that are germane to the school board's jurisdiction.**

**The total public comment period shall be for no more than three (3) minutes. If an individual wishes to address the Board, he/she shall sign up on the form provided before the beginning of the board meeting to request time to speak. Each speaker shall be given no more than (3) minutes.**

**Delegations must select only one individual to speak on their behalf unless otherwise determined by the Board.**

***Board Policy 1.609 Appeals to and Appearances Before the Board***

## **WASHINGTON COUNTY BOARD OF EDUCATION**

**September 15, 2026**

**5:30 PM**

**Central Office**

- I. CALL TO ORDER**
- II. Public Hearing related to the Family Life Curriculum**
  - A. Family Life Curriculum**
- III. ADJOURNMENT**

# **MIDDLE-SCHOOL FAMILY LIFE CURRICULUM**

## **6<sup>th</sup> Grade – 3 classes**

### **1. Drawing the Line/Respecting the Line**

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

1. Define what it means to “draw the line” in personal decision-making.
2. Identify and review four key steps for drawing the line in situations involving peer pressure.
3. Explain how persisting in pressuring a friend demonstrates a lack of respect for their boundaries.
4. Demonstrate skills for refusing pressure and practice appropriate responses to respect friends’ boundaries through role-play activities.

### **2. Puberty and Personal Hygiene**

#### **Objectives**

#### **6. PW.5 Identify and evaluate basic personal hygiene habits.**

- Discuss why hygiene practices matter and identify some basic personal hygiene habits.
  - o Handwashing
  - o Bathing/Showering
  - o Brushing teeth and flossing
  - o Nail care
  - o Wearing clean clothes
  - o Maintaining personal items (towels, toothbrushes, makeup brushes, drinks, etc.) o Use of public showers/bathrooms/locker rooms
  - o Skincare – sunscreens, athlete’s foot, ringworm, etc.
  - o Wound care
  - o Stick and poke tattoos

6.PW.6 Identify personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).

- Understand the hygiene needs specific to the physical, emotional, and social changes during puberty.
  - o Use of deodorant to avoid body odor
  - o Changing and washing clothes regularly, especially athletic gear, underwear, and socks
  - o Menstrual hygiene products
  - o Managing pubic and underarm hair
  - o Managing mood swings
  - o Managing peer influence/Self-image

6. HGD.1 Describe and explain the basic body systems and their functions.

- Explain how the reproductive and endocrine systems change and function during puberty, including the role of hormones in physical and emotional development.
  - o Summarize the parts and functions of the male reproductive anatomy
  - o Summarize the parts and functions of the female reproductive anatomy

6.HGD.2 Summarize the human reproduction cycle.

- Briefly discuss the reproductive system and its role in creating new life
  - o Explain menstruation and ovulation as part of the reproductive cycle
  - o Summarize the stages from egg and sperm joining to fetal development, pregnancy, and birth

6.HGD.3 Explain that puberty and physical development can vary among individuals.

- Briefly explain that puberty is a normal part of getting older, and everyone goes through puberty, but not always at the same pace.
  - o Explain when puberty typically occurs for both females and males
  - o Explain why the timing and experience of puberty may differ from person to person

person, e.g., genetics, nutrition, health conditions, physical activity, environment

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6.HGD.4 Understand the changes that occur during puberty and adolescence (e.g., growth spurts, peer influence, self-confidence, mood swings).

- Discuss the physical and emotional changes that occur during puberty.
  - o Describe the physical changes that occur during puberty, including those specific to females, males, and those experienced by both
  - o Identify and discuss the emotional and social changes that may occur during puberty, e.g., mood swings, extra-sensitivity to peer influence, developing self-confidence, etc.

6. HGD.5 Identify parents or other trusted adults to whom you can ask questions about puberty and adolescent health issues.

- Explain that it is normal to have questions about your body, feelings, and relationships as you grow, and it is important to identify people you trust who can give you honest, safe, and supportive answers.
  - o Briefly discuss who a trusted adult is (someone you would feel comfortable talking to about sensitive or personal topics)
  - o Identify and name at least three trusted adults, they can talk with

6. HGD.6. Define teen pregnancy

- Briefly explain teen pregnancy – when a girl becomes pregnant before the age of 20.
  - o Explain that it is important for both boys and girls to learn about their bodies, and ways to make healthy, safe choices about friendships and relationships.

6. HGD.8 Identify the difference between abstinence and risk behaviors and why abstinence is the responsible and preferred choice for adolescence.

- Explain that abstinence is a responsible choice for teens because it is the only method that completely protects against pregnancy, sexually transmitted infections (STIs), and other emotional problems.
  - o Explain what abstinence means

- o Identify what risk behaviors are (having unprotected sex, drug/alcohol use, being in an unsafe situation/environment)

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- o Recognize why choosing abstinence is considered a safe, responsible, and preferred choice in adolescence

#### 6.HGD.9 Define sexual abstinence as it relates to pregnancy prevention.

- Provide a clear, simple definition of sexual abstinence, specifically in the context of preventing pregnancy.
  - o Focus the explanation on how abstinence works as a pregnancy prevention method e.g. if the no sperm enters a female's body through the vagina, pregnancy cannot happen.

### **3. Disease Prevention, Sexually Transmitted Infections/HIV**

#### **Objectives**

#### 6.SP.1 Identify communicable diseases, their symptoms, and how they are spread. Identify prevention techniques and treatment.

- Discuss communicable diseases and how to prevent them.
  - o Explain what a communicable disease is and how it differs from a non-communicable disease
  - o List common communicable diseases, e.g., flu, common cold, COVID-19, measles, chicken-pox, strep throat etc.,
  - o Identify the symptoms of common communicable diseases, e.g., Strep throat – sore throat, fever, swollen glands, etc.
  - o Explain how communicable diseases are spread, e.g., airborne, contaminated food/water, physical contact, animal bites etc.,
  - o Identify prevention techniques, e.g., handwashing, vaccinations, covering mouth

- when coughing, wearing masks, staying home when sick, etc.
- o Describe some possible treatments, e.g., prescribed medicines, drinking plenty of fluids, rest, etc.
- o Explain the importance of preventing the spread and treating diseases early 4

#### 6.HGD.10 Identify and define common sexually transmitted infection pathogens.

- Explain what a sexually transmitted infection is and what a pathogen is. o Give examples of common bacteria STI pathogens, e.g., Chlamydia, Gonorrhea, Syphilis
- o Give examples of common viral STI pathogens, e.g., Hepatitis B, HIV, Herpes (HSV), Human Papillomavirus (HPV)
- o Give examples of common parasitic STIs, e.g., Pubic Lice, Scabies, Trichomoniasis

#### 6.HGD.11 Compare and contrast communicable and non-communicable diseases.

- Possibly use a game such as Bingo to differentiate between communicable and non-communicable diseases.

#### 6.HGD.12 Define human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).

- Explain the difference between HIV and AIDS.

#### 6.HGD.13 Distinguish between safe and risky behavior as related to disease prevention.

- Clarify what safe behaviors and what risky behaviors are as related to preventing STIs, including HIV
- o Give examples of safe and risky behaviors as related to STI prevention `

## **7<sup>th</sup> Grade – 3 classes**

### **1. Drawing the Line/Respecting the Line**

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

1. Review the four key steps for drawing the line.
2. Identify possible consequences of choosing to have sex or choosing abstinence.
3. Analyze a story scenario and create alternate endings based on different choices.
4. Identify situations/warning signs that could lead to sex and develop strategies to avoid or exit those situations.

### **2. Puberty and Personal Hygiene**

#### **Objectives**

#### **7. PW.5 Analyze the changes in hygiene required due to physical changes during adolescence.**

- Identify and discuss the physical changes during adolescence that affect hygiene needs.
  - o Briefly review what personal hygiene means and why it is important
  - o Give examples of physical changes during adolescence that affect hygiene needs.
  - o Describe the hygiene practices necessary to make these changes.

#### **7. PW.6 Compare personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).**

- Explain why physical changes that occur during adolescence/puberty require new or additional hygiene habits.
  - o Briefly discuss the physical changes during puberty for both males and females (e.g., increased sweating, oilier skin/acne, body odor, hair growth, menstruation). o Explain how these physical changes affect hygiene needs (e.g., more frequent bathing, need for deodorant, skin care routines, menstrual hygiene products).
  - o Summarize appropriate hygiene practices to manage these changes (e.g., daily bathing, using deodorant, washing face to prevent acne, oral hygiene, menstrual care products, changing clothes regularly).

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## 7. HGD.1 Analyze and explain the impact of personal health behaviors on the function of the human body.

- Analyze and explain the impact of personal health behaviors on the function of the reproductive system.
  - o Briefly discuss how personal health behaviors, such as hygiene, nutrition, and regular health check-ups, affect the health and function of the male and female reproductive systems
  - o Explain how positive health behaviors (e.g., safe hygiene practices and abstinence) and negative behaviors (e.g., poor hygiene or risky sexual activity) can support or disrupt the normal function of the male and female reproductive systems
  - o Summarize responsible personal health choices that help maintain reproductive system health, prevent infection, and support overall well-being

## 7.HGD.2 Describe the human cycle of reproduction, birth, growth, aging, and death.

- Briefly discuss the cycle of life, including birth, growth, reproduction, and health. o Explain that while everyone experiences most stages of the life cycle, the reproduction stage involves personal choices and may not be part of everyone's life journey.
  - o Discuss the connection between puberty and reproduction, including how physical

changes during puberty prepare the body for the possibility of reproduction.

### 7.HGD.3 Discuss how changes during puberty affect thoughts, emotions, and behaviors.

- Discuss the emotional changes of puberty.
  - o Briefly explain that puberty involves not only physical changes but also shifts in emotions and thinking patterns.
  - o Describe how hormonal changes can lead to new or intense emotions such as mood swings, attraction, irritability, and curiosity about relationships
  - o Summarize how these changes can influence behaviors, decision-making, friendships, and family relationships, and discuss healthy ways to manage these feelings and actions.

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### 7.HGD.4 Describe and demonstrate understanding of the development characteristics of adolescence, including physical and emotional changes.

- Discuss the physical and emotional changes that occur during adolescence.
  - o Briefly describe adolescence as the stage of life between childhood and adulthood, when significant physical, emotional, and social changes occur
  - o Describe the physical changes that occur during puberty, including those specific to females, males, and those experienced by both
  - o Identify and discuss the emotional and social changes that may occur during adolescence, e.g., mood swings, extra-sensitivity to peer influence, developing self-confidence, independence, forming identity, experiencing strong emotions/crushes, increased interest in peer and romantic relationships, etc.

### 7. HGD.5 Differentiate between reliable and unreliable sources of information regarding human growth and development.

- Explain that it is normal to have questions about your body, feelings, and relationships as you grow, and it is important to seek answers from reliable, trustworthy sources.
  - o Briefly discuss what makes a source reliable, such as healthcare professionals, teachers, counselors, or official health websites, and contrast this with unreliable

- sources like rumors, unverified social media posts, or uninformed peers.
- o Briefly discuss who a trusted adult is - someone you would feel safe and comfortable talking to about sensitive or personal topics, who will provide honest, safe, and supportive information.
- o List at least three trusted adults students can talk to, e.g., parent or guardian, school counselor, sports coach, doctor, nurse, or religious leader.

## 7 HGD.6. Compare and contrast the effects of teen pregnancy on personal health.

- Briefly explain teen pregnancy – when a girl becomes pregnant before the age of 20.
  - o Briefly discuss that teen pregnancy can cause physical, emotional, social, and financial effects on the individual and those around them.

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- o Explain that it is important for both boys and girls to learn about their changing bodies during adolescence and understand how to make healthy, safe, and responsible choices about friendships and relationships
- o Compare and contrast how teen pregnancy can affect personal health, including: -
  - Physical health:* increased risk of pregnancy complications, high blood pressure, anemia, and premature birth
  - *Emotional health:* stress, anxiety, changes in mood, and emotional strain from balancing school, parenting, and relationships
  - *Social health:* possible changes in friendships, school attendance, social activities, and family dynamics
  - *Future opportunities:* how early pregnancy might impact education goals, career plans, and financial independence

## 7. HGD.7 Describe how puberty prepares the human body to reproduce.

- Briefly discuss the cycle of life, including birth, growth, reproduction, and health. (Circle back to 7.HGD.2)
  - o Explain that while everyone experiences most stages of the life cycle, the

reproduction stage involves personal choices and may not be part of everyone's life journey.

- o Understand the connection between puberty and reproduction, including how physical changes during puberty prepare the body for the possibility of reproduction.

#### 7. HGD.8. Identify the positive benefits of abstinence from sexual activity outside of marriage.

- Explain that abstinence is a responsible and healthy choice for teens because it is the only method that completely protects against pregnancy, sexually transmitted infections (STIs), and potential emotional challenges that can come from engaging in sexual activity too early.
- o Discuss what abstinence means: choosing not to participate in any sexual activity.  
Clarify that abstinence is a personal decision anyone can make at any time, and it can be part of a healthy lifestyle.

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- o Identify what risk behaviors are (having unprotected sex, drug/alcohol use, being in an unsafe situation/environment)
- o Recognize why choosing abstinence is considered a safe, responsible, and preferred choice in adolescence:
  - *Protects against unplanned pregnancy and STIs*
  - *Helps avoid emotional stress, peer pressure, and relationship challenges -*  
*Allows teens to focus on personal goals, education, friendships, and*  
*self-confidence*
  - *Supports making decisions based on personal values and future goals without*  
*regret or harmful consequences*

#### 7.HGD.9 Use effective verbal and nonverbal communication skills to convey feelings and goals regarding pregnancy.

- Explain that teens have the right and ability to set personal boundaries and communicate those boundaries clearly and confidently to others in various situations, including conversations about relationships, sexual activity, and pregnancy prevention. o Circe back to the four steps in drawing the line/refusal skills introduced in the first class

### **3. Disease Prevention, Sexually Transmitted Infections/HIV**

#### **Objectives**

#### **7. SP.1 Describe means of communicable disease prevention (e.g., but not limited to, universal precautions, vaccinations).**

- Discuss communicable diseases and how to prevent them
  - o Explain what a communicable disease is and how it differs from a non-communicable disease
- o List common communicable diseases, e.g., flu, common cold, COVID-19, measles, chicken-pox, strep throat, etc.
- o Identify the symptoms of common communicable diseases, e.g., Strep throat – sore throat, fever, swollen glands, etc.
- o Explain how communicable diseases are spread, e.g., airborne, contaminated food/water, physical contact, animal bites, etc.
- o Identify prevention techniques, e.g., handwashing, vaccinations, covering mouth when coughing, wearing masks, staying home when sick, etc.
- o Describe some possible treatments, e.g., prescribed medicines, drinking plenty of fluids, preferably water, rest, etc.
- o Explain the importance of preventing the spread and treating diseases early

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#### **7.HGD.10 Describe ways diseases are spread and prevented.**

- Explain what a sexually transmitted infection is, what a pathogen is, and describe how

STIs are prevented.

- o Give examples of common bacteria STI pathogens, e.g., Chlamydia, Gonorrhea, Syphilis
- o Give examples of common viral STI pathogens, e.g., Hepatitis B, HIV, Herpes (HSV), Human Papillomavirus (HPV)
- o Give examples of common parasitic STIs, e.g., Pubic Lice, Scabies, Trichomoniasis
- o Discuss how STIs are prevented, e.g., abstinence, using condoms correctly and consistently if sexually active, avoiding multiple sexual partners, avoiding drugs or alcohol, getting regular STI screenings, and getting vaccinated for certain STIs.

### 7.HGD.11 Analyze the immune system in terms of the organs, functions, and their connection to HIV/STIs

- Explain the connection between the immune system, HIV, and other STIs
  - o Briefly explain what the immune system is – the body’s natural defense system that helps fight off germs, infections, and diseases
  - o Identify the key parts of the immune system and their functions, e.g. T cells, lymph nodes, bone marrow, spleen

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- o Explain that HIV specifically targets and destroys CD4 cells, weakening the body’s defenses.
- o Explain that HIV could lead to AIDS when the immune system becomes severely weakened, and it is harder for the body to fight other infections
- o Explain that having an untreated STI can make it easier for HIV to enter the body because of open sores and inflammation

### 7.HGD.12 Identify modes (age-appropriate) of HIV transmission, as well as ways to prevent transmission.

- Explain the different ways by which HIV can be spread and how it can be prevented
  - o Explain that HIV is spread through contact with body fluids such as blood, semen, vaginal fluids, breast milk

- o List common ways HIV can be transmitted, e.g., from unprotected sexual activity, sharing needles or sharps, getting tattoos, nose or ear piercings using unsterilized instruments, mother to child during pregnancy, childbirth, or breastfeeding
- o Identify ways to prevent the transmission of HIV, e.g., abstinence, avoiding sharing needles or sharps, using condoms correctly and consistently if sexually active, avoiding multiple sexual partners, getting tested for HIV

**7.HGD.13 Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STIs.**

- Identify situations/warning signs that could lead to sex and develop strategies to avoid or exit those situations.
- o Link this back to the first class.

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**8<sup>th</sup> Grade – 3 classes**

**1. Drawing the Line/Respecting the Line**

By the end of this class, students will be able to

1. Review the four key steps for drawing the line.
2. Identify emotions, thoughts, and situations that can make it hard to stick with personal limits by analyzing a case study (Activity 3.3).
3. Brainstorm ways for managing difficult moments and maintaining personal boundaries by completing a personal activity in class (Activity 3.5).

## 2. Puberty and Personal Hygiene

### Objectives

#### 8. PW.5. Discuss the physical, emotional and social implications of personal hygiene.

- Explain what personal hygiene is and discuss the impact of poor personal hygiene.
  - o Identify common hygiene practices, e.g., bathing, brushing teeth, using deodorant, washing hands, wearing clean clothes
  - o Describe the physical implications of poor hygiene, e.g., risk of illness, skin infections, bad breath, body odor, dental problems
  - o Discuss the emotional implications of personal hygiene, e.g., self-esteem, confidence, mood, etc.
  - o Explain the social implications of personal hygiene, e.g., how poor hygiene can lead to teasing, bullying, social isolation, or loss of friendships etc.
  - o Identify ways to maintain good personal hygiene

#### 8. PW.6 Differentiate personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).

- Explain why physical changes that occur during adolescence/puberty require new or additional hygiene habits

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- o Briefly discuss the physical changes during puberty for both males and females (e.g., increased sweating, oilier skin/acne, body odor, hair growth, menstruation).
  - o Explain how these physical changes affect hygiene needs (e.g., more frequent bathing, need for deodorant, skin care routines, menstrual hygiene products).
  - o Summarize appropriate hygiene practices to manage these changes (e.g., daily bathing, using deodorant, washing face to prevent acne, oral hygiene, menstrual care products, changing clothes regularly).

## 8. HGD.1 Describe how personal choice impacts bodily systems (e.g., risky behaviors).

- Describe how personal choice impacts the reproductive system.
  - o Identify examples of risky behaviors and their effects on the reproductive system, e.g., having unprotected sex – risk of STI and teen pregnancy; drug and alcohol use – impaired decision-making leading to unsafe sexual activity
  - o Discuss positive personal choices that promote reproductive health, e.g., abstinence, using condoms correctly and consistently if sexually active, talking with trusted adults, etc.
  - o Explain the long-term consequences of unhealthy and healthy choices on reproductive health, e.g., unhealthy choices can lead to chronic infections, infertility, and emotional issues; healthy choices support physical, emotional, and social well-being into adulthood

## 8.HGD.2 Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.

- Briefly discuss what internal and external influences are and how they affect growth and development, relationships, and sexual behavior.
  - o Give examples of internal influences, e.g., feelings, emotions, values, physical changes during puberty, and external influences, e.g., peer pressure, social media, friends, and family
  - o Explain how internal and external influences affect growth, development, relationships, and sexual behaviors, e.g., internal – hormones and emotions may influence when and how teens might consider sexual activity; external – peer pressure may affect decisions about sexual behavior

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## 8 HGD.6. Describe the social, emotional, and economic impact associated with teen parenting (e.g., perspective of the teen mother, teen father, and parents of the teens).

- Briefly explain teen pregnancy – when a girl becomes pregnant before the age of 20, and its impact on the pregnant teen, the baby’s father, and their families.

- o Briefly discuss that teen pregnancy can cause physical, emotional, social, and financial effects on the individual and those around them.
- o Explain that it is important for both boys and girls to learn about their changing bodies during adolescence and understand how to make healthy, safe, and responsible choices about friendships and relationships
- o Compare and contrast how teen pregnancy can affect
  - Personal health, including:
    - *Physical health*: increased risk of pregnancy complications, high blood pressure, anemia, and premature birth
    - *Emotional health*: stress, anxiety, changes in mood, and emotional strain from balancing school, parenting, and relationships
    - *Social health*: possible changes in friendships, school attendance, social activities, and family dynamics
    - *Future opportunities*: how early pregnancy might impact education goals, career plans, and financial independence
  - Teen father, e.g., stress, guilt, financial pressure, struggle to support the baby and continue school
  - Parents of the teens, e.g., emotional stress, disappointment, financial strain, or increased responsibility in supporting both the teen and the baby.

8. HGD.7 Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.

- Briefly discuss the cycle of life, including birth, growth, reproduction, and health, stages of pregnancy, and parental responsibilities (Circle back to 7.HGD.2).

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- o Explain that while everyone experiences most stages of the life cycle, the reproduction stage involves personal choices and may not be part of everyone's life journey
- o Understand the connection between puberty and reproduction, including how physical changes during puberty prepare the body for the possibility of

reproduction

- o Explain how conception occurs in an age-appropriate way
- o Explain that pregnancy lasts for 40 weeks and is divided into three trimesters
- o Explain that becoming a parent means being physically, emotionally, socially, and financially responsible for raising a child
- o Explain that understanding conception, pregnancy, and parenting is important because it helps students make informed and responsible choices

8. HGD.8. Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses).

- Explain that abstinence is a responsible and healthy choice for teens because it is the only method that completely protects against pregnancy, sexually transmitted infections (STIs), infertility, chronic diseases, and potential emotional challenges that can come from engaging in sexual activity too early.
  - o Understand what abstinence means: choosing not to participate in any sexual activity. Clarify that abstinence is a personal decision anyone can make at any time, and it can be part of a healthy lifestyle.
  - o Identify what risk behaviors are (having unprotected sex, drug/alcohol use, being in an unsafe situation/environment)
  - o Recognize why choosing abstinence is considered a safe, responsible, and preferred choice in adolescence:
    - *Protects against unplanned pregnancy and STIs*
    - *Helps avoid emotional stress, peer pressure, and relationship challenges -*
    - *Allows teens to focus on personal goals, education, friendships, and self-confidence*
    - *Supports making decisions based on personal values and future goals without regret or harmful consequences*

## 8.HGD.9 Identify medically-accurate resources about pregnancy prevention and reproductive health care

- Provide reliable sources about pregnancy prevention and reproductive health care
  - o List specific, age-appropriate places teens can turn to for accurate information, e.g., local resources, Centers for Disease Control and Prevention etc.,

### **3. Disease Prevention, Sexually Transmitted Infections/HIV**

#### Objectives

## 8. SP.1 Identify the relationship between participation in risky behaviors and contracting a communicable disease.

- Discuss how risky behaviors could lead to contracting a communicable disease
  - o Briefly define key terms:
    - A communicable disease is an illness caused by germs (bacteria, viruses, parasites) that can spread from person to person
    - Risky behaviors are actions that increase the chance of exposure to these germs (e.g., unprotected sex, sharing needles, poor hand hygiene, close contact with sick individuals)
  - o Explain how specific risky behaviors lead to disease transmission:
    - Unprotected sexual activity can transmit STIs like chlamydia, gonorrhea, and HIV
    - Sharing needles or personal items (razors, toothbrushes) can spread blood-borne infections such as HIV and Hepatitis B
    - Not washing hands after using the restroom or before eating allows germs like norovirus (stomach flu) or influenza to enter the body.
    - Close contact with someone who is sick (coughing/sneezing without

covering) spreads airborne illnesses like the common cold, flu, or COVID-19

o Summarize prevention by avoiding risky behaviors:

- Practice abstinence or use protection (condoms) to prevent STIs
- Never share needles or personal hygiene items; use only sterile equipment - Wash hands frequently with soap and water, especially before eating and after using the restroom
- Cover coughs and sneezes, maintain distance from sick individuals, and stay home when you're ill
- Stay up-to-date with vaccinations to protect against vaccine-preventable diseases.

#### 8.HGD.10 Analyze ways pathogens and diseases are spread, prevented, and managed.

- Explain what an STI is, and what a pathogen is, and describe how STIs are prevented and managed.
  - o Explain what an STI is and what a pathogen is
  - o Give examples of common bacteria STI pathogens, e.g., Chlamydia, Gonorrhea, Syphilis
  - o Give examples of common viral STI pathogens, e.g., Hepatitis B, HIV, Herpes (HSV), Human Papillomavirus (HPV)
  - o Give examples of common parasitic STIs, e.g., Pubic Lice, Scabies, Trichomoniasis
- o Discuss how STIs are prevented, e.g., abstinence, using condoms correctly and consistently if sexually active, avoiding multiple sexual partners, avoiding drugs or alcohol, getting regular STI screenings, and getting vaccinated for certain STIs.
- o Discuss that some STIs can be cured while others, such as Viral STIs, can only be treated.

#### 8. HGD.11 Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs).

- Discuss ways to protect against HIV and other STIs (Circle back to 8.HGD.10)
  - o Explain that only they can protect themselves against STIs.

8.HGD.12 Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission.

- Discuss a range of behaviors, including abstinence and the relative transmission risk for each behavior.
  - Identify the potential risk of transmission utilizing the HIV Risk Behavior Cards in Teacher Activity Sheet 7.3a (8<sup>th</sup> grade DTL/RTL curriculum).

8.HGD.13 Describe ways by which people can protect themselves against serious blood-borne communicable diseases.

- Discuss ways by which people can protect themselves against HIV/STIs.
  - Circle back to 8.HGD.10



**A Step Ahead Foundation Tri-Cities:**  
**Washington County Schools Family Life Lesson Plan**

**Lesson 1: Introduction**

Speaker: ASAFTC

- Learning objectives: Introduction to students, review learning objectives, ice breakers, administer pre test.

**Lesson 2: Healthy Relationships**

- Speaker- ASAFTC
- Learning objectives: Students will identify factors that contribute to healthy relationships in families, friendships and dating.
- Curriculum- Safe Dates and Centerstone

**Lesson 3: Healthy Relationships Cont.**

- Speaker- ASAFTC
- Learning Objectives: Students will identify types of abuse, red flags and identify prevention strategies and resources for help.
- Curriculum- Safe Dates and Centerstone

**Lesson 4- Healthy Relationships Cont.**

- Speaker- ASAFTC
- Learning Objectives: Instruction will include strategies for abstinence, maintaining respect for self and others such as communication, consent, assertiveness, and recognition of personal boundaries.
- Curriculum- Safe Dates and Centerstone

### **Lesson 5 - Human Trafficking**

- Speaker- ASAFTC
- Learning Objectives: Students will learn warning signs of human trafficking as well as updated facts and statistics pertaining to Tennessee and the United States.
- Curriculum: Currently there is not a curriculum available, however facts and statistics will be pulled from the Tennessee Bureau of Investigation TBI and tn.gov

### **Lesson 6 - Social Media and Internet Safety**

- Speaker- ASAFTC
- Learning Objectives: Students will learn how to be safe and responsible online, and learn how to identify potential hazards associated with technology and apply online personal safety guidelines.
- Curriculum: Centerstone

### **Lesson 7- Contraception 11/9 - 11/11**

- Speaker- ASAFTC
- Learning objectives: Abstinence will be emphasized as the only 100% effective method for preventing pregnancy. Instruction will include information on barrier, hormonal, and surgical contraception methods. Community resources for contraception will be identified.
- Curriculum: Centerstone, and medically accurate information shared from CDC

### **Lesson 8- Sexually Transmitted Infections**

- Speaker- ASAFTC
- Learning Objectives: Instruction will include review of bacterial, viral and parasitic STIs as well as prevention, transmission, diagnosis, and treatment. Abstinence will be emphasized as the only 100% effective method for preventing sexually transmitted infections. Abstinence from intravenous drug use and use of condoms and use of pre-exposure prophylaxis (HIV prevention) as a means of prevention will also be presented.
- Curriculum: Centerstone

## **Lesson 10 - Anatomy and Self Exams**

- Speaker- ETSU Pediatrics
- Learning Objectives: Students will learn human reproductive anatomy and physiology and learn the process of ovulation, fertilization, and conception. Students will also learn medically accurate information about menstruation, proper use of feminine hygiene products as well as personal hygiene. Students will also learn the importance of routine check ups with a physician as well as disease prevention through self examination such as breast and testicular exams.
- Curriculum: Developed by ETSU Pediatrics Adolescent Pediatricians

## **Lesson 11 - Pregnancy**

- Speaker- ETSU Pediatrics
- Learning objectives: Instruction will include signs and symptoms of pregnancy, importance of preventing teen pregnancy, stages of pregnancy, fetal development, stages of childbirth, and birthing options. Topics will include preconception and prenatal care, and effects of substance use on pregnancy and fetal development including neonatal abstinence syndrome. Abstinence will be emphasized as the only 100% effective method of pregnancy prevention. Instruction will include roles of the mother and father during pregnancy and birth. Community resources for pregnancy testing and further information are identified.
- Curriculum: Developed by ETSU Pediatrics Adolescent Pediatricians

### **Curriculum descriptions:**

**Safe Dates:** This curriculum is an evidence-based program that helps teens recognize the difference between caring, supportive relationships and controlling, manipulative or abuse relationships. The program offers updated statistics and facts as well as handouts and activities to get teens talking about healthy dating relationships. A hard copy of this curriculum is available for review upon request.

**Centerstone:** This curriculum is a toolkit with lessons on puberty, cost of raising a child, Sexually Transmitted Infections, Healthy Relationships, and more. This curriculum can be reviewed online at

[https://centerstone.org/wp-content/uploads/Centerstone\\_Teen\\_Sexual\\_Health\\_Education\\_Toolkit.pdf](https://centerstone.org/wp-content/uploads/Centerstone_Teen_Sexual_Health_Education_Toolkit.pdf)