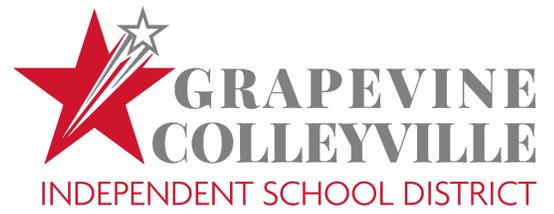


# GRADE 6



## Program (Publisher)

The Puberty Workshop and Curriculum ([Human Relations Media Center](#))

Determined to Succeed ([Just Say YES-Youth Equipped to Succeed](#))

## Instructional Delivery

- The Puberty Workshop and Curriculum: Video viewed by students grouped by male and female. Parents must opt in for students to participate.
- Determined to Succeed: A trained presenter from the AIM for Success program presents the material and answers all the questions. A GCISD staff member is present to monitor. Parents must opt in for students to participate.

## TEKS

(20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- (A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage;
- (B) describe how friendships provide a foundation for healthy dating/romantic relationships;
- (C) list healthy ways to express friendship, affection, and love;
- (D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;
- (E) explain that each person in a dating/romantic relationship should be treated with dignity and respect; and
- (F) describe how healthy marriages can contribute to healthy families and communities.

(21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:

- (A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
- (B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
- (C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
- (D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;
- (E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
- (F) identify communication and refusal skills and how they can be applied in dating/romantic relationships; and
- (G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing.

(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:

- (A) identify teen pregnancy as a possible outcome of sexual activity;
- (B) identify life goals that one wishes to achieve prior to becoming a parent;

- (C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity;
- (D) identify what [that there are] emotional risks are associated with sexual activity between unmarried persons of school age;
- (E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent;
- (F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- (G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;
- (H) list the benefits of abstinence from sexual activity such as increased self-esteem, selfconfidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values; and
- (I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.

## **Overview of Program in GCISD**

- Introduction / Dreams and Goals
- Teen Pregnancy and STDs
  - What is the only 100% guaranteed way you won't face a teen pregnancy? Waiting.
  - According to latest statistics from the CDC, there were about 13 million STD infections in young people ages 15-24 within a year.
  - STDs can be asymptomatic – no signs, no symptoms, but contagious.
  - Discussion of HIV/AIDS, Chlamydia, Herpes and HPV (human papilloma virus).
  - As suggested by the CDC and directed by the Texas Education Code, sex is best shared in a long term, mutually monogamous relationship, or marriage.
- Pressures and Influences
  - Hormones / Biology: Hormones are more active throughout teen years. Both males and females are capable of controlling desires.
  - Love: True love never pressures someone to do something that could hurt them. Breaking up from a sexual relationship can result in long lasting emotional hurts.
  - Sexual Abuse: Sexual abuse is never the victim's fault. How to recognize sexual abuse. If you are, or have been, involved in sexual abuse, (1) Stop; (2) Get away; (3) Tell an adult.
  - Peer Pressure: Students learn refusal skills and are given ideas on how to remove themselves from a situation.
  - Media: Students learn how the media uses sex to sell products or influence decisions.
  - Sexting: Students learn the short- and long- term risks of sexting. Juvenile sexting laws are discussed. Once you hit send there are no "take backs".
  - Addiction
  - Drugs and Alcohol
- Conclusion/Survey: A voluntary, anonymous survey is offered to students.