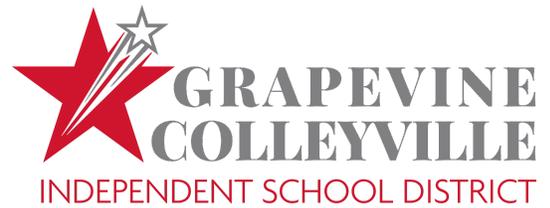


GRADE 8



Program (Publisher)

Aim For Success ([Just Say YES-Youth Equipped to Succeed](#))

Instructional Delivery

- 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) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;
- (B) explain how friendships provide a foundation for healthy dating/romantic relationships;
- (C) describe healthy ways to express friendship, affection, and love;
- (D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage;
- (E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;
- (F) describe behaviors in dating/romantic relationships that enhance dignity and respect; and
- (G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.

(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) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
- (B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
- (C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
- (D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;
- (E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others;
- (F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships;
- (G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships; and
- (H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact.

(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) explain how teen pregnancy is a possible outcome of sexual activity;
- (B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society;
- (C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer;
- (D) describe various modes of transmission of STDs/STIs;
- (E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
- (F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially;
- (G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern;
- (H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;
- (I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
- (J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent;
- (K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- (L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;
- (M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females;
- (N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement;
- (O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity;
- (P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child; and
- (Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault.

Overview of Program in GCISD

- Introduction / Dreams and Goals
 - Aim Game: Demonstrates staying focused/avoiding distractions will help you reach your dreams and goals. 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.
- Teen Pregnancy / Contraception
 - What is the only 100% guaranteed way you won't face a teen pregnancy? Waiting.
 - While they do help prevent pregnancy, condom use is about 87% effective with typical use, and the birth control pill is about 93% effective with typical use (according to the CDC).
 - It's never too late to make a different decision and wait from now on. Focus on the future rather than the past.

- Sexual Abuse
 - Sexual abuse is never the victim's fault. If you are/have been involved in sexual abuse, tell an adult/seek help.
- STDs
 - 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).
- Emotional Hurts
 - Psychologists say having sex is the most intimate form of bonding.
 - Story object lesson: The bond of sex can be powerful. Sex can make it harder to leave, even when a person is in an unhealthy relationship or experiencing teen dating violence.
- 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".
- Setting Boundaries
 - Determining your boundaries ahead of time helps you know when to say "no".
- Conclusion / Survey: A voluntary, anonymous survey is offered to students.