

Sixth Grade Family Life Presentation

Objectives

1. Students will be able to identify physical and emotional changes that occur during puberty
2. Students will understand the process of human reproduction and the benefits of abstinence
3. Students will review the basic facts and etiology, effects and transmission of AIDS
4. Students will evaluate mass media messages related to sexuality
5. Students will demonstrate an understanding of child abuse and neglect
6. Students will explain the effects of substance abuse on the individual, family, school and society and the need to abstain from such activity

All classes are taught in gender separated environments. Questions are allowed and students are permitted to write questions anonymously on an index card at the end of each class.

Audio visual materials are available to view by parents by upon request. Descriptions of the videos are provided in the Resource Section of this material.

The Presentation follows The Virginia Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools. The standards for sixth grade are as follows.

STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS

Sixth GRADE

- 6.1 The student will understand personal hygiene practices and the physical changes that occur during puberty.**
Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.
- 6.2 The student will explain the effects of growth on development, attitudes and interests.**
Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and non-group relationships, peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

- 6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.**
Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.
- 6.4 The student will recall basic facts about sexually transmitted infections.**
Descriptive Statement: Factual information is presented regarding sexually transmitted infections, including Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).
- 6.5 The student will be able to describe the etiology, effects, and transmission of HIV.**
Descriptive Statement: Instruction includes factual information regarding HIV and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.
- 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.**
Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted infections, unintended pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social, economic, mental and physical consequences.
- 6.7 The student will describe personal characteristics that can contribute to happiness for self and others.**
Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice appropriate and positive personal and social responses.
- 6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.**
Descriptive Statement: This is accomplished by defining the types of abuse, including electronic harassment, and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.
- 6.9 The student will become aware of community healthcare and safety agencies and their functions.**
Descriptive Statement: Instruction includes information about the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted infections, including HIV; other general and specialized medical services, including the role of the family physician, local health department or community service board; police department, fire department, and other safety

services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

6.10 The student will explain the effects of substance use and abuse on the individual, family, school, and society.

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on adolescent brain development genetic risks and fetal development, addiction, impaired driving, physical and sexual abuse, mental health issues, family violence, and the hazards of second-hand tobacco use and smoking. Information on local community resources for obtaining help with these problems is included.

6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse (including electronic harassment) and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality.

6.12 Students will explain laws protecting children from inappropriate and abusive behavior of others, including human trafficking.

Descriptive Statement: Differentiating between labor and human trafficking will be discussed, including the recognition that human trafficking is a crime, that victims may be male or female, how laws provide protection, and resources for victims.

6.13 The student will apply decision-making skills in problem-solving and in determining the possible outcomes of his or her decisions.

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on lifelong goals are emphasized, and students predict the possible outcomes of decisions made. Students will discuss the permanency of misuse of social media and text messaging including criminal penalties for engaging in sexually explicit communications. Career and other options available are stressed as choices and are identified in the decision-making process.

Resources

People

School Nurse

Charts

The Endocrine System
Diagrams of the Reproductive Organs

Audio Visuals

Growing up for Girls: (ONLY shown to Girls) 14:34 minute Marsh Media Video

Growing Up for Girls promotes self-confidence as girls face challenges of change and growth. This video provides information about the female reproductive system. It also details the emotional and physical transformations of puberty. *Growing Up for Girls* provides useful advice on health, hygiene and nutrition and encourages positive body image and sense of personal worth.

Growing up for Boys: (ONLY shown to Boys) 11:55 minute Marsh Media Video

Growing Up for Boys Promotes self-confidence as boys try to cope with the physical and psychological changes that are a normal part of growing up. This video encourages boys to take pride in their uniqueness while realizing that people are often reassuringly alike. *Growing Up for Boys* provides useful advice on health, hygiene and nutrition and fosters the self-esteem that comes with accepting new responsibilities and points to reliable sources for information during these sometimes difficult times.

Straight Talk about Sexual choices and Consequences: 18:42 minute Marsh Media Video

This video features a show within a show. It helps young people resolve important growing up issues. There is a brief overview of the male and female reproductive systems. There are discussions about the responsibility of decision making, healthy relationships, STIs and pregnancy. The video provides valuable insights to real-life problems, helping boys and girls to react responsibly.

Keep it Clean: 18:00 minute Marsh Media Video

Keep It Clean promotes good hygiene with a beat. Four talented young people use words and music to keep your students thoroughly entertained while they learn head to toe hygiene basics. Topics covered include the daily shower or bath, clean clothes, hand washing, what to do about body odor, keeping teeth clean and healthy, treating acne, taking care of hands and feet,

safeguarding eyes and ears and the importance of hand washing in halting the spread of germs. Keep It Clean is not only about health- it's about building self-esteem and getting along in the world.

Me and My 500 Friends Staying Safe on Social Networks
20:00 Minute Human Relations Media Video

This timely program provides teens with the essentials safety information to stay safe on social networks like Facebook and Snap Chat. Through interviews with experts and real teens students learn that social networks can be a useful tool for communication and connection, but also pose significant risks. Experts discuss how harmful rumors can be spread quickly as well as cyberbullying, or harassment that occurs through internet, cell phones, and other technology. The risks of “sexting” or sexually explicit images or materials online are also covered. Students see how phishers and identity thieves can glean private information from what you post on social profiles. The video also discusses the dangers of internet predators. The program provides important easy to follow rules on how to stay safe while using social networks.