Objectives:

- Puberty is a universally experienced transition from childhood to adulthood that is characterized by physical changes.
- Peoples’ image of their bodies affects feelings and behaviors. The media influences body image and self-esteem.
- Communication includes sharing information, feelings, and attitudes with family, friends, and or a professional.
- Making responsible decisions about sexuality is important because those decisions can affect not only us but others as well.
- Define HIV and AIDS.
- Distinguish between HIV and AIDS. They will recognize that HIV is a virus and AIDS is a syndrome (a group of opportunistic infections) caused by the virus targeting the immune system.
- Identify the methods of transmission of HIV and recognize ways that HIV is not transmitted.
- Understand why abstinence is the best option for avoiding exposure to HIV.

Activities:

Day One:
- Rules/Guidelines
  - Ground rules are established to provide guidance and establish a safe place to discuss and ask questions.
- Video-Puberty Workshop
  - This video provides information about the changes that occur as a person goes through puberty.
- Puberty Questionnaire
  - The activity involves a series of questions that invites students to individually reflect on the information provided in the video.
- HW: Family Interview Questions
  - Students are provided with a set of interview questions to open a dialogue with parents/guardians about puberty. Answers to these questions do not need to be returned.

Day Two
- Body Image
  - Students are provided information about self-concept and self-esteem.
- Self Concept Scale
  - Students use a self-concept scale to describe how they perceive themselves and how they would like to be (ideal self). Information is provided through a short lecture and a class discussion to determine how gaps between their perceived self and ideal self could impact their self-esteem.
- Media Pressures
  - Students compare the appearance, behavior, and roles of men and women found in media representations with men and women in their family, school, and neighborhood. This activity is connected to the importance of having a realistic image of our ideal self.

Day Three
- Communication Styles/I-Messages
  - Information is provided to students about the methods and styles of communication through a short lecture.
  - Students learn how to construct I-Messages
- Pressure Lines
  - This activity provides small groups of students the opportunity to construct and use I-Messages as they respond to various pressure lines provided.
- HW: What Does Your Family Think?
  - Students reflect on how they think their parents will respond to various issues. Students then discuss each item with their parents/guardians noting where their answers differ from their parent responses. This activity is designed to open a dialogue with parents/guardians. Answers to these questions do not need to be returned.
6th Grade Sex Ed-HIV/AIDS Curriculum Overview

Day Four
- HIV/AIDS Pretest
  o The pretest consists of a series of True/False questions to allow students to assess their knowledge of how HIV is transmitted prior to instruction.
- HIV Handshake Activity
  o This activity models how an HIV can be transmitted though a population. Students debrief through a discussion. Discussion will include methods of HIV transmission and the best ways to prevent exposure.
- Video-Puberty Workshop: HIV/AIDS
  o This video provides information about how the immune system, how HIV is transmitted, medical treatment, and prevention.
  o Trailer: http://www.hrmvideo.com/catalog/puberty-workshop-hiv-aids

Day Five
- Common Questions about HIV/AIDS
  o Students review printed material that provides information about commonly asked questions about HIV and AIDS.
- HIV/AIDS Transmission Facts and Myths Activity
  o This game presents students with several facts and myths about the transmission of HIV. Students are asked to move to one side of the room if they believe the statement is a fact. If a student believes that the statement is a myth they move to the other side of the room. The teacher clarifies misunderstandings.
- HIV/AIDS Post-test
  o The post-test consists of the same series of True/False questions as the pretest. This allows students to assess their knowledge of how HIV is transmitted after instruction.

Question Box: Each day students have the opportunity to submit questions anonymously. Teachers screen the questions and answer them scientifically. Moral/Opinion questions will be referred to parent/guardian or trusted adult. Questions that appear to be asked for shock value will not be addressed (teacher discretion).

For a complete inspection of curriculum materials parents/guardians are encouraged to attend the Sex Education-HIV/AIDS Prevention Information night.

Parents/Guardians who do not want their student to participate in the district's Sex Education-HIV/AIDS Prevention program must submit written notice, signed and dated by the parent, to the appropriate Middle School principal. Students who are not participating in the district’s program will be provided an alternative assignment.