

## Seventh and Eighth Grade HIV and Other STIs Education Curriculum & Objectives

**Michigan Model for Health Growing Up and Staying Healthy: Understanding HIV and Other STIs** is the core shared curriculum for seventh and eighth grades. Seventh grade focuses on Lessons 3, 7, 9, and 10. Seventh grade will also introduce the information in Lessons 4, 5, and 6. Eighth grade focuses on Lessons 1, 2, 4, 5, 6, and 8. Instruction for both grades also includes an objective from the 6th grade approved curriculum. This curriculum meets state and national standards for HIV and other STI/s prevention education. Student Learning Objectives are listed by lesson. Students will participate in pre/post tests and anonymous survey about sexual health education. This information will be used to evaluate program effectiveness and guide future decisions about sexual health education in East Lansing Public Schools. (Gr = Grade)

Lesson Title & Objectives	Handouts, Worksheets, & Media
<p><b><u>Sixth Grade Review Lesson: Human Reproductive System</u></b> (Gr 7 &amp; 8)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Describe the basic process of human reproduction, using scientific names for reproductive anatomy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Handouts:</b> “Male Reproductive System” &amp; “Female Reproductive System”</li> </ul> <p>(Show diagrams for the male and female reproductive systems. Students label diagrams using scientific names.)</p>
<p><b><u>Lesson Addition: LGBTQ Inclusiveness</u></b></p> <ul style="list-style-type: none"> <li>Increase understanding, acceptance, and respect for individual gender identity and sexual orientation.</li> <li>Use appropriate vocabulary related to gender identity and sexual orientation to promote healthy communication.</li> <li>Recognize that the information and skills gained in the sexual health and HIV/AIDS education classes apply to everyone, regardless of gender identity and sexual orientation.</li> <li>Connect students with supportive resources in school and at home related to gender and sexuality.</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Point:</b> “Gender Identity &amp; Sexual Orientation”</li> <li><b>8<sup>th</sup> Grade Matching Game:</b> (Students confirm their knowledge of terminology by matching terms with definitions as a lesson warm-up.)</li> </ul>
<p><b><u>Lesson 1: The 4-1-1 on HIV and AIDS</u></b> (Gr. 8)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explain how HIV is and is not transmitted.</li> <li>Distinguish between facts and myths regarding HIV infection and AIDS.</li> </ul>	<ul style="list-style-type: none"> <li><b>Video:</b> “HIV/AIDS: Learn the Facts, Fight the Stigma, Stay Safe” Redefine Positive Media</li> <li><b>Handout:</b> “HIV Facts”</li> </ul> <p>(Provides information about HIV, including testing, treatment and risk reduction. Students are encouraged to discuss information with a trusted adult and receive extra credit.)</p> <ul style="list-style-type: none"> <li><b>Power Point:</b> “HIV: Fact or Myth”</li> </ul>
<p><b><u>Lesson 2: HIV and Other STIs-Evaluating the Risks</u></b> (Gr. 8)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).</li> <li>Summarize the benefits of staying within behavioral limits and remaining abstinent.</li> <li>Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.</li> <li>Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet:</b> “Vital STI Facts”</li> </ul> <p>(Students record basic information about each STI &amp; HIV, including prevention and treatment.)</p> <ul style="list-style-type: none"> <li><b>Worksheet:</b> “Is It Risky?”</li> </ul> <p>(Students identify risk behaviors for STIs &amp; HIV.)</p> <ul style="list-style-type: none"> <li><b>Handouts:</b> Fact Sheets on STIs</li> </ul> <p>(Provides information on Chlamydia, Herpes, Human Papillomavirus, Gonorrhea, &amp; Syphilis.)</p> <ul style="list-style-type: none"> <li><b>Family Worksheet:</b> “What Do You Think?”</li> </ul> <p>(Students interview parent or other trusted adult about expectations when it comes to sexual behavior, including family values.)</p>

<p><b><u>Lesson 3: Finding Help and Information (Gr. 7)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Explain when it is important to get adult, medical, and/or counseling help.</li> <li>● Locate sources of accurate information and assistance in one's community.</li> <li>● Describe sources of accurate information and assistance in one's community.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>"Getting Help If You Need It"</i> (Students record reasons to avoid STIs &amp; HIV, symptoms of each, sources of information to get help regarding STIs &amp; HIV, and places to get help or information regarding adoption or safe delivery.)</li> <li>● <b>Worksheet:</b> <i>"Finding Reliable Sources of Information or Assistance on the Internet"</i> (Students search the internet for local, state, and national sources of information or assistance with STIs or HIV.)</li> </ul>
<p><b><u>Lesson 4: Create a Plan to Stay Within the Boundaries (Gr 8; Gr 7 Introduced)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Set personal boundaries and limits related to physical intimacy and sexual behavior.</li> <li>● Create a plan to stay within behavioral limits which protect one from HIV and STIs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet &amp; Homework:</b> <i>"Setting My Goal, Building My Fence"</i> (Students build on a long-term goal of being free from infection with HIV and other STIs by setting short-term measurable goals. They share their goal with parent or other trusted adult.)</li> </ul>
<p><b><u>Lesson 5: Communicating Our Boundaries (Gr 8; Gr 7 Introduced)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).</li> <li>● Demonstrate the ability to communicate one's behavioral limits or boundaries and to show respect for the limits or boundaries of others related to physical intimacy and sexual behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet &amp; Homework:</b> <i>"Communicating Boundaries"</i> (Students discuss situations that may increase risk behaviors for HIV and other STIs with parent or other trusted adult to help students identify ways to communicate boundaries to keep them safe.)</li> </ul>
<p><b><u>Lesson 6: Identifying and Refusing Trouble Situations (Gr 8; Gr 7 Introduced)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).</li> <li>● Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</li> <li>● Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior, including sexting.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"Talk It Out: Sex, Self-Respect, and Social Media"</i> 7 &amp; 8<sup>th</sup> Grades Mazzarella Ed Media</li> <li>● <b>Video:</b> <i>"Ally's Story"</i> 8<sup>th</sup> Grade Only Common Sense Media</li> </ul>
<p><b><u>Lesson 7: Avoiding and Escaping Risk Situations (Gr. 7)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</li> <li>● Demonstrate skills to avoid and escape risky situations.</li> <li>● Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>"Cut"</i> (Students identify refusal skills to avoid and escape risky situations.)</li> </ul>
<p><b><u>Lesson 8: Someday, But Not Now (Gr. 8)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Describe the potential negative consequences of having sexual intercourse and ways to reduce risks, including abstinence and condom use.</li> <li>● Create a plan to reduce the risks of having sex in the future.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"What is HIV"</i> (Use this video to reinforce that sexual contact is the main way that HIV is transmitted.)</li> <li>● <b>Worksheet:</b> <i>"Condoms: Use Correctly and Consistently"</i></li> </ul>

	<p>(Students work in small groups to record information about consequences for sexual risk behaviors, including legal age of consent, and correct condom use.)</p> <ul style="list-style-type: none"> <li>● <b>Worksheet &amp; Homework:</b> <i>“Setting My Goal, Reducing My Risk”</i></li> </ul> <p>(Students set a goal for in the future to reduce risk of infection with HIV and other STIs, when in a long-term committed relationship and decide to have sex. Students discuss goal with parent or other trusted adult.)</p> <ul style="list-style-type: none"> <li>● <b>Handout:</b> <i>“Keys for a Future Free of HIV and STIs: Abstinence and Condom Use”</i></li> </ul> <p>(Provides information about preventing STIs and pregnancy by using condoms consistently and correctly, when in a long-term committed relationship like marriage..)</p> <ul style="list-style-type: none"> <li>● <b>Video:</b> <i>“Sex Has Consequences”</i> PSAs National Campaign to Prevent Teen and Unplanned Pregnancy</li> </ul>
<p><b>Lesson 9 &amp; 10: Someday, But Not Now (Gr. 7)</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to be positive peer role models in the school and community.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>“Helping Others Protect Themselves”</i></li> <li>● <b>Worksheet:</b> <i>“Advocacy Project Possibilities”</i></li> </ul> <p>(Students work in small groups to record positive health messages to pass along to next years’ seventh graders in health class.)</p>

## Video Descriptions

**“HIV/AIDS: Learn the Facts, Fights the Stigma, Stay Safe”** 22:47 minutes Redefine Positive Media

**Running Time:** 20 minutes

This video is based on national health curriculum standards for middle school plus the latest science. It provides students with the facts about HIV and AIDS. In this video, these facts about HIV are presented by an engaging host. Students will learn from two HIV+ individuals who share their personal stories, and finally, students will learn about how to make good decisions to help them stay safe.

**“Sex Has Consequences” 7 & 8<sup>th</sup> Grades Public Service Announcements National Campaign to Prevent Teen and Unplanned Pregnancy**

This is a series of short videos that encourage students to postpone sexual activity to prevent pregnancy and infection with HIV/AIDS and other STIs. These videos may be accessed at: [https://www.wvdhhr.org/appi/psa/pages/15\\_second\\_psa.html](https://www.wvdhhr.org/appi/psa/pages/15_second_psa.html)

**“Talk It Out: Sex, Self-Respect, and Social Media” 7 & 8<sup>th</sup> Grades** 14:51 minutes – Discovery Ed - 2016 Mazzarella Educational Media

Lists the potentially devastating social, legal, and personal repercussions of sexting, and provides an honest foundation for avoiding texting and social media situations that could destroy lives. The program acknowledges the role of texting in most dating relationships, but teaches viewers about the boundaries that should be set to protect oneself. NOTE: This program contains content that may not be appropriate for all viewers. Please preview before sharing in class.

**“Ally’s Story: Second Thoughts on Sexting” 8<sup>th</sup> Grade** 2:35 minutes - Discovery Ed - 2010 Common Sense Media

Details and explains the dangers of sexting. The program includes a young woman describing her own story involving sexting.

- **“What Is HIV?” 8<sup>th</sup> Grade** 3:30 minutes – AMAZE.org

Explains how HIV is and is not transmitted. Gives ways to avoid becoming infected with HIV.