

oh⁴m for sixth grade

Curriculum for Sexual Risk Avoidance (SRA) in RCS Middle School Intro to Social Health Classes

PREFACE: SRA education is focused on helping students achieve optimal health...which is a balance of physical, mental and social well-being. It is based on a recognized and often used public health model known as “primary prevention” or “risk avoidance.” **oh⁴m** (*Optimal Health for Me*) is an SRA program for students that follows guidelines as outlined by the State of Tennessee. The program promotes sexual risk avoidance and teaches vital life skills that empower young people to identify healthy and unhealthy relationships, appreciate the importance of family and friends, set goals, make healthy life decisions, understand sexually transmitted diseases, and build character.

COURSE DESCRIPTION: This curriculum was specifically developed to correlate with portions of curriculum standards issued by the Tennessee State Board of Education and followed by Rutherford County Schools. The curriculum consists of five lessons for each grade level encompassing Introduction to Social Health standards (Lifespan Development, Healthy Relationships & Communications) along with Health Education standards (PW.6; MESH.3, 4, .5, .7, .8, .9; SP.1, .5, .6, SP.7; HGD.1, .2, .3, .4, .5, .8, .9, .10, .11, .12, .13, .14, .15, .16, .17; and SUA.5, .6) empowering teens to make healthy lifestyle choices. Sixth graders are encouraged to appreciate the role of family and friends and are introduced to lifespan development including the physical and emotional stages of male and female. Interactive role-play reinforces the lessons.

| | |
|--|---|
| Sixth Grade Lesson 1 >> Relationship <i>mental + social well-being</i> | |
| This lesson identifies the different relationships focusing on the most important adolescent relationship – that of the family or parents. Discussion of family (i.e., 2 parent, single parent, blended, extended, foster or adoptive family) and importance of working together while strengthening family relationships. | |
| students will: | <ul style="list-style-type: none"> > identify important characteristics of a strong family > demonstrate communication with parent/guardian > project the type family envisioned for their future family |
| Sixth Grade Lesson 2 >> Lifespan Development <i>physical well-being</i> | |
| Lifespan Development stages from conception to death are introduced. | |
| students will: | <ul style="list-style-type: none"> > identify stages of development: prenatal development, infancy and toddlerhood, pre-school, school age, puberty, early adulthood, middle adulthood, later adulthood, and death and dying. > focus on prenatal development from conception including cognitive development of the brain. |
| Sixth Grade Lesson 3 >> Puberty <i>physical + mental + social well-being</i> | |
| Basic anatomy pertinent to a discussion of puberty is presented including what a girl goes through and what a boy goes through during puberty. | |
| students will: | <ul style="list-style-type: none"> > discuss importance of personal qualities and beliefs during adolescence as pertaining to the avoidance of risk behaviors > examine the changes that take place during puberty in girls and then in boys |
| Sixth Grade Lesson 4 >> Healthy Living <i>physical well-being</i> | |
| Acquaint students to the differences between communicable and non-communicable diseases + viral and bacterial infections leading to an intro to the most common STDs. | |
| students will: | <ul style="list-style-type: none"> > explore how diseases are transmitted > identify difference between viruses and bacterial infections and common diseases of each > learn pronunciation of 6 common STDs |
| Sixth Grade Lesson 5 >> Jeopardy! | |
| Review definitions learned in previous lessons through a fun team building exercise. Students will be challenged to take the information from the course and apply it to life. | |
| students will: | <ul style="list-style-type: none"> > divide into teams and play a “Jeopardy”-like game > use critical thinking skills of material presented during the week to choose avoidance or not. |

