

# oh<sup>4</sup>m for eighth 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.” **oh<sup>4</sup>m** (*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. This portion of the curriculum explores the students’ value as human beings, encourages them that the future is bright and that they are worth waiting for. Students will understand the importance of making good choices now and how it will affect their future. They will examine ways in which decisions of others influence and affect them and, in turn, how their actions can influence and affect others.

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| <b>Eighth Grade Lesson 1 &gt;&gt; Guard Yourself Physically, Mentally and Socially</b> <i>physical + mental + social well-being</i>  |  |
| Identifying life goals will help in making good choices that will be reflected later in life. See how choices made (including sexual activity) affect each of us personally, educationally, professionally, etc. |  |
| students will:   | <ul style="list-style-type: none"> <li>&gt; determine and discuss life goals</li> <li>&gt; be involved in interactive role-play highlighting consequences of sexual activity</li> </ul>  |
| <b>Eighth Grade Lesson 2 &gt;&gt; STDs</b> <i>physical well-being</i>  |  |
| Students become familiar with the major STDs and sexual risk avoidance.  |  |
| students will:   | <ul style="list-style-type: none"> <li>&gt; review male and female reproductive systems</li> <li>&gt; identify modes of transmission, signs and symptoms, and treatment of STDs including HIV</li> <li>&gt; determine how to avoid STDs</li> </ul>   |
| <b>Eighth Grade Lesson 3 &gt;&gt; Is Love Greek to You?</b> <i>mental + social well-being</i>  |  |
| In order to differentiate between real love and infatuation, a study of the different kinds of love will offer insight.  |  |
| students will:   | <ul style="list-style-type: none"> <li>&gt; study Philia, Storge, Eros and Agape and how these “loves” shape relationships</li> <li>&gt; offer ways to express love in a non-sexual way</li> <li>&gt; discuss what is healthy and what is unhealthy in relationships</li> </ul>  |
| <b>Eighth Grade Lesson 4 &gt;&gt; Sexual Progression</b> <i>physical + mental + social well-being</i>  |  |
| Presentation of how one thing leads to another and how you can quickly lose control, but making a plan aids in the outcome’s success.  |  |
| students will:   | <ul style="list-style-type: none"> <li>&gt; learn about pressure situations and how to get out of a pressure situation</li> <li>&gt; compare/contrast persons who choose to avoid sex versus those who choose to be sexually active</li> </ul>   |
| <b>Eighth Grade Lesson 5: What Do You Value?</b> <i>mental + social well-being</i>   |  |
| Have you had “the talk” with your parents and further talked about what is important i.e, values and morals? What are some things that are most important to you and your future? Focus on these things.         |  |
| students will:   | <ul style="list-style-type: none"> <li>&gt; discuss what is negotiable and non-negotiable in dating (and eventually marriage) relationships</li> <li>&gt; identify your own value through special gifts and talents</li> <li>&gt; use critical thinking skills to material presented during the week to choose avoidance or not</li> </ul> |

