

## Human Kinetics, Grades 6–8

- Reproductive & Sexual Health Supplement, Lesson 2 Reproductive System: Teens as Parents “It is important to take a pregnancy test at the earliest signs that you might be pregnant. If you or your partner has discovered they are pregnant, it is important to know your options. You can keep the baby and become a teen parent, give the baby up for adoption, or end the pregnancy through an abortion. All these options involve very difficult decisions to be made and come with an emotional impact. This decision should be made with both partners and family member or a healthcare provider.”

## LessonBee, Grades 7–8

- Uses of the Reproductive System: 1.52 A Guide TO: “Getting Over the Bump” If you are pregnant, options given to students... PPNOW... Jane’s Due Process... If you choose adoption: Texas Youth Hotline, Texas Department of Family and Protective Services, Texas Adoption Center..., Dating violence: National Teen Violence Helpline... Texas Advisory Project..., Parental Support Programs: Healthy Texas Women Program, CHIP Perinatal Coverage, Nurse-Family Partnership, WIC Nutrition Program, Early Childhood Intervention”
- Uses of the Reproductive System: 1.54 “Option 3: Terminate Pregnancy. This is the most emotionally draining decision to make for a teen mom. If you think abortion is right for you, it’s important to talk with a trusted adult or medical professional to evaluate your situation. Learn more: <https://aclutx.org/en/know-your-rights/abortion-in-texas>”

## QuaverEd, Grades K–5

- Kindergarten: Introducing My Health, My Responsibility; Health Tracker Introduction “The Health Tracker allows students to check in and monitor their health progress over a number of different areas of health and allows the teacher to check individuals and class progress. It also allows the teacher to set their own individual, class, and school goals designed specifically for their situation.”
- Grade 1: What are Vaccines? Vaccination Tag “1. Select 1-2 students to be Vaccines. All remaining students will be Germs. 2. Vaccines attempt to tag the Germs while staying within the boundaries of the play area. 3. When a Germ is tagged they become a Vaccine. 4. Play continues until no Germs remain.”
- Grade 2: Healthy Helper (Lyrics) “Lately I’ve been feeling blue, I’m not sure what I should do, Can’t get through this alone, You need a counselor to talk with you.”
- Grade 3: Healthy Coping Skills, Reflections and Other Thoughts (Breathing, meditation exercise) “think of the answer inside of your brain... Let’s take a deep breath through our nose and let it out through our mouths. In. And out. Good. Now we are ready to reflect... Let’s take one more deep breath through our nose and out through our mouth.”
- Grade 4: Refusal Skills “Sensitivity Note: This lesson contains information that could potentially be triggering or uncomfortable to students who have had adverse experiences related to the theme. If you are aware of a student in your classroom to whom this may apply, inform them of today’s topic and offer them an alternative placement for today’s lesson if desired, such as another teacher’s classroom.”
- Grade 5: Importance of Reading Medication Labels “1. Five students are selected as Pharmacists with the remaining students split equally into two teams. 2. Each team must complete a prescription by collecting each of the five parts. Each piece is awarded after the successful completion of each station.”
- Special Topics: Puberty and My Reproductive System: Myth Buster exercise “Babies grow in the uterus. (Fact: The uterus is a flexible muscle that stretches as a baby grows. Babies do not grow in a belly or stomach. (Bonus points if students recognize that fetuses grow in the uterus and are only called babies once they are born!))”

- Instructional Guides, Using the Health Tracker “Journal screens are placed once in every four lessons and match the theme of the lesson... The teacher can amend, save, and set the due date for this journal activity... QuaverHealth•PE has made it possible for the teacher to chat with the students. This function allows teachers to read student entries and respond to them in a private, safe, and confidential space.”

## Goodheart-Wilcox Grades 6, 7-8

- p. 517 “Risk Factors for Violent Behavior. Family risk factors. “Authoritarian parenting style (one that demands strict obedience), Discipline for breaking rules that is either too harsh, lenient, or inconsistent, Poor supervision of children, Low level of involvement and emotional attachment in family, Low level of family education and income, Use of tobacco, alcohol, or drugs in the family, Criminal record, Violent behavior in the family, Access to weapons”
- p. 555 “It can be uncomfortable to talk about reproduction, especially when using words you do not use in “normal conversation.” The best way to become more comfortable talking about human development is through practice. Using appropriate vocabulary and maturity, explain how life begins to a classmate. Start with ovulation and end with the birth of the baby. As you describe this process, your classmate should listen carefully, take notes, and ask questions when something does not make sense or whenever appropriate.”
- p. 583 “Do you know how to get testing for STIs?” “Do you know what resources offer testing for HIV?” “Are you aware of how PrEP and PEP reduce risk for HIV transmission?”
- p. 589 “Two of the most effective methods for preventing STIs include sexual abstinence and the use of condoms.”
- p. 593 “Interview an important, trusted adult in your life about that person’s knowledge of sexually transmitted infections. How did you feel talking with this person about STIs? Why did you feel that way? What other questions do you have now about STIs?”
- p. 621 “Many people who experienced sexual assault find it helpful to receive counseling. Some people find support by talking to others who have been through this trauma. A school nurse, doctor, or local crisis center can provide information about counselors and local support groups.”
- p. 622 “At a party, you escape with your partner to a quiet room. You ask if your partner wants to have sex. Your partner hesitates and then says ‘no.’”
- p. 624 “The best way to learn the facts about birth control is to talk to a healthcare professional. These trained specialists will be able to discuss different methods honestly and objectively. A family doctor or school nurse can also answer some of these questions. When using other sources of information, such as a healthcare website, always assess each source’s credibility (Figure 19.21). It is important to have accurate information about birth control.”

## Goodheart-Wilcox Health I & II

- p. 119 “As you gather advice from others, do not stop paying attention to your own feelings and thoughts. Sometimes the advice you get from others may conflict with your own sense of who you are. If this happens, talk to an adult you trust about figuring out what feels right to you.”
- p. 469 “Lately, some of your friends who are dating have started talking about becoming sexually active. They say that everyone in a serious dating relationship has sex.”
- p. 506 “Healthy dating relationships should include honest communication about physical intimacy, including sexual activity.”
- p. 512 “Write a story about a teen who did not have a plan for remaining sexually abstinent and ended up having sex.”
- p. 688 “With a partner, consider the pros and cons of talking with a trusted adult to get STI/STD testing and treatment.”