

2012-2013 School Year



Dear Eighth Grade Parents/Guardians:

The eighth grade health students will be participating in an abstinence-based curricular unit about reproductive wellness during their health education class. Part of this education experience will include a program entitled **Amplify Youth Development**. This program is an extension of the health curriculum which covers topics such as: sexual health, decision-making, abstinence, sexually transmitted diseases, teen pregnancy, and how alcohol and drugs affect behavior and judgment. The curriculum objectives are all aligned with State and National Health Education Standards. *Please review the Amplify Curriculum information on the reverse side of this letter for further explanation about the Amplify Program.*

We are utilizing the Amplify Program as one of the sources of information to help our students understand the importance of good decision-making and reproductive health. All of the Amplify classes will be facilitated by Amplify staff members and will be conducted through your child's Health class while their health education teacher is present.

We believe this program will be most successful if the students have the opportunity to share what they have learned with their parents, while parents can also share their own knowledge and values with their children.

Please note that all students will participate in this program, however, if you feel that this program is not appropriate for your child please contact your child's health teacher.

Sincerely,

Health Education Teachers for District #204





Junior High Curriculum

Day 1

The objective for this day is to create connections with students through activities, stories and discussion. We want to express the idea that abstinence until marriage is the healthiest choice. Discussion will revolve around the topic: what is this thing we call sex and how could it affect us now and in the future? Students themselves will identify that sex is holistic, involving social, emotional, mental, and physical consequences.

Day 2 or Day 3

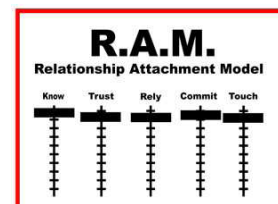
Students will have an opportunity to hear a personal testimony that shares about the consequences of not waiting. At the end of the story students will have time to process how this story impacts their own lives and be given the opportunity to ask questions. Students will also hear, throughout the week, stories of individuals who have waited, the benefits of that choice, and that it is possible to wait.

Day 3 or Day 2

Students will discuss the pressures around them to become sexually active. They will identify internal pressures such as hormones, curiosity, and desire for acceptance. They will also identify external pressures from peers, boyfriends/girlfriends, and media. Using interactive activities students will engage in dialogue about how these pressures impact their decisions and their lives.

Day 4

Students will have the opportunity to take the information they have been learning and begin to piece together the ingredients that are needed to build a healthy relationship. Using the RAM Chart (Relationship Attachment Model: Know, Trust, Rely, Commit, Touch) students will be able to identify how abstinence helps to ensure a healthy relationship as it gives couples time to get to know, trust, rely and commit to one another. The effects of emotional bonding and how physical touch impacts brain chemistry will be addressed.



Day 5

Students will build the skills they need so they are equipped to stay abstinent. We will address the topic of boundaries and how to relate to the opposite sex in safe and fun ways. We will also help students identify skills which will give them the ability to avoid and get out of situations that will compromise their choice to stay abstinent.