

Human Growth and Development Pacing Guide

10th Grade

Topics	Standard	Generalizations/Big Ideas	Curriculum
1. Self Esteem (2 days)	Describe how relationships can be impacted by sense of self.	a. Self-esteem may be impacted by family, media, society, body image, and peers.	<p><u>Human Sexuality Text</u> Chapter 1: Understanding Sexuality: Accepting Yourself, p. 12</p> <p><u>Pearson Health Online</u> Chapter 2 Personality, Self-Esteem and Emotions</p> <p><u>Relationship Smarts Plus 3.0</u> Who Am I? And Where Am I Going? pp. 1-16</p> <p><u>Rights, Respect, and Responsibility</u> How do you see me?</p>
2. Media Impact (2 days)	Give examples of the impact media has on teens' perceptions of relationships and sexuality.	<p>a. Media influences beliefs and behavior.</p> <p>b. Media may give inaccurate and unrealistic information and portrayals of relationships and sexuality.</p> <p>c. Social media can impact communication in a positive and negative way.</p> <p>d. Unkind messages sent over social media are a form of bullying called cyberbullying.</p> <p>e. Messages and sexual images that are texted or posted to social media can never truly be deleted and may result in legal consequences.</p> <p>f. Harassment includes any physical, verbal, graphic, electronic or written material, related to a person's disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status which has the purpose of creating an intimidating, hostile or offensive school environment is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Code of Conduct, pages 8-9).</p>	<p><u>Human Sexuality Text</u> Chapter 1: Understanding Sexuality; Influences of Media, pp. 6-7 Chapter 3: Responsible Relationships; Sexual Issues in Society, pp. 54-55</p> <p><u>Pearson Health Online</u> Chapter 2 Personality, Self-Esteem and Emotions</p> <p><u>Common Sense Media</u> Feeling on Display Risking Online Relationships Taking Perspectives on Cyberbullying</p> <p><u>Health Smart /Abstinence, Personal and Sexual Health</u> Lesson 11: Countering Media Pressure, pp. 151-160</p> <p><u>Relationship Smarts Plus 3.0</u> Teens, Technology and Social Media, pp. 249-276</p> <p><u>Rights, Respect, Responsibility</u> Using Technology; Respectfully and Responsibly Trust it or Trash it</p>
3. Hope and Growth Mindset (4 days)	Explain the importance of having hope and a growth mindset in your life.	<p>a. Hope in our lives helps us to see future possibilities.</p> <p>b. Determining and planning for goals and possible roadblocks helps us to achieve.</p> <p>c. When surrounded with positive people who believe in us, overcoming obstacles seems possible.</p> <p>d. Approaching goals with a growth mindset helps one accomplish more in life.</p>	<p><u>Pearson Health Online</u> Chapter 20: Adolescence and Adulthood, Lesson 2</p>

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4. Goals and Decision-Making (5 days)	Examine how values and goals impact decision-making.	<ul style="list-style-type: none"> a. Values influence a person's most important decisions about friends, family, sexual relationships, education, work and money. b. People should carefully evaluate consequences, advantages and disadvantages of possible choices when making important decisions. c. Talking to a parent, close friend, or other trusted adults* when making major decisions can be helpful. d. The best decisions are usually the ones consistent with our values, ones that do not risk our health, or break the law. e. Decisions about sexuality are sometimes difficult because of sexual feelings and pressure from partners or peers. f. Teenagers who decide to engage in sexual behavior must also decide about pregnancy and STD (sexually transmitted disease)/HIV prevention. g. Alcohol and other drugs often interfere with clear and effective decision-making. *Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc. 	<p><u>Human Sexuality Text</u> Chapter 1: Understanding Sexuality; Values and Responsibility, pp. 14-16</p> <p><u>Pearson Health Online</u> Chapter 20: Adolescence and Adulthood, Lesson 2</p> <p><u>HealthSmart /Abstinence, Personal and Sexual Health</u> Lesson 13: Making Decisions to Support Abstinence, pp. 171-185 Lesson 16: Setting a Goal to Protect Sexual Health, pp. 207-218</p> <p><u>Relationship Smarts Plus 3.0</u> Lesson 2: Maturity Issues and What I Value, pp. 17-32 Lesson 10: Sexual Decision-Making, pp. 185-219</p> <p><u>Rights, Respect, Responsibility</u> My Life, My Decisions Decisions, Decisions</p>
5. Bullying (2 days)	Describe ways to show courtesy and respect for others.	<ul style="list-style-type: none"> a. Everyone deserves to be treated fairly and with respect, even when they look, act or seem different from others. b. If an individual is being intimidated, harassed, or harmed because of differences, including real or perceived sexual orientation or gender identity, it is important to tell a trusted adult*. c. Harassment includes any physical, verbal, graphic, electronic or written material, related to a person's disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion or marital status which has the purpose of creating and intimidating, hostile or offensive school environment is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Student Code of Conduct, pages 8-9). a. *Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc. 	<p><u>Human Sexuality Text</u> Chapter 3: Responsible Relationships; Sexual Issues in Society; Don't Respond to Inappropriate Messages, p.55</p> <p><u>Pearson Health Online</u> Chapter 6 Preventing Violence</p>

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6. Gender Identity, Biological Sex and Sexual Orientation (1 day)	Access accurate information about gender identity, biological sex, gender expression and sexual orientation.	<ul style="list-style-type: none"> a. Gender identity refers to a person's internal sense of self as male, female, both or neither. b. Sexual orientation refers to whom a person is physically or romantically attracted. c. Biological sex is the gender of a person based on genitals and chromosomes (XX females/ XY males) at birth. d. Teens that have questions about their sexual orientation should consult parents/caregivers and trusted adults*. e. There are organizations that offer support or services, hotlines, and resources for young people and families who want to talk about sexual orientation and gender identity. b. *Trusted adults may include parents/caregivers, principal, teachers, school counselor, other school officials, social worker, nurse, police, clergy, etc. 	<p><u>Human Sexuality Text</u> Chapter 1: Understanding Sexuality; Sexual Awakening, Sexual Orientation page13</p> <p><u>Pearson Health Online</u> Chapter 6 Building Healthy Peer Relationships</p> <p><u>Health Smart /HIV, STD and Pregnancy Prevention</u> Lesson 2: Respecting Sexual Differences, pp. 19-34 Lesson 3: Understanding Sexual Risks and Responsibilities, pp. 35-50. (Take out: Sexual Profiles, page 29, and Campaign Plans, p. 30-31)</p> <p><u>Rights, Respect, Responsibility</u> Sexual Orientation, Behavior and Identity: How I Feel, What I Am/Understanding Sexual Orientation Slide Set</p>
7. Communication Skills (6 days)	Demonstrate healthy communication practices.	<ul style="list-style-type: none"> c. Effective communication skills are essential to a productive life. d. Healthy communication skills can help families work through conflict. e. Communication can be passive, aggressive or assertive. h. Assertive communication and reflective listening can help to maintain healthy relationships. 	<p><u>Pearson Health Online</u> Chapter 6 Building Healthy Peer Relationships</p> <p><u>Relationship Smarts Plus 3.0</u> Lesson 8: Communication and Healthy Relationships, pp. 141-163 Lesson 9: Communication Challenges and More Skills, pp. 165-183</p> <p><u>Rights Respect, Responsibility</u> How Well Do I Communicate with Others?</p>
8. Healthy Relationships (7 days)	Analyze relationships for healthy and unhealthy characteristics.	<ul style="list-style-type: none"> a. Healthy relationships include mutual respect, trust, honesty, support, separate identities, respect for boundaries and good communication. b. Unhealthy relationships tend to be based on dishonesty, exploitation and controlling behaviors. c. There are many life events that impact families, and families must determine healthy ways to work through these changes. f. Community resources help partners and families work through relationship problems. 	<p><u>Human Sexuality Text</u> Chapter 3. Responsible Relationships: Dating Relationships, p. 38-43</p> <p><u>Pearson Health Online</u> Chapter 6 Building Healthy Peer Relationships</p> <p><u>Health Smart /Abstinence, Personal and Sexual Health</u> Lesson 14: Resisting Sexual Pressure, pp. 187-196 Lesson 15: Roleplay Practice: Saying NO to Sexual Activity, pp. 197-206</p> <p><u>Relationship Smarts Plus 3.0</u> Lesson 3: Attractions and Infatuations, pp. 33-54 Lesson 4: Principles of Smart Relationships, pp. 55-74 Lesson 5: Is it A Healthy Relationship? pp. 75-89 Lesson 6: Decide, Don't Slide! pp. 91-112</p> <p><u>Step Up, Speak Out: Reaching and Teaching Teens to Stop Violence</u> Unit 4: The Power of Equality: Healthy Relationships, pp. 1-29</p>

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9. Sexual Abuse, Sexual Assault, Domestic Violence and Sex Trafficking (11 days)	Explain the impact of sexual abuse, sexual assault and domestic abuse on the individual and family.	<ul style="list-style-type: none"> a. Sexual abuse is unwanted sexual activity; perpetrators may use force, make threats or take advantage of victims not able to give consent. b. Sexual assault is forcing another person to have any type of intimate sexual contact. c. Rape refers to non-consensual sexual intercourse that is committed by physical force, threat of injury or other duress. Both men and women can be raped. d. Date or acquaintance rape involves sexual assault by someone known by the victim. e. Sexual assault in the first or second degree to sexually assault any person as defined by Nebraska statutes 28-319 and 28-320 is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Student Code of Conduct, pages 10-11). f. Victims of rape or sexual assault are not at fault. g. People who have been sexually abused or assaulted may benefit from support, counseling and medical care. h. Whether or not to report sexual abuse or assault, violence or harassment is a personal decision that can be difficult for survivors to make. i. Investigations and/or trials resulting from reported sexual abuse, assault, violence or harassment can be difficult experiences. j. Domestic abuse is psychological, physical and/or sexual abuse between people in an intimate relationship who are dating, living together or married. k. Abusers in domestic abuse situations often hide their abusive behaviors in the early stages of the relationship. Once the other partner becomes dependent on the abuser, it becomes more difficult to leave the relationship. l. Abusers in domestic violence situations use verbal attacks, stalking, threatening behaviors and bodily harm to intimidate their partner. m. There are trusted adults and community organizations that can help when involved in domestic or sexual abuse situations. n. Human sex trafficking is the forcing, coercing or deceiving of individuals into commercial sex; including pimping, prostitution, pornography and other adult entertainment. o. Anyone can be sex trafficked regardless of class, education, gender or age. p. Decisions regarding sexual activity should only be made when both partners are sober and not under the influence of drugs or alcohol. q. It is illegal in Nebraska to have sex with someone if there is not consent. r. Consent is the freely given permission to engage in physical contact without the presence of coercion or threat. Both partners must verbally give and obtain consent to engage in physical contact. s. It is illegal in Nebraska for anyone under the age of 16 to have sex with someone 19 or older. t. Sexual assault is illegal. u. Sexual abuse is illegal. 	<p><u>Human Sexuality Text</u> Chapter 3: Responsible Relationships; Unhealthy Relationships, pp. 49-53, 56</p> <p><u>Pearson Health Online</u> Chapter 5 Family Relationships, Chapter 6 Building Healthy Peer Relationships, Chapter 7 Preventing Violence</p> <p><u>Relationship Smarts Plus 3.0</u> Lesson 7: Dating Violence and Breaking Up, pp, 113-139</p> <p><u>Rights, Respect, Responsibility</u> Rights, Respect and Responsibility They Love Me... They Love Me Not... Sexual Rights: Who Decides? Is it Abuse if... My Boundaries</p> <p><u>Step Up, Speak Out: Reaching and Teaching Teens to Stop Violence</u> Unit 1: Sticks and Stones: Sexual Harassment, pp. 1-26 Unit 2: Every 8 Seconds: Sexual Assault, pp. 1-29 Unit 3: When Flowers Don't Fix It: Dating Violence, pp. 1-37</p>

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10. Alcohol and Other Drug Use and Abuse (8 days)	Explain the impact of alcohol or other drug use and abuse by minors.	<ul style="list-style-type: none"> a. Tobacco or chemical nicotine use or distribution while in the school building or grounds is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Student Code of Conduct, pages 6-7). b. Use and possession of drugs, alcoholic beverages, controlled or imitation controlled substances or other mood-altering chemicals is a violation of the Omaha Public Schools' Student Code of Conduct (OPS Student Code of Conduct, pages 8-9). c. Alcohol slows down the functions and reactions of the mind and body. d. There are consequences to our bodies when alcohol or other drugs are abused. e. The abuse of alcohol or other drugs can lead to reckless behaviors such as driving while intoxicated, violence and neglecting responsibilities at school, with friends or in the family. f. There are state laws that impact a teen when a minor is in possession or driving under the influence of alcohol or other drugs. g. It is illegal for anyone under the age of 21 to possess or consume alcohol. h. It is illegal for anyone under the age of 18 to possess or use tobacco products. i. It is illegal to use illicit drugs or use prescribed drugs belonging to others. 	<u>Pearson Health Online</u> Chapter 15 Alcohol, Chapter 17 Preventing Drug Abuse
11. Environmental Influences on Alcohol and Other Drug Dependency (7 days)	Describe how environment and life situations influence choices for alcohol and other drug use or nonuse.	<ul style="list-style-type: none"> a. Family, friends and social media influence our attitudes toward alcohol or other drug use. b. Genetics may contribute to a person's risk for developing alcohol or other drug addictions. c. Many resources are available to help alcohol or other drug dependent persons and their families. d. Binge drinking (consuming large amounts of alcohol over a short period of time) can lead to alcohol poisoning. 	<u>Pearson Health Online</u> Chapter 15 Alcohol, Chapter 17 Preventing Drug Abuse <u>Health Smart//HIV, STD and Pregnancy Prevention</u> Lesson 7: Influences on Sexual Choices, p.104-113
12. Reproductive System (3 days)	Explain the male and female reproductive systems.	<ul style="list-style-type: none"> a. Abstinence is the most effective means of preventing pregnancy and STDs (sexually transmitted diseases). b. Men and women have specific cells in their bodies that enable them to reproduce. c. Reproduction requires an egg and sperm. d. Whenever vaginal intercourse occurs, it is biologically possible for a woman to become pregnant. e. The fetus develops during pregnancy, a 40-week cycle that ends with birth. f. Sperm determines the biological sex of the child. 	<u>Human Sexuality Text</u> Chapter 2: The Reproductive System: The Male Reproductive System, pp. 18-20 The Female Reproductive System, pp. 27-29 Menstrual Cycle, pp. 31-33 <u>Pearson Health Online</u> Chapter 18 Reproduction and Heredity <u>Health Smart/Abstinence, Personal and Sexual Health</u> Lesson 7: Review of the Reproductive Systems, pp. 89-102 <u>Health Smart /HIV, STD and Pregnancy Prevention</u> Lesson 1: What Do You Know About Sex? pp. 1-17 Lesson 3: Understanding Sexual Risks and Responsibilities, pp. 35-50

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13. Sexual Abstinence (3 days, plus reinforced throughout)	Explain the benefits of abstaining from sexual activity.	<ul style="list-style-type: none"> a. Abstinence means voluntarily choosing not to engage in certain sexual behaviors. b. Abstinence is the most effective means of preventing pregnancy and STDs (sexually transmitted diseases). c. Some teens have had sexual intercourse and many have not. d. Teens that have had sexual intercourse can choose to be sexually abstinent in that same relationship or in future relationships. e. Teens may choose to be sexually abstinent for many reasons including future plans, religious beliefs, protecting health, waiting for the right person, etc. f. Teenagers who date need to discuss sexual limits with their partner before deciding if or when to engage in sexual activities. g. It is illegal in Nebraska for anyone under the age of 16 to have sex with someone 19 or older. 	<p><u>Human Sexuality Text</u> Chapter 3: Responsible Relationships: Choosing Abstinence, pp. 44-48</p> <p><u>Pearson Health Online</u> Chapter 6 Building Healthy Peer Relationships</p> <p><u>Health Smart/Abstinence, Personal and Sexual Health</u> Lesson 6: Understanding Sexuality, pp. 71-88 Lesson 9: Abstinence: What's In It For Me? Pp. 119-134 Lesson 10: Influences on Sexual Choices, pp. 135-150 Lesson 12: Setting Limits to Support Abstinence, pp.161-170</p> <p><u>Health Smart /HIV, STD and Pregnancy Prevention</u> Lesson 13: My Commitment to Protect Myself, pp. 181-188 Lesson 14: Advocating to Keep Friends Safe and Healthy, pp. 189-195</p>
14. Reproductive Prevention Options (2 weeks)	Compare family planning methods for effectiveness, ease of use, cost and possible side effects.	<ul style="list-style-type: none"> a. Abstinence is the most effective means of preventing pregnancy. b. When sexually active, birth control should be consistently used with each episode of sexual intercourse. c. It is important to access medically accurate information about pregnancy prevention options before selecting a method of birth control. d. Some contraceptive methods may be accessed over-the-counter, while others require a doctor's visit for a prescription or minor surgical procedure for insertion. e. Partners should make decisions about contraception together. f. To ensure the prevention of pregnancy after unprotected vaginal intercourse, emergency contraception could be taken. It is available over the counter from a pharmacist or health care provider and has no age restrictions for purchasing or use. g. Emergency contraception is not recommended as a primary method of birth control. h. When faced with an unintended pregnancy, students should speak with their parents/caregivers and partner. Together they should consider their options and the impact it will have on their lives. Those choices could include: carrying the baby to term with one or both partners parenting, creating an adoption plan, or terminating the pregnancy. i. The law in Nebraska for abortion requires a minor under the age of 18 to obtain parental consent from a biological parent or legal guardian. Minors who wish to have a physician perform an abortion without a written consent from a parent or legal guardian may file a petition requesting a court order allowing the abortion without the consent of your parent or guardian. 	<p><u>Human Sexuality Text</u> Chapter 4: Planning for the Future; Preventing Pregnancy, pages 77-85</p> <p><u>Pearson Health Online</u> Chapter 22 Sexually Transmitted Infections and AIDS</p> <p><u>Health Smart /HIV, STD and Pregnancy Prevention</u> Lesson 4: Avoiding Pregnancy, pp. 51-64 Lesson 10: Using Condoms, pp. 145-158 (Take Out: Students practicing using condoms , p. 152, Take Out: Condom Hunt, p. 156) Lesson 11: Negotiating Condom Use, pp. 159-167 Lesson 12: Roleplay: Saying NO to Unsafe Sex, pp. 169- 180</p> <p><u>Rights, Respect, Responsibility</u> Know Your Options Creating Condom Confidence Sexual Decision Making</p>

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15. Sexually Transmitted Diseases (2weeks)	Explain how to prevent the spread of sexually transmitted diseases.	<ul style="list-style-type: none"> a. Abstinence from sexual activity is the most effective way to avoid STDs (sexually transmitted diseases). b. STDs are most commonly passed through oral, anal, and vaginal sex with an infected partner, but some can also be passed by sharing needles with an infected person or from mother to child during pregnancy, birth, or breastfeeding. c. Most sexually transmitted diseases do not have visible symptoms. d. STDs can be transmitted even if a person does not show signs of infection. e. Untreated STDs can lead to serious health concerns, including infertility. f. The only accurate way to know if someone is infected with an STD is from a medical exam and corresponding testing. g. Teenagers can get confidential STD testing without parental consent. h. Douglas County, Nebraska has one of the highest rates of Chlamydia and gonorrhea in the nation. i. To be properly tested and treated for an STD, the patient must communicate to the health care provider that they have concerns of a possible sexually transmitted infection. <p>Use of latex condoms or barriers can reduce the risk of, but not eliminate the chance of contracting STDs.</p>	<p><u>Health Smart /HIV, STD and Pregnancy Prevention</u> Lesson 5: STD: The Facts, pp. 65-80 Lesson 6: HIV: The Facts, pp. 81-95 Lesson 8: Assessing and Avoiding STD Risks, pp. 115-129 Lesson 9: Getting Tested for HIV, Other STD and Pregnancy, pp. 131-143</p> <p><u>Human Sexuality Text</u> Chapter 5: Sexually Transmitted Infections and AIDS, pp. 86-109</p> <p><u>Pearson Health Online</u> Chapter 22 Sexually Transmitted Infections and AIDS</p> <p><u>Rights, Respect, Responsibility</u> Getting Savvy About STD Testing</p>
16. Medical Check-ups (2 days)	Describe the importance of medical check-ups.	<ul style="list-style-type: none"> a. After a girl is 19, she should begin monthly breast self-examinations. b. After puberty, a boy needs to self-examine his testicles regularly. c. Young women should begin regular sexual health exams and/or STD (sexually transmitted disease)/HIV testing, once sexually active. d. Young men should begin to receive regular sexual health exams including testicular exams and/or STD/HIV testing once sexually active. j. Individuals who suspect something is wrong with their sexual or reproductive organs, such as genital discomfort or itching, or a lump in a breast or testicle, should seek medical attention immediately. 	<p><u>Human Sexuality Text</u> Chapter 2: The Reproductive System: Keeping Healthy, pp. 34-36.</p> <p><u>Pearson Health Online</u> Chapter 18 Reproduction and Heredity</p> <p><u>Health Smart/Abstinence, Personal and Sexual Health</u> Lesson 8: Taking Care of Your Sexual Health, pp. 103-117</p>

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17. Teen Pregnancy (2 days)	Describe life consequences often faced by young families.	<ul style="list-style-type: none"> a. Having children before high school graduation may cause hardships such as medical complications during birth, less educational opportunities, greater chance of single parenting and poverty. b. Children of teen parents are more at risk for teen pregnancy, incarceration, health problems, and living in poverty, etc. h. Teen parents who have a strong support system, including their partner, parents/caregivers and/or peers are likely to be more successful in raising their children. 	<u>Human Sexuality Text</u> Chapter 4: Planning for the Future; Marriage and Family Decisions, Teen Marriage, pp. 61-63 Chapter 4: Planning for the Future: Teen Pregnancy, pp. 73-75 <u>Pearson Health Online</u> Chapter 19 Pregnancy, Birth and Childhood <u>Health Smart /HIV, STD and Pregnancy Prevention</u> Lesson 4: Teen Pregnancy, pp. 55, 62 <u>Relationship Smarts Plus 3.0</u> Lesson 11: Unplanned Pregnancy through the Eyes of a Child, pp. 221-248 <u>Rights, Respect, and Responsibility</u> What if? Wanted: Qualified Parent
18. Prenatal Care (1 week)	Describe the importance of prenatal care for the developing fetus.	<ul style="list-style-type: none"> a. Exercise, healthy foods and frequent visits to a healthcare provider are important during pregnancy. c. Smoking, alcohol and drug use can hurt the development of the fetus. 	<u>Human Sexuality Text</u> Chapter 4: Planning for the Future; Development Before Birth, pp. 64-67 Chapter 4: Planning for the Future; Pregnancy, pp. 68-72 <u>Pearson Health Online</u> Chapter 19 Pregnancy, Birth and Childhood
19. Legal Not taught separately, (Taught in context with the following areas: Sexual abuse Abstinence Chemical Use and abuse, Reproductive Options)	Explain the current status of Nebraska Law.	<ul style="list-style-type: none"> a. It is illegal in Nebraska to have sex with someone if there is not consent. b. Consent is the freely given permission to engage in physical contact without the presence of coercion or threat. Both partners must verbally give and obtain consent to engage in physical contact. c. It is illegal in Nebraska for anyone under the age of 16 to have sex with someone 19 or older. d. Sexual assault is illegal. e. Sexual abuse is illegal. f. It is illegal for anyone under the age of 21 to possess or consume alcohol. g. It is illegal for anyone under the age of 18 to possess or use tobacco products. h. It is illegal to use illicit drugs or use prescribed drugs belonging to others. b. The law in Nebraska for abortion requires a minor under the age of 18 to obtain parental consent from a biological parent or legal guardian. Minors who wish to have a physician perform an abortion without a written consent from a parent or legal guardian may file a petition requesting a court order allowing the abortion without the consent of your parent or guardian. 	Nebraska Revised Statutes