Teenage pregnancy and sexually-transmitted infections (STIs) are two major issues affecting public health in Guatemala today, and education provides a potential solution. Though research exists into the various approaches to reproductive health education, few programs have been created specifically for Guatemala. This project used past findings to implement an empowerment-centered approach to education, contextualizing sexual health among other factors like gender identity, socioeconomic status, and race. The eight-week program, called *Chicas Unidas*, was implemented in a school in rural Santa María de Jesús, Guatemala with female students ages 11 through 16, who completed pre-tests, post-tests, and interviews. 50 local parents and older siblings were also interviewed. This paper analyzes the findings from this research with special attention to intergenerational changes, gender roles, education, and cultural/religious norms. Catholic beliefs, fear of illness, and *machismo* (sexism) were the main factors that prevented women from using contraception. *Chicas Unidas* was successful in increasing knowledge levels of puberty, healthy relationships, and reproduction. The ultimate goal of this project is to elevate the voices of the community so future programs can implement effective, culturally-sensitive sexual health curriculum.