



SEXUAL HEALTH EDUCATION INFORMATION

**Provided by:
East Lansing Public Schools
Sex Education Advisory Board
501 Burcham Drive
East Lansing, MI 48823**

Table of Contents

GENERAL INFORMATION

Overview of Michigan Sex Education Laws and Role of the Sex Education Advisory Board.....	3
Definition of Sexual Health and HIV/AIDS Education.....	3
Goals, Objectives, and Curricula.....	3-5
Instruction: Teacher Certification, Answering Student Questions, Coed Instruction, Program Evaluation, and Family Partnership	5-6
Lessons, Objectives, Materials and Media.....	6

GRADE LEVEL LESSONS, OBJECTIVES, MATERIALS, AND MEDIA

Fourth Grade Sexual Health and HIV/AIDS Education.....	7-8
Fifth Grade Sexual Health and HIV/AIDS Education.....	9-11
Sixth Grade Sexual Health Education.....	12-14
Seventh Grade HIV/AIDS and Other STIs Education.....	15-17
Ninth Grade Sexual Health and HIV/AIDS Education.....	18-26

APPENDICES

A. East Lansing Public Schools Board of Education Sex Education Policies.....	27-29
B. A Summary of Legal Obligations and Best Practices HIV/STI and Sex Education in Michigan Public Schools Link	30
C. Parent Opt Out Forms 2016/17:	
Fourth Grade.....	31
Fifth Grade.....	32-33
Sixth Grade.....	34
Seventh Grade.....	35
Ninth-Twelfth Grades.....	36-37
D. Guest Speaker Guidelines.....	38-39
E. Family Resources.....	40-41
F. East Lansing School District Two-Year Report on Achievement of Goals and Objectives Sexual Health and HIV/AIDS Education June 2016.....	42-45

SURVEYS

Parent Survey Spring 2016	
Student Grades 7-12 Survey Spring 2016	

EAST LANSING PUBLIC SCHOOLS SEXUAL HEALTH AND HIV/AIDS EDUCATION OVERVIEW

Provided by: East Lansing Public Schools Sex Education Advisory Board

Mission of Sex Education Advisory Board

The mission of the East Lansing Public Schools Sex Education Advisory Board is to provide effective, age-appropriate sexuality education that teaches respect for self and others, safety, and healthy life-skills in partnership with family and community.

Michigan State Law Requirements for Sexual Health and HIV/AIDS Education

In June of 2004, the Michigan State Legislators passed Public Acts 165 and 166 which modified Michigan laws related to sex education in public schools. Public Acts 165 and 166 outline the planning, training, and implementation mandates for HIV/AIDS and sex education (PA 165 of 2004) and a parent compliant process (PA 166 of 2004).

These acts stipulate the make-up of each district's Sex Education Advisory Board as well as their roles and responsibilities. The main role of the Sex Education Advisory Board is to:

- Define Sexual Health Education in accordance with Michigan Law;
- Establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases;
- Select and recommend curricula, materials, and instructional delivery methods to the Board of Education for approval;
- Provide parents and community members with access to curricula and materials for review; and
- At least once every 2 years, evaluate, measure, and report the attainment of program goals and objectives established under subdivision (a). The board of a school district shall make the resulting report available to parents in the school district. §380.1507

Public Acts 165 and 166 also stipulate that school districts are required to teach about dangerous communicable diseases, including but not limited to, HIV/AIDS. §380.1169 HIV/AIDS must be offered at least once a year at every building level (elementary, middle/junior, senior high) and each person who teaches K-12 pupils about HIV/AIDS shall have training in HIV and AIDS education for young people. §380.1169¹

Definition of Sexual Health Education

The East Lansing SEAB revised its working definition of sexual health education in May 2017 to reflect the life-long opportunities that students will gain through this education. Michigan Sex Education Law and research from the New York state Department of Health² were used in this revision.

Sexual health education is the process of equipping students with the knowledge and skills to:

- | | |
|---|---|
| • Form and maintain healthy relationships | • Understand the risks, responsibilities, and consequences of sexual behavior |
| • Talk effectively with peers, family, and partners | • Know the functions of the human reproductive system |
| • Set appropriate boundaries | • Know how to access and use health care services and information |
| • Recognize risks and ways to reduce them | |

[1] Michigan Department of Education Sample Two-Year Report Requirements, www.michigan.gov/mde HIV/STD and Sexuality Education Page (September 14, 2007)

[2] New York State Department of Health: [Guiding Principles for Sexual Health Education for Young People: A Guide for Community-Based Organizations](#)

Goals, Objectives, and Curricula

The East Lansing Public Schools (ELPS) Sex Education Advisory Board has recommended and the ELPS Board of Education has approved the following goals and objectives for the elementary, middle, and high school program of instruction in sexual health and HIV/AIDS education. The goals and objectives are aligned with state laws, Michigan Department of Education Health Standards, and National Health Education Standards.

Goal:

Prepare students to form healthy relationships while making responsible decisions regarding the social, physical, legal, financial, emotional, and mental aspects of human sexuality and to provide students with the knowledge and skills to avoid unintended pregnancy, and to prevent infection with HIV and other sexually transmitted infections (STIs).

Objectives:

The ELPS Sex Education Advisory Board has reviewed and recommended and the East Lansing Board of Education has approved the sex education and HIV prevention lessons that are optional portions of the *Michigan Model for Health™* and *Puberty: The Wonder Years™* curricula for implementation with students at each of the building levels. These curricula meet the criteria set forth by the State of Michigan for sexual health and HIV/AIDS education, Michigan Department of Health Standards, and National Health Education Standards.

The following objectives are based on the *Michigan Model for Health™* curricula for sexual health and HIV/AIDS education. At the end of the elementary, middle, and high school sexual health and HIV education program of instruction, students will be able to:

- Apply strategies to select peers to be friends or potential romantic partners and ways to build healthy relationships.
- Describe ways to communicate caring, love, and respect in a variety of relationships.
- Set personal limits for sexual activity.
- Explain the advantages of abstaining from sexual intercourse.
- Apply skills for talking about relationships and sexual issues with others.
- Describe ways to develop intimacy without having sexual intercourse.
- Describe the basic anatomy and physiology of the human reproductive system.
- Describe the stages of human fetal development, environmental and heredity factors that can affect healthy fetal development, and lifestyle choices that will favorably affect a developing fetus.
- Understand the facts about sexually transmitted infections (STIs), including HIV and AIDS.
- Analyze the physical, social, and emotional impact of having a STIs.
- Analyze sexual behaviors to determine their risk of transmitting HIV and other STIs.
- Analyze the influences that encourage and/or discourage risky behaviors.
- Apply strategies and skills for avoiding and escaping situations that could result in pregnancy or transmission of STIs.
- Assess the economic, legal, social, and emotional costs of teen parenting.
- Acquire the skills needed to reduce the risk of pregnancy or STIs, including correct use of condoms.
- Examine ways to locate and access resources, information, and support systems.
- Apply refusal and limit-setting skills with partners.
- Understand the advantages of getting tested for pregnancy and STIs.
- Develop plans for meeting personal goals and identify ways pregnancy or STIs might impact reaching those goals.

Grades 4, 5, and 6 Curriculum:

Puberty: The Wonder Years (2015)

This sexual health curriculum has sets of lessons specific to each grade level. HIV/AIDS is currently not taught at fourth grade, as this lesson is under revision. *Michigan Model for Health HIV/AIDS for 5th Grade* has one lesson. Sixth grade does not include HIV/AIDS education, as this is included in the seventh grade curriculum. A description of the lesson objectives and materials can be found after this introductory section.

Grade 7 Curriculum:

Growing Up and Staying Healthy: Understanding HIV and Other STIs (2010/12)

This curriculum has been adopted as HIV curriculum. It is recommended for grades 7 or 8, and is currently taught at seventh grade. A description of the lesson objectives and materials can be found after this introductory section.

Grade 9 Curriculum:

Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention, A Module for Grades 9-12 (2007)

This curriculum is taught as part of the ninth grade health class. Students in grades 10, 11, and 12 may also take this class. A description of the lesson objectives and materials can be found after this introductory section.

Special Needs Students Curriculum:

The ELPS Sex Education Advisory Board is currently in the process of reviewing, selecting, and recommending curricula to support developmentally delayed students in self-contained special education classrooms. The ELPS Board of Education has approved the following *Marsh Media* curriculum materials for use with students ages 9 through secondary: "A Girl's Guide to Growing Up," "A Boys Guide to Growing Up," "A Girl's Guide to Puberty and Personal Safety," and "A Boy's Guide to Puberty and Personal Safety." The SEAB in conjunction with the secondary special education teachers is currently in the process of fully developing curricula for secondary students.

Instruction

Each ELPS teacher responsible for implementing the sex education program has the appropriate certifications and endorsements required to teach health, has received training about HIV/AIDS, and most have attended additional training offered by Eaton RESA in sex education and in the curriculum they are responsible for teaching.

Guest speakers may also be included in certain lessons. The ELPS Sex Education Advisory Board uses a set of criteria to evaluate whether to recommend guest speakers. Those criteria may be found in Appendix D.

ELPS Policy on Answering Student Questions During Sexual Health and HIV/Aids Education:

Answering student questions is an integral part of instruction. This gives teachers another opportunity to provide students with accurate information and clear any misconceptions. Questions that pertain to the approved curriculum, media, and materials are answered. Questions that fall outside of these parameters may be answered in a developmentally appropriate and professional manner. If the answer to a question falls outside of information included in sex education under Michigan law, then the student is informed of this and encouraged to ask a family member and/or other trusted adult. For example, this would occur with questions about abortion as a form of birth control.

Coed Instruction:

Instruction is delivered in a coed setting. The goal is for students to develop communication skills for forming healthy relationships from the start of sexual health education. This begins by conveying the message to students that talking about sexual health topics is a normal part of life, rather than a "taboo" subject. Talking with others of the same gender or different gender in a respectful and supportive manner is modelled and practiced throughout instruction. Coed instruction equips students with the communication skills they will use now and as they move into adulthood.

Program Evaluation:

Students' attainment of objectives is measured with pre and post surveys. These may be administered anonymously at grades 4, 5, 6, & 7. High school students complete pre and posttests that are graded as part of the Health Class. Collection of this data is used to evaluate the effectiveness of the program and to report progress to the community and the state in a biannual report by the ELPS Sex Education Advisory Board. Students and parents are also surveyed on their thoughts about sexual health and HIV/AIDS education to guide the ELPS Sex Education Advisory Board in making decisions regarding this area of education.

Family Partnership:

Families are encouraged to be an integral part of all aspects of their children's education, including sexual health. Students are given homework assignments to discuss topics related to sexual health with a family member and/or trusted adult. This gives families another opportunity to share family values with their children, as well as keeping informed about classroom instruction. Family Resources are listed in Appendix E to assist families in talking with their children and sharing information.

Under Michigan law, parents always have the right to opt their children out of sexual health and HIV/AIDS education. Refer to Appendix C for Parent Notification Letters and Opt Out Forms.

Lessons, Objectives, Materials, and Guest Speakers

The following sections provide specific information by grade level of the content of sexual health and HIV/AIDS instruction. Student learning objectives are listed for each lesson. A description of student worksheets used in class, family handouts, and videos are given. Guest speakers are listed, if they are included in a specific lesson.

Pre and post survey and test questions are not included as these are used for program evaluation and student assessment.

Fourth Grade Sexual Health Education Curriculum & Materials

Puberty: The Wonder Years 2015 Edition is the core curriculum for fourth grade sexual health education. These curricula meet state and national standards for sexuality and HIV prevention education. Student Learning Objectives are listed by lesson. Students will participate in anonymous pre and post surveys. This information will be used to evaluate program effectiveness.

"I Wonder How Things Work" is the introductory level of the *Puberty: The Wonder Years* curriculum. The curriculum begins by reminding students how much they have grown and changed since they were born, and how much more growing and changing lies ahead. Guidelines for a safe and productive classroom climate are introduced, and prior knowledge about puberty is assessed. Students identify positive qualities about their families and the roles family members fill. They compare and contrast animal and human families. Students identify the normal social, emotional, and physical changes that occur during puberty and how individuals develop at different rates. The reproductive system is introduced. The unique hygiene needs that come with puberty are described. Students practice communication skills with their family members and peers. The emphasis is on communication with parents and other trusted adults about puberty.

Lesson Title & Objectives	Handouts, Worksheets, & Media
<p><u>Lesson 1: A Climate for Growth</u> Students will:</p> <ul style="list-style-type: none"> • Test what they already know about puberty. • Propose guidelines for discussion during the puberty lessons. • Plan ways to initiate communication with their parents regarding growing up. 	<ul style="list-style-type: none"> • Pre-Survey Prior to Instruction (Non-graded survey used to assess prior knowledge of 4th graders.) • Worksheet: "Did You Know" (Informal assessment of knowledge about changes in puberty.) • Family Partnership Flyer: "Ready Set Talk!" (Information about unit for families, assistance in answering questions, and resources.) • Homework: "Together Talk: About Growing Up" (Students interview parents about growing up.)
<p><u>Lesson 2: Families and Roles</u> Students will:</p> <ul style="list-style-type: none"> • Relate positive qualities they admire in their families. • Improve communication skills with their families. • Examine gender, roles, expectations, stereotypes, and ways they can affect people. 	<ul style="list-style-type: none"> • Worksheet & Homework: "What Makes My Family Special" (In class activity for students to think about how families help one another and homework to thank two family members for their role in their family.)
<p><u>Lesson 3: New Life</u> Students will:</p> <ul style="list-style-type: none"> • Examine a variety of ways animals reproduce themselves. • Explain that fertilization must occur for a new life to begin. • Compare and contrast animal families and human families. • Explain the reasons to wait until adulthood before having a baby and making a life-long commitment to being a parent. 	<ul style="list-style-type: none"> • Worksheet: "Understanding Animal Reproduction" (Distinguishes between external and internal fertilization.)

<p><u>Lesson 4: Growing Up Male</u> Students will:</p> <ul style="list-style-type: none"> • Identify additional changes that occur in males during puberty. • Define the structures and functions of the male reproductive system. • Practice their communication skills by talking with their parents or other trusted adult about puberty. 	<ul style="list-style-type: none"> • Video: <i>“Let’s Talk Puberty for Boys”</i> Disney Productions • Worksheet: <i>“Male Reproductive System”</i> (Diagram of basic male reproductive system.) • Family Partnership Flyer: <i>“Ready Set Grow!”</i> (Information about expected changes in puberty and resources.) • Homework: <i>“Talking Together: I Wonder...”</i> (Students interview parents about growing up and becoming a parent, including parental responsibilities.)
<p><u>Lesson 5: Growing Up Female</u> Students will:</p> <ul style="list-style-type: none"> • Identify additional changes that occur in females during puberty. • Define the structures and functions of the female reproductive system. • Practice their communication skills by talking with their parents or other trusted adult about puberty. 	<ul style="list-style-type: none"> • Video: <i>“Let’s Talk Puberty for Girls”</i> Disney Productions • Worksheet: <i>“Female Reproductive System”</i> (Diagram of basic female reproductive system.) • Worksheet: <i>“Ovulation and Menstruation”</i> (Diagram of menstrual cycle.) • Homework: <i>“Talking Together: I Wonder...”</i> (Same as Lesson 5.)
<p><u>Lesson 6: Changes in the Skin</u> Students will:</p> <ul style="list-style-type: none"> • Summarize challenges in caring for their skin, hair, and nails during puberty. • Propose ways to care for their skin, hair, and nails as they mature. 	<ul style="list-style-type: none"> • Post-Survey Following Instruction (Non-graded survey used to assess knowledge of 4th graders, after instruction.)

Video Descriptions

Video: *“Let’s Talk Puberty for Boys”* Disney Productions

Running Time: 11 minutes

This animated video explains changes in puberty, male anatomy, and good hygiene. It has a fast-paced, but simple and positive style. Boys are encouraged to form healthy habits and communicate with parents.

Video: *“Let’s Talk Puberty for Girls”* Disney Productions

Running Time: 14 minutes

This animated video explains changes in puberty, female anatomy, and feminine hygiene. It has a fast-paced, but simple and positive style. Girls are encouraged to form healthy habits and communicate with parents.

Fifth Grade Sexual Health and HIV Education Curriculum & Objectives

Puberty: The Wonder Years 2015 Edition is the core curriculum for fifth grade sexual health education. The HIV curriculum is **Michigan Model**. These curricula meet state and national standards for sexuality and HIV prevention education. Student Learning Objectives are listed by lesson. Students will participate in anonymous pre and post surveys. This information will be used to evaluate program effectiveness.

"I Wonder What Is Happening to Me" is the intermediate level of the Puberty: The Wonder Years curriculum. The curriculum begins by reviewing prior knowledge about puberty and developing guidelines for a safe and productive classroom climate. Students learn about the male and female reproductive systems and the changes that occur during puberty. To care for their changing bodies, the students learn new personal hygiene and health habits. Students practice communicating with their family members, analyzing media influences for sexual messages, and clarifying misinformation and promoting healthy behavior among their peers. The emphasis is on promoting respect for peers as they experience puberty, impressing young people with the awe and responsibility of becoming physically capable of reproduction, and the importance of postponing sexual intercourse.

Lesson Title & Objectives	Handouts, Worksheets, & Media
<p><u>Lesson 1: Ready, Set, Grow!</u> Students will:</p> <ul style="list-style-type: none"> List changes that will occur as they grow and mature. Formulate guidelines for discussions during the puberty lessons. Assess what they already know about puberty. Develop a plan for improving communication with their parents regarding changes in puberty. 	<ul style="list-style-type: none"> Pre-Survey Prior to Instruction (Non-graded survey used to assess prior knowledge of 5th graders.) Worksheet: "As You Grow" (Informal assessment of knowledge about changes in puberty.) Family Partnership Flyer: "Growing and Changing" (Information about unit for families, assistance in answering questions, and resources.) Homework: "Let's Talk: I Wonder What It Was Like for You" (Students interview parents about growing up.)
<p><u>Lesson 2: Puberty and the Male Reproductive System</u> Students will:</p> <ul style="list-style-type: none"> Summarize what they know about growing up. Identify physical and emotional changes occurring during puberty. Define the structures and functions of the male reproductive system. 	<ul style="list-style-type: none"> Video: "You, Your Body, and Puberty" Human Relations Media
<p><u>Lesson 3: Puberty and the Female Reproductive System</u> Students will:</p> <ul style="list-style-type: none"> Define the structures and functions of the female reproductive system. Practice their communication skills by talking with their parents or other trusted adult about puberty. 	<ul style="list-style-type: none"> Video: "You, Your Body, and Puberty" Human Relations Media (Same video as above. Teacher decides whether to repeat video.) Homework: "Let's Talk: I Wonder How You Learned About Puberty" (Students interview parents about puberty and parenthood.)
<p><u>Lesson 4: Reproduction</u> Students will:</p>	<ul style="list-style-type: none"> Worksheets: "Male Reproductive System Review" and "Female Reproductive System Review"

<ul style="list-style-type: none"> Review the structures and functions of the male and female reproductive systems. Describe the changes that indicate an individual is physically capable of reproduction. 	<p>(Diagrams of male and female reproductive systems.)</p> <ul style="list-style-type: none"> Worksheet: <i>“Ovulation and Menstruation”</i> (Diagram of menstrual cycle.)
<p><u>Lesson 5: Personal Hygiene and Healthy Habits</u> Students will:</p> <ul style="list-style-type: none"> Distinguish between accurate and inaccurate sources of information about puberty. Demonstrate the intent to implement personal hygiene and health habits. Select their personal reasons for postponing sexual intercourse. 	<ul style="list-style-type: none"> Worksheet: <i>“My Personal Puberty Plan”</i> (Students develop a plan for good hygiene and health habits, including postponing sexual intercourse.) Family Partnership Flyer: <i>“Growing in Responsibility: caring for This New Body”</i> (Information about changes in hygiene, resources, and encouraging abstinence from sexual intercourse.)
<p><u>Lesson 6: Social and Emotional Changes</u> Students will:</p> <ul style="list-style-type: none"> Identify social and emotional changes occurring during puberty. Describe normal variations in individual rates of change during puberty. Examine case studies and plan ways to respect a peer who is going through an awkward stage of puberty. 	<ul style="list-style-type: none"> Worksheet: <i>“Student Biographies”</i> (Realistic fictional short biographical summaries about students going through puberty. Students learn how to support possible classmates in the future, who may be going through an awkward stage of puberty.)
<p><u>Lesson 7: Media Messages</u> Students will:</p> <ul style="list-style-type: none"> Critique media samples or advertisements and popular music for the presence of sexuality messages. Compose advice for their peers to encourage accurate information and healthy behavior. 	<ul style="list-style-type: none"> Worksheet: <i>“What Is It Telling Me?”</i> (Students critique advertisements and popular music for the presence of sexual messages.) Post-Survey Following Instruction (Non-graded survey used to assess knowledge of 5th graders, after instruction.)
HIV/AIDS	
<p><u>Lesson 1: HIV Infection – What to Do and What Not to Do</u> Students will:</p> <ul style="list-style-type: none"> Define HIV and AIDS. Identify how HIV is and is not transmitted. Identify ways people can protect themselves from infection with HIV and other blood-borne infections, including not touching blood and used hypodermic or tattoo needles. Explain that it is safe to be a friend of someone who is living with HIV or AIDS. 	<ul style="list-style-type: none"> Video: <i>“AIDS: Facts for Kids”</i> Marsh Media Worksheets: <i>“HIV Infection and AIDS” & “Promises to Myself and Others”</i> (Gives HIV/AIDS facts. Students make promise to protect self from HIV and AIDS.) Family Resource Sheet (Information about HIV and AIDS, including how to talk to students.)

Video Descriptions

***“You, Your Body, and Puberty”* Human Relations Media Running Time: 24 minutes**

This video includes information for both sexes in a single positive presentation. A group of friends learn about the anatomy and physiology of the male and female reproductive systems, changes that occur during puberty, emotional and relationship changes, and some basic hygiene from dad, grandma, and a teacher.

***“AIDS: Facts for Kids”* Marsh Media Running Time: 9 minutes**

Students learn about HIV and how it disables the immune system, leaving the infected person vulnerable to an array of diseases. Students learn that we don't catch HIV from a sneeze, a water fountain, a telephone, a swimming pool, or other casual contact with an HIV-infected person. HIV is transmitted in two ways: by having sex with an infected person or by allowing infected blood to get mixed with our own. (Available to stream on Discovery Education, version 2008.)

Sixth Grade Sexual Health Education Curriculum & Materials

Puberty: The Wonder Years 2015 Edition is the core curriculum for sixth grade sexual health education. This curriculum meets state and national standards for sexuality education. Student Learning Objectives are listed by lesson. Students will participate in anonymous pre and post surveys. This information will be used to evaluate program effectiveness.

"I Wonder What Happens Next" is the highest level of the *Puberty: The Wonder Years* curriculum. The curriculum begins with a review of prior knowledge about puberty and development of guidelines for a safe and productive classroom climate. Students learn about reproduction, fetal development, reproductive anatomy and physiology, and the social-emotional changes in puberty. Students learn to differentiate between respectful, healthy relationships versus disrespectful, unhealthy relationships. Students practice interpersonal skills for healthy relationships and refusal skills for risky sexual situations. The emphasis is on motivating young people to make behavioral choices that will keep themselves healthy now and for future reproductive health. Optional lessons are provided on genetics and refusal skills.

NOTE: HIV and STI prevention is taught in Seventh Grade.

Lesson Title & Objectives	Handouts, Worksheets, & Media
<u>Lesson 1: Growing Together</u> Students will: <ul style="list-style-type: none">Recall prior knowledge about puberty.Compose guidelines for discussions during the puberty lessons.Develop a plan for improving communication with their parents or other trusted adults regarding growing up.	<ul style="list-style-type: none">Pre-Survey Prior to Instruction (Non-graded survey used to assess prior knowledge of 6th graders.)Family Partnership Flyer: "Parenting Through Puberty" (Information about unit for families, assistance for talking together, and resources.)Homework: "Talk it Over: I Wonder What You Remember" (Students interview parents about growing up.)
<u>Lesson 2: Fetal Development</u> Students will: <ul style="list-style-type: none">Explain how heredity and environment impact fetal development.Describe the developmental milestones of a developing fetus.List factors that increase the likelihood of being able to bear healthy children in the future.Recommend lifestyle choices that will favorably affect a developing fetus.	<ul style="list-style-type: none">Video: "Fetal Development: A Nine Month Journey"
<u>Lesson 6-A: Building Blocks of Life</u> Students will: <ul style="list-style-type: none">Describe prenatal development from a single cell to a complex organism.Review the anatomy of human body cells and the roles of chromosomes, DNA, and genes as the basic units of heredity.Compare and contrast human body cells with reproductive cells.	<ul style="list-style-type: none">Worksheet: "Inherited Traits Survey" (Students self-identify inherited traits.)

<ul style="list-style-type: none"> Explain how sex is determined by the X and Y chromosomes received from the egg and sperm cells. Assess themselves for the presence of inherited traits. 	
<p><u>Lesson 6-B: Dominant or Recessive? Identical or Fraternal</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the difference between dominant and recessive traits. Draw diagrams that illustrate possible combinations of dominant and recessive traits in offspring. Compare and contrast identical twins and fraternal twins. Distinguish between the roles of heredity, environment, and lifestyle on their health by making a personal commitment to a healthy lifestyle choice. 	<ul style="list-style-type: none"> Worksheet: <i>“Dominant and Recessive Genes”</i> (Students explore dominant and recessive genes through using Punnett Squares.)
<p><u>Lesson 3: How My Body Works</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the anatomy and physiology of the male and female reproductive systems. Practice communicating with parents and other caring adults about sexual behavior and relationships. 	<ul style="list-style-type: none"> Video: <i>“Puberty for Boys: Amazing Changes Inside and Out”</i> Video: <i>“Puberty for Girls: Amazing Changes Inside and Out”</i> Homework: <i>“Let’s Talk: I Wonder What You Want Me to Know”</i> (Students interview parents about how they learned about sex and reasons why adolescents should abstain from sexual intercourse.)
<p><u>Lesson 4: Emotions and Relationships</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Explain typical social and emotional changes that occur during puberty. Analyze the similarities and differences between friendships and romantic relationships. Compare and contrast the characteristics of healthy and unhealthy relationships. Describe ways to show affections that demonstrate respect. 	<ul style="list-style-type: none"> Video Segment: <i>“How Boys Feel During Puberty”</i> (Segment from “Puberty for Boys: Amazing Changes Inside and Out.”) Video Segment: <i>“What Happens Psychologically to Girls During Puberty”</i> (Segment from “Puberty for Girls: Amazing Changes Inside and Out.”)
<p><u>Lesson 5: Relationship Challenges</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Practice ways to demonstrate respect in relationships. Identify what to do in disrespectful situations. Discuss disrespectful behaviors that target gender and sexual orientation. Describe bullying and cyber bullying and practice appropriate responses to bullying behavior. 	<ul style="list-style-type: none"> Video Clip: <i>“Cyber Bullying Virus”</i> online at https://www.youtube.com/watch?v=vmQ8nM7b6XQ
<p><u>Lesson 6: Making Responsible Decisions</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Identify reasons some young people might have sexual intercourse and recommend alternatives. 	<ul style="list-style-type: none"> Worksheet: <i>“Making Responsible Decisions”</i> (Students identify reasons to delay sexual intercourse as adolescents.)

<ul style="list-style-type: none"> List the risks of having sexual intercourse and reasons to delay sexual intercourse as adolescents. Identify the benefits of abstaining from sexual intercourse as adolescents. Advocate for peers to delay sex until adulthood. 	
Lesson 6-C: Skill Development - Identify Trouble and Refusal Students will: <ul style="list-style-type: none"> Learn and practice the steps for avoiding trouble. Learn and practice effective refusal skills. 	
Lesson 7: Growing Strong Students will: <ul style="list-style-type: none"> Practice peer refusal skills and how to avoid trouble in situations involving sexual risk. Deduce that parenthood should be reserved for adults who are able to make life-long commitment to raising a child. 	<ul style="list-style-type: none"> Worksheets: “Standing Up to Pressure” (Students practice responding to situations involving sexual risk.) Family Partnership Flyer: “Parenting for Success” (Information for families on Developmental Assets for supporting adolescents, practice for refusal skills, and resources.) Post-Survey Following Instruction (Non-graded survey used to assess knowledge of 6th graders, after instruction.)

Video Descriptions

Video: “Fetal Development: A Nine Month Journey” Milner Fenwick

Running Time: 15 minutes

This video traces the development of a fetus from conception through birth using remarkable photography, drawings, and animation. Emphasis is placed on the importance of a positive lifestyle, including good nutrition and abstinence from drugs, for the mother. The live birth shown at the conclusion of the video is tastefully and gently depicted.

Video: “Puberty for Boys: Amazing Changes Inside and Out” Discovery Education

Running Time: 21 minutes

This 21-minute video uses many boys and young men to tell about the changes of puberty. They share questions, experiences, and feelings. The male and female reproductive systems are described. The video reassures young men that their feelings are normal and encourage them to get help if they need it.

Video: “Puberty for Girls: Amazing Changes Inside and Out” Discovery Education

Running Time: 25 minutes

This video describes puberty for females from the perspective of several girls, young women, and female experts. The male and female reproductive systems are described. There is a brief discussion about body image and unhealthy eating patterns. Health messages are delivered in a way that encourages girls to be proud that they are female.

Video Segment: “How Boys Feel During Puberty”

Running Time: 5:30 minutes

This video segment is from “Puberty for Boys: amazing Changes Inside and Out.” The various feelings that a boy feels as he goes through puberty are discussed. Personal accounts are given about the feelings that young male adolescents experience.

Video Segment: “What Happens Psychologically to Girls During Puberty”

Running Time: 10 minutes

This video segment from “Puberty for Girls: Amazing Changes Inside and Out.” Relationships with family, friends, and boys are discussed by teen girls. Self-image during adolescence is also looked at.

Seventh Grade HIV and Other STIs Education Curriculum & Materials

Michigan Model for Health Growing Up and Staying Healthy: Understanding HIV and Other STIs is the core curriculum for seventh grade. One lesson from the approved sixth grade curriculum is also taught as review. This curriculum meets state and national standards for HIV and other STI/s prevention education. Student Learning Objectives are listed by lesson. Students will participate in pre/post tests and anonymous survey about sexual health education. This information will be used to evaluate program effectiveness and guide future decisions about sexual health education in East Lansing Public Schools.

Lesson Title & Objectives	Handouts, Worksheets, & Media
<p><u>Sixth Grade Review Lesson: Human Reproductive System</u> Students will:</p> <ul style="list-style-type: none"> Describe the basic process of human reproduction, using scientific names for reproductive anatomy. 	<ul style="list-style-type: none"> Handouts: <i>“Male Reproductive System” & “Female Reproductive System”</i> (Show diagrams for the male and female reproductive systems. Students label diagram using scientific names.)
<p><u>Lesson 1: The 4-1-1 on HIV and AIDS</u> Students will:</p> <ul style="list-style-type: none"> Explain how HIV is and is not transmitted. Distinguish between facts and myths regarding HIV infection and AIDS. 	<ul style="list-style-type: none"> Video: <i>“Understanding HIV and AIDS”</i> Human Relations Media Handout: <i>“HIV Facts”</i> (Provides information about HIV, including testing, treatment and risk reduction. Students are encouraged to discuss information with a trusted adult and receive extra credit.)
<p><u>Lesson 2: HIV and Other STIs-Evaluating the Risks</u> Students will:</p> <ul style="list-style-type: none"> Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs). Summarize the benefits of staying within behavioral limits and remaining abstinent. Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions. Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior. 	<ul style="list-style-type: none"> Worksheet: <i>“Vital STI Facts”</i> (Students record basic information about each STI & HIV, including prevention and treatment.) Worksheet: <i>“Is It Risky?”</i> (Students identify risk behaviors for STIs & HIV.) Handouts: Fact Sheets on STIs (Provides information on Chlamydia, Herpes, Human Papillomavirus, Gonorrhea, & Syphilis.) Family Worksheet: <i>“What Do You Think?”</i> (Students interview parent or other trusted adult about expectations when it comes to sexual behavior, including family values.)
<p><u>Lesson 3: Finding Help and Information</u> Students will:</p> <ul style="list-style-type: none"> Explain when it is important to get adult, medical, and/or counseling help. Locate sources of accurate information and assistance in one’s community. Describe sources of accurate information and assistance in one’s community. 	<ul style="list-style-type: none"> Worksheet: <i>“Getting Help If You Need It”</i> (Students record reasons to avoid STIs & HIV, symptoms of each, sources of information to get help regarding STIs & HIV, and places to get help or information regarding adoption or safe delivery.) Worksheet: <i>“Finding Reliable Sources of Information or Assistance on the Internet”</i>

	(Students search internet for local, state, and national sources of information or assistance with STIs or HIV.)
<u>Lesson 4: Create a Plan to Stay Within the Boundaries</u> Students will: <ul style="list-style-type: none"> Set personal boundaries and limits related to physical intimacy and sexual behavior. Create a plan to stay within behavioral limits which protect one from HIV and STIs. 	<ul style="list-style-type: none"> Worksheet & Homework: <i>"Setting My Goal, Building My Fence"</i> (Students build on long-term goal of being free from infection with HIV and other STIs by setting short-term measurable goal. They share their goal with parent or other trusted adult.)
<u>Lesson 5: Communicating Our Boundaries</u> Students will: <ul style="list-style-type: none"> Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs). Demonstrate the ability to communicate one's behavioral limits or boundaries and to show respect for the limits or boundaries of others related to physical intimacy and sexual behavior. 	<ul style="list-style-type: none"> Worksheet & Homework: <i>"Communicating Boundaries"</i> (Students discuss situations that may increase risk behaviors for HIV and other STIs with parent or other trusted adult to help students identify ways to communicate boundaries to keep them safe.)
<u>Lesson 6: Identifying and Refusing Trouble Situations</u> Students will: <ul style="list-style-type: none"> Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs). Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations. Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior. 	
<u>Lesson 7: Avoiding and Escaping Risk Situations</u> Students will: <ul style="list-style-type: none"> Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations. Demonstrate skills to avoid and escape risky situations. Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior. 	<ul style="list-style-type: none"> Worksheet: <i>"Cut"</i> (Students identify refusal skills to avoid and escape risky situations.)
<u>Lesson 8: Someday, But Not Now</u> Students will: <ul style="list-style-type: none"> Describe the potential negative consequences of having sexual intercourse and ways to reduce risks, including abstinence and condom use. Create a plan to reduce the risks of having sex in the future. 	<ul style="list-style-type: none"> Worksheet: <i>"Condoms: Use Correctly and Consistently"</i> (Students work in small groups to record information about consequences for sexual risk behaviors, including legal age of consent, and correct condom use.) Worksheet & Homework: <i>"Setting My Goal, Reducing My Risk"</i> (Students set a goal for in the future to reduce risk of infection with HIV and other STIs, when in a long-term committed relationship and decide to have sex. Students discuss goal with parent or other trusted adult.)

	<ul style="list-style-type: none"> • Handout: <i>“Keys for a Future Free of HIV and STIs: Abstinence and Condom Use”</i> (Provides information about preventing STIs and pregnancy by using condoms consistently and correctly, when in a long-term committed relationship like marriage..) • Video: <i>“Sex Has Consequences”</i> PSAs National Campaign to Prevent Teen and Unplanned Pregnancy
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Video Descriptions

“Understanding HIV and AIDS” Human Relations Media (abstinence-based version)

Running Time: 20 minutes

This video is based on national health curriculum standards for middle school plus the latest science. It provides students with the facts about HIV and AIDS. It presents an age-appropriate review of the basic terms, definitions and biology of the HIV virus plus means of infection, treatment, and protection. The program also sends a clear message that abstinence is the only 100% effective option for avoiding sexual transmission of the HIV virus.

“Sex Has Consequences” Public Service Announcements National Campaign to Prevent Teen and Unplanned Pregnancy

This is a series of short videos that encourage students to postpone sexual activity to prevent pregnancy and infection with HIV/AIDS and other STIs. These videos may be accessed at:

https://www.wvdhhr.org/appi/psa/pages/15_second_psas.html

Grades 9-12 Sexual Health and HIV Education Curriculum & Materials

Michigan Model for Health™ Health and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention (2007) is the core curriculum for grades 9-12 sexual health and HIV education. East Lansing Board of Education has approved the abstinence based version of this curriculum. This curriculum meets state and national standards for sexuality and HIV prevention education. Student Learning Objectives are listed by lesson. Students participate in pre and post-tests. This information is used as one measure to evaluate program effectiveness.

Note: Descriptions of video content and guest speaker(s) follows Lesson Titles & Objectives section.

Lesson Titles & Objectives	Worksheets, Outside Resources, Videos & Other Media
<p><u>Lesson 1: Friendship First</u> Students will:</p> <ul style="list-style-type: none"> Describe guidelines for class discussions that promote a safe, productive learning environment. Describe criteria for selecting peers to be friends or potential romantic partners. Identify infatuation as a normal phase during which decision-making is impaired. List ways to make good choices while getting to know people. 	
<p><u>Lesson 2: Relationships and Responsibilities</u> Students will:</p> <ul style="list-style-type: none"> State that having a healthy, responsible relationship as a couple means avoiding possible physical, emotional, economic, and legal consequences of sex, including pregnancy, HIV, and other STIs. Explore how stereotypes and peer influence can impact sexual decision making. Describe different ways of communicating care, love, and respect, without sexual intercourse. Explain the importance of making decisions regarding personal sexual limits. Explain the importance of making decisions regarding personal limits and values in relationships. Clarify the benefits of abstaining from sex or ceasing sex if sexually active. 	<ul style="list-style-type: none"> Video: <i>"Am I Ready? Making Healthy Sexual Decisions"</i> – Human Relations Media 2012 (24 min.)
<p><u>Lesson 3: Building Healthy Relationships</u> Students will:</p> <ul style="list-style-type: none"> Define the terms love, infatuation, sex, sexuality, sexual activity, abstinence, and sexual intercourse. Describe ways to develop healthy relationships with friends and family members, and healthy dating relationships. Talk with parents and/or other trusted adults about relationships and sexual issues. Describe the contributions healthy relationships make to the quality of life. (Optional Activity) Comparing and contrasting different ways of communicating caring and love in different relationships. (Optional Activity) 	<ul style="list-style-type: none"> Video: <i>"I wish..."</i> – United Way of Jackson County 2015 (36 min.) Family Worksheet: <i>"I'd Like to Talk to You About..."</i> p. 43 (Students talk with parents or other trusted adult about high school experience, including dating, relationships, and sex.)

<p><u>Additional Lesson: Human Reproduction*</u> Students will:</p> <ul style="list-style-type: none"> • Explain the anatomy and physiology of the male and female reproductive systems. • Describe prenatal development from a single cell to a complex organism. • Review the anatomy of human body cells and the roles of chromosomes, DNA, and genes as the basic units of heredity. • Describe the developmental milestones of a developing fetus. • Describe lifestyle choices that will favorably affect a developing fetus. <p>* Objectives from “Puberty: The Wonder Years” Tier C</p>	<ul style="list-style-type: none"> • Video: “<i>Human Reproduction and Childbirth</i>” - Human Relations Media 2009 (21 min.) • Teen Health Website: The Male and Female Reproductive System – Slides • Worksheets: Male and Female Reproductive Anatomy (Students identify medical name and function for the male and female reproductive system.) <p>Additional Optional East Lansing Resources:</p> <ul style="list-style-type: none"> • Health Skills for Wellness Chapter 8 (Reproduction and Heredity) • Health Skills for Wellness Chapter 9 (Pregnancy and Birth)
<p><u>Lesson 4: The Many Facets of Intimacy</u> Students will:</p> <ul style="list-style-type: none"> • Discuss why teens sometimes confuse love, sex, and intimacy. • Discuss characteristics of intimate relationships, both friendships and romantic relationships. • Identify honesty and safety as key ingredients in a healthy relationship. • Analyze the impact of sexual intercourse on building intimacy in relationships and the benefits from abstaining from sex. • Describe ways to build intimacy in four domains. • Identify and select things to do to build true intimacy without sexual intercourse. 	<ul style="list-style-type: none"> • Worksheet: “<i>Understanding and Building Intimacy</i>” p. 54 (Students record personal description of intimacy, list four domains of intimacy, and identify ways for couples to have intimacy without having sex.) • Worksheet: “<i>Characteristics of Intimate Relationships</i>” p. 59 (Students read list of characteristics of intimate relationships and identify 5 most important in close friendship and in romantic relationship for themselves.)
<p><u>Lesson 5: Let’s Hear the Facts</u> Students will:</p> <ul style="list-style-type: none"> • List the most prevalent and serious sexually transmitted infections. • Summarize the symptoms, modes of transmission, consequences, and how to prevent transmission of six sexually transmitted infections: HIV, chlamydia, gonorrhea, genital warts, herpes, and syphilis. • Identify sexually transmitted infections as a possibility of sex that can be prevented by abstinence. 	<ul style="list-style-type: none"> • CDC Website - Sexually Transmitted Disease and Infection Power Point
<p><u>Lesson 6: More About STIs</u> Students will:</p> <ul style="list-style-type: none"> • Examine answers to questions regarding sexually transmitted infections. • Summarize facts about sexually transmitted infections. • Illustrate how sexually transmitted infections spread in a progressive manner. • Conclude that abstinence and lifetime monogamy are the most effective ways to prevent sexually transmitted infections. 	<ul style="list-style-type: none"> • Worksheet: “<i>Think About It... It’s Your Health at Stake</i>” p. 98 (Students identify sexual risk behaviors. They confidentially self-reflect on own possible risk behaviors, thinking about what is lost or gained by stopping any risky behaviors.)
<p><u>Lesson 7: The Stakes are High</u> Students will:</p>	<ul style="list-style-type: none"> • Video: “<i>Biggest Myths about STIs</i>” - Human Relations Media 2013

<ul style="list-style-type: none"> Recognize teens' vulnerability to HIV infection. Summarize the physical, social, and emotional impacts of HIV infection and AIDS on teens and society. Summarize the impact of HIV infection and AIDS on friends, family, and future dreams. Identify reputable sources of information. Demonstrate how to contact resources appropriately. Assess personal perception of risk for HIV infection and other STIs. Identify abstinence from sex as the most effective way to prevent infection. 	<ul style="list-style-type: none"> Video: "HIV 101" CDC 2013 Worksheet: "Impact of HIV on Teens" p. 112 & 113 (Students describe impact of living with HIV/AIDS. Intended for use after viewing video.) Worksheet: "Getting Information When You Need It" p. 116 (Provides students with instructions on how to access community resources for HIV testing.)
<p><u>Lesson 8: Know the Risks</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Review the terms sex, sexuality, sexual activity, abstinence, and sexual intercourse. Categorize different behaviors according to level of risk for transmission of HIV and other STIs. Establish personal limits for personal behavior. 	<ul style="list-style-type: none"> Worksheet: "Sex and the Law: Myths and Facts" p. 164 (Students learn facts based on the Michigan Criminal Sexual Conduct Statutes.)
<p><u>Lesson 9: Examining Influences, Including the Law</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Examine influences that encourage and/or discourage risky behaviors. Identify the law as an important influence in making decisions regarding relationships, abstinence, and sex. Identify the legal age of consent and consequences of underage sex. Discuss the benefits of laws that regulate the age of consent for sex. 	<ul style="list-style-type: none"> School Liaison Speaker: Sex and the Law East Lansing Police Department (School liaison officer speaks about laws regarding sexual behavior and minors.)
<p><u>Lesson 10: When Talking Is Tough</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Summarize the benefits of discussing decisions about sex and potential consequences with parents, family members, other trusted adults, peers, sexual partners, and medical professional. Explain why STIs, HIV infection, AIDS, and related subjects are difficult to discuss. Demonstrate use of skills for communicating with parents, family members, other trusted adults, peers, sexual partners, and medical professionals. 	<ul style="list-style-type: none"> Worksheet: "Honest and Direct Communication" p. 189 (Students make own script for communicating with others about personal decisions about sexual topics.) Worksheet: "Responding to Barriers" p. 197 (Students describe ways to talk to others about sexual topics.) Worksheet: "Let's Talk" p. 199 (Students make plan to talk with person about a potentially difficult topic.)
<p><u>Lesson 11: Know Your Limits and Avoid the Risks</u></p> <p>Students will:</p> <ul style="list-style-type: none"> State that the majority of students in ninth and tenth grades are not having sexual intercourse. Describe possible legal consequences of sex. Identify and predict situations that could result in pregnancy or transmission of HIV or other STIs. Identify ways to avoid risky situations and behaviors. 	<ul style="list-style-type: none"> Video: "Tea Consent (Clean)" Blue Beat Studios (Tea is used to represent sex in a way that conveys what it means to consent to sex.) Worksheet: "Romantic Situations: Safe or Sorry?" p. 214 & 215 (Students form avoidance responses to scenarios involving risk behaviors.)

<ul style="list-style-type: none"> Demonstrate methods of controlling personal behavior to avoid situations that could result in pregnancy or transmission of HIV or other STIs. 	<ul style="list-style-type: none"> Worksheet: “Avoiding Risky Situations” p. 217 (Students make plan for avoiding risky sexual situations.) Family Worksheet: “Planning to Avoid Risky Situations” p. 218 (Students discuss with parents or other trusted adult plan for avoiding risky sexual situations.)
<p><u>Lesson 12: Exerting Positive Influence</u> Students will:</p> <ul style="list-style-type: none"> Describe reasons different influences affect how people behave and why people follow the law. Describe ways to be a positive influence on peers. Practice ways to influence peers to choose behaviors that are not risky. 	<ul style="list-style-type: none"> Worksheet: “How I Can Support My Peers and Be a Positive Influence” p. 229 (Students describe ways to support peers to avoid risky sexual situations.)
<p><u>Lesson 13: Escaping the Risks by Setting Limits and Using Refusal Skills</u> Students will:</p> <ul style="list-style-type: none"> Identify ways to escape situations that could result in pregnancy or transmission of HIV and other STIs. Demonstrate effective limit-setting and refusal skills to escape situations that could result in pregnancy or transmission of HIV and other STIs. 	<ul style="list-style-type: none"> Worksheet: “Escaping Risky Situations” p. 245 & 246 (Students record risk reduction skills used in scripted situations.) Family Worksheet: “Working Together to Avoid and Escape Risky Situations” p. 255 & 256 (Students make plan with parents or other trusted adult for avoiding risky situations.)
<p><u>Lesson 14: The Cost of Pregnancy</u> Students will:</p> <ul style="list-style-type: none"> Evaluate the economic costs of pregnancy and teen parenting. Predict the social and emotional impact of pregnancy and teen parenting would have on personal lifestyle. Identify adoption as an option for teen parents who decide they are not ready for parenting. Identify Safe Delivery as an alternative to infant abandonment for teen parents. Conclude that pregnancy can be fully prevented by abstaining from sex. 	<ul style="list-style-type: none"> Worksheets: “My Daily Routine” & “The Cost of Parenting” p. 265 & 266 (Students first list their daily routine, then access websites to complete worksheet, “The Cost of Parenting.”) Student Handout: “What am I going to do? Safe Delivery” p. 270 & 271 (Students receive information on how to ensure safe delivery of a baby and surrendering parent rights.)
<p><u>Lesson 15: Reducing the Risks: Condom Use</u> Students will:</p> <ul style="list-style-type: none"> Review behaviors that are high risk for pregnancy or transmission of infection. Review the possible legal consequences of sex and how abstinence can fully prevent pregnancy and STIs. Identify ways to reduce the risks for pregnancy and STIs. Suggest ways to reduce the barriers to condom use and refute the reasons for not using condoms. Apply steps for correct condom use as a risk reduction strategy. 	<ul style="list-style-type: none"> Penis Model and Proper Condom Use – Teacher Demonstration (Teacher uses a table top model of a penis to demonstrate the proper method for putting on a condom and removing it.) Student Handout: “How to Use a Condom” p. 293 (Students receive information on proper condom use.)
<p><u>Lesson 16: Reducing the Risks: How to Prevent Pregnancy (Part 1)</u> Students will:</p>	<ul style="list-style-type: none"> Video: “It’s Your Choice: Birth Control for Teens” Center for Health Training 2007 - first 19 min. of 26 min. video

<ul style="list-style-type: none"> List ways to postpone and/or prevent pregnancy. Describe parents' responsibilities to children born in and out of wedlock. Identify current contraceptive methods to reduce risk of pregnancy. 	<p>(Available on Discovery Education. Intended for Grades 9-12, this program provides information on birth control options for teenagers.)</p> <ul style="list-style-type: none"> Worksheets: <i>"Methods for Avoiding Pregnancy: Benefits and Challenges"</i> p. 300 & 301 <p>(Students identify benefits and challenges of methods for avoiding pregnancy.)</p>
<p><u>Lesson 17: Reducing the Risks: How to Prevent Pregnancy (Part 2)</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Identify places to access contraceptive information, products, and services. Compare and contrast the pros and cons of current contraceptive methods. Identify what method of preventing pregnancy, including abstinence, might work best for individual circumstances now and in the future. 	<ul style="list-style-type: none"> Worksheets: <i>"Methods of Avoiding Pregnancy: Pros and Cons"</i> p. 312 & 313 <p>(Students identify pros and cons of methods for avoiding pregnancy and where to get guidance. They are given sources of information about avoiding pregnancy.)</p> <ul style="list-style-type: none"> Guest Agency: Willow Health Center Ingham Community Health <p>(Willow will reinforce instruction in the areas of STIs, HIV and pregnancy. Willow will also identify places to access contraceptive information, products, and services.)</p>
<p><u>Lesson 18: Responding to Pressure</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate effective use of limit-setting and refusal skills with partners who resist using condoms and other contraceptive methods (abstinence-based). Demonstrate effective use of limit-setting and refusal skills with partners pressuring to have sex (abstinence-only). 	<ul style="list-style-type: none"> Worksheets: <i>"What Do I Say to This"</i> p. 325 & 326 <p>(Students formulate responses for setting limits and using refusal skills.)</p>
<p><u>Lesson 19: Testing: Who, Why, and How</u></p> <p>Students will:</p> <ul style="list-style-type: none"> List the reasons to be tested for pregnancy and STIs, including HIV. Identify who should be tested. Summarize the advantages of early diagnosis of pregnancy, and early detection and treatment of STIs. Summarize the procedures used for testing for pregnancy and STIs. Practice communicating with a peer who might need to be tested for pregnancy and STIs. 	<ul style="list-style-type: none"> Student Handout: <i>"STIs: Diagnosis, Treatment, Cure?"</i> p. 344 & 345 <p>(Students receive information on where to access resources for testing and treatment of STIs.)</p>
<p><u>Lesson 20: Looking to the Future</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Distinguish between wishing and dreaming and personal goal setting. Describe steps in goal setting. Practice making a plan to reach personal goals. Predict the impact of unintended pregnancy, HIV infection, AIDS, and other STIs on goal achievement. Conclude that abstinence from sex and drugs are the most effective ways to avoid unintended pregnancy and infection with HIV or other STIs. 	<ul style="list-style-type: none"> Student Handout: <i>"A Roadmap for Setting Goals"</i> p. 362 <p>(Students learn steps for setting long term goals.)</p> <ul style="list-style-type: none"> Family Worksheet: <i>"Looking to the Future"</i> p. 370 & 371 <p>(Students make long and short term goals with parents or other trusted adult.)</p>

Video Selections and Descriptions

“Am I Ready? Making Healthy Sexual Decisions” – Human Relations Media 2012 (Lesson #2)

Running Time: 24 Minutes **Captions:** cc

In this edgy, true-to-life program, real teenagers and health experts talk frankly about the importance of healthy decision-making when it comes to sexual activity. The program unpacks the many factors that go into a young person's decision to become sexually active or not, beginning with a discussion of sexual pressure from the media, peers and partners. Viewers are reminded that more than half of all students do not have sex before graduating from high school. Teens and health experts discuss the epidemic of sexually transmitted infections among youth and the life-changing effects of an unplanned pregnancy. Viewers learn they can reduce their risk for both by correctly using condoms and other forms of contraception. Presents abstinence as a healthy choice for teens and emphasizes the benefits of delaying sexual activity.

“Human Reproduction and Childbirth” - Human Relations Media 2009 (Lesson: Human Reproduction)

Running Time: 21 minutes **Captions:** cc

Using animated graphics, this program clearly and vividly illustrates the biological functions of the different parts of the male and female reproductive systems. It shows how millions of sperm race through the uterus and into the fallopian tube where fertilization occurs, and subsequently how the fertilized egg develops into an embryo. Program also describes the basics of menstruation. Animated graphics vividly detail the different stages or trimesters of embryonic and fetal development. The program also follows a young couple through the woman's pregnancy, as both husband and wife describe the importance of good nutrition, sleep, low stress, and avoidance of alcohol and drugs. The process of birth is described as the young couple talks about their joy at the birth of their baby daughter.

“I wish...” United Way of Jackson County 2015 Teen Pregnancy Prevention Initiative (Lesson #3)

Running Time: 36 minutes

The “I WISH” video explores the reality of teen pregnancy and parenting through the voices of young women and men and their families, whose lives have been forever changed by having a child as a teenager. Teens in the video represent a variety of backgrounds and share experiences in their own words. These compelling stories are a window into the life of teen parents and the many problems for young parents and their babies, including: financial hardship, educational failure, single parenthood, and abuse and neglect.

“I WISH” offers a starting point for discussions around teen pregnancy and its consequences for teens and adults. When asking the teens in the video to finish the statement of “I wish...,” many state, “I wish I would have waited until I was older and better prepared for the challenges of having a child so young.”

“Biggest Myths about STIs” - Human Relations Media 2013 (Lesson #7)

Running Time: 22 Minutes

Captions: cc

Using an engaging combination of student interviews, humor, animations and expert commentary by leading health professionals, this program exposes the most common myths about sexually transmitted infections, including:

- Only "trashy" people get STIs.
- You can tell by looking at somebody whether he or she has an STI.
- You can avoid STIs by having oral sex.
- Once you've had an STI, there's no chance of getting it again.
- If you get checked and you're STI-free, your partner doesn't need to get checked.

While abstinence...including abstaining from oral sex... is the only way to completely avoid STI infections, the program stresses the importance of latex barriers for students who are sexually active. Students are encouraged to get tested if they have engaged in risky sex and students who may have symptoms of an STI are urged to see a clinician right away.

“HIV 101” CDC 2013 (Lesson #7)

Running Time: 7 Minutes

This video may be viewed at: [HIV/AIDS 101 - YouTube](#)

HIV/AIDS 101 is a video that uses new technologies, cutting edge graphics and story to convey the most important messages that everyone needs to know about HIV and prevention. It has a message that we all need to know and share with our friends and loved ones. It features a young man searching his computer tablet for information on AIDS, and finds, with a little help, it's right there "at his fingertips."

“Tea Consent (Clean)” Blue Beat Studios 2015 (Lesson # 11)

Copyright ©2015 Emmeline May and Blue Seat Studios

This video may be viewed at: [Tea Consent \(Clean\) - YouTube](#)

“Tea Consent” uses choosing to have tea or not to have tea to convey to the viewer what it means to consent to sexual activity. The video leads to a discussion of limit setting. It also makes clear that it is not OK to have “tea” with someone who does not want “tea” or is not able to consent to having “tea.”

“It’s Your Choice: Birth Control for Teens” Center for Health Training 2007 Discovery Education (Lesson 16)

Running Time: First 19 min. of 26 min. Video

This video is available to stream on Discovery Education. Intended for Grades 9-12, this program provides information on birth control options for teenagers including oral hormonal method, the patch, Nuva Ring, Depo-Provera, barrier methods (male & female condom and diaphragm), spermicides, and abstinence. The first 19 minutes are used as the remainder of the video shows methods not recommended for teens; i.e. withdrawal, fertility awareness, and IUD.)

East Lansing Public Schools SEAB Agency/Guest Speaker Guidelines

The Sex Education Advisory Board, SEAB, acknowledges that East Lansing has highly qualified teachers who hold the primary responsibility for implementing sex education instruction, as outlined in the approved sex education and HIV curriculum. Guest speakers with relevant experience and expertise may be included in specific lessons to assist in meeting curriculum objectives. The SEAB may recommend guest speakers to the East Lansing Board of Education for approval. The SEAB recommendation and Board of Education approval does not indicate approval for any organizations or groups for which the guest speaker may be affiliated.

Mandatory Criteria for Recommending Guest Speakers:

- ☒ Agency/Speaker has adequate credentials for the topic to be presented.
- ☒ Content of presentation is medically and factually accurate.
- ☒ Agency/Speaker is familiar with state laws governing sex education and HIV/STD education in Michigan public schools.
- ☒ Agency/Speaker provides in advance the content, methods, and educational materials that will be included in the presentation.
- ☒ Presentation stays within approved curriculum objectives for the intended grade level. This includes topics that are allowed to be covered at each grade level, topics that cannot be discussed at all, topics that can only be discussed in a limited fashion, and topics that can only be discussed if students ask questions.

Considerations for Deciding on the Purpose for Recommending Guest Speakers:

- ☒ Agency/Speaker will give students an opportunity to get information that is not available through other means.
- ☒ Agency/Speaker will be sensitive and respectful of the complexities of the topic that they are presenting in order to foster an inclusive environment.
- ☒ Agency/Speaker will assist students in building contacts with community support systems resources.
- ☐ Agency/Speaker will provide students with the opportunity to make a personal connection with an issue.
- ☒ Agency/Speaker provides an effective way of meeting the stated curriculum objectives and has a history of demonstrated expertise in the relevant topic: for example, physician, nurse, health counselor, etc.

East Lansing Public Schools
Agency/Guest Speaker Recommendation
For Sexual Health Education and HIV Education

NOTE: Return completed form to Sex Education Director for submission to Sex Education Advisory Board.

Name of Teacher: Robert Smith

Name of Class and Grade Level(s): Sexual Health and HIV/AIDS Education – High School

Name of Recommended Agency/Speaker: Willow Health Center Educational Outreach

Community Affiliation: Ingham Community Health Centers

Agency Contact: **Ann Scott**, Willow Health Center Supervisor

Phone: (517)702-3500 Email: ascott@ingham.org

Address: 306 W. Willow St., Lansing MI 48906

Credentials of Speaker(s): **Jeff Davis**, B.S. Western Michigan University Majors – Psychology & Interpersonal Communication, Health Educator 15 years; **Jessica Ruthic**, RN-BSN Ferris State University; **Kelsey Blanchett**, MSW Michigan State University; **Jasmine Taylor**, MSW Michigan State University; **Diane Ankley**, RN-BSN Michigan State University

Objectives/Topics covered relative to ELPS Sexual Health Education Curriculum:

Students will:

- Summarize facts about STIs and illustrate how STIs spread in a progressive manner.
- Identify risk behaviors for transmission of STIs and HIV and protective behaviors to reduce risk of infection with STIs and HIV.
- Identify ways to reduce the risk for STIs, HIV and pregnancy, including abstinence.
- Identify places to access contraceptive information, products, and services.

☒ Agency/Speaker has been made aware of ELPS Sex Education Policies and understands appropriate guidelines.

Teacher Signature (if applicable)

Date

Principal Signature (if applicable)

Date

Agency/Speaker recommendation reviewed by ELPS Sex Education Advisory Board on: 3-9-16

☒ Agency/Speaker was approved.
approved.

_____Agency/Speaker was not

APPENDIX A: East Lansing Public Schools Board of Education Sex Education Policies

EAST LANSING BOARD OF EDUCATION POLICIES

Section 7000 – Instructional Program

7115 Sex Education

Pursuant to state law, sex education may be provided by the District but must be an elective class. In order to offer this instruction, a Reproductive Health Advisory Committee must be established. Students will not be permitted to take the class unless the student's parent/guardian is notified in advance of the course and its contents, is given an opportunity to review course materials, is allowed to observe the instruction, and is notified of the right to have the student excused from the class. (See "Parent/Guardian Notification" below.)

Sex Education Advisory Board

The Sex Education Advisory Board (hereinafter "Advisory Board") shall recommend materials and methods to the Board of Education in compliance with current statutory requirements as defined in MCL 380.1507. All instruction and materials shall be age-appropriate and medically accurate. Prior to the adoption of any revision to materials or methods of instruction in sex education, the Board of Education shall hold two public hearings. The hearings shall be held at least 1 week apart and shall be posted pursuant to MCL 380.1201.

The Advisory Board shall minimally include the constituencies described in 380.1507(5) (parents/guardians, educators, pupils, clergy, and community health professionals.) One half of the members shall be parents/guardians who have at least one child attending a school operated by the District, and a majority of those parent/guardian members shall be individuals not employed by a school District. The Board of Education shall recommend a process for selecting Advisory Board members that reflects, reasonably, the District population. One of the co-chairs leading the Advisory Board shall be a parent/guardian.

The Advisory Board must establish goals and objectives for pupil knowledge and skills designed to reduce rates of sexual activity, pregnancy and sexually transmitted diseases, review materials and methods and make implementation recommendations to the Board of Education.

The recommendations shall incorporate the required content of MCL 380.1507b and such other material as the Advisory Board finds to be pedagogically sound.

It is recommended that the District align the curriculum to the content recommendations in the State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy (September 2003.) Every two years, the Advisory Board shall evaluate, measure, and report upon attainment of the goals and objectives. The report shall be made available to the parents/guardians of the District.

To comply with the provisions of the No Child Left Behind Act and Michigan Statutes, the Superintendent will, in writing, inform the professional staff of the federal requirements that apply to sex education and the prohibitions and restrictions covering distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal and state guidelines concerning age appropriate sex education.

Parent/Guardian Notification

Sex education is not to be provided to any student under the age of 18 unless the parent/guardian is notified in advance of the instruction and the content of the instruction. Parents/Guardians are to be given an opportunity to review materials to be used and to have their child excused from the instruction by filing an annual or continuing written notice that the child is to be excused from the class. If a parent/guardian files a continuing written notice to exclude their child from sex education classes, present or future, the student shall not be enrolled in a sex education class at any time unless the parent/guardian submits a new, written authorization for that enrollment.

Any student is to be excused without penalty or loss of academic credit, from attending class sessions in which the instruction is provided.

Approved: May 23, 2011

LEGAL REF: MCL 380.1282; 380.1507; 380.1507b; 380.1169; 388.1506; 380.1766;

388.1766a; 20 USCA 7906 (NCLB); State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy (September 2003.)

7115-R Sex Education

The Sex Education Advisory Board shall establish program goals and objectives and ensure that materials and instruction in sex education emphasize abstinence and are age-appropriate and medically accurate, and that the curriculum:

- A. Discusses the benefits of abstaining from sex until marriage and the benefits of ceasing sexual activity if the pupil is currently sexually active,
- B. Includes a discussion of the possible emotional, economic, and legal consequences of sex,
- C. Stresses that unplanned pregnancy and sexually transmitted diseases are serious possibilities of sex that are not preventable fully except by abstinence,
- D. Advises pupils of the laws pertaining to their responsibility as parents to children born in and out of wedlock,
- E. Ensures that pupils are not taught in a way that condones the violation of the laws of this state pertaining to sexual activity,
- F. Teaches pupils how to say “no” to sexual advances and that it is wrong to take advantage of, harass, or exploit another person sexually,
- G. Teaches refusal skills and encourages pupils to resist pressure to engage in risky behavior,
- H. Teaches that the pupil has the power to control personal behavior. Pupils shall be taught to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and other ethical considerations such as respect for self and others,
- I. Provides instruction on healthy dating relationships and on how to set limits and recognize a dangerous environment,
- J. Provides information for pupils about how young parents can learn more about adoption services and about the provisions of the safe delivery of newborns law, and
- K. Includes information clearly informing pupils that having sex or sexual contact with an individual under the age of 16 is a crime punishable by imprisonment and that one of the other results of being convicted of this crime is to be listed on the sex offender registry on the Internet for up to 25 years

Parent/Guardian Notification

The District will provide appropriate forms for parent/guardian use in directing that their child not be enrolled in a sex education class.

Complaint Process

Pursuant to MCL 388.1766a, a parent or guardian of a pupil who believes that the District has violated specific laws that govern HIV or sex education (380.1169; 380.1506; 380.1507; 388.1766a) may file a written complaint with the Superintendent or chief administrator of the District. The written complaint must set forth specifically the nature of the alleged violation and the facts upon which the complaint is based. The Superintendent must investigate and provide, within 30 days of the complaint, a written report of her/his findings to the complainant. If violations are discovered the written report shall describe each violation and set forth the corrective action that will be taken to ensure that there are no further violations. A complainant who believes, based upon the report, that the District still does not comply with the law may appeal the findings to the Intermediate School District. If the complainant believes, based upon the Intermediate School District report, that the local school District still does not comply with the law, they may appeal the findings of the Intermediate School District to the State Superintendent for Public Instruction. (See 388.1766)

Suspend Use of Outside Vendors/Contractors for Sex Ed Instruction

Motion: That the Board of Education suspend any outside vendors/contractors in the delivery of its sex education curriculum for the 2015-16 school year. This suspension shall continue until action is taken by the Board to authorize any contracts with outside vendors/contractors. (Motion approved June 2015.)

The Board of Education approved the following motions at their regular meeting on July 13, 2015:

Selection Process

Motion: That the Board of Education establish the following selection process for the Sex Education advisory board: Members of the Sex Education advisory board shall be selected based on both the state mandated membership requirements and the current composition of the advisory board. The Sex Education advisory board membership shall reasonably reflect the East Lansing public school district population.

The membership shall be widely representative of the diverse beliefs and values reflected in our school community and the prevailing community standards within the context of state and federal law.

Number of Members

Board of Education revise the number of members to serve on the Sex Education Advisory Board to thirteen (13) plus a representative of the ELPS Administration who shall serve in a non-voting capacity. Of the 13 voting members, two (2) shall be pupils of the school district.

Appointment of Co-Chairs

Motion: The Board of Education appoint co-chairs of the Sex Education Advisory Board for the 2015-16 year. Co-chairs will serve for one year terms and may be re-appointed to serve again as co-chairs, without limit.

Terms of Service

Motion: That the Board of Education establish the terms of service for the Sex Education advisory board at three (3) years, with the non-pupil members serving on a 3 year rotating basis with 1/3 of the membership reaching the fulfillment of their commitment every three years.

Beginning with the 2015-16 year, the co-chairs shall determine for the non-pupil members:
which 5 members have served the longest and will complete their terms the end of the 2015-16 year;
which 5 members have served the next longest and will complete their terms at the end of the 2016-17 year;
and the newest 4 members will complete their term at the end of the 2017-18 year.

Any member who has served their term may re-apply to be considered for a new 3-year appointment to the board.

Pupil members shall serve for one year terms and shall not be eligible to serve as pupil members once they have graduated from, or are no longer students in, ELPS. Pupil members are eligible to apply for reappointment to the board as long as they are pupils within the district.

APPENDIX B: A Summary of Legal Obligations and Best Practices HIV/STI and Sex Education in Michigan Public Schools Link

Full summary document may be found at: [Michigan's Sex Education Laws Summary - State of Michigan](#)

APPENDIX C: Parent Opt Out Forms 2016/17

PARENT PASSIVE CONSENT FORM for Puberty: The Wonder Years

Dear Parent:

We are about to begin teaching Puberty: The Wonder Years in our 4th grade class. As a parent, you have right to excuse your child from sexual health education without penalty.

You may preview the curriculum and materials on the parent preview night on [date and time TBD] or by contacting your school's principal.

You may view the lessons being taught if you wish. To do so, please contact your school's principal. The East Lansing Board of Education Visitation Policy will be followed.

If you decide that your child should not participate in some or all of the lessons, he or she will be excused without penalty. To do so, complete the **Exclusion Request below and return it to school office by [TBD]**.

Exclusion Request

1. If you want your child to participate in the puberty lessons described on the attached list, you do not need to return this form.

2. If you want your **child to be excused from some or all of the puberty lessons this year**, please:

☐ Initial this box.

Complete this form.

Check the lessons topics below that you want your child to "opt out."

_____ Communication with parents about puberty

_____ Animal sexual & asexual reproduction

_____ Natural body changes during puberty

_____ Role of family in nurturing children

_____ Changes in the skin during puberty and for to care for skin, hair, and nails

3. If you want your **child to be excused from all the puberty lessons this school year and all sex education each year hereafter**, please:

☐ Initial this box.

Complete this form.

Return this completed form to the person above.

Student Name: _____

Address: _____

Parent/Guardian Signature: _____ Date: _____

Parent Note: If you have excused your child this year and future years (option 3), you must notify the principal in writing if you want your child included in any sex education in the future.

PARENT PASSIVE CONSENT FORM

for *Puberty: The Wonder Years* and *Michigan Model HIV/AIDS Education*

Dear Parent:

We are about to begin teaching *Puberty: The Wonder Years* in our 5th grade class. As a parent, you have right to excuse your child from sexual health education without penalty.

You may preview the curriculum and materials on the parent preview night on [date and time TBD] or by contacting your school's principal.

You may view the lessons being taught if you wish. To do so, please contact your school's principal. The East Lansing Board of Education Visitation Policy will be followed.

If you decide that your child should not participate in some or all of the lessons, he or she will be excused without penalty. To do so, complete the **Exclusion Request below and return it to school office by [TBD]**.

.....

Exclusion Request

1. If you want your child to participate in the puberty lessons described on the attached list, you do not need to return this form.

2. If you want your **child to be excused from some or all of the puberty lessons this year**, please:

☐ Initial this box.

Complete this form.

Check the lessons topics below that you want your child to "opt out."

_____ Communication with parents about puberty

_____ Natural Body changes during puberty

_____ Human reproductive systems

_____ Personal Hygiene and healthy habits

_____ Social and Emotional Changes

_____ Sexual messages in media

3. If you want your **child to be excused from all the puberty lessons this school year and all sex education each year hereafter**, please:

☐ Initial this box.

Complete this form.

4. If you want your **child to be excused from all the HIV/AIDS Education this year**, please:

☐

Initial this box.

Complete this form.

Fifth Grade HIV Education (1 lesson)

- Students will define HIV and AIDS.
- Students will identify how HIV is and is not transmitted.
- Students will identify ways people can protect themselves from infection with HIV and other blood-borne infections, including not touching blood and used hypodermic or tattoo needles.
- Students will explain that it is safe to be a friend of someone who is living with HIV or AIDS

Return this completed form to school office.

.....
Student Name: _____

Address: _____

Parent/Guardian Signature: _____ Date: _____

Parent Note: If you have excused your child this year and future years (option 3), you must notify the principal in writing if you want your child included in any sex education in the future.

PARENT PASSIVE CONSENT FORM
for Puberty: The Wonder Years Grade 6

Dear Parent:

We are about to begin teaching Puberty: The Wonder Years in our 6th grade class. As a parent, you have right to excuse your child from sexual health education without penalty.

You may preview the curriculum and materials on [date and time TBD] or by contacting your school's principal. You may view the lessons being taught if you wish. To do so, please contact your school's principal. The East Lansing Board of Education Visitation Policy will be followed.

If you decide that your child should not participate in some or all of the lessons, he or she will be excused without penalty. To do so, complete the Exclusion Request below and return it to school office before instruction begins.

.....

Exclusion Request

1. **If you want your child to participate in the puberty lessons described on the attached list, you do not need to return this form.**

2. If you want your **child to be excused from some or all of the puberty lessons this year**, please:

☐ Initial this box.

Complete this form.

Check the lessons topics below that you want your child to "opt out."

_____ Communication with parents about puberty, relationships, and expectations

_____ Development of human fetus

_____ Influence of genetics, environment, and lifestyle on health

_____ Positive lifestyles to ensure their future reproductive health

_____ Physical, social, and emotional changes of puberty

_____ Benefits of delaying sexual intercourse and parenthood until adulthood and marriage

_____ Communication and refusal skills to form respectful peer relationships

3. If you want your **child to be excused from all the puberty lessons this school year and all sex education each year hereafter**, please:

☐ Initial this box.

Complete this form.

Return this completed form to the person above.

Student Name: _____

Address: _____

Parent/Guardian Signature: _____ Date: _____

Parent Note: If you have excused your child this year and future years (option 3), you must notify the principal in writing if you want your child included in any sex education in the future.

SEVENTH GRADE EXCLUSION REQUEST

The statute of the State of Michigan allows you to excuse your child from participation. If you choose to exercise your right to excuse your child without penalty, please send written notice before instruction begins.

You may preview the curriculum and materials on [date and time TBD] or by contacting your school's principal. You may view the lessons being taught if you wish. To do so, please contact your school's principal. The East Lansing Board of Education Visitation Policy will be followed.

NOTE: This form **DOES NOT** need to be completed, if you **choose to have your child included** in sexual health and HIV education.

If you want your child to be **EXCUSED** from part or all of the STIs and HIV prevention lessons, please complete the following.

Full "Opt Out"

_____ I choose to exercise the right to have my daughter/son **EXCUSED** without penalty from the study of **HIV and other STIs education** this year. (This applies to this year only, as it is necessary to excuse your child each year that HIV education is offered.)

Printed Name of Student: _____

Printed Name of Parent: _____

Parent/Guardian Signature: _____ **Date:** _____



Dear Parent or Family Member,

As your partners in education, your Board of Education has approved a unit called Healthy and Responsible Relationships: HIV, Other STI's, and Pregnancy Prevention, A Module for Grades 9-12. These lessons were selected after careful scrutiny by parents, teachers, students, clergy, and medical personnel from our community. Our program is abstinence-based with contraception including proper condom use.

The goals of this module are that students will:

- Apply strategies to select peers to be friends or potential romantic partners and ways to build healthy relationships.
- Describe ways to communicate caring, love, and respect in a variety of relationships.
- Set personal sexual limits and explain the advantages of abstaining from sexual intercourse.
- Apply skills for talking about relationships and sexual issues with others.
- Describe ways to develop true intimacy without having sexual intercourse.
- Understand the facts about sexually transmitted infections, including HIV and AIDS.
- Analyze the physical, social, and emotional impact of having a sexually transmitted infection.
- Analyze sexual behaviors to determine their risk of transmitting HIV and other sexually transmitted infections.
- Assess the economic, legal, social, and emotional costs of teen parenting.
- Acquire the skills needed to reduce the risk of pregnancy or sexually transmitted infections.
- Examine ways to locate and access resources, information, and support systems.
- Apply refusal and limit-setting skills with partners.
- Understand the advantages of getting tested for pregnancy and sexually transmitted infections.
- Develop plans for reaching personal goals and identify ways pregnancy or sexually transmitted infections might impact reaching those goals.
- Synthesize information and skills to develop and implement a plan for motivating others to avoid risk behaviors.

The lessons will give your child information and opportunities to build health skills that will prevent sexually transmitted infections and pregnancy. However, we need your help! You are your child's first and most important teacher! Your child will be encouraged to talk to you about relationships and to ask you questions. Interviews with a parent or another trusted adult will be assigned as homework in order to promote open communication. By working together, schools and families can more effectively equip children to develop healthy habits and avoid health risks.

You may visit the following website to access information on this module at:

http://www.emc.cmich.edu/EMC_Orchard/MMH-HIV

You may make an appointment to review materials or observe the class being taught if you wish. You may have your child excused from any of the lessons without penalty if you decide that is best. Please contact me if you have any questions. ***(See reverse side for Exclusion Request)***

Robert Smith (email) Robert.smith@elps.us
Business Phone (517) 333-7326

Nurturing each child • Educating all students • Building world citizens

Dear Parent or Family Member,

If you decide that your child should not participate in part or all of the lessons in Healthy and Responsible Relationships: HIV, Other STI's, and Pregnancy Prevention, A Module for Grades 9-12, he or she will be excused without penalty. To do so, complete the Exclusion Request and return it to your health teacher.

1. If you want your child to participate in the lessons you do not need to return this form.

2. If you want your child to be excused from part of the lessons, please:

Initial this box.

Complete this form.

Circle the content on the front page from which you want your child excluded, and return this form to your health teacher.

3. If you want your child to be excused from all the lessons for this module:

Initial this box.

Complete this form.

Return this form to your health teacher.

Student Name: _____ Hour: _____

Parent/Guardian Signature: _____

Date: _____ Graduation Year: _____

APPENDIX D: Guest Speaker Guidelines

East Lansing Public Schools SEAB Guest Speaker Guidelines

The Sex Education Advisory Board, SEAB, acknowledges that East Lansing has highly qualified teachers who hold the primary responsibility for implementing sex education instruction, as outlined in the approved sex education and HIV curriculum. Guest speakers with relevant experience and expertise may be included in specific lessons to assist in meeting curriculum objectives. The SEAB may recommend guest speakers to the East Lansing Board of Education for approval. The approval process includes the opportunity for community input through two public hearings, before the Board of Education may approve new curriculum and/or guest speakers. The SEAB recommendation and Board of Education approval does not indicate approval for any organizations or groups for which the guest speaker may be affiliated.

Mandatory Criteria for Recommending Guest Speakers:

- ☐ Speaker has adequate credentials for the topic to be presented.
- ☐ Content of presentation is medically and factually accurate.
- ☐ Speaker is familiar with state laws governing sex education and HIV/STD education in Michigan public schools.
- ☐ Speaker provides in advance the content, methods, and educational materials that will be included in the presentation.
- ☐ Presentation stays within approved curriculum objectives for the intended grade level. This includes topics that are allowed to be covered at each grade level, topics that cannot be discussed at all, topics that can only be discussed in a limited fashion, and topics that can only be discussed if students ask questions.

Considerations for Deciding on the Purpose for Recommending Guest Speakers:

- ☐ Speaker will give students an opportunity to get information that is not available through other means.
- ☐ Speaker will be sensitive and respectful of the complexities of the topic that they are presenting in order to foster an inclusive environment.
- ☐ Speaker will assist students in building contacts with community support systems resources.
- ☐ Speaker will provide students with the opportunity to make a personal connection with an issue.
- ☐ Speaker provides an effective way of meeting the stated curriculum objectives and has a history of demonstrated expertise in the relevant topic: for example, physician, nurse, health counselor, etc.

East Lansing Public Schools

Guest Speaker Recommendation

For Sexual Health Education and HIV Education

NOTE: Return completed form to Sex Education Director for submission to Sex Education Advisory Board

Name of Teacher: _____

Name of Class and Grade

Level(s): _____

Name of Recommended Speaker: _____

Community Affiliation: _____

Phone: _____ Email: _____

Address: _____

Credentials of Speaker: _____

Objectives/Topics covered relative to ELPS Sexual Health Education Curriculum:

_____ Speaker has been made aware of ELPS Sex Education Policies and understands appropriate guidelines.

Teacher Signature (if applicable)

Date

Principal Signature (if applicable)

Date

Speaker recommendation reviewed by ELPS Sex Education Advisory Board on:

_____ Speaker was approved.

_____ Speaker was not approved.

APPENDIX E: Family Resources

Books for Parents and Children to Read Together and Discuss

Note: The source for this booklist is *Puberty: The Wonder Years 2015 Edition* for students in grades 4, 5, and 6. However, several of these books may be used with children younger or older than these grade levels.

First Comes Love: All About the Birds and the Bees—and Alligators, Possums, and People, Too by J. Davis & C. Mackie, Workman Publishing Co, Inc., 2001 ISBN: 978-0761122449 All ages

This book is about reproduction among animals and humans. The lighthearted, rhyming verse and charming illustrations make the topic interesting and entertaining for both children and adults. It provides a read-aloud opportunity for families to share and could be used to initiate family discussions about sexuality, pregnancy, families, and love.

You Were Born on Your Very First Birthday by Linda Walvoord Girard, Albert Whitman & Co, 1983 ISBN-13: 978-0807594551 Ages 3 to 8

This is a very gentle story for children about the events leading up to their birth. Everyone, from preschoolers to grandparents, can enjoy reading it together to create teachable moments.

What's the Big Secret?: Talking about Sex with Girls and Boys by Laurie Krasny Brown, Little, Brown Books for Young Readers, 2000 ISBN-13: 978-0316101837 Ages 5 to 8

The author answers typical questions in an honest manner. The illustrations are colorful, cartoonlike, and visually appealing; at the same time, they accurately depict external and internal human anatomy. Some of the content may be too sophisticated for younger children, and yet not detailed enough for older children. Adults will want to read this book with their children and be ready to answer the many additional questions it prompts.

It's So Amazing by Robie Harris, Candlewick Press, 2014 ISBN: 978-0763668747 Ages 7 to 10

This edition includes up-to-date information and answers to questions today's kids ask or wonder about, such as how babies are made, how our bodies work, internet safety, and how families are the same and different.

On Your Mark, Get Set, Grow!: A What's Happening to My Body? Book for Younger Boys by Lynda Madaras, William Morrow Paperbacks, 2009 ISBN: 978-1557047809 Ages 8 to 10

Responding to real-life questions and concerns from younger boys about their changing bodies, the author covers a wide range of topics at a reading and understanding level that's just right for them: the growth of sex organs, body hair, and facial hair; weight and height spurts; the unwelcome appearance of acne and body odor; shaving; circumcision; erections and ejaculation; feelings about puberty; and bullying.

Ready, Set, Grow!: A What's Happening to My Body? Book for Younger Girls by Lynda Madaras, William Morrow Paperbacks, 2003 ISBN: 978-1557045652 Ages 8 to 11

This book is specially for younger girls to give them what they need to know to celebrate and accept the new and exciting changes that are happening to their bodies during puberty. In a consistently sensitive and encouraging tone, preadolescents are reassured that the changes they know are approaching or they are beginning to experience are normal, natural, and cause for celebration. Humorous sketches illustrate the emotions and stages of puberty, and keep the tone light. Individual chapters devoted to breast development, body hair, height and weight spurts, body odor and pimples, genitalia, internal reproductive organs, and menstruation gently but thoroughly provide facts and advice on recognizing and welcoming growth and development. The author weaves in a little humor and acknowledges the conflicting emotions that accompany puberty.

What's Happening to My Body, A Growing Up Guide for Parents and Sons by Lynda Madaras, William Morrow Paperbacks, 2010 ISBN: 978-1557044433 Ages 9 and up

This classic guide is written in a down-to-earth, nonjudgmental style and filled with answers to the many questions boys have as their bodies begin the transformation into adulthood. As a result of thousands of reader letters over the years, as well as the ever-

growing body of information about puberty in boys, the third edition has been revised to include more detailed discussion of penis size (the authors get more questions about penis size than all other topics combined), updated information on acne treatment, expanded sections on eating right, exercise, steroid abuse, and weight training, and important facts about STDs, AIDS, and birth control. Filled with anecdotes, illustrations, and diagrams, the guide is designed with the understanding that some boys and parents will want to read it together, while others will want to pore over it on their own.

It's Perfectly Normal by Robie Harris, Candlewick Press, 2014 ISBN: 978-0763668723 Ages 10 and up

This edition includes up-to-date information and answers to questions today's kids ask or wonder about, including how to stay safe and healthy on the internet, how to make responsible decisions regarding sexual health, changes in puberty, disease prevention, sexual orientation, and information on contraception.

Online Parent Resources

- Kids Health for Parents, Kids, and Teens:
www.kidshealth.org
- Advocates for Youth section for parents:
<http://www.advocatesforyouth.org/parents/index.htm>
- Main page on STD/HIV information at Michigan.gov:
http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29803---,00.html
- State Policy to promote health and prevent disease and pregnancy:
http://www.michigan.gov/documents/Sex_Ed_Policy_77377_7.pdf
- State Policy to promote health and prevent disease and pregnancy - resources:
http://www.michigan.gov/documents/Sex_Ed_Policy_Resources_77379_7.pdf
- [Talk Early & Talk Often - Parent Action for Healthy Kids:](http://www.parentactionforhealthykids.org/workshops/parents)
www.parentactionforhealthykids.org/workshops/parents
- National Campaign to Prevent Pregnancy section for parents:
<http://www.thenationalcampaign.org/>
- Children Now:
www.talkingwithkids.org
- [American Sexual Health Association: Home:](http://www.ashasexualhealth.org/)
www.ashasexualhealth.org/

Community Resources

- Ingham Community Health Willow Health Center <http://hd.ingham.org/>
Address: 306 West Willow St Lansing, MI 48906 Phone: (517) 702-3500
Open: Monday-Thursday 10 A.M.-7 P.M and Friday 10 A.M.-12 P.M. & 1 P.M.-5 P.M.
- Listening Ear Crisis Center <http://theear.org/>
Address: 2504 E Michigan Ave, Lansing, MI 48912 Phone: (517) 337-1717 Open: 24 Hours
<http://theear.org>
- EVE (Ending Violent Encounters) <http://eveinc.org>
EVE Shelter 24 Hour Crisis Line (517) 372-5572 Administrative Office: (517) 372-5976

APPENDIX F: East Lansing School District Two-Year Report on Achievement of Goals and Objectives Sexual Health and HIV/AIDS Education June 2016



East Lansing School District Two-Year Report on Achievement of Goals and Objectives Sexual Health and HIV/AIDS Education

June 2016

Background Information

In June of 2004, the Michigan State Legislators passed Public Acts 165 and 166 which modified Michigan laws related to sex education in public schools. Public Acts 165 and 166 outline the planning, training, and implementation mandates for HIV/AIDS and sex education (PA 165 of 2004) and a parent compliant process (PA 166 of 2004).

These acts stipulate the make-up of each district's Sex Education Advisory Board as well as their roles and responsibilities. Part of the role of the Sex Education Advisory Board is to:

- *Establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases; and*
- *At least once every 2 years, evaluate, measure, and report the attainment of program goals and objectives established under subdivision (a). The board of a school district shall make the resulting report available to parents in the school district. §380.1507*

Public Acts 165 and 166 also stipulate that school districts are required to teach about dangerous communicable diseases, including but not limited to, HIV/AIDS. §380.1169 HIV/AIDS must be offered at least once a year at every building level (elementary, middle/junior, senior high) and each person who teaches K-12 pupils about HIV/AIDS shall have training in HIV and AIDS education for young people. §380.1169 ¹

Goals, Objectives, and Curricula

The East Lansing Public Schools (ELPS) Sex Education Advisory Board has recommended and the East Lansing Board of Education has approved the following goals, objectives, and curricula for the elementary, middle, and high school program of instruction in sexual health and HIV/AIDS education. The goals and objectives are aligned with Michigan State Laws, Michigan Department of Health Standards, and National Health Education Standards.

Goals:

Provide students with the knowledge and skills to avoid unintended pregnancy, to prevent infection with HIV and other sexually transmitted infections (STIs), and to prepare students to form healthy relationships while making responsible decisions regarding the social, physical, legal, financial, emotional and mental aspects of human sexuality.

Objectives:

The ELPS Sex Education Advisory Board has reviewed and recommended and the East Lansing Board of Education has approved the sex education and HIV prevention lessons that are optional portions of the *Michigan Model for Health*^{TM 1} curricula for implementation with students at each of the building levels. These curricula meet the legal criteria set forth by the State of Michigan for sexual health and HIV/AIDS education, Michigan Department of Health Standards, and National Health Education Standards.

The following objectives are based on the *Michigan Model for Health™* curricula for sexual health and HIV/AIDS education. At the end of the elementary, middle, and high school sexual health and HIV education program of instruction, students will be able to:

- Apply strategies to select peers to be friends or potential romantic partners and ways to build healthy relationships.
- Describe ways to communicate caring, love, and respect in a variety of relationships.
- Set personal limits for sexual activity.
- Explain the advantages of abstaining from sexual intercourse.
- Apply skills for talking about relationships and sexual issues with others.
- Describe ways to develop intimacy without having sexual intercourse.
- Describe the basic anatomy and physiology of the human reproductive system.
- Describe the stages of human fetal development, environmental and heredity factors that can affect healthy fetal development, and lifestyle choices that will favorably affect a developing fetus.
- Understand the facts about sexually transmitted infections (STIs), including HIV and AIDS.
- Analyze the physical, social, and emotional impact of having a STIs.
- Analyze sexual behaviors to determine their risk of transmitting HIV and other STIs.
- Analyze the influences that encourage and/or discourage risky behaviors.
- Apply strategies and skills for avoiding and escaping situations that could result in pregnancy or transmission of STIs.
- Access the economic, legal, social, and emotional costs of teen parenting.
- Acquire the skills needed to reduce the risk of pregnancy or STIs, including correct use of condoms.
- Examine ways to locate and access resources, information, and support systems.
- Apply refusal and limit-setting skills with partners.
- Understand the advantages of getting tested for pregnancy and STIs.
- Develop plans for meeting personal goals and identify ways pregnancy or STIs might impact reaching those goals.

Each ELPS teacher responsible for implementing the sexual health education program has the appropriate certifications and endorsements required to teach health, has received HIV/AIDS certification training, and most have attended training offered by Eaton RESA in sex education and in the curriculum they are responsible for teaching.

Guest speakers may also be included in selected lessons. The ELPS Sex Education Advisory Board uses a set of criteria to evaluate whether to recommend guest speakers. The East Lansing Board of Education voted in June of 2015 to suspend all guest speakers, until further review. Willow Health Center Educational Outreach Ingham County Health Department, previously approved, was reviewed by the Sex Education Advisory Board this year and recommended for inclusion in the high school sexual health education classes. The East Lansing Board of Education voted unanimously to reapprove Willow on May 9, 2016.

Grades 4, 5, and 6 Curriculum:

Puberty: The Wonder Years (2010) is used at grades 4, 5, and 6 for sexual health education. This curriculum is divided into three tiers. Fourth grade uses Tier A, fifth grade Tier B, and sixth grade Tier C. *Michigan Model for Health HIV/AIDS for 4th and 5th Grades* is used for HIV/AIDS education. Each grade has one lesson. Sixth grade does not include HIV/AIDS education, as this topic is included in the seventh grade curriculum.

Grade 7 Curriculum:

Growing Up and Staying Healthy: Understanding HIV and Other STIs (2010/12), a *Michigan Model for Health™* module, is used at grade 7. This curriculum has been adopted as HIV curriculum. It is recommended for grades 7 or 8, and is currently taught at seventh grade.

Grades 9-12 Curriculum:

Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention, A Module for Grades 9-12 (2007), a *Michigan Model for Health™* module, is used in the high school. This curriculum is taught as part of the ninth grade health class. Students in grades 10, 11, and 12 may also take this class.

Special Needs Students Curriculum:

The ELPS Sex Education Advisory Board is currently in the process of reviewing, selecting, and recommending curricula to support developmentally delayed students in self-contained special education classrooms. The Marsh Media Programs, *A Girl's and Boy's Guide to Growing Up* and *A Girl's and Boy's Guide to Puberty and Personal Safety*, were approved for students ages nine and older by the East Lansing Board of Education on May 23, 2016. These programs are primarily for elementary and middle school students. They are approved for use with high school students, who may best be served by these materials. The goal is to have developmentally appropriate curricula in place for high school students by January 2017.

Note:

All lesson objectives, materials, and evaluation methods are available for review at any time during the school year and during scheduled preview nights. It is also the intent of the East Lansing Sex Education Director to have a description of lesson objectives, materials, and evaluation methods available online by May 2017.

Program Evaluation and Results

The Sex Education Advisory Board selected evaluation tools that are included in the sex education curriculum for grades 4, 5, 6, and 7. The tools for grades 4, 5, and 6 were developed by the author of *Puberty: The Wonder Years* and are titled pre/post surveys, rather than tests. The pre/post-test instrument for grade seven was taken from the *Michigan Model for Health™* curriculum guide for *Growing Up and Staying Healthy: Understanding HIV and Other STIs*. The evaluations were administered anonymously for grades 4, 5, 6, and 7. The high school instrument was developed by the health teacher to measure the attainment of the high school goals and objectives. Parents were made aware of the tests at the preview nights or by information sent home, if the parents/guardians could not attend the evening meeting at their child's school.

All students who participated in sexual health and HIV/AIDS education took the pre-test in their classroom prior to instruction. The post-test was administered after the conclusion of instruction. Support was provided to students with limited reading or English language proficiency.

The district results of the pre/post-tests are as follows:

Grade	Pre-Test Mean Score	Pre-Test Number Tested	Post-Test Mean Score	Post-Test Number Tested	Percent Change
4	67%	269	85%	226	18%
5	60%	250	81%	200	21%
6	75%	246	79%	229	4%
7	62%	237	83%	219	21%
9-12	33%	N/A	88%	N/A	55%

Overall, the pre/post-tests indicated that students had some deficits in key areas of HIV and sex education, and the instructional program significantly increased students' knowledge and skills. Students showed a gain of 18 percentage points at 4th grade and 21 percentage points at 5th and 7th grades. The greatest gain was at the high school at 55 percentage points. This may be due to the amount of new information and skills presented in the high school curriculum.

The gains were the least at 6th grade at four percentage points. Item analysis showed that students lacked gaining knowledge in two areas: 1) the role of human reproductive cells and heredity; 2) influences of heredity and environmental factors on fetal development. Students also showed that they entered the class with high levels of knowledge and skills in the other areas assessed.

Next Steps

The ELPS Sex Education Advisory Board will focus on the following areas to further develop and update existing curricula and to improve communication with the East Lansing community.

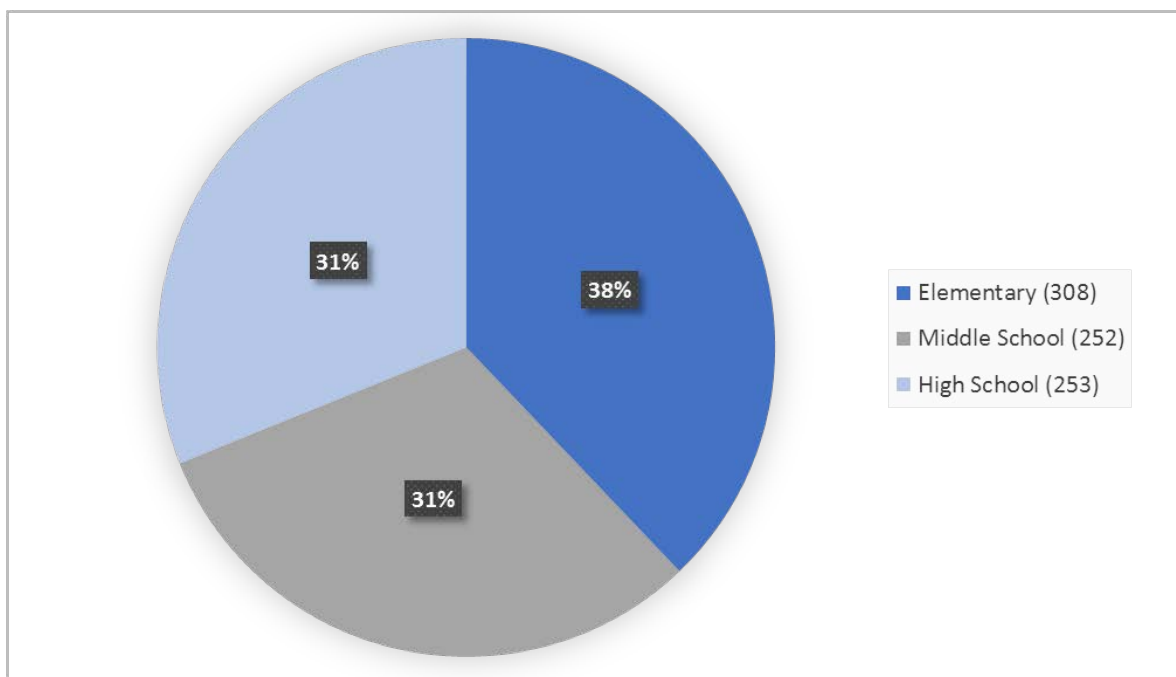
- Review the results of the pre/post-tests and make recommendations to the Sex Education Director for adjustments in the evaluation process.
- An item analysis of the results will be reviewed with the teachers to determine if any curriculum alignment or test revision needs to occur.
- Review of 6th grade curriculum to determine if updates are needed, including adjustments to instruction in the two deficit areas.
- The "Student and Parent Sexual Health and HIV/AIDS Education Survey" results will be reviewed and analyzed for potential adjustments in goals, objectives, and instruction. The results will be made available to the East Lansing community.
- Sexual health and HIV/AIDS education curriculum and materials for secondary special education students with developmental disabilities who receive more than 50% of their instruction in self-contained special education classrooms will be selected and recommended to the East Lansing Board of Education for approval.
- Continue to review and update the high school sexual health and HIV/AIDS education curriculum, materials, and methods. Identified areas for review and updating include the following: addition of lesson(s) on reproductive anatomy and physiology; review and select updated videos; adjust and/or add materials and methods that are inclusive of LGBTQ students; and include consent in the lessons on refusal and limit-setting skills.
- The Sex Education Director will coordinate with principals to assist in teachers attending sex education training and/or HIV/AIDS certification training, as needed.
- The East Lansing Sex Education Director, in conjunction with the ELPS Sex Education Advisory Board, will have a description of lesson objectives, materials, and evaluation methods available online by June 2017.

Accessing the Results

Additional copies of this report are available at the Superintendent of East Lansing Schools, Dr. Robyne Thompson, 501 Burcham Drive, East Lansing, MI 40023 or on the East Lansing Public Schools website, www.elps.us.

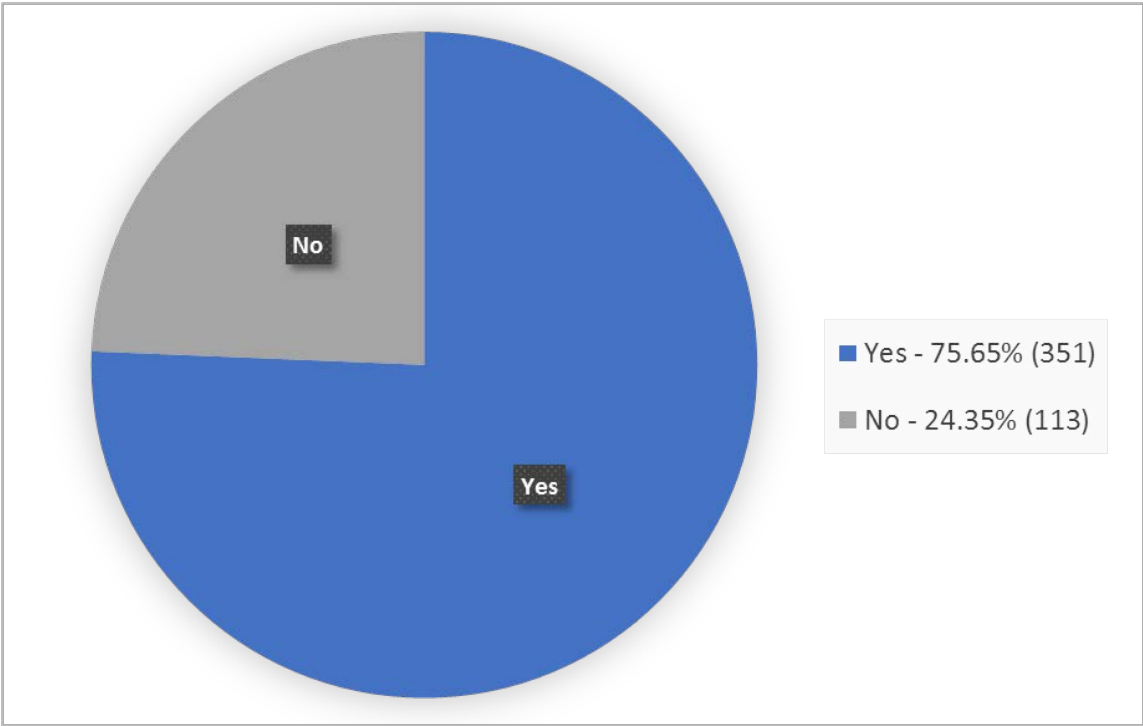
Sexual Health Education Parent Survey - June, 2016

Question 1: What grade(s) are your children in?



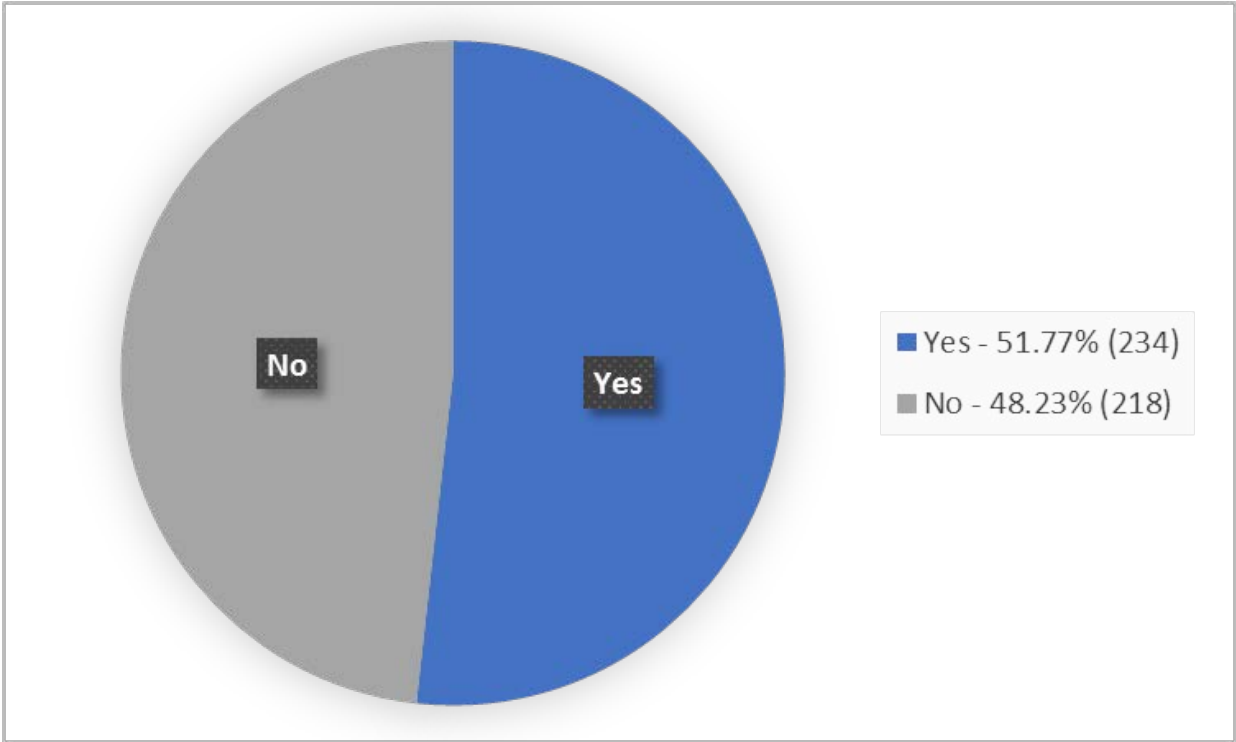
Answer Choices	Responses	
Kindergarten	2.86%	14
1st	7.36%	36
2nd	8.38%	41
3rd	6.54%	32
4th	20.45%	100
5th	17.38%	85
6th	17.59%	86
7th	19.84%	97
8th	14.11%	69
9th	13.91%	68
10th	12.88%	63
11th	13.70%	67
12th	11.25%	55
Total Respondents: 489		

**Question 2: Did you receive adequate information
about the classes being taught?**



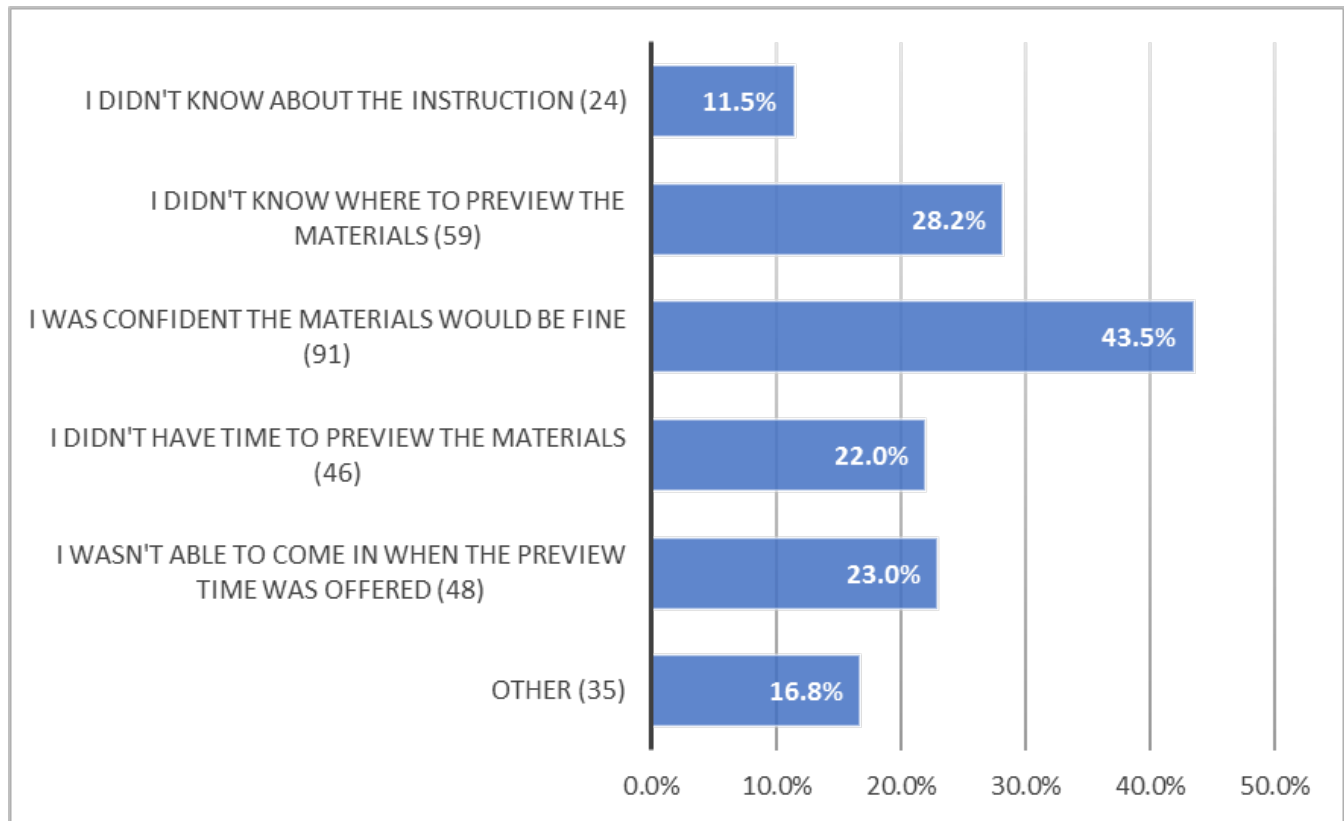
Answer Choices	Responses	
Yes	75.65%	351
No	24.35%	113
Total		464

Question 3: Did you take the opportunity to preview the materials?



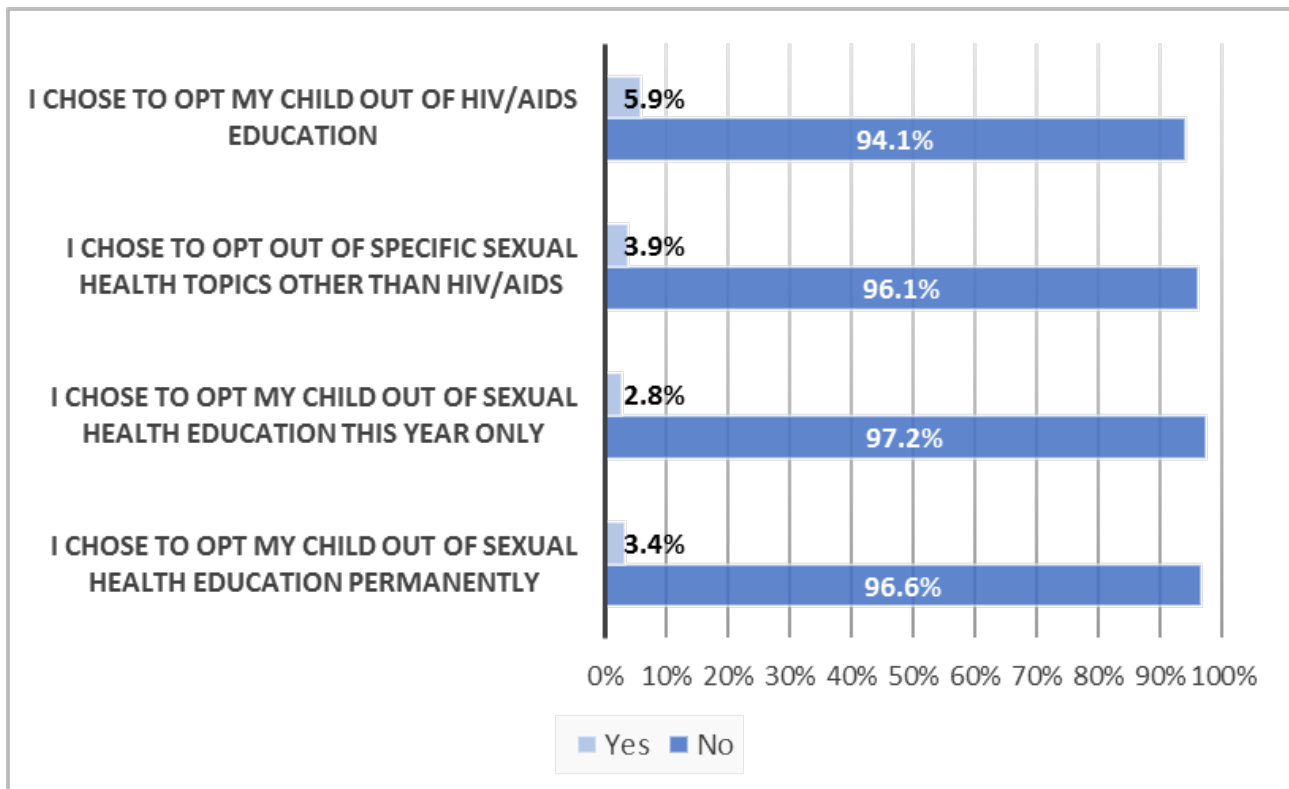
Answer Choices	Responses	
Yes	51.77%	234
No	48.23%	218
Total		452

Question 4: If you DID NOT take the opportunity to preview the materials, please indicate all the reasons that apply.



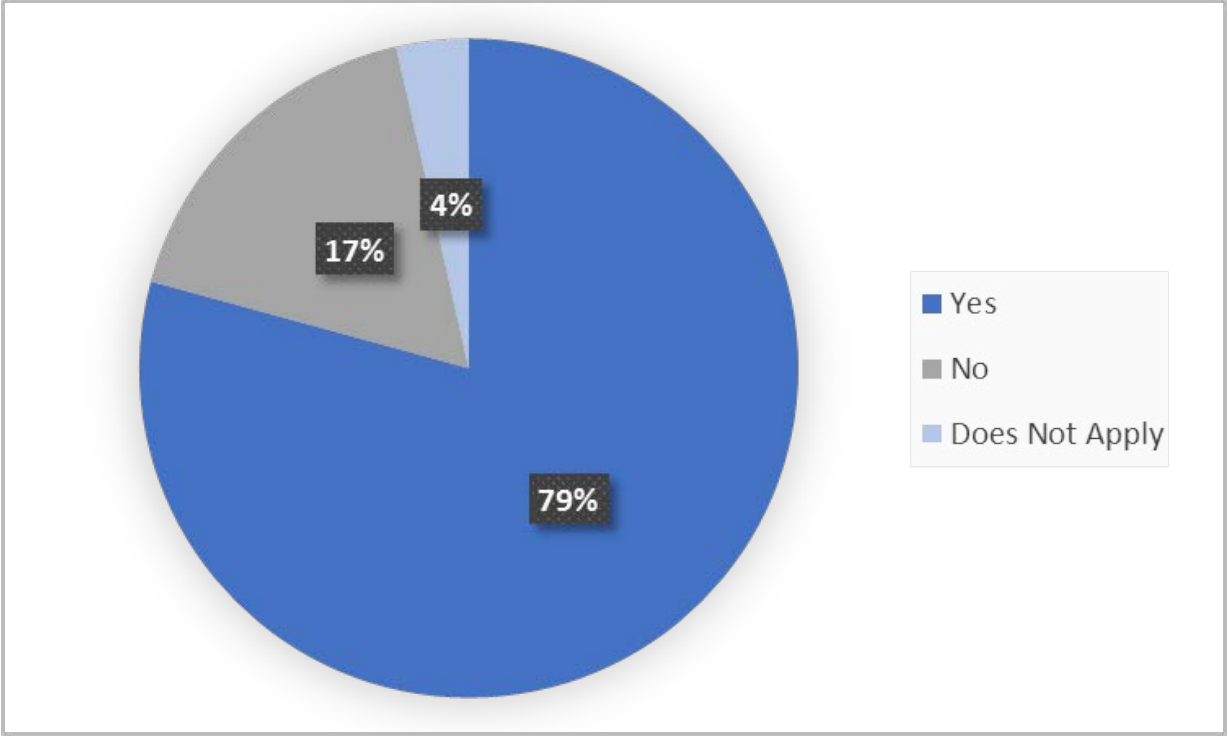
Answer Choices	Responses	
I didn't know about the instruction.	11.48%	24
I didn't know where to preview the materials.	28.23%	59
I was confident the materials would be fine.	43.54%	91
I didn't have time to preview the materials.	22.01%	46
I wasn't able to come in when the preview time was offered.	22.97%	48
Other	16.75%	35
Total Respondents: 209		

Question 5: Did you opt your child out of sexual health education?



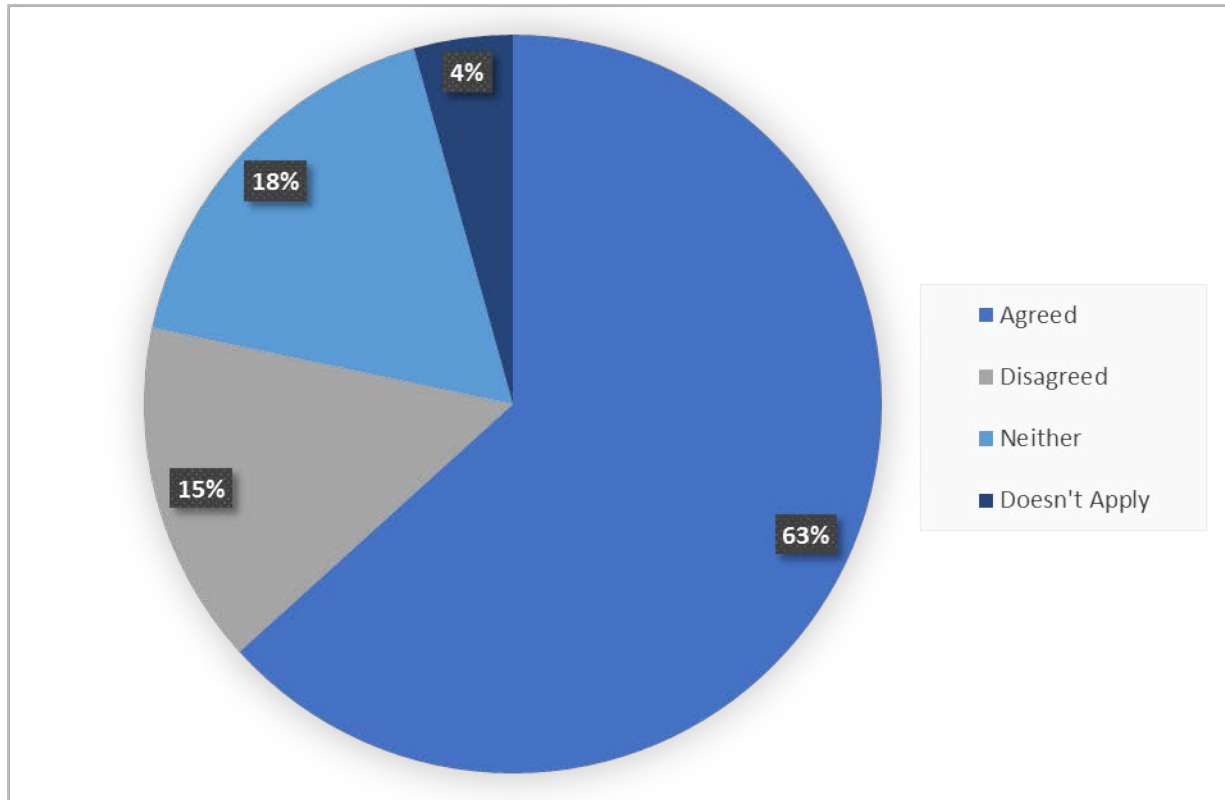
	No	Yes	Total
I chose to opt my child out of HIV/AIDS education	94.09% 398	5.91% 25	423
I chose to opt out of specific sexual health topics other than HIV/AIDS	96.06% 366	3.94% 15	381
I chose to opt my child out of sexual health education this year only	97.16% 376	2.84% 11	387
I chose to opt my child out of sexual health education permanently	96.65% 375	3.35% 13	388

Question 6: Did you and your child discuss the course content?



Answer Choices	Responses	
Yes	79.25%	336
No	17.22%	73
Does not apply	3.54%	15
Total		424

Question 7: Please choose the answer that best reflects your opinion on this statement: "The sexual health education lessons met the developmental needs of my child."



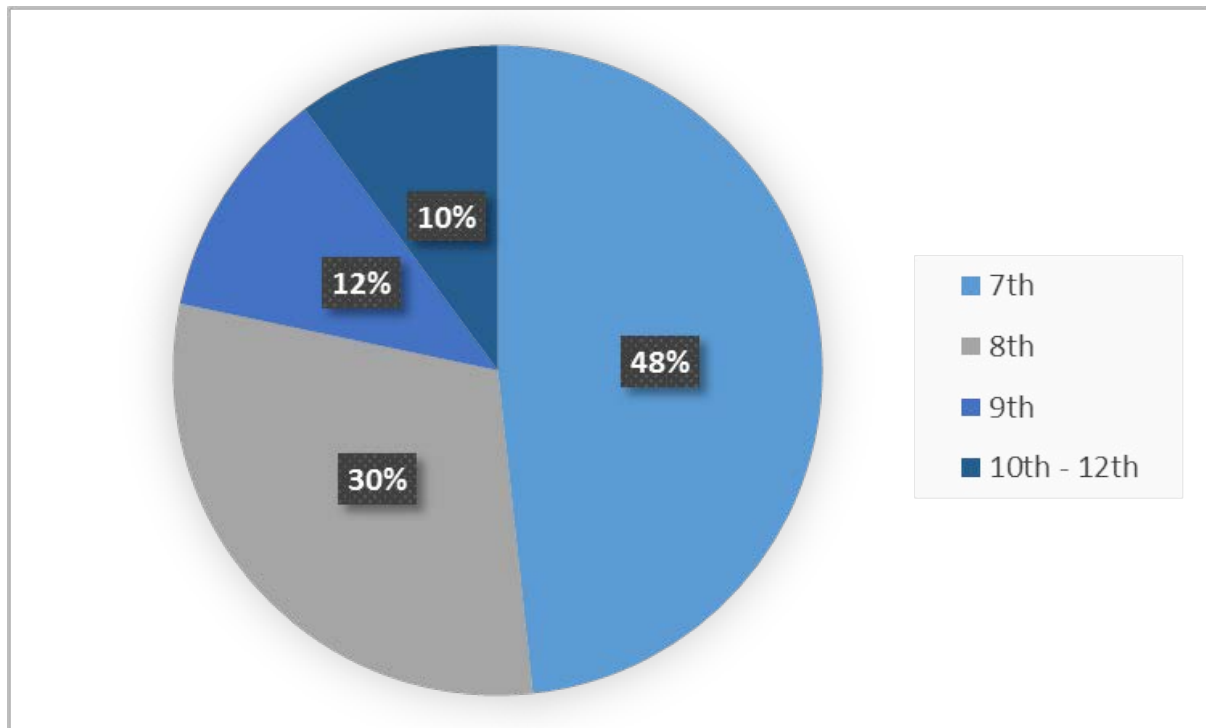
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Does not apply	Total
Rating	3.76% 13	11.27% 39	17.34% 60	45.66% 158	17.63% 61	4.34% 15	346

Question 8: Please look at the sexual education topics listed below and check the grade level that you think this topic should be introduced to students.

	4th - 5th	6th	7th - 8th	9th - 12th	Do not teach in school	Total
Reproductive anatomy	68.01% 219	21.43% 69	9.32% 30	0.62% 2	0.62% 2	322
Physical and social changes associated with growing up	76.62% 249	18.46% 60	4.00% 13	0.62% 2	0.31% 1	325
Positive communication with family	87.35% 283	7.72% 25	4.01% 13	0.31% 1	0.62% 2	324
Healthy intimate relationships	19.50% 63	30.34% 98	36.22% 117	10.84% 35	3.10% 10	323
Positive friendships	82.46% 268	10.77% 35	4.31% 14	1.54% 5	0.92% 3	325
Sexual decision-making	10.63% 34	26.25% 84	46.56% 149	12.19% 39	4.38% 14	320
Pregnancy and childbirth	20.63% 66	28.44% 91	33.13% 106	16.25% 52	1.56% 5	320
Parenting responsibilities	17.19% 55	22.19% 71	32.81% 105	26.56% 85	1.25% 4	320
Abstinence from sexual activity, including oral sex	12.34% 39	20.57% 65	36.08% 114	10.76% 34	20.25% 64	316
Sexually transmitted infections, including HIV/AIDS	20.12% 65	34.67% 112	35.60% 115	9.29% 30	0.31% 1	323
Use of condoms to reduce risk of transmission of sexual infections	9.66% 31	28.66% 92	44.55% 143	13.71% 44	3.43% 11	321
Contraception including birth control, condoms and other methods	9.63% 31	25.78% 83	44.41% 143	15.53% 50	4.66% 15	322
Sexual orientation/identity	29.41% 95	27.55% 89	20.43% 66	6.50% 21	16.10% 52	323
Community health resources local/online	21.98% 71	24.46% 79	33.44% 108	17.96% 58	2.17% 7	323

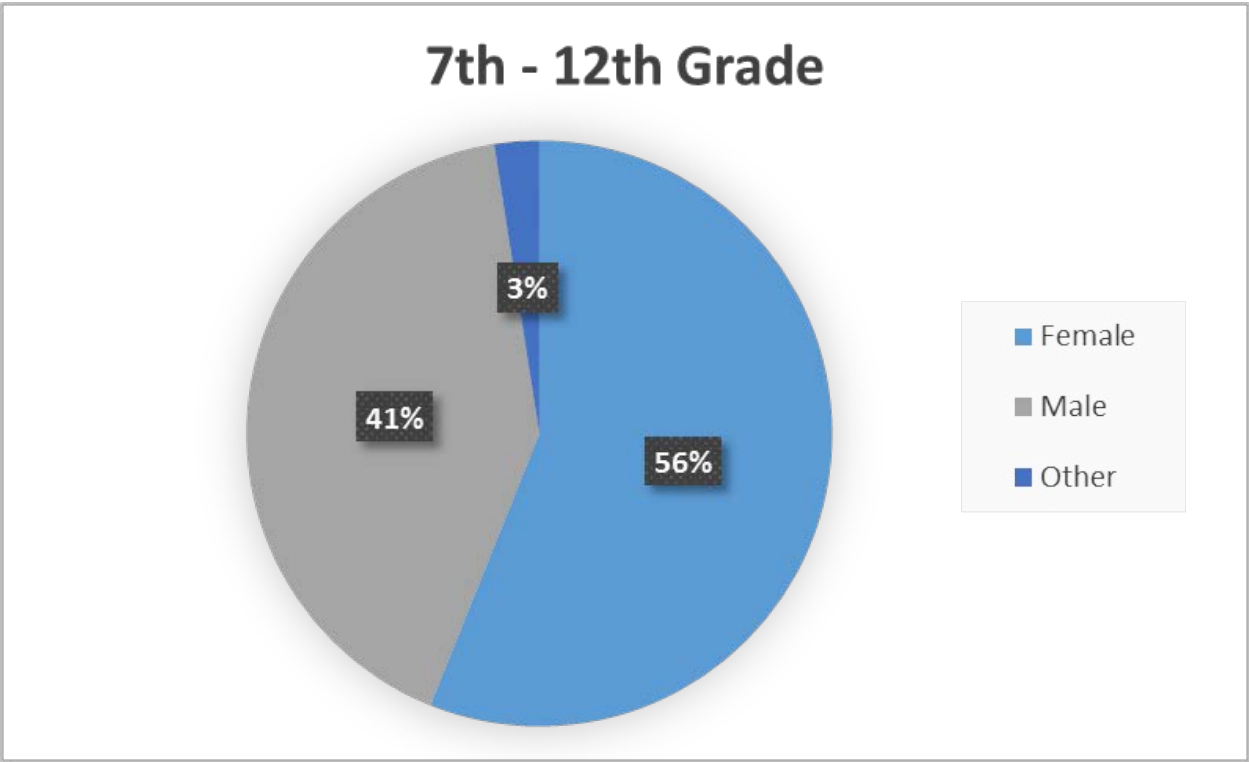
Sexual Health Education Student Survey - June, 2016

Question 1: What grade are you currently in?



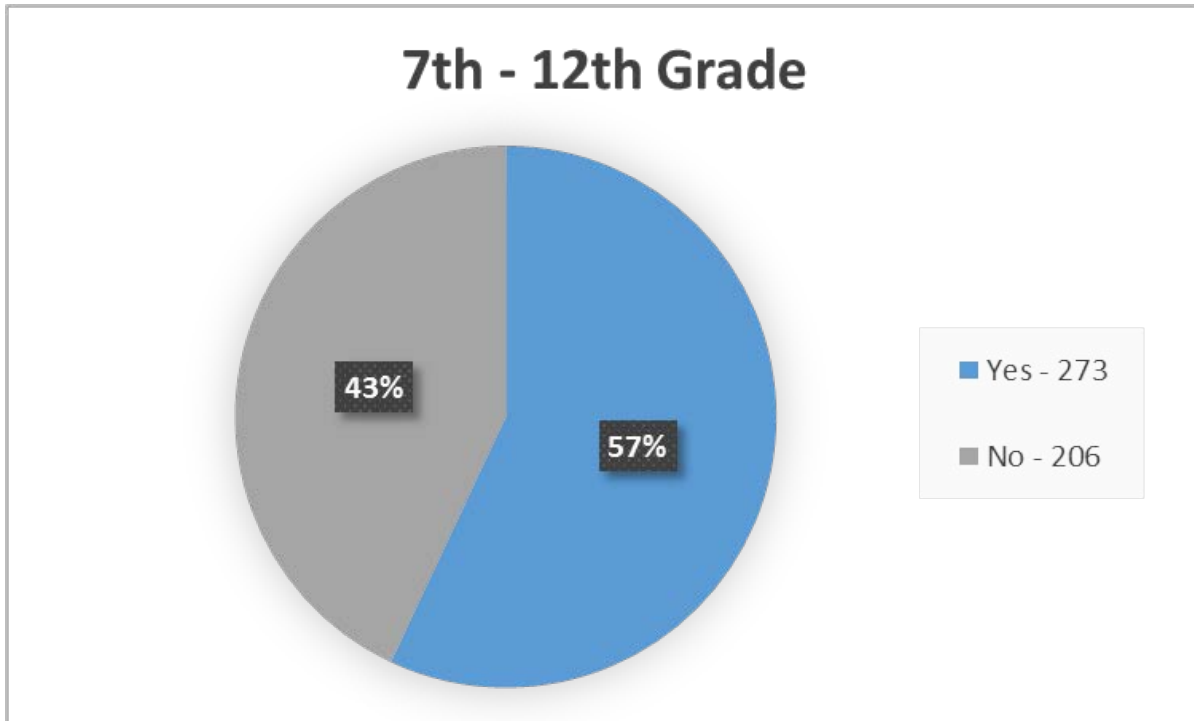
Answer Choices		
Grade 7	48.28%	238
Grade 8	30.02%	148
Grade 9	11.56%	57
Grade 10 - 12	10.14%	50
Total		493

Question 2: Please indicate your gender.



Answer Choices		
Female	56.08%	272
Male	41.44%	201
Other	2.47%	12
Total		485

Question 3: Did you talk to your mom, dad or other trusted adult about questions you had, or about what you learned in class?



Answer Choices	7th	8th	9th	10th – 12th	Total
Yes	157 (67%)	53 (37%)	36 (63%)	27 (66%)	273 (57%)
No	79 (33%)	92 (63%)	21 (37%)	14 (34%)	206 (43%)
Total	236	145	57	41	479

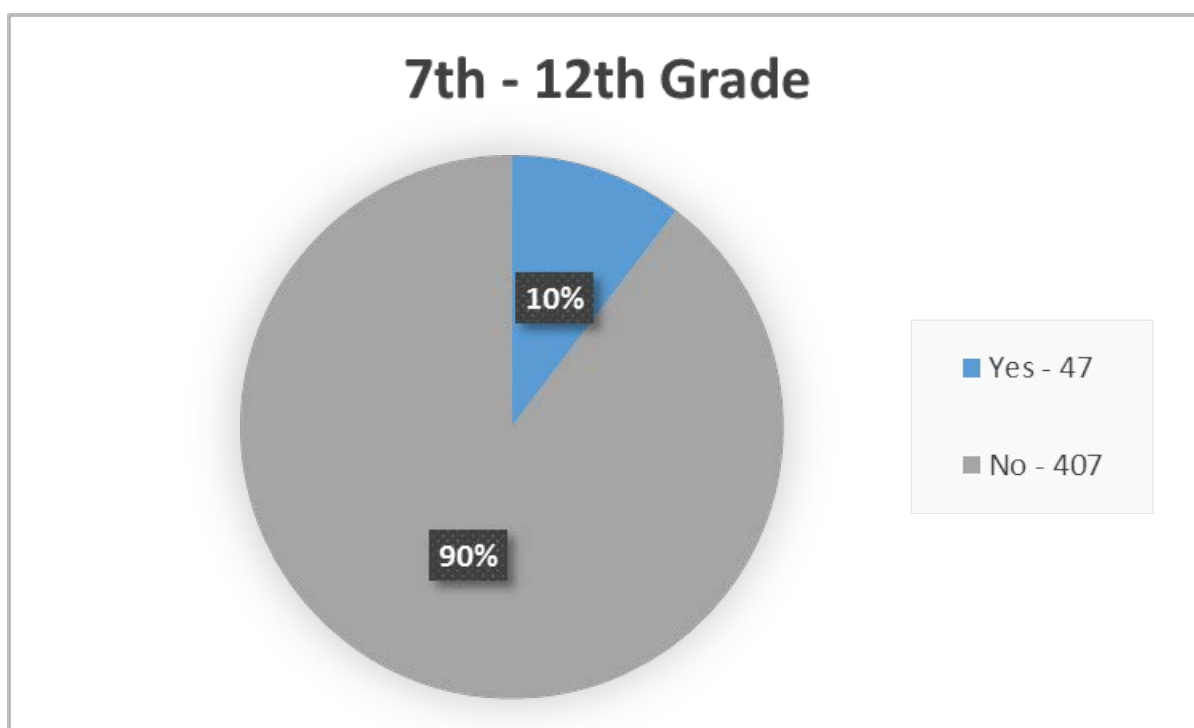
Question 4: What did you talk about?

Responses varied from student-to-student. Each response was recorded and reviewed by the SEAB.

Question 5: Why not?

Responses varied from student-to-student. Each response was recorded and reviewed by the SEAB.

Question 6: Do you have any other questions that were not answered in class or by your parent(s) or other trusted adult(s)?



Answer Choices	7th	8th	9th	10th – 12th	Total
Yes	22 (10%)	15 (11%)	6 (11%)	4 (12.5%)	47 (10%)
No	206 (90%)	124 (89%)	49 (89%)	28 (87.5%)	407 (90%)
Total	228	139	55	32	454

Question 7: What are they?

Responses varied from student-to-student. Each response was recorded and reviewed by the SEAB.

Question 8: What topics in your opinion are important to be included in the sexual health education unit in your grade?

Answer Choices	7th	8th	9th	10th – 12th	All Grades
Reproductive anatomy	121 (56%)	65 (49%)	32 (62%)	18 (62%)	236 (55%)
Physical changes associated with growing up	151 (70%)	65 (49%)	31 (60%)	14 (48%)	261 (61%)
Positive communication with family	121 (56%)	54 (40%)	26 (50%)	19 (66%)	220 (51%)
Healthy intimate relationships	149 (69%)	79 (59%)	41 (79%)	22 (76%)	291 (68%)
Positive friendships	131 (61%)	51 (38%)	29 (56%)	15 (52%)	226 (52%)
Sexual decision-making	166 (77%)	99 (74%)	45 (87%)	24 (83%)	334 (77%)
Pregnancy and childbirth	152 (70%)	79 (59%)	43 (83%)	22 (76%)	296 (69%)
Parenting responsibilities	112 (52%)	64 (48%)	36 (69%)	20 (69%)	232 (54%)
Abstinence from sexual activity, including oral sex	135 (63%)	50 (37%)	34 (65%)	17 (59%)	236 (55%)
Sexual transmitted infections/diseases including HIV/AIDS	167 (77%)	94 (70%)	46 (88%)	21 (72%)	328 (76%)
Use of condoms to reduce the risk of sexually transmitted infections	161 (75%)	95 (71%)	42 (81%)	20 (69%)	318 (74%)
Contraception including birth control, condoms and other methods	127 (59%)	73 (54%)	43 (83%)	20 (69%)	263 (61%)
Sexual orientation/identity	129 (60%)	79 (59%)	30 (58%)	17 (59%)	255 (59%)
Community health resources local/online	106 (49%)	47 (35%)	28 (54%)	16 (55%)	197 (46%)
Number of Respondents	216	134	52	29	431

Question 9: Which topics, if any, should not be covered in the sexual health education unit in your grade?

Answer Choices	7th	8th	9th	10th – 12th	All Grades
Reproductive anatomy	48 (34%)	26 (27%)	10 (37%)	9 (53%)	93 (33%)
Physical changes associated with growing up	33 (23%)	26 (27%)	10 (37%)	6 (35%)	75 (27%)
Positive communication with family	42 (30%)	30 (31%)	6 (22%)	7 (41%)	85 (30%)
Healthy intimate relationships	36 (26%)	22 (22%)	6 (22%)	7 (41%)	71 (25%)
Positive friendships	52 (37%)	43 (44%)	8 (30%)	9 (53%)	112 (40%)
Sexual decision-making	36 (26%)	21 (21%)	5 (19%)	8 (47%)	70 (25%)
Pregnancy and childbirth	52 (37%)	32 (33%)	5 (19%)	7 (41%)	96 (34%)
Parenting responsibilities	52 (37%)	41 (42%)	7 (26%)	6 (35%)	106 (37%)
Abstinence from sexual activity, including oral sex	37 (26%)	30 (31%)	8 (30%)	8 (47%)	83 (29%)
Sexual transmitted infections/diseases including HIV/AIDS	33 (23%)	19 (19%)	5 (19%)	5 (29%)	62 (22%)
Use of condoms to reduce the risk of sexually transmitted infections	36 (26%)	17 (17%)	5 (19%)	4 (24%)	62 (22%)
Contraception including birth control, condoms and other methods	41 (29%)	19 (19%)	5 (19%)	5 (29%)	70 (25%)
Sexual orientation/identity	50 (35%)	26 (27%)	9 (33%)	10 (59%)	95 (34%)
Community health resources local/online	49 (35%)	32 (33%)	11 (41%)	5 (29%)	97 (34%)
Number of Respondents	141	98	27	17	283

Question 10: What other comments do you have?

Responses varied from student-to-student. Each response was recorded and reviewed by the SEAB.

Question 11: What would you change about the sexual health education unit?

Responses varied from student-to-student. Each response was recorded and reviewed by the SEAB.