



# **SEXUAL HEALTH EDUCATION INFORMATION**

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

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**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. §380.1169<sup>1</sup>

**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 Health<sup>2</sup> 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](http://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 (2021)***

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 5<sup>th</sup> Grade* has one lesson. *Puberty: The Wonder Years* for sixth grade includes a lesson on HIV/AIDS. A description of the lesson objectives and materials can be found after this introductory section.

### **Grade 7-8 Curriculum:**

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

This curriculum has been adopted as the 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 for Special Education Classrooms:**

Curricula and supportive materials have been selected to meet the needs of students with developmental delays. This includes books, videos, and communication tools to support a variety of learning methods. The lessons and materials are designed to be flexible to assist parents and teachers in selecting what will be best for individual students. A description of the lesson objectives and materials can be found after this introductory section.

- **Grades 4 & Up: Marsh Media “A Girl’s Guide to Growing Up” and “A Boys Guide to Growing Up”**
- **Grades 6 & Up: Marsh Media “A Girl’s Guide to Puberty and Personal Safety” and “A Boy’s Guide to Puberty and Personal Safety”**
- **Grades 6 & Up: Positive Prevention PLUS “Sexual Health Education for Special Populations”**

### **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 modeled 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 & Objectives**

***Puberty: The Wonder Years 2021 Edition*** is the core curriculum for fourth grade sexual health education. This curriculum meets state and national standards for sexual health 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 on their path to adulthood. Guidelines for a safe and productive classroom climate are introduced, and prior knowledge about puberty is assessed. Students prepare to have ongoing discussions with their parents, caregivers, and other trusted adults about puberty. Students identify positive qualities about their families and prepare to express appreciation to two family members. The impacts of gender, roles, and stereotypes are discussed. Students identify the normal social, emotional, and physical changes that occur during puberty and how individuals develop at different rates. The anatomy and physiology of 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.

<b>Lesson Title &amp; Objectives</b>	<b>Activity Sheets &amp; Media</b>
<p><b><u>Lesson 1: Setting the Climate for Growth</u></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, and teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.</li> <li>● Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.</li> <li>● Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pre-Survey Prior to Instruction</b> (Non-graded survey to assess knowledge before instruction begins)</li> <li>● <b>Student Activity Sheet:</b> <i>"Did you Know?"</i></li> <li>● <b>Student Activity Sheet:</b> <i>"My Trusted Adults"</i></li> <li>● <b>Family Partnership Flyer:</b> <i>"Ready...Set...Talk!"</i></li> <li>● <b>Family Activity Sheet:</b> <i>"Together Talk: About Growing Up"</i></li> </ul>
<p><b><u>Lesson 2: Families and Roles</u></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate ways to promote dignity and respect for all types of families by listing at least four characteristics that can make family members unique.</li> <li>● Demonstrate appreciation for family members and other trusted adults by listing at least four positive traits for each family member and communicating gratitude to two of these people.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Activity Sheet:</b> <i>"What Makes My Family Special"</i></li> </ul>



<p><b><u>Lesson 3: Respecting Our Friends: Gender</u></b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Define at least three terms used to describe gender during a matching game.</li> <li>● Demonstrate the respectful use of at least two gender-related terms while discussing student scenarios that illustrate gender diversity with peers.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Classroom time:</b> Practice using respectful words, body language, and tone of voice while speaking with their peers.</li> </ul>
<p><b><u>Lesson 4: Puberty in Male-Bodied People</u></b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe at least five changes that typically occur in male-bodied people during puberty.</li> <li>● Match at least four out of six terms for the anatomy of the male reproductive system by labeling a diagram.</li> <li>● Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"Let's Talk Puberty for Boys"</i> Disney Productions</li> <li>● <b>Worksheet:</b> <i>"Male Reproductive System"</i></li> <li>● <b>Family Partnership Flyer:</b> <i>"Ready...Set...Grow!"</i></li> <li>● <b>Family Activity Sheet:</b> <i>"Together Talk: I Wonder..."</i></li> </ul>
<p><b><u>Lesson 5: Puberty in Female-Bodied People</u></b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe at least five changes that occur in female-bodied people during puberty.</li> <li>● Match at least five out of seven terms for the anatomy of the female reproductive system by labeling a diagram.</li> <li>● Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"Let's Talk Puberty for Girls"</i> Disney Productions</li> <li>● <b>Student Activity Sheet:</b> <i>"Female Reproductive System"</i></li> <li>● <b>Student Activity Sheet</b> <i>"Ovulation and Menstruation"</i></li> <li>● <b>Family Activity Sheet:</b> <i>"Together Talk: I Wonder..."</i></li> </ul>
<p><b><u>Lesson 6: Changes in the Skin</u></b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain ways to care for their bodies as they go through puberty by correctly identifying at least three challenges and solutions for personal hygiene.</li> <li>● Make a plan for maintaining personal hygiene during puberty that includes at least four ways to care for their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Activity Sheet:</b> <i>"Integumentary Intrigue Score Sheet"</i></li> <li>● <b>Handout:</b> <i>"Top Tips for Caring for Skin, Hair, and Nails during Puberty"</i></li> <li>● <b>Post Survey:</b> (used to assess knowledge following lessons)</li> </ul>

### **Video Descriptions**

**Video:** *"Let's Talk Puberty for Boys"* Disney Productions

**Running Time:** 11 minutes

Updated: Sept 2022

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 2021 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 anatomy and physiology of the reproductive system 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 and other trusted adults, and clarifying misinformation and promoting healthy behavior among their peers. Students learn about consent and how to respond in situations when consent is violated. 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 reaching for their goals for the future.

Lesson Title & Objectives	Activity Sheets & Media
<p><b><u>Lesson 1: Ready, Set, Grow!</u></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, and teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.</li> <li>• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.</li> <li>• Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-Survey Prior to Instruction</b> (Non-graded survey used to assess prior knowledge of 5<sup>th</sup> graders.)</li> <li>• <b>Student Activity Sheet:</b> "As You Grow"</li> <li>• <b>Student Activity Sheet</b> "Get Ready to Chat"</li> <li>• <b>Family Partnership Flyer:</b> "Growing and Changing"</li> <li>• <b>Family Activity Sheet:</b> "Let's Talk: I Wonder What It Was Like For You"</li> </ul>
<p><b><u>Lesson 2: Puberty and the Male Reproductive System</u></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Display their communication skills by talking with a parent or other trusted adult about puberty.</li> <li>• Describe 5 changes that typically occur in people assigned male at birth during puberty after viewing a video about puberty.</li> <li>• Identify the anatomy of the male reproductive system by labeling a diagram, matching at least four out of six terms.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video:</b> "Puberty and You" Seattle Public Schools TV</li> </ul>

### **Lesson 3: Puberty and the Female Reproductive System**

Students will be able to:

- Display their communication skills by talking with a parent or other trusted adult about puberty as evidenced by the adult's signature on the family activity sheet.
- Describe 5 changes that typically occur in people assigned female at birth during puberty after viewing a video about puberty.
- Identify terms for the anatomy of the female reproductive system by labeling a diagram matching at least five out of seven terms.

- **Video:** *"Puberty and You"*  
Seattle Public Schools TV
- **Family Activity Sheet:** *"Let's Talk: I Wonder How You Learned About Puberty"*

### **Lesson 4: Reproduction**

Students will be able to:

- Describe two key changes in puberty that indicate an individual is physically capable of becoming pregnant or getting someone pregnant.
- Explain the roles of eggs, sperm, and sexual intercourse in reproduction
- List three ways pregnancy can occur by giving three examples.

- **Student Activity Sheet:** *"Male Reproductive System Review"*
- **Student Activity Sheet:** *"Female Reproductive System Review"*
- **Student Activity Sheet:** *"Menstrual Cycle"*

### **Lesson 5: Personal Hygiene and Healthy Habits**

Students will be able to:

- Distinguish between accurate and inaccurate sources of information about puberty by listing five or more accurate sources.
- Develop a personal puberty plan to show their intent to implement personal hygiene and healthy habits.
- Identify benefits of delaying close sexual contact, including prevention of STIs and pregnancy by naming three benefits of waiting.

- **Student Activity Sheet:** *"My Personal Puberty Plan"*
- **Family Partnership Flyer:** *"Growing in Responsibility"*

### **Lesson 6: Social and Emotional Changes**

Students will be able to:

- Identify six social and emotional changes and the role of hormones during puberty.
- Demonstrate respectful communication and boundaries when responding to biographies about peers who are going through puberty.

- **Student Activity Sheet:** *"Student Biographies"* (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><b><u>Lesson 7: Respecting our Friends: Consent</u></b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain consent, personal boundaries, and bodily autonomy by identifying their presence in scenarios and creating two cartoons to illustrate consent.</li> <li>● Identify situations where consent is violated and strategies for responding to uncomfortable or dangerous situations, including sexual harassment, by analyzing scenarios and naming three actions to take.</li> </ul>	<ul style="list-style-type: none"> <li>● Student Activity Sheet: <i>"Consent Practice"</i></li> <li>● Student Activity Sheet: <i>"Consent Cartoons"</i></li> <li>● Post-Survey Following Instruction (Non-graded survey used to assess knowledge of 5<sup>th</sup> graders, after instruction.)</li> </ul>
<b>HIV/AIDS</b>	
<p><b><u>Lesson 1: HIV Infection – What to Do and What Not to Do</u></b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Define HIV and AIDS.</li> <li>● Identify how HIV is and is not transmitted.</li> <li>● 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.</li> <li>● Explain that it is safe to be a friend of someone who is living with HIV or AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"HIV and Me: Marissa's Story"</i> Redefine Positive Media</li> <li>● <b>Student Activity Sheets:</b> <i>"HIV Infection and AIDS"</i> &amp; <i>"Promises to Myself and Others"</i></li> <li>● <b>Family Resource Sheet</b> (Information about HIV and AIDS, including how to talk to students.)</li> </ul>

## **Video Descriptions**

***"Puberty and You"*** Seattle Public Schools TV Running Time: 13:05 minutes (2020)

This video addresses the physical, social, and emotional changes of puberty in a very inclusive manner. Using gender-neutral terms, it emphasizes the changes that all people experience. The narrator encourages viewers to pay attention to their bodies and feelings and explains the role of the brain and hormones.

***"HIV and Me: Marissa's Story"*** Redefine Positive Media Running Time: 9:30 minutes

This video is designed to educate 5<sup>th</sup> grade elementary school students about HIV and AIDS. The video tells the story of a 9-year old girl whose mother is HIV positive. All videos in the Redefine Positive series contain accurate medical and scientific information about transmission and prevention, address the emotional and social aspects of HIV and AIDS, and attempt to decrease the devastating stigma and discrimination still associated with the disease.

## Sixth Grade Sexual Health Education Curriculum & Objectives

**Puberty: The Wonder Years 2021 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. It begins with a review of prior knowledge about puberty and development of guidelines for a safe and productive classroom climate. Students learn about reproduction, reproductive anatomy and physiology, and the social-emotional changes in puberty. Students learn about consent and how to differentiate between respectful relationships versus disrespectful relationships; they learn ways friendships are similar and different from romantic relationships and practice communication skills for risky sexual situations. Students learn about sexually transmitted infections (STIs) and media literacy. They conclude by advocating for a bright future for themselves and their peers. The emphasis is on motivating young people to make behavioral choices that will keep themselves safe and healthy now and into the future.

Lesson Title & Objectives	Activity Sheets & Media
<p><b><u>Lesson 1: Growing Together</u></b> Students will:</p> <ul style="list-style-type: none"> <li>● Recall prior knowledge about puberty.</li> <li>● Compose guidelines for discussions during the puberty lessons.</li> <li>● Develop a plan for improving communication with their parents or other trusted adults regarding growing up.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pre-Survey Prior to Instruction</b> (Non-graded survey used to assess prior knowledge of 6<sup>th</sup> graders.)</li> <li>● <b>Family Partnership Flyer:</b> <i>"Parenting Through Puberty"</i></li> <li>● <b>Family Activity Sheet:</b> <i>"Talk it Over: I Wonder What You Remember"</i></li> </ul>
<p><b><u>Lesson 2: How My Body Works</u></b> Students will:</p> <ul style="list-style-type: none"> <li>● Learn about puberty and the reproductive system by watching a video and reviewing the many changes that occur during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"Puberty and You"</i> Seattle Public Schools TV</li> </ul>
<p><b><u>Lesson Addition: LGBTQ Inclusiveness</u></b></p> <ul style="list-style-type: none"> <li>● Increase understanding, acceptance, and respect for individual gender identity and sexual orientation.</li> <li>● Use appropriate vocabulary related to gender identity and sexual orientation to promote healthy communication.</li> <li>● Recognize that the information and skills gained in the sexual health and HIV/AIDS education classes apply to everyone, regardless of gender identity and sexual orientation. Connect students with supportive resources in school and at home related to gender and sexuality</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Power Point:</b> <i>"Gender Identity &amp; Sexual Orientation"</i></li> <li>● <b>Video:</b> <i>"How to Be A LGBTQIA+ Ally"</i> Amaze.org</li> <li>● <b>Video:</b> <i>"Range of Gender Identification"</i> Amaze.org</li> </ul>
<p><b><u>Lesson 3: Hormones, Brains, and Feelings</u></b> Students will:</p> <ul style="list-style-type: none"> <li>● Discuss what they learned about puberty from their family activity with trusted adults.</li> <li>● Match brain development with cognitive changes that occur during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"Teen Angst"</i> Amaze.org</li> <li>● <b>Video:</b> <i>"Friends Forever?"</i> Amaze.org</li> <li>● <b>Video:</b> <i>"Intersectionality"</i> Amaze.org</li> <li>● <b>Student Activity Sheet:</b> <i>"Vision Board Project Planning"</i></li> </ul>

- Identify social-emotional competencies that can be developed throughout adolescence

<p><b><u>Lesson 4: Healthy Relationships</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Watch a video to learn about the ways relationships can change during puberty.</li> <li>● Compare and contrast characteristics of healthy vs. unhealthy relationships, friendships and romantic relationships.</li> <li>● Watch a video about consent and analyze situations involving consent.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> “Maybe Doesn’t Mean Yes” Amaze.org</li> <li>● <b>Video:</b> “What Makes a Relationship Healthy” Amaze.org</li> </ul>
<p><b><u>Lesson 5: Communication in Relationships</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Learn about boundaries, consent and communication in relationships.</li> <li>● Analyze scenarios and describe ways to communicate consent and respect for boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> “How to Talk to Girls, Boys, and Everyone in Between” Amaze.org</li> <li>● <b>Video:</b> “Active Listening: How to Communicate Effectively” Amaze.org</li> </ul>
<p><b><u>Lesson 6: Making Responsible Decisions</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Sex is defined and students identify reasons some teens might have sexual intercourse.</li> <li>● Learn a model for making decisions to delay sex.</li> <li>● List potential risks of having sex, benefits of delaying sex, and alternative choices for young people.</li> <li>● Practice giving advice to peers.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Activity Sheet:</b> “Making Responsible Decisions: #s 1-4”</li> <li>● <b>Video:</b> “Stay out Loud: What advice would you give a younger brother/sister about their future?” Stay Teen Video</li> <li>● <b>Family Activity Sheet:</b> “Talk it Over: I Wonder What You Want Me to Know”</li> <li>● <b>Family Partnership Flyer:</b> “Partnering for Success”</li> </ul>
<p><b><u>Lesson 7: Sexually Transmitted Infections</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Learn about Sexually Transmitted Infections, including HIV, by watching videos.</li> <li>● Learn about STI transmission, prevention, symptoms and testing.</li> <li>● Learn about Biomedical advances in prevention and treatment of STIs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> “What is Abstinence?” Amaze.org</li> <li>● <b>Video:</b> “HIV: How to Protect Yourself and Others” Amaze.org</li> </ul>
<p><b><u>Lesson 8: Refuse or Report</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Learn about interpersonal and sexual violence and ways to respond.</li> <li>● Learn effective refusal strategies to use when negative or unwanted sexual behavior occurs.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Activity Sheet:</b> “Vision Board Project Planning”</li> <li>● <b>Video:</b> “What’s Cyberbullying?” Common Sense Media</li> </ul>

<p><b><u>Lesson 9: Media and Information Literacy</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Examine media samples for sexual messages and counter the media messages with accurate ones</li> <li>● Practice analyzing digital information for accuracy and identify sources of accurate information and help.</li> </ul>	
<p><b><u>Lesson 10: Future Me</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Learn about Intersectionality and how each individual is unique and worthy of respect and dignity.</li> <li>● Create vision boards to advocate for sexual health for themselves and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Activity Sheet:</b> “<i>Technology and Media Influences</i>”</li> <li>● <b>Student Activity Sheet:</b> “<i>Be a C.R.A.B.</i>”</li> <li>● <b>Video:</b> “<i>Bodies: Different Shapes and Sizes. All Beautiful</i>” Amaze.org</li> <li>● <b>Video:</b> “<i>Intersectionality 101</i>” Learning for Justice Video</li> <li>● <b>Post-Survey:</b> to assess knowledge after instruction</li> </ul>

## **Video Descriptions**

**Video: “*Puberty and You*”** Seattle Public Schools TV Running Time 13:05 minutes (2020)

This video addresses the physical, social, and emotional changes of puberty in a very inclusive manner. Using gender-neutral terms, it emphasizes the changes that all people experience. The narrator encourages viewers to pay attention to their bodies and feelings and explains the role of the brain and hormones.

**Video: “*How To Be A LGBTQIA+ Ally*”** 2:02 minutes (The I = intersect or the A = asexual is not covered unless students ask.) amaze.org

This video details how to support your LGBTQIA+ friends and loved ones – also known as being an ally. It suggests letting your LGBTQIA+ friends know that you’re there if they need to talk, standing up for someone if they are being bullied due to their sexual orientation or gender identity, and getting involved in LGBTQIA+ organizations or causes, such as a GSA

**Video: “*Range of Gender Identities*”** 2:56 minutes amaze.org

This gender identity video explains the difference between sex assigned at birth from gender identity. It includes definitions of gender identity, transgender, non-binary, and genderqueer/genderfluid. The video also explains the difference between gender identity and sexual orientation. It covers how to respect people’s gender identities by not making any assumptions about gender, use someone’s preferred name and pronouns, and be a friend and ally to people of all gender identities.

### **optional videos:**

- “*Teen Angst*” amaze.org 2:37 minutes
- “*Friends Forever?*” amaze.org 3:09 minutes
- “*What is Intersectionality*” amaze.org 3:17 minutes
- “*Maybe Doesn’t Mean Yes*” amaze.org 2:28 minutes
- “*What Makes a Relationship Healthy*” amaze.org 2:17 minutes
- “*How to Talk to Boys and Girls and Everyone in Between*” amaze.org 2:38 minutes
- “*Active Listening: How to Communicate Effectively*” amaze.org 4:39 minutes
- “*Stay out Loud: What Advice would you give a younger brother/sister about their future?*” Stay Teen Video 1:54 minutes
- “*What is Abstinence*” amaze.org 2:42 minutes
- “*HIV: how to Protect Yourself and Others*” amaze.org 2:34 minutes
- “*Bodies: Different Shapes and Sizes. All Beautiful*” amaze.org 1:54 minutes
- “*What’s Cyberbullying?*” Common Sense Media 1:44 minutes
- “*Intersectionality 101*” Learning for Justice Video 3:03 minutes



## Seventh and Eighth Grade HIV and Other STIs Education Curriculum & Objectives

**Michigan Model for Health Growing Up and Staying Healthy: Understanding HIV and Other STIs** is the core shared curriculum for seventh and eighth grades. Seventh grade focuses on Lessons 3, 7, 9, and 10. Seventh grade will also introduce the information in Lessons 4, 5, and 6. Eighth grade focuses on Lessons 1, 2, 4, 5, 6, and 8. Instruction for both grades also includes an objective from the 6th grade approved curriculum. 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. (Gr = Grade)

Lesson Title & Objectives	Handouts, Worksheets, & Media
<p><b><u>Sixth Grade Review Lesson: Human Reproductive System</u></b> (Gr 7 &amp; 8)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Describe the basic process of human reproduction, using scientific names for reproductive anatomy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Handouts:</b> “Male Reproductive System” &amp; “Female Reproductive System”</li> </ul> <p>(Show diagrams for the male and female reproductive systems. Students label diagrams using scientific names.)</p>
<p><b><u>Lesson Addition: LGBTQ Inclusiveness</u></b></p> <ul style="list-style-type: none"> <li>Increase understanding, acceptance, and respect for individual gender identity and sexual orientation.</li> <li>Use appropriate vocabulary related to gender identity and sexual orientation to promote healthy communication.</li> <li>Recognize that the information and skills gained in the sexual health and HIV/AIDS education classes apply to everyone, regardless of gender identity and sexual orientation.</li> <li>Connect students with supportive resources in school and at home related to gender and sexuality.</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Point:</b> “Gender Identity &amp; Sexual Orientation”</li> <li><b>8<sup>th</sup> Grade Matching Game:</b> (Students confirm their knowledge of terminology by matching terms with definitions as a lesson warm-up.)</li> </ul>
<p><b><u>Lesson 1: The 4-1-1 on HIV and AIDS</u></b> (Gr. 8)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explain how HIV is and is not transmitted.</li> <li>Distinguish between facts and myths regarding HIV infection and AIDS.</li> </ul>	<ul style="list-style-type: none"> <li><b>Video:</b> “HIV/AIDS: Learn the Facts, Fight the Stigma, Stay Safe” Redefine Positive Media</li> <li><b>Handout:</b> “HIV Facts”</li> </ul> <p>(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> <ul style="list-style-type: none"> <li><b>Power Point:</b> “HIV: Fact or Myth”</li> </ul>
<p><b><u>Lesson 2: HIV and Other STIs-Evaluating the Risks</u></b> (Gr. 8)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).</li> <li>Summarize the benefits of staying within behavioral limits and remaining abstinent.</li> <li>Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.</li> <li>Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet:</b> “Vital STI Facts”</li> </ul> <p>(Students record basic information about each STI &amp; HIV, including prevention and treatment.)</p> <ul style="list-style-type: none"> <li><b>Worksheet:</b> “Is It Risky?”</li> </ul> <p>(Students identify risk behaviors for STIs &amp; HIV.)</p> <ul style="list-style-type: none"> <li><b>Handouts:</b> Fact Sheets on STIs</li> </ul> <p>(Provides information on Chlamydia, Herpes, Human Papillomavirus, Gonorrhea, &amp; Syphilis.)</p> <ul style="list-style-type: none"> <li><b>Family Worksheet:</b> “What Do You Think?”</li> </ul> <p>(Students interview parent or other trusted adult about expectations when it comes to sexual behavior, including family values.)</p>

<p><b><u>Lesson 3: Finding Help and Information (Gr. 7)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Explain when it is important to get adult, medical, and/or counseling help.</li> <li>● Locate sources of accurate information and assistance in one's community.</li> <li>● Describe sources of accurate information and assistance in one's community.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>"Getting Help If You Need It"</i> (Students record reasons to avoid STIs &amp; HIV, symptoms of each, sources of information to get help regarding STIs &amp; HIV, and places to get help or information regarding adoption or safe delivery.)</li> <li>● <b>Worksheet:</b> <i>"Finding Reliable Sources of Information or Assistance on the Internet"</i> (Students search the internet for local, state, and national sources of information or assistance with STIs or HIV.)</li> </ul>
<p><b><u>Lesson 4: Create a Plan to Stay Within the Boundaries (Gr 8; Gr 7 Introduced)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Set personal boundaries and limits related to physical intimacy and sexual behavior.</li> <li>● Create a plan to stay within behavioral limits which protect one from HIV and STIs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet &amp; Homework:</b> <i>"Setting My Goal, Building My Fence"</i> (Students build on a long-term goal of being free from infection with HIV and other STIs by setting short-term measurable goals. They share their goal with parent or other trusted adult.)</li> </ul>
<p><b><u>Lesson 5: Communicating Our Boundaries (Gr 8; Gr 7 Introduced)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet &amp; Homework:</b> <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.)</li> </ul>
<p><b><u>Lesson 6: Identifying and Refusing Trouble Situations (Gr 8; Gr 7 Introduced)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).</li> <li>● Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</li> <li>● Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior, including sexting.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"Talk It Out: Sex, Self-Respect, and Social Media"</i> 7 &amp; 8<sup>th</sup> Grades Mazzarella Ed Media</li> <li>● <b>Video:</b> <i>"Ally's Story"</i> 8<sup>th</sup> Grade Only Common Sense Media</li> </ul>
<p><b><u>Lesson 7: Avoiding and Escaping Risk Situations (Gr. 7)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</li> <li>● Demonstrate skills to avoid and escape risky situations.</li> <li>● Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>"Cut"</i> (Students identify refusal skills to avoid and escape risky situations.)</li> </ul>
<p><b><u>Lesson 8: Someday, But Not Now (Gr. 8)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Describe the potential negative consequences of having sexual intercourse and ways to reduce risks, including abstinence and condom use.</li> <li>● Create a plan to reduce the risks of having sex in the future.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"What is HIV"</i> (Use this video to reinforce that sexual contact is the main way that HIV is transmitted.)</li> <li>● <b>Worksheet:</b> <i>"Condoms: Use Correctly and Consistently"</i></li> </ul>

	<p>(Students work in small groups to record information about consequences for sexual risk behaviors, including legal age of consent, and correct condom use.)</p> <ul style="list-style-type: none"> <li>● <b>Worksheet &amp; Homework:</b> <i>"Setting My Goal, Reducing My Risk"</i></li> </ul> <p>(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.)</p> <ul style="list-style-type: none"> <li>● <b>Handout:</b> <i>"Keys for a Future Free of HIV and STIs: Abstinence and Condom Use"</i></li> </ul> <p>(Provides information about preventing STIs and pregnancy by using condoms consistently and correctly, when in a long-term committed relationship like marriage..)</p> <ul style="list-style-type: none"> <li>● <b>Video:</b> <i>"Sex Has Consequences"</i> PSAs National Campaign to Prevent Teen and Unplanned Pregnancy</li> </ul>
<p><b>Lesson 9 &amp; 10: Someday, But Not Now (Gr. 7)</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to be positive peer role models in the school and community.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>"Helping Others Protect Themselves"</i></li> <li>● <b>Worksheet:</b> <i>"Advocacy Project Possibilities"</i></li> </ul> <p>(Students work in small groups to record positive health messages to pass along to next years' seventh graders in health class.)</p>

## Video Descriptions

**"HIV/AIDS: Learn the Facts, Fights the Stigma, Stay Safe"** 22:47 minutes Redefine Positive Media

**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. In this video, these facts about HIV are presented by an engaging host. Students will learn from two HIV+ individuals who share their personal stories, and finally, students will learn about how to make good decisions to help them stay safe.

**"Sex Has Consequences" 7 & 8<sup>th</sup> Grades 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\\_psa.html](https://www.wvdhhr.org/appi/psa/pages/15_second_psa.html)

**"Talk It Out: Sex, Self-Respect, and Social Media" 7 & 8<sup>th</sup> Grades** 14:51 minutes – Discovery Ed - 2016 Mazarella Educational Media

Lists the potentially devastating social, legal, and personal repercussions of sexting, and provides an honest foundation for avoiding texting and social media situations that could destroy lives. The program acknowledges the role of texting in most dating relationships, but teaches viewers about the boundaries that should be set to protect oneself. NOTE: This program contains content that may not be appropriate for all viewers. Please preview before sharing in class.

**"Ally's Story: Second Thoughts on Sexting" 8<sup>th</sup> Grade** 2:35 minutes - Discovery Ed - 2010 Common Sense Media

Details and explains the dangers of sexting. The program includes a young woman describing her own story involving sexting.

- **"What Is HIV?" 8<sup>th</sup> Grade** 3:30 minutes – AMAZE.org

Explains how HIV is and is not transmitted. Gives ways to avoid becoming infected with HIV.

## **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. The 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.

ELPS supports creating a safe, supportive learning environment for all students. This includes students who identify as lesbian, bisexual, transgender, and questioning (LGBTQ). Lesson content has been added to ensure that the curriculum reaches all students. The description of the added content follows this outline.

The High School also offers an Eleventh Grade Sexual Health Review Class, as a refresher of the information and skills that most students learned as ninth graders. The description of this class follows this outline.

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

<b>Lesson Titles &amp; Objectives</b>	<b>Worksheets, Outside Resources, Videos &amp; Other Media</b>
<p><b><u>Lesson 1: Friendship First</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe guidelines for class discussions that promote a safe, productive learning environment.</li> <li>• Describe criteria for selecting peers to be friends or potential romantic partners.</li> <li>• Identify infatuation as a normal phase during which decision-making is impaired.</li> <li>• List ways to make good choices while getting to know people.</li> </ul>	
<p><b><u>Lesson 2: Relationships and Responsibilities</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explore how stereotypes and peer influence can impact sexual decision making.</li> <li>• Describe different ways of communicating care, love, and respect, without sexual intercourse.</li> <li>• Explain the importance of making decisions regarding personal sexual limits.</li> <li>• Explain the importance of making decisions regarding personal limits and values in relationships.</li> <li>• Clarify the benefits of abstaining from sex or ceasing sex if sexually active.</li> </ul>	

<p><b><u>Lesson 3: Building Healthy Relationships</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define the terms love, infatuation, sex, sexuality, sexual activity, abstinence, and sexual intercourse.</li> <li>• Describe ways to develop healthy relationships with friends and family members, and healthy dating relationships.</li> <li>• Talk with parents and/or other trusted adults about relationships and sexual issues, including sexting.</li> <li>• Describe the contributions healthy relationships make to the quality of life. (Optional Activity)</li> <li>• Comparing and contrasting different ways of communicating caring and love in different relationships. (Optional Activity)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video:</b> <i>"I wish..."</i> – United Way of Jackson County 2015 (36 min.)</li> <li>• <b>Family Worksheet:</b> <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.)</li> <li>• <b>Video:</b> <i>"Talk It Out: Sex, Self-Respect, and Social Media"</i> Mazzarella Ed Media</li> <li>• <b>Video:</b> <i>"Ally's Story"</i> Common Sense Media</li> </ul>
<p><b><u>Additional Lesson: Human Reproduction*</u></b></p> <p>Students will:</p> <p>Explain the anatomy and physiology of the male and female reproductive systems.</p> <p>Describe prenatal development from a single cell to a complex organism.</p> <p>Review the anatomy of human body cells and the roles of chromosomes, DNA, and genes as the basic units of heredity.</p> <p>Describe the developmental milestones of a developing fetus.</p> <p>Describe lifestyle choices that will favorably affect a developing fetus.</p> <p>* Objectives from "Puberty: The Wonder Years" Sixth Grade</p>	<ul style="list-style-type: none"> <li>• <b>Video:</b> <i>"Human Reproduction and Childbirth"</i> - Human Relations Media 2009 (21 min.)</li> <li>• <b>Teen Health Website: The Male and Female Reproductive System</b> – Slides</li> <li>• <b>Worksheets:</b> Male and Female Reproductive Anatomy (Students identify medical name and function for the male and female reproductive system.)</li> </ul> <p><b>Additional Optional East Lansing Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Health Skills for Wellness Chapter 8</b> (Reproduction and Heredity)</li> <li>• <b>Health Skills for Wellness Chapter 9</b> (Pregnancy and Birth)</li> </ul>
<p><b><u>Lesson 4: The Many Facets of Intimacy</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Discuss why teens sometimes confuse love, sex, and intimacy.</li> <li>• Discuss characteristics of intimate relationships, both friendships and romantic relationships.</li> <li>• Identify honesty and safety as key ingredients in a healthy relationship.</li> <li>• Analyze the impact of sexual intercourse on building intimacy in relationships and the benefits from abstaining from sex.</li> <li>• Describe ways to build intimacy in four domains.</li> <li>• Identify and select things to do to build true intimacy without sexual intercourse.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Worksheet:</b> <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.)</li> <li>• <b>Worksheet:</b> <i>"Characteristics of Intimate Relationships"</i> p. 59 (Students read a list of characteristics of intimate relationships and identify 5 most important in close friendship and in romantic relationships for themselves.)</li> </ul>

<p><b><u>Lesson 5: Let's Hear the Facts</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● List the most prevalent and serious sexually transmitted infections.</li> <li>● 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.</li> <li>● Identify sexually transmitted infections as a possibility of sex that can be prevented by abstinence.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>CDC Website</b> - Sexually Transmitted Disease and Infection Power Point</li> </ul>
<p><b><u>Lesson 6: More About STIs</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Examine answers to questions regarding sexually transmitted infections.</li> <li>● Summarize facts about sexually transmitted infections.</li> <li>● Illustrate how sexually transmitted infections spread in a progressive manner.</li> <li>● Conclude that abstinence and lifetime monogamy are the most effective ways to prevent sexually transmitted infections.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>"Think About It... It's Your Health at Stake"</i> p. 98 (Students identify sexual risk behaviors. They confidentially self-reflect on their own possible risk behaviors, thinking about what is lost or gained by stopping any risky behaviors.)</li> </ul>
<ul style="list-style-type: none"> <li>● Summarize the impact of HIV infection and AIDS on friends, family, and future dreams.</li> <li>● Identify reputable sources of information.</li> <li>● Demonstrate how to contact resources appropriately.</li> <li>● Assess personal perception of risk for HIV infection and other STIs.</li> <li>● Identify abstinence from sex as the most effective way to prevent infection.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>"Getting Information When You Need It"</i> p. 116 (Provides students with instructions on how to access community resources for HIV testing.)</li> </ul>
<p><b><u>Lesson 8: Know the Risks</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Review the terms sex, sexuality, sexual activity, abstinence, and sexual intercourse.</li> <li>● Categorize different behaviors according to level of risk for transmission of HIV and other STIs.</li> <li>● Establish personal limits for personal behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheet:</b> <i>"Sex and the Law: Myths and Facts"</i> p. 164 (Students learn facts based on the Michigan Criminal Sexual Conduct Statutes.)</li> </ul>
<p><b><u>Lesson 9: Examining Influences, Including the Law</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Examine influences that encourage and/or discourage risky behaviors.</li> <li>● Identify the law as an important influence in making decisions regarding relationships, abstinence, and sex.</li> <li>● Identify the legal age of consent and consequences of underage sex.</li> <li>● Discuss the benefits of laws that regulate the age of consent for sex.</li> </ul>	

<p><b><u>Lesson 10: When Talking Is Tough</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Summarize the benefits of discussing decisions about sex and potential consequences with parents, family members, other trusted adults, peers, sexual partners, and medical professional.</li> <li>Explain why STIs, HIV infection, AIDS, and related subjects are difficult to discuss.</li> <li>Demonstrate use of skills for communicating with parents, family members, other trusted adults, peers, sexual partners, and medical professionals.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet:</b> “<i>Honest and Direct Communication</i>” p. 189 (Students make own script for communicating with others about personal decisions about sexual topics.)</li> <li><b>Worksheet:</b> “<i>Responding to Barriers</i>” p. 197 (Students describe ways to talk to others about sexual topics.)</li> <li><b>Worksheet:</b> “<i>Let’s Talk</i>” p. 199 (Students make plan to talk with person about a potentially difficult topic.)</li> </ul>
<p><b><u>Lesson 11: Know Your Limits and Avoid the Risks</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>State that the majority of students in ninth and tenth grades are not having sexual intercourse.</li> <li>Describe possible legal consequences of sex.</li> <li>Identify and predict situations that could result in pregnancy or transmission of HIV or other STIs.</li> <li>Identify ways to avoid risky situations and behaviors.</li> <li>Demonstrate methods of controlling personal behavior to avoid situations that could result in pregnancy or transmission of HIV or other STIs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Video:</b> “<i>Tea Consent (Clean)</i>” Blue Beat Studios</li> <li><b>Book:</b> “Teaching Affirmative Consent: Practical guidelines to increase student understanding” Publisher ETR 2017</li> <li><b>Worksheet:</b> “<i>Romantic Situations: Safe or Sorry?</i>” p. 214 &amp; 215 (Students form avoidance responses to scenarios involving risk behaviors.)</li> <li><b>Worksheet:</b> “<i>Avoiding Risky Situations</i>” p. 217 (Students make plan for avoiding risky sexual situations.)</li> <li><b>Family Worksheet:</b> “<i>Planning to Avoid Risky Situations</i>” p. 21 (Students discuss with parents or other trusted adult plan for avoiding risky sexual situations.)</li> </ul>
<p><b><u>Lesson 12: Exerting Positive Influence</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Describe reasons different influences affect how people behave and why people follow the law.</li> <li>Describe ways to be a positive influence on peers.</li> <li>Practice ways to influence peers to choose behaviors that are not risky.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet:</b> “<i>How I Can Support My Peers and Be a Positive Influence</i>” p. 229 (Students describe ways to support peers to avoid risky sexual situations.)</li> </ul>
<p><b><u>Lesson 13: Escaping the Risks by Setting Limits and Using Refusal Skills</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify ways to escape situations that could result in pregnancy or transmission of HIV and other STIs.</li> <li>Demonstrate effective limit-setting and refusal skills to escape situations that could result in pregnancy or transmission of HIV and other STIs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet:</b> “<i>Escaping Risky Situations</i>” p. 245 &amp; 246 (Students record risk reduction skills used in scripted situations.)</li> <li><b>Family Worksheet:</b> “<i>Working Together to Avoid and Escape Risky Situations</i>” p. 255 &amp; 256 (Students make a plan with parents or other trusted adult for avoiding risky situations.)</li> </ul>

<p><b><u>Lesson 14: The Cost of Pregnancy</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Evaluate the economic costs of pregnancy and teen parenting.</li> <li>● Predict the social and emotional impact of pregnancy and teen parenting would have on personal lifestyle.</li> <li>● Identify adoption as an option for teen parents who decide they are not ready for parenting.</li> <li>● Identify Safe Delivery as an alternative to infant abandonment for teen parents.</li> <li>● Conclude that pregnancy can be fully prevented by abstaining from sex.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheets:</b> “My Daily Routine” &amp; “The Cost of Parenting” p. 265 &amp; 266 (Students first list their daily routine, then access websites to complete worksheet, “The Cost of Parenting.”)</li> <li>● <b>Student Handout:</b> “What am I going to do? Safe Delivery” p. 270 &amp; 271 (Students receive information on how to ensure safe delivery of a baby and surrendering parent rights.)</li> </ul>
<p><b><u>Lesson 15: Reducing the Risks: Condom Use</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Review behaviors that are high risk for pregnancy or transmission of infection.</li> <li>● Review the possible legal consequences of sex and how abstinence can fully prevent pregnancy and STIs.</li> <li>● Identify ways to reduce the risks for pregnancy and STIs.</li> <li>● Suggest ways to reduce the barriers to condom use and refute the reasons for not using condoms.</li> <li>● Apply steps for correct condom use as a risk reduction strategy.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Penis Model and Proper Condom Use – Teacher Demonstration</b> (Teacher uses a table top model of a penis to demonstrate the proper method for putting on a condom and removing it.)</li> <li>● <b>Student Handout:</b> “How to Use a Condom” p. 293 (Students receive information on proper condom use.)</li> </ul>
<p><b><u>Lesson 16: Reducing the Risks: How to Prevent Pregnancy (Part 1)</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● List ways to postpone and/or prevent pregnancy.</li> <li>● Describe parents’ responsibilities to children born in and out of wedlock.</li> <li>● Identify current contraceptive methods to reduce risk of pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Video:</b> “It’s Your Choice: Birth Control for Teens” Center for Health Training 2007 - first 19 min. of 26 min. video (Available on Discovery Education. Intended for Grades 9-12, this program provides information on birth control options for teenagers.)</li> <li>● <b>Worksheets:</b> “Methods for Avoiding Pregnancy: Benefits and Challenges” p. 300 &amp; 301 (Students identify benefits and challenges of methods for avoiding pregnancy.)</li> </ul>
<p><b><u>Lesson 17: Reducing the Risks: How to Prevent Pregnancy (Part 2)</u></b></p> <p>Students will:</p>	<ul style="list-style-type: none"> <li>● <b>Worksheets:</b> “Methods of Avoiding Pregnancy: Pros and Cons” p. 312 &amp; 313</li> </ul>
<ul style="list-style-type: none"> <li>● Identify places to access contraceptive information, products, and services.</li> <li>● Compare and contrast the pros and cons of current contraceptive methods.</li> <li>● Identify what method of preventing pregnancy, including abstinence, might work best for individual circumstances now and in the future.</li> </ul>	<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"> <li>● <b>Guest Agency:</b> Willow Health Center Ingham Community Health (on hold) (Willow will reinforce instruction in the areas of STIs, HIV and pregnancy. Willow will also identify places to access contraceptive information, products, and services.)</li> </ul>



<p><b><u>Lesson 18: Responding to Pressure</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Demonstrate effective use of limit-setting and refusal skills with partners who resist using condoms and other contraceptive methods (abstinence-based).</li> <li>● Demonstrate effective use of limit-setting and refusal skills with partners pressuring to have sex (abstinence-only).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Worksheets:</b> <i>“What Do I Say to This”</i> p. 325 &amp; 326 (Students formulate responses for setting limits and using refusal skills.)</li> </ul>
<p><b><u>Lesson 19: Testing: Who, Why, and How</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● List the reasons to be tested for pregnancy and STIs, including HIV.</li> <li>● Identify who should be tested.</li> <li>● Summarize the advantages of early diagnosis of pregnancy, and early detection and treatment of STIs.</li> <li>● Summarize the procedures used for testing for pregnancy and STIs.</li> <li>● Practice communicating with a peer who might need to be tested for pregnancy and STIs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Handout:</b> <i>“STIs: Diagnosis, Treatment, Cure?”</i> p. 344 &amp; 345 (Students receive information on where to access resources for testing and treatment of STIs.)</li> </ul>
<p><b><u>Lesson 20: Looking to the Future</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Distinguish between wishing and dreaming and personal goal setting.</li> <li>● Describe steps in goal setting.</li> <li>● Practice making a plan to reach personal goals.</li> <li>● Predict the impact of unintended pregnancy, HIV infection, AIDS, and other STIs on goal achievement.</li> <li>● Conclude that abstinence from sex and drugs are the most effective ways to avoid unintended pregnancy and infection with HIV or other STIs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Handout:</b> <i>“A Roadmap for Setting Goals”</i> p. 362 (Students learn steps for setting long term goals.)</li> <li>● <b>Family Worksheet:</b> <i>“Looking to the Future”</i> p. 370 &amp; 371 (Students make long and short term goals with parents or other trusted adult.)</li> </ul>

## **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.

**Updated:** Sept 2022

### **“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)**

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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.)

### **“Talk It Out: Sex, Self-Respect, and Social Media” Mazarella Educational Media 2016 Discovery Education (Lesson 3)**

**Running Time:** 14:51 minutes

Lists the potentially devastating social, legal, and personal repercussions of sexting, and provides an honest foundation for avoiding texting and social media situations that could destroy lives. The program acknowledges the role of texting in most dating relationships, but teaches viewers about the boundaries that should be set to protect oneself. NOTE: This program contains content that may not be appropriate for all viewers. Please preview before sharing in class.

### **“Ally’s Story: Second Thoughts on Sexting” Common Sense Media 2010 Discovery Education (Lesson 3)**

**Running Time:** 2:35 minutes

Details and explains the dangers of sexting. The program includes a young woman describing her own story involving sexting.

## **Inclusive Learning Environment for All Students:**

The sexual health curriculum is intended to be inclusive of all students. However, students who identify as LGBTQ do not always see themselves within the lesson content. The purpose of the content is to increase knowledge of sexual orientation and gender identity, safety and acceptance of LGBTQ students, health protective factors for all students, and promote mental health.

The primary source for the added content is from ***Supporting LGBTQ Youth: Creating inclusiveness & equity in sexual & reproductive health programs Revised Edition – A Supplement for Evidence-Based Programs*** Published by ETR (Education, Training, and Research) 2016. The added lesson content and inclusive methods within the current lessons includes the following:

- **Lesson *Who We Are: Understanding Self-identity***

This lesson is introduced as part of the health class to reduce the risk of unplanned pregnancy and STI/HIV. The purpose of the lesson is to set the tone that the upcoming lessons are relevant for everyone. Students first think privately about their self-identity in areas unrelated to sexual orientation and gender identity. Students are allowed to share parts of their self-identity, if they so choose. Students are then told *“that they are going to be discussing some of the ways people experience and express their sexual identity as part of their gender and their sexual attraction. They are told that while many people keep their romantic and sexual feelings private, others talk openly about them. People’s sexual and gender identity might be something friends and acquaintances learn about over time, or something people keep private.”*

Students increase their knowledge by learning definitions for terms related to sexual orientation and gender identity using the *Definitions Matching Game Lesson Plan*. This lesson was developed by the Sexual Minority Youth Assistance League (SMYAL) and Roots of Change ([www.rootsofchange.us](http://www.rootsofchange.us)).

- **Content Infused within Current Lessons**

“Stories of Young People” who represent a variety of people in relationship to sexual orientation and gender identity are shared as part of the lessons. Students discuss the stories to better understand the young person and identify sources of support for them.

The Teacher Guide gives language to include by current topic or activity. For instance, when the activities are designed to personalize risks for pregnancy and STI/HIV, then what the teacher can say is, *“Remember, any of you could be at risk for pregnancy, depending on the choices you make. It’s important for all of you in this class to think about the consequences of your actions. Is there anyone for whom this activity would not be relevant?”* Another opportunity for infusion comes when reviewing abstinence guidelines. The teacher can say, *“Choosing abstinence is a way of showing you don’t have anything to prove to anyone. You don’t have to prove that you’re cool, popular, grown up, straight, gay, different from others, or the same as everyone else.”*

## **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.

\_\_\_\_\_ Agency/Speaker was not approved.

## Elementary Special Education Sexual Health Education Curriculum & Materials

**Marsh Media: A Girl's Guide to Growing Up and A Boy's Guide to Growing Up** is the core curriculum for elementary special education sexual health education. This curriculum meets state and national standards for sexuality education. Student Learning Objectives are listed by lesson. Lessons are retaught each school year and lessons may be repeated during the school year, as student needs are identified. Lessons may be taught co-ed or separately to students.

**A Girl's Guide to Growing Up and A Boy's Guide to Growing Up** prepares students for the many changes that happen during puberty. The program content is divided into chapters. Each chapter includes a video segment and matches the student booklets and handouts. This provides for repetition of content and consistent language. The program content is as follows:

**Introduction: Growing & Changing** is a normal part of growing up.

**Chapter 1: Your Body** introduces the private parts of the body.

**Chapter 2: Change Is on the Way** shows how the body changes during puberty.

**Chapter 3: Staying Healthy** includes information about emotions, exercising, and eating nutritious foods.

**Chapter 4: Keeping Clean** shows how to wash hands, shower, and change clothes each day.

**Chapter 5: Privacy and Safety** provides important lessons on respecting the privacy of others and oneself.

**Last Word: Content Review** reinforces lessons learned in the student booklets.

Instruction is most effective when implemented in partnership with families. Families are informed about topics currently being covered in class. Student worksheets will be sent home, if they are used in class. Families are also provided with a Parent Handbook that contains the curriculum content and resources.

**Supportive materials** have been selected to reinforce lesson objectives and provide individualized information and skills. The supportive materials are listed at the end of the lesson outline. Sexual health education curricula and materials that have been approved for all students at specific grade levels may also be used to support instruction.

The Marsh Media Curriculum and support materials are intended for fourth and fifth grade students who receive most of the education in self-contained special education classrooms. This curriculum and/or support materials may be used with younger and older students with parental approval.

The lesson outline provided below includes information about both **A Girl's Guide to Growing Up** and **A Boy's Guide to Growing Up**, because most of the lesson content mirrors each version. Information specific to boys or girls is also listed.

Lesson Title & Objectives	Lesson Summary, Handouts & Support Materials
<p><b><u>Introduction: Growing &amp; Changing</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Understand change as positive</li> <li>Perceive changes which occur in a human lifetime.</li> <li>Review difference between babies and adults in different species.</li> <li>Observe the progression of growth</li> </ul>	<p><b>Pre-Survey Prior to Instruction</b></p> <p>(Non-graded survey is under development.)</p> <p><b>Activity 1:</b> Students put a comic strip in order to understand the stories have a sequence. They learn that their lives also tell a story in order by creating a poster about how they have changed over time. (<b>Handout – “Look At Me Now!”</b>)</p> <p><b>Activity 2:</b> Students use pictures to identify the differences between a baby, child, and adult. (<b>Handout – “Spot the Difference”</b>)</p> <p><b>Activity 3:</b> Students use pictures to match baby animals with adult</p>

and change in living things.	animals. ( <b>Handout – “Animal Families”</b> )  <b>Activity 4:</b> Students plant a seed and record the growth of the plant over time. ( <b>Handout – “Growth of a Seed”</b> )
<b><u>Chapter 1: Your Body</u></b> Students will: <p>Become familiar with names of some parts of the body.*</p> <p>Recognize private parts of the body.*</p> <p>Become familiar with anatomical words.*</p>	<b>Video and Student Booklet Chapter 1: “Your Body”</b> <p><b>Activity 1:</b> Students use pictures to name these body parts both boys &amp; girls – head, arms, back, pubic area, rectum, legs, feet; boy specific – penis, scrotum; girl specific – nipples, breasts. (<b>Handout – “My Body”</b>)</p> <p><b>Activity 2:</b> Students use pictures to identify the areas covered by a bathing suit or underwear as private. (<b>Handout – “My Body” &amp; “Bathing Suit &amp; Underwear Cut Outs”</b>)</p>

<ul style="list-style-type: none"> <li>Understand the difference between private and not private parts of the body.*</li> </ul> <p>*(girl and/or boy version)</p>	<ul style="list-style-type: none"> <li><b>Activity 3:</b> The words from Activity 1 are printed on cards. Students sort the cards into private/not private categories. (<b>Handout – “My Body”</b>)</li> </ul>
<b><u>Chapter 2: Change is on the Way</u></b> Students will: <ul style="list-style-type: none"> <li>Review knowledge about changes ahead and why puberty happens.</li> </ul> <p><b>Girl’s Version -</b></p> <ul style="list-style-type: none"> <li>Get practical advice on changing sanitary napkins.</li> <li>Prepare for the first menstrual period.</li> <li>Become familiar with different strategies for coping with puberty.</li> <li>Learn how to deal with a lack of menstrual supplies.</li> </ul> <p><b>Boy’s Version -</b></p> <ul style="list-style-type: none"> <li>Remind students of the changes that will happen to their bodies during puberty.</li> <li>Provide students with practical advice on dealing with pimples and sweat and how to shave their faces.</li> <li>Become familiar with different strategies for coping with puberty, including what a wet dream is and that it is normal.</li> </ul>	<b>Video and Student Booklet Chapter 2: “Change Is on the Way”</b> <p><b>Activity 1:</b> Students discuss why puberty happens. They learn that as their bodies change, they may also experience mood swings. It is emphasized that the change from child to adult happens gradually.</p> <p><b>Girl’s Version -</b></p> <p><b>Activity 2:</b> Students are given an explanation of why the menstrual period happens and how to change a sanitary pad. (<b>Handout – “Changing Your Pad”</b>)</p> <p><b>Activity 3:</b> Students learn to prepare a small bag with sanitary pads and underpants. They learn how to replace a pad and properly dispose of the used pad. (<b>Handout – “Handy Bag Checklist”</b>)</p> <p><b>Activity 4:</b> Students match pictures of one aspect of puberty with the correlating picture of a strategy for what to do. (<b>Handout – “I Know What to Do”</b>)</p> <p><b>Activity 5:</b> Students learn how to get menstrual supplies by asking a teacher, school secretary or girlfriend for supplies. Students are reminded that some schools and public restrooms have machines that sell supplies. They are encouraged to have a change of clothing in their school/travel bag.</p> <p><b>Boy’s Version -</b></p> <p><b>Activity 2:</b> Students identify the parts of the body that change. They point out the differences between the bodies of a child and an adult (<b>Handout – “Becoming an Adult”</b>).</p> <p><b>Activity 3:</b> Students are shown a variety of samples of deodorant and</p>

	<p>soap. They learn that soap and water are effective in reducing unwanted odors. They are shown how shaving cream works and talk about the process of shaving. They learn that electric shavers are safer.</p> <p><b>Activity 4:</b> Students match pictures of one aspect of puberty with the correlating picture of a strategy for what to do. (<b>Handout – “I Know What to Do”</b>).</p>
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<p><b><u>Chapter 3: Staying Healthy</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Think about different feelings and how they are expressed.</li> <li>• Identify someone to trust sharing personal feelings.</li> <li>• Become familiar with nutritious foods.</li> <li>• Be aware of nutritious food choices.</li> <li>• Respect the need for rest.</li> <li>• Find enjoyment in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video and Student Booklet Chapter 3: “Staying Healthy”</b></li> <li>• <b>Activity 1:</b> Students make a list of emotions. They describe times when they felt these emotions. They discuss how these emotions were expressed and whether there are alternative ways of expression or coping with intense feelings. They talk about how one’s feelings may affect other people.</li> <li>• <b>Activity 2:</b> Students learn the meaning of confidant. They think of someone they might be able to talk to about any personal questions and/or emotional experiences. They make a list of possible confidants.</li> <li>• <b>Activity 3:</b> Students use pictures to identify food as nutritious or not nutritious. (<b>Handout – “Choose Your Food”</b>)</li> <li>• <b>Activity 4:</b> Students identify the more nutritious food from each pair of pictures. (<b>Handout – “Which One Is Better”</b>)</li> <li>• <b>Activity 5:</b> Students discuss the feeling of being tired and signs of tiredness. They identify ways to relax.</li> <li>• <b>Activity 6:</b> Students keep an on-going list of different kinds of physical activity. A classroom exercise log is created for students to record their physical activities.</li> </ul>
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<p><b><u>Chapter 4: Keeping Clean</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Practice correct handwashing.</li> <li>• Understand the need to wash hands.</li> <li>• Make a fun hand washing reminder.</li> <li>• Take home a reminder of the daily hygiene routine.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video and Student Booklet Chapter 4: “Keeping Clean”</b></li> <li>• <b>Activity 1:</b> Students identify times when it is necessary to wash hands. They learn the steps in correct handwashing and practice washing their hands.</li> <li>• <b>Activity 2:</b> Students learn that hand washing is necessary to remove germs. They learn what germs are and that they can make us sick. They learn that germs can get inside people when touching their mouths or eating food.</li> <li>• <b>Activity 3:</b> Students color a picture to make hand washing reminder posters. (<b>Handout – “Wash Those Hands!”</b>)</li> <li>• <b>Activity 4:</b> Students go over pictures of hygiene steps and bring home this handout to review with their families. (<b>Handout Girl or Boy Version – “Get Ready!”</b>)</li> </ul>
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<p><b><u>Chapter 5: Privacy and Safety</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand that the bedroom can be a private place.</li> <li>• Problem solve appropriate behavior in a variety of situations.</li> <li>• Understand the concept of a private part and distinguish between appropriate and inappropriate behavior.</li> <li>• Practice saying “No!”</li> </ul>	<p><b>Video and Student Booklet Chapter 5: “Privacy and Safety”</b></p> <p><b>Activity 1:</b> Students learn that there are times when privacy is desired such as dressing, someone just wants to be alone, and quiet time for homework. They make a “Private! Do Not Disturb!” sign for their bedroom door at home and are shown how it can be hung on a door. (<b>Handout</b> – “Private! Do Not Disturb!”).</p> <p><b>Activity 2:</b> Students are presented with hypothetical scenarios concerning privacy such as:</p> <p>“You go to the friend’s house and need to use the bathroom, but the door is shut.”</p> <p>“You are in a public park and need to use the restroom.”</p> <p>“You meet someone for the first time and want to give that person a hug.”</p> <p>“A person wants to touch you, but you don’t want them to.”</p> <p>They discuss possible solutions to these problems. If possible, the scenarios are role-played to model appropriate language.</p> <p><b>Activity 3:</b> Students are reminded of who might need to touch their private parts and why (a doctor, a nurse, someone helping them with washing or going to the bathroom). Students are told that they have the right to have someone in the room during a doctor visit such as a parent or guardian. They are also told that if a touching situation makes them feel confused or uncomfortable, they should object. Keeping secrets about inappropriate touching is not acceptable. They are also reminded that they should not try to touch another person’s private parts. They are told the 3 steps to use in a situation of inappropriate touching as:</p> <ol style="list-style-type: none"> <li>1. Say “No!”</li> <li>2. Move away from the person.</li> <li>3. Tell an adult what has happened.</li> </ol> <p><b>Activity 4:</b> Students practice saying “No!” in hypothetical situations such as a friend want them to swim but they do not want to, someone takes their ball away at a park, and a food server brings them water rather than orange juice.</p>
<p><b><u>Last Words: Review of Content</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Review student booklet “A Girl’s Guide to Growing Up” or “A Boy’s Guide to Growing Up.”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Post-Survey Following Instruction</b> (Non-graded survey is under development.)</li> <li>• <b>Activity 1:</b> Students may take home the student booklet or keep it at school for review.</li> </ul>

## **Supportive Materials Descriptions**

### **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 “Growth and Development” & Unit 5 “Menstruation” Approved for Grades 4+**

By: Mary J. Wrobel

**NOTE:** Unit 4 “Growth and Development” & Unit 5 “Menstruation” are approved as part of the sexual health curriculum. Other units of this book may be used outside of the sexual health curriculum as a part of general health lessons. Below is the publisher’s description of the book.

Puberty can be especially tough when young people have autism or other special needs. Through simple stories similar to Carol Gray’s *Social Stories*, author Mary Wrobel teaches caregivers exactly what to say and not say and shows how you can create helpful stories of your own. Mary addresses hygiene, modesty, body growth and development, menstruation, touching, personal safety, and more. Young students can benefit from self-care skills such as using the toilet, brushing teeth, and washing hands. Parents and teachers should begin teaching these necessary skills as early as possible, even from ages 3-5. The ultimate goal is to maximize the child’s potential for independence and lifelong social success.

### **The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition – Approved Grades 4+**

By: Valorie Schaefer (Author), Josee Masse (Illustrator)

Updated: Sept 2022

This book about the changes in the female body is for girls ages 8 and up. It features tips, how-tos, and facts from the experts. Girls will find age-appropriate answers to questions about their changing bodies, from hair care to healthy eating, bad breath to bras, periods to pimples, and everything in between.

### **What's Happening to Tom?: A book about puberty for boys and young men with autism and related conditions (Sexuality and Safety with Tom and Ellie) 1st Edition**

**By: Kate E. Reynolds (Author), Jonathon Powell (Illustrator)**

Tom notices that his body is changing. Tom's voice is different, and hair is growing in new places. There are other changes happening too. Tom learns that he has started growing into a man.

Following Tom as he begins to notice changes to his body, this simple resource helps parents and caretakers teach boys with autism or other special needs about puberty. It covers all the changes that they will experience, both emotional such as new feelings and physical such as wet dreams. This fully illustrated positive and entertaining book provides the perfect opportunity to talk about puberty with boys and young men with autism or special needs.

### **What's Happening to Ellie?: A book about puberty for girls and young women with autism and related conditions (Sexuality and Safety with Tom and Ellie) 1st Edition**

By: Kate E. Reynolds (Author), [Jonathon Powell](#) (Illustrator)

Ellie notices that her body is changing. Hair is growing in new places and there are other changes happening too. Ellie's mum helps her understand that she has started growing into a woman.

Following Ellie as she begins to notice changes to her body, this simple resource helps parents and caretakers teach girls with autism and related conditions about puberty. It covers all the changes that they will experience, both emotional such as new feelings and physical such as periods. This fully illustrated positive and entertaining book provides the perfect opportunity to talk about puberty with girls and young women with autism or related conditions.

### **Communication Tools**

Social Stories of the content may be created using the program Board Maker, WORD, Power Point, and similar publishing programs. These publishing programs give teachers, including speech and language teachers the capability to write short stories with controlled language and pictures to support the language. These stories are useful to students in comprehending the ideas and concepts in the curriculum.

## **Marsh Media Secondary Special Education Sexual Health Education Curriculum & Supportive Materials Grades 6+**

**Marsh Media: A Girl's Guide to Puberty and Personal Safety and A Boy's Guide to Puberty and Personal Safety** is curriculum intended for secondary special education sexual health education. This curriculum meets state and national standards for sexuality education. Student Learning Objectives are listed by lesson. Lessons are retaught each school year and lessons may be repeated during the school year, as student needs are identified. Lessons may be taught co-ed or separately to students.

**A Girl's Guide to Puberty and Personal Safety and A Boy's Guide to Puberty and Personal Safety** builds on the program for elementary special education students, **A Girl's Guide to Growing Up & A Boy's Guide to Growing Up**. This program focuses on students learning that growing up means becoming more responsible. During adolescence, young people need to be informed about the physical changes as well as understand the importance of appropriate sexual behavior. The program content is divided into chapters. Each chapter includes a video segment and matches the student booklets and handouts. This provides for repetition of content and consistent language. The program content is as follows:

**Introduction: Puberty & Personal Safety** reviews changes puberty and introduces the idea of responsible behavior that comes with growing towards adulthood.

**Chapter 1: Boy's Bodies** reviews the changes in male bodies during puberty.

**Chapter 2: Girl's Bodies** reviews the changes in female bodies during puberty.

**Chapter 3: Where Do Babies Come From** provides information on human reproduction, including defining sexual intercourse.

**Chapter 4: Public or Private** promotes understanding of public and private behaviors.

**Chapter 5: Staying Safe** helps students define personal boundaries, appropriate touch, and reporting inappropriate touch.

**Last Word: Content Review** reinforces lessons learned in the student booklets.

Instruction is most effective when implemented in partnership with families. Families are informed about topics currently being covered in class. Student worksheets will be sent home or placed in the "backpack" they create in class, then brought home at the end of instruction. Families are also provided with a Parent Handbook that contains the curriculum content and resources.

**Supportive materials** have been selected to reinforce lesson objectives and provide individualized information and skills. The supportive materials are listed at the end of the lesson outline. Sexual health education curricula and materials that have been approved for all students at specific grade levels may also be used to support instruction.

The Marsh Media Curriculum and support materials are intended for sixth grade and older students who receive most of the education in self-contained special education classrooms. This curriculum and/or support materials may be used with younger students with parental approval.

The lesson outline provided below includes information about both **A Girl's Guide to Puberty and Personal Safety** and **A Boy's Guide to Puberty and Personal Safety**, because most of the lesson content mirrors each version. Information specific to boys or girls is also listed.

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Lesson Title & Objectives	Lesson Summary, Handouts & Support Materials
<p><b><u>Introduction: Puberty &amp; Personal Safety</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Review puberty as a time of transitions between childhood and adulthood.</li> <li>Show an understanding of good health habits.</li> </ul>	<p><b>Pre-test &amp; Post Test</b> (non-graded)</p> <p><b>Activity 1: Ownership and Responsibility</b> Students are told that they will learn more about being responsible for their own bodies as well as being responsible around other people. They create a “backpack” using a large envelope or grocery sack that they will use throughout the unit to hold items that are meant to be private. (<b>Handout – “My Backpack”</b> <i>This handout will be used throughout the lessons, so it will be kept at school.</i>)</p>

<p>Be introduced to the concept of personal safety.</p> <p>Begin to understand the idea that being responsible for oneself is an affirming and positive step towards adulthood.</p>	<ul style="list-style-type: none"> <li><b>Activity 2: Safety First</b> Students use pictures to identify safety features in each picture. (<b>Handout – “Safety First”</b>)</li> <li><b>Activity 3 Boy’s Version: Growing Up Strong</b> Students use pictures to identify healthful choices for nutrition, exercise and rest. (<b>Handout – “Live Long and Strong”</b>)</li> <li><b>Activity 3 Girl’s Version: Taking Care of Myself</b> Students use pictures to self-assess healthful choices for nutrition, exercise and rest. Students are encouraged to set new goals for self-care. (<b>Handout – “I Can!”</b>)</li> <li><b>Activity 4: Male and Female</b> Students are introduced to the term gender. They identify gender based terms such as aunt, uncle, grandmother, grandfather, Mr., Mrs., etc. (<b>Handout – “Male and Female”</b>)</li> </ul>
<p><b><u>Chapter 1: Boy’s Bodies</u></b></p> <p>Students will:</p> <p>Review facts about male anatomy.</p> <p>Understand the distinction between private and other parts of the body.</p> <p>Review puberty changes in males.</p> <p>Be introduced to the concepts of sperm and semen and that these parts have a connection to making babies.</p>	<p><b>Pre-test &amp; Post Test</b> (non-graded)</p> <p><b>Video and Student Booklet Chapter 1: “Boy’s Bodies”</b></p> <p><b>Activity 1: A Boy’s Body</b> Students use pictures to match these body parts on a male body – head, neck, arms, chest, pubic area, penis, scrotum, feet, back, bottom, anus. (<b>Handout – “A Boy’s Body”</b>)</p> <p><b>Activity 2: A Boy’s Body Changes</b> Students discuss puberty as the period between childhood and adulthood. They identify changes that happen during puberty for both girls and boys. They identify the unique changes in boys' bodies in pictures on the handout and from the</p>

	<p>video chapter. (<b>Handout</b> – “See Josh Grow”)</p> <p><b>Activity 3: What is Sperm?</b> Students learn that inside a boy’s scrotum are testicles. The function of the testicles is to produce sperm.</p> <p>The function of sperm is to help make babies. Only after a boy reaches puberty may sperm be released through the penis.</p>
<p><b><u>Chapter 2: Girl’s Bodies</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the physical changes that happen to a girl’s body during puberty.</li> <li>• Name the private parts of a female body.</li> <li>• Understand that private parts are a person’s own business.</li> <li>• Be introduced to the reproductive system and internal female organs.</li> </ul>	<p><b>Pre-test &amp; Post Test</b> (non-graded)</p> <p><b>Video and Student Booklet Chapter 2: “Girl’s Bodies”</b></p> <p><b>Activity 1: Puberty Happens</b> Students are reminded that puberty is a time when a girl’s body changes into a women’s body. They identify changes and that most of these changes are a girl’s own business. A list is made of changes that happen to everyone during puberty and changes specific to female bodies and how to manage these changes; i.e. pimples – wash face daily, getting a period – wear a pad, growing breasts – wear a bra.</p> <p><b>Activity 2: A Woman’s Body (on the outside)</b> Students use pictures to identify breast, pubic area, and bottom. They are reminded that these parts are covered in public places. (<b>Handout</b> – “A Woman’s Body”)</p> <p><b>Activity 3 Boy’s Version: A Woman’s Body (on the inside)</b> Students use a picture to label and learn the function of the following parts of the female reproductive system: ovary, egg, tube, uterus, lining, and vagina. (<b>Handout</b> – “A Woman’s Body (on the Inside)”)</p> <p><b>Activity 3 Girl’s Version: In Between</b> Students use a picture from the view of between the legs to identify parts of the vulva, the urethra and vagina, and the anus. They are told that pee comes out of the urethra and bloody fluid comes out of the vagina during a woman’s period. They are reminded that the vulva is private. They review procedures for changing pads using pictures. <b>Handouts</b> – “In Between” &amp; “Changing Your Pad”)</p> <p><b>Activity 4 Girl’s Version: A Woman’s Body (on the inside)</b> Students use a picture to label and learn the function of the following parts of the female reproductive system: ovary, egg, tube, uterus, lining, and vagina. (<b>Handout</b> – “A Woman’s Body (on the inside)”)</p>

<p><b><u>Chapter 3: Where Do Babies Come From</u></b></p> <p>Students will:</p>	<p><b>Pre-test &amp; Post Test</b> (non-graded)</p> <p><b>Video and Student Booklet Chapter 3: “Where Do Babies Come From”</b></p>
<ul style="list-style-type: none"> <li>• Be provided with a definition of sexual intercourse.</li> <li>• Communicate the importance of privacy about sexual matters.</li> <li>• Relate sexual intercourse to pregnancy and babies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity 1: Defining Sex and Feelings</b> Although “sex” encompasses a broad range of behaviors, sexual intercourse as it relates to pregnancy is the area addressed in this lesson. Sexual intercourse is defined when a man puts his hard (erect) penis into a woman’s vagina. Students are told that having sex is the way that babies are made and is private business. Students talk about how people have different ideas and feelings about sex. School is usually a public place, but it’s OK to talk about sex during these lessons. Students are reminded that they can also talk to another trusted adult (parent, school counselor, or nurse) if they have questions about sex.</li> <li>• <b>Activity 2: The Makings of a Baby</b> Students use a picture of the uterus, fallopian tubes, and ovaries to review how an egg is fertilized by sperm. They are reminded that this is how a woman becomes pregnant. (<b>Handout – “The Makings of a Baby”</b>)</li> <li>• <b>Activity 3: Good Rules about Sex</b> Students use pictures to identify some basic rules about sex; i.e. sex is private, thinking about sex is OK, talking about sex in public is not OK, having sex is how babies are made, babies need special care by responsible adults. (<b>Handout – “Good Rules about Sex”</b>)</li> </ul>
<p><b><u>Chapter 4: Public or Private</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Show understanding of the distinction between public and private.</li> <li>• Show understanding of appropriate behavior in public and private places.</li> <li>• Be introduced to ideas of modesty and mutual respect for privacy.</li> </ul>	<p><b>Pre-test &amp; Post Test</b> (non-graded)</p> <p><b>Video and Student Booklet Chapter 4: “Public or Private”</b></p> <p><b>Activity 1:</b> Students identify icons that are used throughout the program; i.e. “no look,” “private,” “no touch.” (<b>Handouts – “Name That Icon” &amp; “Icon Index”</b>)</p> <ul style="list-style-type: none"> <li>• <b>Activity 2:</b> Students discuss the difference between public and private. They identify different situations as public or private. They review personal safety guidelines and what to do if in an unsafe situation, even if it’s with someone they know.</li> <li>• <b>Activity 3:</b> Students role play various scenarios to model appropriate behavior in relationship to public and private behaviors; i.e. greeting a neighbor, changing clothes in a locker room, seeing a naked toddler at the beach or pool, being told a secret about something that</li> </ul>

	makes you feel uncomfortable.
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	being assertive in hypothetical situations such as someone kicks or shoves them, someone offers alcohol or drugs, someone tries to make them feel guilty for not giving them a hug.
<p><b><u>Last Words: Review of Content</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Be reassured that adolescence is a normal part of development.</li> <li>● Be reminded to continue to work on social skills and building positive relationships.</li> <li>● Review specific goals: Keep healthy, look after your body, follow privacy rules, and stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Activity 1:</b> Students may take home the student booklet or keep it at school for review.</li> </ul>

## **Supportive Materials Descriptions**

### **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 “Growth and Development” & Unit 5 “Menstruation” Approved for Grades 4+**

By: Mary J. Wrobel

**NOTE:** Unit 4 “Growth and Development” & Unit 5 “Menstruation” are approved as part of the sexual health curriculum. Other units of this book may be used outside of the sexual health curriculum as a part of general health lessons. Below is the publisher’s description of the book.

Puberty can be especially tough when young people have autism or other special needs. Through simple stories similar to Carol Gray’s *Social Stories*, author Mary Wrobel teaches caregivers exactly what to say and not say and shows how you can create helpful stories of your own. Mary addresses hygiene, modesty, body growth and development, menstruation, touching, personal safety, and more. Young students can benefit from self-care skills such as using the toilet, brushing teeth, and washing hands. Parents and teachers should begin teaching these necessary skills as early as possible, even from ages 3-5. The ultimate goal is to maximize the child’s potential for independence and lifelong social success.

### **The Growing Up Guide for Girls: What Girls on the Autism Spectrum Need to Know! - Approved Grades 6+**

By: Davida Hartman (Author), Margaret Anne Suggs (Illustrator)

The Growing Up Guide for Girls is a one-stop guide for young girls on the autism spectrum explaining all they need to know about puberty and adolescence.

The pre-teen and teenage years are a bumpy time when bodies change, emotions are high, and peers are developing at different paces. Using simple, literal language and delightful color illustrations, this book explains the facts about body changes such as growing hair in new places, periods, wearing a bra and keeping spots away! It gives cool tips on what makes a real friend, what it means to have a crush on somebody, and how to stay safe online. Most importantly, it explains that everybody is beautiful and unique and encourages young girls with autism to celebrate differences! Perfect preparation for the teenage years for girls aged 9-14. **The Growing Up Book for Boys: What Boys on the Autism Spectrum Need to Know! - Approved Grades 6+**

By: Davida Hartman (Author), Margaret Anne Suggs (Illustrator)

The Growing Up Book for Boys explains the facts behind the growth spurts, body changes and mood swings of adolescence for boys aged 9-14 on the autism spectrum.

The pre-teen and teenage years are a confusing time when bodies start acting with a will of their own, friendships change, and crushes start to develop. Using direct literal language and cool color illustrations, this book tells boys all they need to know about growing hair in new places, shaving, wet dreams and unexpected erections. It’s full of great advice on what makes a real friend, how to keep spots away, and how to stay safe online. Most importantly, it explains that everybody is amazing and unique and encourages young boys with autism to celebrate differences!

### **The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition – Approved Grades 4+**

By: Valorie Schaefer (Author), Josee Masse (Illustrator). This book about the changes in the female body is for girls ages 8 and up. It features tips, how-tos, and facts from the experts. Girls will find age-appropriate answers to questions about their changing bodies, from hair care to healthy eating, bad breath to bras, periods to pimples, and everything in between. **The Care and Keeping of You 2: The Body Book for Older Girls – Approved Grades 6+**

By: Cara Natterson (Author), Josee Masse (Illustrator)

This thoughtful advice book will guide the reader through the next steps of growing up. With illustrations and expert contributors, this book covers new questions about periods, growing female bodies, peer pressure, personal care, and more. Written by Dr. Cara Natterson for girls 10 and up, The Care & Keeping of You 2 follows up the original bestseller with even more in-depth details about the physical and emotional changes you’re going through.

Updated: Sept 2022



## **A Smart Girl's Guide: Boys: Surviving Crushes, Staying True to Yourself, and other (love) stuff (Smart Girl's Guides)**

– Approved Grades 6+

By: Nancy Holyoke (Author), Elisa Chavarri (Illustrator)

This book--now with updated content and illustrations--offers girls straight talk on what to do when it seems like everyone's wondering "who likes who?" It includes sensitive, insightful, honest advice from girls and boys on being friends, going out, breaking up, and just being themselves. Plus, it includes tips and quizzes that lend valuable perspective on the beginning and ending of relationships.

## **Guy Stuff: The Body Book for Boys Paperback – Approved Grades 6+**

By: Cara Natterson (Author), Micah Player (Illustrator)

This book will provide the reader with the answers that will help take care of boy bodies better, from hair care to healthy eating, bad breath to shaving, acne to voice changes, and everything in between. With tips, how-tos, and facts from a real pediatrician, it's the perfect book to help you learn about boy body's changes.

## **Supportive Materials**

### **Human Anatomical Body Model**

This model gives students a 3 dimensional visual of the human body structures and organ systems.

### **Communication Tools**

Social Stories of the content may be created using the program Board Maker, WORD, Power Point, and similar publishing programs. These publishing programs give teachers, including speech and language teachers the capability to write short stories with controlled language and pictures to support the language. These stories are useful to students in comprehending the ideas and concepts in the curriculum.

## **Secondary Special Education Sexual Health and HIV Education Curriculum & Materials**

**Positive Prevention PLUS: Sexual Health Education for Special Populations** as revised for use by East Lansing is the core curriculum for grades 6-12+ sexual health and HIV education for students who receive a majority of their instruction in self-contained special education classrooms. Most of the students served in these classrooms have developmental disabilities. Classroom teachers, along with students' families, determine the most effective manner in which to deliver the curriculum and make adjustments to meet individual student needs. This curriculum meets state and national standards for sexuality and HIV prevention education. Student participation in pre-and post-testing is dependent upon their individual communication skills. This information is used as one measure to evaluate program effectiveness.

The grade level where specific objectives are taught is designated after the objective. Lessons are repeated in part or in entirety each school year. Content within the lesson is adjusted to fit the individual learning needs of students. Use of worksheets is dependent upon students' individual communication skills.

Classroom teachers, along with students' families, may determine that the learning needs of individual students may best be met through the **Marsh Media Puberty and Personal Safety** curriculum. This curriculum may be used in conjunction or replacement of the **Positive Prevention PLUS: Sexual Health Education for Special Populations** curriculum. Students whose needs are not met with either one of these curricula will receive instruction about sexual health and personal protection through the use of picture books and social stories that convey information through pictures and highly structured basic language.

Sexual health education curricula and materials that have been approved for all students at or below a specific grade levels may also be used to support instruction.

**Note:** Descriptions of video content, books, and other materials follow the Lesson Titles & Objectives section.

<b>Lesson Titles &amp; Objectives</b>	<b>Lesson Summaries, Videos, Worksheets &amp; Other Materials</b>
<b><u>Getting Started</u></b> Students will: <ul style="list-style-type: none"> <li>Identify and follow class guidelines for appropriate behavior. <b>6-12+</b></li> <li>Identify appropriate people (support) with whom students can discuss sexual topics. <b>6-12+</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-test:</b> Optional (Sent home for review with family, if student completes pre-test.)</li> <li><b>Powerpoint Slides &amp; Worksheets Content Summary:</b> Students review the general topics for the unit and why the topics may be difficult to talk about. "Group Agreement" is made for how students will act respectfully and appropriately during lessons. Parent, foster parent, caregiver, doctor, and nurse, are identified as adults to talk about their sexual health.</li> <li><b>Terms:</b> group agreement, rules for talking, private, embarrassment, support</li> </ul>
<b><u>Lesson 1: Understanding Sexual Development</u></b> Students will: <ul style="list-style-type: none"> <li>Identify physical and emotional changes during puberty. <b>6-12+</b></li> <li>Identify sexual health concerns. <b>6-12+</b></li> </ul>	<p><b>Powerpoint Slides &amp; Worksheets Content Summary:</b> Students learn that it is normal for humans to develop at different rates and that female bodies begin puberty before male. The physical development during puberty for female and male bodies is introduced. Emotional changes during puberty are identified, as well as concerns about sexual health.</p> <p><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p>

	<p><b>Terms:</b> menstruation, genitals, puberty, breast, pelvis</p>
<p><b><u>Lesson 2: Reproductive Structure</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify appropriate names for male and female reproductive structure. <b>6-12+</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Powerpoint Slides &amp; Worksheets Content Summary:</b> Students learn about the reproductive structure of the male and female bodies. Correct names for the reproductive structures are used. Erection and ejaculation are defined. Menstruation and the menstrual cycle are introduced and explained.</li> <li><b>Puberty the Wonder Years 5<sup>th</sup> Grade Worksheets &amp; Powerpoint Lesson 4:</b> Male Reproductive System, Female reproductive System, and Ovulation &amp; Menstruation</li> </ul>
<ul style="list-style-type: none"> <li>Review the structures and functions of the male and female reproductive systems. <b>6-12+</b></li> <li>Describe the changes that indicate an individual is physically capable of reproduction. <b>6-12+</b></li> <li>Describe the developmental milestones of a developing fetus. <b>6-12+</b></li> <li>Recommend lifestyle choices that will favorably affect a developing fetus. <b>6-12+</b></li> </ul>	<p><b>Puberty the Wonder Years 6<sup>th</sup> Grade PowerPoint Lesson 2:</b> Fetal Development</p> <p><b>Video:</b> “<i>Puberty for Boys: Amazing Changes Inside and Out</i>”</p> <p><b>Video:</b> “<i>Puberty for Girls: Amazing Changes Inside and Out</i>”</p> <p><b>Video:</b> “<i>Reproduction and Development</i>”</p> <p><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p> <p><b>Terms:</b> penis, scrotum, testicle, urethra, vas deferens, labia, urethral opening, vaginal opening, uterus, cervix, fallopian tubes, ovaries, anus, bladder, semen, foreskin, ovulation, menstruation, reproduction, fetus</p>
<p><b><u>Lesson 3: Personal Hygiene</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify how to maintain personal hygiene. <b>6-12+</b></li> <li>Identify products to use for personal hygiene. <b>6-12+</b></li> <li>Identify Steps in Universal Precautions. <b>6-12+</b></li> <li>Describe management for menstruation. <b>6-12+</b></li> <li>Describe management for nocturnal emissions. <b>6-12+</b></li> </ul>	<p><b>Powerpoint Slides &amp; Worksheets Content Summary:</b> Students learn about how to care for their personal hygiene including bathing, skin care, deodorant, clean clothes, washing hair, brushing teeth, and razors. They learn personal hygiene during menstruation for female bodies. Both pads and tampons are shown. They learn personal hygiene associated with nocturnal emissions (wet dreams) for male bodies. Universal Precautions are taught as a way to avoid spreading germs. Students learn that germs are transmitted by touching each other’s bodies, coughing and sneezing on someone, sharing drinking cups, eating utensils, straws, lipstick, etc., sharing another person’s blood or bodily fluids, and having sexual contact.</p> <p><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p> <p><b>Terms:</b> transmission, menstruation, nocturnal emission, masturbation, ejaculation, ovulation, acne, personal hygiene</p>

<p><b><u>Lesson 4: Public and Private Behaviors</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify behaviors that are Public. <b>6-12+</b></li> <li>● Identify behaviors that are Private. <b>6-12+</b></li> <li>● Identify appropriate behaviors with strangers, acquaintances, family, and friends. <b>6-12+</b></li> </ul>	<p><b>Powerpoint Slides &amp; Worksheets Content Summary:</b> Students learn the difference between public and private behaviors. Examples of public behaviors are given; i.e. going shopping, greeting someone with a hug, going swimming, etc. Private behaviors are defined as person, secret, not seen by others, and confidential information. Some examples of private behavior are using the bathroom, bathing, doctor's examination, and sexual contact. Students are guided to identify appropriate/safe behaviors with different categories of people; i.e. "Using the bathroom is a behavior that I do along." "Hugs and kisses are to be shared with close friends and family, but not with strangers or acquaintances." "Close sexual contact should only happen between people in a long-term relationship like marriage, and should include talking about birth control and protection from STIs."</p> <p><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p> <p><b>Terms:</b> public, private</p>
<p><b><u>Lesson 5: Friendship</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify characteristics of a friendship. <b>6-12+</b></li> <li>● Demonstrate good friendship skills. <b>6-12+</b></li> <li>● Plan a group activity that is safe, healthy, and legal. <b>6-12+</b></li> </ul>	<p><b>Powerpoint Slides &amp; Worksheets Content Summary:</b> Students learn that friends are people who are honest, trustworthy, like to do the same things, helpful, kind, someone you can talk to, etc. They practice showing good friendship skills. They differentiate between liking vs. loving someone or something. The lesson culminates in planning a group activity that is safe, healthy, and legal; i.e. going to the movies, sharing a pizza, playing a game, listening to music, etc.</p> <p><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p> <p><b>Terms:</b> friendship, like, love, safe, healthy, legal</p>
<p><b><u>Lesson 6: Bullying</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify inappropriate bullying behavior. <b>6-12+</b></li> <li>● Demonstrate verbal and non-verbal resistance skills. <b>6-12+</b></li> <li>● Discuss ways to protect him/herself and others from bullying. <b>6-12+</b></li> </ul>	<p><b>Power Point Slides &amp; Worksheets Content Summary:</b> Students learn how to identify bullying behavior; i.e. putting others down, picking on other person's sex, race, or perceived sexual orientation, sending rude texts and Facebook posts, etc. Situations to avoid reducing the chance of being bullied are identified; i.e. dark alleys, attending parties where alcohol or drugs are being used, being alone on a date with an older person. They learn how to demonstrate non-verbal resistance skills including facial expression indicating disinterest or displeasure, hand motion indicating "stop," turning your back to the person, and walking away. Verbal responses to bullying are based on speaking up for yourself, looking them in the face, saying what you want, saying it again louder, and saying NO to protect yourself. Verbal responses to bullying include "Stop that!" "I don't like that!" "Leave me alone!" "Go away!" Students practice verbal and non-verbal responses to protect themselves and others from bullying.</p> <p><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p> <p><b>Terms:</b> bullying, harassment, assertive, non-verbal</p>

<p><b><u>Lesson 7: Sexual Relationships</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify examples of sexual contact and that it is illegal in Michigan to have sexual contact under age 16. <b>6-12+</b></li> <li>Identify sexual contact as a private behavior. <b>9-12+</b></li> <li>Identifying appropriate partners for sexual contact. <b>9-12+</b></li> </ul> <p><b>Additional Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>Have knowledge of laws related to sexual behavior of young people. <b>9-12+</b></li> <li>Identify that abstinence is the only 100% method to avoid sexually transmitted infections and unplanned pregnancy. <b>6-12+</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Power Point Slides &amp; Worksheets Content Summary 9-12+:</b> Students learn how to identify examples of sexual contact and that it is a private behavior. Sexual contact includes sexual intercourse, oral sex, and anal sex. Students are reminded that sexual abstinence is the only 100% effective method to avoid sexually transmitted infections or an unplanned pregnancy. They learn how to identify appropriate partners for sexual contact as yourself, only with your husband/wife/ life partner, <i>possibly</i> with your future husband/wife/ life partner and <i>possibly</i> with your boyfriend or girlfriend.*</li> <li><b>*Family Homework Connection:</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family. It is important that students be encouraged to consider their family's cultural/ religious beliefs and expectations, their reputation, and that sexual abstinence is the only 100% sure way to avoid an STI and unplanned pregnancy. Families are encouraged to discuss Michigan laws about consent to sexual activity.</li> <li><b>Power Point for 6, 7, &amp; 8<sup>th</sup> Grades &amp; Worksheets Content Summary:</b> Students learn how to identify examples of sexual contact and that it is a private behavior. Sexual contact includes sexual intercourse, oral sex, and anal sex. Students are reminded that sexual abstinence is the only 100% effective method to avoid sexually transmitted infections or an unplanned pregnancy.</li> </ul> <p><b>*Additional Content:</b> Students learn that Michigan has laws about sexual behavior of young people. The parts of the law covered are as follows:</p> <ul style="list-style-type: none"> <li>Young people under age 16 are not allowed to consent to sexual activity, even with each other. <b>6-12+</b></li> <li>Young people 16 and older may consent to sexual activity. <b>9-12+</b></li> <li>However, young people 16 between and 18 may not consent to sexual activity with a teacher/school personnel and caretakers in group homes where the young person is a resident. <b>9-12+</b></li> <li>There are provisions that also make it illegal if the person is a member of the same household or related by blood or affinity to the fourth degree. <b>9-12+</b></li> </ul> <p><b>Terms:</b> partner, intercourse, sexual contact, anal, oral, vaginal, sexual abstinence</p>
<p><b><u>Lesson 8: Sexual Aggression</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify examples of sexual aggression, including sexting and sex trafficking. <b>6-12+</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Power Point Slides &amp; Worksheets Content Summary:</b> Students learn how to identify examples sexual aggression as calling names, accusing someone, attacking or assaulting someone, forcing someone to have sex (rape), sexting, and sex trafficking (forcing someone to have sex for money). They learn how to prevent sexual aggression. They review non-verbal and assertive communication learned in Lesson 6 (See resistance skills in Lesson 6). They practice these resistance behaviors to these statements: "Let's take off our clothes." "Let's touch each other's private</li> </ul>
<ul style="list-style-type: none"> <li>Discuss and demonstrate ways to prevent sexual aggression. <b>6-12+</b></li> <li>Demonstrate non-verbal and assertive communication. <b>6-12+</b></li> <li>Develop a personal escape plan. <b>6-12+</b></li> </ul>	<p>parts." "Let's have sex." Students are reminded that if someone forced them to do any of these things, that this would be considered molest or assault, which is illegal. Students develop an escape plan, if they find themselves in a risky situation; i.e. party where alcohol is served, someone is about to commit a crime like stealing, or when a stranger offers you a ride home. <b>The escape plan may be adjusted to fit an individual student's communication skills. It is important that families be involved in the escape plan to optimize protection of students.</b></p> <ul style="list-style-type: none"> <li><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</li> </ul> <p><b>Terms:</b> molest, assault, aggressive, legal, illegal, victim, sexting, sex trafficking</p>

<p><b><u>Lesson 9: Pregnancy Prevention</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>List reasons for family planning. <b>9-12+</b></li> <li>List and describe several methods of contraception. <b>9-12+</b></li> <li>Describe resources for sexual health care. <b>9-12+</b></li> <li>Know about the Safe Surrender Law. <b>9-12+</b></li> </ul> <p><b>Additional Objective:</b></p> <ul style="list-style-type: none"> <li>Identify that abstinence is the only 100% method to avoid sexually transmitted infections and unplanned pregnancy. <b>6-12+</b></li> </ul> <p><b>Optional Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>Describe the steps in condom use. <b>9-12+</b> (Classroom teachers, along with students' families, determine if this lesson fits students' needs.)</li> </ul> <p><b>NOTE: Positive Prevention Plus Original Power Point Slides 16 &amp; 19 are not</b> used as they contain information about abortion. These slides <b>are not</b> in the slides for ELPS. All lesson content about abortion is not included, as per Michigan Sex Education Law.</p>	<p><b>East Lansing Revised PowerPoint Slides 1-10 &amp; Worksheets Content</b></p> <p><b>Summary:</b> The lesson begins by discussing what makes a family. They learn what family planning is and the reasons for planning a family. Family planning includes deciding when to have a child(ren), deciding how many children to have, and using birth control. They identify factors needed before being a parent as a committed partner (ex. husband/wife) to raise a child with, a job and money to support a child, and other factors such as a place to live and health care. They learn about different methods of contraception including over-the-counter (male condoms, female condoms, spermicidal foam/gel, and sponge) and prescription (birth control pills, diaphragm, IUD, birth control patch, and hormonal implant). <b>Students are told that they should talk to their parent(s) or other trusted adult if they are having sex or thinking about having sex and receive adult guidance on decisions about birth control. Students learn that abstinence is the only 100% effective method for preventing unplanned pregnancy and Sexually Transmitted Infections.*</b> These resources include their doctor and Ingham County Health Department Willow Adolescent Health Center.</p> <p><b>Safe Surrender PowerPoint Slide 17 &amp; Video Clips 1-2 Summary:</b> Students learn that a baby can be surrendered within 3 days of birth with no questions asked. Hospitals and fire departments are Safe Surrender sites. The baby may be reclaimed within 14 days.</p> <p><b>Adoption PowerPoint Slide 18 Summary:</b> Information about adoption is given. Students learn that their families, trained staff and social workers give guidance, when adoption is being considered.</p> <p><b>Optional Lesson Powerpoint Slides 11-13 Summary:</b> Students learn the steps in condom use by looking at the steps on a worksheet and by observing a teacher demonstration with a condom use model.</p> <p><b>*Family Homework Connection:</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p> <p><b>Terms:</b> family planning, contraception, over-the-counter, prescription, condom, birth control</p>
<p><b><u>Lesson 10: HIV/STI Prevention</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define and describe an STI. <b>8-12+</b></li> <li>Describe how HIV and other STIs are transmitted. <b>8-12+</b></li> <li>Identify risky situations. <b>8-12+</b></li> <li>Identify ways to reduce or eliminate HIV/STI</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Point Slides &amp; Worksheets Content Summary:</b> Students learn what STIs (Sexually Transmitted Infections) are. The following STIs are identified: chlamydia, gonorrhea, hepatitis B, herpes, HIV, HPV, pubic lice, and syphilis. A slideshow from <a href="http://www.webmd.com">www.webmd.com</a> is used to show photos of common STIs. They also learn symptoms of STIs. They learn how STIs and HIV are transmitted through fluids during sexual contact and very rarely through breast milk. They learn how to prevent getting STIs and HIV by keeping bodily fluids out of body openings. They identify behaviors that are safe and behaviors that put them at risk for infection. They identify that condoms may reduce the risk of transmitting infections. <b>Students review that abstinence is the only 100% effective method for preventing unplanned pregnancy and STIs, including HIV.</b> Students review community</li> </ul>

<p>transmission, including the use of condoms. <b>8-12+</b></p> <ul style="list-style-type: none"> <li>Commit to preventing HIV/STI transmission. <b>8-12+</b></li> </ul> <p><b>Additional Objective:</b></p> <ul style="list-style-type: none"> <li>Identify that abstinence is the only 100% method to avoid sexually transmitted infections and unplanned pregnancy. <b>6-12+</b></li> </ul>	<p>resources for health care, including testing for STIs and HIV. These resources include their doctor and Ingham County Health Department Willow Adolescent Health Center.</p> <ul style="list-style-type: none"> <li><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</li> </ul> <p><b>Terms:</b> sexually transmitted infections – STIs, Human Immunodeficiency Virus – HIV, Acquired Immune Deficiency Syndrome – AIDS, curable</p>
<p><b><u>Lesson 11: Being Understanding and Supportive</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify situations that may require compassion and support. <b>6-12+</b></li> <li>List ways to be compassionate and supportive of others. <b>6-12+</b></li> </ul>	<p><b>Powerpoint Slides &amp; Worksheets Content Summary:</b> Students learn to identify situations that may require compassion and support. They learn how to help or support a person who is infected with HIV; i.e. be nice to them, help them do things, make sure they are getting care. They view short video clips of how three people living with HIV or AIDS are supported by their communities.</p> <p><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p> <p><b>Terms:</b> compassionate, supportive</p>
<p><b><u>Lesson 12: Making Healthy Choices</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Identify HIV/STI testing and resources. <b>8-12+</b></li> <li>Describe steps in making a healthy decision. <b>6-12+</b></li> <li>Commit to staying healthy. <b>6-12+</b></li> </ul>	<p><b>Powerpoint Slides &amp; Worksheets Content Summary:</b> Students learn how to commit to staying healthy. They learn the steps in making healthy decisions. They use the situation, 'Should I use drugs?' to practice the steps in making healthy decisions. They identify HIV/STIs places for testing and resources. They make a "My Personal Contract to Protect My Health" plan. Lastly, students identify all the people and resources they have to support their health: parents/trusted adults, school nurses/nurses, school counselors, youth leaders, doctors, pharmacists, teachers, and community/teen clinics.</p> <p><b>Family Homework Connection (Optional):</b> Students take home the Lesson Wrap-Up worksheet to review the lesson content with family, if this worksheet is used.</p> <p><b>Terms:</b> confidential, options, resources</p>

### **Videos Description**

## **Videos, Books, and Other Materials**

**Video: "Puberty for Boys: Amazing Changes Inside and Out" Discovery Education - Approved Grades 6+**

**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 encourages them to get help if they need it.

**Video: "Puberty for Girls: Amazing Changes Inside and Out" Discovery Education - Approved Grades 6+**

**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: "Reproduction and Development" 2010 Visual Learning Discovery Education - Approved Grades 6+**

**Running Time:** 20 minutes

Investigates the processes involved in human reproduction and development. The program discusses the male and female reproductive systems, the female reproductive cycle, the process of fertilization, and the early stages of human development.

Updated: Sept 2022

## **Book Descriptions**

### **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 “Growth and Development” & Unit 5 “Menstruation” Approved for Grades 4+**

By: Mary J. Wrobel

**NOTE:** Unit 4 “Growth and Development” & Unit 5 “Menstruation” are approved as part of the sexual health curriculum. Other units of this book may be used outside of the sexual health curriculum as a part of general health lessons. Below is the publisher’s description of the book.

Puberty can be especially tough when young people have autism or other special needs. Through simple stories similar to Carol Gray's *Social Stories*, author Mary Wrobel teaches caregivers exactly what to say and not say and shows how you can create helpful stories of your own. Mary addresses hygiene, modesty, body growth and development, menstruation, touching, personal safety, and more. Young students can benefit from self-care skills such as using the toilet, brushing teeth, and washing hands. Parents and teachers should begin teaching these necessary skills as early as possible, even from ages 3-5. The ultimate goal is to maximize the child's potential for independence and lifelong social success.

### **Taking Care of Myself2: for Teenagers and Young Adults with ASD – Unit 6 “Sex and Sexual Relationships” Approved for Grades 9+**

By: Mary J. Wrobel

**NOTE:** Unit 6 “Sex and Sexual Relationships” is approved as part of the sexual health curriculum. Other units of this book may be used outside of the sexual health curriculum as a part of general health lessons. Below is the publisher’s description of the book

Written for teenagers and young adults with Autism Spectrum Disorders (ASD), this instructional book is also for parents, instructors, and therapists to help teens on the autism spectrum. The information is written in an easy-to-understand manner with simple how-to lists. This book is geared for use in an instructional or home setting for any teenager or young adult with ASD. Topics covered include: dressing for different events, feeling anxious in social situations, public versus private behaviors, staying healthy, anxiety, depression, and feeling suicidal, social media issues, sexual harassment, finding and keeping friends (including a boyfriend or girlfriend), safe and responsible sex, and deciding to have sex with a partner, and more.

### **The Growing Up Guide for Girls: What Girls on the Autism Spectrum Need to Know! - Approved Grades 6+**

By: Davida Hartman (Author), Margaret Anne Suggs (Illustrator)

The Growing Up Guide for Girls is a one-stop guide for young girls on the autism spectrum explaining all they need to know about puberty and adolescence. The pre-teen and teenage years are a bumpy time when bodies change, emotions are high, and peers are developing at different paces. Using simple, literal language and delightful color illustrations, this book explains the facts about body changes such as growing hair in new places, periods, wearing a bra and keeping spots away! It gives cool tips on what makes a real friend, what it means to have a crush on somebody, and how to stay safe online. Most importantly, it explains that everybody is beautiful and unique and encourages

Updated: Sept 2022



young girls with autism to celebrate differences! Perfect preparation for the teenage years for girls aged 9-14.

**The Growing Up Book for Boys: What Boys on the Autism Spectrum Need to Know! - Approved Grades 6+**

By: Davida Hartman (Author), Margaret Anne Suggs (Illustrator)

The Growing Up Book for Boys explains the facts behind the growth spurts, body changes and mood swings of adolescence for boys aged 9-14 on the autism spectrum. The pre-teen and teenage years are a confusing time when bodies start acting with a will of their own, friendships change, and crushes start to develop. Using direct literal language and cool color illustrations, this book tells boys all they need to know about growing hair in new places, shaving, wet dreams and unexpected erections. It's full of great advice on what makes a real friend, how to keep spots away, and how to stay safe online. Most importantly, it explains that everybody is amazing and unique and encourages young boys with autism to celebrate differences!

**The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition –**

Approved Grades 4+ By: Valorie Schaefer (Author), Josee Masse (Illustrator)

This book about the changes in the female body is for girls ages 8 and up. It features tips, how-tos, and facts from the experts. Girls will find age- appropriate answers to questions about their changing bodies, from hair care to healthy eating, bad breath to bras, periods to pimples, and everything in between.

**The Care and Keeping of You 2: The Body Book for Older Girls – Approved Grades 6+**

By: Cara Natterson (Author), Josee Masse (Illustrator)

This thoughtful advice book will guide the reader through the next steps of growing up. With illustrations and expert contributors, this book covers new questions about periods, growing female bodies, peer pressure, personal care, and more. Written by Dr. Cara Natterson for girls 10 and up, The Care & Keeping of You 2 follows up the original bestseller with even more in-depth details about the physical and emotional changes you're going through.

**A Smart Girl's Guide: Boys: Surviving Crushes, Staying True to Yourself, and other (love) stuff (Smart Girl's Guides) – Approved Grades 6+**

By: Nancy Holyoke (Author), Elisa Chavarri (Illustrator)

This book--now with updated content and illustrations--offers girls straight talk on what to do when it seems like everyone's wondering "who likes who?" It includes sensitive, insightful, honest advice from girls and boys on being friends, going out, breaking up, and just being themselves. Plus, it includes tips and quizzes that lend valuable perspective on the beginning and ending of relationships.

**Guy Stuff: The Body Book for Boys Paperback – Approved**

Grades 6+ By: Cara Natterson (Author), Micah Player (Illustrator)

This book will provide the reader with the answers that will help take care of boy bodies better, from hair care to healthy eating, bad breath to shaving, acne to voice changes, and everything in between. With tips, how-tos, and facts from a real pediatrician, it's the perfect book to help you learn about

boy body's changes.

### **Supportive Materials**

#### **Human Anatomical Body Model**

This model gives students a 3 dimensional visual of the human body structures and organ systems.

#### **Communication Tools**

Social Stories of the content may be created using the program Board Maker, WORD, Power Point, and similar publishing programs. These publishing programs give teachers, including speech and language teachers the capability to write short stories with controlled language and pictures to support the language. These stories are useful to students in comprehending the ideas and concepts in the curriculum.

## **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: Summary of Legal Obligations and Best Practices HIV/STI and Sex Education in Michigan Public Schools

### A Summary of Legal Obligations and Best Practices

#### HIV/STI and Sex Education in Michigan Public Schools



This document is a summary of legal statutes, departmental interpretations, and best practices pertaining to HIV/STI and sex education in Michigan public schools. This summary should not be used to replace statute. For the exact language of the MCL, go to [www.michiganlegislature.org](http://www.michiganlegislature.org). Concerns regarding interpretation should be directed to legal counsel.

Key Components, the Law, and Best Practice	
<b>Mandated HIV and Allowed Sex Education</b>	<p>School districts are <b>required</b> to teach about dangerous communicable diseases, including, but not limited to, HIV/AIDS. (§380.1169) Instruction regarding dangerous communicable diseases, including, but not limited to, HIV/AIDS, must be offered at least <b>once</b> a year <b>at every building level</b> (elementary, middle/junior, senior high).</p> <p>School districts can <b>choose</b> to teach sex education. If they do, they must do so in accordance with those sections of the Michigan Compiled Laws (MCL) related to sex education and reproductive health. (§380.1506, §380.1507, §380.1507a, §380.1507b, §388.1766, §388.1766a)</p>
<b>Parental Rights and Exclusion from Instruction</b>	<p>For HIV/AIDS and sex education instruction, parents and/or legal guardians must be notified in advance of:</p> <ul style="list-style-type: none"> <li>• The <b>content</b> of the instruction.</li> <li>• Their <b>right</b> to review materials in advance.</li> <li>• Their <b>right</b> to observe instruction.</li> <li>• Their <b>right</b> to excuse their child without penalty. (§380.1507, §388.1766)</li> </ul> <p>For sex education only, if a parent or legal guardian files a <b>continuing written notice</b> (i.e., a request to have their child permanently excluded from sex education classes), the student shall not be enrolled in the class(es) unless the parent or legal guardian submits a written authorization for that enrollment. (§380.1507a)</p>

<p><b>Sex Education Advisory Board Membership</b></p>	<p>Every district that chooses to implement sex education must have a <b>sex education advisory board (SEAB)</b>.</p> <p>The local school board determines the terms of service, the number of members, and a membership selection process that reasonably reflects the school district population.</p> <p>The SEAB must include parents of children attending the district's schools, pupils in the district's schools, educators, local clergy, and community health professionals.</p> <p>At least <b>half of the members must be parents</b> who have a child attending a school operated by the school district. A <b>majority</b> of those parent members <b>must not be employed by a school district</b>.</p> <p>Members must be given two weeks written or electronic notice of meetings. (§380.1507)</p>
<p><b>SEAB Chairs</b></p>	<p><b>Two co-chairs</b> must be appointed by the school board to chair the SEAB, at least <b>one of whom is a parent</b> of a child attending a school operated by the school district. (§380.1507)</p>
<p><b>SEAB Role</b></p>	<p>The SEAB is responsible for:</p> <p><b>Establishing program goals and objectives</b> for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and STDs.</p> <p><b>Reviewing and recommending materials and methods</b> to the local school board, taking into consideration the district's needs, demographics, and trends including, but not limited to, teenage pregnancy rates, STD rates, and incidents of sexual violence and harassment.</p> <p><b>Evaluating, measuring, and reporting the attainment of program goals and objectives</b> and making the resulting report available to parents in the district at least once every two years. (§380.1507)</p>
<p><b>Sex Education Supervisor</b></p>	<p>Every district choosing to have a sex education program must have a <b>sex education supervisor</b>, approved by the Michigan Department of Education (MDE), who oversees the program of instruction. (§380.1506, §380.1507)</p>

<p><b>Required Content, Including Emphasis on Abstinence</b></p>	<p>Instruction in HIV/AIDS and sex education must <b>stress that abstinence</b> from sex is a responsible and effective method of preventing unplanned or out-of-wedlock pregnancy, and that it is the only protection that is 100% effective against unplanned pregnancy, sexually transmitted disease, and sexually transmitted HIV infection and AIDS. (§380.1169, §380.1507, §380.1507b)</p> <p>Instruction in HIV/AIDS must include the principal modes by which dangerous communicable diseases are spread and the <b>best methods for the restriction and prevention</b> of these diseases. (§380.1169)</p> <p>Sex education material discussing sex must be <b>age-appropriate</b>, must <b>not be medically inaccurate</b>, and must do all of the following:</p> <ol style="list-style-type: none"> <li>Discuss the <b>benefits of abstaining</b> from sex until marriage and the benefits of ceasing sex if a pupil is sexually active.</li> <li>Include a discussion of the possible emotional, economic, and legal <b>consequences</b> of sex.</li> <li>Stress that unplanned pregnancy and sexually transmitted diseases are <b>serious possibilities of sexual intercourse</b> that are not fully preventable except by abstinence.</li> <li>Advise pupils of the <b>laws pertaining to their responsibility as parents</b> to children born in and out of wedlock.</li> <li>Ensure that pupils are not taught in a way that <b>condones the violation of laws</b> of this state pertaining to sexuality, including, but not limited to, those relating to sodomy, indecent exposure, gross indecency, and criminal sexual conduct in the first, second, third, and fourth degrees.</li> <li><b>Teach pupils how to say "no"</b> to sexual advances and that is wrong to take advantage of, harass, or exploit another person sexually.</li> <li>Teach <b>refusal skills</b> and encourage pupils to resist pressure to engage in risky behavior.</li> <li>Teach that the pupil has the <b>power to control personal behavior</b>, and teach pupils to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and ethical considerations, such as respect for self and others.</li> <li>Provide instruction on <b>healthy dating relationships</b> and on how to set limits and recognize a dangerous environment.</li> <li>Provide information for pupils about how young parents can learn more about <b>adoption services</b> and about the provisions of the Safe Delivery of</li> </ol>
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	<p>Newborns Law.</p> <p>k. Include information clearly informing pupils that <b>having sex or sexual contact with an individual under the age of 16 is a crime</b> punishable by imprisonment and that one of the other results of being convicted of this crime may be to be listed on the sex offender registry for 15 years, 25 years, or life.<sup>1</sup> (§380.1507b)</p>
<b>Allowed Content Regarding Risk Reduction</b>	<p>School districts must teach about the <b>best methods</b> for the restriction and prevention of dangerous communicable diseases, including, but not limited to HIV/AIDS. (§380.1169)</p> <p><b>Districts are not prohibited</b> from teaching about behavioral risk reduction strategies, including the use of condoms, within their sex education program. (§380.1507)</p>
<b>Prohibited Content or Actions</b>	<p><b>Clinical abortion cannot be considered a method of family planning, nor can abortion be taught as a method of reproductive health.</b> (§380.1507)</p> <p>“Family planning” means to regulate the number and spacing of children in a family through the practice of contraception or other methods of birth control. “Reproductive health” means that state of an individual's well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions. (§380.1506)</p> <p>A person <b>cannot dispense or otherwise distribute a family planning drug or device</b> in a public school or on public school property. (§380.1507)</p>

<sup>1</sup> The wording of “k” has been revised to be consistent with changes to the Sex Offender Registry Act passed with Public Acts 17-19 of 2011. See

[http://www.michigan.gov/documents/mde/memo\\_2011\\_SORA\\_and\\_Sex\\_Ed\\_366707\\_7.pdf](http://www.michigan.gov/documents/mde/memo_2011_SORA_and_Sex_Ed_366707_7.pdf)

	A school official, member of a governing board, or employee of the district or intermediate district, who is not the parent or legal guardian of that pupil, is prohibited from <b>referring a student for an abortion or assisting a student in obtaining an abortion</b> (§388.1766)
<b>Sex Education Program Parameters</b>	The definition determines which content and materials are considered “sex education” and need to go through the approval and parent notification process detailed in §380.1507 and §388.1766a. Many districts have found it useful to <b>develop or adopt a definition of sex education</b> that aligns with existing definitional language in the law.
<b>Approval Process</b>	Curricula, materials, and methods used as a part of HIV/STI or sex education instruction <b>offered by a school district</b> must go through the formal approval process, including two public hearings and school board approval (§380.1169, §380.1507), in advance of instruction regardless of the: <ul style="list-style-type: none"> <li>• class in which it is taught (e.g., health class, school-wide assembly, English class);</li> <li>• person providing the instruction (teacher, school nurse, guest speaker); or</li> <li>• place the instruction takes place (within the building versus off the school premises).</li> </ul>
<b>Teacher Qualifications</b>	<p>Each person who teaches K-12 pupils about HIV/AIDS <b>shall have training in HIV and AIDS</b> education for young people. (§380.1169) Any certified teacher who has completed this training may teach HIV/AIDS prevention.</p> <p>In order to teach sex education, teachers must be qualified to teach health.<sup>2</sup> (§380.1507) At the secondary level, this means teachers must have either the MA (health), MX (health, physical education, recreation and dance), or KH (family and consumer science) endorsement. If course content and lessons are being taught outside of the classroom setting, but within the instructional day, state law regarding teacher qualification applies. Because the classroom teacher is ultimately responsible for all instruction, they must be in the classroom if guest speakers are presenting.</p> <p>Trainings in both HIV/AIDS and sex education/reproductive health are usually offered through the regional school health coordinator that serves that school district. The MDE therefore recommends that teachers of sexuality education receive a minimum of six clock-hours of professional development in sexuality education content, teaching methods, and</p>

	Michigan laws at least once every five years. The Office of Professional Preparation Services at MDE accepts applications from districts for full-year permits that allow certified teachers to teach without the required endorsements, while pursuing coursework toward earning the endorsement.
<b>Disciplinary Policy</b>	The governing board of a district or intermediate district shall adopt and implement a disciplinary policy for a school official, member of a governing board, or employee of the district or intermediate district, who is not the parent or legal guardian of that pupil, who refers a pupil for an abortion or assists a pupil in obtaining an abortion.
<b>Complaint Process</b>	<p>If a parent or legal guardian of a pupil enrolled in a district or intermediate district (ISD) believes that the district or intermediate district has violated §388.1766, §388.1766a or sections of Michigan law pertaining to HIV/AIDS instruction or sex education (§380.1169, §380.1506, §380.1507), they can <b>file a complaint with the superintendent or chief administrator of the district or ISD</b> in which the pupil is enrolled. The district has 30 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action.</p> <p>If the parent is not satisfied with the investigation or findings made by the superintendent, the parent can <b>appeal the findings to the ISD</b> in which the district is located. The ISD has 30 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action.</p>

<sup>2</sup> See the section on teacher qualifications at [www.michigan.gov/hived](http://www.michigan.gov/hived)



	<p>If the parent is not satisfied with the investigation or findings made by the ISD superintendent, the parent can <b>appeal the findings to the MDE</b>. The MDE has 90 days to investigate, provide a written report, and if violations are found, develop a plan for corrective action. The district has an additional 30 days to take corrective action. (§380.1766)</p>
<b>Penalties</b>	<p>If an investigation conducted by MDE (see Complaint Process section) reveals that a district or ISD has committed <b>one or more violations</b> of the following sections of the Revised School Code or State School Aid Act (§380.1169, §380.1506, §380.1507, §388.1766, §388.1766a) the district or intermediate district shall <b>forfeit</b> an amount equal to <b>1%</b> of its total state school aid allocation. (§388.1766a)</p>
<b>State Board Policy</b>	<p>The Michigan State Board of Education adopted a <b>Policy to Promote Health and Prevent Disease and Pregnancy</b> in September of 2003. The policy recommends that local school boards select, adopt, and implement comprehensive sexuality education programs that are based on sound science and proven principles of instruction. For a copy, go to <a href="http://www.michigan.gov/hived">www.michigan.gov/hived</a>, under Law and Policy; click “State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy.”</p>
<b>Health Education Standards and Model Curricula</b>	<p>In 2007, the Michigan State Board of Education adopted the Grade Level Content Expectations (GLCEs) for Grades K-8 and Michigan Merit Curriculum Credit Guidelines (MMC) for Grades 9-12 for Health Education. The GLCEs and MMC for Health Education provide recommendations for content and skills to include in HIV prevention (Strand 6), and growth and development and sex education (Strand 7) at specific grade levels.</p> <p>Michigan’s model health education curriculum, the <i>Michigan Model for Health</i><sup>®</sup>, is aligned with the GLCEs and MMC and is used by a majority of school districts in Michigan. It includes model curricula on HIV/STI prevention for Grades 4 and 5, 7-8, and 9-12. Districts can choose to adopt, adapt, or disregard the model curriculum and implement commercially or locally developed curricula.</p>

## Key to Michigan Compiled Laws Regarding HIV/STI and Sex Education

MCL No.	Public Act	Last Action	Focus
<a href="#">380.1169</a>	School Code	Amended 6/2004	Dangerous communicable diseases; human immunodeficiency virus infection and acquired immunodeficiency virus infection; teacher training; teaching materials; curricula; teaching of abstinence from sex.
<a href="#">380.1506</a>	School Code	Amended 11/1977	Program of instruction in reproductive health; supervision; request to excuse pupil from attendance; “reproductive health” defined.
<a href="#">380.1507</a>	School Code	Amended 6/2004	Instruction in sex education; instructors, facilities, and equipment; stressing abstinence from sex; elective class; notice to parent or guardian; request to excuse pupil from attendance; qualifications of teacher; sex education advisory board; public hearing; distribution of family planning drug or device prohibited; “family planning,” “class,” and “course” defined.
<a href="#">380.1507a</a>	School Code	Added 7/1996	Notice of excuse from class; enrollment.
<a href="#">380.1507b</a>	School Code	Amended 6/2004	Sex education and instruction; curriculum requirements.
<a href="#">388.1766</a>	State Aid Act	Amended 10/2019	Disciplinary policy for referral of pupil for abortion or assisting pupil in obtaining abortion.
<a href="#">388.1766a</a>	State Aid Act	Amended 10/2019	Instruction in reproductive health or other sex education; requirements; complaint process.

For more information on HIV/STI and sex education in Michigan public schools, go to the MDE web site, [www.michigan.gov/hived](http://www.michigan.gov/hived). Questions should be directed to Laurie Bechhofer, MDE HIV/STD Education Consultant, at 517-335-7252 or [BechhoferL@michigan.gov](mailto:BechhoferL@michigan.gov)

Updated: Sept 2022



## **APPENDIX C: Parent/Guardian Opt Out Forms**

### **PARENT/GUARDIAN PASSIVE CONSENT FORM**

#### **Puberty: The Wonder Years 4th grade**

Dear Parent/Guardian:

We are about to begin teaching *Puberty: The Wonder Years* in our class. As a parent/guardian, you have the right to excuse your child from sexual health education without penalty. To learn more about sexual health and HIV/AIDS education for East Lansing Public Schools, go to the ELPS website, click on PARENTS, then click on the HEALTH link.

- You may preview the curriculum and materials on the preview night or by contacting your student's school 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 the school office.**

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### **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 here and complete this form

- Circle the lessons on the attached curriculum outline that you want your child to "opt out." (will be provided by teacher)

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 here and complete this form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

School Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

## PARENT/GUARDIAN PASSIVE CONSENT FORM

### ***Puberty: The Wonder Years and Michigan Model HIV/AIDS Education 5<sup>th</sup> Grade***

Dear Parent/Guardian:

We are about to begin teaching *Puberty: The Wonder Years* and *MI Model HIV/AIDS* education in our 5th grade class. As a parent/guardian, you have right to excuse your child from sexual health education without penalty. To learn more about sexual health and HIV/AIDS education for East Lansing Public Schools, go to the ELPS website, click on PARENTS, then click on the HEALTH link.

You may preview the curriculum and materials on the preview night or by contacting your student's school 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 the school office.**

### 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 here and complete this form.

- Circle the lesson(s) on the attached curriculum outline that you would like your child to "opt-out" (will be provided by teacher)

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 here and complete this form. Parent/Guardian Note: If you have excused your child this year and future years, you must notify your principal in writing if you want your child included in any sex education in the future

4. If you want your **child to be excused from all the HIV/AIDS Education this year**, please:  
\_\_\_\_\_ Initial here and 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 the teacher or principal.\*\***

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Updated: Sept 2022

## PARENT PASSIVE CONSENT FORM

### for Puberty: The Wonder Years 6<sup>th</sup> Grade

Dear Parent/Guardian:

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

You may preview the curriculum and materials on preview night 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 the 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 here and complete this form.

- Circle the lesson(s) on the attached curriculum outline that you would like your child to "opt-out" (will be provided by teacher)

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 and complete this form.

**\*\*\*Return this completed form to the teacher or principal.\*\*\***

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.





## **7 & 8<sup>th</sup> GRADES EXCLUSION REQUEST for HIV/AIDS INSTRUCTION**

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. To learn more about sexual health and HIV/AIDS education for East Lansing Public Schools, go to the ELPS website, click on PARENTS, then click on the HEALTH link.

You may preview the curriculum and materials on the preview night 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 STIs, 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](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](mailto:Robert.smith@elps.us)  
Business Phone (517) 333-7326

Nurturing each child • Educating all students • Building world citizens





**East Lansing** Public Schools

Dear Parent or Family Member,

If you decide that your student should not participate in part or all of the lessons in Healthy and Responsible Relationships: HIV, Other STIs, 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 here

Complete this form.

\_\_\_\_\_

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

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

Initial here

Complete this form.

\_\_\_\_\_

Return this form to your health teacher.

Student Name: \_\_\_\_\_ Hour: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

## PARENT ACTIVE CONSENT & EXCLUSION FORM: Elementary Special Education

### Marsh Media Boy/Girl's Guide to Growing Up and Supportive Material Grades 4+

Dear Parent:

We will be using Marsh Media Boy/Girl's Guide to Growing Up and Supportive Material to begin learning about the changes during puberty and how to keep oneself healthy. As a parent, you have right to excuse your child from sexual health education without penalty. To learn more about sexual health and HIV/AIDS education for East Lansing Public Schools, go to the ELPS website, click on PARENTS, then click on the HEALTH link.

You may preview the curriculum and materials on the parent preview night on [ask school for date & time] or by contacting your child's teacher or 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.

Please complete the form below and return it to your child's main teacher by [ask your child's teacher].

### Exclusion Request

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

\_\_\_\_\_ Initial this blank.

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

\_\_\_\_\_ Initial this blank.\*

**\*Note:** If you have excused your child this year and future years, you must notify the principal in writing if you want your child included in any sex education in the future.

### Active Consent – Marsh Media Boys/Girl's Guide to Growing Up

**Active Consent:** If you want your **child to participate in puberty lessons this year**, please:

\_\_\_\_\_ Initial this blank and complete this form.

**Check the lesson topics below that you want your child to learn.** Please note that some of the topics are grade level specific.

Complete this form.

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

- \_\_\_\_\_ Everybody's Body Changes During Puberty
- \_\_\_\_\_ Names for Male Anatomy & Distinguish Between Private and Other Body Parts
- \_\_\_\_\_ Names for Female Anatomy & Distinguish Between Private and Other Body Parts
- \_\_\_\_\_ Physical Changes in Boys During Puberty
- \_\_\_\_\_ Physical Changes in Girls During Puberty
- \_\_\_\_\_ Staying Healthy Through Good Nutrition and Exercise
- \_\_\_\_\_ Strategies for Coping with Feelings and Mood Swings
- \_\_\_\_\_ Hygiene Routine During Puberty

\_\_\_\_\_ Privacy & Safety

## **Active Consent – Books Listed Below**

**Active Consent:** If you want your child to learn about puberty using some or all of the videos and books listed below, please:

\_\_\_\_\_ Initial this blank and complete this form.

**Directions: Put a check mark next to materials that you give approval for use with your child.**

\_\_\_\_\_ **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 “Growth and Development” & Unit 5 “Menstruation” Approved for Grades 4+ By: Mary J. Wrobel**

**NOTE:** Unit 4 “Growth and Development” & Unit 5 “Menstruation” are approved as part of the sexual health curriculum. Other units of this book may be used outside of the sexual health curriculum as a part of general health lessons. Below is the publisher’s description of the book.

Puberty can be especially tough when young people have autism or other special needs. Through simple stories similar to Carol Gray's *Social Stories*, author Mary Wrobel teaches caregivers exactly what to say and not say and shows how you can create helpful stories of your own. Mary addresses hygiene, modesty, body growth and development, menstruation, touching, personal safety, and more. Young students can benefit from self-care skills such as using the toilet, brushing teeth, and washing hands. Parents and teachers should begin teaching these necessary skills as early as possible, even from ages 3-5. The ultimate goal is to maximize the child's potential for independence and lifelong social success.

\_\_\_\_\_ **The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition – Approved Grades 4+ By: Valorie Schaefer (Author), Josee Masse (Illustrator)**

This book about the changes in the female body is for girls ages 8 and up. It features tips, how-tos, and facts from the experts. Girls will find age-appropriate answers to questions about their changing bodies, from hair care to healthy eating, bad breath to bras, periods to pimples, and everything in between.

\_\_\_\_\_ **What's Happening to Tom?: A book about puberty for boys and young men with autism and related conditions (Sexuality and Safety with Tom and Ellie) 1st Edition**  
By: Kate E. Reynolds (Author), Jonathon Powell (Illustrator)

Tom notices that his body is changing. Tom's voice is different, and hair is growing in new places. There are other changes happening too. Tom learns that he has started growing into a man.

Following Tom as he begins to notice changes to his body, this simple resource helps parents and caretakers teach boys with autism or other special needs about puberty. It covers all the changes that they will experience, both emotional such as new feelings and physical such as wet dreams. This fully illustrated positive and entertaining book provides the perfect opportunity to talk about puberty with boys and young men with autism or special needs.

\_\_\_\_\_ **What's Happening to Ellie?: A book about puberty for girls and young women with autism and related conditions (Sexuality and Safety with Tom and Ellie) 1st Edition**  
By: Kate E. Reynolds (Author), Jonathon Powell (Illustrator)

Ellie notices that her body is changing. Hair is growing in new places and there are other changes happening too. Ellie's mum helps her understand that she has started growing into a woman.

Following Ellie as she begins to notice changes to her body, this simple resource helps parents and caretakers teach girls with autism and related conditions about puberty. It covers all the changes that they will experience, both emotional such as new feelings and physical such as periods. This fully illustrated positive and entertaining book provides the perfect opportunity to talk about puberty with girls and young women with autism or related conditions.

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*Return this completed form to your child’s teacher or principal.\*\***

Updated: Sept 2022

## **PARENT ACTIVE CONSENT and EXCLUSION FORM: Secondary Special Education Marsh Media Boy/Girl's Guide to Puberty & Personal Safety and Supportive Material Grades 6+**

Dear Parent:

We will be using Marsh Media Boy/Girl's Guide to Growing Up and Supportive Material to begin learning about the changes during puberty and how to keep oneself healthy. As a parent, you have right to excuse your child from sexual health education without penalty. To learn more about sexual health and HIV/AIDS education for East Lansing Public Schools, go to the ELPS website, click on PARENTS, then click on the HEALTH link.

You may preview the curriculum and materials on the parent preview night on **[ask school for date & time]** or by contacting your child's teacher or 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.

**Please complete the form below and return it to your child's main teacher by [ask your child's school].**

### **Exclusion Request**

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

\_\_\_\_\_ Initial this blank.

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

\_\_\_\_\_ Initial this blank.\*

**\*Note:** If you have excused your child this year and future years, you must notify the principal in writing if you want your child included in any sex education in the future.

### **Active Consent – Marsh Media Boys/Girls Guide to Puberty & Personal Safety**

**Active Consent:** If you want your child to participate in puberty lessons this year using the Marsh Media curriculum, Student Booklets and Videos please:

\_\_\_\_\_ Initial this blank and complete this form.

**Check the lesson topics below that you want your child to learn.** Please note that some of the topics are grade level specific.

- \_\_\_\_\_ Everybody's Body Changes During Puberty
- \_\_\_\_\_ Names for Male Anatomy & Distinguish Between Private and Other Body Parts
- \_\_\_\_\_ Names for Female Anatomy & Distinguish Between Private and Other Body Parts
- \_\_\_\_\_ Physical Changes in Boys During Puberty Including Reproductive System
- \_\_\_\_\_ Physical Changes in Girls During Puberty Including Reproductive System
- \_\_\_\_\_ Introduction to Human Reproduction Including Pregnancy
- \_\_\_\_\_ Hygiene Routine During Puberty
- \_\_\_\_\_ Privacy & Personal Safety



## **Active Consent – Videos & Books Listed Below**

**Active Consent:** If you want your child to learn about puberty using some or all of the books and supportive materials listed below, please:

\_\_\_\_\_ Initial this blank and complete this form.

**Directions:** Put a check mark next to materials that you give approval for use with your child.

Please note the approved grade level for each material.

### **Books:**

\_\_\_\_\_ **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 “Growth and Development” & Unit 5 “Menstruation” Approved for Grades 4+**

By: Mary J. Wrobel

**NOTE:** Unit 4 “Growth and Development” & Unit 5 “Menstruation” are approved as part of the sexual health curriculum. Other units of this book may be used outside of the sexual health curriculum as a part of general health lessons. Below is the publisher’s description of the book.

Puberty can be especially tough when young people have autism or other special needs. Through simple stories similar to Carol Gray's *Social Stories*, author Mary Wrobel teaches caregivers exactly what to say and not say and shows how you can create helpful stories of your own. Mary addresses hygiene, modesty, body growth and development, menstruation, touching, personal safety, and more. Young students can benefit from self-care skills such as using the toilet, brushing teeth, and washing hands. Parents and teachers should begin teaching these necessary skills as early as possible, even from ages 3-5. The ultimate goal is to maximize the child's potential for independence and lifelong social success.

\_\_\_\_\_ **The Growing Up Guide for Girls: What Girls on the Autism Spectrum Need to Know! - Approved Grades 6+**

By: Davida Hartman (Author), Margaret Anne Suggs (Illustrator)

The Growing Up Guide for Girls is a one-stop guide for young girls on the autism spectrum explaining all they need to know about puberty and adolescence.

The pre-teen and teenage years are a bumpy time when bodies change, emotions are high, and peers are developing at different paces. Using simple, literal language and delightful color illustrations, this book explains the facts about body changes such as growing hair in new places, periods, wearing a bra and keeping spots away! It gives cool tips on what makes a real friend, what it means to have a crush on somebody, and how to stay safe online. Most importantly, it explains that everybody is beautiful and unique and encourages young girls with autism to celebrate difference! Perfect preparation for the teenage years for girls aged 9-14.

\_\_\_\_\_ **The Growing Up Book for Boys: What Boys on the Autism Spectrum Need to Know! - Approved Grades 6+**

By: Davida Hartman (Author), Margaret Anne Suggs (Illustrator)

The Growing Up Book for Boys explains the facts behind the growth spurts, body changes and mood swings of adolescence for boys aged 9-14 on the autism spectrum.

The pre-teen and teenage years are a confusing time when bodies start acting with a will of their own, friendships change, and crushes start to develop. Using direct literal language and cool color illustrations, this book tells boys all they need to know about growing hair in new places, shaving, wet dreams and unexpected erections. It's full of great advice on what makes a real friend, how to keep spots away, and how to stay safe online. Most importantly, it explains that everybody is amazing and unique and encourages young boys with autism to celebrate difference!

\_\_\_\_\_ **The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition – Approved Grades 4+**

By: Valorie Schaefer (Author), Josee Masse (Illustrator)

This book about the changes in the female body is for girls ages 8 and up. It features tips, how-tos, and facts from the experts. Girls will find age-appropriate answers to questions about their changing bodies, from hair care to healthy eating, bad breath to bras, periods to pimples, and everything

Updated: Sept 2022

in between.

### **\_\_\_\_\_ The Care and Keeping of You 2: The Body Book for Older Girls – Approved Grades 6+**

By: Cara Natterson (Author), Josee Masse (Illustrator)

This thoughtful advice book will guide the reader through the next steps of growing up. With illustrations and expert contributors, this book covers new questions about periods, growing female bodies, peer pressure, personal care, and more. Written by Dr. Cara Natterson for girls 10 and up, The Care & Keeping of You 2 follows up the original bestseller with even more in-depth details about the physical and emotional changes you're going through.

### **\_\_\_\_\_ A Smart Girl's Guide: Boys: Surviving Crushes, Staying True to Yourself, and other (love) stuff (Smart Girl's Guides) – Approved Grades 6+**

By: Nancy Holyoke (Author), Elisa Chavarri (Illustrator)

This book--now with updated content and illustrations--offers girls straight talk on what to do when it seems like everyone's wondering "who likes who?" It includes sensitive, insightful, honest advice from girls and boys on being friends, going out, breaking up, and just being themselves. Plus, it includes tips and quizzes that lend valuable perspective on the beginning and ending of relationships.

### **\_\_\_\_\_ Guy Stuff: The Body Book for Boys Paperback – Approved Grades 6+**

By: Cara Natterson (Author), Micah Player (Illustrator)

This book will provide the reader with the answers that will help take care of boy bodies better, from hair care to healthy eating, bad breath to shaving, acne to voice changes, and everything in between. With tips, how-tos, and facts from a real pediatrician, it's the perfect book to help you learn about boy body's changes.

## **Supportive Materials**

### **\_\_\_\_\_ Human Anatomical Body Model**

This model gives students a 3 dimensional visual of the human body structures and organ systems.

### **\_\_\_\_\_ Communication Tools**

Social Stories of the content may be created using the program Board Maker, WORD, Power Point, and similar publishing programs. These publishing programs give teachers, including speech and language teachers the capability to write short stories with controlled language and pictures to support the language. These stories are useful to students in comprehending the ideas and concepts in the curriculum.

---

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*\*Return this completed form to your child's teacher or principal.\*\*\***



# PARENT ACTIVE CONSENT & EXCLUSION REQUEST FORM

## Positive Prevention PLUS: Sexual Health Education for Special Populations - East Lansing Version and Videos & Books Materials for Secondary Special Education Sexual Health Instruction Grades 6+

Dear Parent:

We will be using Positive Prevention PLUS: Sexual Health Education for Special Populations as revised for use by East Lansing and videos & books to learn about the changes and responsibilities associated with puberty and how to keep oneself healthy. As a parent, you have right to excuse your child from sexual health education without penalty. To learn more about sexual health and HIV/AIDS education for East Lansing Public Schools, go to the ELPS website, click on PARENTS, then click on the HEALTH link.

You may preview the curriculum and materials on the parent preview night on [ask school for date & time] or by contacting your child's teacher or 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.

Please complete the form below and return it to your child's main teacher by [ask school for date].

### Exclusion Request – Positive Prevention PLUS

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

\_\_\_\_\_ Initial this blank.

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

\_\_\_\_\_ Initial this blank.\*

**\*Note:** If you have excused your child this year and future years, you must notify the principal in writing if you want your child included in any sex education in the future.

### Active Consent – Positive Prevention PLUS

**Active Consent:** If you want your **child to participate in puberty lessons this year**, please:

\_\_\_\_\_ Initial this blank and complete this form.

**Check the lesson topics below that you want your child to learn.** Please note that some of the topics are grade level specific.

\_\_\_\_\_ Physical Changes During Puberty Including Reproductive Anatomy

\_\_\_\_\_ Personal Hygiene Associated with Puberty

\_\_\_\_\_ Public and Private Behaviors

\_\_\_\_ Friendship

\_\_\_\_ Bullying

Sexual

Relationships:

\_\_\_\_ **Grades 6+** Identifies examples of sexual contact, the age of consent in Michigan, and that abstinence is the only 100% method to avoid sexually transmitted infections and unplanned pregnancy.

\_\_\_\_ **Grades 9-12+** Includes all of the above. Identifies sexual contact as private, appropriate sexual partners, and laws related to sexual behavior of young people.

\_\_\_\_ Sexual Aggression

Pregnancy Prevention:

\_\_\_\_ **Grades 6+** Identifies that abstinence is the only 100% method to avoid sexually transmitted infections and unplanned pregnancy.

\_\_\_\_ **Grades 9-12+** Includes the above. Identifies reasons for family planning, methods of contraception, resources for sexual health care, and the Safe Surrender law.

\_\_\_\_ **Optional Lesson Grades 9-12+** Describe the steps in condom use.

HIV/STI Prevention:

\_\_\_\_ **Grades 6+** Identifies that abstinence is the only 100% method to avoid sexually transmitted infections and unplanned pregnancy.

\_\_\_\_ **Grades 8-12+** Includes the above. Identifies how HIV and other STIs are transmitted, risky situations, ways to reduce or eliminate HIV/STI transmission (including use of condoms), and making a commitment to preventing HIV/STI transmission.

\_\_\_\_ Being Understanding and Supportive of Someone Living with HIV or AIDS

Making Healthy Choices:

\_\_\_\_ **Grades 6+** Describe steps in making healthy decisions and commit to staying healthy.

\_\_\_\_ **Grades 8-12+** Includes the above. Identifies how HIV/STI testing and resources.

## **Active Consent – Videos & Books Listed Below**

**Active Consent:** If you want your child to learn about puberty using some or all of the videos and books listed below, please:

\_\_\_\_\_ Initial this blank and complete this form.

**Directions:** Put a check mark next to materials that you give approval for use with your child.

Please note the approved grade level for each material.

### **Videos:**

\_\_\_\_\_ **Video: “*Puberty for Boys: Amazing Changes Inside and Out*” Discovery Education - Approved Grades 6+**

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 - Approved Grades 6+**

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: “*Reproduction and Development*” 2010 Visual Learning Discovery Education - Approved Grades 6+**

Investigates the processes involved in human reproduction and development. The program discusses the male and female reproductive systems, the female reproductive cycle, the process of fertilization, and the early stages of human development.

### **Books:**

\_\_\_\_\_ **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 “Growth and Development” & Unit 5 “Menstruation” Approved for Grades 4+**

By: Mary J. Wrobel

**(Taking Care of Myself - continued)**

**NOTE:** Unit 4 “Growth and Development” & Unit 5 “Menstruation” are approved as part of the sexual health curriculum. Other units of this book may be used outside of the sexual health curriculum as a part of general health lessons. Below is the publisher’s description of the book.

Puberty can be especially tough when young people have autism or other special needs. Through simple stories similar to Carol Gray's *Social Skills Training*, author Mary Wrobel teaches caregivers exactly what to say and not say and shows how you can create helpful stories of your own. Mary addresses hygiene, modesty, body growth and development, menstruation, touching, personal safety, and more. Young students can benefit from self-care skills such as using the toilet, brushing teeth, and washing hands. Parents and teachers should begin teaching these necessary skills as early as possible, even from ages 3-5. The ultimate goal is to maximize the child's potential for independence and lifelong social success.

\_\_\_\_\_ **Taking Care of Myself2: for Teenagers and Young Adults with ASD – Unit 6 “Sex and Sexual Relationships” Approved for Grades 9+**

By: Mary J. Wrobel

**NOTE:** Unit 6 “Sex and Sexual Relationships” is approved as part of the sexual health curriculum. Other units of this book may be used outside of the sexual health curriculum as a part of general health lessons. Below is the publisher’s description of the book

Written for teenagers and young adults with Autism Spectrum Disorders (ASD), this instructional book is also for parents, instructors, and therapists to help teens on the autism spectrum. The information is written in an easy-to-understand manner with simple how-to lists. This book is geared for use in an instructional or home setting for any teenager or young adult with ASD. Topics covered include: dressing for different events, feeling anxious in social situations, public versus private behaviors, staying healthy, anxiety, depression, and feeling suicidal, social media issues, sexual harassment, finding and keeping friends (including a boyfriend or girlfriend), safe and responsible sex, and deciding to have sex with a partner, and more.

**Updated: Sept 2022**

## **\_\_\_\_\_ The Growing Up Guide for Girls: What Girls on the Autism Spectrum Need to Know! - Approved Grades 6+**

By: [Davida Hartman](#) (Author), [Margaret Anne Suggs](#) (Illustrator)

The Growing Up Guide for Girls is a one-stop guide for young girls on the autism spectrum explaining all they need to know about puberty and adolescence.

The pre-teen and teenage years are a bumpy time when bodies change, emotions are high, and peers are developing at different paces. Using simple, literal language and delightful color illustrations, this book explains the facts about body changes such as growing hair in new places, periods, wearing a bra and keeping spots away! It gives cool tips on what makes a real friend, what it means to have a crush on somebody, and how to stay safe online. Most importantly, it explains that everybody is beautiful and unique and encourages young girls with autism to celebrate difference!

Perfect preparation for the teenage years for girls aged 9-14.

## **\_\_\_\_\_ The Growing Up Book for Boys: What Boys on the Autism Spectrum Need to Know! - Approved Grades 6+**

By: [Davida Hartman](#) (Author), [Margaret Anne Suggs](#) (Illustrator)

The Growing Up Book for Boys explains the facts behind the growth spurts, body changes and mood swings of adolescence for boys aged 9-14 on the autism spectrum.

The pre-teen and teenage years are a confusing time when bodies start acting with a will of their own, friendships change, and crushes start to develop. Using direct literal language and cool color illustrations, this book tells boys all they need to know about growing hair in new places, shaving, wet dreams and unexpected erections. It's full of great advice on what makes a real friend, how to keep spots away, and how to stay safe online. Most importantly, it explains that everybody is amazing and unique and encourages young boys with autism to celebrate difference!

## **\_\_\_\_\_ The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition – Approved Grades 4+**

By: [Valorie Schaefer](#) (Author), [Josee Masse](#) (Illustrator)

This book about the changes in the female body is for girls ages 8 and up. It features tips, how-tos, and facts from the experts. Girls will find age-appropriate answers to questions about their changing bodies, from hair care to healthy eating, bad breath to bras, periods to pimples, and everything in between.

## **\_\_\_\_\_ The Care and Keeping of You 2: The Body Book for Older Girls – Approved Grades 6+**

By: [Cara Natterson](#) (Author), [Josee Masse](#) (Illustrator)

This thoughtful advice book will guide the reader through the next steps of growing up. With illustrations and expert contributors, this book covers new questions about periods, growing female bodies, peer pressure, personal care, and more. Written by Dr. Cara Natterson for girls 10 and up, The Care & Keeping of You 2 follows up the original bestseller with even more in-depth details about the physical and emotional changes you're going through.

## **\_\_\_\_\_ A Smart Girl's Guide: Boys: Surviving Crushes, Staying True to Yourself, and other (love) stuff (Smart Girl's Guides) – Approved Grades 6+**

By: [Nancy Holyoke](#) (Author), [Elisa Chavarri](#) (Illustrator)

This book--now with updated content and illustrations--offers girls straight talk on what to do when it seems like everyone's wondering "who likes who?" It includes sensitive, insightful, honest advice from girls and boys on being friends, going out, breaking up, and just being themselves. Plus, it includes tips and quizzes that lend valuable perspective on the beginning and ending of relationships.

## **\_\_\_\_\_ Guy Stuff: The Body Book for Boys Paperback – Approved Grades 6+**

By: [Cara Natterson](#) (Author), [Micah Player](#) (Illustrator)

This book will provide the reader with the answers that will help take care of boy bodies better, from hair care to healthy eating, bad breath to shaving, acne to voice changes, and everything in between. With tips, how-tos, and facts from a real pediatrician, it's the perfect book to help you learn about boy body's changes.

## **Supportive Materials**

### **\_\_\_\_\_ Human Anatomical Body Model**

This model gives students a 3 dimensional visual of the human body structures and organ systems.

### **\_\_\_\_\_ Communication Tools**

Social Stories of the content may be created using the program Board Maker, WORD, Power Point, and similar publishing programs. These publishing programs give teachers, including speech and language teachers the capability to write short stories with controlled language and pictures to support the language. These stories are useful to students in comprehending the ideas and concepts in the curriculum.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*\*Return this completed form to your child's teacher or principal.\*\*\***

## **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 the 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:

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\_\_\_\_\_ 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, cartoon like, 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.

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## **Online Parent Resources**

Kids Health for Parents, Kids, and Teens:

[www.kidshealth.org](http://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](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](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](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](http://www.parentactionforhealthykids.org/workshops/parents)

National Campaign to Prevent Pregnancy section for parents:

<http://www.thenationalcampaign.org/>

Children Now:

[www.talkingwithkids.org](http://www.talkingwithkids.org)

[American Sexual Health Association: Home:](http://www.ashasexualhealth.org/)

[www.ashasexualhealth.org/](http://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

## **Online & Community Resources**

- Michigan Organization on Adolescent Sexual Health (MOASH) [www.MOASH.org](http://www.MOASH.org) [info@moash.org](mailto:info@moash.org)  
PO Box 1386, East Lansing MI 48826
- Transgender Michigan [www.transgendermichigan.org](http://www.transgendermichigan.org) [info@transgendermichigan.org](mailto:info@transgendermichigan.org)  
23211 Woodward Ave #309, Ferndale MI 48220 (800)842-2954 Helpline: (855)345-8464
- Parents, Families, and Friends of Lesbians and Gays (PFLAG) [www.pflag.org](http://www.pflag.org) [info@pflag.org](mailto:info@pflag.org)  
1828 L Street NW Suite 660, Washington DC 20036 (202)467-8180
- Family Acceptance Project <http://familyproject.sfsu.edu>
- *Puberty: The Wonder Years* - Access parent resources at: <https://pubertycurriculum.com/parent-resources/>

## **APPENDIX F: East Lansing School District Two-Year Report on Achievement and Objectives:**



### **East Lansing School District**

### **Two-Year Report on Achievement of Goals and Objectives**

### **Sexual Health and HIV/AIDS Education**

**June 2022**

#### **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 the 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 <sup>1</sup>

#### **Goals, Objectives, and Curricula**

The East Lansing Public Schools Sex Education Advisory Board (**SEAB**) has recommended and the East Lansing Board of Education has approved the following goals, objectives, and curricula for the elementary, middle, and high school programs 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 all 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 SEAB 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*<sup>TM1</sup> curricula for implementation with students at grades 7-12. *Puberty: The Wonder Years* is approved for grades 4-6. 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*<sup>TM</sup> 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 relationship 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 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.

East Lansing teachers 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 SEAB 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 SEAB 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* (2021) is used at grades 4, 5, and 6 for sexual health education. Each grade level has its own set of lessons that promote appreciation and respect for the changes experienced by self and others and equip children with the skills they need to postpone sexual intercourse. *Michigan Model for Health HIV/AIDS for 5<sup>th</sup> Grade* is used for HIV/AIDS education at the elementary level. Sixth grade does not include HIV/AIDS education, as this topic is included in the seventh and eighth grade curriculum. Content has been added to the sixth grade lessons in the areas of gender identification and sexual orientation, sexting, and healthy relationships.

#### **Grades 7 & 8 Curriculum:**

*Growing Up and Staying Healthy: Understanding HIV and Other STIs* (2010/12), a *Michigan Model for Health™* module, is used at grades 7 & 8. This curriculum has been adopted as an HIV curriculum. The lessons are divided by content for seventh and eighth grades with some lessons being repeated at eighth grade. Content has been added to the lessons for both grades the areas of gender identification, sexual orientation and sexting.

#### **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 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. Content has been added to the lessons in the areas of gender identification and sexual orientation, sexting, and consent.

#### **Special Education Curriculum:**

The approved curricula to support developmentally delayed students in self-contained special education classrooms has been selected to facilitate learning for students with cognitive and/or language delays. 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. On May 21, 2018, the East Lansing Board of Education approved **Positive Prevention PLUS: Sexual Health Education for Special Populations** - Revised for East Lansing, as the core curriculum for grades 6-12+ sexual health and HIV education for students who receive a majority of their instruction in self-contained special education classrooms. The BOE also approved books and presentation methods as supplemental materials to facilitate understanding of the concepts and skills within the curricula.

#### **SEAB Goal Attainment for Fall 2018 – Spring 2020:**

The following are the goals attained by the SEAB since the June 2018 Two-Year Report:

- Addition of lessons on sexting at high school and middle school levels.
- Reviewed and updated the middle school sexual health curriculum and delivery. The following changes were approved:
  - Content to promote inclusivity in regards to gender identification and sexual orientation in lessons throughout the middle school curriculum.
  - Updated 6<sup>th</sup> grade media in the areas of puberty, relationships, and social emotional challenges.
  - Arranged for the HIV/AIDS middle school curriculum to be divided by content for seventh and eighth grades with some lessons being repeated at eighth grade. Reviewed this curriculum to streamline delivery to

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maximize student learning and for media updates. Added content on the ways that HIV is contracted to reinforce that sexual contact is the number one way for contracting HIV.

- Arranged for 11<sup>th</sup> Grade Health Review Workshop to occur within scheduled class time to improve attendance. This workshop did not occur this year due to Covid-19.
- Work began on connecting students with health and safety resources at the high school and middle school levels. The HS club, Students for Gender Equality (SEG), is currently working on creating posters to put in classrooms and in the halls with resources for students and staff. The SEAB has given the SGE suggestions for resources to include.
- Changes were made to several questions on the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade pre & post surveys to help ascertain whether students do not understand the question or they do not know the information.
- Used information from the 2018 MiPHY, Parent and Student Surveys to review and adjust curriculum. Note: Parent and Student surveys were not conducted this spring due to Covid-19. The surveys were updated to gain additional information on parents views about when or if to include sexual health topics. If possible, these surveys will be conducted in spring of 2021.
- Updated the ELPS Sexual Health Education Handbook and included information about the handbook in [redacted] about the health curriculum sent to families.

### Community Access to View Content:

All lesson objectives, materials, and evaluation methods are available for review at any time during the school year and during scheduled preview nights. The ELPS Sexual Health Education Handbook is assessable online at [elps.us](https://elps.us), click on PARENTS, then click on HEALTH. Most of the videos are not available to view online due to copyright laws. Below is a direct link to the handbook.

<https://elps.us/our-district/board-of-education/committees/reproductive-health-advisory-committee/east-lansing-public-schools-sexual-health-update-2016-17/>

### Program Evaluation and Results

The SEAB selected evaluation tools that are included in the sex education curriculum for grades 4, 5, 6, 7 and 8. 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, 7 and 8. The high school instrument was developed by the health teachers to measure the attainment of the high school 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 pre/post test results for grades 4, 5, 6, 7 & 8 are from the 2018/19 school year. Grades 9-12 are an average of the 2018/19 school year and the first semester of 2019/20. The district was unable to obtain full results 2019/20 due to Covid-19.

	Pre-Test	Pre-Test Number	Post-Test	Post-Test Number	Percent
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Grade	Mean Score	Tested	Mean Score	Tested	Change
4	66%	242	79%	138	13%
5	71%	243	86%	212	15%
6	70%	483	79%	439	9%
7	75%	118	Post-test administered in 8 <sup>th</sup> grade.		21%
8	Pre-test administered in 7 <sup>th</sup> grade.		75	237	19%
9-12	34%	N/A	95%	N/A	61%

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 13% at 4<sup>th</sup> grade, 15% at 5<sup>th</sup>, 6% at 6<sup>th</sup> and 19% between the pre-test in 7<sup>th</sup> grade and the post-test at 8<sup>th</sup> grade. These scores show a slight drop in scores at grades 4, 6 and 8 and gains at grade 5 and 9-12 when compared to the 2018 results. The greatest gain was at the high school at 61%. This may be due to the amount of new information and skills presented in the high school curriculum.

Students in grades 4, 5, and 6 showed that they entered the class with high levels of knowledge and skills in the areas of communicating with trusted adults and showing respect to peers. The content that appears to need reinforcement by grade level is as follows: 4<sup>th</sup> – vocabulary associated with physical changes that occur during puberty for males and females; 5<sup>th</sup> – recognition of sexual messages in media; 6<sup>th</sup> – knowledge of health influences during prenatal development; and 8<sup>th</sup> – knowledge of the most common way to contract HIV. Content has been added to reinforce the lessons and will be reviewed for effectiveness. Several questions have also been rewritten to better assess student knowledge. This information has been communicated to the teachers to gain their input on how to improve student growth in these areas.

### **Current SEAB Goals**

The SEAB will focus on the following areas to further develop and update existing curricula and to improve communication with the East Lansing community.

- The East Lansing Sex Education Director, in conjunction with the SEAB, will update the Sexual Health Education Handbook available on the ELPS website a minimum of once a year.
- Monitor participation in 11<sup>th</sup> Grade Health Review Workshop. Make adjustments as needed.
- Review and evaluate the 4th and 5th grade curricula and materials. Make updates as recommended.
- Evaluate consent content in current curriculum for all levels and add content if recommended.
- Obtain teacher resources on trauma informed sex education and inform teachers.
- SEAB and available health teachers will receive professional development on porn and adolescents. Will determine the need for adding content about porn within the curriculum.
- Continue work on connecting students with health and safety resources at the high school and middle school levels.
- Identify parent education methods and resources to support sex education at home. Link parents to these resources and supports.
- Identify topics in the curriculum that could benefit from having guest speakers. Consider guest speakers to recommend for BOE approval.
- Use information from the 2019/20 MiPHY Survey to review & adjust curriculum as indicated. If possible,

administer the parent and student surveys in spring of 2021.

### **Accessing the Results**

Copies of this report are available at the Superintendent of East Lansing Schools, Dori Leyko, 501 Burcham Drive, East Lansing, MI 48823 or on the East Lansing Public Schools website, [www.elps.us](http://www.elps.us).

## **APPENDIX G: ELPS Sexual Health & HIV Board of Education Approved Curriculum and Materials**

### **4<sup>th</sup> Grade**

**BOE Approval Dates in BLUE**

<b>Current Core Curriculum &amp; Materials and BOE Approval Date</b>
<ul style="list-style-type: none"> <li>● HIV/AIDS Curriculum: <b>Michigan Model for Healthy Kids 2006</b> Currently on hold as media selection is outdated.)</li> <li>● Sexual Health Core Curriculum: <b>Puberty: The Wonder Years 4<sup>th</sup> Grade 2021 Edition</b> 6-27-2022</li> <li>● Sexual Health Media: <i>"Everything You Wanted to know about Puberty For Boys &amp; Girls"</i> - Disney 2015</li> </ul>
<b>Past Core Curriculum &amp; Materials No Longer in Use</b>
<ul style="list-style-type: none"> <li>● Puberty: <i>The Wonder Years 4th grade 2015 edition</i></li> <li>● HIV/AIDS Media: <i>"AIDS and the Immune System"</i> - SVE and Churchill Media</li> <li>● Reproductive Health: <b>Puberty: The Wonder Years Abstinence Based Tier A 2010 Edition</b> 2015</li> </ul>

### **5<sup>th</sup> Grade**

<b>Current Core Curriculum &amp; Materials and BOE Approval Date</b>
<ul style="list-style-type: none"> <li>● HIV Curriculum: <b>Michigan Model for Healthy Kids 2006</b></li> <li>● HIV/AIDS Media: <i>"HIV and Me: Marissa's Story"</i> Redefine Positive Media 2022</li> <li>● Sexual Health Core Curriculum: <b>Puberty: The Wonder Years 5<sup>th</sup> Grade 2021 Edition</b> 6-27-2022</li> <li>● Sexual Health Media: <i>"Puberty and You"</i> Seattle Public Schools TV 10/17/22</li> </ul>
<b>Past Core Curriculum &amp; Materials No Longer in Use</b>
<ul style="list-style-type: none"> <li>● <i>"You, Your Body and Puberty"</i> - Human Relations Media</li> <li>● HIV/AIDS Media: <i>"AIDS: Facts for Kids"</i></li> <li>● Reproductive Health: <i>Puberty: The Wonder Years 2015 edition</i></li> <li>● Reproductive Health: <b>Puberty: The Wonder Years Abstinence Based Tier B 2010 Edition</b> 2015</li> </ul>

## 6<sup>th</sup> Grade

### Current Core Curriculum & Materials and BOE Approval Date

- Sexual Health Core Curriculum: Puberty: The Wonder Years 6th grade 2021 edition [6-27-2022](#)
- Reproductive Health Media: *"Puberty and You"* Seattle Public Schools TV [10-17-2022](#)
- LGBTQ Inclusiveness Lesson & Videos *"How to Be a LGBTQ+ Ally"* and *"Range of Gender Identification"* AMAZE.org [11-25-19](#)
- "Teen Angst" AMAZE.org [2-10-20](#)
- "What Makes a Relationship Healthy" AMAZE.org [2-10-20](#)
- "Healthy vs. Unhealthy Relationship" AMAZE.org [2-10-20](#)
- "Friends Forever" AMAZE.org [10-17-2022](#)
- "What Is Intersectionality" AMAZE.org [10-17-2022](#)
- "Maybe Doesn't Mean Yes" AMAZE.org [10-17-2022](#)
- "How to Talk to Girls, Boys, and Everyone in Between" AMAZE.org [10-17-2022](#)
- "Active Listening: How to Communicate Effectively" AMAZE.org [10-17-2022](#)
- "Stay Out Loud: What advice would you give a younger brother/sister about their future" Stay Teen [10-17-2022](#)
- "What's Cyberbullying" Common Sense Media [10-17-2022](#)
- "Bodies: Different Shapes and Sizes. All Beautiful" AMAZE.org [10-17-2022](#)
- "Intersectionality 101" Learning for Justice [10-17-2022](#)

### Past Core Curriculum & Materials No Longer in Use

- "Sexting" AMAZE.org
- "Feeling Depressed, Happy and Other Emotions" AMAZE.org
- Reproductive Health Media: *"You, Your Body, and Puberty"* – Human Relations Media
- Sexual Health Core Curriculum: *Puberty: The Wonder Years 6<sup>th</sup> Grade & Optional Lessons 6A, 6B, 6C Abstinence Based 2015 Edition* [3-13-2017](#)
- Reproductive Health: *Puberty: The Wonder Years Abstinence Based (Optional lessons not approved.) - 2010 Tier C 2015*
- Reproductive Health Media: *"Puberty for Boys & Girls: Amazing Changes Inside and Out" Including video segments on emotional changes* - Discovery Education [2015](#)
- *"Cyber Bully"* – YouTube [2015](#)

## 7-8<sup>th</sup> Grades

### Current Core Curriculum & Materials and BOE Approval Date

- HIV/AIDS: **Michigan Model for Health Growing Up and Staying Healthy: Understanding HIV and Other STIs** Abstinence Based
- Sixth Grade Review Lesson: Human Reproductive System (Based on lesson from PWY for 6<sup>th</sup> grade.)
- HIV/AIDS Media: *"HIV/AIDS: Learn the Facts, Fight the Stigma, Stay Safe"* Redefine Positive Media [2022](#)
- HIV/AIDS Media: *"Sex Has Consequences"* Public Service Announcements National Campaign to Prevent Teen and Unplanned Pregnancy
- Sexting Media: *"Talk It Out: Sex, Self-Respect, and Social Media"* 7 & 8th Grades Discovery Ed Mazzarella Educational Media [3-25-19](#)
- Sexting Media: *"Ally's Story: Second Thoughts on Sext"* 8<sup>th</sup> Grade Only Discovery Ed Common Sense Media [3-25-19](#)



- LGBTQ Inclusiveness Lesson & Videos *“How to Be a LGBTQ+ Ally”* and *“Range of Gender Identification”* (Videos are part of 6<sup>th</sup> grade lesson.) AMAZE.org **11-25-19**
- *“What Is HIV”* AMAZE.org **2-10-20**
- Power Point: *“HIV: Fact or Myth”* **2-10-20**

### Past Core Curriculum & Materials No Longer in Use

- HIV/AIDS Media: *“Understanding HIV and AIDS”* Human Relations Media (abstinence-based version)
- Understanding HIV and Aids Abstinence Based

## 9-12<sup>th</sup> Grades

### Current Core Curriculum & Materials and BOE Approval Date

- Sexual Health & HIV/AIDS Core Curriculum: **Michigan Model for Health: Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention 2007**
- Reproductive Anatomy Review Materials:
  - Video: *“Human Reproduction and Childbirth”* Human Relations Media **11-28-16**
  - Teen Health Website: The Male and Female Reproductive System – Slides
  - Worksheets: Male and Female Reproductive Anatomy
  - Optional Resources: Health Skills for Wellness Chapters 8 & 9
- CDC Website - Sexually Transmitted Disease and Infection Power Point
- Sexual Health & HIV/AIDS Videos:
  - *“Am I Ready? Making Healthy Sexual Decisions”* HRM Media **11-28-16**
  - *“I wish...”* United Way of Jackson County 2015 Teen Pregnancy Prevention Initiative **3-13-17**
  - *“Biggest Myths about STIs”* HRM Media **11-28-16**
  - *“HIV 101”* CDC **11-28-16**
  - *“Tea Consent (Clean)”* Blue Beat Studios **11-28-16**
  - *“It’s Your Choice: Birth Control for Teens”* Center for Health Training **Discovery Education** First 19 minutes only
- Sexting Videos:
  - *“Talk It Out: Sex, Self-Respect, and Social Media”* Mazzarella Educational Media **Discovery Education 3-25-19**
  - *“Ally’s Story: Second Thoughts on Sexting”* Common Sense Media **Discovery Education 3-25-19**
- LGBTQ Inclusiveness:
  - Primary Source: *Supporting LGBTQ Youth: Creating inclusiveness & equity in sexual & reproductive health programs* Revised Edition ETR **4-23-18**
  - *Definitions Matching Game Lesson Plan* Developed by the Sexual Minority Youth Assistance League (SMYAL) and Roots of Change ([www.rootsofchange.us](http://www.rootsofchange.us)). **4-23-18**
- Affirmative Consent:
  - *“Teaching Affirmative Consent: Practical guidelines to increase student understanding”* Publisher ETR 2017 as supplement for evidence-based programs **11-23-21**
- School Liaison Speaker: Sex and the Law: East Lansing Police Department
- Guest Speaker: Community health educators from Willow Adolescent Health Center Ingham County Health Department **5-9-16**
- Eleventh Grade Review Class: Community health educators from Willow Adolescent Health Center Ingham County Health Department (Repeat of content presented in ELHS Health Class.) **5-9-16**
- Penis Model and Proper Condom Use (Teacher Demonstration Only)

### Past Core Curriculum & Materials No Longer in Use

- Videos included in core curriculum:
  - ***“Abstinence: Deciding to Wait”*** Alfred Higgins Productions
  - ***“In Our Own Words: Teens and AIDS”*** Family Health Productions
  - ***“Just Like Me: Talking About AIDS”*** Films for Humanities & Science 1997
  - ***“The Stories of AIDS”*** Educational Materials Center 1996 CMU
  - ***“Taking a Stand”*** United Learning
  - ***“U need 2 Kno”*** - Abstinence Based Version Educational Materials Center 2003
- Books:
  - Health Skills for Wellness Chapter 6 (Building Healthy Relationships)
  - Health Skills for Wellness Chapter 10 (Childhood and Adolescence)
  - Health Skills for Wellness Chapter 22 (Infectious Diseases)
  - Health Skills for Wellness Chapter 23 (HIV/AIDS and Sexually Transmitted Diseases)
- Other Videos:
  - “Philadelphia”
  - “The Age of Aids” PBS Video
  - “Life’s Greatest Miracle” PBS Video
  - “Teen Species” Discovery Health Video
  - “I Am Your Child” Johnson and Johnson
  - “The Puberty Years” PBS Video Series grades 9-12
- Guest Speakers/Outside Programs:
  - S.M.A.R.T. (Suspended 2015)
  - E.V.E. Ending Violent Encounters (Suspended 2015) **Moved to general health class 2015.**
  - Planned Parenthood (Suspended 2015)
  - LAAN-Lansing Aids Network (Suspended 2015)
- Models & Charts: Planned Parenthood Contraception and Baby Project: The Contraceptive Options Chart

## Elementary Special Education Classrooms

### Current Core Curriculum & Materials and BOE Approval Date

- Sexual Health Core Curriculum: **Marsh Media: A Girl’s Guide to Growing Up and A Boy’s Guide to Growing Up** (Lessons include videos and student booklets.) **5-23-16**
- Supportive Books:
  - **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 “Growth and Development” & Unit 5 “Menstruation”** Approved for Grades 4+ By: Mary J. Wrobel **4-23-18**
  - **The Care and Keeping of You: The Body Book for Younger Girls**, Revised Edition – Approved Grades 4+ By: Valorie Schaefer **4-23-18**
  - **What's Happening to Tom?: A book about puberty for boys and young men with autism and related conditions** 1st Edition By: Kate E. Reynolds **4-23-18**
  - **What's Happening to Ellie?: A book about puberty for girls and young women with autism and related conditions** 1st Edition By: Kate E. Reynolds **4-23-18**
- Communication Tools: Social Stories of the content may be created using the program Board Maker, WORD, Power Point, and similar publishing programs. **4-23-18**

### Past Core Curriculum & Materials No Longer in Use

- Life Horizons I & II **2000**

## Middle School Special Education Classrooms

### Current Core Curriculum & Materials and BOE Approval Date

- Primary Sexual Health Core Curriculum: **Marsh Media: A Girl's Guide to Puberty & Personal Safety and A Boy's Guide to Puberty and Personal Safety** (Lessons include videos and student booklets.) **5-23-16**
  - Secondary Sexual Health Core Curriculum: **Positive Prevention PLUS: Sexual Health Education for Special Populations** as revised for use by East Lansing Grades 6+ **5-21-18**
- NOTE: Families and teachers choose which core curriculum best meets the individual needs of students.**
- Supportive Books:
    - **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 "Growth and Development" & Unit 5 "Menstruation"** Approved for Grades 4+ By: Mary J. Wrobel **4-23-18**
    - **The Growing Up Guide for Girls: What Girls on the Autism Spectrum Need to Know!** - Approved Grades 6+ By: Davida Hartman **5-21-18**
    - **The Growing Up Book for Boys: What Boys on the Autism Spectrum Need to Know!** - Approved Grades 6+ By: Davida Hartman **5-21-18**
    - **The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition** – Approved Grades 4+ By: Valorie Schaefer **4-23-18**
    - **The Care and Keeping of You 2: The Body Book for Older Girls** – Approved Grades 6+ By: Cara Natterson **5-21-18**
    - **A Smart Girl's Guide: Boys: Surviving Crushes, Staying True to Yourself, and other (love) stuff (Smart Girl's Guides)** – Approved Grades 6+ By: Nancy Holyoke **5-21-18**
    - **Guy Stuff: The Body Book for Boys Paperback** – Approved Grades 6+ By: Cara Natterson **5-21-18**
  - Supportive Materials and Approaches:
    - Human Anatomical Body Model **5-21-18**
    - Communication Tools: Social Stories of the content may be created using the program Board Maker, WORD, Power Point, and similar publishing programs. **4-23-18**

### Past Core Curriculum & Materials No Longer in Use

- Life Horizons I & II **2000**

## High School Special Education Classrooms

### Current Core Curriculum & Materials and BOE Approval Date

- Primary Sexual Health Core Curriculum: **Positive Prevention PLUS: Sexual Health Education for Special Populations** as revised for use by East Lansing Grades 6+ **5-21-18**
  - Secondary Sexual Health Core Curriculum: **Marsh Media: A Girl's Guide to Puberty & Personal Safety and A Boy's Guide to Puberty and Personal Safety** (Lessons include videos and student booklets.) **5-23-16**
- NOTE: Families and teachers choose which core curriculum best meets the individual needs of students.**
- Sexual Health Media:
    - **"Puberty for Boys: Amazing Changes Inside and Out"** Disc. Ed - Approved Grades 6+ **5-21-18**
    - **"Puberty for Girls: Amazing Changes Inside and Out"** Disc. Ed - Approved Grades 6+ **5-21-18**
    - **"Reproduction and Development"** 2010 Visual Learning Disc. Ed - Approved Grades 6+ **5-21-18**
  - Supportive Books:

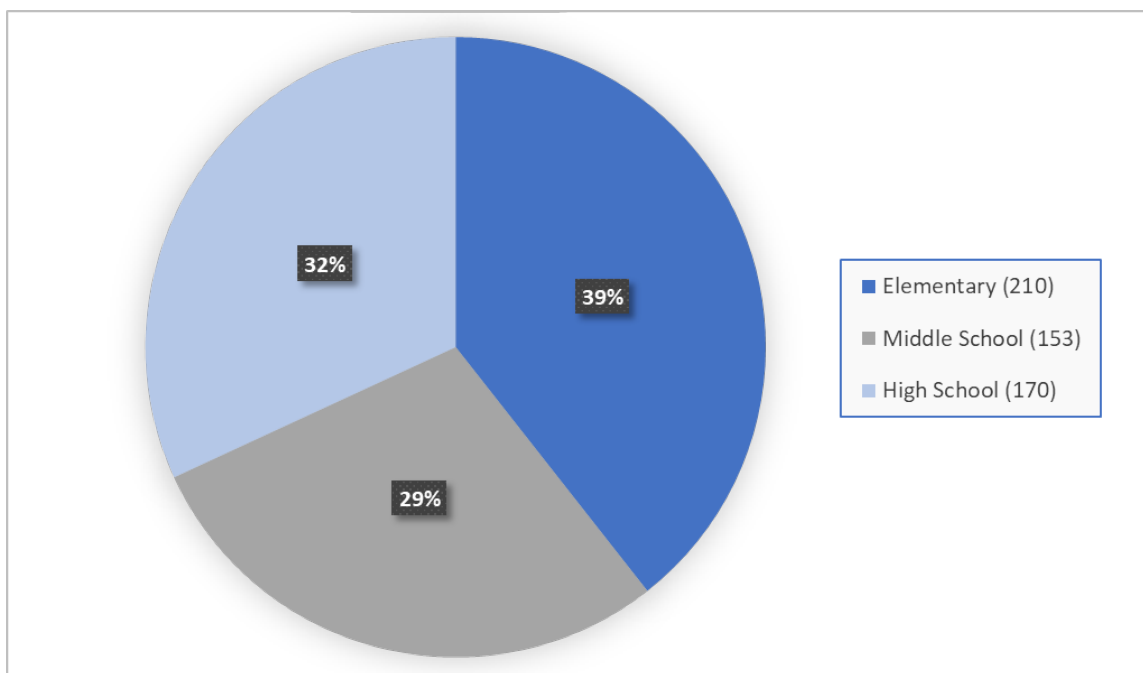
- **Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism - Unit 4 “Growth and Development” & Unit 5 “Menstruation”** Approved for Grades 4+ By: Mary J. Wrobel **4-23-18**
- **Taking Care of Myself2: for Teenagers and Young Adults with ASD – Unit 6 “Sex and Sexual Relationships”** Approved for Grades 9+ By: Mary J. Wrobel **5-21-18**
- **The Growing Up Guide for Girls: What Girls on the Autism Spectrum Need to Know! - Approved Grades 6+** By: Davida Hartman **5-21-18**
- **The Growing Up Book for Boys: What Boys on the Autism Spectrum Need to Know! - Approved Grades 6+** By: Davida Hartman **5-21-18**
- **The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition – Approved Grades 4+** By: Valorie Schaefer **4-23-18**
- **The Care and Keeping of You 2: The Body Book for Older Girls – Approved Grades 6+** By: Cara Natterson **5-21-18**
- **A Smart Girl's Guide: Boys: Surviving Crushes, Staying True to Yourself, and other (love) stuff (Smart Girl's Guides) – Approved Grades 6+** By: Nancy Holyoke **5-21-18**
- **Guy Stuff: The Body Book for Boys Paperback – Approved Grades 6+** By: Cara Natterson
- Supportive Materials and Approaches:
  - Human Anatomical Body Model **5-21-18**
  - Communication Tools: Social Stories of the content may be created using the program Board Maker, WORD, Power Point, and similar publishing programs. **4-23-18**

### **Past Core Curriculum & Materials No Longer in Use**

- Life Horizons I & II **2000**

# Sexual Health Education Parent Survey - June, 2018

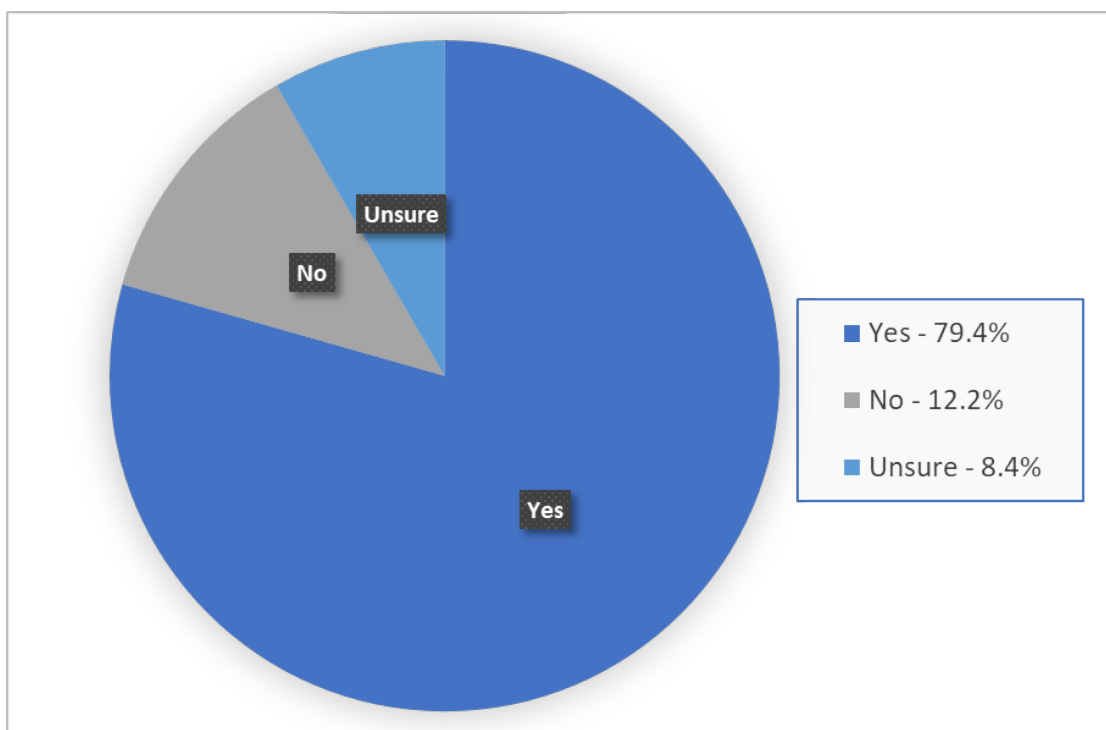
Question 1: What grade(s) are your children in?



Answer Choices	Responses	
Kindergarten	2.6%	14
1st	3.9%	21
2nd	3.0%	16
3rd	6.8%	36
4th	10.7%	57
5th	12.4%	66
6th	10.3%	55
7th	9.4%	50

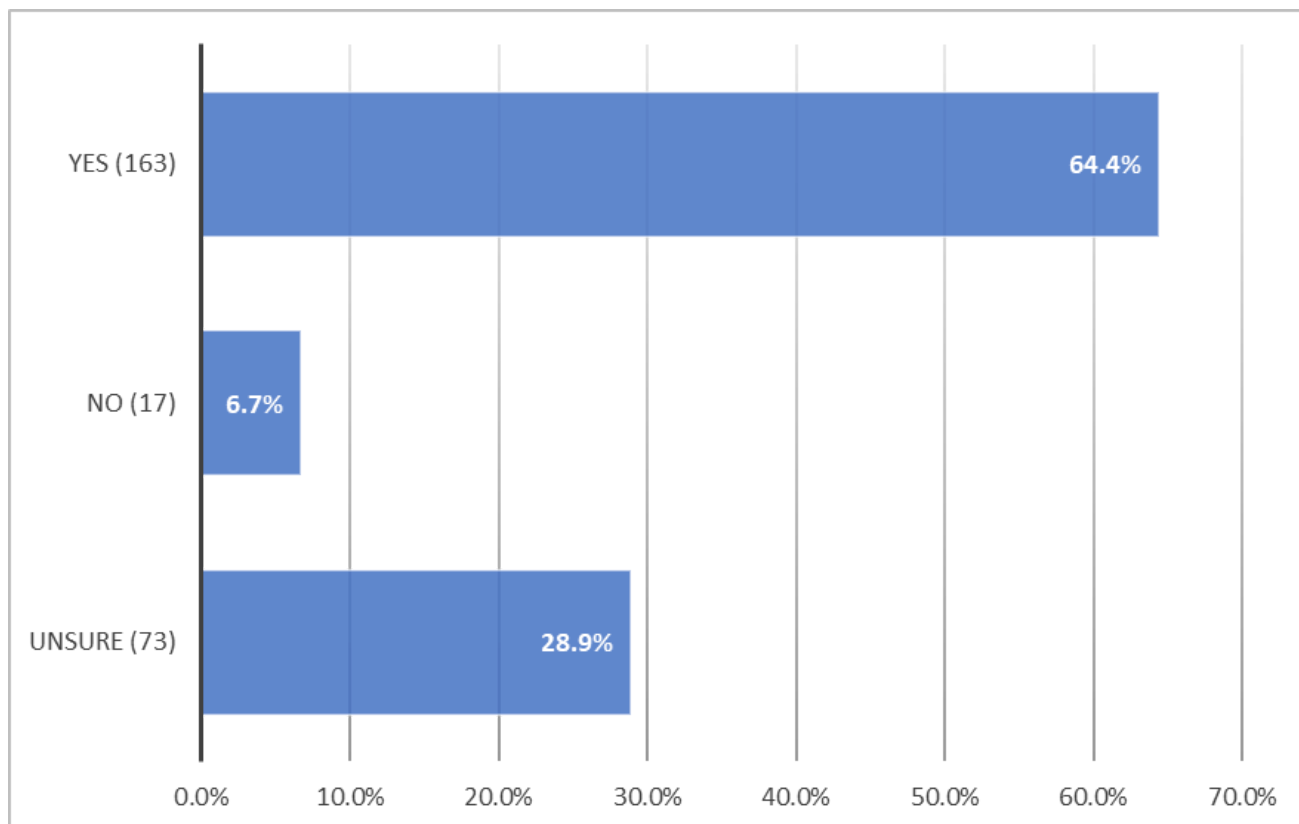
<b>8th</b>	<b>9.0%</b>	<b>48</b>
<b>9th</b>	<b>10.5%</b>	<b>56</b>
<b>10th</b>	<b>9.8%</b>	<b>52</b>
<b>11th</b>	<b>7.3%</b>	<b>39</b>
<b>12th</b>	<b>4.3%</b>	<b>23</b>

Question 2: Did you have at least one child who was in a grade where sexual health education was offered this year?



Answer Choices	Responses	
Yes	79.4%	266
No	12.2%	41
Unsure	8.4%	28
Total		335

Question 4: Did you find the information available during the preview adequate?



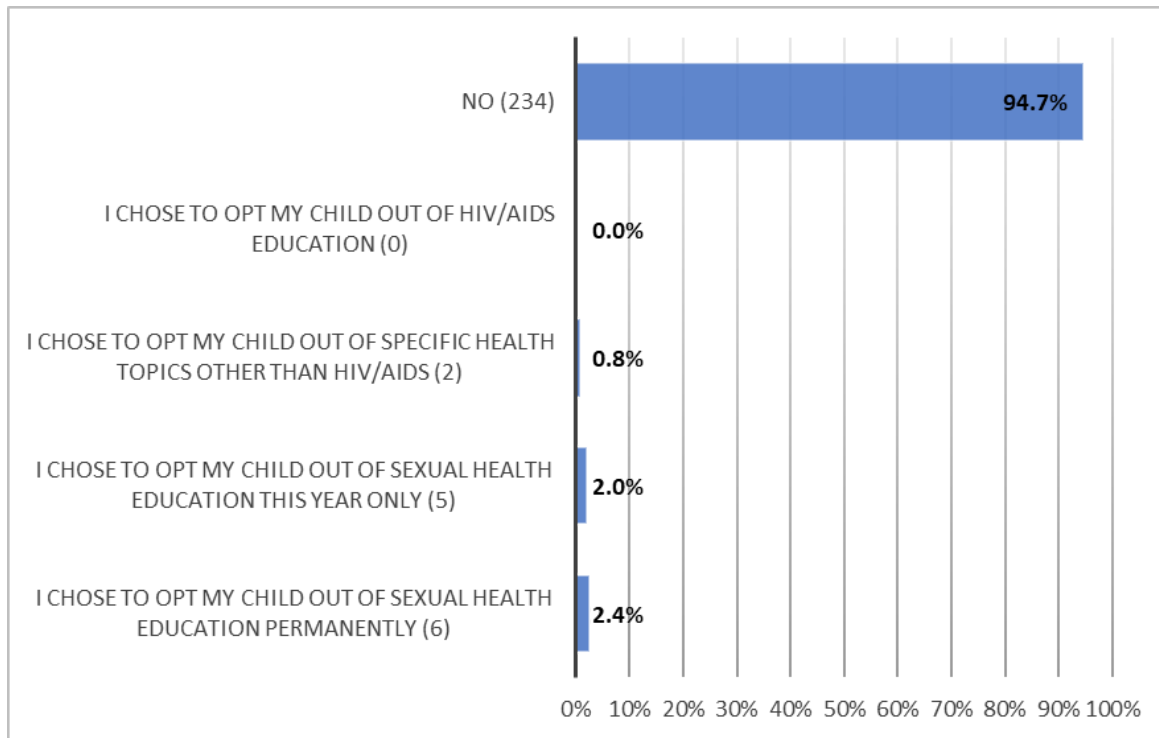
Answer Choices	Responses	
Yes	64.4%	163
No	6.7%	17
Unsure	28.9%	73
Total Respondents: 253		

Question 5: Please indicate all the reasons that you did not preview the materials.

Updated: Sept 2022

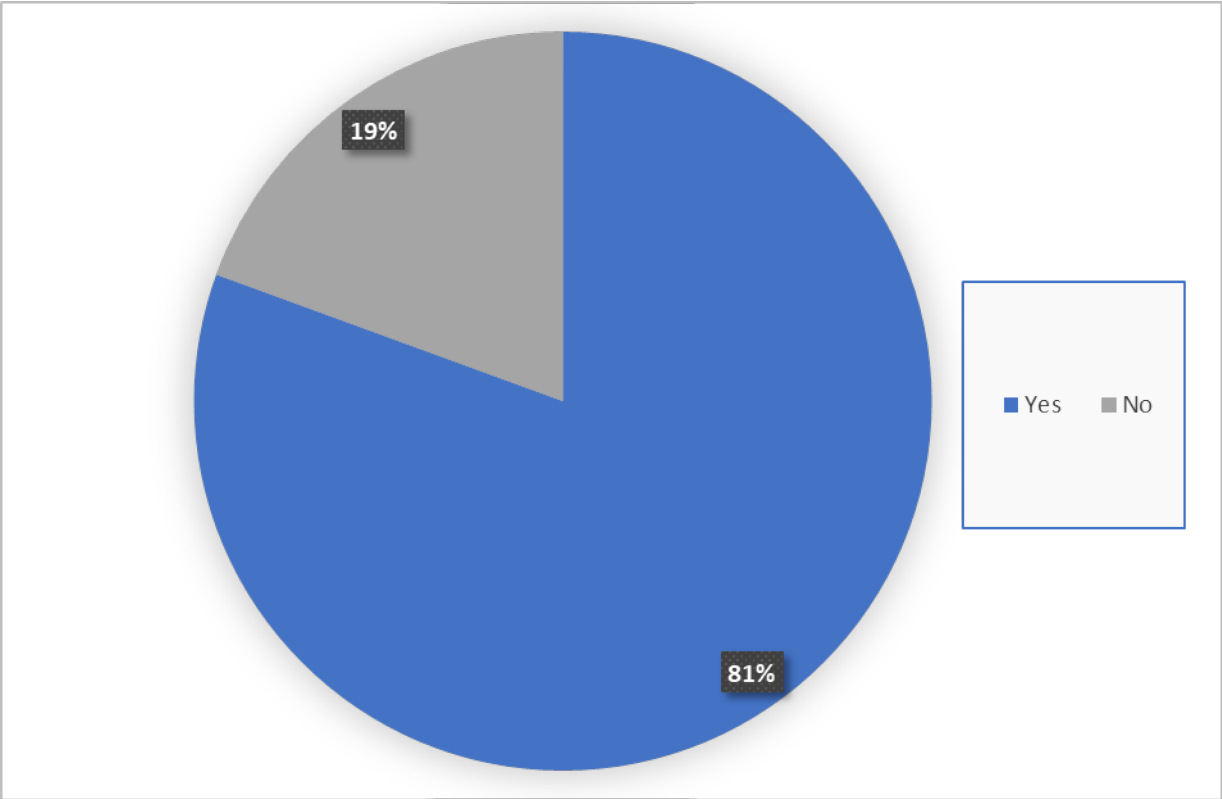


Question 6: Did you opt your child out of sexual health education?



Answer Choices	Responses	
No	94.7%	234
I chose to opt my child out of HIV/AIDS education	0.0%	0
I chose to opt my child out of specific health topics other than HIV/AIDS	0.8%	2
I chose to opt my child out of sexual health education this year only	2.0%	5
I chose to opt my child out of sexual health education permanently	2.4%	6
Total		247

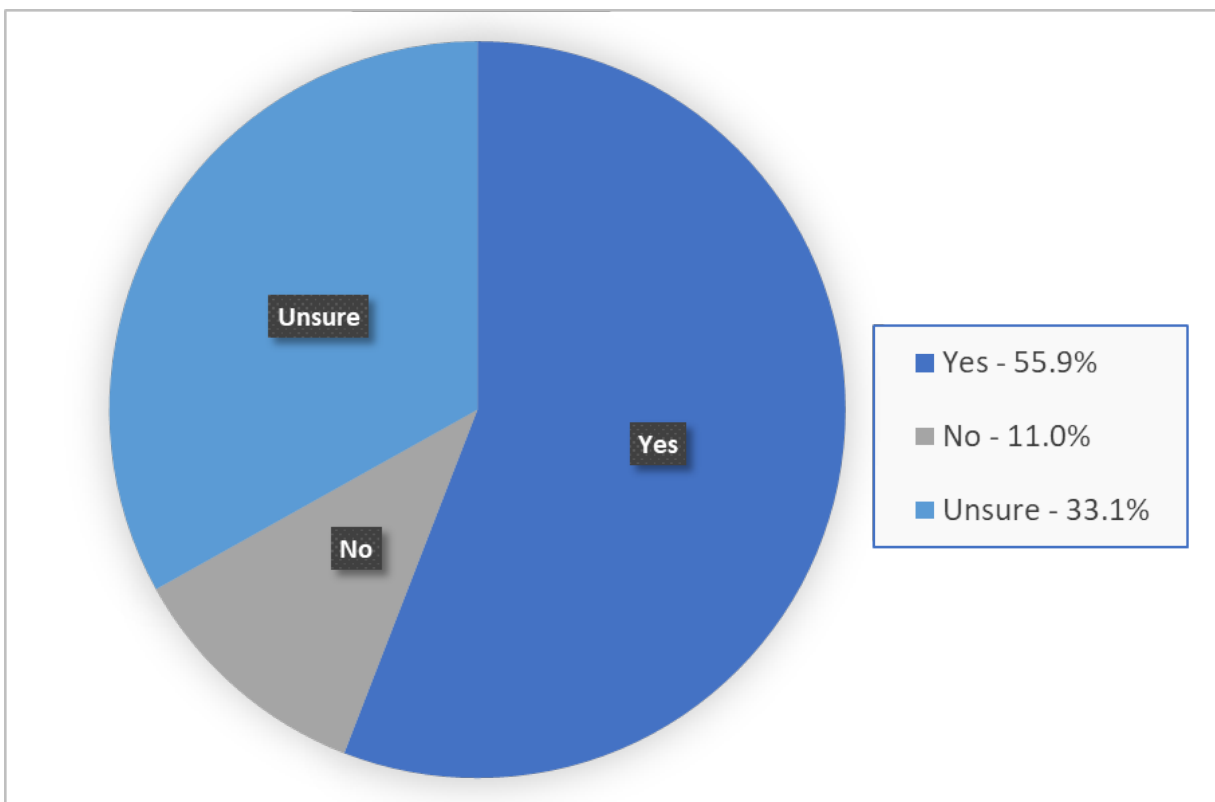
Question 7: Did you and your child discuss the course content?



Answer Choices	Responses	
Yes	80.6%	199
No	19.4%	48
Total		



Question 8: Did the sexual health education lessons meet the developmental needs of your child?



Answer Choices	Responses	
Yes	55.9%	137
No	11.0%	27
Unsure	33.1%	81
Total		245



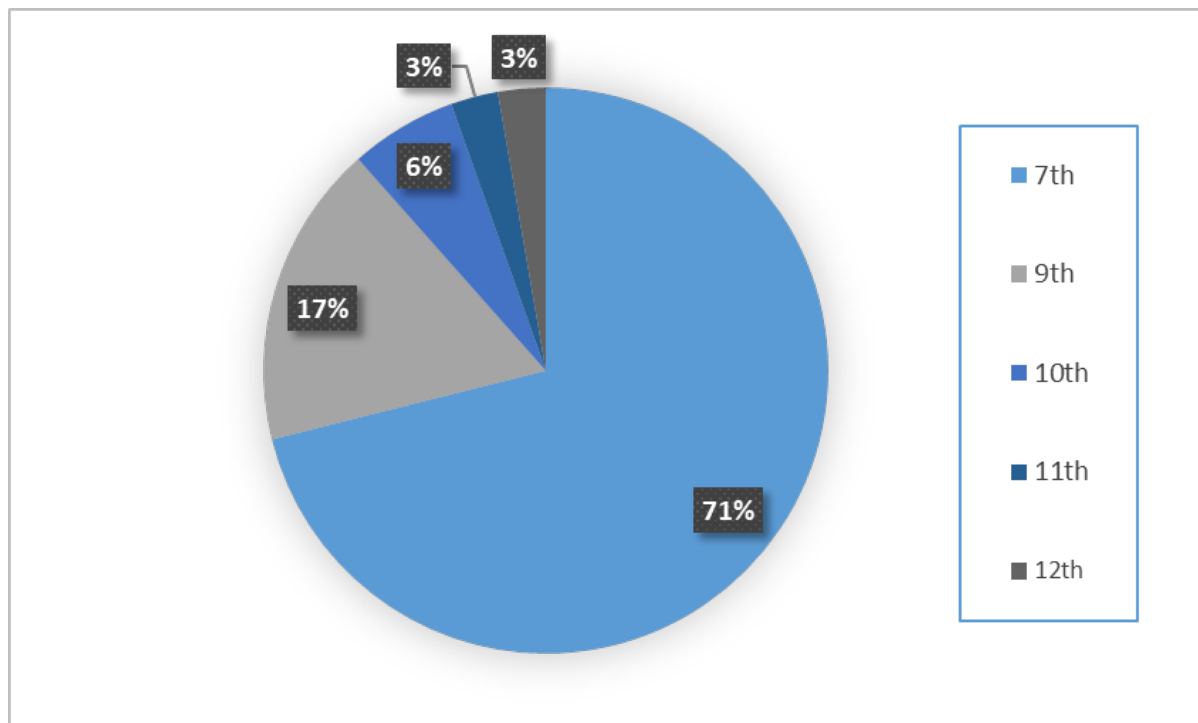
Question 9: Please look at the sexual education topics listed below and check the grade level that you think this topic should be introduced to students.

	4th - 5th	6th	7th - 8th	9th - 12th	Do not teach in school	Total
Reproductive anatomy	68.95% 191	16.25% 45	10.11% 28	3.97% 11	0.72% 2	277
Physical and social changes associated with growing up	73.59% 209	17.25% 49	6.34% 18	1.76% 5	1.06% 3	284
Positive communication with family	82.39% 234	8.45% 24	7.39% 21	1.06% 3	0.70% 2	284
Healthy intimate relationships	20.07% 57	27.11% 77	31.34% 89	17.25% 49	4.23% 12	284
Positive friendships	79.00% 222	13.88% 39	4.63% 13	1.42% 4	1.07% 3	281
Sexual decision-making	10.95% 31	26.86% 76	42.76% 121	14.84% 42	4.59% 13	283
Pregnancy and childbirth	25.89% 73	22.34% 63	30.85% 87	18.79% 53	2.13% 6	282
Parenting responsibilities	21.91% 62	20.14% 57	29.33% 83	25.80% 73	2.83% 8	283
Benefits of abstinence from sexual activity, including oral sex	9.64% 27	22.14% 62	38.21% 107	15.71% 44	14.29% 40	280
Sexually transmitted infections, including HIV/AIDS	18.37% 52	29.68% 84	36.04% 102	14.49% 41	1.41% 4	283
Use of condoms to reduce risk of transmission of sexual infections	10.56% 30	27.82% 79	39.79% 113	19.37% 55	2.46% 7	284
Contraception including birth control, condoms and other methods	9.54% 27	27.21% 77	38.16% 108	21.55% 61	3.53% 10	283
Sexual orientation and gender identity	39.79% 113	22.89% 65	19.01% 54	9.15% 26	9.15% 26	284
Community health resources	32.16% 91	21.91% 62	27.56% 78	16.25% 46	2.12% 6	283



# Sexual Health Education Student Survey - June, 2018

Question 1: What grade are you currently in?

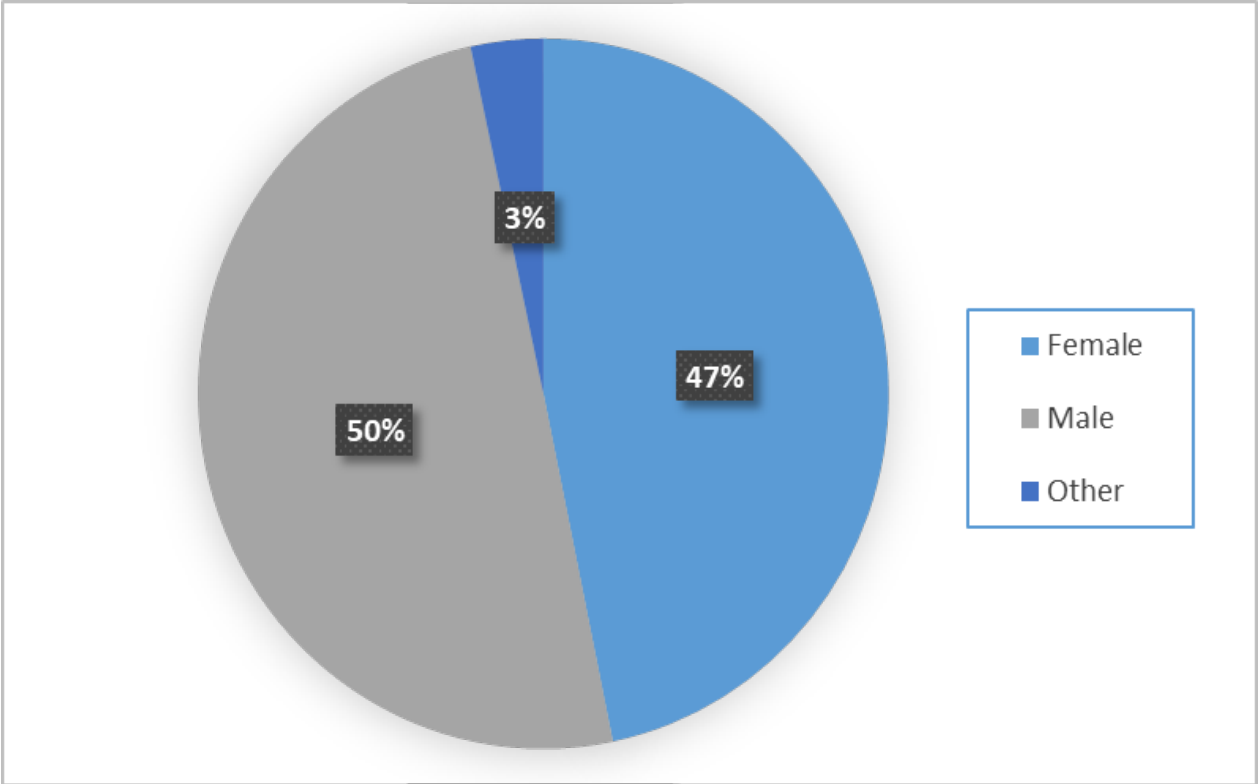


Answer Choices		
Grade 7	71.1%	209
Grade 9	17.3%	51
Grade 10	6.1%	18
Grade 11	2.7%	8
Grade 12	2.7%	8
Total		294

Updated: Sept 2022



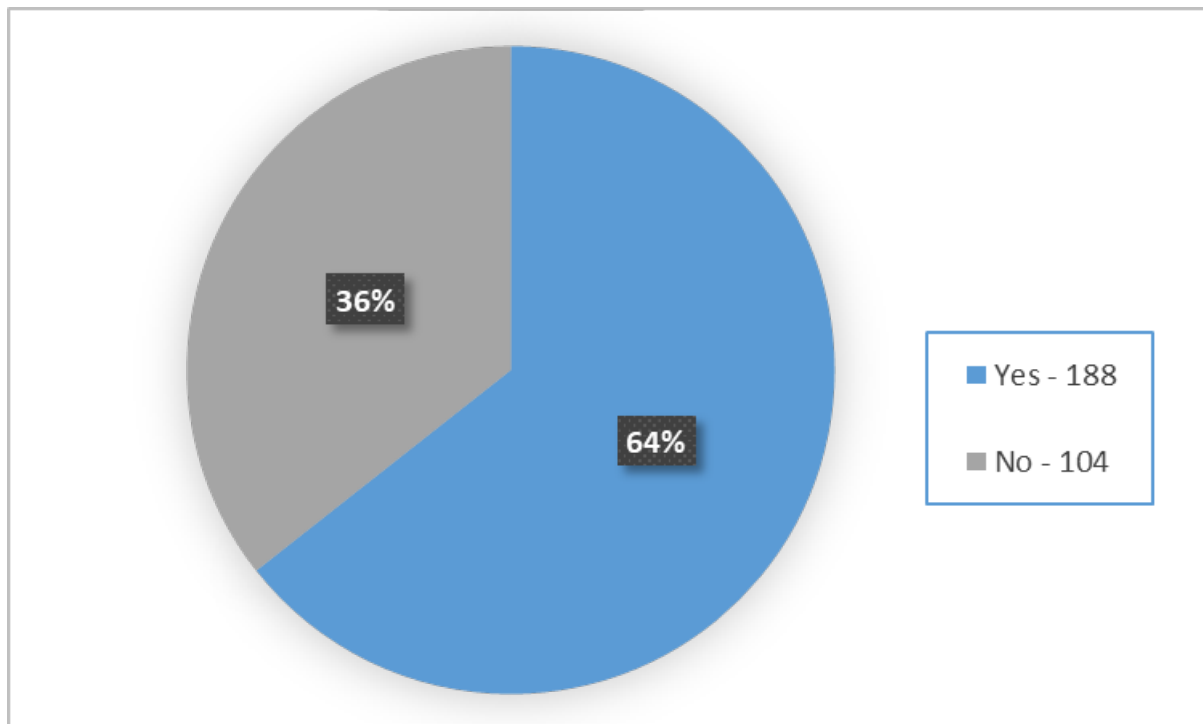
Question 2: Please indicate your gender.



Answer Choices		
Female	46.8%	138
Male	49.8%	147
Other	3.4%	10
Total		295



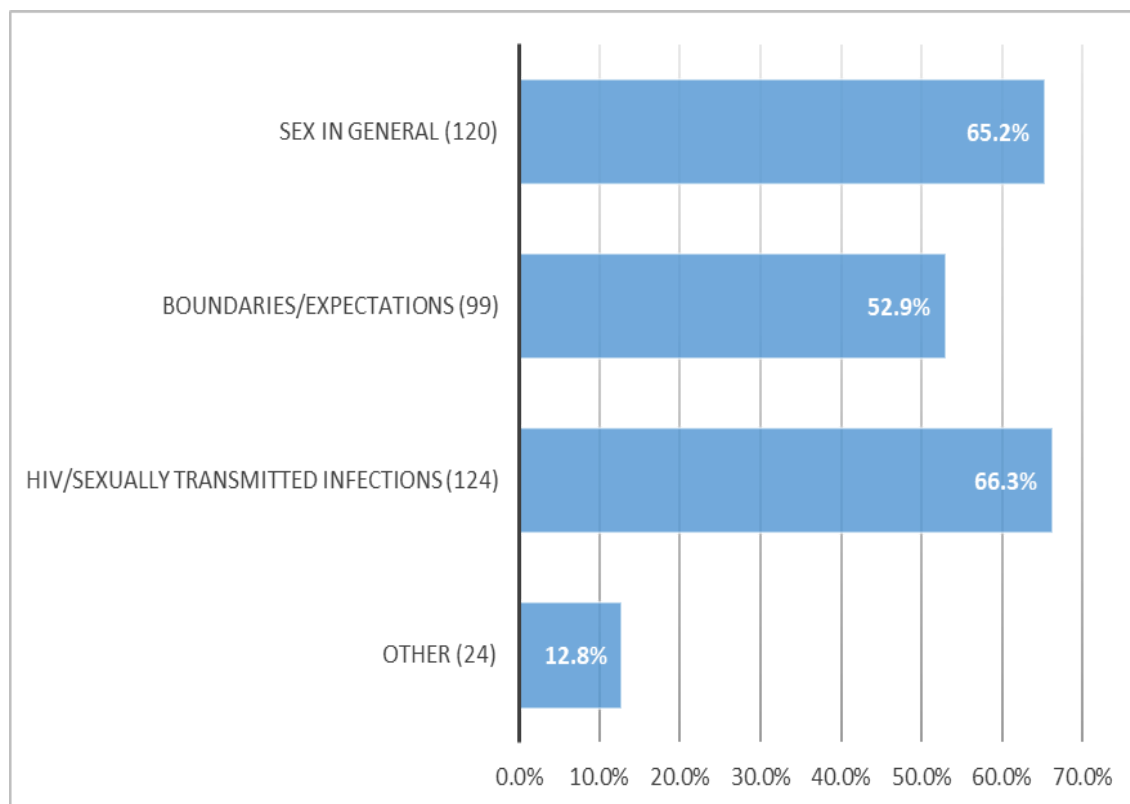
Question 3: Did you talk to your mom, dad or other trusted adult about questions you had, or about what you learned in class?



Answer Choices	7th	9th	10th	11th & 12th	Total
Yes	133 (64%)	32 (64%)	15 (83%)	8 (50%)	188 (64%)
No	75 (36%)	18 (36%)	3 (17%)	8 (50%)	104 (36%)
Total	208	50	18	16	292



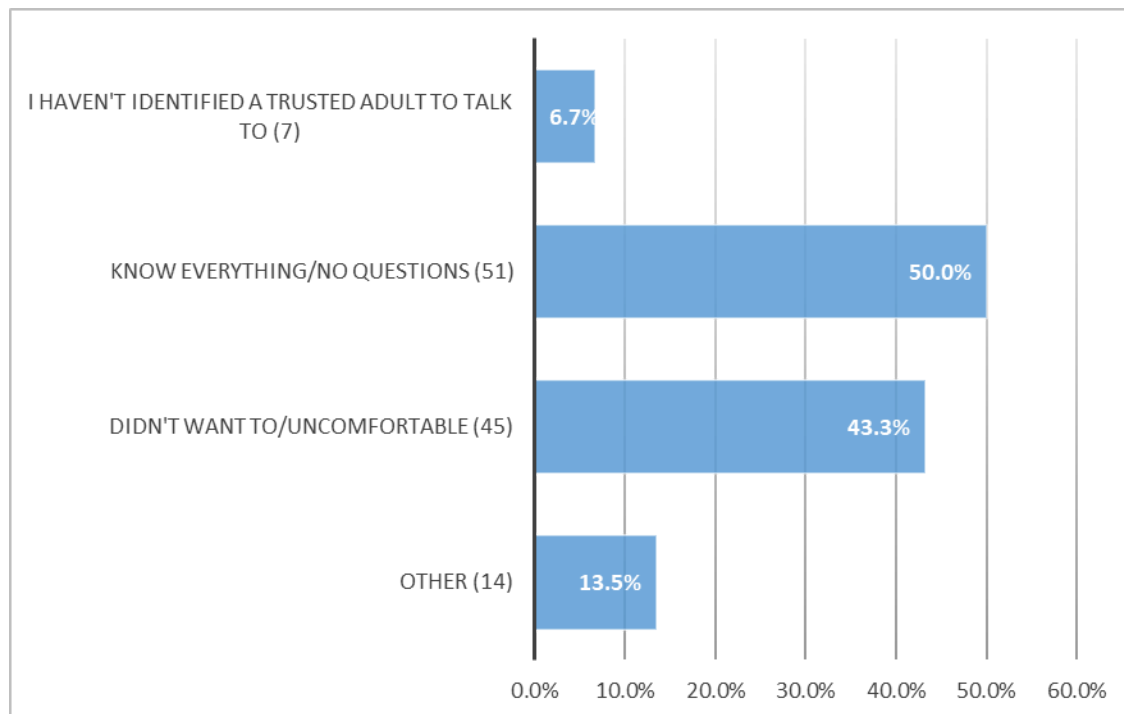
## Question 4: If 'Yes': What did you talk about?



Answer Choices	7th	9th	10th - 12th	Total
Sex in general	83 (62%)	21 (68%)	16 (80%)	120 (65%)
Boundaries/Expectations	65 (49%)	22 (71%)	12 (60%)	99 (53%)
HIV/Sexually transmitted infections	94 (70%)	19 (61%)	11 (55%)	124 (67%)
Other	19 (14%)	4 (13%)	1 (5%)	24 (13%)
Respondents	134	31	20	185

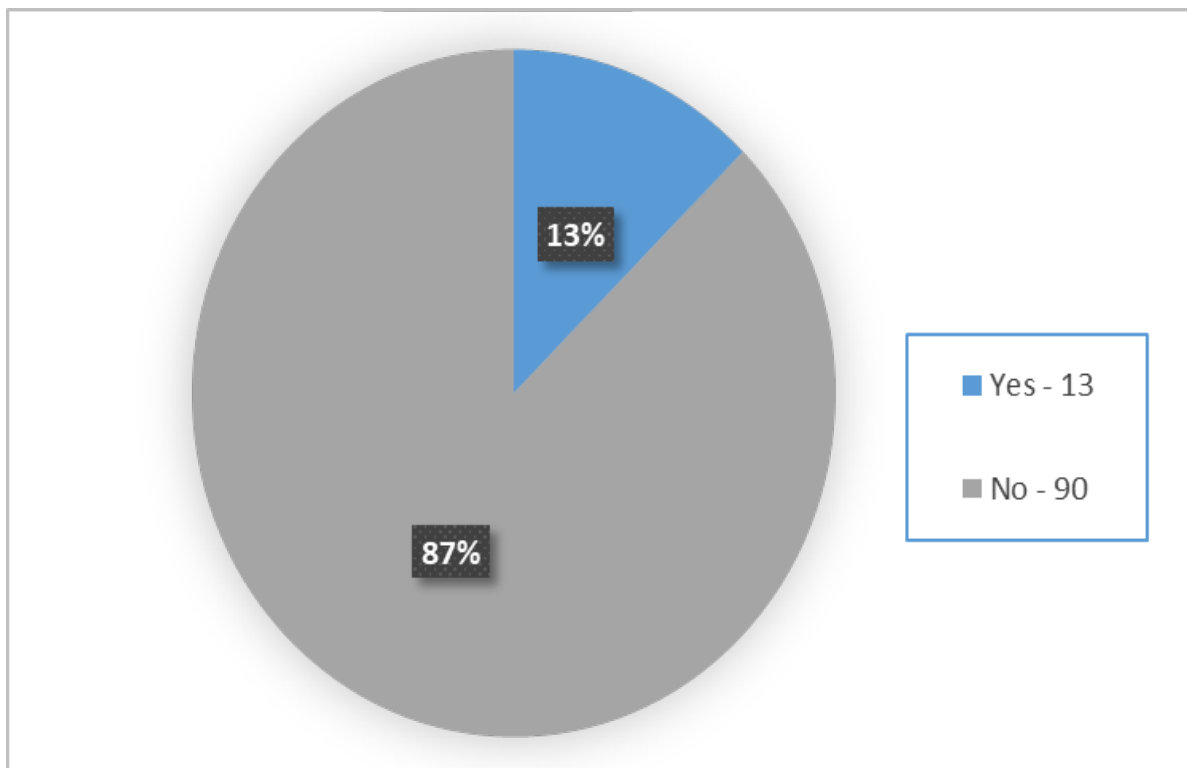


## Question 5: If 'No': Why not?



Answer Choices	7th	9th	10th - 12th	Total
I haven't identified a trusted adult to talk to	4 (5%)	2 (11%)	1 (9%)	7 (7%)
Know everything/No questions	41 (55%)	6 (33%)	4 (36%)	51 (50%)
Didn't want to/Uncomfortable	32 (43%)	8 (44%)	5 (45%)	45 (44%)
Other	9 (12%)	3 (17%)	2 (18%)	14 (14%)
Respondents	74	18	11	103

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	9th	10th - 12th	Total
Yes	7 (10%)	4 (22%)	2 (18%)	13 (13%)
No	67 (90%)	14 (78%)	9 (82%)	90 (87%)
Total	74	18	11	103

Updated: Sept 2022

Question 7: If 'Yes': What are they?

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

Answer Choices	7th	9th	10th – 12th	All Grades
Reproductive anatomy	167 (82%)	29 (59%)	19 (63%)	215 (76%)
Physical and social changes associated with growing up	127 (62%)	34 (69%)	20 (67%)	181 (64%)
Positive communication with family	122 (60%)	29 (59%)	20 (67%)	171 (60%)
Healthy intimate relationships	147 (72%)	39 (80%)	27 (90%)	213 (75%)
Positive friendships	124 (61%)	32 (65%)	16 (53%)	172 (61%)
Sexual decision-making	175 (86%)	42 (86%)	28 (93%)	245 (87%)
Pregnancy and childbirth	133 (65%)	41 (84%)	25 (83%)	199 (70%)
Parenting responsibilities	104 (51%)	29 (59%)	22 (73%)	155 (55%)
Benefits of abstinence from sexual activity, including oral sex	132 (65%)	37 (76%)	23 (77%)	192 (68%)
Sexually transmitted infections, including HIV/AIDS	176 (86%)	44 (90%)	29 (97%)	249 (88%)
Use of condoms to reduce risk of sexually transmitted infection	171 (84%)	42 (86%)	27 (90%)	240 (85%)
Contraception including birth control, condoms and other methods	151 (74%)	37 (76%)	26 (87%)	214 (76%)
Sexual orientation and gender identity	123 (60%)	33 (67%)	16 (53%)	172 (61%)
Community health resources	115 (56%)	33 (67%)	21 (70%)	169 (60%)
Respondents	204	49	30	283



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

Answer Choices	7th	9th	10th – 12th	All Grades
Reproductive anatomy	19 (12%)	5 (17%)	4 (17%)	28 (13%)
Physical and social changes associated with growing up	29 (18%)	7 (23%)	3 (13%)	39 (18%)
Positive communication with family	40 (25%)	5 (17%)	4 (17%)	49 (23%)
Healthy intimate relationships	21 (13%)	3 (10%)	1 (4%)	25 (12%)
Positive friendships	39 (25%)	8 (27%)	6 (25%)	53 (25%)
Sexual decision-making	15 (9%)	3 (10%)	1 (4%)	19 (9%)
Pregnancy and childbirth	32 (20%)	3 (10%)	2 (8%)	37 (17%)
Parenting responsibilities	59 (37%)	6 (20%)	3 (13%)	68 (32%)
Benefits of abstinence from sexual activity, including oral sex	31 (19%)	5 (17%)	4 (17%)	40 (19%)
Sexual transmitted infections, including HIV/AIDS	14 (9%)	2 (7%)	1 (4%)	17 (8%)
Use of condoms to reduce the risk of sexually transmitted infection	21 (13%)	1 (3%)	2 (8%)	24 (11%)
Contraception including birth control, condoms and other methods	14 (9%)	1 (3%)	1 (4%)	16 (8%)
Sexual orientation and gender identity	48 (30%)	8 (27%)	7 (29%)	63 (30%)
Community health resources	35 (22%)	8 (27%)	4 (17%)	47 (22%)
Respondents	159	30	24	213