

## 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:          “You go to the friend’s house and need to use the bathroom, but the door is shut.”          “You are in a public park and need to use the restroom.”          “You meet someone for the first time and want to give that person a hug.”          “A person wants to touch you, but you don’t want them to.”          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> – “<i>See Josh Grow</i>”)</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: “<i>Girl’s Bodies</i>”</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> – “<i>A Woman’s Body</i>”)</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> – “<i>A Woman’s Body (on the Inside)</i>”)</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> – “<i>In Between</i>” &amp; “<i>Changing Your Pad</i>”)</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> – “<i>A Woman’s Body (on the inside)</i>”)</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</b> – “The Makings of a Baby”)</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</b> – “Good Rules about Sex”)</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</b> – “Name That Icon” &amp; “Icon Index”)</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.

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## **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

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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.