



Program Planning, Implementation, and Evaluation Plan for Health, HIV/STD and Sex Education

Goal: To equip students with the knowledge and skills to development healthy relationships and healthy lifestyles to avoid sexual behavior that put them at risk for HIV/STD, and unintended pregnancy.

Philosophy/Assumptions:

- Parents are the primary sex educators for our youth.
- Schools have a duty, in concert with families and communities, to implement effective sex education programs that will help students make responsible decisions during their school years and into their adult lives.
- Education programs should address the needs of all students, including those at greatest risk for HIV/STD and unintended pregnancy.
- Abstinence from intimate sexual contact should be stressed as the only certain way to avoid sexually transmitted HIV, other STDs and pregnancy.
- Programs are most effective when they are initiated before students reach the age when they may adopt risky behaviors, and are reinforced throughout middle and high school.
- Sex education is best provided by well-trained staff members. Outside speakers can enhance, but should not replace, instruction.
- Substance abuse or use increases chances of risky behaviors.



By the end of 4th grade students should be able to:

- Identify medically accurate information and resources about puberty and personal hygiene
- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy
- Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission
- Explain ways to manage the physical and emotional changes associated with puberty
- Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues
- Explain the physical, social and emotional changes that occur during puberty and adolescence
- Describe how puberty prepares human bodies for the potential to reproduce

By the end of 5th grade students should be able to:

- Describe their own reproductive systems including body parts and their functions
- Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission
- Identify medically-accurate information about female and male reproductive anatomy
- Describe the process of human reproduction

By the end of 6th grade students should be able to:

- Describe male and female sexual and reproductive systems including body parts and their functions
- Identify accurate and credible sources of information about sexual health
- Describe the physical, social, cognitive and emotional changes of adolescence
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others
- Describe the advantages and disadvantages of communication using technology and social media
- Identify sources of support such as parents or other trusted adults that they can go to if they feel personal safety is a concern
- Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched
- Compare and contrast the characteristics of healthy and unhealthy relationships
- Demonstrate communication skills that foster healthy relationships

- Identify medically accurate sources of information about puberty, adolescent development and sexuality
- Communicate respectfully with and about people
- Advocate for safe environments that encourage dignified and respectful treatment of everyone
- Describe ways to treat others with dignity and respect

By the end of 7th grade students should be able to:

- Demonstrate the use of a decision making model and evaluate possible outcomes of decisions adolescents might make
- Develop a plan to promote dignity and respect for all people in the school community
- Define sexual intercourse and its relationship to human reproduction
- Define sexual abstinence as it relates to pregnancy prevention
- Explain how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors
- Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors
- Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms
- Identify medically-accurate resources about pregnancy prevention and reproductive health care
- Describe the steps to using a condom correctly
- Describe the signs and symptoms of a pregnancy
- Define STDs, including HIV and how they are and are not transmitted
- Compare and contact behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each
- Identify medically-accurate information about STDs, including HIV
- Describe the signs, symptoms and potential impacts of STDs, including HIV
- Analyze the similarities and differences between friendships and romantic relationships
- Describe a range of ways people express affection within various types of relationships
- Analyze the impact of technology and social media on friendships and relationships
- Describe the potential impact of power differences such as age, status or position within relationships

By the end of 8th grade Students should be able to:

- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Differentiate between gender identity, gender expression and sexual orientation
- Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity
- Access accurate information about gender identity, gender expression and sexual orientation
- Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations
- Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms
- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Apply a decision-making model to various sexual health decisions
- Define emergency contraception and its use
- Identify medically-accurate information about emergency contraception
- Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each
- Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors
- Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV
- Identify local STD and HIV testing and treatment resources
- Discuss the impacts of sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong
- Compare and contrast the characteristics of healthy and unhealthy relationships
- Analyze the ways in which friends, family, media, society and culture can influence relationships
- Explain the criteria for evaluating the health of a relationship
- Describe the potential impacts of power differences such as age, status or position within relationships
- Demonstrate ways to communicate with trusted adults about harassment, abuse or assault
- Explain why a person who has been raped or sexually assaulted is not at fault
- Describe situations and behaviors that constitute sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence
- Identify local STD and HIV testing and treatment resources

By the end of 9th/10th/11th/12th grade students should be able to:

- Describe the human sexual response cycle including the role hormones play
- Apply a decision making model to various situations relating to sexual health
- Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors
- Define emergency contraception and describe its mechanism of action
- Describe common symptoms of and treatment for STDs including HIV
- Analyze individual responsibility about testing for and informing partners about STDs and HIV status
- Define sexual consent and explain its implications for sexual decision making
- Analyze how brain development has an impact on cognitive social and emotional changes of adolescence and early adulthood
- Explain how to promote safety, respect, awareness and acceptance
- Access medically accurate information about contraceptive methods, including abstinence and condoms
- Access medically accurate information and resources about emergency contraception
- Explain how to access local STDC and HIV testing and treatment services
- Access medically accurate prevention information about STDs, including HIV
- Analyze factors including alcohol and other substances, which can affect the ability to give or perceive the provision of consent to sexual activity.
- Analyze how friends, family, media, society and culture can influence self-concept and body image
- Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms
- Apply a decision making model to choice about contraception, including abstinence and condoms
- Identify the laws related to reproductive and sexual health care services (i.e., contraception pregnancy options, safe surrender policies, prenatal care)
- Apply a decision making model to choices about safer sex practices, including abstinence and condoms
- Describe the laws related to sexual health care services, including STDs and HIV testing and treatments

Student who elect to take additional health class students should be able to:

- Describe the steps to using a condom correctly
- Access medically accurate information about pregnancy and pregnancy options
- Access medically accurate information about prenatal care services
- Evaluate the effectiveness of abstinence condoms and other safer sex methods in preventing the Spread of STDs including HIV
- Describe characteristics of healthy and unhealthy romantic and/or sexual relationships
- Describe the signs of pregnancy
- Describe prenatal practices that contribute to or threaten a healthy pregnancy
- Access the skills and resources needed to become a parent
- Analyze factors that may influence condom use and other safer sex decisions
- Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship
- Analyze internal and external influences on decisions about pregnancy options
- Analyze factors that influence decisions about whether and when to become a parent
- Compare and contrast the laws relating to pregnancy adoption, abortion and parenting.
- Advocate for sexually active youth to get STD/HIV testing and treatment

Resource Guide - DVDs/Videos with Curriculum and Lessons

Elementary

- *Just Around the Corner for Girls (4th grade)*
- *A Baby is Born: Human Reproduction (5th grade)*
- *Just Around the Corner for Boys (4th grade)*
- *AIDS: facts for Kids (5th grade)*
- *From Egg to You, From Girl to Woman, From Boy to Man (Pamphlets)*

Middle School

- *Understanding HIV/AIDS*
- <http://kidshealth.org>
- *The Dangers of Sexting (Parts 1-6)*
- *Flirting or Hurting? When is it okay, when is it Harassment?*
- www.teachingsexualhealth.ca

High School

- *U Need to KNO (Abstinence Based)*
- *Teen Species Series-In the Mix*
- *The Dangers of Sexting (Parts 1-6)*
- *Alcohol: What You Don't Know*
- *The Miracle of Life*
- *Safe Delivery of Newborns by the MI Dept of Human Services & MI Dept of Community Health*
- *What is AIDS?*
- *Drug Abuse: Altered States*
- *The Pill*
- *It's Your Choice: Birth Control for Teens*
- www.teachingsexualhealth.ca
- *Let's Get Real About Sex and the Law*
- *Self Image: The Fantasy, The Reality*
- *The Age of Aids*
- *In the Womb*
- <http://kidshealth.org>

Asher – Advantage Academy

- *U Need to KNO (Abstinence Based)*
- *The Pill*
- *Body Story, Teen Dreams*
- *Talk About Sex (Permission from publisher to blackout page about abortion)*
- *The Age of AIDS*
- *Teen Survival Guide -Healthy Tips for on the go Girls.*