



**Walled Lake Consolidated Schools
Reproductive Health Advisory Board
May 17, 2023**

Tonight's Agenda

Review Elementary Reproductive Health:

- Standards

- Resources

Review 7th Grade Reproductive Health:

- Standards

- Resources

Review Secondary Health Class Reproductive Health Units:

- Standards

- Resources

Elementary Reproductive Health Curriculum

Presentation for the WLCSD
Reproductive Health Advisory Board

K-12 National and Michigan Sexuality Education Standards

- The K-12 National Sexuality Standards: Core Content and Skills' goal is to provide clear, consistent and straightforward guidance on the essential minimum, core content for sexuality education that is developmentally and age-appropriate for students in grades K-12
- The State of Michigan has adopted these standards
- The standards chosen by Walled Lake were previously approved by the Advisory Board

Standards Covered in 5th Grade Reproductive Health

- Explain the physical, social, and emotional changes that occur during puberty and adolescence
- Explain how the timing of puberty and adolescent development varies considerably and can still be healthy
- Describe how puberty prepares human bodies for the potential to reproduce
- Explain ways to manage the physical and emotional changes associated with puberty
- Describe male and female reproductive systems including body parts and their functions
- Describe the process of human reproduction
- Define HIV and identify some age appropriate methods of transmission as well as ways to prevent transmission

District Requirements

- Pre and Post assessments are used to measure learning and growth.
- Reproductive Health is taught in the 2nd semester of the year. Opt-out letters are required to be sent in advance of the presentation. Students are divided boys/girls.
- A minimum of 4-5 hours are spent to teach the reproductive health materials with ample opportunities to ask/answer questions using a question box and thoughtfully discuss.

Best Practices

- Two adults in one room, if possible
- Collect questions privately in a collection box
- Document all questions
- Use scientific / clinical terminology, no slang
- Suspend judgment
- Remove personal views
- Remind students: “If you do not hear your question being answered, please go home and talk to your parents.”

Possible Timeline

Second Semester

- Day 1
 - Setting ground rules and expectations
 - Pre-test
 - “Puberty” Presentation
 - Disney Video
- Day 2/3
 - “Changes” Presentation
 - Always Changing Video (Co-ed section only)
- Day 4
 - “Reproduction” Presentation
- Day 5
 - “HIV/AIDS” Presentation and video
 - Posttest

Prohibited /Sensitive Topics

- **Homosexuality**- Do not discuss unless a student asks the question. Define sexual orientation only as the romantic attraction of an individual to someone of the same gender or a different gender. Do not discuss it further.
- **Transgender**- Do not define or discuss
- **Abortion**- Do not define or explain
- **Contraception** - Do not discuss or explanation
- **Intercourse**- taught/discussed in clinical, scientific language only. Do not discuss that intercourse is pleasurable, focus on reproduction.
- **Sexual Positions** - Do not discuss or define sexual positions (69, etc.)
- **Miscarriage**- Do not define or discuss
- **Masturbation**- If asked by a student use “self-touch” instead
- **Oral sex**- Do not define or discuss
- **Anal sex**- Do not define or discuss

Video Resources

The following digital media (or DVDs) are Board adopted as instructional resources:

- Always Changing - DVD co-ed section only. (Also available online at <https://www.youtube.com/watch?v=BY5FFAlqJUY>)
- Let's Talk Puberty for Boys DVD (Disney Educational Productions)
- Let's Talk Puberty for Girls DVD (Disney Educational Productions)
- AIDS: Facts for Kids no. 9554 (Marsh Media)

Parent Resources

“Book bags” can be checked out by families to aid them in having conversations at home with their children.

These books include:

- Your Body Belongs to You by Cornelia Spelman
- The Boy’s Body Book by Kelli Duhnam
- The Girl’s Body Book by Kelli Duhnam
- The Care and the Keeping of You by Valorie Lee Schaefer
- The Care and the Keeping of You 2 by Dr. Kara Natterson

HIV/AIDS Education and Awareness 7th Grade Students (2019)

Presentation for the WLCSD
Reproductive Health Advisory Board

7th Grade HIV Standards

Define HIV and how it may or may not be transmitted

Identify medically accurate information about HIV

Compare and contrast behaviors, including abstinence, to determine the potential risk of HIV transmission

Describe the signs, symptoms, and potential impacts of HIV

7th Grade HIV

Lesson takes place in one class period

Typically takes around 30 minutes of instruction

Question cards are given to students and teacher only reads appropriate cards

Parent Opt-Out is provided in advance

Reproductive Health Units

Secondary Reproductive Health Class

Presentation for the WLCSD
Reproductive Health Advisory Board

Secondary Health Class - Reproductive Health Units

There are two units for Reproductive Health in the class

Parent Opt-Out forms are provided in advance

Beginning in the 23-24 school year, the primary mode of instruction will be via Imagine Learning (virtual platform completed in class)

The general time allocated for instruction is two weeks

Standards for the Unit: Growth and Development

- Explain the importance of regular health screenings or exams.
- Summarize and explain laws related to the sexual behavior of young people.
- Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.
- Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
- Describe routine medical screening and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care.
- Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.

Standards for the Unit: Growth and Development

- Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.
- Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.
- Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.
- Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.
- Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.
- Describe nutrition practices that are important for the health of a pregnant woman and her baby.

Standards for the Unit: Diseases and Disorders

- Describe how common infectious diseases are transmitted.
- Describe health practices that can prevent the spread of illness.
- Apply knowledge about symptoms of illness to determine whether medical care is required.
- Analyze the rates of sexually transmitted infections (STIs) among teens.
- Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.
- Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.
- Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.
- Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.
- Evaluate one's personal perception of risk for HIV and other STIs.
- Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.
- Demonstrate acceptance for individuals living with HIV.
- Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.
- Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.
- Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.
- Describe health practices that can prevent the spread of illness.

Previously approved standards/topics currently not covered by the proposed resources

- Differentiate between gender identity, gender expression and sexual orientation
- Explain the range of gender roles
- Describe the steps to using a condom correctly

The committee decided that these standards will not be addressed through our curriculum and in our classes.

Thank You

