

Upper Elementary (5th Grade) Curriculum Overview

Spring 2025

Welcome and Introductions

Dr. Julie Aguirre-Jacinto

- Director of Elementary Education
- Elementary School Principal
- Elementary Assistant Principal
- Instructional Coach
- Primary Teacher



Overview of Agenda

- CA Health Education Standards
- MHUSD Need
- Curriculum Overview & Lesson Examples
- Questions
- Parent Support, Options, and Communication Tips

Reminder: Questions can be addressed during or after the meeting

Group Agreements

Respect	Respect All Perspectives – Listen actively and consider different viewpoints.
Focus	Stay Focused – Keep comments and questions relevant to the topic.
Positive	Assume Positive Intent – Approach the discussion with an open mind.
Balance	Take Turns Speaking – Ensure everyone has a chance to contribute.
Collaborate	Collaborate – Focus on solutions that benefit all students.

Health Content Standards and National Sexuality Education Standards

- Education Standards Overview
- California Health Education Content Standards
- California Health Framework for Public Schools
- California Healthy Youth Act of 2016
- Board Policy
- Alignment with Positive Prevention Plus curriculum

What Are Education Standards?

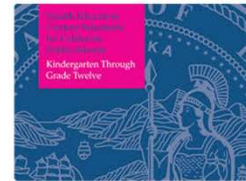
Education standards are specific, measurable learning goals that outline what students are expected to know and be able to do at each grade level in a particular subject area. They serve as benchmarks to ensure consistent learning outcomes across schools, districts, or states.

Key Features of Education Standards:

- **Clarity:** They define clear expectations for student learning.
- **Grade-Level Progression:** Standards build progressively, preparing students for the next level of education or career readiness.
- **Subject-Specific:** Standards exist for core subjects like math, language arts, science, and social studies, as well as health, physical education, and more.
- **Uniformity:** They provide a common framework to ensure consistency in education, regardless of the school or district.

California Health Education Content Standards

- Grades K-12 | Adopted by the State Board of Education on March 12, 2008
- *Health education standards are to be achieved by all students in kindergarten and grades one through twelve. To enhance the quality and depth of health instruction, some health content areas are not recommended for every grade level. Districts are encouraged to add content areas for additional grade levels depending on local health priorities. The health education standards represent **minimum** requirements for comprehensive health education. (p. ix)*
- Fifth Grade Standards
 - Nutrition and Physical Activity
 - Growth, Development, and Sexual Health Education Code (EC) Section 51933(a)(b)(c).
 - Personal and Community Health



Growth, Development, and Sexual Health¹

Standard 1: Essential Concepts

- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
- 1.2.G Explain the structure, function, and major parts of the human reproductive system.
- 1.3.G Identify the physical, social, and emotional changes that occur during puberty.
- 1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
- 1.5.G Describe how HIV is and is not transmitted.
- 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
- 1.7.G Recognize that everyone has the right to establish personal boundaries.
- 1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.
- 1.9.G Explain that puberty and physical development can vary considerably and still be normal.
- 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2: Analyzing Influences

- 2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
- 2.2.G Describe how heredity influences growth and development.
- 2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Standard 3: Accessing Valid Information

- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.
- 3.2.G Differentiate between reliable and unreliable sources of information about puberty.

Standard 4: Interpersonal Communication

- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.
- 4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.
- 4.3.G Demonstrate refusal skills to protect personal boundaries.

Standard 5: Decision Making

- 5.1.G Describe the importance of identifying personal boundaries.
- 5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.

Standard 6: Goal Setting

- 6.1.G Identify steps to achieve and maintain a healthy and accurate body image.
- 6.2.G Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.G Engage in behaviors that promote healthy growth and development during puberty.
- 7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

PPP Alignment with the CA Health Content Standards

This alignment will be covered when we look at the individual lessons in Positive Prevention Plus Upper Elementary later in the presentation.

Health Education Framework for California Public Schools

- Adopted by the California State Board of Education in May 2019
- *The Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve (framework), which is guided by the health education standards, is intended to assist [school staff] in developing programs that educate, influence, and inspire California's children to learn, adopt, and maintain positive health practices throughout their lives. (p. 1)*
- *One of the primary goals of health education is health literacy for all students in California. Health-literate students can understand basic health information, directions, and services needed to make informed personal health decisions which may also contribute to healthier communities. (p. 2)*
- **Separation of students by gender is not recommended (p. 261)**



PPP Alignment with CA Health Framework

Focus Areas in the Framework:

- **Comprehensive Sexual Health Education:** Provides age-appropriate lessons on human development, including puberty and reproduction.
- **Social-Emotional Learning (SEL):** Integrates strategies to build self-awareness, empathy, and responsible decision-making.
- **Inclusion and Equity:** Lessons are inclusive of diverse backgrounds and experiences, including students with disabilities and various cultural values.

How It Aligns:

- Ensures medically accurate, age-appropriate, and culturally sensitive information.
- Incorporates engaging, student-centered activities such as role-playing and group discussions.
- Prepares students to transition into middle school with foundational knowledge about personal health and well-being.

California Healthy Youth Act of 2016

- The purpose of the California Healthy Youth Act (California *Education Code* [EC] sections 51930–51939) is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy, human immunodeficiency virus (HIV), and sexually transmitted infections (STIs)
- All instruction and materials must support and align with the purposes of the California Healthy Youth Act and with each other. Instruction and materials may not be in conflict with or undermine each other or any purposes of the law. For example, schools may not use materials that, in promoting abstinence, focus exclusively on the failure rates or perceived disadvantages of condoms or contraception.
- *(c) A school district may provide comprehensive sexual health education or HIV prevention education consisting of age-appropriate instruction earlier than grade 7 using instructors trained in the appropriate courses. A school district that elects to offer comprehensive sexual health education or HIV prevention education earlier than grade 7 may provide age appropriate and medically accurate information on any of the general topics contained in paragraphs (1) to (11), inclusive, of subdivision (a).*

PPP Alignment with CA Healthy Youth Act

Legal Requirements Covered:

- **Comprehensive Sexual Health and HIV Prevention Education:** Includes lessons on human anatomy, puberty, reproduction, and disease prevention.
- **Age-Appropriate Content:** Fifth-grade lessons focus on early pubertal development and communication with trusted adults.
- **Inclusivity:** Lessons reflect the experiences of all students, including LGBTQ+ individuals.
- **Parental Rights:** Provides opt-out options for parents, aligning with CHYA requirements.

How It Aligns:

- Fulfills CHYA's mandate to provide education on human growth and development, relationships, and prevention of sexually transmitted infections in an age-appropriate way.
- Emphasizes respect for diversity and the importance of healthy, respectful relationships.

MHUSD Board Policy 6142.1

Sexual Health And HIV/AIDS Prevention Instruction Policy

- The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall address the goals of the California Healthy Youth Act pursuant to Education Code 5193-51939, including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors.
- The district's educational program shall also promote students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.
- The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.




MHUSD Board Administrative Regulation 6142.1 Sexual Health And HIV/AIDS Prevention Instruction

- General Criteria for Instruction and Materials
- Components of Sexual Health and HIV Prevention Education
- Professional Development
- Use of Consultants or Guest Speakers
- Non Applicability to Certain Instruction or Materials



MHUSD Need

- Previous curriculum, *Always Changing and Growing Up*, outdated and not aligned to the state standards
 - Updated curriculum aligns with the California Healthy Youth Act of 2016
- 

PPP UPPER ELEMENTARY (5TH GRADE) OVERVIEW & ALIGNMENT WITH CA HEALTH STANDARDS

Curriculum Objectives

- To abstain from sexual contact
- To abstain from drug use
- To reduce risk of unplanned pregnancy & sexually transmitted infections
- To access resources and services for reproductive health
- To talk to a parent, guardian, or trusted adult

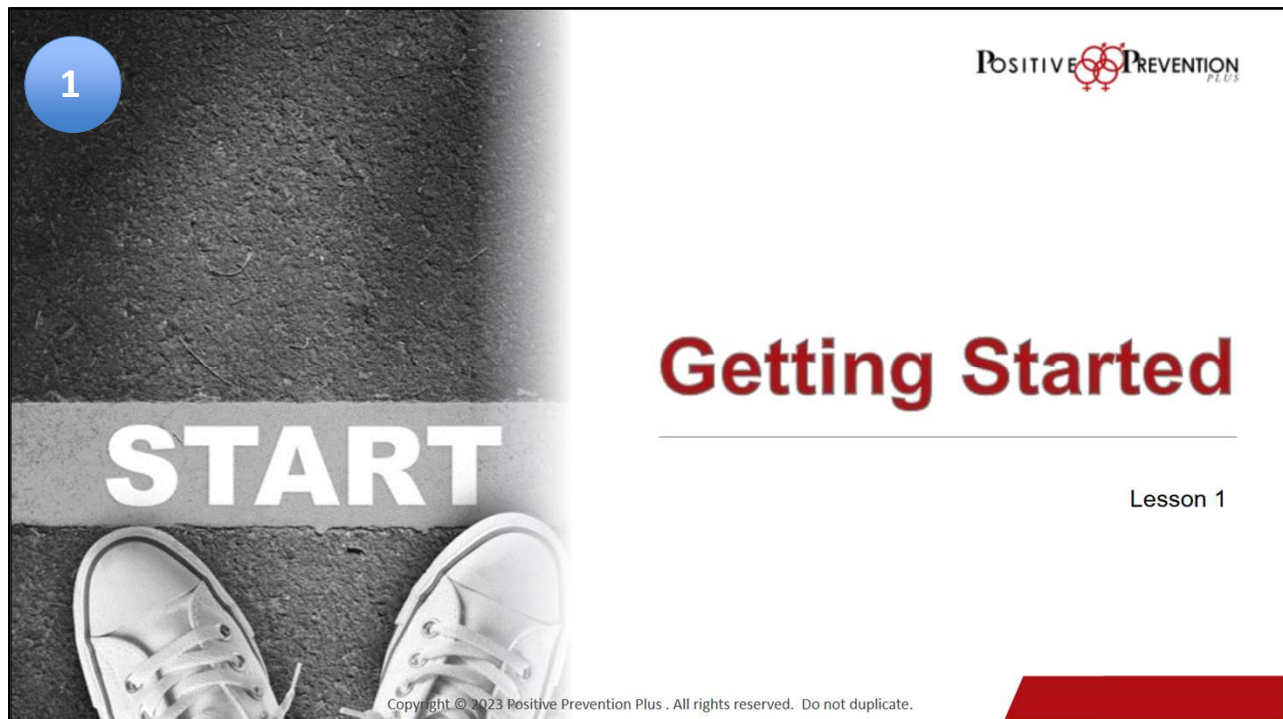
Table of Contents

- Lesson 1: Getting Started
- Lesson 2: Friendship
- Lesson 3: Bullying Behaviors
- Lesson 4: Puberty
- Lesson 5: Human Reproduction
- Lesson 6: Hygiene
- Lesson 7: Diseases and their Transmission
- Lesson 8: Staying Safe and Healthy

Presentation Format

- Component 1: Opening slide from instructional materials
- Component 2: Lesson title, content, and instructional objectives
- Component 3: Aligned CA Health Content Standards
- Component 4: Sample slides from instructional materials
- Component 5: Sample activities from the lesson
- Component 6: Sample page from student workbook

There will be an opportunity for questions after every 2-3 lessons.



The slide is a presentation opening slide. On the left, there is a vertical image showing a top-down view of a person's feet wearing white sneakers, standing on a dark asphalt surface. A white line is painted on the asphalt, and the word "START" is written in large, bold, white capital letters across it. In the top left corner of the slide, there is a blue circle with the number "1" inside. In the top right corner, the logo for "POSITIVE PREVENTION PLUS" is displayed, with "PLUS" in a smaller font and a red circular icon. The main title "Getting Started" is written in a large, bold, red font in the center-right. Below the title, the text "Lesson 1" is written in a smaller, black font. At the bottom of the slide, there is a red horizontal bar. Below the bar, the copyright notice "Copyright © 2023 Positive Prevention Plus. All rights reserved. Do not duplicate." is written in a small, black font.

1

POSITIVE PREVENTION PLUS

Getting Started

Lesson 1

Copyright © 2023 Positive Prevention Plus. All rights reserved. Do not duplicate.

2

Lesson 1: Getting Started

Content

- Introduction
- Discussing Embarrassing Topics
- Group Agreements
- The Human Life Cycle
- Hereditary Traits
- Reliable Sources of Information
- Lesson Wrap-Up

Instructional Objectives

- List and follow the Group Agreements
- Describe the human cycle of reproduction, birth, growth, aging, and death
- Identify parents, guardians, and other trusted adults as resources for information about puberty
- Identify reliable sources of information and support
- Use correct medical terminology

3

Related CA Health Content Standards

- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
- 2.2G Describe how heredity influences growth and development.
- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.
- 3.2.G Differentiate between reliable and unreliable sources of information about puberty.

4

Instructional Slides

4 Why is it difficult to talk about puberty?



- Puberty is personal and private.
- It's an embarrassing topic.
- It has to do with family, religious beliefs, and culture.
- The changes happening to your body during puberty are not talked about very much.

5 How do you act when you feel embarrassed?



What types of behavior do we sometimes see when discussing embarrassing topics?

- Laughter
- Jokes
- Silence
- Whispering
- Side comments

6 Let's make some group agreements.

- Respect differences
- Take turns speaking
- Protect your privacy
- Protect the privacy of others
- Use proper terminology
- All questions are okay
- Share what you learned with your parent or trusted adult



5

Instructional Activities

1

Watch an animated story on the digital slide deck

2

Have a class discussion about the animated story

3

Participate in whole class activities about the lesson content and complete some pages from the student workbook

4

Review what was discussed in class and ask students to talk with a parent or trusted adult at home about what they learned

6

Student Workbook

NAME _____

Lesson 1 Wrap-Up

What We Talked About in Class Today...

Today we learned about Group Agreements, inherited traits, body image, and respecting differences. We also talked about reliable sources of information regarding puberty and sexual development, such as our parents or other trusted adults, and accurate websites that are available.

What Do You Remember?

Answer this quiz with your parent(s) or trusted adult:

T	F	Eye, hair, body type are inherited characteristics.
T	F	The best sources of information about puberty are friends and people online.
T	F	Respecting differences and protecting each other's privacy are important classroom agreements.
T	F	Everyone goes through puberty at the same time.

Family Home Assignment

STUDENTS Ask your parent(s) or trusted adult at what age they went through puberty and how they felt about it.

PARENTS Ask your child if they have a favorite trait that they think they inherited.

SHARE Share with your child some of the personality traits you may have inherited from your parent(s) (good or bad).

SIGNATURE OF PARENT OR TRUSTED ADULT _____

1



POSITIVE PREVENTION PLUS

Friendship

Lesson 2

Copyright © 2023 Positive Prevention Plus. All rights reserved. Do not duplicate.

2

Lesson 2: Friendship

Content

- Introduction
- Friendship and Empathy
- What Being a Good Friend Means
- Lesson Wrap-Up

Instructional Objectives

- Describe the characteristics of healthy friendships
- Explain the importance of empathy
- Recognize that friendship and empathy can be expressed in different ways
- Identify ways to be more understanding of others
- Demonstrate ways to treat others with dignity and respect
- Identify parents and other trusted adults you can talk to about relationships

3

Related CA Health Content Standards

- 1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.
- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.
- 4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.

4

Instructional Slides

7 What do good friends "DO"?



- Help you with things
- Respects your feelings
- Cares about your safety
- Supports you
- Likes similar things
- Tells you the truth
- Is willing to compromise
- Takes turns
- Shares

Copyright © 2020 Pearson Education, Inc. All rights reserved. Do not duplicate.

7 What do good friends "NOT DO"?



- Spread rumors
- Pressure you to do things you feel you shouldn't do
- Bully you
- Hurt you
- Brag a lot
- Discourage you from being friends with others

Copyright © 2020 Pearson Education, Inc. All rights reserved. Do not duplicate.

5

Instructional Activities

1

Watch an animated story on the digital slide deck

2

Have a class discussion about the animated story

3

Participate in whole class activities about the lesson content and complete some pages from the student workbook

4

Review what was discussed in class and ask students to talk with a parent or trusted adult at home about what they learned

6

Student Workbook

Friendship Inventory

NAME _____

DIRECTIONS Based on the class discussion of high quality friendships, complete the list of characteristics and skills of a good friend. Then rate yourself on each characteristic by placing a "yes," "no," or "sometimes" in the second column. After reviewing your friendship skills fill in the blanks at the bottom of the page.

Characteristics and Skills	Do I Think I Have These?
Closeness	
Commitment	
Honesty	
Communication	
Understanding	
Empathy	
Flexibility	
Forgiveness	
Fun	

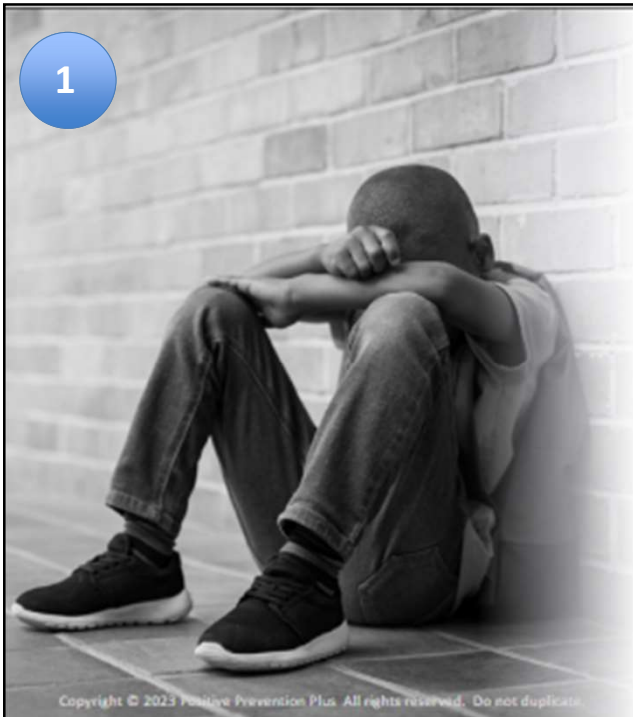
One of the things that I do well as a friend is _____

On thing I can improve on is _____

On the backside of this worksheet, suggest ways you could improve your own friendship skills.

SIGNATURE OF PARENT OR TRUSTED ADULT _____

1



POSITIVE  PREVENTION PLUS

Bullying Behaviors

Lesson 3

Copyright © 2023 Positive Prevention Plus. All rights reserved. Do not duplicate.

2

Lesson 3: Bullying Behaviors

Content

- Introduction
- Teasing and Bullying
- Verbal and Non-Verbal Communications
- Boundaries
- Lesson Wrap-Up

Instructional Objectives

- Define teasing and bullying and explain why they are wrong.
- Explain why some people may tease or bully others.
- Recognize that everyone has the right to establish personal boundaries.
- Identify personal boundaries.
- Demonstrate refusal skills that avoid or reduce health risks.

3

Related CA Health Content Standards

- 4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.
- 4.3.G Demonstrate refusal skills to protect personal boundaries.
- 5.1.G Describe the importance of identifying personal boundaries.

4

Instructional Slides

4 Why do people tease each other?



- To get attention
- To make fun of someone's differences
- To make themselves feel better than the other person

Although teasing may be used to show affection, this can be dangerous if it accidentally hurts another's feelings.

5 What are some examples of bullying?



- Name calling
- Putting others down
- Picking on another's gender, race, or sexual orientation
- Spreading rumors

5

Instructional Activities

1

Watch an animated story on the digital slide deck

2

Have a class discussion about the animated story

3


Participate in whole class activities about the lesson content and complete some pages from the student workbook

4

Review what was discussed in class and ask students to talk with a parent or trusted adult at home about what they learned

6

Student Workbook

 NAME _____

Practice Your Responses

DIRECTIONS: With a partner (student, friend, parent or trusted adult), practice your response.

RESPONSE: **Let's go to my house because parents are gone.**
I am not supposed to go into anyone's house without my parents knowing.

RESPONSE: **If you were really my friend, you would go with me.**
I really do not want to get in trouble.

RESPONSE: **I won't be your friend anymore.**
A friend would not get me in trouble.

RESPONSE: **I'll tell everyone you are stupid.**
My friends know that is not true.

RESPONSE: **It will be our secret.**
I don't keep secrets like this.

RESPONSE: **Come on, don't be such a chicken.**
I am not scared. My parents have rules.

RESPONSE: **Come on, just this once.**
No, not even once. Let's do something else instead.

SIGNATURE OF PARENT OR TRUSTED ADULT _____

QUESTIONS?



Lesson 4

2

Content

- ## Instructional Objectives

- 21

3

Related CA Health Content Standards

- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
- 1.2.G Explain the structure, function, and major parts of the human reproductive system.
- 1.3.G Identify the physical, social, and emotional changes that occur during puberty.
- 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
- 1.9.G Explain that puberty and physical development can vary considerably and still be normal.
- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.

4

Instructional Slides

7 What are the changes in someone with a vagina during puberty?



- Height and weight increase
- Appetite increases
- Sweating increases
- Breasts develop
- Body hair appears
- Genitals grow larger
- Hips widen

Copyright © 2020 Pearson Education, Inc. All rights reserved. Do not duplicate.

8 What are the changes in someone with a penis during puberty?



- Height and weight increase
- Appetite increases
- Sweating increases
- Body hair appears
- Genitals grow larger
- Voice deepens
- Shoulders broaden
- Muscles enlarge

Copyright © 2020 Pearson Education, Inc. All rights reserved. Do not duplicate.

5

Instructional Activities

1

Watch an animated story on the digital slide deck

2

Have a class discussion about the animated story

3

Participate in whole class activities about the lesson content and complete some pages from the student workbook

4

Review what was discussed in class and ask students to talk with a parent or trusted adult at home about what they learned








6

Student Workbook

NAME _____

Identifying and Managing Emotions

DIRECTIONS: Fill in the following sentences. (Example: When I score a basket in a game of basketball, I feel happy.) Below each sentence circle how often you feel that emotion (Often, Sometimes, Rarely).

	When _____ I feel angry.			
	How often do you feel angry?	OFTEN	SOMETIMES	RARELY
	When _____ I feel confused.			
	How often do you feel confused?	OFTEN	SOMETIMES	RARELY
	When _____ I feel scared.			
	How often do you feel scared?	OFTEN	SOMETIMES	RARELY
	When _____ I feel sad.			
	How often do you feel sad?	OFTEN	SOMETIMES	RARELY
	When _____ I feel happy.			
	How often do you feel happy?	OFTEN	SOMETIMES	RARELY
	When _____ I feel embarrassed.			
	How often do you feel embarrassed?	OFTEN	SOMETIMES	RARELY
	When _____ I feel disgusted.			
	How often do you feel disgusted?	OFTEN	SOMETIMES	RARELY

Circle all the healthy ways to handle your anger.

HIT SOMEONE	YELL	EXERCISE	WRITE IN	BECOME
SLAM A DOOR	TALK TO A FRIEND	TALK TO A GROWN UP	YOUR DIARY	WITHDRAWN
		TAKE A WALK		

SIGNATURE OF PARENT OR TRUSTED ADULT _____



NAME _____

Changes During Puberty

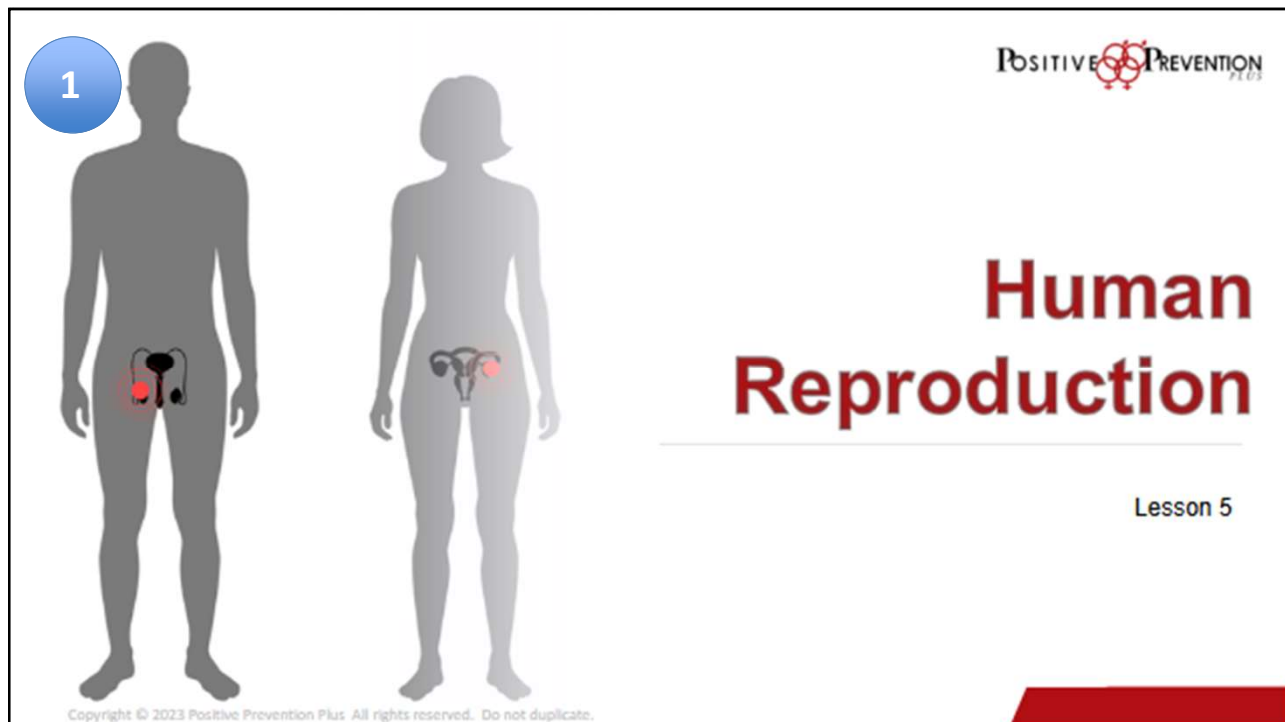
DIRECTIONS: Draw a line from each change to the area on the body or bodies where it occurs.

CHANGES

- Height and weight increase
- Appetite increases
- Sweating increases
- Shoulders broaden
- Breasts develop
- Genitals grow larger
- Voice deepens
- Muscles enlarge
- Hips widen
- Body hair appears

SIGNATURE OF PARENT OR TRUSTED ADULT _____



2

Lesson 5: Human Reproduction

Content	Instructional Objectives
<ul style="list-style-type: none">• Introduction• Reproductive Organs• Reproductive Structure and Function• Menstruation• Conception to Birth• Lesson Wrap-Up	<ul style="list-style-type: none">• Describe how puberty prepares human bodies for the potential to reproduce.• Describe reproductive systems including body parts and their functions.• Explain the structure, function, and major parts of the human reproductive system.• Identify medically accurate information about reproductive anatomy.

3

Related CA Health Content Standards

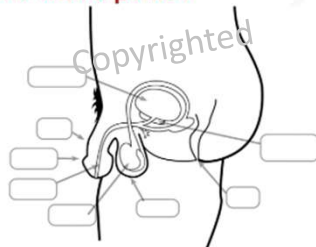
- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
- 1.2.G Explain the structure, function, and major parts of the human reproductive system.
- 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
- 1.9.G Explain that puberty and physical development can vary considerably and still be normal.
- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.

4

Instructional Slides

5

What are the reproductive structures in someone with a penis?



Copyright © 2023 Positive Prevention Plus. All rights reserved. Do not duplicate.

8

What are the internal reproductive structures in someone with a vagina?



Copyright © 2023 Positive Prevention Plus. All rights reserved. Do not duplicate.

5

Instructional Activities

1

Watch an animated story on the digital slide deck

2

Have a class discussion about the animated story

3

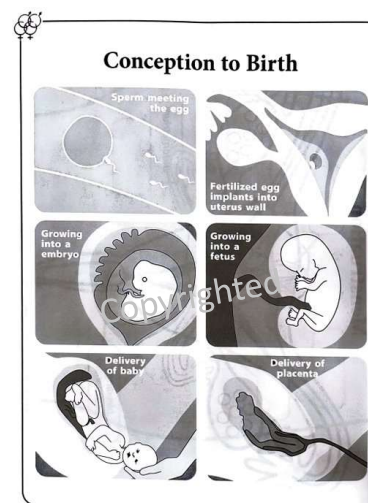
Participate in whole class activities about the lesson content and complete some pages from the student workbook

4

Review what was discussed in class and ask students to talk with a parent or trusted adult at home about what they learned

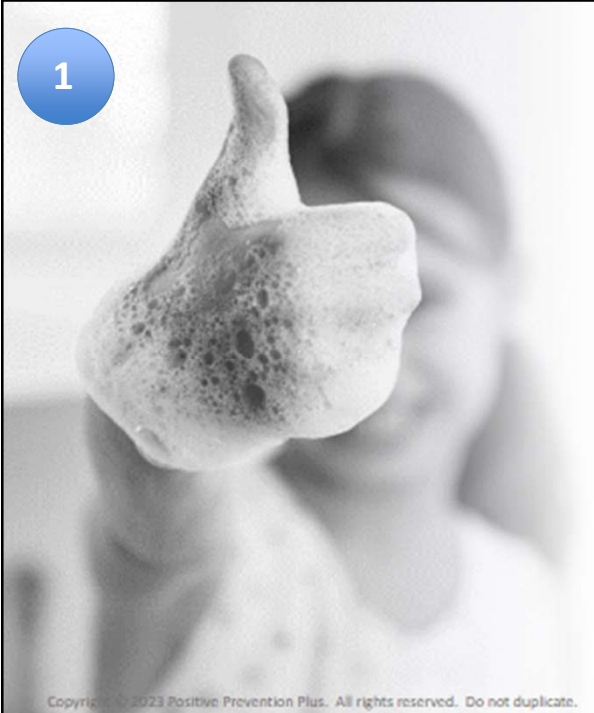
6


Student Workbook



QUESTIONS?

1



POSITIVE  PREVENTION PLUS

Hygiene

Lesson 6

Copyright © 2023 Positive Prevention Plus. All rights reserved. Do not duplicate.

2

Lesson 6: Hygiene

Content

- Introduction
- Hygiene Practices
- Hygiene Practices for a Person with a Vagina
- Hygiene Practices for a Person with a Penis
- Lesson Wrap-Up

Instructional Objectives

- Identify personal hygiene practices and safety issues related to puberty.
- Develop plans to maintain personal hygiene during puberty.
- Describe when it is important to seek health care.

3

Related CA Health Content Standards

- 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).
- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.

4

Instructional Slides

6 What hygiene products should we use?



- Soap
- Shampoo
- Toothbrush and toothpaste
- Deodorants and antiperspirants
- Facial scrubs or washes
- Razor
- Feminine hygiene products

9 How should we care for our skin?



- Acne**
- During puberty, the skin secretes a large amount of oil.
 - 80% of all people will have acne between the ages of 12-18.
 - Thick oil, creams, makeup, or lotions can clog pores and lead to acne.
 - Most acne can be treated with acne medications.

11 How should menstruation be managed?



- After puberty begins, be prepared for the first menstrual period by carrying a menstrual product of your choice.
- Discuss the options with your parent, school nurse, or trusted adult.
- Remember to use good handwashing techniques when handling all menstrual products.

13 How can wet dreams be managed?



- Clean the genitals with soap and water.
- Be sure to wash underneath the foreskin.
- Wash clothing and bedsheets.

5

Instructional Activities

1

Watch an animated story on the digital slide deck

2

Have a class discussion about the animated story

3

Participate in whole class activities about the lesson content and complete some pages from the student workbook

4

Review what was discussed in class and ask students to talk with a parent or trusted adult at home about what they learned

6

Student Workbook

NAME _____

Lesson 6 Wrap-Up

What We Talked About in Class Today...

Today we learned about practicing good hygiene, how to keep our bodies clean and healthy, acne and how to handle it, and other hygiene practices, such as menstruation and wet dreams.

What Do You Remember?

Answer this quiz with your parent(s) or trusted adult:

T	F	Regular bathing will help to keep acne and body odor under control.
T	F	As long as you use deodorant and wear clean clothes, it is not necessary to bathe.
T	F	Acne is common during puberty and may be managed with regular face washing and acne medications.
T	F	Having a wet dream (or a period) is a "not just yet" if growing up and needs to be managed with proper and good hygiene.

Family Home Assignment

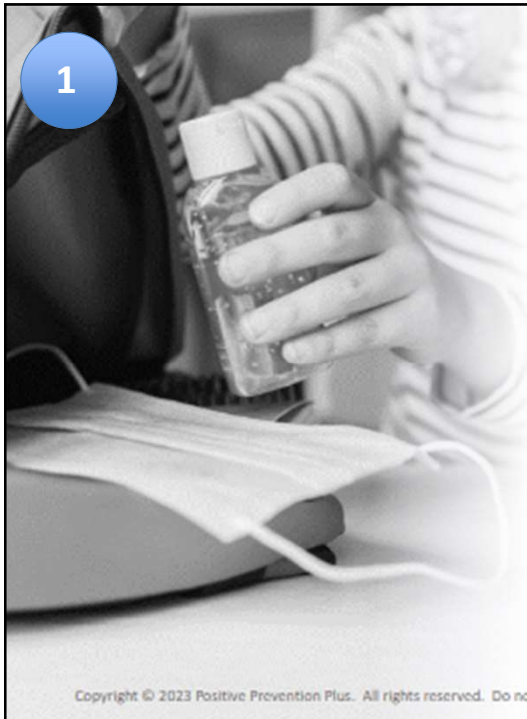
STUDENTS Ask your parent(s) to help you select and purchase your own hygiene products.

PARENTS Ask your child if there is a special hygiene product she or he would like to try.

SHARE Share a hygiene tip with your child (for example: how to avoid razor burn when shaving) or how should we dispose of any products that have been exposed to body fluids (tampons, Kleenex, etc.).

SIGNATURE OF PARENT OR TRUSTED ADULT _____

1



POSITIVE  PREVENTION PLUS

Diseases and their Transmission

Lesson 7

2

Lesson 7: Diseases and their Transmission

Content

- Introduction
- Germ Transmission
- Sexually Transmitted Infections (STIs)
- HIV and AIDS
- Lesson Wrap-Up

Instructional Objectives

- Define sexually transmitted infections (STIs) including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
- Describe how HIV is and is not transmitted.
- Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.
- Describe ways people can protect themselves against serious blood-borne communicable diseases.

3

Related CA Health Content Standards

- 1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
- 1.5.G Describe how HIV is and is not transmitted.
- 5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.
- 7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

4

Instructional Slides

How are germs spread?



8 Can germs also be spread through sexual contact?



What is an STI?

- **Sexually**: related to having sexual contact.
- **Transmitted**: passed from one person to another.
- **Infection**: an invasion of bacteria, viruses, or parasites not normally found in the body.

11 What do the letters A I D S stand for?

AIDS

Acquired: From someplace or someone else, not from within yourself.

Immune: Able to fight off infection.

Deficiency: Not enough of something to fight infection.

Syndrome: A combination of signs and symptoms that represent a particular disease.

10 What do the letters H I V stand for?

HIV

Human: A disease in human beings, not in other animals.

Immunodeficiency: A weakness in the immune system that is supposed to fight disease.

Virus: A very, very small living particle seen only through a microscope which causes serious infections.

How are HIV and STIs transmitted?



13 Are you safe?

Don't worry about becoming infected by a friend who has HIV. It's okay to:

- Hug them
- Dance with them
- Share food and drinks
- Sit next to them
- Swim with them
- Shake hands

5

Instructional Activities

1

Watch an animated story on the digital slide deck

2

Have a class discussion about the animated story

3

Participate in whole class activities about the lesson content and complete some pages from the student workbook

4

Review what was discussed in class and ask students to talk with a parent or trusted adult at home about what they learned

6

Student Workbook

NAME _____

Lesson 7 Wrap-Up

What We Talked About in Class Today...

Today in class we learned about germ transmission, what universal precautions are, what STIs are, what HIV is and how you can get it and not get it, and how to protect yourself from infections.

What Do You Remember?

Answer this quiz with your parent(s) or trusted adult:

T	F	Talking to friends is the best way to get accurate information regarding AIDS or other diseases.
T	F	A latex glove or other barrier should be used to avoid contact with another person's blood or body fluids.
T	F	You can tell by looking at a person whether he or she has HIV or an STI.
T	F	A person with AIDS has a weak immune system that cannot fight diseases.

Family Home Assignment

STUDENTS Ask your parent(s) when they first learned about HIV and AIDS.

PARENTS Ask your child about ways they can avoid getting sick.

SHARE Discuss things that you can do for people who are sick to make them feel better.

SIGNATURE OF PARENT OR TRUSTED ADULT _____

1



POSITIVE PREVENTION PLUS

Staying Safe and Healthy

Lesson 8

Copyright © 2023 Positive Prevention Plus. All rights reserved. Do not duplicate.

2

Lesson 8: Staying Safe and Healthy

Content

- Introduction
- Staying Safe
- Staying Physically Healthy
- Staying Mentally Healthy
- Personal Contract
- Lesson Wrap-Up

Instructional Objectives

- Define sexual abuse.
- Define consent.
- Describe the relationship between healthy behaviors and personal health.
- Demonstrate how to ask for assistance to enhance personal health.
- Identify resources to assist in achieving a personal health goal.
- Set a personal health goal and track progress towards achievement.

3

Related CA Health Content Standards

- 1.7.G Recognize that everyone has the right to establish personal boundaries.
- 2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.
- 4.3.G Demonstrate refusal skills to protect personal boundaries.
- 5.1.G Describe the importance of identifying personal boundaries.
- 6.1.G Identify steps to achieve and maintain a healthy and accurate body image.

4

Instructional Slides

4 What is consent?

When you are under 18, examples of types of things you can consent to are:

- Hugs
- Kisses
- Handshakes
- Sitting next to someone
- High fives
- Taking their picture

5 What are some things a person should never ask you to do?

It is wrong if anyone says to you:

- Let's take off our clothes.
- Let's touch each other's private parts.
- Let's lie down and rub against each other.

7 What are risky situations?

What are some risky situations you should avoid?

- Going through dark alleys and parking lots
- Meeting or chatting with someone you don't know
- Going online without permission
- Getting in a car with someone you don't know
- Going to someone's house without permission
- Walking through parks after dark

13 How can you maintain a healthy body?

- Eat well
- Exercise
- Get enough sleep
- Avoid drugs and alcohol
- Practice good hygiene
- Seek medical care when needed
- Get regular checkups and immunizations
- Limit and balance screen time

5

Instructional Activities

1

Watch an animated story on the digital slide deck

2

Have a class discussion about the animated story

3

Participate in whole class activities about the lesson content and complete some pages from the student workbook

4

Review what was discussed in class and ask students to talk with a parent or trusted adult at home about what they learned

6

Student Workbook

My Personal Contract To Protect My Health

1: Name: _____ Age: _____

2: Reasons why I want to be safe and healthy:

- _____
- _____
- _____

3: I will try to live a safe and healthy life by doing these things:

- _____
- _____
- _____

4: One person I can talk to about protecting my safety and health is: _____

5: A health and safety goal I would like to work on is: _____

6: One person who will help me achieve this goal is: _____

STUDENT SIGNATURE _____

WITNESS _____ DATE _____

QUESTIONS?

HANDLING SENSITIVE TOPICS

How Sensitive Questions Are Managed

Safe Environment

- Group agreements ensure respect and confidentiality.
- Encourages a judgment-free zone for student participation.

Anonymous Question Box

- Allows students to ask sensitive questions privately.
- Questions are answered generally and appropriately during lessons.

Age-Appropriate Responses

- Answers are factual and suitable for the age group.
- Students are guided to talk with trusted adults for personal issues.

Handling Off-Topic Questions

- Questions beyond the curriculum are redirected to trusted adults.
- The importance of the question is acknowledged respectfully.

Professional Boundaries

- Teachers avoid personal opinions and stick to the curriculum.
- Training ensures alignment with district policies and legal standards.

Parental and Administrative Support

- Parents review curriculum materials for transparency.
- Teachers can seek guidance from administrators for challenging situations.

Addressing Topics Not Included in Instruction

Curriculum Training

- **Clear Scope:** Teachers are trained on what is included in the curriculum and what is not authorized for instruction.
- **Alignment with Standards:** Educators learn to focus on state standards and curriculum objectives to ensure compliance.

Redirecting Off-Topic Questions

- **Acknowledgment and Redirection:** Teachers are taught to validate the student's question while explaining that it falls outside the curriculum.
- **Guidance to Trusted Adults:** Encourage students to discuss such topics with their parents, guardians, or other trusted adults.

Use of Anonymous Question Box

- Teachers learn to screen anonymous questions and filter out those that are off-topic or outside the approved scope.
- Questions beyond the curriculum are acknowledged as important but deferred for discussion at home or with an appropriate professional.

Professional Boundaries

- **Neutral Responses:** Teachers are trained to maintain neutrality and avoid sharing personal opinions.
- **Reinforcement of Role:** Emphasis on their role as educators, not personal advisors, ensures focus on academic content.

Parent and Community Communication

- **Transparency:** Teachers are prepared to communicate curriculum limitations to parents and explain the reasons for excluding certain topics.
- **Support Materials:** Offer resources for parents to address these topics at home if needed.

Administrative Support and Reporting

- **Guidelines for Escalation:** Training includes when and how to escalate unauthorized questions or topics to school administrators.
- **Consistent Policies:** Teachers are equipped with district-approved protocols for handling sensitive or unauthorized content.

Open Communication & Support

Transparency About the Curriculum

- This presentation details the topics, objectives, and alignment with California standards.
- There are multiple opportunities for parents to review lesson plans and materials.

Keeping Communication Open

- Principals and teachers will send updates via newsletters, emails, or the school/district website.
- Designated staff available to answer parent questions or concerns.

Supporting Your Role as Parents/Guardians

- Parents can opt their children out, if preferred.
- Student workbooks available for at-home education.

Respecting Diversity and Inclusivity

- Curriculum reflects the diverse values and experiences of the community.
- Approach fosters a nonjudgmental and supportive environment for all.

Resources for Families

- Homework pages provide guides and tips to support conversations at home.
- Schools can connect families with community organizations for additional support if needed.

Building Trust Through Collaboration

- School staff are open to listening and addressing parent concerns promptly.
- Partnership between families and the school essential for student success.

QUESTIONS?

Parent Support for Growth, Development, and Sexual Health Education

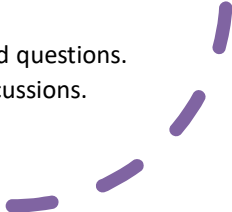
Collaboration is Key:

- Students thrive when parents, schools, and communities work together.
- Parents and guardians shape their child's understanding of values, expectations, and decision-making.

Encourage Communication:

- Create opportunities for open, honest conversations at home.
- Reinforce lessons learned at school through discussions at home.

Tips for Open Dialogue:

- Practice active listening and ask open-ended questions.
 - Provide a safe, judgment-free space for discussions.
- 

Closing and Thank You!



Please contact your school principal or classroom teacher if you have any follow-up questions.



Physical and digital copies of the curriculum are available for review in the school and district offices during open hours. No appointment needed!



We encourage you to continue communicating with us so we can work together to support student success with health education!