

Stanwood Camano School District #401

26920 Pioneer Hwy.
Stanwood, WA 98292-9548
360-629-1200
www.stanwood.wednet

INSTRUCTIONAL SERVICES

Lloy Schaaf

Assistant Superintendent of Teaching and Learning

MEMORANDUM

To: Stanwood-Camano School Board of Directors

Fr: Lloy Schaaf, Ed.D.

Re: Human Growth and Development and AIDs/HIV Curriculum Up-dates

Date: March 6, 2018

The Instructional Materials Committee met on February 26, 2018 to review the recommendations of the content committees related to Human Growth and Development and AIDS/HIV. After review of the materials, the Instructional Materials Committee makes the following recommendations for approval by the School Board of Directors; selected elements:

- Middle School F.L.A.S.H. Curriculum published by King County Health Department (grades 6-8)
- High school F.L.A.S.H. Curriculum published by King County Health Department (grades 9-12)
- The Latest about HIV and AIDS, Human Relations Media, 2012. (DVD)
- Puberty Workshop and Curriculum, Human Relations Media, 2012. (DVD)
- Always Changing and Growth Up, Proctor and Gamble, 2015. (DVD)

Parents may preview materials and opt their children out.

Recommendation: That the Board approve the recommendations of the Instructional Materials Committee.

/th

Stanwood-Camano School District
Instructional Materials Review Committee
Notes
Human Growth and Development/AIDS/HIV
February 26, 2018

Present: Angie Nickerson, Elizabeth Pollock, Elise Krueger, Connie Schmidt, Jeanne Kelly, Jennifer Satterfield, Carolyn Coombs, Lloy Schaaf, Amy Anderson

- The committee met to review recommendations related to Human Growth and Development and HIV
- The committee reviewed the F.L.A.S.H. curriculum for middle school and high school.
- The committee also reviewed videos to support Human Growth and Development and AIDS/HIV.
- The following are the recommendations for the Instructional Materials Committee. Approve the following materials and send on to the school board for approval:
 - Middle School F.L.A.S.H. Curriculum published by King County Health Department (grades 6-8)
 - High school F.L.A.S.H. Curriculum published by King County Health Department (grades 9-12)
 - The Latest about HIV and AIDS, Human Relations Media, 2012. (DVD)
 - Puberty Workshop and Curriculum, Human Relations Media, 2012. (DVD)
 - Always Changing and Growth Up, Proctor and Gamble, 2015. (DVD)

Instructional Materials Committee
Agenda
February 22, 2018
4:00-5:30

Agenda:

1. Review Background related to Human Growth and Development and AIDS/HIV
2. Review Middle School F.L.A.S.H. Materials
3. Review High School F.L.A.S.H. Materials
4. Review the following videos:
 - a. The Latest about HIV & AIDS
 - b. Puberty Workshop & Curriculum
 - c. Always Changing and Growing Up
5. Complete Ballot

**Stanwood-Camano School District/F.L.A.S.H. Curriculum
Human Growth and Development& AIDS/HIV**

Prior Reading for Teachers: F.L.A.S.H. 4,5,6

Day I

F.L.A.S.H. Introduction/Ground Rules

Video- *Always Changing and Growing Up* (Boys and Girls) (25:59 minutes)

Day II

F.L.A.S.H. Day 1 Puberty

Day III

F.L.A.S.H. Day 2

(Gender groups for Question and Answer sessions- need to ensure male teachers to break into groups)

May Use gender specific video, *Always Changing and Growing Up* (girls only 18:46/Boys only 16:44)

Day IV

F.L.A.S.H. Reproduction Day 1

Day V

F.L.A.S.H. Reproduction Day 2 page 12-3 (30 minutes)

Immune System Stanwood-Camano (10 minutes)
AIDs/HIV Video

Puberty Workshop and Curriculum: HIV and AIDs, 2012 (20 minutes)

Background Reference for Teachers:

AIDS/HIV, year 1, day 1

AIDS/HIV, year 1, day 2

F.L.A.S.H.

6-8

REVIEW

Middle School

➤ *Please see attachment for Middle School modifications*

The Middle School lessons are being revised with the latest sexual health information and the new online lesson platform for instant accessibility and ease of use. FLASH Middle School will be available on this website in June 2016.

Introduction

Background information for educators on curriculum goals; recommended policy, procedure and practice; partnering with administrators and families; and answering student questions.

Lesson 1: Reproductive System and Pregnancy

An overview of basic reproductive organs and their functions is provided in a lecture format, while students follow along on a worksheet. Small groups compete for points by answering questions related to pregnancy and the reproductive system. The lesson concludes with an explanation of FLASH Family Homework.

Lesson 2: Sexual Orientation and Gender Identity

Students learn the definition of identity and the importance of feeling positively about our identities. Sexual orientation and gender identity are introduced as two categories of identity held by everyone. Students learn common terms and foundational information related to these concepts through small- and large-group activities. They discuss strategies that help people develop pride in any of their identities and practice applying these strategies to a scenario about sexual orientation and gender identity.

Lesson 4: Saying No

Students define abstinence and learn the steps to refusing effectively. In small groups, they practice using refusal skills and observe their peers modeling effective refusal skills.

Lesson 5: Preventing STDs

Students review STD transmission by doing a True/False activity. Working in pairs or triads, they use a persuasion map to develop convincing argument about preventing STDs. Then pairs/triads create STD prevention Public Service Announcements for social media and share them with the class.

F.L.A.S.H.

9-12

REVIEW

High School FLASH

Introduction

Background information for educators on curriculum goals; recommended policy, procedure and practice; partnering with administrators and families; and answering student questions.

Lesson 2: Reproductive System

Using visuals, the teacher describes the external and internal reproductive organs, while students follow on their worksheets. The teacher also describes the main components of the sexual response system. The class concludes by identifying organs and structures with similar roles.

Lesson 4: Sexual Orientation and Gender Identity

Students differentiate between biological sex, sexual orientation, sexual behavior and gender identity by matching definition strips to terms on papers hung around the room. Next, they view a short video that illustrates the ways society places expectations on people to be heterosexual. The teacher leads a class discussion to follow up, covering the ways that these expectations and pressures can be harmful to all people. Finally, students analyze a fictional advice column and apply the content they have covered in class by analyzing the response and offering their own advice.

Lesson 5: Undoing Gender Stereotypes

Students begin by defining what a stereotype is, and then complete a “gender box” activity in which they identify stereotypes and expectations placed on people because of their gender. Afterward, students analyze the pressures placed on people to conform to these expectations, including the role of harassment and homophobia. Students complete a scenario activity to identify ways these stereotypes and expectations influence people’s real-life behaviors. They conclude by challenging the stereotypes and identifying healthier options. After the lesson, the teacher administers a *Sexual Attitudes Survey*, the results of which will be shared during *Lesson 7: Coercion and Consent*.

Lesson 9: Abstinence

Students define abstinence and learn the steps to refusing effectively. In small groups, they practice using refusal skills and observe their peers modeling effective refusal skills.

Lesson 10: Birth Control Methods

Small groups are assigned different birth control methods to write a commercial for, using *Birth Control Fact Sheets* for reference. The small groups take turns performing

their 2-minute commercial for the class, while observers identify two important points about each method on the *Commercial Watchers Worksheet*. The class summarizes main points after each commercial. The lesson concludes by having students evaluate the “best method,” justifying their conclusions with accurate medical information.

Lesson 12: Condoms to Prevent Pregnancy, HIV and Other STDs

This lesson begins with a brief overview of HIV and other STDs, focusing on prevention, transmission, symptoms and consequences. Students then brainstorm reasons someone might not use condoms, and solutions to those problems. They also brainstorm a list of the benefits of condoms. The teacher then demonstrates correct condom use to the class, and students have the opportunity to practice correct condom use skills. Finally, students see a brief demonstration of the female condom.

Lesson 14: Communication and Decision Making

Students review communication skills covered in previous lessons, and read a list of gist-based statements about sexual health derived from material covered throughout the FLASH curriculum. Students then work individually, in small groups, and finally as a whole class to use their communication skills and gist-based statements to make and communicate sexual health-related decisions. They express support for their peers’ effective use of communication skills, reinforcing healthy norms and increasing self-efficacy.

Lesson 15: Improving School Health

This final lesson asks students to create a social norms campaign in order to impact the larger school environment. Students work in groups to make posters that dispel commonly held misperceptions and replace them with accurate statements. Posters are then displayed in the school, helping to reshape social norms that support healthy behavior.