

## Implementation of Choosing the Best HG&D Program in Grades 7-9 (2012-13)

### In General...

- Use the same *Ground Rules* that have been used in the past:
  - Respect what people say; no put-downs.
  - Be sensitive to people's feelings.
  - It is all right to 'pass' and not answer a question.
  - Respect differences
  - Keep discussion and questions away from a personal level (no individual stories).
  - Keep confidential all comments made by other students.
  - There are no "dumb" questions.
  - Use scientific terms rather than slang.
- Teachers will be able to substitute a small group analysis of the case studies rather than require students to do a role play if it seems like it would be a more appropriate approach for a class (example – pg. 41 in Way, pgs. 46-49 in Path and pgs. 61-63 in Journey)
- Sexual intercourse (anal sex, oral sex, and mutual masturbation) will not be defined by teachers in 5<sup>th</sup>, 6<sup>th</sup> or 7<sup>th</sup> grade HG&D instruction. When additional information is desired, students will be referred to their parents/guardians, clergy or other trusted adult
- The following legal definition of sexual intercourse (anal sex, oral sex, and mutual masturbation) will be used by teachers when questions occur in 8<sup>th</sup> and 9<sup>th</sup> grade HG&D. It will first be presented to students by the CPD School Liaison Officer. Sexual intercourse (anal sex, oral sex, and mutual masturbation) as stated in WI State Statute 948.01(7)(a): *Sexual intercourse, meaning vulvar penetration as well as cunnilingus, fellatio or anal intercourse between persons or any other intrusion, however slight, of any part of a person's body or of any object into the genital or anal opening either by a person or upon the person's instruction.* When additional information is desired, students will be referred to their parents/guardians, clergy or other trusted adult.
- At each level, the program guides students through creation of an Abstinence Pledge (pg. 34 in Way, pg. in Path, pg. in Journey). The pledge activity will be presented as an optional home activity.

### Choosing the Best Way – Grade 7

- € **Lesson 2** on page 14 'Guys and Girls' activity. Teachers will eliminate the 'carrying books and fingernail' lead-in activity.
- € **Lesson 5** on pg. 33 follows up the abstinence definition with facts regarding "Safe" or "Safer" sex. As student questions arise about contraception in general, or condoms specifically, students will be directed to their parents/guardians, clergy or other trusted adult for reliable information.
- € **Lesson 6** on page 40 Step 3 – SHOW IT! Counselors and school psychologists will check the message that is given about being assertive through body language, making sure that the message "*Sometimes you are saying 'no' verbally, but showing 'yes' with your body and actions*" is consistent with our approach to bullying.
- € Instruction will be supplemented by Chapter 8 in Prentice-Hall Science Explorer Text (pgs. 24-44): Endocrine System and Reproduction (Endocrine System; Male and Female Reproductive Systems; and Pregnancy, Birth and Childhood)

### Choosing the Best Path – Grade 8

- € **Lesson 1** starts out with several videos, one of which emphasizes the emotional risks of teen-age sexual activity. We will explore clipping out a piece that has generated some concern (young man who expresses that sex made him feel dirty). This video is followed by two activities that would be omitted: “A Bonding Experience” and “A Rose with No Petals”.
- € **Lesson 3** on pgs. 18-20 provides facts regarding “Safe” or “Safer” sex. As student questions arise about contraception in general, or condoms specifically, students will be directed to their parents/guardians, clergy or other trusted adult for reliable information.
- € **Lesson 4** on pg. 24, in the t’s manual, we will eliminate the ‘Mint for Marriage’ activity.
- € **Lesson 5** on pg. 29 in the t’s manual has an activity called “Make Your Own Bed”. We will adjust this activity, eliminating the blanket prop and having the students move up to the front of the room when cued by the names they have been assigned.
- € **Lesson 6** on pg. 35 Activity requires the purchase and disposal of a live goldfish. We will use the metaphor without the prop.
- € **Lesson 8** on page 45 in the-t’s manual addresses assertive behavior. Counselors and school psychologists will check the message *“How you hold your body, the way you dress, even the way you stand sends out strong messages. If someone’s clothing says, “Look how sexy I am!” they are sending a different message than ‘No’.”* and ensure that it is consistent with our approach to bullying.

### Choosing the Best Journey – Grade 9

- € In an effort to conserve time and make room for the supplemental information, we will eliminate low-impact activities (some which are repeated from earlier levels).  
Examples include pg. 7 blindfold activity, pg. 8 jigsaw puzzle activity, pg. 22 dice activity, pg. 27 epidemic activity, pg. 36 musical instrument activity, pg. 37 build a fire activity.
- € We will supplement contraception instruction in **Lesson 3** (pg. 23) using contraception education resources from the CDC website [www.cdc.gov](http://www.cdc.gov).
- € We will supplement STD information in **Lesson 4** (pg. 28-29) with Chapter 24 in our current health text.
- € We will add a lesson on the Reproductive System – using Chapter 16 in our current health text.
- € We will add a lesson on Pregnancy, Prenatal Care and Childbirth – using Chapter 17 in our current health text.
- € Lesson 6 on pgs. 45 and 47 in the t’s manual sets up activities with instructions to ask a girl to read a particular section and ask a guy to read another. We will revise these instructions to read ‘ask a student’.
- € We will continue to include Pam Stenzel’s video “SEX Still Has a Price Tag” (updated version).

### Plan for Parent Preview Sessions

\*The CTB Parent Video is the same 6-12 – not targeted to a particular grade level. We will show it at all 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> parent sessions this first year.

#### Recommendation –

5<sup>th</sup> – Continue with parent preview night offered several weeks before instruction begins. Fifth grade teachers, elementary counselors and HGD Coordinator walk through curriculum and highlight updated materials.

6<sup>th</sup> – Continue with parent preview night offered several weeks before instruction begins. Walk through curriculum and highlight updated materials (Facilitated by FCS Teacher, HGD Coordinator, Middle School Counselor, and Middle School Principal).

◀ Middle School Orientation – Provide an overview with information about the HG&D update. Show one or two video clips and provide information about how to preview materials. ▶

7<sup>th</sup> – Parent preview night offered at least six weeks before instruction begins (early March?) Show the CTB Parent Video and provide an opportunity for parents to look through updated materials (Facilitated by HGD Coordinator, Middle School Counselor, Middle School Principal and Science Teachers).

8<sup>th</sup> – Parent preview night offered at least six weeks before instruction begins (first semester?). Show the Parent Video and provide an opportunity for parents to look through updated materials (Facilitated by HGD Coordinator, Middle School Counselor, Middle School Principal and Physical Education Teachers).

9<sup>th</sup> – Parent preview night offered at least six weeks before instruction both first and second semester. Show the Parent Video and provide an opportunity for parents to look through updated materials (Facilitated by HGD Coordinator, High School Counselor and Health Teachers).

~~Health Educator~~ *Bethany Wray*