

## The Greenspire School District Notification to Parents/Guardians

Dear Greenspire Middle School Parent or Guardian:

We are about to begin teaching Reproductive Health in our 6th-8th grade Health and PE classes. This program of instruction was approved by the The Greenspire School District Board of Education. As a parent, you have several rights:

- **You must be notified** prior to instruction on reproductive health and/or HIV/STI prevention.
- **You may preview the curriculum and materials** (attached)
- **You may view the lessons being taught if you wish.** To do so, you must schedule your visit at least 48 hours prior to the class you want to observe. To schedule your lesson observation, please contact:  
[kate.liberacki@greenspireschool.org](mailto:kate.liberacki@greenspireschool.org)
- **You may excuse your child from this instruction without penalty.** If your child should not participate in some or all the lessons, please complete the Exemption Request below and return it to the MS office.

### Exemption Request

1. If you want your child to participate in the reproductive health and/or HIV/STI prevention lessons described on the attached list, you don't need to return this form.
2. If you want your child to be excused from some or the reproductive health and/or HIV/STI prevention lessons, draw a line through the lessons in the box below from which you would like your child to be exempted. Return a hard-copy to The Greenspire Middle School office, or email [Kate.Liberacki@greenspireschool.org](mailto:Kate.Liberacki@greenspireschool.org)

HIV pretest and reproduction/puberty  
Anatomy/Sexual identity  
HIV facts  
Resources/Asking For Help/HIV Post-Test

STI facts  
Healthy Relationships  
Safety and Legal Issues

Date:

Student Name:

Parent/Guardian signature:

## **21-22 Greenspire Middle HIV/Sexual Health Curriculum Outline**

**Day 1:** HIV pre-survey and reproduction/puberty

GLCEs:

7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.

Lesson Input:

[Pregnancy & Reproduction: Where Do Babies Come From? - amaze / USA](#)

[Puberty: Sad and Happy: Feelings Happen - amaze / USA](#)

[Puberty: Puberty and Finding Out Who You Are - amaze / USA](#)

[Taking Care of Your Body During Puberty](#)

Robert will host the male students in each pod; Kate will host the female students in each pod.

Activity: (short due to pre-test)

Free draw/write/doodle. Students will have paper and coloring utensils to doodle/process emotions and other feelings as they watch the puberty videos if they choose. Inappropriate drawings will involve disciplinary action.

Discussion questions/reflection:

At what ages does puberty start? (girls 8-16, boys 9-16)

How long does puberty last? (5-7 years for all changes to occur)

What are some of the possible emotional and social feelings during puberty?

What are hormones?

Other Q and A

**Day 2:** Male/Female Anatomy, Sexual Identity\*

GLCE's:

7.1 Describe the changes in friendships that one might experience as a result of puberty.

7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.

Lesson Input:

Sex and Gender [Sex Assigned at Birth and Gender Identity: What Is The Difference?](#)

Female Anatomy [Puberty: Biological Female Anatomy - amaze / USA](#)

Male Anatomy [Puberty: Biological Male Anatomy - amaze / USA](#)

Robert will host the male students in each pod; Kate will host the female students in each pod.

Activity:

Male and Female reproductive part labeling/quiz from  
[Grades 6 to 8: Human Body Series - KidsHealth in the Classroom](#)

Reflection:

Why is it important to know and use the names of our reproductive body parts?

### **Day 3:** What is HIV? HIV facts

GLCE's:

6.1 Explain how HIV is and is not transmitted.

6.2 Distinguish between facts and myths regarding HIV infection and AIDS.

6.4 Describe sources of accurate information and assistance in one's community.

Lesson Input:

What is HIV? [STDs & HIV: What Is HIV? - amaze / USA](#)

HIV: How to Protect Yourself and Others [HIV: How to Protect Yourself and Others](#)

HIV and Health Disparities [HIV: HIV And Health Disparities - amaze / USA](#)

Living with HIV [HIV: Living With HIV - amaze / USA](#)

Activity:

Part I (front of doc) -HIV information organization sheet. Identify 4 facts and 4 myths, collect doc to use for the next lesson.

Reflection:

Q & A, discuss info organizer sheet facts and myths

How does someone avoid getting HIV/AIDS? (emphasis on abstinence, contraception)

How does someone determine if they have HIV?

Can HIV be cured? (No, but an individual can now participate in antiretroviral therapy (ART) to control HIV if caught early enough)

Where can someone go to get help with HIV?

### **Day 4:** STI Facts

GLCE's:

7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.

6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).

Lesson Input:

What are STD's? [What are STDs? #FactCheck](#)

What is HPV? [STDs: What Is HPV? - amaze / USA](#)

Michigan Model fact sheets about five common STIs: syphilis, gonorrhea, HPV, chlamydia, and herpes.

Activity:

Part II (back of HIV doc, pass back worksheet from lesson 3) STI info organizer- identify 4 characteristics of each STI.

Reflection:

How does someone avoid getting an STI? (emphasis on abstinence, contraception)

How does someone determine if they have an STI?

Can STI's be cured?

Where can someone go to get help with an STI?

### **Day 5:** Setting Boundaries/Healthy Relationships

GLCE's:

6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.

Lesson Input:

Consent [Consent](#)

Peer Pressure [Healthy Relationships: I Got a Friend | Peer Pressure Animated Music Video - amaze / USA](#)

Assertive communication [Healthy Relationships - How to Talk to Girls, Boys and Everyone in Between](#)

Listening [Healthy Relationships - How to Be A Good Listener](#)

Healthy vs. Unhealthy Relationships [Healthy vs Unhealthy Relationships](#)

Activity: Healthy Relationships Role Playing Scenarios

Reflection:

What is one way to be a good listener?

What is one characteristic of a healthy relationship?

What is consent?

What is one characteristic of assertive communication?

## **Day 6:** Online Safety/Legal Issues/Sexual Harassment

GLCE's:

7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior.

Lesson Input:

Being Safe On the Internet [Personal Safety: Being Safe on the Internet](#)

Teasing [Healthy Relationships: Teasing: Not Just Harmless Fun](#)

Sexual Harassment [Personal Safety: What Is Sexual Harassment? - amaze / USA](#)

Law [Healthy Relationships: Understanding Sexual Consent and The Law](#)

Michigan Model resources and boundary setting

Activity:

Role playing how to be a bystander/how to get help from Michigan Model

Reflection:

What is the legal age of consent in Michigan?

What are the consequences if someone has sexual relations with an individual under the age of 16?

Name a behavior that is considered sexual harassment? What are the legal and emotional consequences?

Name a behavior that is considered sexual abuse? What are the legal and emotional consequences?

## **Day 7:** Resources/Asking For Help/HIV post-survey

GLCE's:

7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.

7.10 Demonstrate the ability to be positive peer role models in the school and community.

Lesson Input:

Finding an Adult you Can Trust [Healthy Relationships - Finding An Adult That You Can Trust](#)

Michigan Model Resources:

Lesson 3, Appendix M: Michigan Web-Based Resources

Lesson 3, Appendix N: National Resources

Lesson 3 worksheet titled, "Be a Skeptic- Think and Question"

Activity:

Assign students to either a National or Michigan Based website to work in partners to answer the “Be a Skeptic- Think and Question” worksheet questions. Students will present to their class 3 important pieces of information from their website.

Reflection:

Whole class discussion about helpfulness of the resources and Q&A.

Students take HIV post-survey (same as pre-survey– purpose for data collection and to see what has been learned).