

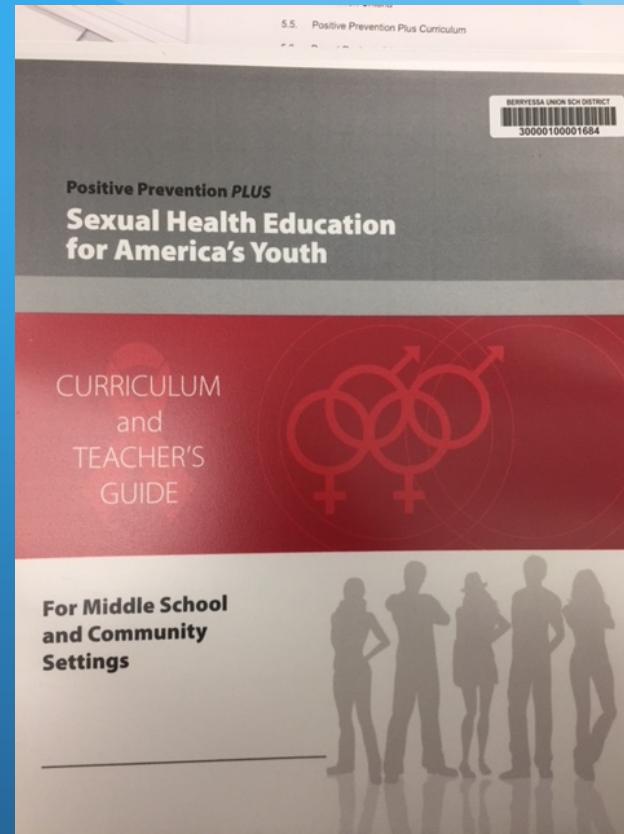


*Pathway to the Future*

# Berryessa Union School District Sex Ed Curriculum Parent Information Session

April 30 - May 2, 2018

# Timeline



- October 2017 - May 2018

Berryessa Union School District

1376 Piedmont Road, San Jose CA 95132

October - December 2017

# Initiated Healthy Youth Task Force



Clip art Courtesy iStock

January 2018

BDAC - CHYA Info

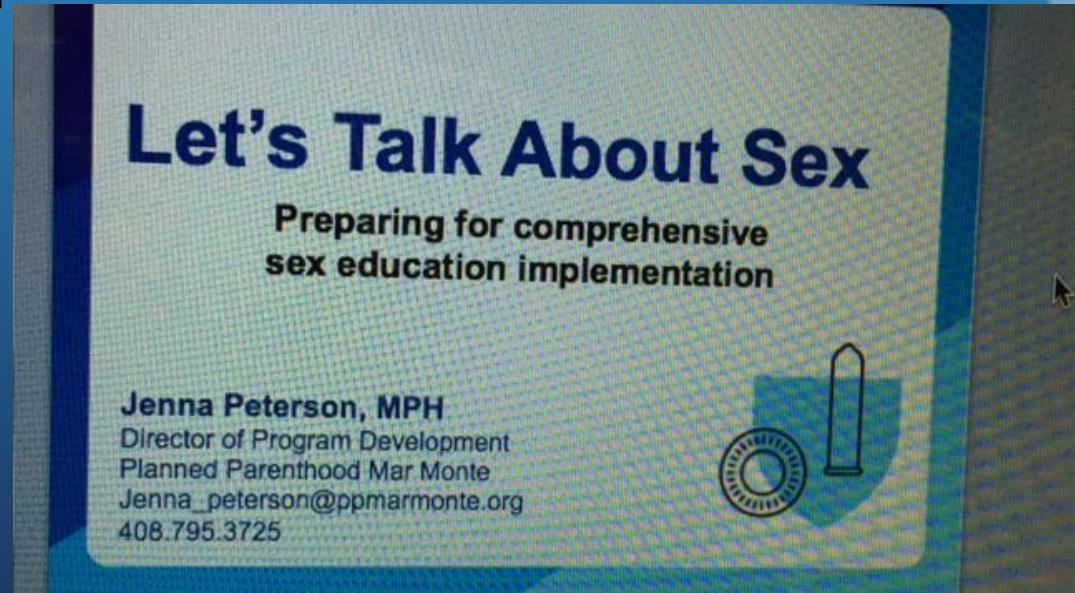
Healthy Youth Task Force  
First Meeting



Clip art Courtesy Red7Salon.com

March 2018

# Parent Coffee Meeting Teacher Training on Sex Ed. Curriculum



April 2018

# Sex Ed. Curriculum Information Dissemination for Parents

May 2018

# Sex Ed. Curriculum Instruction

## Survey, Feedback and Reflection

# **BERRYESSA UNION SCHOOL DISTRICT POSITIVE PREVENTION PLUS PARENT CURRICULUM REVIEW SESSION: MIDDLE SCHOOL**

**for 7<sup>th</sup> grade parents**

**1**

# WELCOME BERRYESSA PARENTS THANK YOU FOR BEING HERE!

discipline  
laughter  
**love**  
advice  
patience  
joy  
struggle  
decisions  
fun  
choices  
exhaustion  
responsibility  
pain

**parenting**



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# CARDEA SERVICES

The collage displays five different website interfaces:

- WISEtoolkit**: A national initiative supporting school districts in implementing sex education. It features a dark orange header with "WISEtoolkit" and a sub-section titled "Working to Institutionalize Sex Ed (WISE)". Below this, there's a "The Toolkit" section with a "compilation of experience-based best practices for our phases". It includes three circular icons labeled "ENGAGE", "DESIGN", and "IMPLEMENT".
- CARDEA**: The main website for CARDEA Services. It has a top navigation bar with links like "Home", "About Us", "Resource Center", "Contact", "Join Us", "Register", and "Search". The main content area features a photo of a diverse group of people in a meeting, with sections for "Training", "Organizational Development", and "Research and Evaluation".
- BACHE**: Bay Area Communities for Health Education. It shows a woman in a white lab coat and a green sidebar with "BACHE" and "Bay Area Communities for Health Education".
- Positive Prevention PLUS**: A website for Positive Prevention PLUS curriculum materials. It features a photo of students and a "Welcome" section.
- CARDEA Services**: A footer section at the bottom of the collage showing social media links and a "Twitter Feed".



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# BUSD MIDDLE SCHOOL REVIEW SESSIONS

- April 25, May 1 and May 2
- Instruction begins in mid May
- Parents received email with a list of contents being covered and the window of time the curriculum will be taught

# AGENDA

- Introductions
- Brief Overview of Positive Prevention Plus
- Review of P3 instructional materials and informal Q&A
- Building Skills for Initiating Conversations and Answering Sensitive Questions
- Review of P3 Homework and time to prepare for conversations
- Resources



All children deserve a safe place to grow, learn about themselves, develop friendships and relationships, and thrive



# AGREEMENTS

- Assume good intentions
- Sharing challenges helps build new strengths
- We are all experts on our own families
- Confidentiality
- Right to pass
- Respectful use of devices
- All questions welcome
- Safe and BRAVE space



# CONTENT WARNING





## Positive Prevention **PLUS**

HOME

+ CURRICULUM

RESEARCH

+ RESOURCES

+ TRAININGS

NEWS

STORE



Welcome.

<http://www.positivepreventionplus.com/>



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# HISTORY

- Developed in 1993 through a partnership with the American Red Cross, updated regularly
- Underwent a rigorous evaluation from 2010-2015
- Federal Evidence Based Interventions
- Reviewed for CHYA compliance
  - The Adolescent Sexual Health Work Group (ASHWG)— a group of experts from the California Departments of Education and Public Health

# **AMERICAN JOURNAL OF PUBLIC HEALTH**

## **Conclusions:**

- Positive Prevention PLUS program demonstrated positive impacts on adolescent sexual behavior, including significant impacts on delaying sexual intercourse and increasing the use of birth control.
- Suggests that programs that focus on having students practice risk reduction skills may delay sexual activity and increase birth control use.

LaChausse, R. (2016). A clustered randomized controlled trial of the Positive Prevention PLUS adolescent pregnancy prevention program. *American Journal of Public Health*.

# EFFECTIVE FEATURES

- Biomedical information limited to the essential concepts
- Emphasis on social and decision making skills
- Utilizes modeling and positive peer discussions
- Involves parents
- Variety of learning styles



# STRUCTURE AND MATERIALS

## ▪ Content

- 13 Sessions
- Appendices
  - Education Code
  - Resources geared towards building and strengthening parent/caregiver communication with their student(s)
  - Resources for working with LGBTQ youth



# **TWO DAY TEACHER TRAINING**

- Build/strengthen the skillset to deliver CSE
- Increase comfort with delivering CSE
- Topics:
  - The impact of personal values and bias on CSE delivery
  - Brief overview of the California Healthy Youth Act
  - Answering difficult questions
  - Answering questions that are based on values or beliefs

# TWO DAY TEACHER TRAINING

- Topics (continued)

- Stopping harassing comments
- Creating and maintaining a safe space/safe learning environment
- Awareness of diversity in the classroom
- Curriculum review and opportunity to demonstrate activities



# MATERIALS TO REVIEW

- Powerpoint slides
- Workbook, handouts and homework
- Links to videos
- Instructor's Manual (students do not see)

# **“PRE-LESSON:” GETTING STARTED**

## Content

- Overview of what the students will study in this program
- Discussing Embarrassing Topics
- Creating a safe learning environment through establishing group agreements
- Overview of the sexual health of teens

# OBJECTIVES

- Identify and follow class guidelines for appropriate behavior
- Compete a self-assessment for pre-existing knowledge related to interpersonal relationship and sexual health
- Identify facts about related teen sexual health
- Identify ways to improve teen sexual health

# Lesson Wrap-Up Part 4



**Ask a Parent/Guardian or Trusted Adult to:**

- ▶ Review your completed lesson Pre-Test and Lesson Wrap-up worksheets.
- ▶ Tell you what type of sex education they received as a teenager.

# **LESSON 1: SEXUAL DEVELOPMENT**

- Typical female and typical male development (hormones, body changes, body hair, odor, menstruation, nocturnal emissions)
- Emotional Changes
- Understanding Gender
- Understanding Sexual Orientation
- Identifying Common Sexual Health Concerns

# LESSON WRAP UP: INDIVIDUAL ACTIVITY

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## Lesson Wrap-Up Part 1

1. Sexual orientation and gender identity mean the same thing.
2. It can be difficult to talk about sexual health, even though sexuality is a normal part of human development.
3. Maintaining reproductive health includes getting check-ups, monitoring your own body symptoms, and seeking accurate health information.

FALSE

TRUE

TRUE

# LESSON WRAP UP: ASK A FRIEND

## Lesson Wrap-Up Part 2

### Ask a Friend

Turn to a partner to check your answers and tell her/him the most important or interesting thing you learned during this lesson.



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# LESSON WRAP UP: SELF REFLECTION

## Lesson Wrap-Up Part 3



### Ask Yourself

How positive are you that you can protect and maintain your sexual health?



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# LESSON WRAP UP: BRING IT HOME

## Lesson Wrap-Up Part 4



**Ask a Parent/Guardian or  
Trusted Adult to:**

- ▶ Review your completed Lesson wrap-up worksheets.
- ▶ Tell you at what age they started seeing changes in their bodies and what type of health issues run in your family.



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# LESSON 2: EXPLORING FRIENDSHIPS

- Traits and skills for maintaining quality and healthy friendships
- Opportunities for building friendships
- Differentiate between "liking" and "loving"
- Ways to show people that you like or love them
- Planning an activity that someone could do with a friend

# Friendship Inventory

Characteristics and Skills	Do I Have These?	1*	2**
Closeness			
Commitment			
Honesty			
Communication			
Understanding			
Empathy			
Flexibility			
Forgiveness			
Fun			

\*1 = Ask a close friend if you have these traits.

\*\*2 = Ask a parent(s) or trusted adult whether you have these traits.

- ▶ Rate yourself on each characteristic by placing a check mark in the second column.
- ▶ Ask a close friend to place a check mark in third column. (1\*)
- ▶ Ask a parent or trusted adult if they agree that you have these characteristics. (2\*\*)

# HOMEWORK LESSON 2

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## Lesson Wrap-Up Part 4



**Ask a Parent/Guardian or  
Trusted Adult to:**

- ▶ Discuss your completed Friendship Inventory, Liking vs. Loving, Lesson Wrap-up and Activity Planner worksheets.
- ▶ Describe the activities that they planned and participated in when they were your age.



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# **LESSON 3 - BULLYING AND RELATIONSHIP ABUSE**

- Bullying
- Relationship Abuse
- Yes Means Yes
- Sex Trafficking
- Sexting
- Internet Safety
- Protecting Yourself
- Effective Verbal and Non-Verbal Communication



## **Take Home Messages:**

**No one has the right to engage another person in any kind of sexual activity without their permission.**

**It's important to talk with a trusted adult if you know someone who is experiencing these situations**

# Protect Yourself

DIRECTIONS A healthy relationship is honest, equal, respectful, and responsible. Some people have identified the behaviors listed in the chart below as warning signs that a relationship is not honest, equal, respectful, and responsible. Check what you would probably do in each of the following situations.

Imagine Someone:	You Would Probably:			
	Do nothing	Discourage behavior	Seek help	End relationship
1. Makes negative comments about your clothes, body, or hair.				
2. Always decides where you will go together or what you should do.				
3. Puts you down in public.				
4. Asks you to send them nude pictures of yourself.				
5. Forces you to get drunk or use injection drugs.				
6. Gets angry when you spend time with others.				
7. Asks you to participate in "outing" a suspected gay student.				
8. Hits you and then apologizes.				
9. Makes progressively more sexual moves on you without your permission.				
10. Forces you to have sex with others for money or other benefits (sex trafficking).				

Adapted from *Unequal Partners*, 2<sup>nd</sup> Ed. Sue Montfort and Peggy Brick, Planned Parenthood of Greater Northern New Jersey, 2000.



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# Lesson Wrap-Up Part 4



**Ask a Parent/Guardian or Trusted Adult to:**

- ▶ Review your completed Protect Yourself worksheet.
- ▶ Discuss how you should handle bullying or inappropriate sexual advances.

# **LESSON 4: PREVENTING AN UNPLANNED PREGNANCY**

- Identify methods of contraception and their effectiveness
- Identify community family planning services
- Identify the benefits of delaying sexual activity
- Group activity around abstinence and why young people might choose to abstain from sexual activity

# Lesson Wrap-Up Part 4



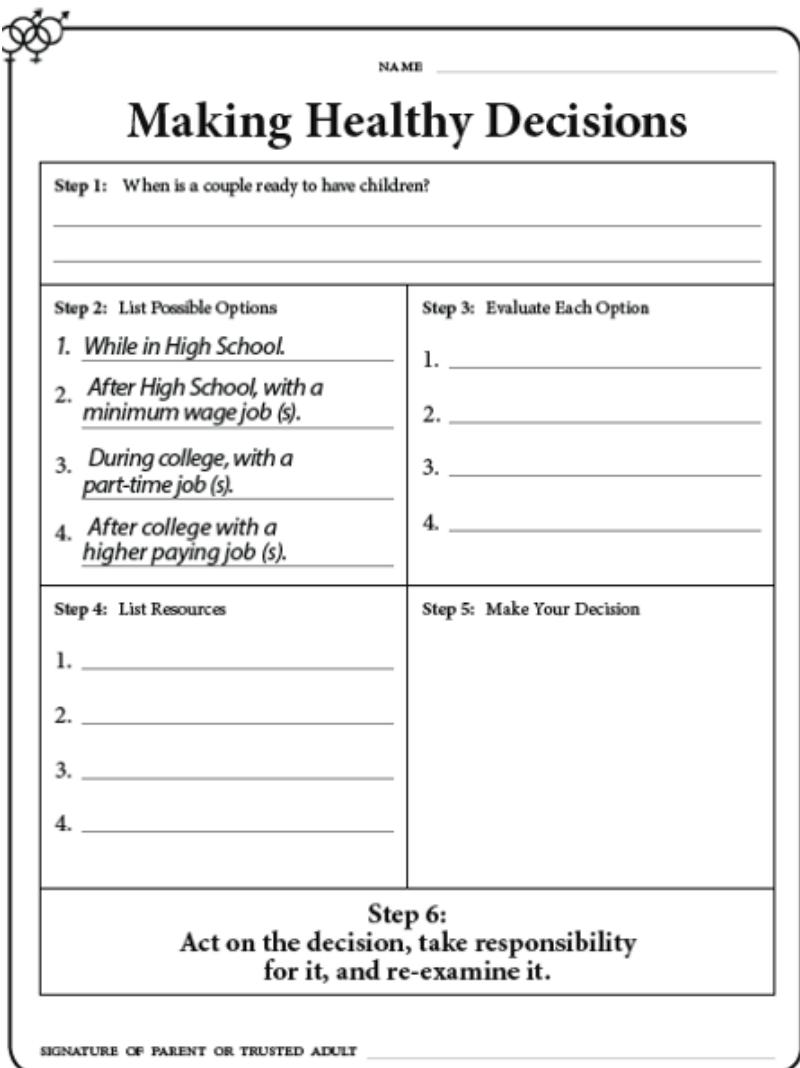
**Ask a Parent/Guardian or Trusted Adult to:**

- ▶ Review your completed Lesson Wrap-up from this lesson.
- ▶ Discuss your family's values and beliefs regarding sexual activity.

# **LESSON 5 - TEEN PREGNANCY: CHOICES AND RESPONSIBILITIES**

- Teen Pregnancies: objective discussion of all the legal options available to a pregnant person
- Discuss how to make an important decision if facing an unplanned pregnancy
- List the key components of prenatal care and responsible parenting
- Identify key components of the state specific Safe Surrender law

# Steps in Making Healthy Decisions



NAME \_\_\_\_\_

## Making Healthy Decisions

Step 1: When is a couple ready to have children?  
\_\_\_\_\_

Step 2: List Possible Options  
1. While in High School.  
2. After High School, with a minimum wage job (\$).  
3. During college, with a part-time job (\$).  
4. After college with a higher paying job (\$).

Step 3: Evaluate Each Option  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

Step 4: List Resources  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

Step 5: Make Your Decision  
\_\_\_\_\_

Step 6:  
Act on the decision, take responsibility for it, and re-examine it.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_

- ▶ Step 1: What is the decision you are trying to make?
- ▶ Step 2: List possible options.
- ▶ Step 3: Evaluate each option.
- ▶ Step 4: List resources.
- ▶ Step 5: Make your decision.
- ▶ Step 6: Act on the decision, take responsibility for it, and re-examine it.



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# Lesson Wrap-Up Part 4



**Ask a Parent/Guardian or Trusted Adult to:**

- ▶ Review your completed Making Healthy Decisions and Lesson Wrap-Up worksheets.
- ▶ Tell you what were some important decisions they needed to make in their lives and how they made their decisions.

# LESSONS 6-7: HIV AND AIDS

- Myths and Facts about HIV
- Stereotypes about people living with HIV
- Creating empathy for those living with chronic disabilities or illnesses, including HIV
- <https://www.youtube.com/watch?v=PGEimk5cx9g>
- <https://www.youtube.com/watch?v=L4vC081SEug&t=92s>
- <https://www.youtube.com/watch?v=RCBmYNdWUf4&t=16s>
- <https://www.youtube.com/watch?v=i8Z0xdSNYb4>
- Loss activity
- Facts about the AIDS epidemic
- Effectiveness of ART and PrEP in the prevention and treatment of HIV
- Identifying bodily fluids and routes of transmission for HIV
- Identifying behaviors that would put a person at risk for HIV
- Matching game

# LESSON 6 HOMEWORK

## Lesson Wrap-Up Part 4

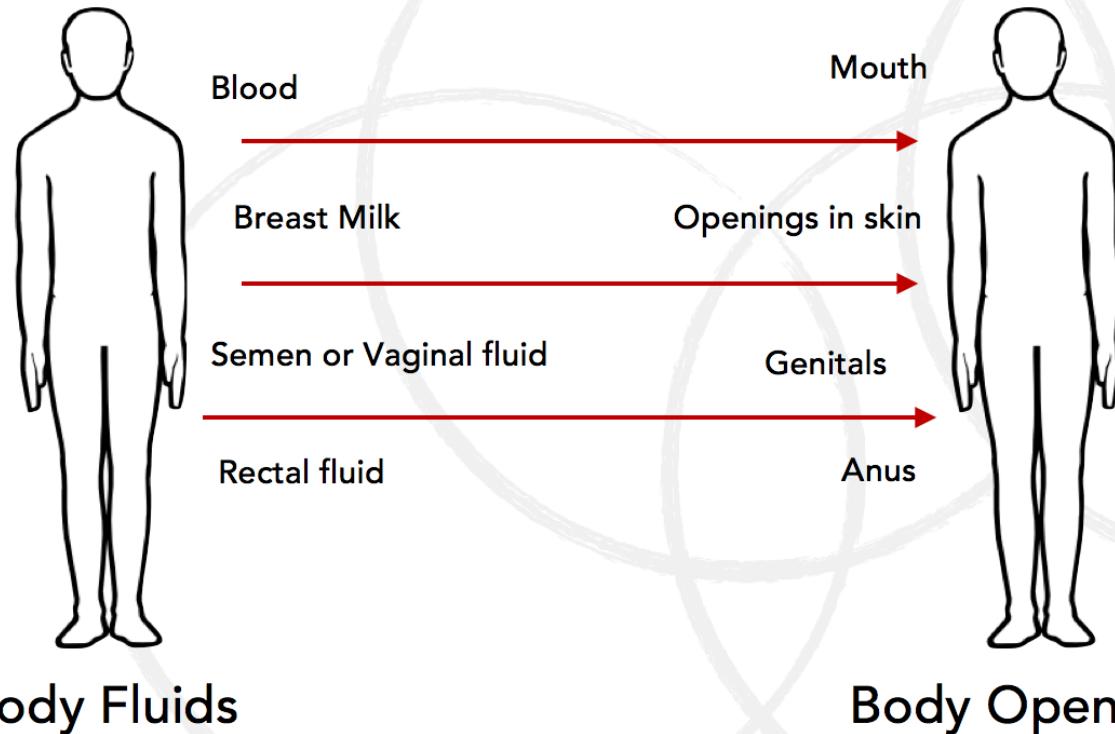


**Ask a Parent/Guardian or Trusted Adult to:**

- ▶ Review your completed Lesson Wrap-Up worksheets.
- ▶ Tell you how they would feel if they found out that a friend or family member was infected with HIV.
- ▶ Tell you what they would do if they found out a friend or family member was infected with HIV.

# LESSON 7

## How is HIV transmitted?



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# LESSON 7 HOMEWORK

## Lesson Wrap-Up Part 4



**Ask a Parent/Guardian or  
Trusted Adult to:**

- ▶ Review your completed Lesson Wrap-Up worksheet.
- ▶ Discuss with you how old they were when they first heard about the AIDS epidemic, and what they heard.

# LESSON 8: PREVENTING SEXUALLY TRANSMITTED INFECTIONS

- Defining the term “STI”
- Viruses and Bacteria
- Signs and Symptoms
- Describe how STIs are transmitted
- Identifying community resources for STI testing- why, when, where a person would want to get tested

# HOMEWORK LESSON 8

## Lesson Wrap-Up Part 4



**Ask a Parent/Guardian or Trusted Adult to:**

- ▶ Review your STI and Lesson Wrap-Up worksheets.
- ▶ Tell you what STIs they were aware of as teens, and what would they recommend to someone if he/she thought he/she might have an STI.



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# **LESSON 9 - RECOGNIZING AND REDUCING RISK**

- Universal Precautions/Demonstration
- Latex Condoms (no demonstration)
- Sexual Abstinence- creating a definition and brainstorming safe, healthy and legal activities to do with someone without having sexual contact
- High/Medium/Low Risk



# Lesson Wrap-Up Part 4

**Ask a Parent/Guardian or Trusted Adult to:**

- ▶ Review your completed How Do You Do Abstinence and Lesson Wrap-Up worksheets.
- ▶ Tell you if they know of ways to prevent the spread of HIV and other STIs.



# **LESSON 10: MEDIA AND PEER PRESSURE**

- Media Analysis Skills
- Identify pressure from media, society and/or peers to engage in high risk behaviors
- Recognize that not all students participate in high risk behaviors
- Assertiveness skills to refuse or avoid pressure (role plays)
- Create personal escape plans

# HOMEWORK LESSON 10

## Lesson Wrap-Up Part 4



**Ask a Parent/Guardian  
or trusted adult to:**

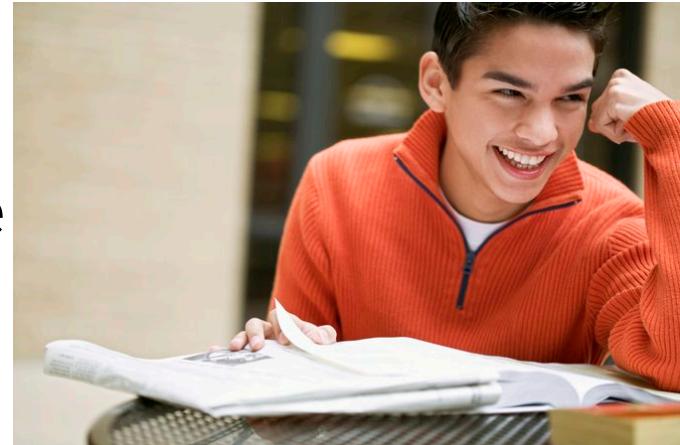
- ▶ Review your Pressure Lines and Lesson Wrap-Up worksheets and My Personal Escape Plan.
- ▶ Discuss what they would want you to do when you are being pressured to do something risky

# **LESSON 11: HIV/ STI TESTING AND COMMUNITY RESOURCES**

- Game to describe how HIV can spread through a population
- HIV and STD testing resources

# LESSON 12- GOAL SETTING

- The Path to Personal Goals
- Setting Goals for the Future
- Personal Contracts
- Describe how an unplanned pregnancy or HIV infection would change personal goals and life plans, including measures to avoid an unplanned pregnancy and HIV infection
- Identify how they will protect their sexual health



# Goal-Setting

Step 1: Write one of your goals here:

---

---

Step 2: List, in order, several things you must do to achieve this goal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Step 4: List several people or resources that could help you achieve your goal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Step 3: List several life events (or personal habits) which could make it difficult to achieve your goal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Step 5: Identify the very first thing you need to do now, to put you on the path to reaching your goal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Step 6:  
Get started on your goal, take responsibility for your actions, and regularly assess your progress.

- ▶ Write several of your goals.
- ▶ List several things you must do to achieve these goals.
- ▶ List several life events that may make it difficult to achieve these goals.
- ▶ List people or resources that can help you achieve these goals.
- ▶ Identify the first thing you need to do now, to put you on the path to achieve these goals.
- ▶ Get started on you goal.



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# Lesson Wrap-Up Part 4



**Ask a Parent/Guardian or Trusted Adult to:**

- ▶ Review your completed Positive Prevention Post-Test, Goal-Setting, and Lesson Wrap-Up worksheets.
- ▶ Review and help support your Personal Contract.

# GETTING READY FOR POSITIVE PREVENTION PLUS HOMEWORK



# WHAT SHOULD YOU KNOW ABOUT PUBERTY AND SEXUALITY?

- ▶ Sexuality begins at birth
- ▶ Puberty = emotional and physical changes that happen to ALL people to prepare us for adulthood
- ▶ Normal and healthy development at puberty includes increased interest in sexual behavior and risk taking
- ▶ All people develop at their own pace

# RESEARCH TELLS US...



- Parents are their children's primary sexuality educators
- It's important to be **ASKABLE**
- It's crucial to be **ACCEPTING**

# ALL CHILDREN NEED TO KNOW...

- Am I normal? Will you love me if...
- What are the facts? What's real?
- What should I believe?
- Am I safe? What's OK for me?
- How do I figure this out?



Adapted from Deborah  
Roffman, Talk to Me First

# SO WHY IS THIS SO HARD...



# Reframing our strategy from...



Ok, so how do I do this?

# HOW TO ANSWER DIFFICULT QUESTIONS

- **BREATHE!** ...be present and think
- **AFFIRM** your child & your unconditional love
- **CLARIFY** what your child knows, and why they are asking
- **HEAR** what your child is saying and **listen** before you talk
- **EXPLAIN** the **facts**, offer **values**, set **limits** and answer the question
- **ENCOURAGE** on-going communication and critical thinking, while empowering your child to find resources

# ANSWERING PERSONAL QUESTIONS

- How old were you when you first....?



# LET'S PRACTICE!

Form a group of three people.

Using the protocol and your handout, each person choose a question to answer, then practice with your group.

- A. What should I do if my friend wants me to do something that I don't want to do?
- B. When is it OK to start dating?
- C. Can you get HIV by kissing?

# ADDITIONAL QUESTIONS FOR PRACTICE...

- How come I don't have my period yet?  
OR How come I'm the shortest boy in the class?
- If two girls kiss, does it mean they are lesbians?
- How does the penis actually get in the vagina when the penis hangs down and is floppy?
- Sometimes it's wet in my undies but I don't have my period yet. Is that pee?
- How old were you when you first....

# INITIATING CONVERSATIONS: HOW DO I BRING IT UP?

- Use “teachable moments”
  - Songs/music
  - TV shows and movies
  - News
  - Lifecycle events
  - New sex ed curriculum!

# HOW ELSE CAN I BRING IT UP?

- Ask for “advice”
- Use a direct approach
- Acknowledge awkwardness!
- Have resources available
- “Do overs” are ok

# CONVERSATION COMMITMENT

In the next few months:

- What do you want to talk about with your child?
- How can you support your child's learning and development in this area?



# WHAT ELSE DO BUSD PARENTS NEED TO DO OR KNOW?



- Positive Prevention Plus curriculum  
<http://www.positivepreventionplus.com/>
- CSE Implementation starting mid May 2018
- BUSD Opt-out Policy
- BUSD website for all background info and parent FAQs
- Visit [www.bacheinfo.org](http://www.bacheinfo.org) for a list of our favorite websites, books, and parenting blogs to help you communicate with your own child about these topics!
- Create your own “parent practice” session!  
[hwinig@cardeaservices.org](mailto:hwinig@cardeaservices.org)

**YOUR FEEDBACK IS SO VALUABLE!!  
THANK YOU!**



**<https://tinyurl.com/y8z2hvov>**

# CONTACT INFORMATION

**Heidi Winig, MEd, MPH**

[hwinig@cardeaservices.org](mailto:hwinig@cardeaservices.org)

# RESOURCES

- [Bacheinfo.org/parents](http://Bacheinfo.org/parents)
- SUSD Website
  - CHYA FAQs
  - Other Parent Presentations
  - Timeline
  - Opt Out Policy