

**HEALTH EDUCATION
HUMAN GROWTH & DEVELOPMENT
TEACHER HANDBOOK**



Elementary Schools

**FOR TEACHER TRAINING PURPOSES ONLY
MIAMI-DADE COUNTY PUBLIC SCHOOLS**

MIAMI FLORIDA

November, 2017

MIAMI-DADE COUNTY PUBLIC SCHOOLS
The School Board of Miami-Dade County, Florida

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PREFACE

TO THE ADMINISTRATOR

This handbook has been developed to assist school site staff with the successful implementation of the Human Growth and Development Program in the schools.

The staff of the Department of Physical Education and Health Literacy has prepared this Handbook to ensure that all schools are following policies established by the School Board of Miami-Dade County Public Schools and that guidelines for teaching Human Growth and Development (HGD) are not violated. It is expected that all instructors teaching HGD are trained by the school resource facilitator and have reviewed the information contained in the HGD Handbook. The successful implementation of the program is dependent upon teacher awareness of program procedures and guidelines.

INTRODUCTION

TO THE HUMAN GROWTH AND DEVELOPMENT FACILITATOR

This Handbook was developed to assist the Human Growth and Development Resource Facilitator in training all HGD teachers who will teach this important and sensitive topic. Specific policies established by the School Board and guidelines for teaching Human Growth and Development are found in this Handbook.

Uniformity in adhering to policies and guidelines will help to make the teaching efforts more satisfactory. In order to prevent policies and guidelines from being violated the information should be read and shared with other teachers during the required training sessions.

The program will continue to be a success at your school with adherence to the information in the Human Growth and Development Handbook.

HEALTH EDUCATION PROGRAMS

MISSION STATEMENT AND PROGRAM GOALS

Our mission is to provide quality instruction in reproductive health, interpersonal skills, safety, nutrition, and parenting to reduce pregnancy and to promote healthy behavior in Miami–Dade County Public Schools’ children. Curriculum is developed to reduce destructive behavior in children, including early sexual involvement, substance abuse, suicide, activities which result in sexually transmitted diseases and early teenage pregnancy. The Curriculum is aligned with the Florida Next Generation Sunshine State Standards and the National Standards for Health Education.

Health education programs consist of instruction that develops understanding of the physical, mental, emotional, social, and psychological phases of human relations as they are affected by male and female relationships. It emphasizes attitude development and guidance related to the associations between the sexes.

In the past, most health education programs focused on the human body and hygiene. While this information is still considered essential today, the emphasis is now wellness – the highest level of health to which an individual can aspire. The curriculum enables students to make positive, informed choices regarding their health and well-being. Acquiring the knowledge, skills and attitudes necessary to achieve and maintain wellness helps children learn to take a major responsibility for their own health.

Health Education Programs strive to:

- Design, revise and implement K-12 Health curricula.
- Conduct school site visits to assist and evaluate instructors.
- Develop and coordinate annual teacher training workshops.
- Preview/approve/disapprove all audiovisual materials concerning human growth and development and health topics.
- Consult with other state and national school districts regarding health curricula.
- Implement Cardiopulmonary Resuscitation (CPR) instructor workshops.
- Provide Automated External Defibrillator (AED) instruction.

Physical Education and Health Literacy

Goals

The overall goal of Physical Education and Health Literacy is to promote healthy behaviors in Miami-Dade County Public Schools.

The program includes more than the anatomical and reproductive information, it emphasizes attitude development and guidance:

1. Improve classroom instruction in health education
2. Deliver current, accurate, and consistent information to M-DCPS staff on research-based curricula, teaching strategies, prevention and intervention methods that have been proven effective in reducing risk behaviors among children and youth.
3. Develop and enhance critical life management skills necessary to make sound decision and take positive actions for health and effective living.
4. Increase collaboration with educationally productive community partners.
5. Prepare students to be critical thinkers and problem solvers; responsible, productive citizens; self-directed learners and effective communicators.

IMPLEMENTATION PROCEDURES FOR ELEMENTARY SCHOOLS

In grades K-5, instructional concepts related to the Human Growth and Development (HGD) are embedded in various disciplines which involve courses of study in health, science and social studies.

Topics include the development of desirable health behavior, positive self-esteem and decision-making skills, accurate information concerning physical changes during, puberty, emotions, reproduction and prevention of child abuse.

The topics are to be infused during social studies, health and/or science classes. The curriculum provides teachers with objectives and components that are to be taught. The program educational packet also includes the following:

- Teacher Handbook
- HGD Teaching Techniques and Strategies
- K-5 Curriculum Packet
- Introduction Letter to Parents
- Approved Resource Speakers List
- Education Classroom Resources for Students

Throughout Grades K-5, HGD units should be implemented during science, health and/or social studies.

The resource person is responsible for the following duties:

- a. Train instructional staff members who can be released to implement program during selected periods.
- b. Share the curriculum and educational resources with all K-5 teachers.
- c. Train teachers to address sensitive issues when these arise in the classroom sitting during program instruction.
- d. Encourage teachers to team-teach; teach strong areas of expertise, and/or exchange specific subject topics.

PHILOSOPHIC BASE FOR HUMAN GROWTH AND DEVELOPMENT PROGRAM

Position Statement

It is recognized that the basic responsibility for human growth and development belongs to the home, while the church, school and other community agencies have supplementary roles in strengthening the effort of parents.

Although the school can contribute to and reinforce wholesome attitudes while presenting factual information, it is the parents who best can give these facts their special spiritual and emotional quality. Classroom instruction in this area should support the family as the basic unit of society and provide the individual learner with a basis for future decision-making. Instruction should promote respect for parental values and encourage communication between students and their parents.

OBJECTIVES OF PROGRAM IN HUMAN GROWTH AND DEVELOPMENT

As a result, the following are desirable objectives for HGD:

- To provide students with adequate and accurate knowledge of the physical, mental, and emotional maturation processes.
- To eliminate myths, fears and anxieties related to attitudes about puberty, sexual development and adjustment.
- To recognize the need for building positive values and self-esteem that are essential for rational decision-making and communication.
- To give the student an insight concerning his/her obligations and responsibilities to others.
- To enable the individual to protect oneself against exploitation and against injury to the physical and mental health of that person.
- To help students clarify and appreciate their values and attitudes as they relate to the family.

ASSUMPTIONS AND GUIDELINES FOR A PROGRAM IN HUMAN GROWTH AND DEVELOPMENT

It is necessary for educators to distinguish between their personal belief, values and feelings and their professional [positions toward this area of instruction. Since this subject is sensitive and controversial and the intent is to reinforce the positive aspects of family living, the following are recommended to serve as guiding principles for instruction:

6. Confine your teaching to the curriculum designed for that particular grade level. Question which may arise that are unrelated or extend beyond the program content may be treated on an individual, referral or resource basis. Refer to Sensitive Issues in the HGD Curriculum Guide.
7. Provide information on the topic dealing with puberty and menstruation to both sexes in the elementary school. It is not necessary to separate the groups when reaching this topic.
8. Support the concept of abstinence until marriage.

VALUES GUIDES

Seven Basic Values Important To Most People:

1. Equality means having equal worth or opportunity for everyone. It means everyone should get equal treatment in studies, career, and employment. Parents who hold this value place the same importance on girls as on boys.
2. Self-Control means keeping certain desires in check. It means not hitting someone just because you're angry. People who hold this value see that having a good relationship is very important.
3. Respect means treating people with dignity that they deserve. It also means not calling names. Someone who holds respect as a value won't force someone into doing something wrong, calling someone a name, or being mean.
4. Responsibility means answering for your own actions and taking care of obligations. It means coming to school on time. Someone who holds the value will not invite a friend over without permission.
5. Honesty means telling the truth. It means not cheating on a test. Taking the consequences because you lied, cheated or did something wrong.
6. Promise-keeping means being true to your word. It means calling a friend when you say you're going to call. Young people who hold this value will come home at the time they say they will.
7. Justice and fairness means being responsible toward the whole community. It means not playing unfair to win a game. To treat girls and boys equally. Not to have prejudice of race, religion, ethnic background, disability, or because they are different.

Why These Values Are Important:

These seven values help us build good relationships and make good choices. When a person goes against one of these values (pressured by your peers), someone will get hurt. It's normal for young people to want to be liked by their friends. But it's not worth it if they get hurt or hurt others people by ignoring these values. The hurt can be physical, or it can mean a deeper hurt inside which can also cause a lot of pain.

The way that people think about these values affects how they make decisions about daily living. People who see each other as equals, for example, will treat each other as people, with kindness and caring. By holding values such as honest and responsibility, young people have a better chance to enjoy their preteen years.

Discuss developing healthy peer relationships, being selective about your friendships, choosing those peers whose values and standards tend to agree with those of you and your family.

VALUES FOR HGD PROGRAM

- e. Respect for truth and the students right to information and growth.
- f. Respect for the basic worth, equality and dignity of each individual.
- g. Respect for universal values of respect, responsibility, honesty, equality, justice and fairness.
- h. Recognition of the need for cooperative efforts for the common good.
- i. Recognition of the right of self-determination of each individual based upon one's family beliefs and values.
- j. Recognition that accurate information about sexuality increases wiser decision-making skills.

K-4 HGD INSTRUCTION TOPICS

- 1. Building of desirable health and safety habits.
- 2. Recognizing family relationship and responsibilities.
- 3. Developing a wholesome self-concept and respect for self and others.
- 4. Recognizing that all living things grow and reproduce.
- 5. Exercising caution with strangers.
- 6. Respecting the rights and privacy of others.
- 7. Understanding the feelings of others
- 8. Gaining knowledge of body structures and functions.

GRADE 5 HGD INSTRUCTION TOPICS

- 1. Recognizing the effects of heredity and environment on growth and development.
- 2. Becoming aware of body changes associated with puberty.
- 3. Developing a wholesome self-concept and respect for self and others.
- 4. Realizing that the need for independence is accompanied by the acceptance of responsibility.
- 5. Being aware of possible situations that might occur inside or outside the home that will threaten the student's personal privacy/safety and will require him/her to exercise the right to say "no".

THE USE OF VALUES INFORMATION

The values information has been written for the classroom teacher and parent to assist in providing character education for each child. It is recognized that building positive values and self-esteem will strengthen each child.

It is important for each child to know he or she is special. The child must be taught to have responsible attitudes to combat against peer pressure, to understand the devastating consequences of emotional trauma, pregnancy, sexually transmitted infections or HIV/AIDS.

It is hoped that discussing values and proper attitudes will help to strengthen the kinds of messages students are getting from home. The handouts have also been written for parents to encourage home discussions and communications with their child to strengthen the child's vulnerability to unacceptable behavior.

PERSONAL QUALITIES OF AN EFFECTIVE HGD TEACHER

1. Belief that HGD is important and much needed for students' positive development in self-esteem and parental communications.
2. Set the classroom atmosphere prior to the HGD unit, i.e., students should be required to:
 - a. Conduct themselves in a mature and dignified manner.
 - b. Respect other students' questions and opinions.
 - c. Respect the privacy of the teacher and other students by not asking personal questions.
3. Teach only topics and information covered in the curriculum guide.
4. Commitment to parents' right as the primary sex educators of their own children.
5. Open minded and non-judgmental with respect to values, attitudes, beliefs and behavior which may differ from his/her own.
6. Respect and understanding of differing cultural and religious values and beliefs.
7. Personal life vignettes and experiences about sexuality should remain private.
8. Comfortable with own sexuality and not threatened by topics to be covered.
9. Ability to relate effectively with honesty, warmth and sensitivity to students.
10. Able to answer questions honestly and directly, without being embarrassed.

EFFECTIVE TECHNIQUES AND TEACHING STRATEGIES

1. Involve parents and students as much as possible in surveys, home discussions, writing assignments, handouts, etc. This helps parents and children to open communications about discussing human growth and development.
2. Establish a Questions Box in which students may submit problems for discussions anonymously. This device is an especially effective means for involving students who may be too timid to verbalize on the subject of human growth and development.
3. After a class presentation on a sensitive topic, students may be asked to write down a question they would like the teacher to answer. Students who do not have a question would write, "I HAVE NO QUESTION". Everyone is writing and no one would be singled out. Fold the papers and collect.
4. Invite a physician, nurse or school counselor to lecture and lead class discussions on specific physiological and psychological area. Avenues for in-depth exploration might include: female sexual maturity and menstrual process, male sexual maturity, responsibilities during dating, human reproduction, and puberty.
 - a. Only M-DCPS approved speakers should be invited to speak.
 - b. If other speakers are invited consult Physical Education and Health Literacy for authorization at 305 995-1237. It is important that the speaker is aware of the M-DCPS guidelines to be followed in the HGD program.
5. Utilize audio-visual aids (PowerPoint slides presentation, models, charts, and demonstration materials) to motivate classroom discussions. Only approved audio visual aids should be used as listed in the curriculum guides. Please receive approval on other media aids that are not on the approval list.
6. Organize "buzz groups" or class discussions on topics that students need to verbalize.
7. Create a game from the vocabulary list. Divide the class into equal teams and alternate the opportunity to define new words among each child.
8. Teachers are encouraged to duplicate and send all handouts home with their students. This will help in promoting parent/child discussions.
9. Parents may be notified and invited to attend class presentations given by approved resource speakers.

Notification to Parents

Parents shall be notified by a form letter prior to program implementation.

It is recognized that the basic responsibility for the teaching of human growth and development belongs in the home, while the church, school, and other community agencies have supplementary roles in strengthening the efforts of parents.

Parents are encouraged to review the program content and instructional materials, and to speak to the teacher if additional information is desired. If they wish to have their children removed from segments of the program, they should address a letter to the school principal. An appropriate educational assignment will be given to the child.

Parents are also encouraged to become involved in the discussion of topics that promote family values and beliefs.

Parents should receive handout materials as indicated in the curriculum guide "For Parents". This will help promote parent/child discussion and communication.

The HGD curriculum guide, state-adopted textbooks, audiovisual materials, handouts, etc. shall be made available for examination by interested parents.

GUIDELINES IN TEACHING HUMAN GROWTH AND DEVELOPMENT

1. Parents shall be notified by a form letter prior to program delivery.
2. Treat HGD as any other subject. Always make presentations using proper scientific terminology. Do not use slang or street terms
3. Avoid drawing anatomical sketches on the board. Do not ask students to draw anatomy on paper. Use only anatomically correct illustrations.
4. Build students' positive self-esteem and positive emphasis on responsible behavior.
5. Teacher should maintain good classroom management and discipline. Students should be given classroom rules and made aware of consequences if not followed.
6. Teacher should maintain professionalism at all times in dealing with this sensitive topic. Avoid making sexual remarks or comments even in jest.
7. Set good examples as a role model. The teacher influences young people's behavior and attitudes.
8. Avoid relating personal experiences about sexuality.
9. Be cautious in advising or counseling students.
10. Be cautious when touching students.
11. Always demonstrate high moral standards through personal actions as well as verbal communication.
12. Be cautious of judge-mental comments, culture or religious overtones, and have sensitivity toward each student.
13. Students should use proper biological terminology.
14. Be aware some students may try to embarrass the teacher. How you react to a student's comment or question is very important in keeping good classroom control.
15. Students should feel comfortable in discussing HGD. Avoid put downs or fellow students and/or teacher.

16. Instruct only materials covered in the HGD curriculum guide.
17. Involve the parents as much as possible when teaching HGD.
18. Be aware of the information contained in the Sensitive Issues Questions and Answer Guide.

HUMAN GROWTH AND DEVELOPMENT QUESTIONNAIRE

DIRECTIONS: Respond to each of the items below in terms of whether you SHOULD or SHOULD NOT engage in the behavior as a teacher of Human Growth and Development.

SHOULD	SHOULD NOT	
_____	_____	1. Promote a positive self-image
_____	_____	2. Take a clear stand on the use of contraceptives.
_____	_____	3. Relate your personal feelings about sex.
_____	_____	4. Promote an in-depth discussion of homosexuality.
_____	_____	5. Encourage frank discussions about human sexuality.
_____	_____	6. Allow students to use their own language to describe sexual behavior and anatomical descriptions.
_____	_____	7. Discuss the potential impact of sexual intercourse prior to marriage.
_____	_____	8. Conduct discussions of personal responsibilities involved in sexual behavior.
_____	_____	9. Encourage students who suspect they have STIs to seek medical treatment.
_____	_____	10. Discuss and inform student about the process of obtaining an abortion.
_____	_____	11. Provide information which may conflict with existing sexual myth or gross misinformation.
_____	_____	12. Assist students in developing skills for solving problems related to sexual interaction.
_____	_____	13. Discuss the religious implications of sexual behavior.
_____	_____	14. Provide accurate and non-judgmental information about sensitive Issues on all grade levels if asked by a student.

HUMAN GROWTH AND DEVELOPMENT QUESTIONNAIRE: KEY

SHOULD	SHOULD NOT		
__x__	_____	1.	Promote a positive self-image.
_____	__x__	2.	Take a clear stand on the use of contraceptives.
_____	__x__	3.	Relate your personal feelings about sex.
_____	__x__	4.	Promote an in-depth discussion of homosexuality.
__x__	_____	5.	Encourage frank discussions about human sexuality.
_____	__x__	6.	Allow students to use their own language to describe sexual behavior and anatomical descriptions.
__x__	_____	7.	Discuss the potential impact of sexual intercourse prior to marriage.
__x__	_____	8.	Conduct discussions of personal responsibilities involved in sexual behavior.
__x__	_____	9.	Encourage students who suspect they have STIs to seek medical treatment.
_____	__x__	10.	Discuss and inform student about the process of obtaining an abortion.
__x__	_____	11.	Provide information which may conflict with existing sexual myth or gross misinformation.
__x__	_____	12.	Assist students in developing skills for solving problems related to sexual interaction.
_____	__x__	13.	Discuss the religious implications of sexual behavior.
__x__	_____	14.	Provide accurate and non-judgmental information about sensitive Issues on all grade levels if asked by a student.

For Parents

PARENTS NEED TO TALK ABOUT VALUES WITH THEIR PRE-TEENS

Children are better able to find a place for your values in their own lives when you talk about what's important to you. It's good to set an example for your children. But, you also need to talk to them about why you do things and what it means.

Which of your feelings and beliefs do you want to pass on to your children? Your children may never learn about them unless you:

1. Do things that show what your values are **AND**
2. Talk about why those values are so important to you

What parents can do:

1. Let your **child** understand that you want them to talk to **you** about their mistakes as well as their successes.
2. Let your **child** know that, "You can make your own decisions. You aren't letting your friends down if you decide to do something your own way."
3. Children can be pressured into following the crowd. Remind **your child** that all the kids they hang around with may not be true friends, or have the same values you do.
4. Keep the "door" open to **your child** by keeping your promises, sharing time with them, respecting their needs, and listening to what they have to say.
5. Give family members the chance to make up and start over again when they make a mistake.
6. Show family members that you care about them, even when they are not being very lovable.
7. Often values are caught, not taught. If you want **your child** to be honest, be honest yourself. Anytime is a good time to start.
8. Share your thoughts and feelings on important issues with your children. You may also wish to:

- A. Discuss your child's feelings about their changing bodies, feelings of "AM I NORMAL?", and feelings about the opposite sex. Reassure them that all kids have questions about these topics.
- B. Discuss the onset of menstruation with your daughter. Encourage good hygiene procedures, i.e., changing pad often, proper disposal of pads, hand washing, and the importance of showering during this time. Explain that because of the menstrual process women are able to have babies. Encourage a discussion on this and answer questions that arise during discussion. Each family's mores and values are important in this discussion.
- C. Discuss the onset of puberty with your son. It is important that children understand that the changes in their body are all part of growing up.

For Teacher/Students

COURTESIES

These are courtesies appreciated by most parents:

1. Make it a point (or a sacrifice) to spend a couple of hours a week with your parents. Talk to them about anything, or just watch TV with them, but be sure to talk to them during the commercials.
2. Every once in a while ask a parent who works outside the home: "How are things going?" (If she/he says "Fine" say: "I mean, I'd like to hear about your job/business.")
3. Not too often – perhaps a couple of times a month – ask one or both parents for their advice about something not too crucial so you can occasionally follow their suggestions.
4. Experiment with telling the truth every once in a while – but start by saying: "I worry that if I tell you the truth you'll be very upset" or "When I tell the truth, the whole thing gets blown up out of proportion."
5. Clean up your room at unexpected times.
6. Praise them for things they do well.

TEACHER RESOURCE

VOCABULARY EMOTIONS

1. Affection: Giving and getting love and friendship

9. Accepting Yourself: Doing what is right; keeping promises will help you accept yourself being honest and being trustworthy. Feeling comfortable with yourself. You may not feel comfortable with yourself if you don't do what you know is right.

10. Personal achievement/
Success: Setting out to do a task and accomplishing it. Set daily goals that are reasonably achievable within your time limit.

11. Need to create: Learning how to do things well, feeling that You can do them well, and changing them into something new to you.

12. Roll Model: You learn and get goals according to people you admire: your parents, grandparents, teachers, etc.

6. Philosophy of Life: Your principles and values that guide you in your actions.

SIX BASIC EMOTIONAL NEEDS

1. Love. Human beings need to give and receive love. These needs exist from the beginning of life to the end of life. Newborn babies respond to being held and cuddled. The behavior of children shows the need to love and be loved by their families and playmates. As an adolescent, you fear being left out of the group or not being accepted by the group. You want to be like other members of the group.

2. Accepting Yourself. A sense of personal worth becomes very strong during adolescence and adulthood. The need to be a unique individual develops slowly from birth. While you are growing up, you are dependent upon your parents for most of your physical needs, but you learn how to think for yourself and make independent decisions. Through experience, you gain judgment that can help you make wise choices. One of the most challenging experiences you will have is getting to understand and accept yourself. Although it is important to get respect from others, it is more important to feel comfortable with yourself. It is up to you to find your own identity because no one can give it to you. It takes courage to know yourself and to be yourself.

3. Personal Achievement. The need to accomplish a task is a strong force. There are many ways to satisfy the need for personal achievement. Discover the areas in which you can achieve; then try to reach goals which you know you have the ability to reach.

4. Need to Create: This is probably one of the strongest emotional needs. It can be accomplished in many ways; e.g., through arts and crafts, by composing music, writing stories, making up dance steps. One of the most normal creative needs is the desire to have a family and a home of your own. An early expression of this need is dating. Dating gives you the opportunity to discover the character and personality traits you admire most in the opposite sex. The dating experience also helps you to choose a mate and satisfy your need to love and to belong.

5. Role Models for Living. Much of what you know about how to live was learned from older people you admired and respected. You learn from your parents, teachers, older students, and others. It would be unwise to select the wrong kind of person for your model. That could delay your growth as a person. Select your models with care.

6. Philosophy of Life. Your principles of conduct may be derived from religious principles or from family standards and beliefs. Your own thoughts and feelings, supplemented by what you read, help to form a philosophy of life which is likely to change as you mature. Your philosophy must fit you and be acceptable in the world in which you live.

ANALYZE YOUR EMOTIONS

Take a sheet of paper and try to finish each of these statements. Some of the statements may make you blush, but no one else needs to see them. This is simply a test for facing oneself. Be truthful.

- k. I hate....
- l. I wish....
- m. I fear....
- n. I hope....
- o. I love....
- p. I'm embarrassed when....
- q. The thing I'm most afraid of is....
- r. I want most to be
- s. The thing that bothers me the most is
- t. Regarding myself, I feel....
- u. The person who worries me most is....
- v. I am most cheerful when....
- w. I am deeply happy when....

- x. My greatest interest in life is....
- y. The person who means most to me is....
- z. The one who love me most are....
- aa. In leisure time I like most to....
- bb. I have great respect for
- cc. My health is....
- dd. My ability is....

SAMPLE PARENT LETTERS

HUMAN GROWTH AND DEVELOPMENT

Historically, since 1979 the School Board of Miami-Dade County, Florida has mandated the instruction of *Human Growth and Development (HGD)* for grades 5, 6, 7, 8 and 10. Effective June 29, 1990, the Florida Legislature passed House Bill 1739, which includes instruction in human sexuality for students in grades Kindergarten through grade twelve. The purpose of this legislation was to reduce the risk of inappropriate behaviors associated with early sexual involvement. Since that time, efforts have been exerted to provide curriculum and instructional materials to assist teachers in delivering content relating to sexually transmitted infections, HIV/AIDS, and early teenage pregnancy. The Office of Physical Education and Health Literacy conducts grade level appropriate instruction to classroom, Science, and Personal Fitness teachers annually. All instructional materials related to Human Growth and Development in Miami-Dade County Public Schools, can be found at, http://pe.dadeschools.net/healthlit_curriculum.asp.

Topics covered include:

- The Cell and Heredity
- The Endocrine System/Puberty
- Physical and Emotional Changes during Puberty in Boys and Girls
- Health Care of the Body
- Human Reproduction
- Sexual Abstinence
- Building a Positive Self-Image and Wholesome Self-Concept
- Sexually Transmitted Infections Prevention HIV/AIDS Education
- Decisions on Personal Safety
- The Family Unit

NOTE: If parent wish to have their children removed from segments of the Human Growth and Development curriculum, they should address a letter to the school principal. An alternative assignment will be given.

SAMPLE LETTER TO PARENTS (USE SCHOOL LETTERHEAD)
ELEMENTARY SCHOOL
INTRODUCTORY LETTER FOR HGD UNIT
KINDERGARTEN -FOURTH GRADE

Dear Parent(s)/Guardian:

Date:

Since 1979 the School Board has mandated the instruction of Human Growth and Development (HGD) for Grades 5, 6, 7, 8 and 10. On June 29, 1990, the Florida Legislature passed House Bill 1739, which includes instruction in human sexuality for kindergarten through grade twelve. The State has mandated curriculum development to reduce such destructive behavior of children as early sexual involvement, activities resulting in sexually transmitted diseases/AIDS, and early teenage pregnancy. Miami-Dade County Public Schools is addressing these issues.

Your child will be receiving a two-to three-week unit of instruction on these topics in Human Growth and Development. Included in the instruction will be:

- Hygiene
- Body Awareness
- Health Care of the Body
- Growth and Reproduction (Grades 3 & 4)
- Building a Positive Self-Image and Wholesome Self-Concept
- Decisions on Personal Safety
- The Family Unit

It is recognized that the basic responsibility for the teaching of human growth and development belongs in the home, while the church, school, and other community agencies have supplementary roles in strengthening the efforts of parents.

As parents, you are encouraged to review the program content and instructional materials, and to speak to the teacher if additional information is desired. If parents wish to have their children removed from segments of the Human Growth and Development curriculum, they should address a letter to the school principal. An appropriate alternative assignment will be given.

You are also encouraged to become involved in the discussion of topics that promote family values and beliefs.

Sincerely,

Principal

SAMPLE LETTER TO PARENTS (USE SCHOOL LETTERHEAD)
ELEMENTARY SCHOOL
INTRODUCTORY LETTER FOR HGD UNIT
GRADES FIVE AND SIX

Date:

Dear Parent(s)/Guardian:

Since 1979 the School Board has mandated the instruction of Human Growth and Development (HGD) for Grades 5, 6, 7, 8 and 10. On June 29, 1990, the Florida Legislature passed House Bill 1739, which includes instruction in human sexuality for kindergarten through grade twelve. The State has mandated curriculum development to reduce such destructive behavior of children as early sexual involvement, activities resulting in sexually transmitted diseases/AIDS, and early teenage pregnancy. Miami-Dade County Public Schools is addressing these issues.

Your child will be receiving a four-to six-week unit of instruction on these topics in Human Growth and Development. Included in the instruction will be:

- The Cell and Heredity
- The Endocrine System
- Physical and Emotional Changes during Puberty in Boys and Girls
- Health Care of the Body
- Reproduction
- Sexual Abstinence
- Building a Positive Self-Image and Wholesome Self-Concept
- Sexually Transmitted Disease Prevention/AIDS Education
- Decisions on Personal Safety
- The Family Unit

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Sincerely,

Principal

Physical Education and Health Education Legislation

PHYSICAL EDUCATION

Physical Education legislative requirements are located in the District Wellness Policy. That is Board Policy # 8510, and the URL is: <http://www.neola.com/miamidade-fl/>

The K-8 Physical Education Legislative Policy is: <http://www.flsenate.gov/laws/statutes/2016/1003.455>

The High School Physical Education Legislative Policy:
<http://www.flsenate.gov/laws/statutes/2013/1003.428>

Board Item Recess Policy: Board Agenda Item A-3, September 7, 2005. This is also in the Wellness Policy

HEALTH EDUCATION

Health Education Legislative Required Instruction:

<http://www.flsenate.gov/laws/statutes/2016/1003.42>

Health Education Legislative Required Teen Dating Violence and Abuse:

<http://www.flsenate.gov/laws/statutes/2016/1006.148>

Legislative School Wellness and Physical Education Policies; Nutrition Guidelines:

<http://www.flsenate.gov/laws/statutes/2016/1003.453>

Legislative Policy Automated External Defibrillators:

<http://www.flsenate.gov/laws/statutes/2016/401.2915>

Health Education Florida State Statutes

- Florida State Statute 1003.41 - Sunshine State Standards
- Florida State Statute 1003.42 (2)(n) - Required Instruction
- Florida State Statute 1003.4282 - General Requirements for High School Graduation; Revised
- Florida State Statute 1003.46 - Health Education; Instruction in Acquired Immune Deficiency Syndrome
- Florida State Statute 787.06 - Human trafficking

Approved Speakers

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FACTUAL RESPONSES TO SENSITIVE ISSUES

Responses to questions relating to sensitive issues have been reviewed and approved by the Bureau of Special Programs staff and the Dade County School Health Medical Advisory Committee. The Facts and responses are accurate, and are expressed in a medically appropriate manner.

The sensitive Issues Questions and Answer Guide is used when answering questions asked by students. For uniformity of response throughout the county the recommended responses should be given. Because of the value-laden nature of questions related to the identified issues, it is important to stress the need for students to include their parents and/or religious advisers in reaching decisions regarding all matters involving sexual activity and controversial issues.

Frequently, student questions will provide the teacher with opportunities to emphasize the position of this school district that abstinence is the only acceptable sexual behavior for unmarried, school-age youth, and is the only certain way to prevent pregnancy and sexually transmitted infections. Teachers should capitalize on every opportunity to reinforce this concept.

Because of the sensitive nature of this subject matter, certain questions asked by students may not be appropriate to answer or explain. If a student has a question that he/she feels must be answered, the teacher should allow extra time after class to answer the question or to refer the student to a reliable source of information. Not all questions need to be answered, as the students have varying maturity levels.

Teachers need to respond to the sensitive questions by using correct medical/biological terminology. Students might ask or respond to certain questions using “slang terms” because of their lack of knowledge of the proper terminology. Teachers are to teach proper medical/biological terminology and encourage students to use newly learned vocabulary. Students who legitimately use “slang terms” because they lack better vocabulary should not be reprimanded but corrected and reminded to use appropriate vocabulary.

Factual Responses to Sensitive Issues

Definitions

ABORTION

Abortion is the termination of a pregnancy. There are two types of abortions. The first is not on purpose and is called a “spontaneous abortion” or “miscarriage”. It occurs when the embryo or fetus is expelled from the uterus much too soon to stay alive – usually during the early stages of pregnancy. An induce abortion means a planned procedure performed to end a pregnancy.

CONTRACEPTION

Contraception means preventing the start of a pregnancy. Contraceptives are the devices used to keep the female from getting pregnant.

HOMOSEXUALITY

Homosexuality means physical and emotional attraction to persons of the same sex.

MASTURBATION

Masturbation means touching or rubbing the sex organs to cause sexual excitement.

PREGNANCY

Pregnancy is the condition of a woman who is carrying a baby within her body, usually lasting 280 days or 9 months.

SEXUAL INTERCOURSE

Sexual intercourse is the sexual union of a man and a woman. During intercourse, the penis of the man is introduced into the vagina (opening in the body between the legs) of the woman. The sperm cells then pass from his body to her body.

SEXUALLY TRANSMITTED INFECTIONS (STI)

STI stands for sexually transmitted infections. This term is used to describe communicable diseases spread from person to person primarily by sexual intercourse.

QUESTIONS AND ANSWERS FOLLOW