

**HUMAN GROWTH AND DEVELOPMENT
TEACHER HANDBOOK**



**MIDDLE SCHOOL
FOR TEACHER TRAINING PURPOSES
MIAMI-DADE COUNTY PUBLIC SCHOOLS**

MIAMI, FLORIDA

DECEMBER, 2010

PREFACE

TO THE ADMINISTRATOR

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

The staff of Health Education Programs has prepared this Handbook to ensure that all schools are following policies established by the School Board of Miami-Dade County and that guidelines for teaching HGD are not violated. It is expected that all instructors teaching HGD are trained by the school's 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.

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INTRODUCTION

TO THE HUMAN GROWTH AND DEVELOPMENT

FACILITATOR

This Handbook was developed to assist the Human Growth & Development Resource Facilitator, in training all HG&D 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.

SCHOOL IMPLEMENTATION PROCEDURES FOR MIDDLE SCHOOL

In grades 6, 7 and 8 a separate unit of instruction, four to six weeks in duration, is recommended to provide appropriate content in Human Growth and Development. The units should be delivered through Comprehensive Science. In addition, a unit of instruction in HIV/AIDS and Sexually Transmitted Disease Education, should be included.

Topics including building positive self image and self esteem, receiving accurate information on changes during puberty, dating, postponing sexual involvement, reproduction, prevention of teenage pregnancy, family planning in marriage, parenthood, and child abuse prevention, are covered. In addition, increasing communication and decision making skills will be stressed.

NOTE: It is important to the success of this unit that the prescribed curriculum guides and resource materials are utilized in the instructional program.

This is the suggested sequence of activities for school level implementation of the Human Growth and Development (HGD) Program at the sixth, seventh and eighth grade levels. After the completion of the Teacher Training Workshop, resource teachers will return to their schools and assist the principals with the following procedures.

SCHOOL LEVEL TRAINING PROGRAM

- A. Time Allotment: 3 to 5 sessions-approximately 45 minutes each.
- B. Administrative scheduling:
1. Teacher planning period
 2. School level planning day (Workday)
 3. Faculty meeting time

NOTE: This procedure should conform to the UTD contract.

- C. Educational Training Packet:
1. 6,7&8 Instructional Objectives
 2. Personal Qualities of an Effective HGD Teacher
 3. Program Guidelines for Teaching HGD
 4. Effective Techniques and Teaching Strategies
 5. HGD Questionnaire
 6. Introductory Letter to Parents
 7. Handout Information
 8. Curriculum Guide (Grades 6, 7, & 8)
 9. Middle School Curriculum: AIDS Get the Facts
 10. Resource Speakers List
 11. Wireless Cable Procedures/Teacher's Choice

D. Suggested Models for Grade Level Teacher Training:

1. Throughout grades six, seven and eight, units are to be implemented during the scheduled Comprehensive Science periods.
 - a. Resource teacher trains all sixth, seventh and eighth grade science teachers for HGD Program implementation.
 - b. Science teachers may team teach, teach strong areas of expertise and/or exchange specific subject topics.
 - c. Resource teacher trains a counselor to teach sensitive topics during selected periods.
 - d. Teachers are encouraged to team teach, teach strong areas of expertise, and/or exchange specific subject topics.
 - e. Any combination or variation of the above.

E. Notification To Parents

1. Parents will be notified by a form letter prior to program implementation.
2. Parents have the right to request, in writing to the principal that their child be excused from all or part of the instruction. An appropriate educational alternate assignment will be given.
3. Parents may be notified when presentations are given by approved resource speakers. Parents may be invited to attend.
4. Parents should receive handout materials as indicated in the curriculum guide "for Parents." This will help promote parent/child discussion and communication.

II. PARENT ORIENTATION WORKSHOP (OPTIONAL)

1. An orientation program for parents may be presented when deemed desirable and appropriate.
2. The HGD Curriculum Guide, AIDS Get the Facts Guide, State-adopted text, Audiovisual materials, handouts, etc. will be made available for examination by interested parents.
3. The School Board Position Statement, and Objectives relative to the HGD Program may also be presented.

HUMAN GROWTH AND DEVELOPMENT PROGRAM

PHILOSOPHIC BASE FOR HUMAN GROWTH AND DEVELOPMENT PROGRAM

Position Statement

Sex Education is to be distinguished from sex information and can best be described as a form of character education. It consists of instruction to develop an understanding of the physical, mental, emotional, social and psychological phases of human relations as they are affected by male and female relationships. It includes more than anatomical and reproductive information and emphasizes attitude development and guidance related to associations between the sexes. It implies that human sexuality is integrated into a person's total life development.

It is recognized that the basic responsibility for sex education 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 of sex education:

1. To provide students with adequate and accurate knowledge of the physical, mental and emotional maturation processes related to Human Growth and Development.
2. To eliminate myths, fears and anxieties related to attitudes about puberty, sexual development and adjustment.
3. To recognize the need for building positive values and self esteem that are essential for rational decision-making and communication.
4. To give the student an insight concerning his relationships to members of both sexes and an understanding of his obligations and responsibilities to others.
5. To provide sufficient knowledge about the misuses of sex so as to enable the individual to protect oneself against exploitation and against injury to the physical and mental health of that person.
6. To help students clarify and appreciate their values and attitudes as they relate to the family and to sexuality.

ASSUMPTIONS AND GUIDELINES FOR A PROGRAM IN HUMAN GROWTH AND DEVELOPMENT

It is necessary for educators to distinguish between their personal beliefs, 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:

1. Confine your teaching to the curriculum designed for that particular grade level. Questions 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.
2. Provide a simple, nonjudgmental and informative approach to topics dealing with masturbation, homosexuality, abortion and sexually transmitted diseases. After an accurate factual statement is provided by the teacher, the class should be informed that these issues relate to family mores and religious doctrines and further discussion should be conducted in the home at the discretion of the parents. In secondary schools, the content material contained in the curriculum guide on controversial issues is covered. Also, objectives may be found in the Competency Based Curriculum, Comprehensive Science 1, 2, and 3, under the component Human Growth and Development.
3. Provide information on the topic dealing with menstruation to both sexes in the elementary school. It is not necessary to separate the groups when teaching this topic.
4. Support the concept of abstinence until marriage.

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.

GRADE LEVEL INVOLVEMENT

In grades K-4 & 5, instructional concepts related to Human Growth and Development are embedded in various disciplines which involve courses of study in health, science and social studies.

In grade 6, a separate unit of instruction, three to four weeks in duration, is recommended to provide appropriate content in Human Growth and Development and to encourage the development of desirable health behavior, positive self-esteem and decision-making skills. Also include proper attitudes and accurate information concerning physical changes during puberty, emotions, reproduction, prevention of child abuse and sexually transmitted diseases including HIV/AIDS.

In grade 7 and 8 a separate unit of instruction, three to four weeks in duration, is recommended to provide appropriate content in Human Growth and Development to be taught in Comprehensive Science. In addition, a unit of instruction in HIV/AIDS and Sexually Transmitted Disease education, should be included.

Topics on developing proper attitudes and receiving accurate information on changes during puberty, dating, postponing sexual involvement, reproduction, prevention of teenage pregnancy, family planning, parenthood, and child abuse prevention are covered. In addition, skills for building a positive self image, increasing communication and decision making will be stressed.

In grade 10, a four to six-week unit of instruction in Human Growth and Development is recommended which is incorporated in the Health Life Management Skills class.

Topics on building positive self esteem and self control, responsible dating, male and female anatomy, reproduction, family planning, birth, parenthood, prevention of child abuse and sexually transmitted diseases including HIV/AIDS are areas covered in Human Growth and Development. In addition, increasing awareness of self discipline, communication between parents and peers and emphasis on appropriate decision making skills will be stressed.

Exceptional students will participate in scheduled H G&D units if they are mainstreamed into the subject areas where the units are taught; otherwise, H G&D for exceptional students will be provided as indicated in the individual educational plan.

VALUES FOR PROGRAM IN HUMAN GROWTH AND DEVELOPMENT

1. Respect for truth and the students right to information and growth.
2. Respect for the basic worth, equality and dignity of each individual.
3. Respect for universal values of respect, responsibility, honesty, equality, justice and fairness.
4. Recognition of the need for cooperative efforts for the common good.
5. Recognition of the right of self-determination of each individual based upon one's family beliefs and values.
6. Recognition that accurate information about sexuality increases wiser decision making.

TEACHER SELECTION AND IN SERVICE EDUCATION

1. It is recommended that the courses be taught by trained, experienced professionals who are mature and have the ability to relate to children and adults comfortably when discussing these topics. They must be sensitive to their own values and guard against imposing them upon students. The school principal is responsible for selecting the most appropriate staff member(s) to instruct the program.
2. It is recommended that a resource person, assigned by the principal, attend an orientation workshop.
3. Inservice education of teachers should parallel curriculum development. It should be designed to correct any misconceptions held by teachers and to prepare them to respond appropriately to children's questions.

PARENT TRAINING AND INVOLVEMENT

A concurrent parent orientation program is essential to the success of any Human Growth and Development curriculum. Fathers and mothers should be invited and encouraged to participate in day/evening class meetings. The units should be presented to them in a manner similar to the way it is planned for their children. It is advisable to familiarize parents with the continuum of the total school Human Growth and Development program and to make available for examination all support material to be used within the program. Parent advisory groups can offer valuable assistance in this area.

MIDDLE SCHOOL HGD INSTRUCTION

In grades 6,7 & 8, instructional concepts related to Human Growth and Development should be embedded in various disciplines which involve courses of study in Comprehensive Science. The following concepts will be included in the Middle School curriculum and represent the most common sense approach to Human Growth and Development.

Topics to be included in grade 6

1. Developing coping strategies when influenced by peer pressure
2. Becoming aware of the reproductive process and how life begins
3. Recognizing the process of menstruation as a normal, healthy function
4. Understanding sexually transmitted disease
5. Learning the importance of participating in family activities
6. Learning to respect the feelings of others and respect for self
7. Identifying appropriate adults to insure personal privacy and/or safety

Topics to be included in grade 7

1. Building self esteem and recognizing emotional needs
2. Understanding puberty and the relationship of body systems
3. Develop an understanding of structure/function of male and female reproduction
4. Recognizing the importance of sexual abstinence & postponing involvement
5. Understanding menstruation, ovulation, fertilization, pregnancy and birth
6. Comprehending the impact of sexually transmitted diseases including HIV/AIDS.
7. Learning strategies for prevention of child abuse including sexual abuse

Topics to be included in grade 8

1. Developing tools/strategies for decision making
2. Develop an understanding of structure/function of male and female reproduction
3. Exploring various aspects of dating including responsibilities
4. Recognizing the importance of sexual abstinence & postponing involvement
5. Comprehending the impact of sexually transmitted diseases including HIV/AIDS
6. Exploring family planning in marriage
7. Understanding the stages of development
8. Learning strategies for prevention of child abuse including sexual abuse

**PERSONAL QUALITIES OF AN EFFECTIVE HUMAN GROWTH AND
DEVELOPMENT TEACHER**

1. Belief that HGD is important and that HGD education is needed for students' positive development.
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 nonjudgmental 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.

GUIDELINES IN TEACHING HUMAN GROWTH AND DEVELOPMENT

1. Parents will be notified by a form letter prior to program delivery.
2. Treat HGD as any other subject. Always use proper scientific terminology when making presentations. 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. Teachers should maintain good classroom management and discipline. Students should be given classroom rules and made aware of consequences if not followed.
6. Teachers 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 judgmental comments, cultural 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 on 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.

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 communication about discussing sexuality, teen pregnancy, sexually transmitted diseases, feelings about being normal, relationships with the opposite sex, family values and mores, etc.
2. Position a question box in an accessible spot where students may submit problems for discussion anonymously. This device is an especially effective means for involving students who may be too timid to verbalize on the subject of sex education.
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. The Sensitive Issues, Questions and Answer Guide should be utilized by the teacher whenever possible. The teacher should read this section carefully to be aware of the questions and answers contained in this guide. This was developed in order to allow teachers to express answers with comfort giving factual responses without giving individual value laden and/or moralistic responses. It also allows countywide uniformity in responses.
5. Invite a physician, nurse or school counselor to lecture and lead class discussions on specific physiological and psychological areas. Avenues for in-depth explorations might include: female sexual maturity and the menstrual process, male sexual maturity, responsibilities during dating, human reproduction, pregnancy, birth, premarital pregnancy, sexually transmitted diseases, HIV/AIDS.
 - a. **County approved speakers should be utilized**
 - b. **If other speakers are invited consult Health Education Programs for authorization at 995-123-7 It is important that the speaker is aware of the county guidelines to be followed in the HGD program.**
6. Utilize audio-visual aids (video tapes, slides, tapes, models, charts, opaque projectors, demonstration materials) to motivate classroom discussions and **only** approved audio visual aids should be used as listed in the curriculum guides or updated film list. Please receive approval on all television specials and other media aids that are not on the approved list.
7. Utilize the HGD films instructional television schedule to enhance classroom presentations. These films may be videotaped and used at the appropriate time in your presentations. Check with the media specialist to secure a schedule. Films will be shown starting in September and ending in June.

8. Organize "buzz groups" or class discussions on topics that students need to verbalize about such topics as feelings, love vs. infatuation, dating relationships and responsibilities, how boys feel about menstruation, feelings about "Am I Normal," teenage pregnancies, the right to say NO, pressures by both girls and boys on sexual intimacy, sexually transmitted diseases, HIV/AIDS, etc.
9. Create a game from the vocabulary list. Divide the class into equal teams and alternate the opportunity to define new words among the children.
- 10.. Review Suggested Instructional Activities in the curriculum guide.
11. Middle and Senior high school teachers are encouraged to xerox and send all handouts home with their students. This will help in promoting parent/child discussions.
12. Students should maintain a human growth and development handbook.
13. Parents may be notified and invited to attend class presentations given by approved resource speakers.

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 an STD to seek medical treatment. |
| _____ | _____ | 10. Discuss and inform students about the process of obtaining an abortion. |
| _____ | _____ | 11. Provide information which may conflict with existing sexual myths 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

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

- | | | |
|---------------|---------------|---|
| <u> X </u> | <u> </u> | 1. Promote a positive self -image. |
| <u> </u> | <u> X </u> | 2. Take a clear stand on the use of contraceptives. |
| <u> </u> | <u> X </u> | 3. Relate your personal feelings about sex. |
| <u> </u> | <u> X </u> | 4. Promote an in-depth discussion of homosexuality. |
| <u> X </u> | <u> </u> | 5. Encourage frank discussions about human sexuality. |
| <u> </u> | <u> X </u> | 6. Allow students to use their own language to describe sexual behavior and anatomical descriptions. |
| <u> X </u> | <u> </u> | 7. Discuss the potential impact of sexual intercourse prior to marriage. |
| <u> X </u> | <u> </u> | 8. Conduct discussions of personal responsibilities involved in sexual behavior. |
| <u> X </u> | <u> </u> | 9. Encourage students who suspect they have an STD to seek medical treatment. |
| <u> </u> | <u> X </u> | 10. Discuss and inform students about the process of obtaining an abortion. |
| <u> X </u> | <u> </u> | 11. Provide information which may conflict with existing sexual myths or gross misinformation. |
| <u> X </u> | <u> </u> | 12. Assist students in developing skills for solving problems related to sexual interaction.. |
| <u> </u> | <u> X </u> | 13. Discuss the religious implications of sexual behavior. |
| <u> X </u> | <u> </u> | 14. Provide accurate and non judgmental information about sensitive issues on all grade levels if asked by a student. |

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 that he or she is special. The child must be taught to have responsible attitudes to combat against peer pressure, to increase awareness against sexual involvement or sexual exploitation and to understand the devastating consequences of emotional trauma, pregnancy, sexually transmitted disease and 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 communication with their child to strengthen the child's vulnerability to unacceptable behavior.

VALUES GUIDE

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, careers, 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 know that having a good relationship is very important.
3. Respect means treating people with the dignity they deserve. It also means not calling people names. Someone who holds respect as a value won't force someone into doing something wrong, call someone a name, or be mean.
4. Responsibility means answering for your own actions and taking care of obligations. It means coming to school on time. Someone who holds this 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 is all a part of honesty.
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. It means to treat girls and boys equally; to eradicate prejudice of race, religion, ethnic background, disability, or individual differences.

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 other people by ignoring these values. The hurt can be physical, or it can mean a deeper hurt inside which can also cause much 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 honesty 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.

For Parents
PARENTS NEED TO TALK ABOUT VALUES WITH THEIR PRETEENS/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 "doors" open to your child by keeping your promises, sharing your 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're 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:

1. 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.
2. Discuss the onset of menstruation with your daughter. Encourage good hygiene procedures, i.e., changing pads 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.

3. Discuss the onset of nocturnal emissions (wet dreams) with your son. Explain that this is a step in adulthood. Also, discuss sexual feelings and erections: emphasize that they are normal. Explain to your son that he could become a father if he has sexual intercourse.
4. Discuss with your child the results of teenage pregnancy for the teen mother and teen father, and the possibility of contracting a sexually transmitted disease, such as gonorrhea, syphilis, herpes or HIV. Review the consequences that could occur in these situations.
5. Discuss the importance of self-control and self-worth in so far as abstinence from sexual activity and other types of inappropriate behaviors are concerned, i.e., drugs, profanity, crime, gangs, resisting authority, etc.

Pertinent facts about HIV/AIDS which you may also wish to discuss:

HIV is a disease that is considered to be an epidemic which has killed thousands of people. We all know someone who has HIV, who has died of HIV or who will die of the HIV. The most common means of transmission is through sharing needles or through sexual intercourse

A person can contract HIV by sharing an infected IV needle. If the needle is contaminated with the Human Immune Deficiency Virus (HIV) and is shared by a person who does not have the virus, chances are very high that the person sharing the needle will contract the virus.

It is a fact that young people are having sexual intercourse at a younger age than ever before. The Dade County School Board strongly advises students to abstain from sexual activity. It is also making every effort to help young people not to contract this deadly disease. The help of parents is needed to discuss the issues of sexuality and sexual intercourse with their children. Parents can suggest many ways in which children can express love or show affection. Let them know about your personal values and feelings about intimacy. Ask them how many ways they can think of to feel close to people. You are asked to talk to your child before it is too late.

If you feel that you cannot talk to your child, have a relative, friend, religious leader or school counselor speak to your child.

Discuss with your children the fact that syringes may be disposed of on streets, lawns and alleyways and that they are not to touch the needle.

SAMPLE LETTER TO PARENTS
MIDDLE SCHOOL
6TH GRADE
INTRODUCTORY LETTER FOR HGD UNIT

Date:

Dear Parents:

Since 1979 the School Board has mandated instruction in 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 destructive behavior in children, including early sexual involvement, and activities resulting in sexually transmitted diseases/AIDS, and early teenage pregnancy.

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

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 you wish to have your children removed from segments of the program, you should address a letter to the school principal. An appropriate alternative educational assignment will be given.

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

Sincerely,

Principal

Sexto Grado (Middle School)
Crecimiento y Desarrollo Humano

Fecha:

Queridos padres:

Desde 1979, la Junta Escolar del Condado de Dade ha exigido la enseñanza del curso titulado "Desarrollo y crecimiento del cuerpo humano" en los grados 5, 6, 7, 8 y 10. El 29 de junio de 1990, la legislatura de la Florida aprobó la ley número 1739, por la cual se incluye la enseñanza de sexualidad humana desde el kindergarten hasta el decimosegundo grado. Su niño/niña recibirá instrucción en este programa cuyo objetivo es reducir los comportamientos destructivos tales como las actividades sexuales que puedan resultar en la contracción de enfermedades venereas/SIDA o embarazos prematuros de adolescentes. Los temas que se incluirán serán los siguientes:

- La célula y la herencia.
- El sistema endocrínólogo.
- Cambios físicos y emocionales durante la pubertad de los niños y niñas.
- Higiene y cuidado del cuerpo.
- Reproducción.
- Abstinencia Sexual.
- La unidad de la familia.
- Crear y fomentar una imagen y concepto positivo de sí mismo.
- Prevención de enfermedades transmitidas a través del sexo.
- Decisiones en la seguridad personal.

Reconocemos que la responsabilidad principal de la educación sexual debe ser de los padres con la ayuda de la iglesia, la escuela y otras agencias comunitarias que complementen esta enseñanza.

Les urgimos que, como padres, revisen los materiales y el contenido del programa y que hablen con el maestro(a) si desea más información. Si usted desea quitar a su hijo/a de este programa, por favor, envíe una carta al director de la escuela y su hijo/a recibirá otra alternativa. Por favor, sientase libre de revisar el curso y los materiales.

Atentamente,

Director

SAMPLE LETTER TO PARENTS
7TH GRADE
MIDDLE SCHOOL
INTRODUCTORY LETTER FOR HGD UNIT

Date:

Dear Parent(s):

Since 1979 the School Board has mandated instruction in 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 destructive behavior in children, including early sexual involvement, and activities resulting in sexually transmitted diseases/AIDS, and early teenage pregnancy.

Included in the instruction will be:

- Self-Esteem/Emotional Needs
- Values
- Endocrine Glands/Puberty
- Male and Female Reproductive Systems
- Sexual Abstinence/Postponing Sexual Involvement
- Family Planning in Marriage
- Menstruation, Ovulation, Fertilization, Pregnancy, Birth
- Sexually Transmitted Diseases/AIDS Education
- Child Abuse/Sexual Abuse Prevention

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 you wish to have your children removed from segments of the program, you should address a letter to the school principal. An appropriate alternative educational assignment will be given.

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

Sincerely,

Principal

Septimo Grado

Crecimiento y Desarrollo Humano

Fecha:

Queridos padres:

Desde 1979, la Junta Escolar del Condado de Dade ha exigido la enseñanza del curso titulado "Desarrollo y crecimiento del cuerpo humano" en los grados 5, 6, 7, 8 y 10. El 29 de junio de 1990, la legislatura de la Florida aprobó la ley número 1739, por la cual se incluye la enseñanza de sexualidad humana desde el kindergarten hasta el decimosegundo grado. Su niño/niña recibirá instrucción en este programa cuyo objetivo es reducir los comportamientos destructivos tales como las actividades sexuales que puedan resultar en la contracción de enfermedades venereas/SIDA o embarazos prematuros de adolescentes. Los temas que se incluirán serán los siguientes:

- Auto estima/necesidades sentimentales
- Los valores del ser humano
- El sistema endocrino
- El sistema reproductivo en el ser humano
- Abstinencia sexual
- Menstruacion/Ovulacion/Fertilizacion/Embarazo/Nacimiento
- Planeamiento de la Familia y del matrimonio
- Prevencion de enfermedades transmitidas a traves del acto sexual
- Educacion sobre el SIDA
- Prevencion de abuso sexual

Reconocemos que la responsabilidad principal de la educación sexual debe ser de los padres con la ayuda de la iglesia, la escuela y otras agencias comunitarias que complementen esta enseñanza.

Les urgimos que como padres, revisen los materiales y el contenido del programa y que hablen con el maestro(a) si desea más información. Si usted desea quitar a su hijo/a de este programa, por favor, envíe una carta al director de la escuela y su hijo/a recibirá otra alternativa. Por favor, sientase libre de revisar el curso y los materiales.

Atentamente,

Director

SAMPLE LETTER TO PARENTS
8TH GRADE
MIDDLE SCHOOL
INTRODUCTORY LETTER FOR HGD UNIT

Date:

Dear Parent(s):

Since 1979 the School Board has mandated instruction in 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 destructive behavior in children, including early sexual involvement, and activities resulting in sexually transmitted diseases/AIDS, and early teenage pregnancy.

Included in the instruction will be:

- Decision Making
- Male and Female Reproductive Systems
- Dating
- Sexual Abstinence
- Postponing Sexual Involvement
- Planning for Marriage and Parenthood
- Family Planning in Marriage
- Conception
- Sexually Transmitted Diseases/AIDS Education
- Child Abuse/Sexual Abuse Prevention

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 you wish to have your children removed from segments of the program, you should address a letter to the school principal. An appropriate alternative educational assignment will be given.

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

Sincerely,

Principal

Octavo Grado

Crecimiento y Desarrollo Humano

Fecha:

Queridos padres:

Desde 1979, la Junta Escolar del Condado de Dade ha exigido la enseñanza del curso titulado "Desarrollo y crecimiento del cuerpo humano" en los grados 5, 6, 7, 8 y 10. El 29 de junio de 1990, la legislatura de la Florida aprobó la ley número 1739, por la cual se incluye la enseñanza de sexualidad humana desde el kindergarten hasta el decimosegundo grado. Su niño/niña recibirá instrucción en este programa cuyo objetivo es reducir los comportamientos destructivos tales como las actividades sexuales que puedan resultar en la contracción de enfermedades venereas/SIDA o embarazos prematuros de adolescentes. Los temas que se incluirán serán los siguientes:

- Como tomar decisiones
- El sistema reproductivo en el ser humano
- Las citas amorosas
- Abstinencia sexual
- Retardar el inicio de la actividad sexual
- Planeamiento del matrimonio y de la paternidad/maternidad
- La concepcion
- Planeamiento de la familia y del matrimonio
- Educacion sobre el SIDA
- Maltrato de los niños/la prevencion de las agresiones sexuales

Reconocemos que la responsabilidad principal de la educación sexual debe ser de los padres con la ayuda de la iglesia, la escuela y otras agencias comunitarias que complementen esta enseñanza.

Les urgimos que como padres, revisen los materiales y el contenido del programa y que hablen con el mastero(a) si desea más información. Si usted desea quitar a su hijo/a de este programa, por favor, envíe una carta al director de la escuela y su hijo/a recibirá otra alternativa. Por favor, sientase libre de revisar el curso y los materiales.

Atentamente,

Director

KLAS SENKYÈM AK SIZYÈM ANE ESKOLÈ
LÈT ECHANTIYON POU PARAN YO
LEKÒL ELEMANTÈ
LÈT ENTWODIKSYON POU SEKSYON "HGD"

Chè Paran (yo):

Dat:

Depi 1979 Komisyon Konsèy Lekòl mete enstriksyon sou Devlopman Imen "Human Growth and Development" (HGD) obligatwa pou klas 5, 6, 7, 8 ak 10 ane eskolè. 29 jen 1990 Lejislatè Florid te pase yon lwa "House Bill 1739," ki genyen ladan enstriksyon sou seksyalite imen pou klas jadendanfan jiska douzyèm ane eskolè. Eta a te mete kourikouloum pou devlopman obligatwa pou redui konduit destriktif ki genyen ladan patisipasyon nan sèks bonè, ak nan aktivite kote rezilta yo se transmèt maladi ki relate ak sèks, SIDA, e jèn k ap ansent bonè.

Enstriksyon yo ap genyen ladan yo:

- Selit e Eredite
- Sistèm Endokrin
- Chanjman Fizik e Emosyonèl Pandan kwasans Kay Jèn Gason e Jèn Fi
- Swen Sante Kò
- Repwodiksyon
- Abstinans Seksyèl
- Devlope Imaj ki Pozitiv e Konsepyon Onèt
- Prevansyon pou Transmèt Maladi nan Aktivite Seksyèl ak Edikasyon sou SIDA
- Desizyon sou Sekirite Pèsonèl
- Seksyon Fanmi

Nou rekonèt responsablite fondamantal pou enstriksyon sou devlopman imen dwe fèt lakay la, pandan legliz, lekòl ak lòt ajans kominotè kab jwe yon wòl siplemantè nan ranfòse efò paran yo.

Kòm paran nou ankouraje w pou w revize kontni ak materyo pou enstriksyon nan pwogram nan, e pou w pale ak pwofesè a si w ta dezire plis enfòmasyon. Si w vle pou nou retire timoun ou yo nan kèk pati nan segman pwogram yo, ou kab adrese yon lèt bay direktè lekòl la. Yo ap bay timoun nan lòt devwa enstriksyonèl ki apwopriye.

Nou ap ankouraje w tou pou w vin patisipe nan diskisyon pou pwomote valè moral e kwayans fanmi la.

Sensèman,

Direktè Lekòl

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01 6Gx13- 4A-1.32 and 6Gx13- 5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295. 07 (Florida Statutes), which stipulate categorical preferences for employment.

Revised 5/9/03