

How to Use the Manual



This section of the teacher's manual will provide you with information on how the lessons are organized and written. Helpful tips suggested by educators who have used the *Michigan Model for Health™* have been included.

Module Overview

The "General Information" includes helpful background information that will assist you in reaching the goals of this module. Some of the information will be useful to share with your Health Education Advisory committees and school board. You will find the following in this section:

- Why teach about the prevention of HIV and other sexually transmitted infections (STIs)
- What works to prevent sexually transmitted infections
- Why this module was developed
- Themes of this module
- Assumptions
- Legal requirements and limitations for teaching HIV and STI prevention

The "Implementation Details and Options" section includes the following:

- Legal requirements
- Professional development
- Foundation for making positive behavior change
- Desired teacher qualities
- Ways to involve families
- Teacher resources and techniques
- Explanation of terminology
- Assessment information
- Strategies for risky situations
- Two versions for implementing *Growing Up and Staying Healthy: Understanding HIV and Other STIs*

The "How to Use the Manual" section provides the following information:

- Description of what each tab includes
- Explanation of what a lesson includes
- Explanation of the flash drive
- Format details for the lessons
- Where to get additional information
- Use of cooperative learning groups
- Tips for using assessment
- Form to provide curricular feedback
- Copying permission memo



The “Introduction” section provides information the teacher needs prior to implementing the lessons:

- List of module goals
- Tasks to complete before beginning the lessons
- Assessment possibilities
- How families and communities are involved
- List of student learning objectives and national health education standards addressed
- List of materials needed for the module

The “Lessons” tab includes the ten lessons in this module.

The “Assessment” tab explains how to access the assessment items if you wish.

The “Appendix” tab includes a series of teacher references that provide background information for implementing this module.

Lessons

All of the lessons are formatted in a similar manner to make it easy for you to find what you are looking for. You will find the following as you look through each lesson:

- Number and title of the lesson
- Student learning objectives correlated with national health education standards
- Lesson synopsis: A brief overview of what is in the lesson
- Time and materials chart: Chart providing the time and materials needed for each of the four steps of the lesson
- Preparation: Tasks that need to be done before teaching the lesson
- Lesson Procedure:
 - Introduction
 - Input
 - Application
 - Closure
- Student worksheets and/or handouts
- Teacher keys
- Teacher references
- Slide masters
- Teacher masters
- Family worksheets and resource sheets
- Assessment rubrics and/or checklists

The lessons within *Growing Up and Staying Healthy: Understanding HIV and Other STIs* are sequenced. If you choose to change the order, you will need to modify the introductions and closures to the lessons.

Time and Materials Chart

The time and materials chart at the beginning of each lesson lists the materials you will need for the lesson. The materials are divided into three types:

- Health Education Resources: Materials obtained from your Regional School Health Coordinator, Michigan Model for Health Clearinghouse (MMHC) or ordered from the vendor listed
- Teacher Manual Resources: Materials found in the manual, such as student worksheets, teacher references, and so on
- Supplied by the Teacher: Materials typically found in the classroom or school, such as pencils, writing paper, art supplies, and so on

If you have questions about any of the materials used in the Michigan Model for Health™ or how to obtain them, contact MMHC.

Phone: 888-517-6195
Email: support@michiganmodelforhealth.org

This chart also provides a guideline to help you understand how time is used in a lesson. The time estimated for each step of the lesson will vary according to your teaching style and the composition of each classroom. Use the time suggested as a guide. As a general rule, limit the discussion during the Input step so that there will be plenty of time for the Application step.

Electronic Files on Flash Drive

Included with each *Growing Up and Staying Healthy: Understanding HIV and Other STIs* teacher manual is a flash drive which can be found mounted inside the front cover. This flash drive includes electronic files in one of three formats:

- PDF (portable document file)
- Microsoft Word
- PowerPoint

All student worksheets, handouts, teacher masters, and family worksheets and resource sheets are presented as PDF documents and can be printed directly from a computer. Hard copies of all these documents are also included in the teacher manual.

Documents that need to be personalized, such as the family letter, are offered on the flash drive as open Microsoft Word files. This will allow you to customize these documents as you desire. You can also customize the assessment rubrics and checklists on the flash drive to better suit your students and their learning.

Slides, for use in the classroom, may either be projected directly from the PowerPoint slides provided on the flash drive using an LCD projector or printed to transparency material and projected using an overhead projector. In the lessons, the word “slide” refers to a transparency or one PowerPoint slide. The word “projector” refers to either an LCD projector or overhead projector depending on your choice of method to display the information. Slide masters are also found in hard copy in the teacher’s manual.

The student worksheets, student handouts, and family worksheets and resource sheets can and should be copied for use with the curriculum. While all pages include a statement of copyright, **you are permitted to reproduce these specific documents**. You will find a copyright release statement at the end of this section of the manual for your district’s copying resource.

Lesson Procedure

The four steps in the lesson procedure are presented in a two-column format.

- Left-hand column: an abbreviated outline of the lesson
- Right-hand column: a suggested script and more procedural details for teachers who want more information or who may be unfamiliar with the lessons

Instructional Steps

Script and Detailed Directions

Use of Icons or Symbols

Various icons or symbols have been used to connote different aspects of the lessons or manual. As you get familiar with the icons, you will quickly know what is meant by a comment or what icon to look for if searching for something. The following icons are used in the lessons to assist teachers in locating resources used in the lessons:



Suggestions for the teacher to make the lesson run smoothly or provide optional ideas



Ideas to extend the learning or reinforce what was taught



Teacher reference with background information teachers need for the lesson



Teacher master to duplicate that provides resources for student use



Family worksheet or resource sheet to provide students' family involvement assignment



Student worksheet master and student handout master to provide student assignments and information



Teacher key that provides answers for student worksheets



Slide master to prepare a transparency or PowerPoint slide



Teacher assessment and/or student self-assessment or peer assessment masters provide options for teacher assessment or to allow students to assess their progress toward achieving the health standards

Websites

Due to easy access to the Internet and reliable websites, we have included a number of resources from websites. At times, the organization sponsoring the website will change the site or its organization. This may make a listed website difficult to find. Where possible, we have provided directions for navigating a site or a specific website address. However, if you are having trouble, try going to the organization's home page and searching for words in the title of an article or a word or words that capture the concept you are looking for.

Addenda

This curriculum is a living document. Because health information changes rapidly, the module will be updated as needed, and addenda will be published on the publisher's website to keep this teacher manual current. To access addenda, visit the *Michigan Model for Health™* website at www.michiganmodelforhealth.org

Use of Cooperative Learning Groups

A well-established instructional method is the use of small cooperative learning groups. The benefits for students and their learning are well documented. Consider the following tips to increase the likelihood for successful small group work:

- Keep the size of the groups small if your students are unaccustomed to working in small groups or if the composition of your class makes this instructional strategy a challenge.
- Establish the groups and assign the group roles before explaining the task.
- Assign students group roles and responsibilities within each group. The lessons will suggest specific roles that may be helpful for the activity.
 - Leader: Keeps the small group on task.
 - Time Keeper: Monitors time and gives time warnings.
 - Spokesperson: Shares with the class the work of the small group.
 - Recorder: Takes notes.
 - Motivator or Encourager: Encourages everyone to participate.
 - Materials Handler or Collector: Gets and returns worksheets, art supplies, or other materials.
 - Dealer: Supplies each member with items needed.
- Assign the small groups a task and method for being accountable for completing the task.
- Provide clear directions, in writing if needed, for the small group work.
- Create your own method for dividing students into groups ahead of time:
 - Decide if random grouping will work for the activity and your students.
 - Decide if you need to balance your groups with respect to gender and abilities.
 - Be aware of students who may need special placement in a group due to special needs or social groups.
 - Use variety in your method of forming groups. Finding interesting ways can add spice to a lesson. Here are some examples:
 - Find a partner who has a different shoe size.
 - Form a group of three. Each of you must be a different height.
 - Line up by height and count off.



Assessment

Two types of assessment are used in *Growing Up and Staying Healthy: Understanding HIV and Other STIs*. One type, curriculum-embedded assessments, was developed specifically for the instructional activities in the module. The second type of assessment utilizes pre and post tests to assess students improvements in knowledge, skills, and attitudes in HIV prevention. Instructions for administering the pre/post tests along with the instrument itself can be found behind the Assessment tab and on the flash drive. Read the “Implementation” section if you would like additional information on assessment tools offered with this manual.

Your Ideas and Feedback

You are the classroom experts! We welcome your ideas and feedback on the lessons, materials, and teacher’s manual. If something is unclear, we would love the opportunity to talk with you about it.

Tell us online: www.michiganmodelforhealth.org

Email: support@michiganmodelforhealth.org

Or take a moment to copy the form at the end of this section, complete it, and send it to the Michigan Model for Health Clearinghouse(MMHC).

Feedback Form

Send Us Your Feedback on *Growing Up and Staying Healthy: Understanding HIV and Other STIs*

We appreciate your feedback! Please provide us with your comments and/or suggestions by completing the survey form below. If you prefer to submit your feedback on-line, please visit www.michiganmodelforhealth.org and complete the web-based form. Thank you for helping to make our great curriculum even better!

I wish to offer comments of:

☐ Suggestion ☐ Praise ☐ Problem ☐ Complaint ☐ Other _____

I wish to comment on:

☐ Lessons
☐ Materials
☐ Teacher's Manual
☐ General
☐ Other _____

Please enter your comments in the space provided below. Feel free to use the back of the page if needed.

Note: Your contact information is for the purpose of follow-up regarding your comments and/or suggestions and will not be shared with, or sold to, other parties.

Name _____

School _____

City/State _____

Daytime Phone (____) _____

Best Time to Call _____

Email _____

Mail this form to:

**Michigan Model for Health
Clearinghouse (MMHC)
P.O. Box 700
Holt, MI 48842**

Fax to 517-699-2376

Email: support@michiganmodelforhealth.org

☐ Please add me to your email list for updates as they become available

☐ Please do not contact me.



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To: Copy Centers, Printers and other Reproduction Entities

From: State of Michigan

RE: **Reproduction of Copy Masters in *Michigan Model for Health*™**

Please be advised that while the *Michigan Model for Health*™ curricular units are copyrighted to the State of Michigan each manual and/or module contains masters intended for reproduction for classroom distribution. These pages are restricted to the following:

- Student Worksheets
- Student Handouts
- Family Resource Sheets, Family Worksheets and Coupons
- Teacher Masters
- PowerPoint or Slide Masters
- Assessment Rubrics, Checklists and Tests
(Grades 2nd through 12th only)

In the “Preparation” section of the lesson, teachers are instructed to make enough copies of these materials to provide one per student, one per small group, one per pair of students, etc. If there is any doubt as to whether a page may be reproduced, this section of the lesson will dictate what needs to, and therefore may be, reproduced in quantity for classroom use. These masters may not be reproduced for commercial purposes.

If you have any questions, please feel free to contact the Michigan Model for Health Clearinghouse (MMHC) at 888-517-6195 or support@michiganmodelforhealth.org.

