

Implementation Details and Options



This section of the teacher’s manual will provide you with information on the conditions needed for effective implementation and an overview of the instructional and assessment strategies utilized in the module.

Legal Requirements

Most states have laws that affect HIV and other STI education in public schools. Prior to implementing this module, it is important to be familiar with the legal requirements and any limitations that influence what may and may not be taught, who may teach, and how instruction must be delivered.

Michigan’s HIV Prevention Education Laws

Michigan law requires HIV prevention be taught in public schools. Local school board approval is required for any HIV education in Michigan public schools. Teachers who will teach HIV education must complete approved professional development to receive their HIV certification.

Michigan law allows sex education to be taught in public schools. If schools teach sex education in addition to HIV prevention, they are required to form a sex education advisory group to make recommendations to the local school board as to what sex education is appropriate for the local school district. Then, the local school board must approve all sex education programming. This approval only needs to be secured once, unless the programming changes; then, it must receive school board approval on any changes. Michigan law specifies several topics that must be included in a sex education program and prohibits other topics. Teachers who will teach sex education must have a “health education” or “all subjects” endorsement on their teaching certificate.

Refer to Appendix D, “HIV/STI and Sex Education in Michigan Public Schools: A Summary of Legal Obligations and Best Practices,” for a summary of Michigan’s sex education laws. Appendix E, “Resources for Complying With Michigan’s Sex Education Laws,” lists teaching resources to assist public schools in addressing some of the topics required by Michigan law. Appendix A, “A-K Criteria Addressed in *Growing Up and Staying Healthy: Understanding HIV and Other STIs* identifies how the legal requirements for curriculum are addressed in this module.

Professional Development

Professional development is recommended prior to implementing *Growing Up and Staying Healthy: Understanding HIV and Other STIs*. Curriculum training equips teachers to implement the lessons with fidelity, thereby increasing the effectiveness of the program in preventing the negative consequences of early sexual activity. Given the sensitive nature of many of the topics addressed in HIV and STI prevention, teacher training should increase teachers' comfort and confidence in their ability to teach this subject. Teachers will also learn how to avoid potential pitfalls and controversies that might arise.

Michigan law states that teachers who will teach HIV education must complete approved professional development to receive their HIV certification.

Contact your Regional School Health Coordinator, district's Staff Development Department, or your state's Department of Education health consultant for information on staff development opportunities. To locate a list of the Michigan Regional School Health Coordinators, visit <https://mishca.org/where>.

Increasing and Maintaining Positive Health Behaviors

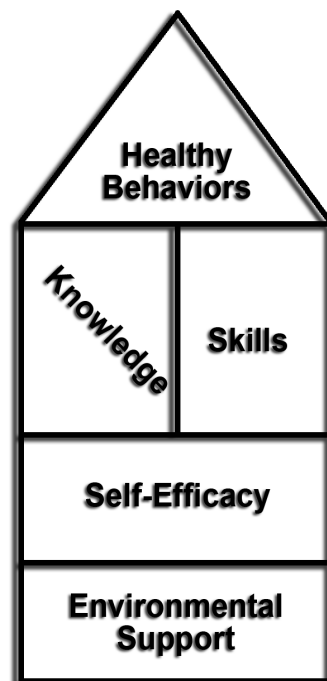
Many theories of behavior change exist, such as the Social Cognitive Theory, Social Influence Theory, and Social Behavioral Theory. The *Michigan Model for Health™* has merged several of these theories into an Adapted Health Belief Model consisting of four factors that contribute to behavior change: knowledge, skills, self-efficacy, and environmental support.

Adapted Health Belief Model

Behavior change is more likely to occur if these four factors are included in a health education program:

- **Knowledge:** A person must have information about health topics. Facts, related problems, and potential personal risks will influence a person's actions.
- **Skills:** A person must understand, practice, and be able to use skills that will promote health.
- **Self-efficacy:** A person must believe he or she has the ability to change behavior and impact health. Accurate knowledge and effective skills are both needed to impact a person's self-confidence and belief in his or her abilities.
- **Environmental Support:** The social environment, such as peer group, school, home, and community, must support and encourage the newly changed behaviors in order for a person to be able to use the knowledge and skills in daily living.

Omitting any of these four factors will lower the chances of reaching the goal of healthy behaviors.



Skills-Based Instruction

Educators are well versed in achieving knowledge gains. Mastery of health skills takes the willingness of the educator to set aside time for implementing the following four skills-based instructional steps:

Explain the Skill

- Name the skill
- State the purpose for using the skill
- Describe the parts and characteristics of each element of the skill
- Check for understanding

Model the Skill

- Choose one or more ways to model the skill:
 - Use a prepared example, such as a skit
 - Guide the students through an example
 - Provide opportunities to observe use of the skill
- Discuss the use of the skill and its personal benefits
- Check for understanding

Guided Practice

- Involve individuals or small groups in completing an example, such as a role play or case study
- Discuss in small and/or large group:
 - What was easy or hard about using the skill?
 - What was one thing you did well as you practiced the skill?
- Provide opportunities for self-assessment and any needed feedback and correction

Personalize the Use of the Skills

- Discuss, write, draw, or synthesize in another manner plans for application of the skill:
 - How will using the skill help you?
 - What is one skill you will use in the next day or week?
 - Where will you practice this skill in the next 24 hours?

Imagine teaching a child to ride a bicycle by explaining and modeling the skill, but omitting the practice portion of skill development. Some children would be able to ride; some would never master the skill; and others would not try. The same is true for the health skills that are so essential for positive health behaviors. Each of the four skills-based instructional steps are essential.

Qualities of Teachers Who Teach This Module

To be successful implementing the lessons in *Growing Up and Staying Healthy: Understanding HIV and Other STIs*, teachers should possess or develop the following characteristics and skills:

- Consider yourself a “guide on the side,” rather than a “sage on the stage.”
- Facilitate students’ acquisition of functional knowledge, rather than memorization of content.
- Facilitate skill development, cooperative learning, and student-led learning.



- Be comfortable with helping students process information, rather than giving right and wrong answers.
- Guide student discussions that lead to an educational goal.
- Exude passion for teaching lessons designed to promote healthy sexuality and prevent HIV and other STIs.
- Respect a diversity of perspectives, life situations, and experiences.
- Be willing to partner with parents in promoting healthy student behaviors.
- Locate and access relevant Internet and community resources for young people.

Parent and Family Involvement

A sample parent and family notification letter introducing *Growing Up and Staying Healthy: Understanding HIV and Other STIs* is included for your use. A copy is provided in Appendix F, or you can download the document from the flash drive that is included with this manual. This letter should be personalized and placed on school letterhead, then sent to the parents and families of your students. Attach the outline of the lessons that will be implemented in your classroom so that families will be informed about the content of your program. Be sure to provide contact information for family members who have questions about the curriculum and how it will be implemented. School websites can be useful in communicating with parents about this curriculum.

For Michigan and other states that have a legal requirement to notify parents prior to any HIV prevention instruction, this letter can meet that requirement. Even if your state law doesn't require you to inform parents, keeping parents informed increases community support for the program and increases the effectiveness of the instruction.

Family Homework Assignments

Growing Up and Staying Healthy: Understanding HIV and Other STIs includes six opportunities for involving parents and family members through the use of family worksheets and other homework assignments. Students are asked to review and discuss information with a parent, adult family member, or another trusted adult. Upon completion of the review, the parent or adult signs the sign-off slip at the bottom of the sheet to indicate their participation. To maintain family privacy, the student does not turn in any notes from the parent-child assignment, only the sign-off slip.

It is important that you encourage students to identify a parent, an adult family member, or another trusted adult with whom to review the family worksheets and homework assignments. For students who do not have an available parent or family member, guide them in thinking about other adults who could participate with them: school counselors, youth workers, coaches, religious leaders, neighbors, or teachers. Young people who have connections with caring adults are less likely to engage in risky behaviors than those who do not have the support of adults. These assignments encourage students to forge these supportive relationships.

To encourage students to participate in the family homework assignments, provide an incentive, such as bonus points toward their grade. Allow students extra time to complete the assignment in case their parents aren't available every night, or their schedules don't allow them to complete the assignment until the weekend.

Teacher Resources

For lessons that require the teacher to have additional background information in order to implement the lesson, the information is provided as teacher references following the lesson.

Additional teacher information that is useful for implementing the module, but is not specific to a lesson's activities, is found as appendices at the back of this teacher manual. Appendices are listed in the Materials List in the "Introduction" section of this manual, after the "Appendices" tab, and in the lessons to which they correspond.

Michigan teachers will find the following Michigan-specific appendices helpful:

- Appendix A: A-K Correlation With *Growing Up and Staying Healthy: Understanding HIV and Other STIs*
- Appendix C: Health Education Grade Level Content Expectations Addressed Within *Growing Up and Staying Healthy: Understanding HIV and Other STIs*
- Appendix D: HIV/STI and Sex Education in Michigan Public Schools
- Appendix E: Resources for Complying With Michigan's Sex Education Laws
- Appendix M: Michigan Web-Based Resources
- Appendix O: Consent for Care and Confidential Health Information
- Appendix P: Overview of Laws Related to Minors in Michigan
- Appendix Q: Requirements of Michigan Law: Resources and Information for Michigan Teachers Who Teach HIV Prevention or Sex Education

Teaching Technique Tips

The lessons in *Growing Up and Staying Healthy: Understanding HIV and Other STIs* include clear, complete instructions. In addition to the lesson instructions, the following information will be helpful as you implement the curriculum:

- This module assumes that students have **already received lessons on puberty**, reproductive health, and reproductive anatomy and physiology. If students have not received this foundation, or they need a refresher, you will need to teach this content prior to implementing this module. Use your school's approved curriculum. If your school doesn't have an approved curriculum, you might access free or low-cost lessons at the Teaching Sexual Health web site at <http://www.teachingsexualhealth.ca/> or the Michigan Model for Health website at www.michiganmodelforhealth.org. Any lessons taught must be approved according to the laws of your state prior to use.

- A **small minority of parents might choose to exclude** their children from HIV and other STI instruction. For students who are not to participate in part or all of *Growing Up and Staying Healthy: Understanding HIV and Other STIs*, ask their parents what alternative activities they would like for their students. One option is to have students write a paper about their goals for the future and how their choices and behavior could impact reaching their goals.
- The lessons are designed to be **taught sequentially**. The lessons build upon previous lessons, and skills taught in earlier lessons are reinforced in later lessons. If you change the order of the lessons, you will need to alter the introduction and closure for the lessons. You will also need to ensure that the skills needed to complete the lessons have been taught.
- Some lessons include **optional activities**. These activities do not have to be taught, but will be helpful if your students need additional instruction or reinforcement in a topic or skill that was not learned prior to this module.
- *Growing Up and Staying Healthy: Understanding HIV and Other STIs* **defines sexual intercourse**, or sex, as oral, anal, and vaginal sex because all three behaviors can transmit HIV and other STIs. Students have many slang terms for sexual intercourse. As terminology changes over time or with community norms, please use appropriate terms that are relevant to your students. Define students' slang words and encourage students to replace slang with terms that do not degrade or minimize the serious nature of the issues.
- Discussing sexual behaviors, HIV, and other STIs can be uncomfortable for some middle school students. It may be a topic they are not accustomed to talking about with adults and peers. They may be more willing to participate in discussions and other class activities if they have agreed to a set of **guidelines for behavior**. You may want to spend a few minutes prior to beginning this module establishing a code of conduct with the class. Working with students to create the guidelines will increase their ownership. Post the guidelines, and review and enforce them as needed. Here are typical guidelines:
 - Listen to and respect the ideas and opinions of others.
 - Use “I messages” when you share your opinions and ideas.
 - Avoid making fun of the ideas and opinions of others in and out of class because it is disrespectful.
 - Leave out any names or identifying information if you suggest examples or situations you have heard about or have experienced. This will help to prevent the sharing of personal information which should be kept private.
 - Share the information and skills with others outside the classroom if you think it will be helpful to you or others. However, do not share information if you think it will embarrass or hurt someone in the class. This includes sharing information that uses names or other identifying information. In other words, no gossiping. All personal information must remain in the classroom.
- Many lessons involve the students in **cooperative learning groups**. Rather than explaining how to set up cooperative learning groups each time they are used, the lessons assume that the teacher has experience in forming small groups; forming groups of mixed gender and ability; and assigning small group roles, such as leader, spokesperson, recorder, motivator, and materials handler. Read the “How to Use This Manual” section if you would like additional information on cooperative learning groups.

- Students may have questions about relationships, sexual behaviors, and transmission of HIV and other STIs. **Genuine questions** indicate a curiosity about the topic and reflect an open, accepting classroom environment. Take time to thoughtfully answer each question being sure to follow your district policies regarding what can and cannot be included in a classroom discussion. If a question is asked that you are not allowed to answer, encourage the student to talk with his or her parents or trusted adult family members. If a question is asked and you do not know the answer, demonstrate how to find a reliable source of information to respond to the question.
- **Names** used in the practice scenarios were carefully chosen to represent the diversity in a typical classroom: ethnicity, gender, sexual orientation.
- **Lesson 3 includes three alternate methods** for conducting the application portion of the lesson. These options allow teachers to modify the activity depending on the technology available for classroom use.
- Lesson 8 includes an activity in which students learn the importance of **reducing risks when they have sex**, including the steps for using a condom. It is important that students learn this potentially life-saving skill in order to reduce the human error that reduces the effectiveness of condoms.
- Eight of the lessons in *Growing Up and Staying Healthy: Understanding HIV and Other STIs* include **embedded assessments**. These assessments allow you to assess student learning during lesson activities using rubrics and checklists. The assessments are optional.
- Many **websites** offer HIV and other STI information. Some are reputable and some are not. Some reflect an abstinence-only philosophy; others reflect a more comprehensive philosophy. The following three sites are reputable and reflect the latest research and best practice on HIV and other STI prevention:
 - American Sexual Health Association, <http://www.ashasexualhealth.org>
 - Centers for Disease Control and Prevention, <http://www.cdc.gov>
 - US Department of Health and Human Services, <https://www.hhs.gov/ash/oah/>

Encourage students to confirm statistics cited in the curriculum by visiting the CDC website for the YRBS data at <http://www.cdc.gov/HealthyYouth/yrbs/index.htm>.

Terminology Used in the Module

Every effort has been made to communicate clearly and concretely so that teachers, students, and parents will understand the messages and skills being taught in *Growing Up and Staying Healthy: Understanding HIV and Other STIs*. However, words have multiple meanings that may vary from person to person and community to community. Some terms have been the object of much discussion and need to be defined as they will be used in this module:

- “Abstinence” is defined as not engaging in oral, anal, or vaginal sex.
- “Abstinence-only version” refers to lessons that do not discuss or promote any form of risk reduction, such as condoms. The abstinence-only lessons promote abstinence from sexual intercourse as the only option for young people. Even among abstinence-only proponents, there exists a wide spectrum of definitions, from “abstinence from genitally stimulating behavior”

to “abstinence until marriage” to “abstinence from behaviors that can result in infections or pregnancy.”

- “Abstinence-based version” refers to lessons that promote abstinence as the safest and healthiest choice for young people, but also teach students strategies to reduce their risk of infections and pregnancy when they decide to have sex. Condom use is included in the abstinence-based lessons.
- “Sexual intercourse,” or “sex,” is defined as oral, anal, and vaginal sex because all three behaviors can transmit HIV and other STIs. Students have many slang terms for sexual intercourse and sex. As terminology changes over time or with community norms, please use appropriate terms that are relevant to your students.
- “Sexually transmitted infections” or “STIs” are infections that can be transmitted sexually. Whenever the term STI is used, it includes HIV as one of the infections. STIs are also called sexually transmitted diseases or STDs.
- The terms “boyfriend” and “girlfriend” are used to describe romantic relationships between young people. Students may have different terms they prefer, so please use the terms that are relevant for your students.
- The terms “abstain” and “postpone” have both been used to encourage young people to avoid sexual intercourse, at least until they are of legal age and are prepared to handle the possible consequences of sex, or until they are in a long-term, committed relationship, for example, marriage.

Assessment

Assessment has many purposes:

- A teacher can use assessment to determine what students know and are able to do. Then, he or she can use the information to adjust the curriculum accordingly. Assessment may indicate the necessity for re-teaching. The results of assessment may also indicate the need to revise curriculum and instructional methods to increase student achievement of knowledge and skills.
- A student can use assessment tools to measure his or her own achievement of knowledge and skills. Assessment can identify weak areas of student achievement that need extra effort to attain the student’s highest potential.
- Assessment is often linked with scoring of student work and reporting student progress through grades assigned to student work.
- Assessment results can also contribute to program improvement. If curriculum and instruction is planned district wide, the assessment results can be an indicator of what is working and what needs improvement. The results can be an important component of reporting to school audiences interested in the progress of student achievement and the effectiveness of health education.

There are two forms of assessment in the *Michigan Model for Health™* lessons. One form, curriculum-embedded assessment, is present at the end of the lessons in the form of rubrics and checklists for scoring student work. The other form of assessment is a collection of pre-/post-tests for each unit.

Curriculum-Embedded Assessment

Two forms of embedded assessments are available in *Growing Up and Staying Healthy: Understanding HIV and Other STIs*.

- Rubrics are provided for scoring instructional activities in the lessons. Rubrics define the criteria for scoring student work at various skill levels. They can be used by teachers for determining to what degree the student has mastered the objective or standard. They can also be used for grading. They can be used by students for self-assessment. If a lesson contains an embedded rubric, a **holistic** rubric will be located at the end of the lesson. To access an **analytic** rubric for the same assignment or a **generic, holistic** rubric that can be used for any assignment, check the resources on the flash drive that came with your manual.
- Checklists are provided for skills taught in the module. The checklists can be used by teachers to monitor individual student progress or by students for the purpose of self-assessment or peer assessment. The checklists are constructed to allow teachers to add a numeric value to the levels of achievement for each of the elements of the skill in the checklist. It is then possible to use the tool as an analytic rubric for scoring student work or scoring demonstration of a skill.

Consider these tips when deciding how to assess your students:

- Choose when to assess based on your students' needs and response to lessons. You do not need to use all of the assessment tools.
- Have students use the tools for self-assessment. Promote the concept of personal evaluation and goal setting for future improvement.
- Have students assess one another. Helping others by sharing perceptions and helpful ideas is an important relationship skill and can be practiced during assessment.
- Provide the assessment tool to students before they complete the task and explain the criteria for scoring.
- Explain the assessment tool and have the students, individually or as a group, score themselves in pencil. Then, you score the individual or group using a pen on the same sheet so that students can compare perceptions and ask questions if needed.
- Use the assessment rubrics and checklists provided in the manual and on the flash drive as a beginning sample. Create the assessment tool with your students. Their motivation to do well will increase.

Pre/Post Test Assessments

The *Michigan Model for Health™* Pre-/Post-Test is an evaluation instrument divided into individual tests for each content section. Instructions for administering, scoring, and analyzing the results are included in the instruction guide. The test and instructions are included behind the Assessment tab of this manual and also on the Teacher Resources flash drive.

Any of the assessment tools can be administered verbally for students with limited reading ability.



Abstinence-Based and Abstinence-Only Prevention Strategies

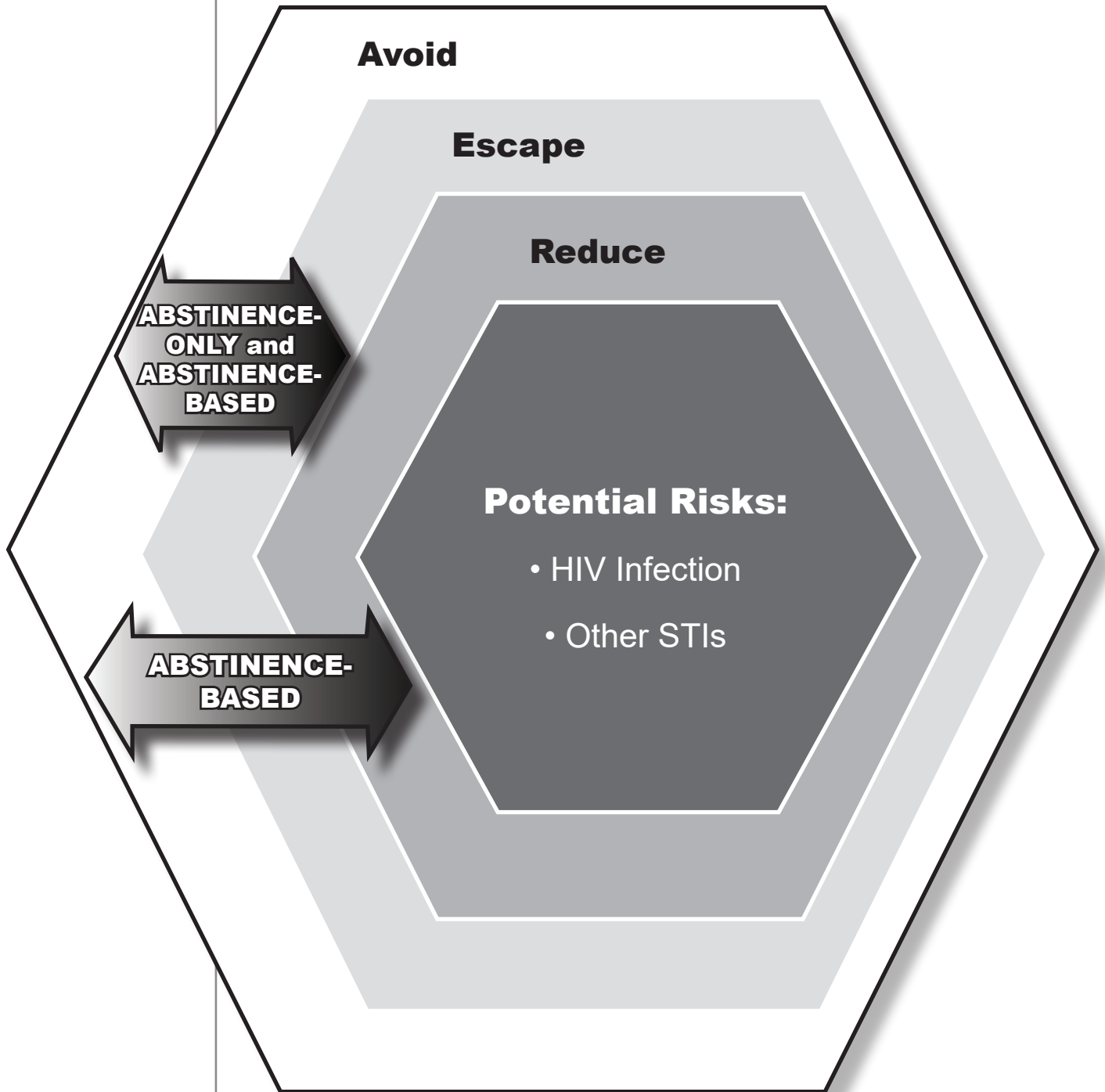
Growing Up and Staying Healthy: Understanding HIV and Other STIs teaches several HIV and STI prevention strategies. All of the strategies are abstinence-based. Most of the strategies are abstinence-only. Teachers must implement the lessons that have been approved by your local school board as required by state law. In Michigan, individual teachers may not decide what HIV and STI prevention education to teach and not to teach in their classrooms.

The diagram titled “Strategies for Risky Situations” illustrates how the strategies build upon each other. Beginning with avoiding risky sexual situations, then escaping risky sexual situations, students learn how to avoid sexual behaviors that could result in HIV or other STIs. All of these strategies may be taught in an abstinence-only or an abstinence-based program.

Finally, when students decide to have sexual intercourse, preferably within a long-term, committed relationship, risk reduction strategies are taught so that they will know how to minimize the possibility of negative consequences. These lessons may be taught in an abstinence-based program, but not an abstinence-only program.

The chart titled “Two Options for Implementing *Growing Up and Staying Healthy: Understanding HIV and Other STIs*” outlines which lessons are appropriate for abstinence-only programs and which are appropriate for abstinence-based programs.

Strategies for Risky Situations



Two Versions for Implementing *Growing Up and Staying Healthy: Understanding HIV and Other STIs*

Lesson	Abstinence-Based With Condoms	Abstinence-Only No Condoms
Lesson 1	Alternate wording*	Alternate wording*
Lesson 2	Alternate wording	Alternate wording
Lesson 3	Alternate wording	Alternate wording
Lesson 4	Alternate wording	Alternate wording
Lesson 5	Alternate wording	Alternate wording
Lesson 6		
Lesson 7		
Lesson 8		Omit entire lesson
Lesson 9	Alternate wording	Alternate wording
Lesson 10	Alternate wording	Alternate wording

*Alternate wording is provided to make these lessons appropriate for either the abstinence-based or abstinence-only version.

Shading indicates the lesson that should be omitted if the abstinence-only version is selected.