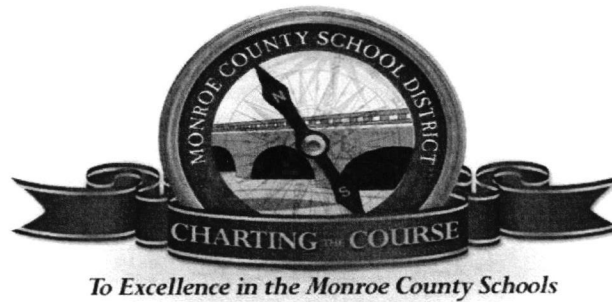


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Dear High School Health Educators:

The following modifications will be made to the FLASH Curriculum to better suit the needs of our students population and grade level progression.

High School Progression:
Lesson 1: Climate Setting
Lesson 2: Reproductive System & Pregnancy
Lesson 3: Abstinence
Lesson 4: Birth Control Methods
Lesson 5: Sexually Transmitted Diseases
Lesson 6: HIV & AIDS
Lesson 7: Communication & Decision Making

Each lesson has modification and recommendations for MCS D in the front of each section. Please follow the recommended changes, as they support you the teacher in delivering this sensitive content.

Sincerely,

Marissa Malone-Means
Coordinator of STEM & Health
305.293.1400 ext. # 53357

241 Trumbo Road, Key West, FL 33040
305.293.1400
WWW.KeysSchools.com

Making a Sex Ed Learning Community

High School, Lesson 1

One Class Period

Student Learning Objectives

The student will be able to ...

1. list and explain at least four of the ground rules for the *FLASH* unit.
2. contribute to a serious and respectful class environment.

Agenda

1. Explain the purpose of the lesson and introduce the *FLASH* unit.
2. Use a case study to establish the need for ground rules and then set expectations for the *FLASH* unit.
3. Discuss slang vs. medical language.
4. Conduct journaling activity.
5. Introduce the anonymous box.
6. Introduce *FLASH* homework (optional).

This lesson was most recently edited on February 1, 2011.

Materials Needed

Student Materials

- Blank notebook paper for journaling activity
- **To Parents and Guardians: Introducing FLASH Family Homework** (one per student)
OPTIONAL: **Family Homework** packets for each student (Some teachers prefer to hand out an assignment with each lesson. Others prefer to hand them out all at once at the beginning of the unit.)

Classroom Materials

- Small pieces of scrap paper for the anonymous questions

Teacher Preparation

Well in advance ...

- Read the **Important Reading for Teachers** section of this binder (or online).

The day before the lesson ...

- Make copies of materials needed, listed above.

Standards

National Health Education Standard:

- **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.
Performance Indicator 3.12.1: Evaluate the validity of health information, products, and services.
Performance Indicator 3.12.2: Use resources from home, school, and community that provide valid health information.

Rationale

This lesson sets the classroom climate for the sexual health unit and builds additional safety. Even though a climate of mutual respect has hopefully already been growing during the year, this unit can be particularly stressful for students, even invoking fear of harassment if it isn't launched sensitively. The lesson sets up the sexual health unit in a way that makes all students in the room feel recognized, welcome, and respected. Through revisiting your classes' ground rules, and giving sexual health related examples of how they might be inadvertently violated and why that's unfair, you will create safety and vastly increase the chances students can actually be present and learn. These ground rules and your matter-of-fact tone can help to alleviate students' fears about what to expect both from you and from each other during the unit. The lesson also sets a tone of academic rigor, similar to all other academic units, thereby normalizing the topic of sexual health education and setting high expectations for learning.