

# The Case for Comprehensive Sexuality Education in Worcester

Worcester School Committee Meeting  
January 17, 2019

Matilde Castiel, MD  
Worcester Commissioner of Health & Human Services



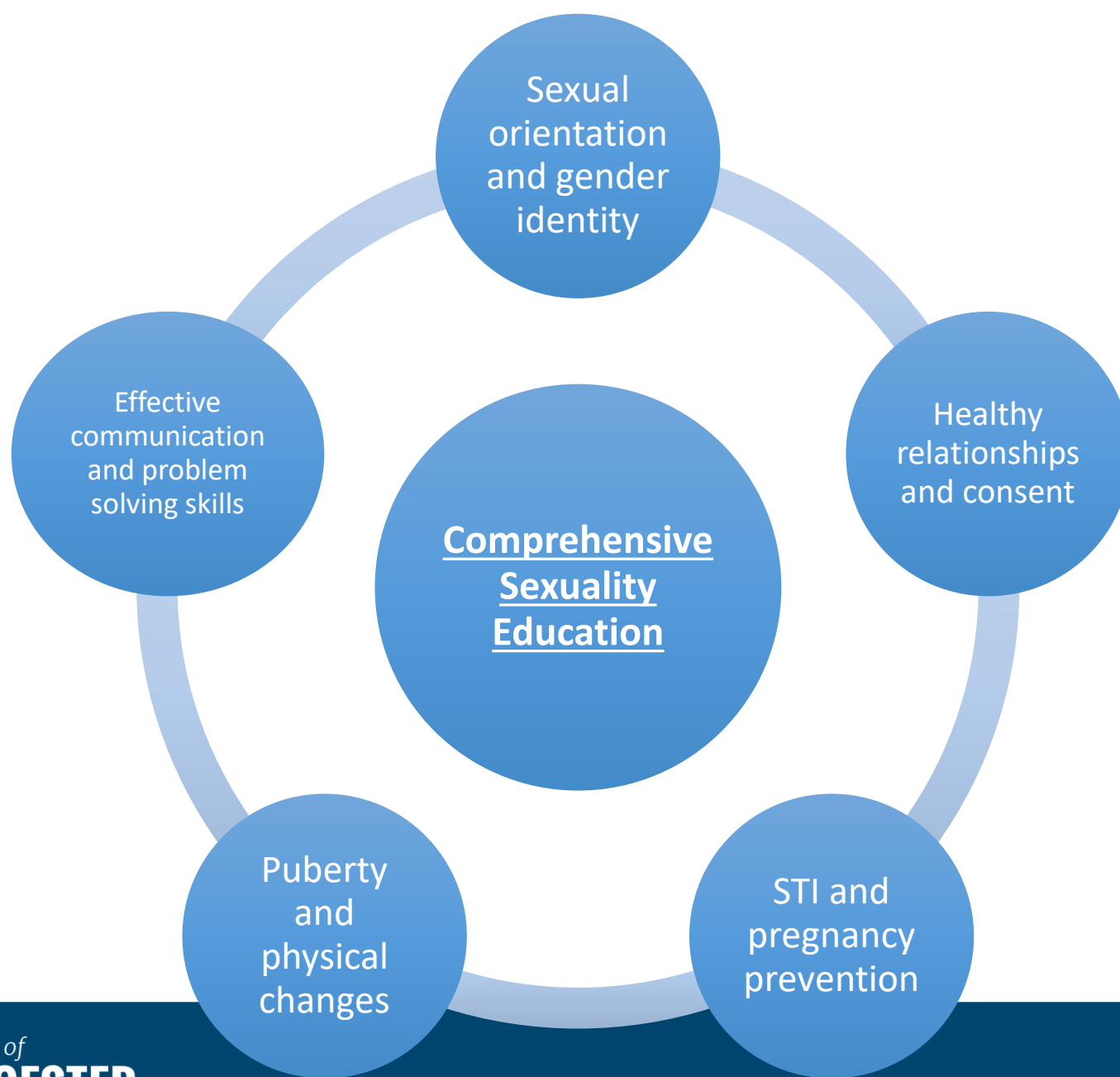
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# What is comprehensive sexuality education (CSE)?

“Comprehensive Sex Education teaches about abstinence as the best method for avoiding STDs and unintended pregnancy, but also teaches about condoms and contraception to reduce the risk of unintended pregnancy and of infection with STDs, including HIV. It also teaches interpersonal and communication skills and helps young people explore their own values, goals, and options.”

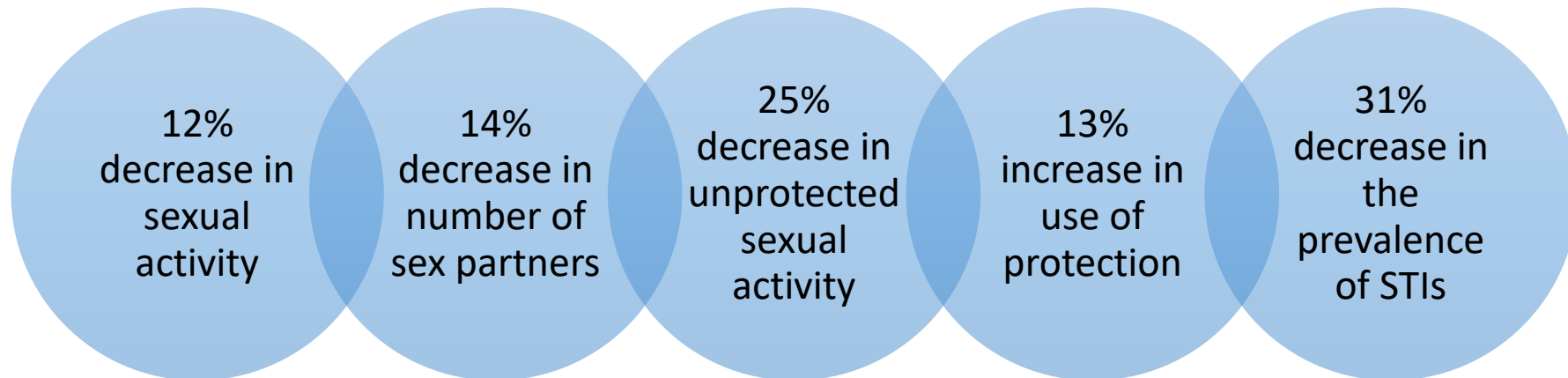
~As defined by the non-profit “Advocates for Youth”





# Comprehensive Sexuality Education Works!

According to the Centers for Disease Control (CDC), research shows that comprehensive sexuality education results in...



Chin, Helen B., et al. "The effectiveness of group-based comprehensive risk-reduction and abstinence education interventions to prevent or reduce the risk of adolescent pregnancy, human immunodeficiency virus, and sexually transmitted infections: two systematic reviews for the Guide to Community Preventive Services." *American journal of preventive medicine* 42.3 (2012): 272-294.

# Research also shows that...

\*Sexuality education **does not** increase sexual activity, sexual risk-taking behavior, or STI/HIV infection rates (UNESCO, 2009; Fonner et al., 2014, Sheperd et al., 2010)

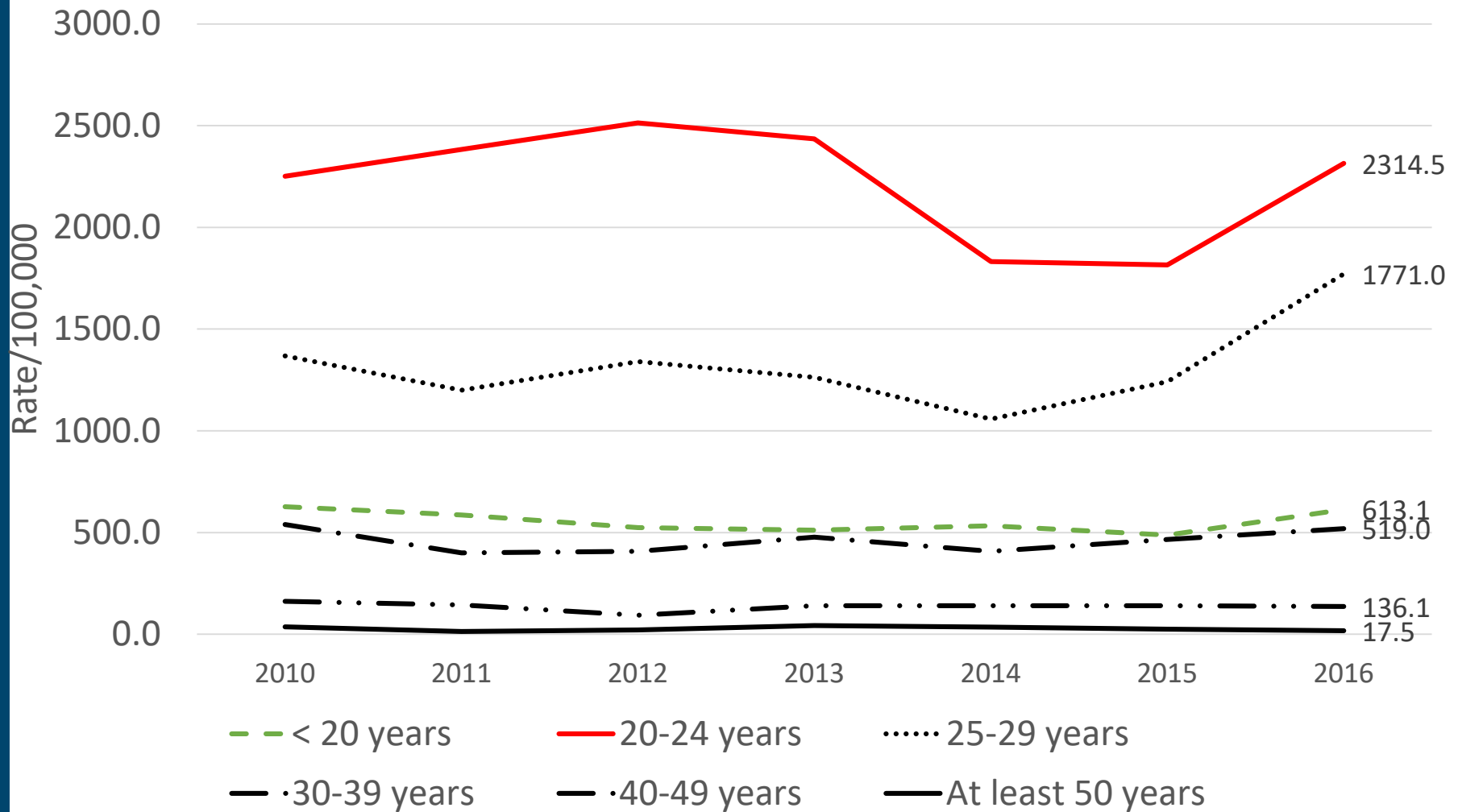
\*Abstinence-only programming is **ineffective** in delaying sexual initiation, reducing frequency of sex, or reducing the number of sexual partners (Kirby, 2007, Underhill et al., 2007, UNESCO, 2009, Fonner et al., 2014)

UNESCO, UNFPA. "International technical guidance on sexuality education: An evidence-informed approach for schools, teachers and health educators." *Volume I and II* (2009).



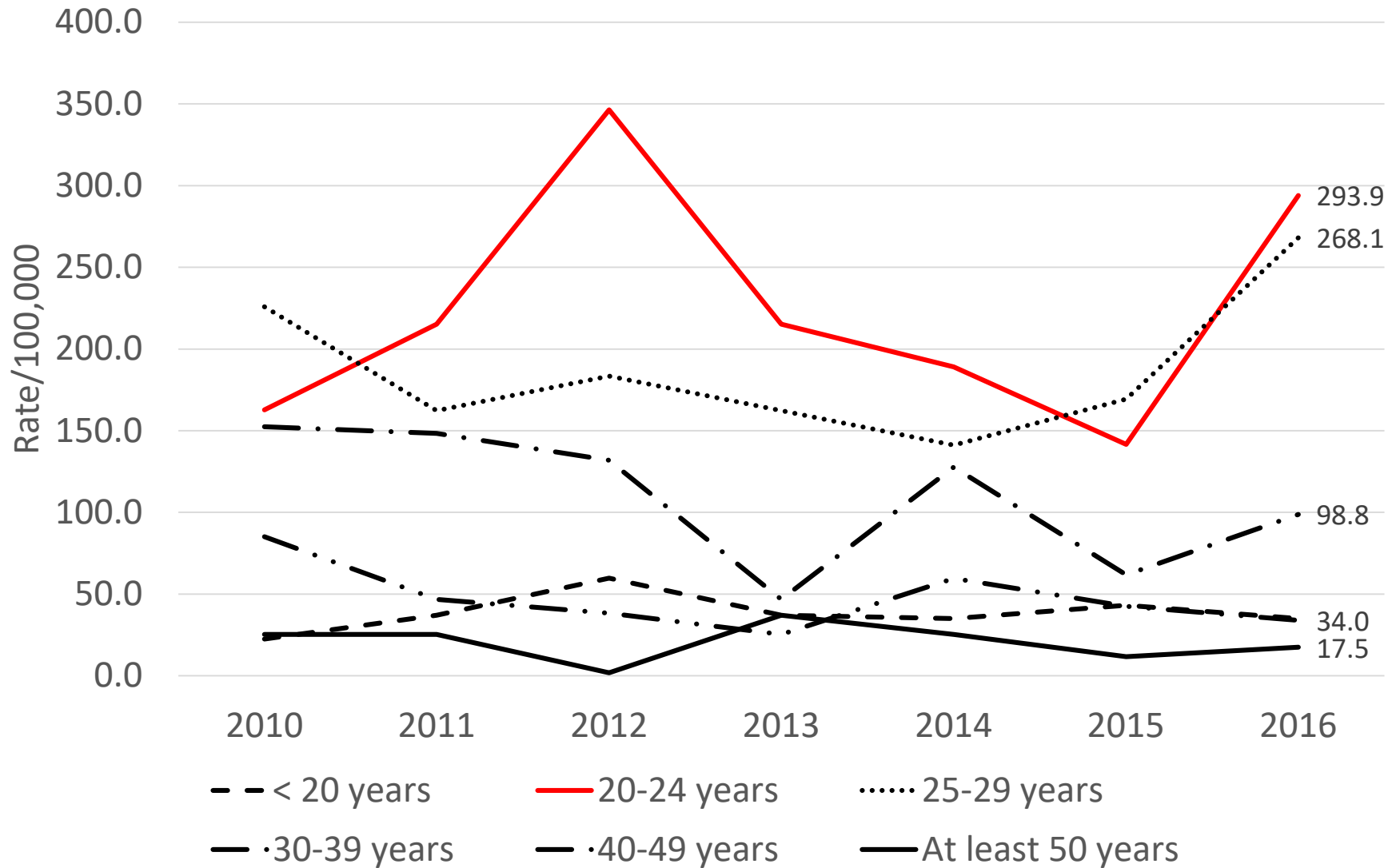
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## Chlamydia Rates by Age (Worcester), 2010-2016



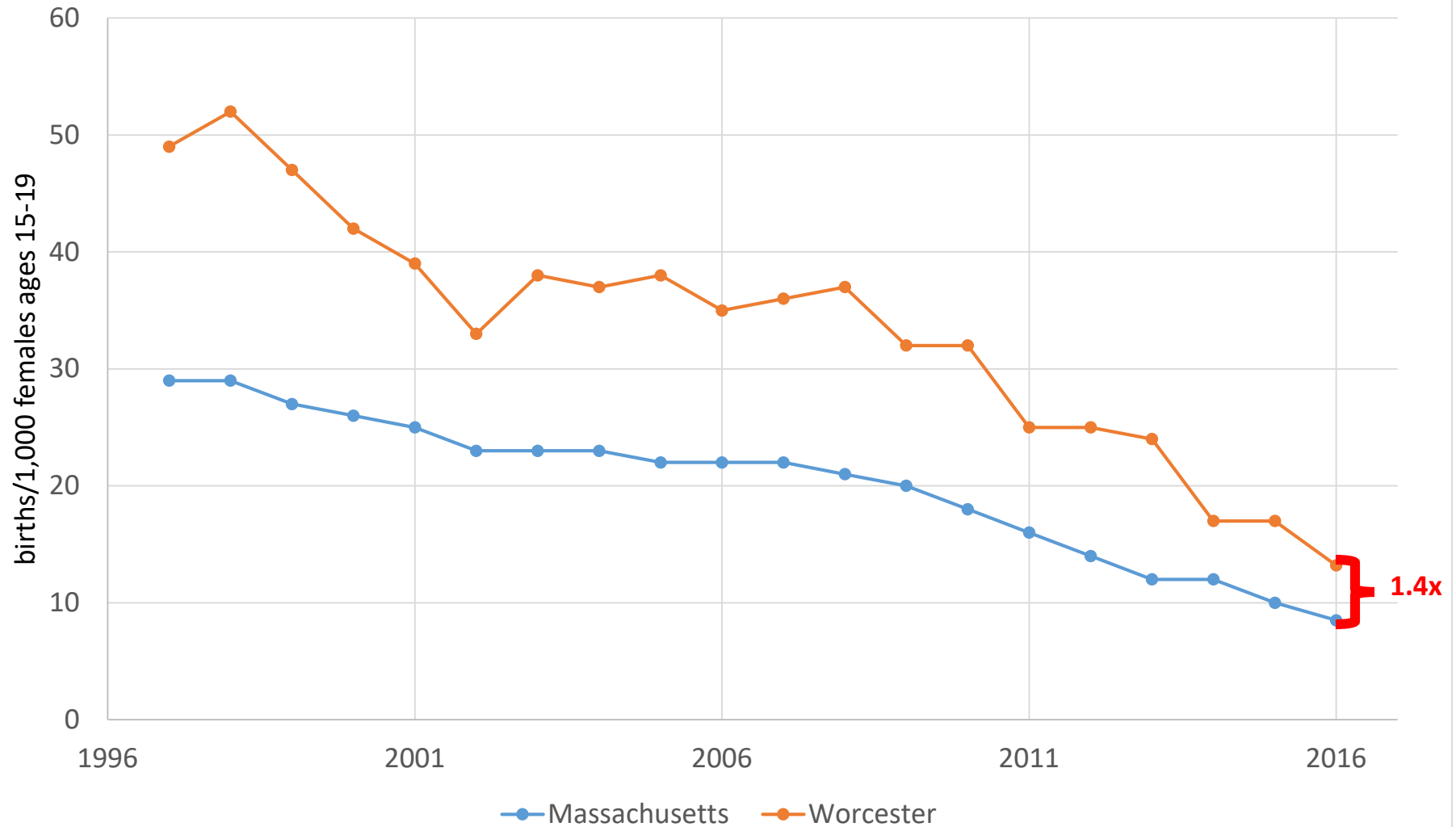
Data requested from the Massachusetts Department of Public Health.

## Gonorrhea Rates by Age (Worcester), 2010-2016



Data requested from the Massachusetts Department of Public Health.

## Worcester Teen Birth Rates (ages 15-19)



Massachusetts Department of Public Health, Birth Reports.



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# Worcester Regional Youth Health Survey

## Regional Youth Health Survey

Modeled after CDC's Youth Risk Behavior Surveillance System

Survey questions include topics ranging such as substance use, food security, sexual health, violence, etc.

### Worcester Public High Schools Included

Burncoat High, Claremont, Doherty, North, South, University Park, Worcester Tech, Gerald Creamer, Challenge & Reach

5,174 student respondents

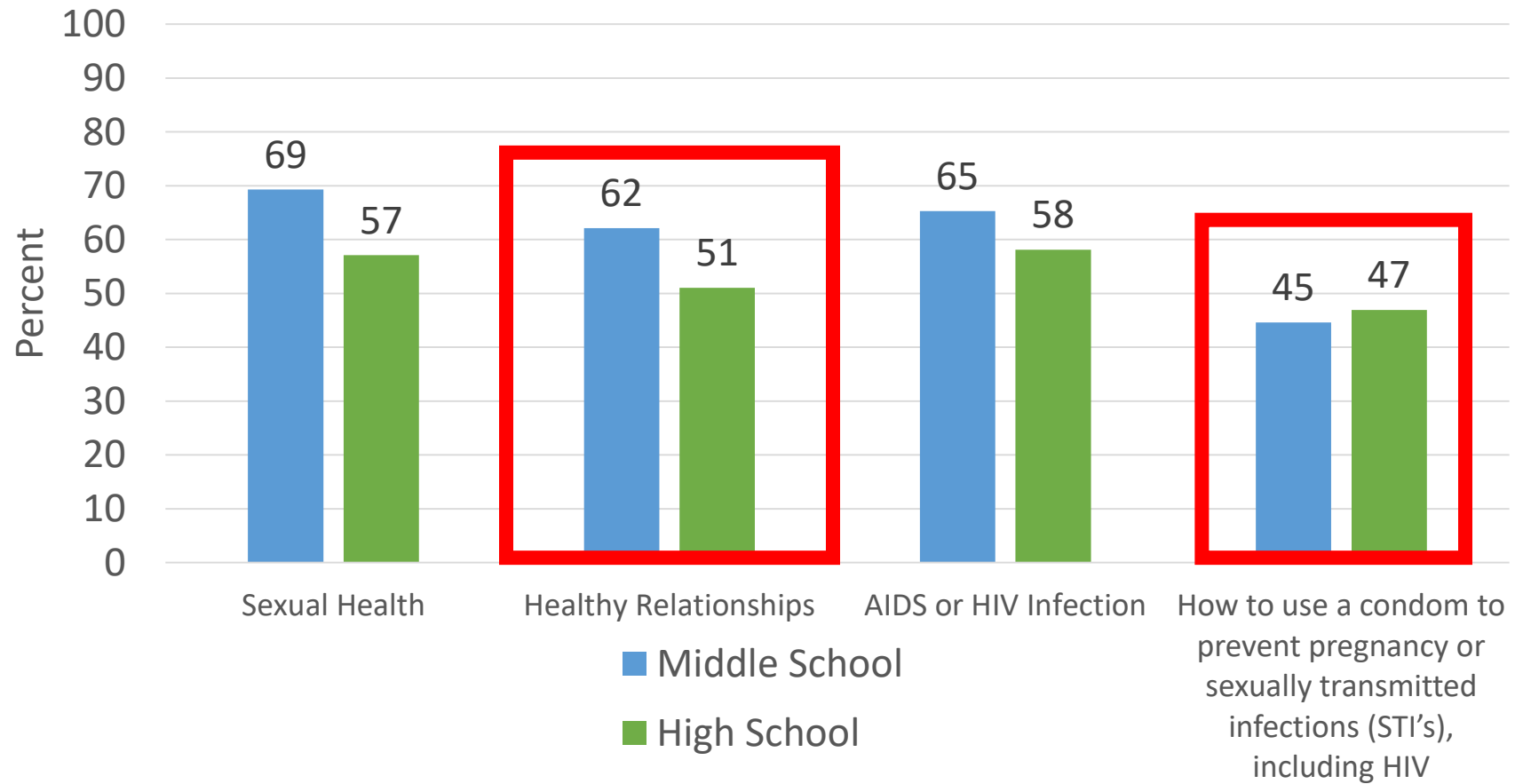
### Worcester Public Middle Schools Included

Burncoat Middle, Forest Grove, Sullivan, Worcester East

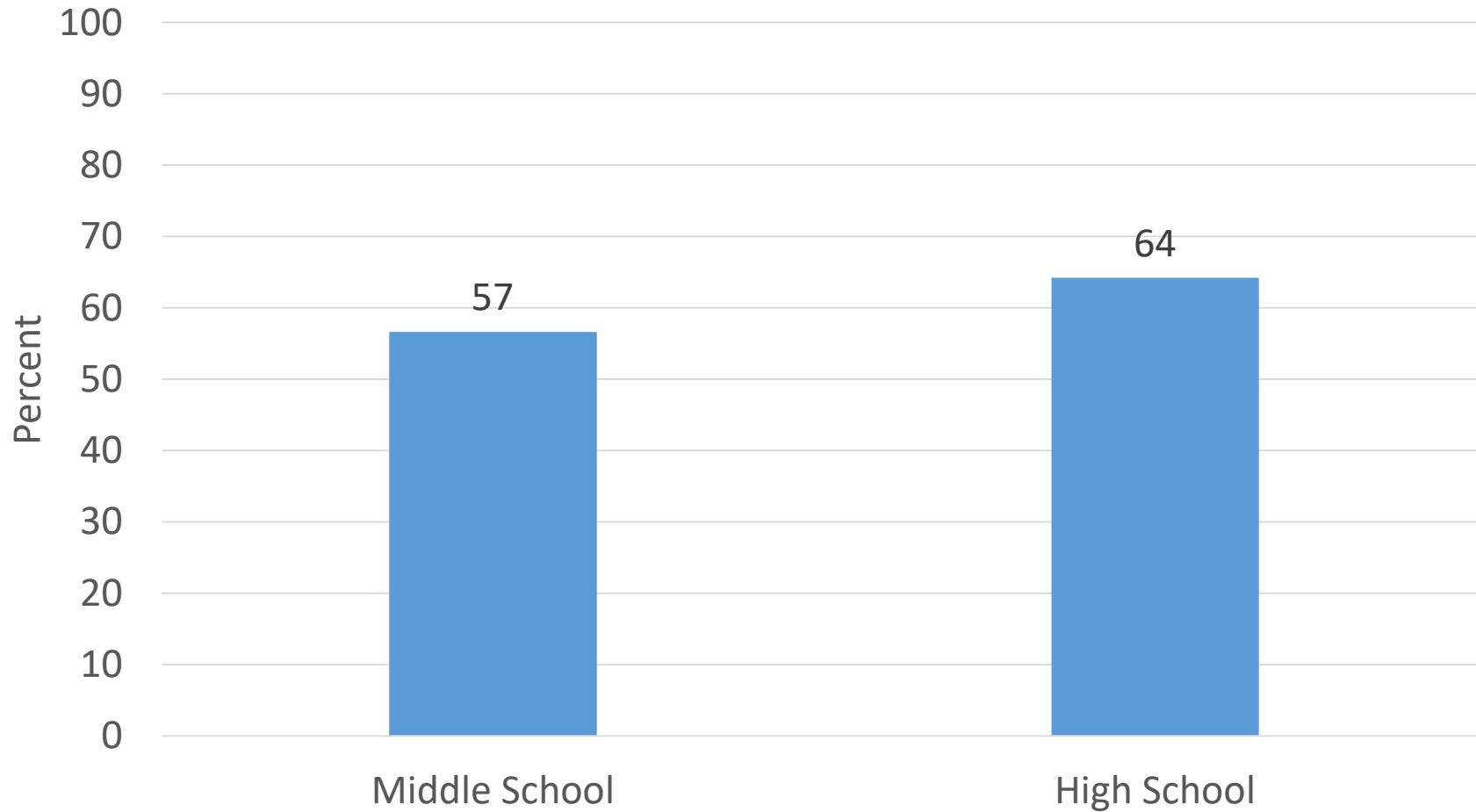
2,499 student respondents



# “Have you ever been taught about \_\_\_ in school?”

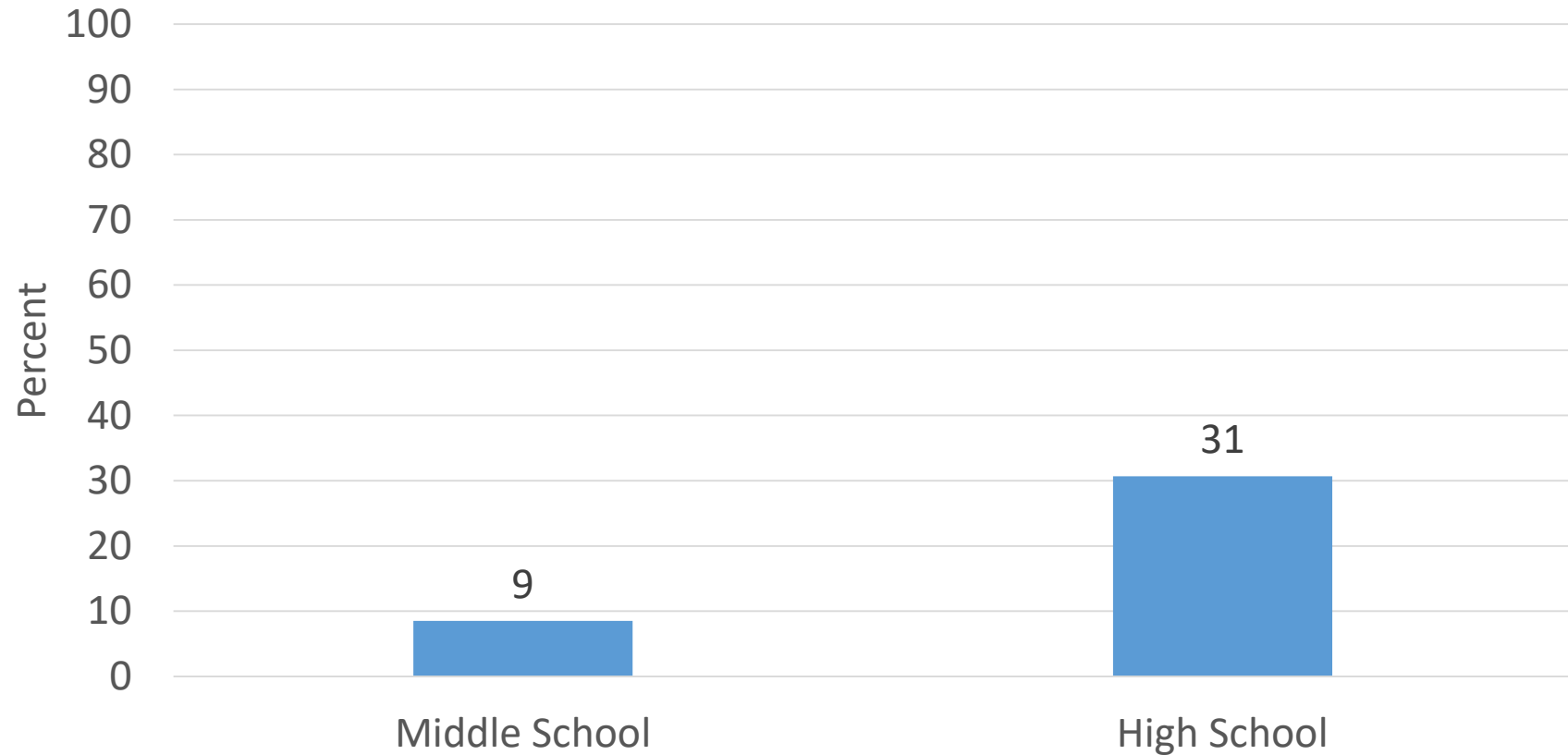


“Have you ever talked about ways to prevent HIV infection, other STIs, or pregnancy with your parents or other adults in your community?”



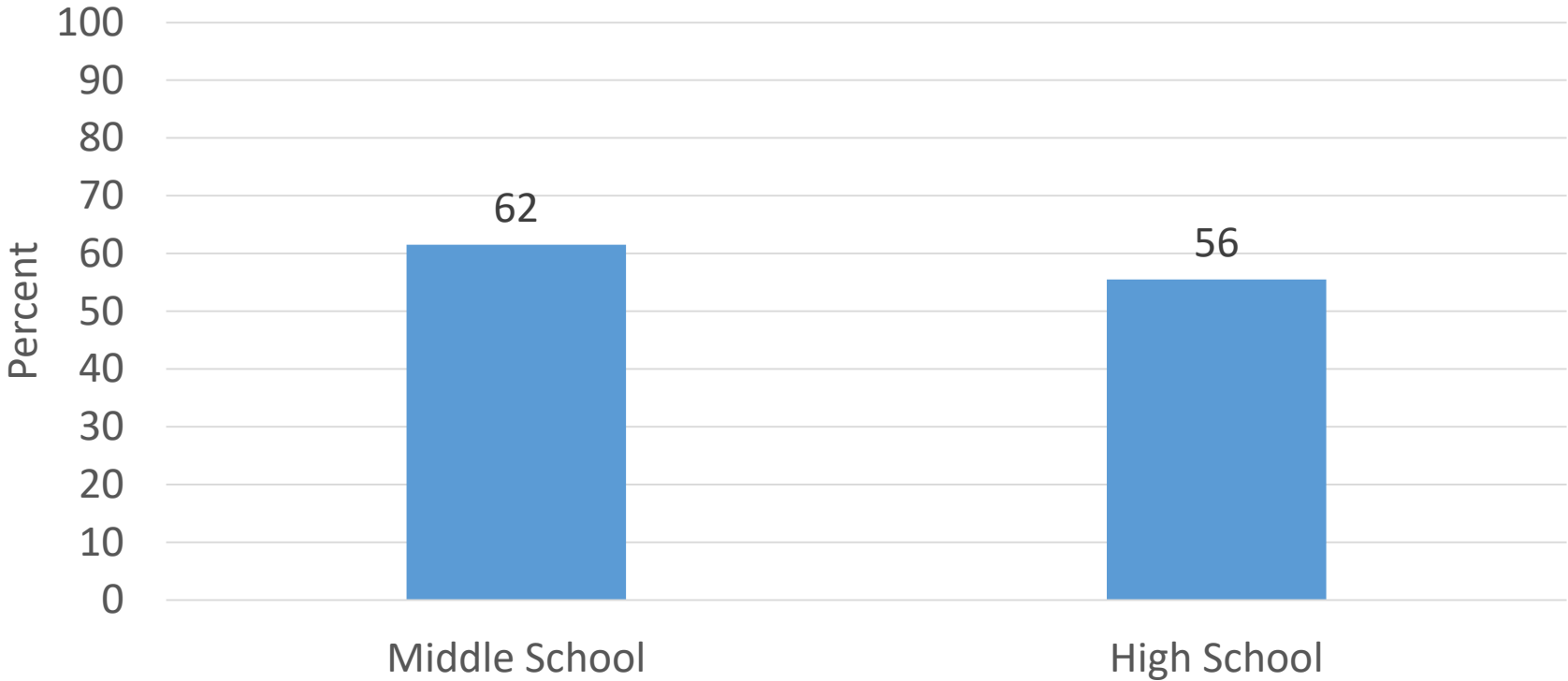
# 9% of WPS middle schoolers and 31% of high schoolers have had sexual intercourse

Have you ever had sexual intercourse?



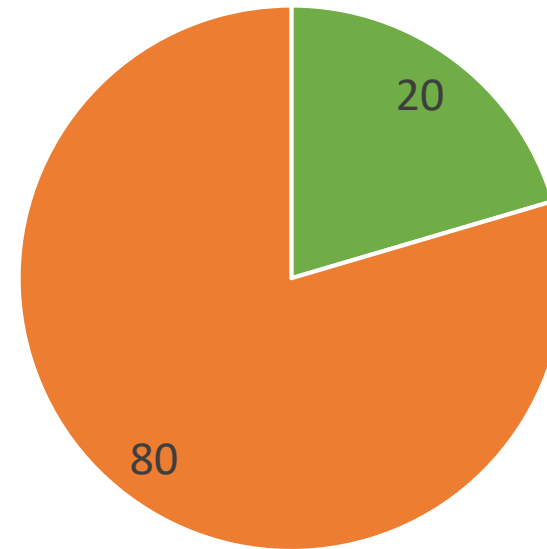
# Only 62% of middle schoolers and 56% of high schoolers who have had sex used a condom the last time they had sexual intercourse

The last time you had sexual intercourse, did you or your partner use a condom?



# 20% of WPS high schoolers who have had sexual intercourse drank alcohol or used drugs the last time they had sex

Did you drink alcohol or use drugs before you had sexual intercourse the last time?

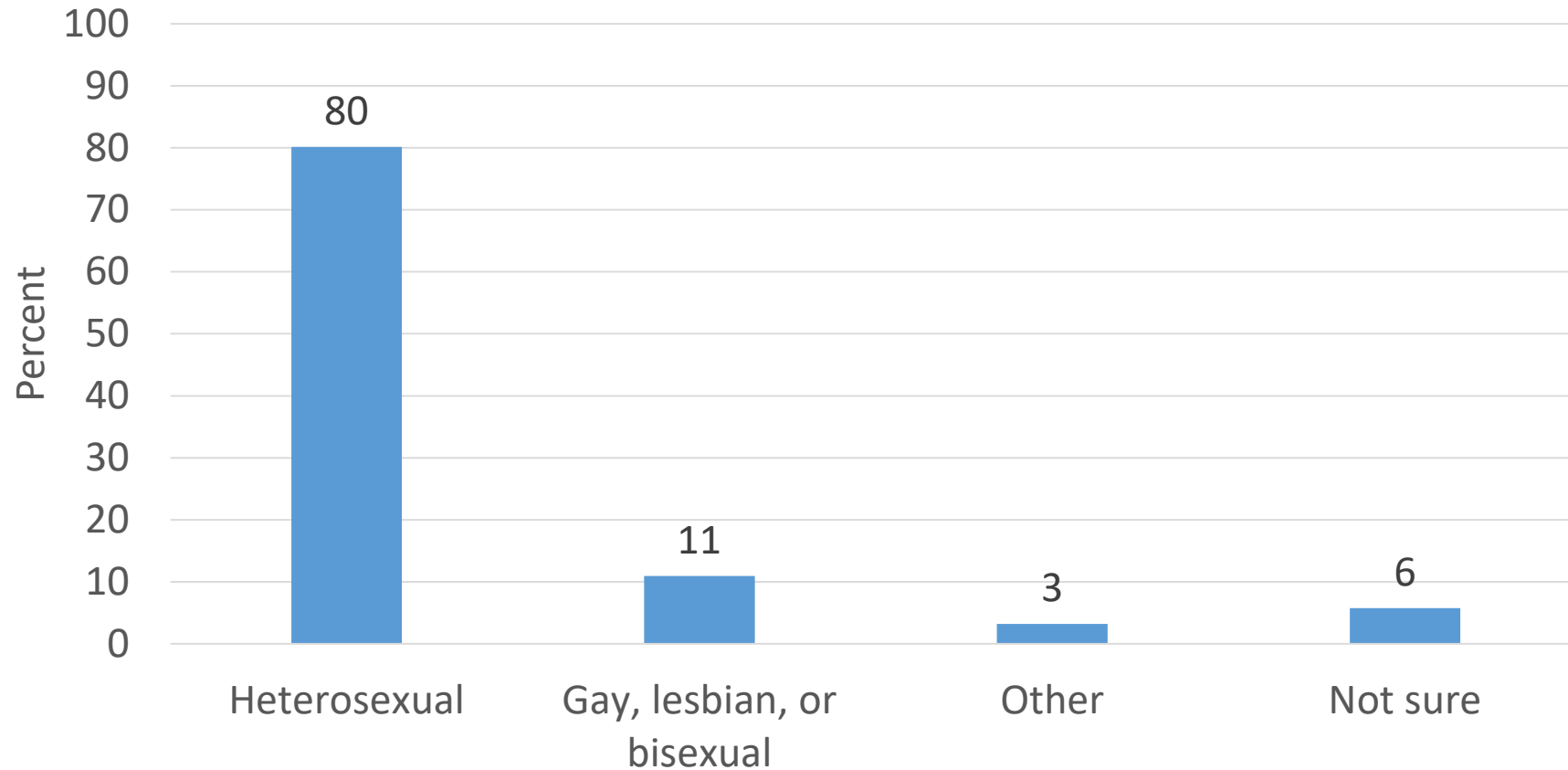


■ Yes ■ No

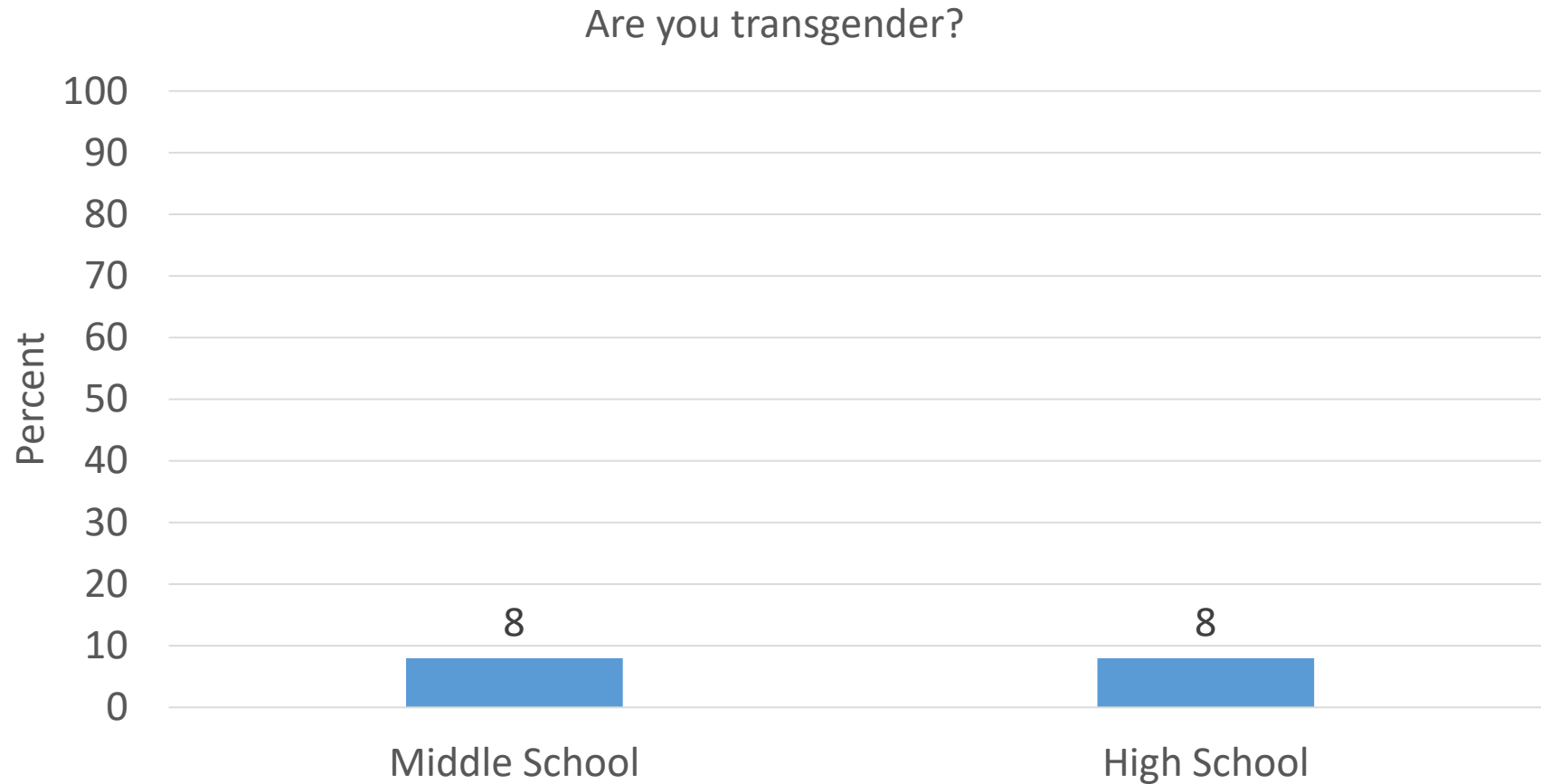


# 14% of WPS high school students identify as gay, lesbian, bisexual, or other

Which of the following best describes you?



# 8% of WPS middle schoolers and high schoolers identify as transgender





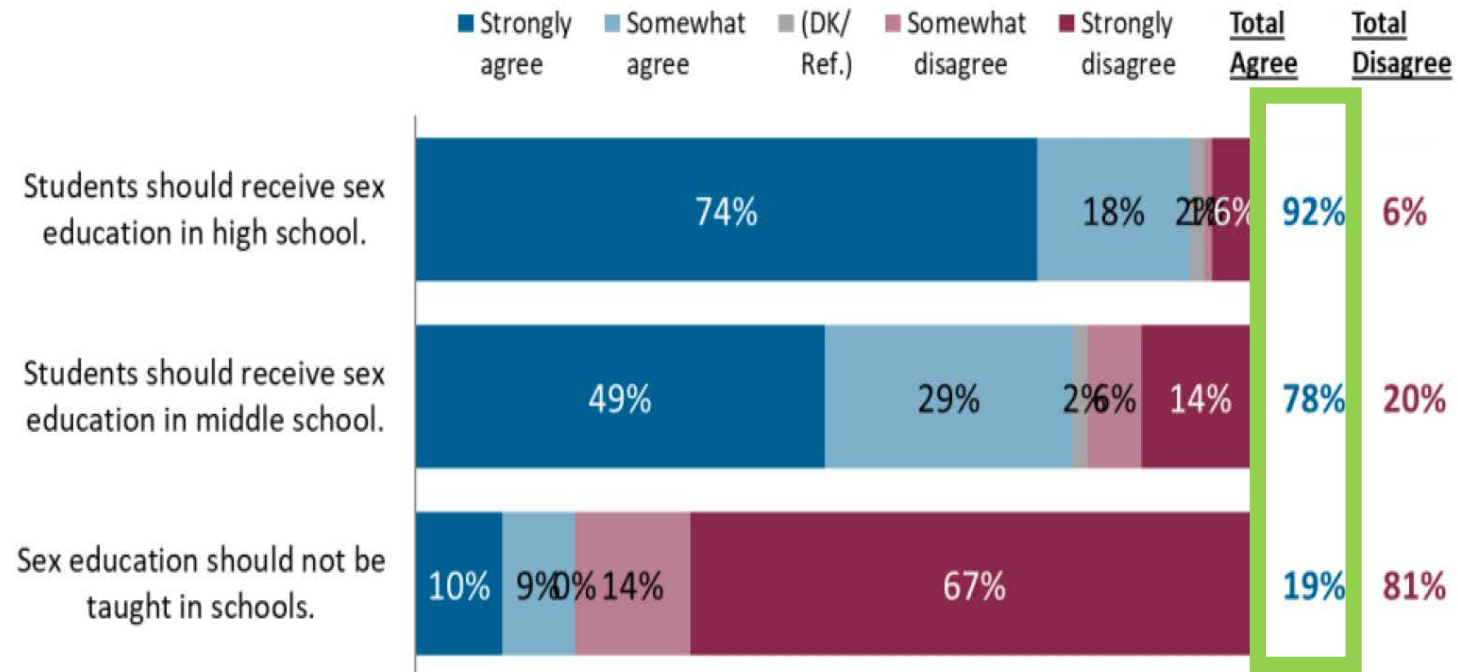
# “What do you think are the top issues facing middle school girls in Greater Worcester?”

	Girls (n = 396)	Parents (n = 69)	Providers (n = 61)
1 *most important*	Romantic relationships/ sexual health	Peer pressure/peer relationships	Peer pressure/peer relationships
2	Stress (mental health)	Bullying	Family problems/home pressures
3	Physical body changes	Romantic relationships/ sexual health	Romantic relationships/ sexual health
4	Peer pressure/peer relationships	Physical body changes	Bullying
5	Bullying	Stress (mental health)	School/Education

“From Gaps to Opportunities in 2012: Revisiting the Needs of Middle School Girls in Greater Worcester, MA.” [Executive Summary]. Investing in Girls Alliance

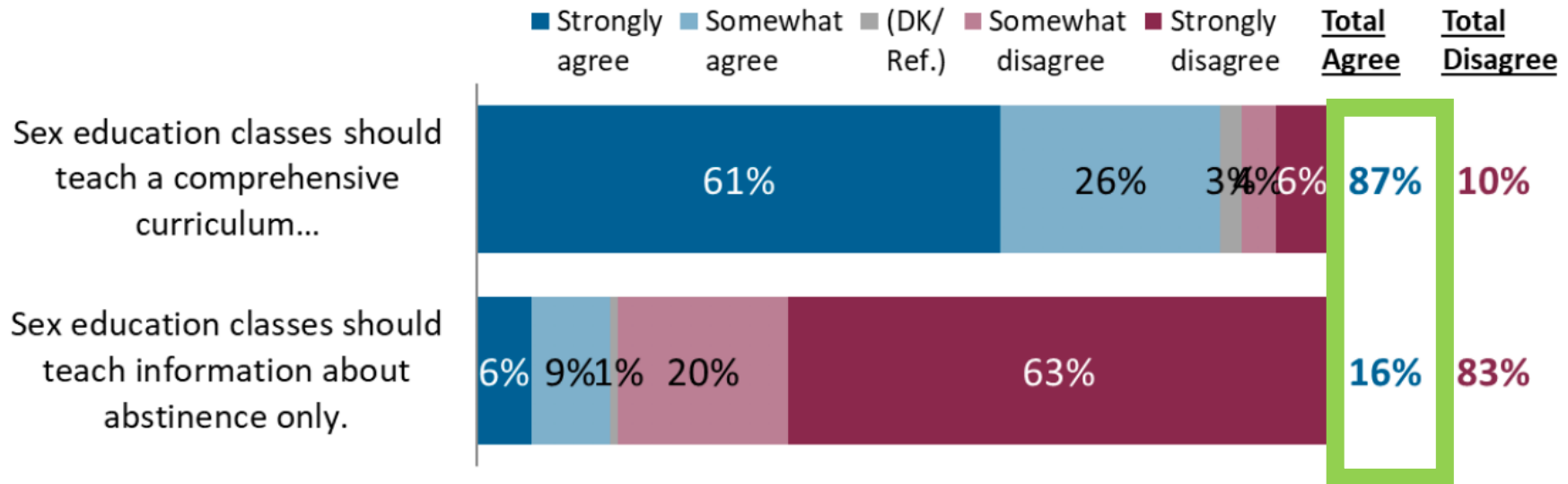
# 92% of randomly surveyed Worcester voters believe that students should receive sex ed in high school

## Opinions on Sex Education in Schools, City of Worcester



# 87% of randomly surveyed Worcester voters believe that sex education should be comprehensive

## Opinions on Sex Education Curriculum, City of Worcester



# Opt Out



# Recommendations from the Massachusetts Department of Public Health

Rigorously evaluated curricula listed by the Department of Health and Human Services' Office of Adolescent Health (OAH) and the Sexuality Information and Education Council of the United States (SIECUS):

All 4 You!

Be Proud! Be Responsible!

Be Proud! Be Responsible! Be Protective

**Cuidate\***

Focus on Youth

**Get Real Middle and High School Curriculum\***

Health Improvement Project for Teens (HIP Teens)

Horizons

It's Your Game; Keep It Real

**Making Proud Choices!\***

Reducing the Risk

Respeto/Proteger

Rikers Health Advocacy Program

Safer Choices

Sexual Health and Adolescent Risk Prevention (SHARP)

Sisters Informing Healing Living and Empowering (SiHLE)

Sisters Saving Sisters

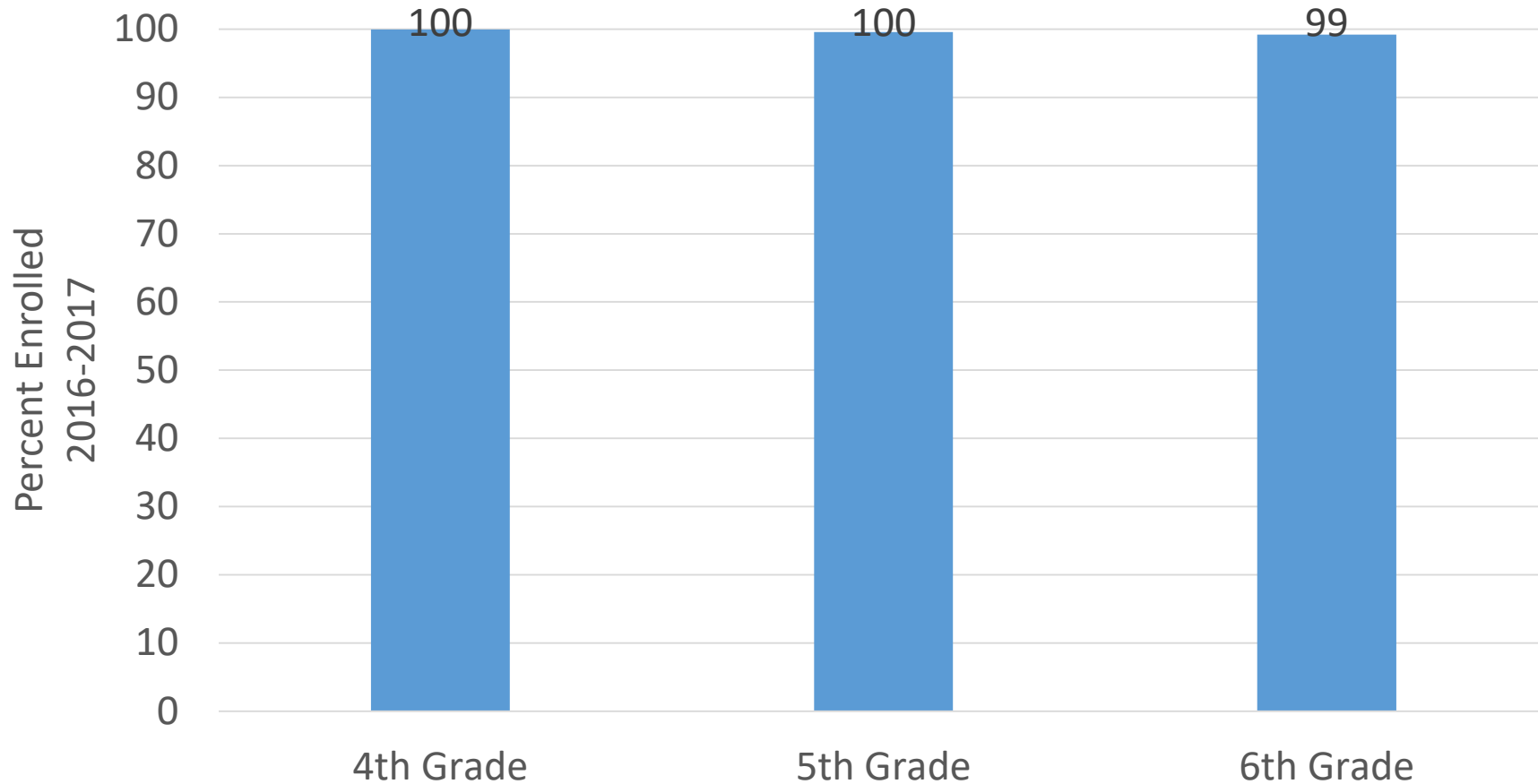
Teen Outreach Program

**\* = most popular curricula in MA**

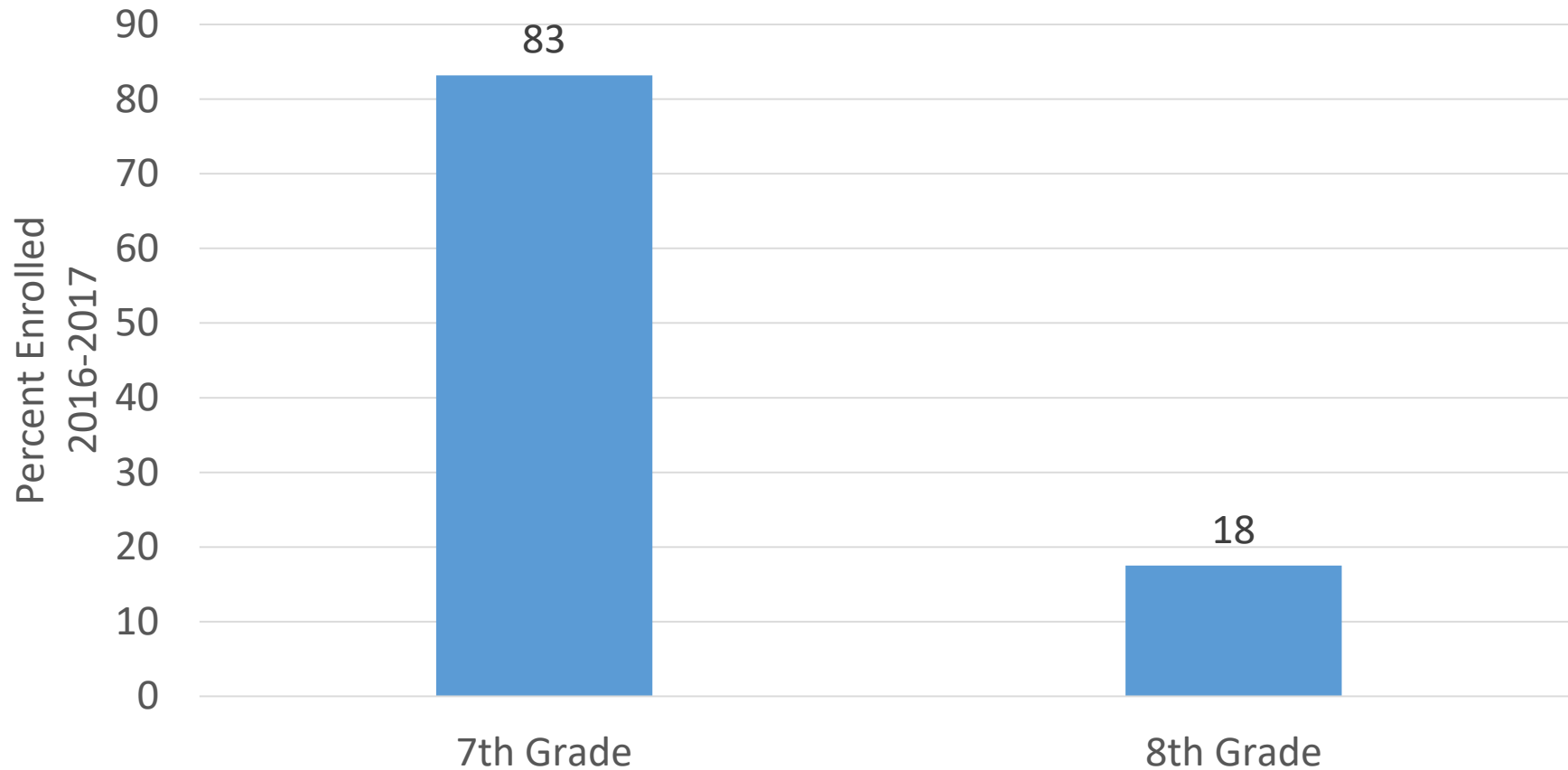


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# Approximately 100% of 4<sup>th</sup>, 5<sup>th</sup>, & 6<sup>th</sup> Graders are Enrolled in Health Ed

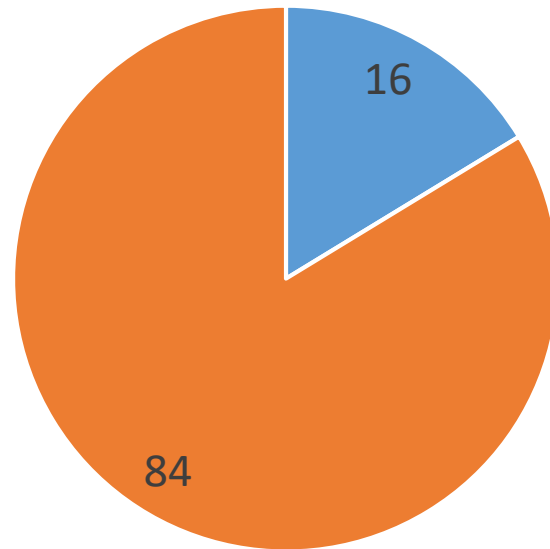


# 83% of 7<sup>th</sup> Graders and 18% of 8<sup>th</sup> Graders Receive Health Ed



# Majority of High Schoolers Not Enrolled in Health Ed

% High Schoolers Enrolled in Health Ed



■ % Enrolled   ■ % Not Enrolled



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# Our Ask

The Worcester Department of Health and Human Services is asking that, as a community, we adopt a robust health education curriculum which includes comprehensive, evidence-based sexuality education.



# Worcester Public Schools Proposal

The Michigan Model for Health™  
Sexual Education Component

# Current Health Education Structure:

- ▶ Grades 4/5 receive 1 semester (20 weeks)
- ▶ Grade 6 receive 1 lesson a week (36 weeks)
- ▶ Grade 7 receive 1 quarter/43-46 lessons (10 weeks)
- ▶ Grade 9 who elect health receive 1 quarter (10 weeks)

# Michigan Model Grade 6 Health Education Content

## Subject Units:

- ▶ Social Emotional Health
- ▶ Nutrition and Physical Activity
- ▶ Media/technology literacy and digital citizenship
- ▶ Safety
- ▶ Alcohol, Tobacco and other drugs
- ▶ Personal Health and Wellness
- ▶ HIV/AIDS

# Michigan Model Grade 7 Health Education Content:

## Subject Units\*:

- ▶ Social Emotional Health and safety (15)
- ▶ Nutrition (11)
- ▶ Alcohol and other drugs (11)
- ▶ Tobacco (6)
- ▶ HIV and other STIs, “Growing Up and Staying Healthy” (10)
- ▶ Human reproductive system (2)
- ▶ Character Education (12)

\* WPS will use 43 of 65 lessons

# Michigan Model Grade 9-12 Health Education Content:

## Subject Units:

- ▶ Social Emotional Health and safety
- ▶ Nutrition
- ▶ Alcohol and other drugs
- ▶ Tobacco
- ▶ HIV and other STIs, “Growing Up and Staying Healthy”
- ▶ Character Education

# Massachusetts Department of Education Comprehensive Health Curriculum

► **Core Concept:**

Health Literacy / Healthy Self-Management Skills / Health Promotion

► **Guiding Principles**

Comprehensive Health Education is:

- I. Sequential, PreK-12, Coordinated Teaching of Health, Physical Education and Family and Consumer Sciences
- II. Assessment of Risks, Consideration of Consequences, and Making Health Decisions
- III. Communication of Health Information
- IV. Acknowledgment of Similarities and Differences to Create a Safe and Supportive Environment
- V. Collaboration Among Components to Strengthen the Coordinated School Health Program

Retrieved from: <http://www.doe.mass.edu/frameworks/health/1999/1099.pdf>, p.2.

# Guiding Principles

- ▶ Comprehensive Health education teaches students fundamental health concepts and skills that foster healthy habits and behaviors for the individual and others through sequential and coordinated teaching of health education, physical education, and family and consumer sciences education at each grade level, prekindergarten through grade 12.
- ▶ Comprehensive Health education teaches students to use fundamental health concepts to assess risks, to consider potential consequences, and to make health enhancing decisions.
- ▶ Comprehensive Health education teaches skills that assist students to understand and communicate health information clearly for self-management and health promotion.
- ▶ Comprehensive Health education contributes to the capacity of students to work in a positive manner with families, school staff, peers, and community members to enhance personal health and create a safe and supportive environment where individual similarities and differences are acknowledged.
- ▶ Comprehensive Health education is strengthened through collaboration and partnerships among all components of the coordinated school health program and other subjects.

Retrieved from: <http://www.doe.mass.edu/frameworks/health/1999/1099.pdf>,

p. 5.



# Curriculum Strands and Learning Standards

Physical Health	Social & Emotional Health	Safety & Prevention	Personal & Community Health
<p>Standards</p> <ul style="list-style-type: none"><li>• Growth and Development</li><li>• Physical Activity &amp; Fitness</li><li>• Nutrition</li><li>• Reproduction/ Sexuality</li></ul>	<p>Standards</p> <ul style="list-style-type: none"><li>• Mental Health</li><li>• Family Life</li><li>• Interpersonal Relationships</li></ul>	<p>Standards</p> <ul style="list-style-type: none"><li>• Disease Prevention and Control</li><li>• Safety and Injury Prevention</li><li>• Tobacco, Alcohol and Other Substance Use/Abuse Prevention</li><li>• Violence Prevention</li></ul>	<p>Standards</p> <ul style="list-style-type: none"><li>• Consumer Health and Resource Management</li><li>• Ecological Health</li><li>• Community and Public Health</li></ul>

Retrieved from: <http://www.doe.mass.edu/frameworks/health/1999/1099.pdf>

# Sexual Health Education Curriculum: Physical Health

## Physical Health Strand

Students will recognize decisions that all individuals will make with respect to their bodies in daily living and identify the relationships among actions, conduct and wellness.

## Standards

**1 GROWTH AND DEVELOP** Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.

**4 REPRODUCTION/SEXUALITY** Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health

# Sexual Health Education Curriculum: Social and Emotional Health

## Social and Emotional Health Strand

Students will develop skills needed in daily life as they come to learn about their identity and how to manage interactions with other people.

## Standards

**5 MENTAL HEALTH** Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention

**7 INTERPERSONAL RELATIONSHIPS** Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

# Sexual Health Education Curriculum: Safety and Prevention

## Safety and Prevention Strand

Students will learn how they make decisions and weigh the probable consequences of their actions.

## Standards

**8 DISEASE PREVENTION AND CONTROL** Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

**11 VIOLENCE PREVENTION** Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternative

# Sexual Health Education Curriculum: Personal and Community Health

## Personal and Community Health Strand

Students will develop a clearer understanding of their personal, social and civic responsibilities by acting on accurate information to improve health in their communities.

## Standards

**12 CONSUMER HEALTH AND RESOURCE MANAGEMENT** Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.

**14 COMMUNITY AND PUBLIC HEALTH** Students will learn the influence of social factors on health and the contribution of public health, and will gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.

# What is the *Michigan Model for Health*<sup>™</sup>

The *Michigan Model for Health*<sup>™</sup> is a comprehensive and sequential Pre-K through 12th grade health education curriculum that aims to give children the knowledge and skills needed to practice and maintain healthy behaviors and lifestyles. It provides age-appropriate lessons addressing the most serious health challenges facing school-aged children, including social and emotional health; nutrition and physical activity; alcohol, tobacco and other drugs; personal health and wellness; safety; and HIV.

The *Michigan Model for Health*<sup>™</sup> facilitates learning through a variety of interactive teaching and learning techniques. Skill development through demonstration and guided practice is emphasized resulting in the development of positive lifestyle behaviors for students and families.

The *Michigan Model for Health*<sup>™</sup> is based on the Adapted Health Belief Model, a merging of several behavior change theories including the Social Cognitive Theory, Social Influence Theory, and Social Behavioral Theory. A key principle of the Adapted Health Belief Model is that a health education program is more likely to impact behavior change if it includes all of the following components: knowledge, skills, self-efficacy, and environmental support.

The *Michigan Model for Health*<sup>™</sup> is designed for implementation as a component of the core school curriculum, with each of the lessons lasting 15-45 minutes in length. The lessons may be integrated in various disciplines such as language arts, science, social studies, etc. Furthermore, some lessons include activities to facilitate parental and family involvement beyond the classroom.

# A little history of the *Michigan Model for Health™*

- ▶ The *Michigan Model for Health™* was first implemented in 1985 as a result of collaboration between the following state agencies: Public Health (renamed Community Health), Education, Mental Health, Social Services (renamed Human Services), Office of Highway Safety Planning, State Police and Substance Abuse (merged with Community Health). The goal was to create a coordinated and collaborative program that provided school-aged children with information and skills related to health and disease prevention.
- ▶ Besides Michigan, the *Michigan Model for Health™* has been implemented in the following **39 states**: Alaska, Alabama, Arkansas, Arizona, California, Florida, Georgia, Iowa, Illinois, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Maryland, Maine, Minnesota, Missouri, Montana, North Carolina, Nebraska, New Hampshire, New Jersey, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Vermont, Washington, Wisconsin, and Wyoming.
- ▶ The *Michigan Model for Comprehensive School Health Education™* originated as a K-6 curriculum and was developed to provide for consistency in health education to all students in the state of Michigan. In a unique interagency effort, pooling ideas and resources, a new comprehensive health education curriculum was born.

What are the goals and primary student outcomes of the *Michigan Model for Health™* ?

The major goal of this program is to motivate and assist students to maintain and/or improve their health, prevent disease, and reduce health-related risk behaviors while creating a partnership between home, school, community groups, and government.



# What does research say about the *Michigan Model for Health™* ?

Over the past 15 years, studies have shown the effectiveness of the *Michigan Model for Health™*, including declining numbers in alcohol and other drug use, unhealthy eating, and other risky behaviors by those who received the curriculum.

In addition, students improved their skills for managing feelings such as anger and stress, enhanced their skills for staying safe on the Internet, and increased both their knowledge and skills related to physical activity and nutrition.

# *Michigan Model for Health™*

## Grade 7-8 Growing Up & Staying Healthy

Growing Up and Staying Healthy: Understanding HIV and Other STIs

Teaches students the knowledge and skills they need to avoid sexual behaviors that can damage their health and prevent them from reaching their full potential.

# Why the “Growing up and Staying Healthy: Understanding HIV and Other STIs” unit from the Michigan Model for Health?

- ▶ Sexual health is taught in the context of comprehensive health model.
- ▶ Skills taught and learned will cross over content and compliment each other.
- ▶ There is a building of language and concepts over time within the continuous program.
- ▶ The Michigan Model has a long, successful track record in use since 1985 with a most recent update in 2016.
- ▶ There is the availability of online training and access to videos and resources, many at no cost.

# Scope & Sequence 7/8

## SCOPE & SEQUENCE GRADES 7/8

### Safe & Sound for Life: Social & Emotional Health & Safety

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>Examining how feelings and thoughts help determine behavior</li> <li>Recognizing characteristics of stress and stress management</li> <li>Identifying signs of anger and ways to manage anger</li> <li>Identifying internal and external influences that lead to aggression and violence</li> <li>Recognizing depression and getting help</li> <li>Analyzing bullying and cyberbullying and the role of bystanders</li> <li>Knowing characteristics and laws related to sexual harassment and abusive relationships</li> <li>Developing healthy relationships and friendships</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Expressing emotions and thoughts</li> <li>Using empathy</li> <li>Practicing I-statements</li> <li>Using decision making</li> <li>Problem solving</li> <li>Asking effective questions</li> <li>Managing conflicts</li> <li>Choosing positive relationships</li> <li>Avoiding dangerous situations</li> <li>De-escalating intimidation</li> <li>Maintaining personal safety</li> <li>Getting help for abusive relationships</li> <li>Helping others</li> <li>Accessing resources</li> </ul>

### A Winning Team: Healthy Eating & Physical Activity

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>Recognizing health benefits of healthy eating, hydration, and being physically active</li> <li>Describing the federal guidelines for diet and physical activity</li> <li>Understanding factors related to weight control, body image, and body type</li> <li>Identifying moderate-intensity physical activities</li> <li>Exploring nutrition information on food labels, health claims, and advertisements</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing personal food intake</li> <li>Assessing personal barriers and developing solutions to healthy eating and physical activity</li> <li>Accessing resources for weight management and unhealthy eating patterns</li> <li>Analyzing influences of sedentary activities on physical activity</li> <li>Selecting foods with high nutritional value</li> <li>Analyzing nutrition information to identify healthier food options when eating out</li> <li>Persuading peers to eat healthy and be physically active</li> <li>Setting goals to improve healthy eating and increase physical activity</li> </ul>

### Stay Drug Free Today for a Successful Tomorrow: Alcohol & Other Drug Prevention

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>Analyzing internal and external influences and social norms</li> <li>Recognizing one's personal control over their response to influences</li> <li>Distinguishing passive, aggressive, and assertive, verbal and non-verbal communication</li> <li>Exploring dependency and addiction</li> <li>Identifying resources and help for alcohol, tobacco, and other drug dependency</li> <li>Researching the dangers of alcohol, marijuana, and steroid use, and over-the-counter, prescription drug and sports supplements misuse</li> </ul>	<ul style="list-style-type: none"> <li>Using I-statements in pressure situations</li> <li>Practicing refusal skills to avoid drug use</li> <li>Identifying risky situations</li> <li>Applying effective communication skills</li> <li>Using decision making and problem solving</li> <li>Getting help</li> <li>Advocating for drug-free social norm</li> <li>Accessing resources</li> </ul>

Note: Diverse Misuse Supplemental Curriculum available for 2019-2020 school year

## SCOPE & SEQUENCE GRADES 7/8

### The Power is Yours to Be Tobacco Free

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>Describing how tobacco negatively impacts individuals, friends, family and community</li> <li>Practicing healthy ways to meet needs without tobacco use</li> <li>Exploring the dangers of vaping, e-cigarettes, tobacco and hookah use, and second and third-hand smoke</li> <li>Exploring the health, legal, social and financial consequences of use</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing influences to use tobacco</li> <li>Using refusal skills to avoid tobacco use</li> <li>Supporting those who abstain and those who are trying to quit</li> <li>Identifying risky situations that could lead to tobacco use</li> <li>Solving problems related to tobacco use</li> <li>Avoiding secondhand smoke</li> <li>Accessing resources to quit tobacco use</li> <li>Practice developing persuasive advice for peers on how to stay tobacco free</li> </ul>

### Growing Up & Staying Healthy: Understanding HIV and Other STIs

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>Distinguishing myths and facts related to HIV and other STIs</li> <li>Exploring consequences of infection with HIV and other STIs</li> <li>Evaluating how HIV and other STIs are and are not transmitted</li> <li>Describing the negative consequences of sexual intercourse and reducing risk</li> <li>Identifying situations requiring professional health services</li> </ul>	<ul style="list-style-type: none"> <li>Applying strategies to create sexual boundaries, abstain from sex and/or reduce risk*</li> <li>Accessing reliable sources of information and help related to HIV and other STIs</li> <li>Avoiding and escaping risky situations</li> <li>Communicating verbally and non-verbally to refuse participation in sexual behaviors</li> <li>Practice refusing pressure and identifying trouble for risky situations</li> <li>Set goals to stay free of HIV and other STIs</li> <li>Advocating for peers to live free of HIV and other STIs</li> </ul> <p>* This module offers two tracks: abstinence-only or abstinence-plus-condoms</p>



# MICHIGAN MODEL FOR HEALTH™

## SCOPE & SEQUENCE GRADES 9-12

### Skills for Health & Life

FOCUS	SKILLS
<p>The first unit of this one-semester curriculum focuses exclusively on introducing and practicing skills that are reinforced in subsequent units.</p>	<ul style="list-style-type: none"> <li>• Accessing information</li> <li>• Analyzing influences</li> <li>• Setting goals</li> <li>• Making healthy decisions</li> <li>• Using interpersonal communication</li> <li>• Practicing effective listening</li> <li>• Responding to the emotions of others</li> <li>• Communicating assertively</li> <li>• Asking effective questions</li> <li>• Practicing refusal skills</li> <li>• Using negotiation skills</li> <li>• Collaborating with peers</li> <li>• Developing self management skills</li> <li>• Advocating for health</li> </ul>

### Social & Emotional Health

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>• Understanding self awareness</li> <li>• Recognizing and managing stress</li> <li>• Describing stress and depression</li> <li>• Locating resources for help regarding depression and suicide</li> <li>• Managing and resolving conflicts</li> <li>• Identifying positive and negative relationships</li> <li>• Exploring laws concerning bullying, harassment and sexual harassment</li> <li>• Learning the warning signs of dating abuse</li> <li>• Where to get help for abusive relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Using empathy</li> <li>• Getting help</li> <li>• Analyzing the validity of resources</li> <li>• Practicing conflict resolution</li> <li>• Negotiation</li> <li>• Setting goals</li> <li>• Identifying and avoiding dangerous situations</li> </ul>

### Nutrition & Physical Activity

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>• Describing healthy and unhealthy weight management</li> <li>• Recognizing facts and myths regarding nutrition and physical performance</li> <li>• Assessing the importance of nutrition during pregnancy</li> <li>• Locating and assessing validity of nutrition resources</li> <li>• Analyzing food labels and federal guidelines for diet and physical activity</li> <li>• Practicing healthy eating in restaurants</li> <li>• Advocating for nutritional choices and physical activity at school</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing and assessing personal food intake</li> <li>• Assessing personal barriers to physical activity and developing solutions</li> <li>• Predicting benefits or consequences related to eating and physical activity behaviors</li> <li>• Developing healthy eating and physical activity behaviors</li> <li>• Using decision making</li> <li>• Setting goals</li> <li>• Accessing resources</li> <li>• Advocating for healthier food choices and regular physical activity</li> </ul>

### Safety

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>• Recognizing dangerous situations and when it is important to report to authorities</li> <li>• Developing strategies for resolving and managing potentially dangerous situations including conflicts involving weapons and gangs</li> <li>• Practicing strategies to stay safe in a violent situation</li> <li>• Analyzing effects of violence on individuals, families, communities and the nation</li> <li>• Using problem-solving and decision-making skills to generate alternative solutions to social situations that may place one at risk</li> <li>• Predicting potential short and long-term effects of choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying, avoiding, and reporting dangerous situations</li> <li>• Practicing conflict resolution</li> <li>• Getting help from others</li> <li>• Analyzing influences on promotion and prevalence of violence</li> <li>• Using decision making and problem solving</li> <li>• Accessing reliable resources</li> </ul>



## MICHIGAN MODEL FOR HEALTH™ SCOPE & SEQUENCE GRADES 9-12

### Alcohol, Tobacco, & Other Drugs

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>Recognizing short and long-term effects of alcohol, tobacco and other drugs</li> <li>Clarifying myths regarding use of alcohol, tobacco and other drugs</li> <li>Locating and assessing the validity of drug-related information resources and services</li> <li>Describing financial, political, social, health, legal issues and influences related to alcohol, tobacco and other drugs</li> <li>Analyzing internal and external pressures to use drugs</li> <li>Promoting a drug-free environment</li> <li>Avoiding and resisting use of alcohol, tobacco and other drugs</li> </ul>	<ul style="list-style-type: none"> <li>Advocating for a drug-free environment</li> <li>Analyzing influences on drug use</li> <li>Using decision making and problem solving</li> <li>Advocating to reduce teen drug use</li> <li>Accessing reliable information and resources</li> <li>Avoiding exposure to and resisting use alcohol, tobacco and other drugs</li> <li>Practicing refusal skills</li> <li>Supporting others who want to stop using alcohol, tobacco or other drugs</li> </ul> <div style="background-color: #c00000; color: white; padding: 5px; text-align: center; margin-top: 10px;"> <p><b>Note:</b> Opioid Misuse Supplemental Curriculum available for the 2019-2020 school year</p> </div>

### Personal Health & Wellness

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>Accessing valid information related to personal health issues and concerns</li> <li>Preventing spread of infectious diseases</li> <li>Recognizing the importance of sleep and rest</li> <li>Describing social influences on sun safety behaviors</li> <li>Understanding how to get regular health screenings, and finding quality health care</li> <li>Determining whether medical care is required based on symptoms</li> <li>Analyzing influences of media on personal health care product usage</li> </ul>	<ul style="list-style-type: none"> <li>Accessing information</li> <li>Assessing validity of sources</li> <li>Effective listening</li> <li>Asking effective questions</li> <li>Analyzing influences</li> <li>Using assertive communication</li> </ul>

### Healthy & Responsible Relationships: HIV, STIs, & Pregnancy Prevention

CONTENT	SKILLS
<ul style="list-style-type: none"> <li>Recognizing healthy relationships</li> <li>Building healthy relationships and intimacy</li> <li>Understanding the consequences of infection with HIV and other STIs</li> <li>Describing how HIV and other STIs are and are not transmitted</li> <li>Analyzing health risks of various behaviors</li> <li>Knowing where to get HIV and other STI testing</li> <li>Determining the costs of pregnancy and teen parenting</li> <li>Identifying the laws and legal consequences of underage sex</li> <li>Situations requiring professional health services</li> </ul>	<ul style="list-style-type: none"> <li>Applying strategies to abstain from sex and/or reduce risk*</li> <li>Accessing reliable sources of information and help</li> <li>Avoiding and escaping risky situations</li> <li>Communicating respectfully and assertively</li> <li>Refusing pressure</li> <li>Identifying trouble situations</li> <li>Analyzing influences on sexual behaviors</li> <li>Setting effective personal goals</li> <li>Advocating for peers to prevent HIV, other STIs and pregnancy</li> </ul> <p><small>* This module offers three tracks: abstinence-only, abstinence-plus-condoms, or abstinence-plus-contraceptives.</small></p>



# Targeted District Supports

- ▶ Sexual Health Curriculum within Comprehensive Health Curriculum
- ▶ Parent/Guardian Information and Opt Out Option as Required
- ▶ School Nurse (SBIRT)
- ▶ School Based Health Center Staff
- ▶ School Adjustment Counselor and School Psychologist
- ▶ Community Agency Referrals
- ▶ Department of Public Health - Greater Worcester Regional Health Survey

# Recommendations

- ▶ Adopt the Michigan Model as a comprehensive health curriculum for the district
  - ▶ to include access for all students in grades 4-12
  - ▶ to include the sexual education component
- ▶ Expand access to Health classes in Grade 8; if funding becomes available
  - ▶ Increase by 3 additional teachers
- ▶ Continue to increase the number of elective health courses available to students grades 9-12
- ▶ Health teachers and school leadership will receive training to address the needs of LBGTO students as directed and trained by DESE to ensure the delivery of instructional curriculum
- ▶ Health teachers review curriculum in June 2019, assess for recommendations for additional resources
- ▶ Student, parent, and community review the curriculum at the end of the school year 2020 to make further recommendations