

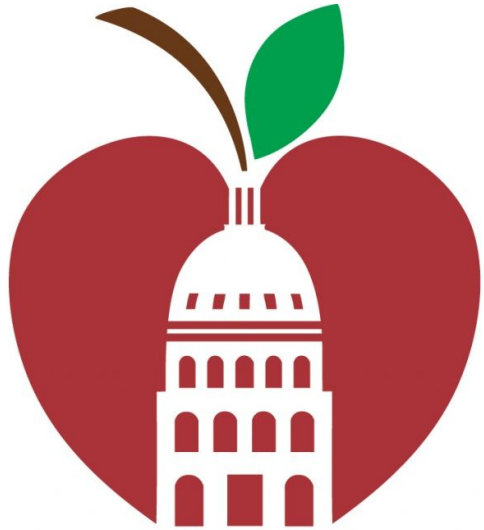
Welcome!

Sit with your grade level colleagues

Add any other entry instructions here

Add any other entry instructions here



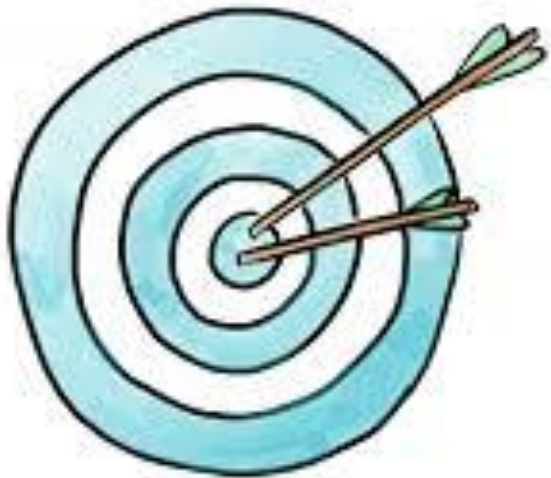


AUSTIN
Independent School District

Human Sexuality & Responsibility

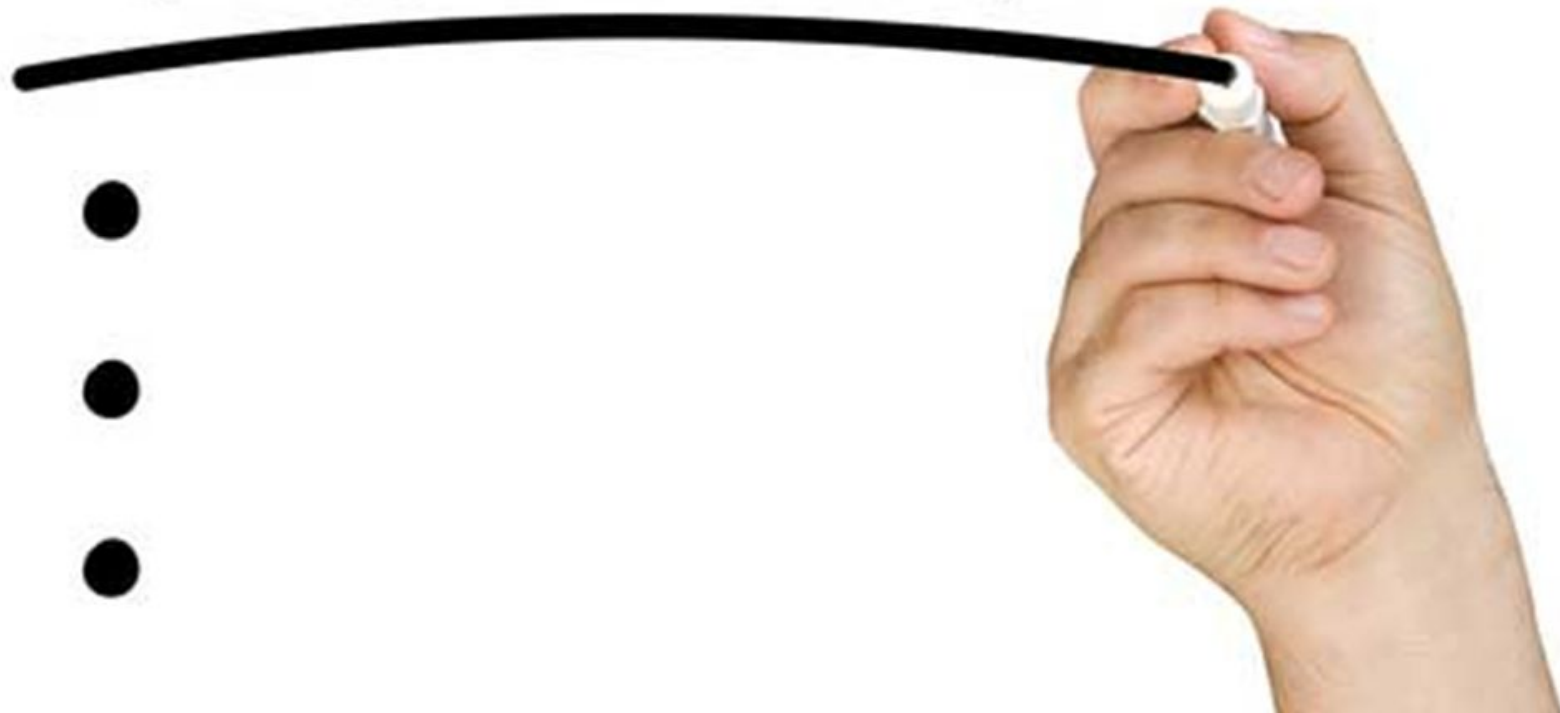
Curriculum Training for
Elementary Grades

Goals



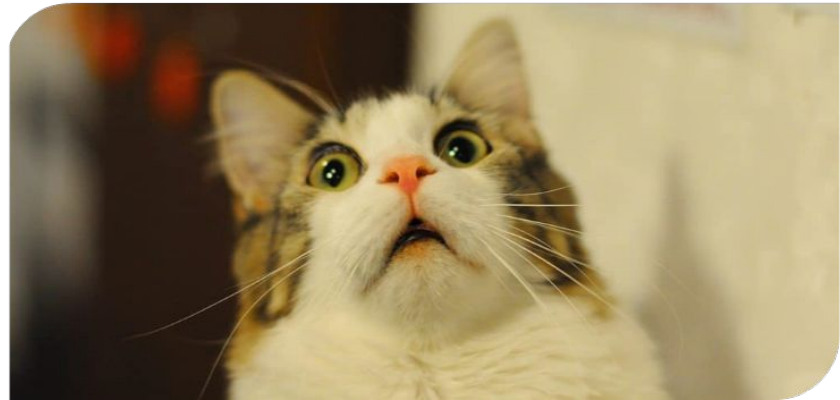
- Explore best practices for teaching sexuality education
- Increase familiarity with HSR curriculum lessons for elementary grades
- Apply best practices skills to curriculum implementation

AGENDA



THE
PARKING LOT





Agreements



- Be supportive
- Ask questions
- Respect differing opinions
- Speak for yourself
- Take care of yourself
- Call E.L.M.O. when needed – Enough, Let's Move On
- *Add any other agreements here*

SAFE / SUPPORTIVE LEARNING ENVIRONMENT

A POSITIVE LEARNING
ENVIRONMENT WHERE
WE FOSTER the SOCIAL and
EMOTIONAL DEVELOPMENT
of ALL STUDENTS



Climate Building

Creating a Safe and Supportive Learning Environment

What can YOU do?

Creating a Safe and Supportive Learning Environment

Get comfortable with the subject

The right tone

Respect young people's experiences

Use inclusive language

Nonjudgmental

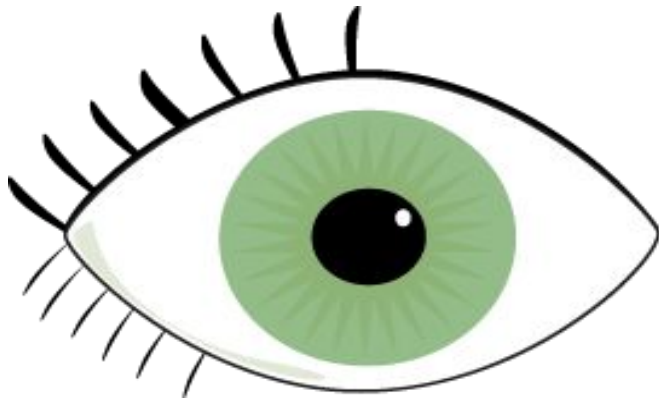
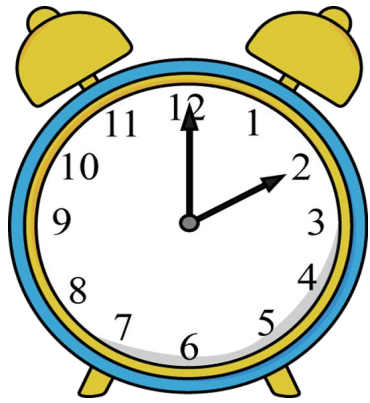
Group Agreements/Guidelines



Picture Group Contract

What group agreement could this picture represent?

Group Contract



Group Contract



Group Agreements/Guidelines

Respect difference - even when you disagree

No laughing at someone or put-downs

Use the correct terms for body parts and functions (Respectful language)

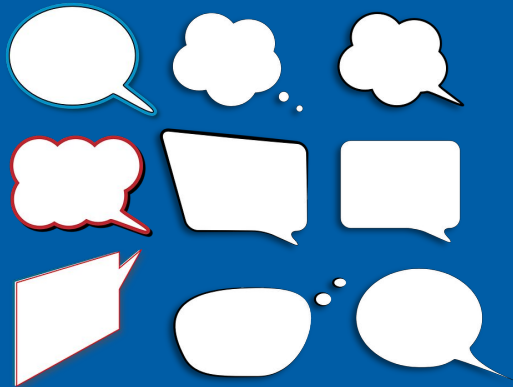
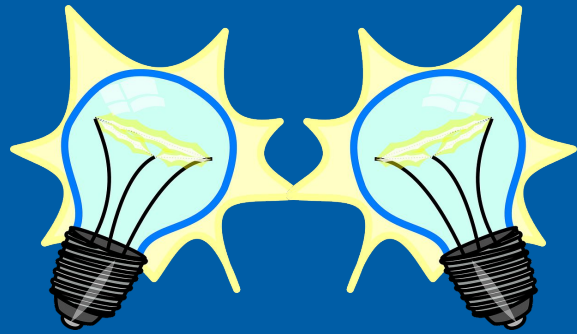
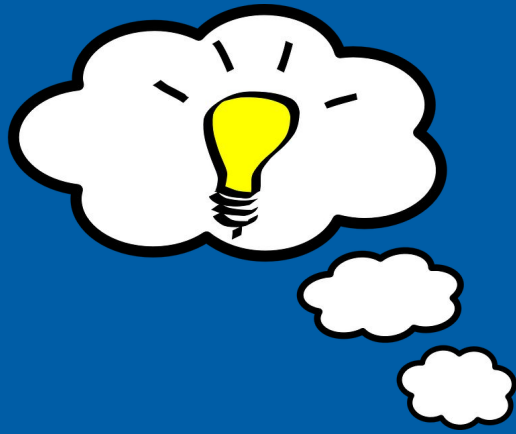
Everyone has the right to speak and be heard

Everyone has the right to not speak or to pass

Avoid gossip - confidentiality and no sharing personal information

No personal questions

Ask questions; questions are good.



Think - Pair - Share

1. Answer the Climate Setting prompts on your worksheet
2. Discuss one of your responses with a neighbor
3. Share one Big Idea with the class

Climate Building Strategies to Consider

- Room setup
- Entry instructions
- Expectations
- Self-assessment of comfort
- Agenda
- Parking Lot
- Group agreements

Trauma-Informed Strategies

- Clarify your role
- Be transparent about **limits of confidentiality**
- Create a clear **agenda** for each class
- Give opportunities to make **choices**
- **Ask questions one at a time**
- Connect students to resources
- Have **sensory materials**
- Be **mindful of physical classroom environment**
- **Model boundaries** by limiting self-disclosure

DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM

1 CREATE A SAFE SPACE
Consider not only physical safety but the children's emotional safety as well.

2 ESTABLISH PREDICTABILITY
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.

3 BUILD A SENSE OF TRUST
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.

4 OFFER CHOICES
Empower students and offer "power with" rather than "power over" strategies.

5 STAY REGULATED
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

There's really only one **DON'T**
Let's not punish kids for behaviors that are trauma symptoms.

ECHO PARENTING & EDUCATION

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summary

Climate building sets the stage for learning. It helps to create a trusting and consistent space, so that all students feel safe and comfortable discussing topics included in sex education.

The degree of clarity
which a television
broadcast signal

def·i·ni·tion

The teacher g
of the new w
of an image

Sex Education

Sexual
behavior

Pregnancy
prevention

Anatomy

Sex Education

Puberty

Sexually
Transmitted
Infections (STIs)

Sexuality Education

Personal
safety

Communication

Sexual
behavior

Pregnancy
prevention

Refusal
skills

Body image

Accessing
resources

Technology

Anatomy

Emotional
wellbeing

Boundaries

Reproduction

Sexually
Transmitted
Infections (STIs)

Healthy
relationships

Puberty

Decision-making



Definitions and Policy

Texas Education Code

“Any course materials and instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome shall be selected by the **board of trustees** with the advice of the local **school health advisory council**...”

In 2021, added “reproductive health”

Texas Education Code

Abstinence-PLUS

IF sex ed is taught, it must:


- present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- devote more attention to abstinence...
- emphasize that abstinence... is the only method that is 100 percent effective...
- teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content

Texas Education Code - 2021 UPDATE

Opt-IN Model: **Permission Letters**

- **All students must return letters**
- Opt-In for all
- Opt-In for individual lessons
- Opt-Out for all
- Students who opt-out or do not return a letter are provided alternative SEL lessons

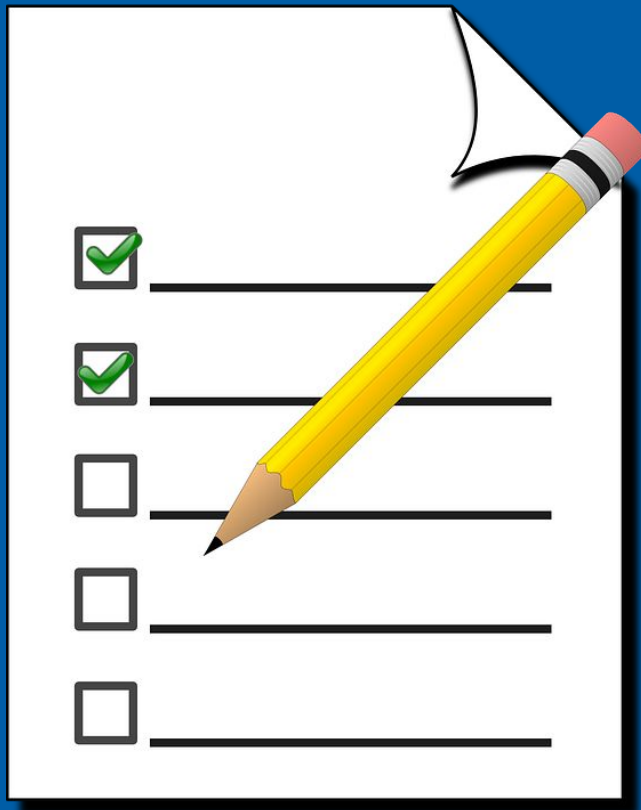
EHAA (Local) - *Curriculum Parameters*

- Curriculum shall **recommend and emphasize abstinence**
- Content based on the Texas Essential Knowledge and Skills (TEKS) for Health
 - supplemented by the National Sexuality Education Standards
- Content delivered in K-HS
- Curriculum shall include information on:
 - Dating/Romantic Relationships
 - Anatomy and Physiology
 - Puberty and Adolescent Development
 - Pregnancy and Reproduction
 - STDs and HIV
 - Personal Safety  *Personal Safety “the prevention of child abuse, family violence, dating violence, and sex trafficking”*

EHAA (Local) - *Implementation*

- “Spontaneous class discussions generated by student questions not precluded by this policy”
- Training shall be provided for staff members involved in implementation
- Principal shall conduct at least one family orientation session
- Parents must be given opportunity to preview all instructional materials
- Exempted students shall be provided alternative instruction

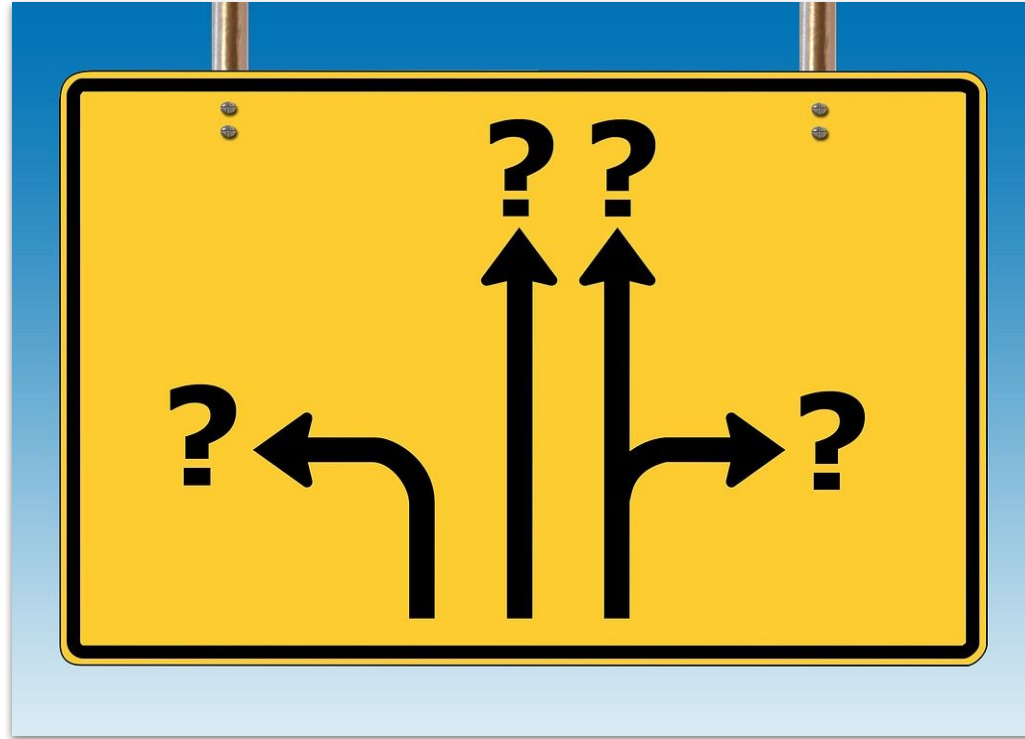
Let's Review



- Tell me something you learned about how sex education can be defined.
- Why did we spend time on definitions and policy stuff?
- What is something that we covered that you are going to bring back to your campus?

summary

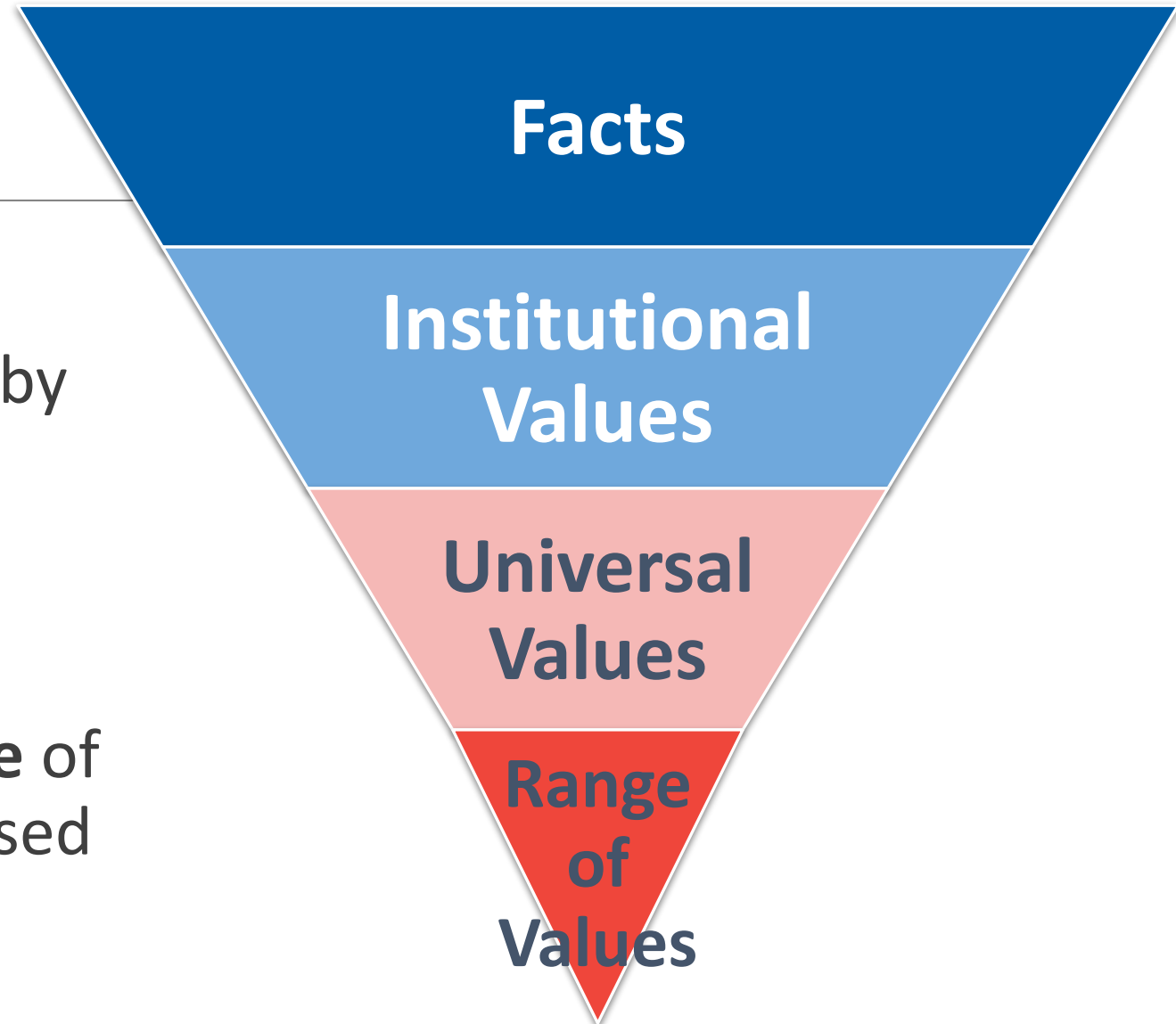
It is important to understand the comprehensive definition of sexuality education, and to know the state and local policies regarding sex ed implementation.



Values

Values Continuum

- Focus on the **facts**
- Draw from values expressed by your **institution**
- Use some **majority-held** perspectives
- Help students **explore a range** of values they have seen expressed



Facts

a provable, accurate statement based on scientific, medical, legal, sociological or psychological research or the opinion of *most* experts in a field. Hypotheses and theories can count if they are identified as such.

Sex education can prevent child sex abuse.

Institutional Values

a value that is agreed upon and often represented in the policies of your school or organization.

All students deserve to learn in a safe and inclusive environment.

Institutional Values

FFH (Local): Anti-harassment policy

FN (Local): Respect for every individual

“...regardless of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law.”

Universal Values

a value that is agreed to by the consensus of people in this society.

It is wrong for an adult to have sexual contact with a child.

Universal Values

Trustworthiness

- Honesty, Integrity, Reliability, Loyalty

Respect

Responsibility

Fairness

Caring

Citizenship

Range of Values

beliefs or opinions about the morals or ethics of an issue...
about right and wrong, good and bad, relative importance
or what one should or shouldn't do.

Masturbation is a sin.

Recommendation

- **Do not insert personal values** when teaching the curriculum or addressing student questions.
- **Teach from a foundation of facts**, along with organizational and universal values, then help students explore a range of values.
- If the state/district values are in opposition to your organizational values or factual information, **explore ways to balance** the two.



Processing

- What stands out to you about the best practices for navigating values in the classroom?
- If you are/were a parent, how would you feel if values contradictory to yours were taught to your kids?
- What are some things that you will consider when facilitating lessons related to values with your students?



summary

It is not the teacher's role to insert personal values when teaching the curriculum or addressing student questions.

By focusing on facts and organizational and universal values, teachers can model boundaries while affirming the potential range of values in the classroom.



Answering Sensitive Questions

Types of Questions

1. Information and/or clarification
2. Am I normal?
3. Permission seeking
4. “Shock” or “Can I get you?” questions
5. Personal/Values-based

Answering Sensitive Questions: 5-Step Model

1. **Affirm** the learner
2. **Identify** the motivation and type of question
3. Correct any misinformation and answer the **factual** parts of the question
4. Explore the **range of values**
5. **Refrain** from stating your own values; **refer** the learner back to other trusted adults

Request for Information

How do girls know when there on there period.

I saw this in a tv show but, didn't understand it. what does it mean to be a "self friend"?

What are crushes?

1. **Affirm** the learner
2. **Identify** the type of question
3. Correct misinformation and address the **facts**
4. Address **values**
5. Refrain from stating values and **refer** to trusted adult

“Am I Normal?”

Why is there white
stuff on my
vagina

Why am I
always hungry?

can you tell how
big your breast are
going to be

1. **Affirm** the learner
2. **Identify** the type of question
3. Correct misinformation and address the **facts**
4. Address **values**
5. Refrain from stating values and **refer** to trusted adult

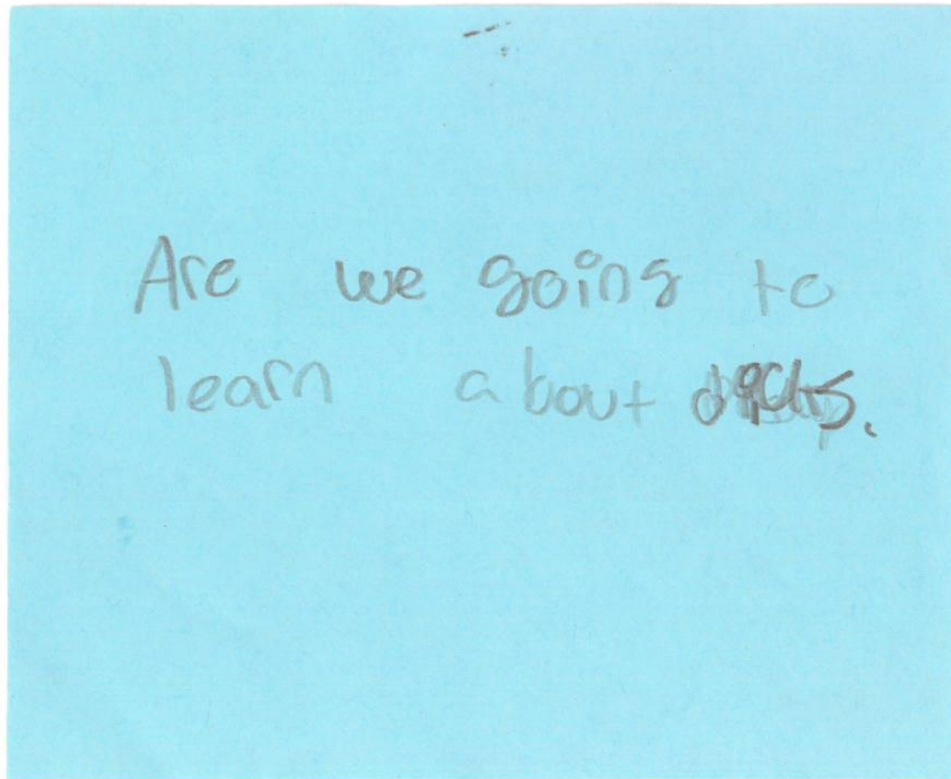
Permission-Seeking

around what age are
you allowed to start
masturbation / what is
the common ages for
when people start

If you give consent
if they give consent to
send pics, is that fine?

1. **Affirm** the learner
2. **Identify** the type of question
3. Correct misinformation and address the **facts**
4. Address **values**
5. Refrain from stating values and **refer** to trusted adult

Shock questions




1. **Affirm** the learner
2. **Identify** the type of question
3. Correct misinformation and address the **facts**
4. Address **values**
5. Refrain from stating values and **refer** to trusted adult

Personal questions

do you have
a boyfriend!

Have you
had sex
before.

Do you
have a
Nintendo Switch


HOW TALL ARE YOU?

When was the 1st time
you had sex?

Tips for values-based or personal questions

Stick to the facts

Identify the question as a values question

Refer to group agreements about “no personal questions”

S.O.Y. Technique

- Some people...
- Other people...
- You!

Values-based

and what is a
virgin?

do you have
a recommendation
on when to get
married or have sex
-Hie

Self-Disclosure Reminder:

- ★ Once you share something, you can not take it back
- ★ Once you share something, you have no control over what happens with that information
- ★ Your opinion holds power

Practice



When is a good age to have sex?

1. **Affirm** the learner
2. **Identify** the motivation and type of question
3. Correct any misinformation and answer the **factual** parts of the question
4. Explore the **range of values**
5. Refrain from stating your own values; **Refer** to trusted adult

Processing

- How did it feel to use the model?
- Why should educators consider what they would or wouldn't disclose to students in a sex ed classroom?
- What changes will you make in how you respond to questions as a result of using this model?

Other Helpful Tips

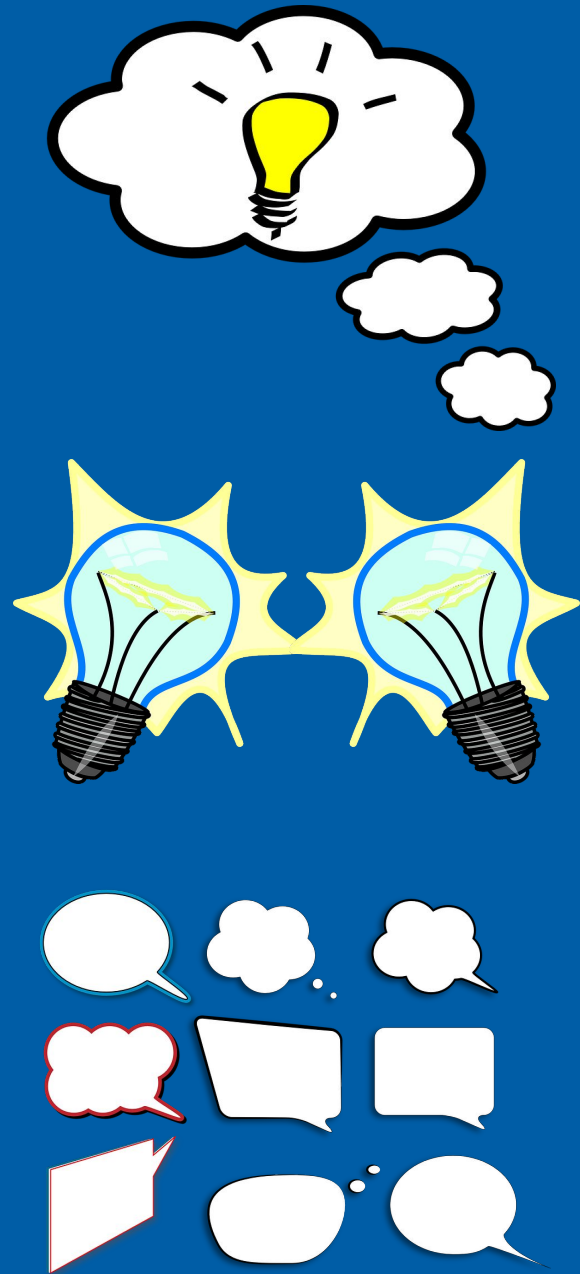


- Be aware of body language and tone of voice
- Respond to or acknowledge all questions, affirming the learner
- Paraphrase slang with the medical terminology
- If you don't know the answer - admit it
- Give brief responses to developmentally inappropriate questions
- Ask for questions in writing
- Answer only the question that is being asked
- Practice responding to challenging questions



summary

There are different reasons behind the questions students ask. It is important that teachers are able to identify the underlying motivation, and have the skills to address these questions in a factual, affirming and age-appropriate manner.



Think - Pair - Share

1. Respond to the *Answering Student Questions* prompts on your worksheet
2. Discuss one of your responses with a neighbor
3. Share one Big Idea with the class

Navigating HSR Curriculum Materials



Go to your portal dashboard

Search Applications for AISD Health & PE



AISD Health & PE

- Health & PE
- Home
- Physical Education
- Health Education
- Coordinated School Health
- Recess/WOW/Brain Breaks
- Marathon Kids
- AISD Board Policies
- Resources
- About Us

Frequently Requested Info

- [Temperature Weather Guidelines](#)
- [2021-2022 ABC Calendar \(color\)](#)
- [2021-2022 ABC Calendar \(black & white\)](#)
- [Elementary Standards of Service](#)
 - [Essential Areas Schedule](#)
- [Middle School Scheduling Parameters](#)
- [Aesop Instruction Guide](#)
- [Health/PE Sub Authorization](#)
- [How to set a preference list in Aesop](#)
- [The 6 Cs in PE](#)
- [How to print training completion certificate in HCP](#)
- [2020-2021 Grading Information](#)

Health & PE Standards

- [PE National Standards](#)
- [Health National Standards](#)
- [Physical Education TEKS \(ESPE, MSPE, HSPE\)](#)
- [Health TEKS \(ESHE, MSHE, HSHE\)](#)

AISD Health and Physical Education Expectations

- [Elementary Physical Education](#)
- [Middle School Physical Education](#)
- [Middle School Department Chair](#)
- [High School Physical Education](#)
- [High School Department Chair](#)
- [Health Education](#)

National Physical Education Best Practices

- [SHAPE America Appropriate Practices \(K-12\)](#)

AISD Instructional Expectations

- [Physical Education Instruction](#)
- [Health Education Instruction](#)

Human Sexuality & Responsibility



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Home

[Physical Education](#)



[Health Education](#)



Human Sexuality & Responsibility

[Coordinated School Health](#)

[K-HS Lessons](#)

[SpEd Accommodations](#)

[Family Resources](#)

[HSR Related Policies](#)

Human Sexuality & Responsibility Curriculum at Austin ISD

Human Sexuality instruction develops and strengthens the ability of students to make conscious, healthy, and respectful choices regarding dating/romantic relationships, personal safety, anatomy and physiology, puberty and adolescent development, pregnancy and reproduction, and sexually transmitted infections (STIs) and HIV. The district's Human Sexuality and Responsibility (HSR) education program has been established to provide information and skill development for students in kindergarten through grade 12 so that they may reach their highest potential for physical, emotional, mental and social health.

The **HSR curriculum content** will be delivered in a developmentally and age-appropriate manner and will include the most current and scientifically accurate information. The content of the curriculum is based on the Texas Essential Knowledge and Skills (TEKS) for Health Education, with supplemental content established by the [National Sex Education Standards](#) that have been approved by the Board.

Content shall include information regarding healthy and unhealthy dating/romantic relationships, online and personal

Contact Information

Health & Physical Education

Pat Werner, Director of Health and Physical Education
4000 S IH-35 Frontage Rd
Austin, TX 78704
512-414-4903
patricia.werner@austinisd.org

Public access to:

- K-HS Lesson Materials
- Family Resources
 - BOY Notification Letter
 - Permission Letters
 - Other Non-AISD resources
- Accommodations for Special Education Students
- AISD policies

Elementary HSR Curriculum Review

Find your grade level lessons

Review each lesson

Discuss three things:

1. Climate building strategies
2. Types of questions students might have
3. Implementation considerations

Report Out

1. Climate building strategies
2. Types of questions students might have
3. Implementation considerations



What questions do you have?

Key HSR Tasks & Dates

Task	Date
HSR Family Orientation Meeting (Principle)	<i>[Add scheduled date for your campus]</i>
Permission Letters Sent Out	Nov. 1 - Nov. 14
Optional Classroom Teacher Review - Navigating Values and Answering Questions	Dec. 6 & 8 <i>via Zoom</i> (Stephanie from HPE)
Implementation: HSR Lessons or Alternative Lessons	Dec. 12 - 16
Lesson Tracking Form	Dec. 16 - 21

**THE
PARKING LOT**



Reflecting...Head, Heart, Feet

One thing you're
thinking...



One thing
you're
feeling...



One thing you're
taking away...

