



## **FLASH and Human Growth and Development – 6th Grade**

### **Parent Overview – Updated for Fall of 2020**

#### **Puyallup School District Approved Curriculum:**

These are the only materials approved by the Puyallup School District to be used for 6<sup>th</sup> grade. No other materials should be used without the permission of the Puyallup School Board.

- Family Life and Sexual Health (red FLASH binder)
- “A Time of Changes” Booklet
- “The New and Improved Me-Understanding Body Changes for Males” video
- “The New and Improved Me-Understanding Body Changes for Females” video
- WA State KNOW curriculum - adaptations
- HIV/AIDS DVD “Living with HIV”

\*\*\* Note: all lessons from the Family Life and Sexual Health Curriculum (FLASH) curriculum and the KNOW HIV/AIDS curriculum online are NOT taught in the Puyallup School District. See the Requirements and Redactions document in preview materials.

#### **Previewing Materials:**

Puyallup families are invited to preview FLASH and Human Growth and Development curriculum materials each fall at a district presentation. Lessons and videos have been uploaded to Schoology for preview during the 2020-21 school year. Human Growth and Development lessons may occur no sooner than 30 days after the district, family presentation.

#### **Opting Out of Lessons:**

After viewing materials (preview night, online, etc.), families can choose to sign an opt-out form for their child. The opt-out form (attached) gets returned to the school, which will forward a copy to the classroom teacher and the Director of Instructional Learning at Sparks Stadium.

Any students who are opted-out should discretely be sent to another classroom, the office, or possibly help with younger students in a different classroom. No grading penalty will occur for those excluded.

Parents who use the opt-out form are choosing to remove their child from ALL of the FLASH and KNOW lessons, unless specified to the teacher.

### **Booklets and Human Growth Lesson:**

Most schools teach the lesson in the spring. The lesson is approximately 60 minutes in length, which includes setting appropriate discussion boundaries, reviewing the student booklet, written questions by students, teacher answering the questions, and a short video.

In sixth grade, boys and girls do not need to be separated during the HGD lessons. During the HGD question and answer period students are typically separated. Human Growth and Development Booklets should be sent home to parents approximately 2 weeks prior to beginning the lesson.

Teachers in the Puyallup SD are instructed to follow the curriculum, and to answer questions from a medical, biological, physiological standpoint, not from a philosophical standpoint. When questions or topics come up in class that are not part of the curriculum or are not age appropriate, teachers are instructed to give something similar to this response:

***“Since families have different opinions on this topic, we ask that you go home and find out what your family believes.”***

### **Suggested Pacing for Teaching the Curriculum:**

- **Family Life Lessons**
  - #1 – Introduction 20-30 minutes (Flash Lesson 1)
  - #2 – Friendship 35-45 minutes (FLASH Lesson 5)
  - #3 – Sexual Exploitation 45-60 minutes (FLASH Lessons 7/8)
- **Human Growth and Development Lessons**
  - #4 - Ground Rules and Video –45 minutes
  - #5 - Discussion – divide boys and girls to separate rooms – 45 minutes
- **HIV/AIDS Lessons**
  - #6 – Basic Facts about HIV/AIDS – 45-60 minutes

### **Establishing Classroom Norms:**

It is okay for students to feel uncomfortable during these lessons. Some suggested norms to establish prior to the lesson to help students feel more comfortable include:

1. Respect feelings of other people.
2. Protect people’s privacy (i.e. questions about friends or family members should not contain names or identities. Use “Someone I know...”
3. Questions are in written format. This helps ensure student questions are appropriate for 4<sup>th</sup> graders. Questions not related to the fourth-grade content should NOT be answered during the lesson. Refer students to their families for these questions. Example response— “If your question was not read aloud, this is a question that is not covered with the information in today’s lesson. Please discuss the question with your families.”