



**Insert Date**

Dear Parents and Guardians,

The Fifth Grade Growth and Development, sexual abuse and HIV/AIDS Education Lessons were developed by the Kyrene Health Steering Committee composed of teachers, administrators, parents, and health care professionals, including registered nurses, a pediatrician and a pediatric infectious disease specialist. These lessons were designed to provide age appropriate information about Growth & Development, sexual abuse, and HIV/AIDS to fifth grade students in Kyrene.

Parent permission is required for each student to participate in the fifth grade program which consists of four carefully planned lessons. All lessons are taught to boys and girls in separate groups. Instructors use detailed scripted lessons that reflect the resources adopted by the Kyrene School District Governing Board in March 2006 and April 2010. Detailed objectives and descriptions of lessons are attached.

Questions may arise on topics that are not included in the adopted curriculum for the fifth grade level. These may be questions of a sexual nature, or they may be on other topics that are not addressed in the approved curriculum. Students are given note cards on which they can write questions during the lessons. At the end of the lessons, the teacher collects the cards for review and then determines which questions can be answered within the scope of the curriculum. If a question is posed during discussion that is not addressed in the approved curriculum, the question is not answered. The child is instructed to ask his or her parents/guardians about that issue.

The Growth & Development and HIV/AIDS lessons will be taught the week of **(day and date)**.

The following preview opportunity has been planned for parents/guardians who would like to review the lessons and videos before signing the attached permission slip: **(NOTE: these dates must be at least two weeks prior to any instruction)**

**Daytime Parent Preview**

**Date:**

**Time:**

**Location:**

**Parent Information Night**

**Date:**

**Time:**

**Location:**

Please return the signed permission slip to your child's classroom teacher by **(day and date)**.

Sincerely,  
Fifth Grade Team

**LEARNING. LEADING. ACHIEVING.**

**Kyrene School District**  
**Fifth Grade**  
**HIV/AIDS Education Overview**

**Introduction to the Program**

This is an overview of the Kyrene School District Fifth Grade Growth and Development and HIV/AIDS Education Programs. The purpose of this document is to provide details regarding program outcomes and activities. There are four carefully planned and scripted lessons which are described below. According to the Arizona law (R7-2-303) Growth and Development lessons shall be taught to boys and girls separately. During instruction, the instructor will remind your child that you or other trusted adults are reliable sources for accurate information.

**Fifth Grade Growth and Development Student Outcomes**

- Recognize that the physical changes related to puberty occur at varying rates and ages.
- Recognize the importance of respecting self and others as the physical changes of puberty occur.
- Examine the common emotional characteristics which may apply to the typical adolescent.
- Recognize that there are basic differences in male and female growth patterns.
- Identify male and female reproductive organs and understand the location and basic function of each.
- Recognize health behaviors and issues that are important during puberty.
- Recognize how conception takes place.
- Understand that a baby develops in the uterus and receives nourishment from its mother's body.
- Describe the physiology of pregnancy, physical changes in the mother's body and growth of the baby.
- Recognize the responsibility of the mother to promote good health for herself and baby before, during, and after pregnancy, and that obtaining prenatal care is important in the process.
- Recognize the responsibility of the father before, during and after pregnancy.
- Describe the importance of self-discipline in making decisions regarding self and others.
- Identify and describe ways to deal with different situations that may occur during puberty e.g. changes in interpersonal, peer, and family relationships and reactions of others.
- Recognize sexual abuse
- Recognize resources for reporting sexual abuse.

**Fifth Grade HIV/AIDS Student Outcomes**

- Identify and define the terms HIV and AIDS.
- Recognize the symptoms of HIV and AIDS and why it is a serious chronic illness that can be fatal.
- Differentiate between the characteristics of HIV and viruses that cause cold or flu.
- Describe how the body reacts in the presence of HIV infection.
- Explain how HIV destroys the immune system.
- Realize that you can't always tell by a person's appearance if they are infected with HIV.
- Recognize several ways that HIV and AIDS is most commonly transmitted: e.g., when HIV infected blood gets into the body of a healthy person, by sexual contact with a person infected with HIV and AIDS, sharing a needle containing HIV infected blood, from an infected mother to her child during pregnancy, birth, or breastfeeding.
- Recognize that some people acquired HIV and AIDS from a transfusion of blood products that contained HIV; now there are tests to screen out contaminated blood before it is used.
- Distinguish the difference between facts and myths about HIV and AIDS.
- Recognize that treatment options are available to extend the lives of people with HIV and AIDS.

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**HIV/AIDS Education Overview**

- Recognize that people with HIV and AIDS should be treated in a socially supportive manner.
- Identify precautions that should be taken to avoid the transmission of HIV (e.g., never touch another person’s blood, medical syringes or needles).
- Examine why some people take health risks.
- Demonstrate and practice how to say “No” to a health risk behavior.
- Learn a strategy to use as a positive alternative to risk taking behavior.

**General Information**

Prior to instruction, the teacher reviews classroom and program ground rules with students to ensure a positive classroom environment. Students are provided cards for submitting anonymous questions. If questions are within the scope of the curriculum they are answered. If the questions are not within the scope of the curriculum they are not answered; students are instructed to ask their question of a parent/guardian.

**Lesson Description**

Lesson One – Growth and Development: How People Grow and Change (60 minutes)

*Background Information*

This may be the first opportunity students have to learn information associated with the opposite sex.

*Lesson 1 Part 1*

Puberty is a crucial period in a young person’s life that signals the physical transformation from child to adult. The video used during the instruction is “We’re Just Talking! For Boys and Girls” (17 minutes). Video Summary – Getting together for homework, two groups of friends listen to the popular radio show “Let’s Just Talk!” and get an earful about the biology of growing up – and some useful advice for coping with adolescence. “We’re Just Talking!” presents factual information about boys and girls entering puberty. Topics include male and female physical development, hormones, and the reproductive systems, with an emphasis on physical and emotional health. Video scripts are available upon request.

*Lesson 1 Part 2*

The second part of the lesson is instruction about how a baby develops during the nine months before birth, the changes that occur in the mother’s body as the baby grows and that parents should promote good health for their children before, during, and after pregnancy. The video used during instruction is “A Baby is Born” (13 minutes). Video Summary - Students are introduced to information related to how life begins for human babies and the changes that occur in the mother’s body as the baby grows. Video scripts available upon request.

Lesson Two – Sexual Abuse (45 minutes)

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*Background Information*

In the lesson students are instructed on recognizing abuse and resources for reporting sexual abuse.

*Summary of Lesson*

Students are given instruction on what “abuse” means. They view a video, “Abuse: If it Happens to You,” which depicts three scenarios, one of physical abuse, one of emotional abuse, and one of sexual abuse. Throughout the video and the instruction, points emphasized are that the abuse is never the fault of the victim and that it is important to tell someone about the abuse. Video scripts available upon request.

Lesson Three – HIV/AIDS Education: HIV/AIDS (60 minutes)

After an introduction to the lesson students view a video, “AIDS: Facts for Kids.” The focus of this video is to encourage students to make healthy choices. In the video students learn about blood borne diseases and how they can be transmitted and prevented. They also learn how the HIV virus damages the immune system, how to avoid exposure to the virus by not having sex and being cautious about ear piercing, tattoos, etc. The students participate in an interactive PowerPoint reviewing “Myths and Facts” about HIV & AIDS.

Lesson Four – Decision-Making and Refusal Skills (50 minutes)

*Risk Taking*

Students consider what risks are and why some people take risks. Discussion revolves around the fact that an unsafe risk is the chance you take when you decide to do something that could harm you or others. People often take unsafe risks when they have not thought out the choices and consequences of their decisions.

*Decision-Making*

Students are introduced to the “Steps to Responsible Decision-Making” and practice using the process together. These skills are taught through the use of a PowerPoint document. PowerPoint documents are available upon request.

*Saying “No”*

Students review: 1) How to say “No.” 2) Examples of effective techniques for saying “No.” 3) How to suggest alternatives if it is appropriate for the circumstances. 4) What to do if you are still being pressured. This information was introduced in the fourth grade HIV/AIDS Education lessons.

*What Would You Say and Do?*

Students have an opportunity to practice decision-making, saying “No,” and thinking of positive alternatives using situations related to HIV/AIDS. They work in cooperative groups to determine what you would say and do in a specific situation.

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HIV/AIDS Education Overview**

Please return to your teacher before **(insert date)**

**ALL STUDENTS are required to turn in a Permission Slip.**

**Please check the option of your choice:**

\_\_\_\_\_ My child **may** participate in all four lessons of the Growth & Development, Sexual Abuse and HIV/AIDS, Instruction.

\_\_\_\_\_ My child **may not** participate in the four lessons of the Growth & Development, Sexual Abuse and HIV/AIDS, Instruction. Alternative lessons from the Kyrene Health Curriculum will be provided for your child.

**Alternative Choice:**

If you would like to have your child participate in only selected lessons please indicate below.

<b>Yes</b>	<b>No</b>	
_____	_____	Lesson 1: Growth & Development (Puberty)
_____	_____	Lesson 2: Sexual Abuse
_____	_____	Lesson 3: HIV/AIDS
_____	_____	Lesson 4: Decision-Making

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Signature of Parent/Guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_