

## **Growth, Development, and Sexual Health Checklists** **For Parents and Children**

The following Checklist are designed to be a tool for parents to use when collecting Growth, Development, and Sexual Health information to share with their children. By collecting and discussing the topics covered in these checklists families can better prepare to have healthy and informative communication related to Growth, Development, and Sexual Health information.



### **Growth, Development, and Sexual Health Checklists**

- Prepare Yourself: Formulating a Plan of Action Checklist
- Establishing a Foundation Checklist
  - Vocabulary Checklist
- Elementary School Checklist
- Middle School Checklist
- High School Checklist

The Preparation checklist is intended to help families establish a safe-space to impart and absorb factual Growth, Development, and Sexual Health information. This checklist also gives Parents the opportunity to establish skills in quality information and resource gathering.

This *Establishing a Foundation* checklist is intended to help parents know what foundational Growth, Development and Sexual Health concepts they should cover with their children before trying to discuss any specific details. The vocabulary checklist is intended to be a companion to this checklist. It is a good idea to make sure your child is entering Kindergarten with some foundation concepts like development, health, sex, consent and risk reduction.

The Go F Yourself Growth, Development, and Sexual Health Checklists for Elementary School, Middle School and High School are created to cover the topics that are addressed in the California School District health education common core standards for those age groups. They are intended to reinforce what they may be learning in school.

By making sure you and your child address the different checklists together, you can be sure they have at least one trusted adult to use as a resources if they need one. You!

## Completing the Checklists

You may feel uncomfortable talking to your kids about a subject like sex. It is okay to feel uncomfortable just remember that your kids are depending on you to help them get the facts. And these checklists intended to do just that, gather and administer age appropriate information.

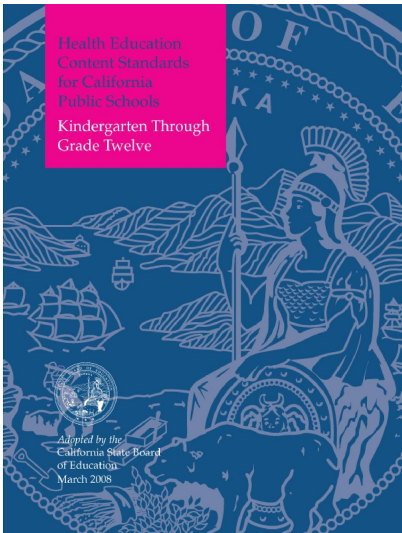
Complete the Preparation checklist and establish a personal family plan-of action before trying to approach the other checklists. Gather accurate information and quality resources that both you and your kids can use as you complete the rest of the checklists together. I suggest you approach the topics on these checklists a regular basis. It doesn't always need to be a discussion done in a more formal family setting where you all sit down to "*discuss the birds and the bees*". You can all talk about Growth, Development and Sexual Health Concepts any time and complete the topics on the checklists in the order that works best for your family.

Don't try and cover all the foundation in one conversation! These are topics and vocabulary you can discuss formally as a family or casually or as questions come up. Remember, these are good core concepts to introduce even to very young children. And it very likely they will begin to ask questions at very early ages. So be prepared.

Family is one resource of information your child will learn from, school is another. If your child attends public school in California it is likely their school has implemented common core standards. These health education standards define the essential skills and knowledge that all students are expected to learn in order to become "health literate". According to the California School District the health education standards "help ensure that all students in kindergarten through high school receive high-quality health education instruction, providing students with the knowledge, skills, and confidence to lead healthy lives." Ask your local school district or the administration of your child's school if you want more information about what education standards they are held to.

The Checklists for Elementary School, Middle School and High School are created to cover the topics that are addressed in the California School District health education common core standards for those grades. Even though these topics will be covered by any school that is held to the expectations of the California School District the health education standards it is important for a parent to confirm their child has accurate information on Growth, Development and Sexual Health Concepts.

## Common Core Standards



The current common core standards were put in place in 2008. “In October 2005, Assembly Bill (AB) 689 was signed into law adding Section 51210.8 to the California Education Code; that section required the State Board of Education to adopt content standards for health education. The health education standards shape the direction of health education instruction for children and youths in California’s public schools: they provide school districts with fundamental tools for developing health education curricula and improving student achievement in this area. Health education has undergone a paradigm shift over the last 15 years. It has evolved from a primarily knowledge-based subject to a focused, skills-based subject.”

- *California School District*

The health education standards are separated into eight subgroups of standards:

- Standard 1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.
- Standard 2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.
- Standard 3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.
- Standard 4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Standard 5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.
- Standard 8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

The California School District health education common core standards represent minimum requirements for ‘Growth, Development, and Sexual Health’ education. Therefore some schools will have curriculum that extends beyond the scope of the common core standards. Additionally these standards do not prescribe any specific methods of instruction.

## Growth, Development, and Sexual Health Checklist Preparing to Have "The Talk" with Your Kids

You may feel uncomfortable talking to your kids about a subject like sex. It is okay to feel uncomfortable just remember that your kids are depending on you to help them get the facts. Remember if you don't provide your kids with a solid foundation on the facts related to health, sex and risk reduction then it is very likely they will believe the misinformation they are provided by their peers. Would you trust your children to correctly wash the family's laundry without teaching them how to properly to use the washer and dryer? Of course not! So it is not logical to expect children to make healthy choices unless you all regularly discuss concepts that foster a healthy understanding of growth, development, and sexual health.



By discussing core concepts related to health early in a child's life you are helping the child to establish a strong foundation on which to build more complicated subjects. For example: You can teach children the basic concept that they have the right to create and assert their own personal "Bodily Comfort Zone" by not forcing them to hug or kiss anyone they didn't give willing consent to. It may seem like just a kiss from Nana, but by allowing a child to practice agency over their body their are also practicing establishing personal boundaries as well as granting and denying someone consent.

The *Prepare Yourself* checklist is something parents can complete alone to better help create a personal plan tailed to your family's needs. The vocabulary checklist is a helpful tool to help you and your child gain knowledge and inclusive language skills. Finally the *Establishing a Foundation* Checklist is intended to help parents know what foundational growth, development and sexual health concepts they should cover with their children. These concepts can be helpful to master together before trying to discuss any specific details that will be covered in the checklists for Elementary School, Middle School and High School.

## Prepare Yourself: Formulating a Plan of Action Checklist

- ❑ Preparing Yourself To Talk To Your Kids: Be Honest & Be Direct
  - ❑ Use Age Appropriate Honesty: Sometimes the same question will have a different answer depending on the age of the child and the types of risk that age may be exposed to. Ex: If a seven year old asks “What does a penis taste like?” the age appropriate answer would be something along the lines of: “Well a penis is covered in skin, so it would taste however skin tastes”. If a seventeen year old asks the same question your answer may be more like: “Stimulating someone’s penis with your mouth is called oral sex. Many people use a condom during oral sex to reduce the risk of STI transmission. So in that case it will taste like a condom.”
    - ❑ Ask follow up questions: If they look confused you can always ask “Did you need me to explain something else?”
  - ❑ Avoid Imperatives (“Always”, “Never” etc)
    - ❑ Instead use - “If ACTION then RESULT”  
(Ex: “If you use barriers you will decrease your risk of pregnancy and STIs”)
  - ❑ Admit that you are human
    - ❑ You are their parent, NOT their best friend and NOT their therapist
      - ❑ It is okay if there are details you don’t want to hear, just be sure to be honest about your limitations and provide them with the appropriate additional resources
    - ❑ You are allowed to have your own opinion (just be sure to differentiate “personal opinion” from “fact”)
    - ❑ It is okay to say “I don’t know”, but follow it up with “I will find out what I can”
    - ❑ It’s okay if you aren’t “perfect”, what is important is making sure you are a safe resource for your kids
  - ❑ Collect Additional Resources: Be sure you have what you need to feel prepared (Whether it be books, education events, or even just talking to other parents)
- ❑ Foster a Safe Space
  - ❑ Practice Nonviolent Communication (NVC)
    - ❑ Remind them that: “There are no stupid Questions!”
  - ❑ Be an Honest Resource: “I’m here to provide fact based information”
    - ❑ Model inclusive language
  - ❑ Help them identify trusted adults: Family, Community, School, etc
  - ❑ Provide Additional Resources: Books, Websites, Trusted Adults, etc

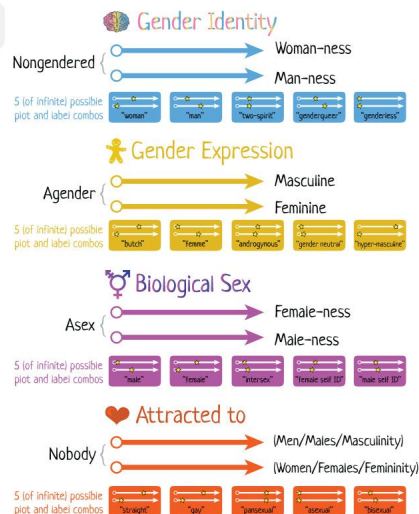
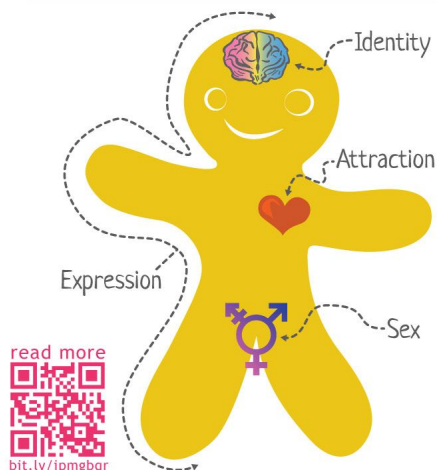
## Vocabulary Checklist

- Sex:** A Biological term - “Male” & “Female”
  - Male Bodied:** Primary Sex Characteristics - has penis and no breasts
    - The updated term is often to just say the body part you mean to discuss. Ex: “Penis Haver”
  - Female Bodied:** Primary Sex Characteristics - has vagina and breasts
    - The updated term is often to just say the body part you mean to discuss. Ex: “Vagina Haver”
- Risk Reduction:** the focus of learning and establishing strategies of assessment and reduction to implement during sexual acts. Not all sexual behaviors are equally risky.
- Inclusive Language:** language that avoids the use of certain expressions or words that might be considered to exclude particular groups of people (especially gender-specific words)
- Anatomy**
  - Penis:** male sex organ
  - Testicals:** male reproductive gland
    - Scrotum:** pouch of skin containing the testicles
  - Vagina:** the internal portion of the female genital tract
    - Vulva:** the external portion of the female genitalia (includes both labia majora and minora, and the clitoris)
    - Ovaries:** female reproductive organ
  - Anus:** the external opening of the rectum
  - Orgasm:** a climax of sexual excitement
    - Ejaculation:** exelling sexual fluids from the body (often includes semen or sperm)
- Sex Act:** Anything one person (or more) can do to evoke or satisfy erotic (that which makes you feel sexual desire and/or arousal) feelings - Sex and Sex Acts are a Continuum
  - Penetrative Sex:** A sex act that includes insertion
    - Vaginal Sex:** Penetrative sex with a vagina (often with a penis)
    - Anal Sex:** Penetrative sex with an anus (often with a penis)
    - Oral Sex:** Penetrative sex involving a mouth (can involve a penis or vagina)
  - Pregnancy:** the period of reproduction during which a female carries one or more live offspring from implantation in the uterus through gestation - the process begins with a fertilized egg

- ❑ **Abstinence:** the practice of not participating in sex acts (often this does not include masturbation)
- ❑ **Abortion:** The termination of a human pregnancy (done by removing a fetus/embryo through medication or surgery before it can survive outside the uterus).
- ❑ **Masturbation (Solo sex):** sexual stimulation of one's own genitals for sexual arousal or other sexual pleasure - usually to the point of orgasm
- ❑ **Gender:** A Social term - "Man" & "Woman"
  - ❑ Often focused on Secondary Sexual Characteristics, Symbols and Acts
  - ❑ Some cultures have more than two categories
- ❑ **Gender Roles:** Social expectational/"norms" related to behavior and practices
  - ❑ Often different in different parts of the world or different societies
  - ❑ **Gender Identity:** a person's perception of having a particular gender - may or may not correspond with their biological birth sex
- ❑ **Sexuality/Orientation:** Who you identify as having sex with (personal choice)
  - ❑ Some Sexualities- many orientations are contained in each
    - ❑ **Straight:** sex with the opposite sex
    - ❑ **Queer:** not straight - umbrella term
      - ❑ **Gay:** sex with the same sex
      - ❑ **Lesbian:** women who have sex with women
    - ❑ **Bisexual:** sex with the same and opposite sex
    - ❑ **Asexual:** no interest in sex with any other sex
  - ❑ Sexual Acts may occur outside of this
- ❑ **Sexual Identity:** How you have sex
  - ❑ Often connected with a community group (ex: Kinky, Vanilla, Furry, etc)
  - ❑ For some people these change in different Stages of Life

## The Genderbread Person v2.0 by its pronounced METROsexual com

Gender is one of those things everyone thinks they understand, but most people don't. Like Inception. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



- ❑ **Transgender:** Someone whose gender identity does NOT match the biological sex they were assigned at birth. - Umbrella Term
  - ❑ **Cisgender:** Someone who DOES identify with their biologically assigned gender identity.
  - ❑ **Transexual:** Also feel that they are not the gender which they were assigned, but this comes from a neurological condition and often needs to be treated with medical intervention, including gender reassignment surgeries and hormone therapy
  - ❑ **Transvestite:** someone who often enjoys dressing in clothing (and they may also behave in mannerisms) traditionally not assigned to their gender - identity not an orientation
- ❑ **Consent:** an enthusiastic, free and informed agreement - ahead of a sexual encounter a person is provided all the honest information and then enthusiastically agrees to participate
  - ❑ **Sex Positive:** All sex based in consent is good
  - ❑ **Rape:** Any sexual act that does not involve consent
- ❑ **Barriers**
  - ❑ **External (Male) Condom:** a barrier intended to cover a shaft, protect (against pregnancy and STIs) and collect ejaculate
  - ❑ **Internal (Female) Condom:** an insertable barrier pouch with flexible rings at each end designed for insertion and intended to protect (against pregnancy and STIs).
  - ❑ **Dental Dam:** a barrier designed to cover surfaces during oral sex
- ❑ **STI:** Medically, infections are only called diseases when they cause symptoms. That is why STDs are more often referred to as "sexually transmitted infections"
  - ❑ **HIV/AIDS:** HIV (Human Immunodeficiency Virus) is the infection that causes AIDS (Acquired Immune Deficiency Syndrome)



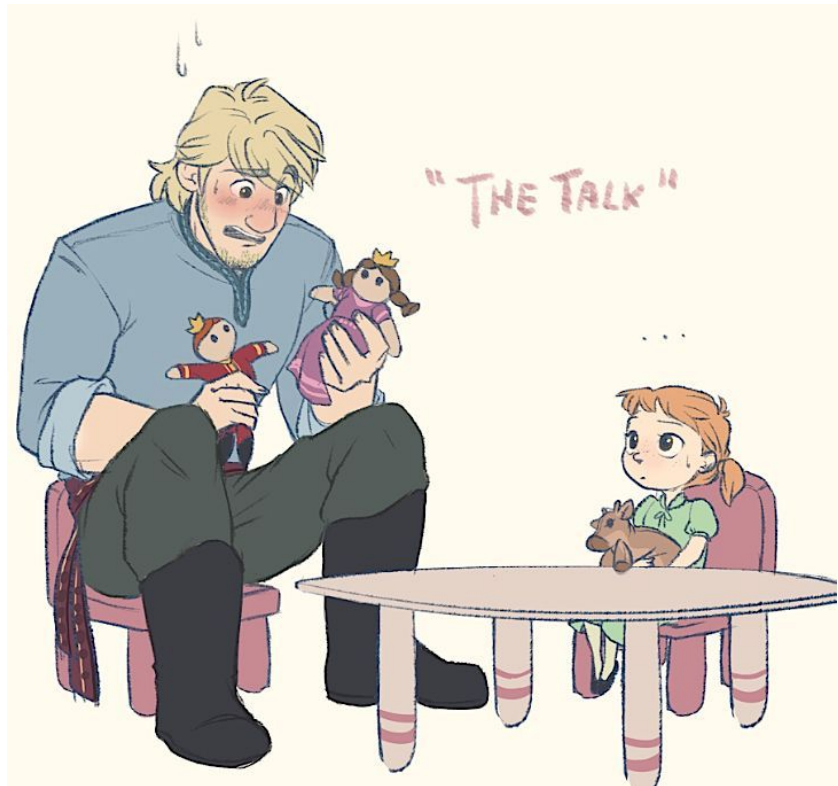
## **Establishing a Foundation Checklist: Growth, Development and Sexual Health Concepts**

- ❑ Sex Positive: All sex based in Consent is good sex
  - ❑ Some, Many, Most (You don't need to talk about yourself)
  - ❑ Model inclusive language & teach them vocabulary (Sex, Gender, Sexuality, Orientation, etc)
  - ❑ The PLISSIT Model: **P**ermission, **L**imited Information, **S**pecific **S**uggestions, **I**ntensive **T**herapy.
- ❑ Consent: "An enthusiastic, free and informed agreement"
  - ❑ Establishing and Asserting a Personal Bodily Comfort Zone
  - ❑ Public vs Private Spaces ("You eat at the table, you explore your body alone in your bedroom")
- ❑ Establish the FACTS (attempt to avoid anecdotes)
  - ❑ The Scientific Process (Replicable Data in Peer Reviewed Journals)
  - ❑ How to use logical analysis to determine the validity of a source
  - ❑ Discuss internet and safety
- ❑ "Risk Reduction" vs "Safe Sex"
  - ❑ Sexual behaviors are varied and cannot be addressed with simple "one-size-fits-all"
  - ❑ Sex and Sex Acts are a Continuum: When thinking about safer sex, it is important to use a wide definition of "sex"
  - ❑ Not all sexual behaviors are equally risky
    - ❑ External factors can add risk to sex (Drugs and Alcohol)
  - ❑ Abstinence is the MOST EFFECTIVE form of preventing HIV, other STDs/STIs, and unintended pregnancy
- ❑ Sex, Love and Intimacy: Some people provide somethings, it is difficult to find one person to fill everything
  - ❑ Sex: The physical Act
  - ❑ Love: Affection
  - ❑ Intimacy: Support/Community
- ❑ Goal Setting: Help them identify short- and long-term goals
  - ❑ Body Positivity
    - ❑ Hygiene
  - ❑ Health and Risk Reduction Goals
    - ❑ Peer Pressure

## Growth, Development, and Sexual Health Checklist Elementary School: Grades K-5

Elementary School is an important time to establish essential core concepts. Elementary schoolers in California public schools will cover topics including: Basic anatomy, the reproductive cycle, the beginning stages of puberty, hygiene, the definition of STDs/STIs, body image, social/cultural influences on health, communication/decision making skills, and how to create personal health goals.

Many Elementary Schoolers are filled with health-related questions like: How does my body work? Where do babies come from? What is Sex? What is Puberty? Who are the safe adults in my life I can trust? Does menstruation hurt? Why are some people/families different from other people/families? What are healthy, age-appropriate ways I can express affection with other people?



This checklist is intended to help parents know what foundational growth, development and sexual health concepts they may want to cover with their children during Elementary school. *It is important that you and your child discuss all the foundation concepts related to health before you approach completing this checklist*

## Standard 1: Essential Concepts

- ❑ Explain that living things grow and mature.
  - ❑ Name and describe the five senses.
  - ❑ Describe the cycle of birth, growth, aging, and death in living things.
  - ❑ Describe the human cycle of reproduction, birth, growth, aging, and death.
  - ❑ Name body parts and their functions.
  - ❑ Identify anatomical names of major internal and external body parts and their functions.
  - ❑ Explain the structure, function, and major parts of the human reproductive system.
- ❑ Name ways in which people are similar and ways in which they are different.
  - ❑ Describe their own physical characteristics.
  - ❑ Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
- ❑ Identify the physical, social, and emotional changes that occur during puberty.
  - ❑ Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).
  - ❑ Explain that puberty and physical development can vary considerably and still be normal.
    - ❑ Menarche (first menstruation)
  - ❑ Identify a variety of behaviors that promote healthy growth and development.
- ❑ Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
  - ❑ Describe how members of a family have various roles, responsibilities, and individual needs.
  - ❑ Recognize that everyone has the right to establish personal boundaries.
- ❑ Recognize that friendship, attraction, and affection can be expressed in different ways.
- ❑ Define sexually transmitted diseases (STDs/STIs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
  - ❑ Describe how HIV is and is not transmitted.

## **Standard 2: Analyzing Influences**

- Explain how individual behaviors and one's family and school influence growth and development.
  - Explain why sleep and rest are important for proper growth and good health.
  - Describe how heredity influences growth and development.
- Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
- Discuss how changes during puberty affect thoughts, emotions, and behaviors.

## **Standard 3: Accessing Valid Information**

- Recognize parents, guardians, and other trusted adults as resources for information
  - Safe Adults to talk to about the cycle of birth, growth, aging, and death in living things.
  - Safe Adults to talk to about puberty, growth and development.
- Differentiate between reliable and unreliable sources of information
  - Provide them with some reliable resources

## **Standard 4: Interpersonal Communication**

- Demonstrate how to communicate with parents, guardians, and trusted adults about growth, development and the changes that occur during puberty.
- Help them practice how to communicate with peers and others.
  - Help them practice using healthy and respectful ways to express friendship, attraction, and affection.
  - Help them practice refusal skills to protect personal boundaries.
  - Identify how to show respect for individual differences.

## **Standard 5: Decision Making**

- Examine why a variety of behaviors promote healthy growth and development.
  - Describe the importance of identifying personal boundaries.
- Analyze why it is safe to be a friend to someone who is living with HIV or AIDS

## **Standard 6: Goal Setting**

- Identify steps to achieve and maintain a healthy and accurate body image.
- Develop plans to maintain personal hygiene during puberty.

**Standard 7: Practicing Health-Enhancing Behaviors**

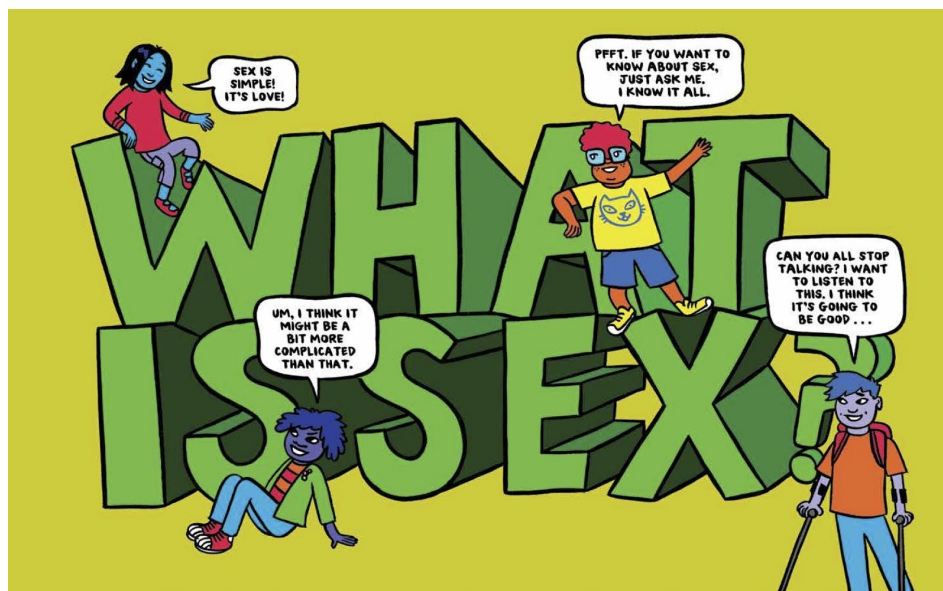
- ❑ Determine behaviors that promote healthy growth and development.
  - ❑ Help them practice engaging in behaviors that promote healthy growth and development during puberty.
- ❑ Describe ways people can protect themselves against serious bloodborne communicable diseases

**Standard 8: Health Promotion**

- ❑ Encourage them to show respect for others regardless of differences in growth and development

## Growth, Development, and Sexual Health Checklist Middle School: Grades 6-8

Middle School is a confusing time for many children and it is a time they will be building on their core concepts related to Growth, Development and Sexual Health. Middle Schoolers in California public schools will cover topics including: conception occurs, the stages of pregnancy, responsibilities related to parenthood, abstinence, consent, contraceptive methods, social/cultural influences, considering the negative impact of alcohol/drugs, analyzing new personal responsibilities, reducing risk, and how to create/achieve personal goals.



Many Middle Schoolers are filled with health-related questions like: Am I developing at normal rate? What does “Consent” mean? Are my peers having sex? What is Porn? How do I know if I am gay/straight? Who are the safe adults in my life I can trust? What are healthy, age-appropriate ways I can express affection with other people?

This checklist is intended to help parents know what foundational growth, development and sexual health concepts they may want to cover with their children during Middle School. *Before attempting to complete this check list it is important that you and your child discuss all the foundation concepts related to health. It is also important that you have completed the Elementary School checklist.*

## Standard 1: Essential Concepts

- ❑ Summarize the human reproduction cycle.
  - ❑ Explain physical, social, and emotional changes associated with adolescence.
  - ❑ Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
- ❑ Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.
  - ❑ Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs/STIs.
    - ❑ Explain the effectiveness of abstinence in preventing HIV, other STDs/STIs, and unintended pregnancy.
    - ❑ Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs/STIs, and unintended pregnancy.
    - ❑ Identify the short- and long-term effects of HIV, AIDS, and other STDs/STIs.
  - ❑ Describe responsible prenatal and child care, including California's Safely Surrendered Baby Law.
    - ❑ Abortion Rights of Minors in CA
      - ❑ What is Abortion?
      - ❑ What is Adoption?
  - ❑ Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
- ❑ Explain why individuals have the right to refuse sexual contact.
  - ❑ Describe the emotional, psychological, and physical consequences of rape and sexual assault.
  - ❑ Explain why rape and sexual assault should be reported to authorities and trusted adults

## **Standard 2: Analyzing Influences**

- ❑ Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
  - ❑ Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
    - ❑ The Internet: What constitutes “Bullying”?
    - ❑ Cellphones: Privacy and legality
  - ❑ Recognize that there are individual, family, and cultural differences in relationships.
- ❑ Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs/STIs.
  - ❑ Analyze the influence of alcohol and other drugs on sexual behaviors.
- ❑ Explain how sexual exploitation can occur through the Internet.

## **Standard 3: Accessing Valid Information**

- ❑ Identify trusted adults in one’s family, school, and community for advice and counseling regarding reproductive and sexual health.
  - ❑ Identify health care providers for reproductive and sexual health services.
- ❑ Locate medically and scientifically accurate sources of information on reproductive health.

## **Standard 4: Interpersonal Communication**

- ❑ Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.
  - ❑ Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
- ❑ Practice effective communication skills with Peers and Others
  - ❑ Use healthy and respectful ways to express friendship, attraction, and affection.
  - ❑ Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs/STIs, and unintended pregnancy.
  - ❑ Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.



### **Standard 5: Decision Making**

- Analyze the responsibilities and privileges of becoming a young adult.
  - Identify how good health practices in adolescence affect lifelong health and the health of future children.
  - Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
  - Use a decision-making process to examine the characteristics of healthy relationships.
- Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
  - Analyze why abstinence is the most effective method for the prevention of HIV, STDs/STIs, and pregnancy.
  - Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD/STI prevention.

### **Standard 6: Goal Setting**

- Describe how HIV, AIDS, other STDs/STIs, or pregnancy could impact life goals.
- Develop a plan to avoid HIV, AIDS, other STDs/STIs, and pregnancy.

### **Standard 7: Practicing Health-Enhancing Behaviors**

- Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
  - Describe strategies for refusing unwanted sexual activity.
  - Describe personal actions that can protect reproductive and sexual health.

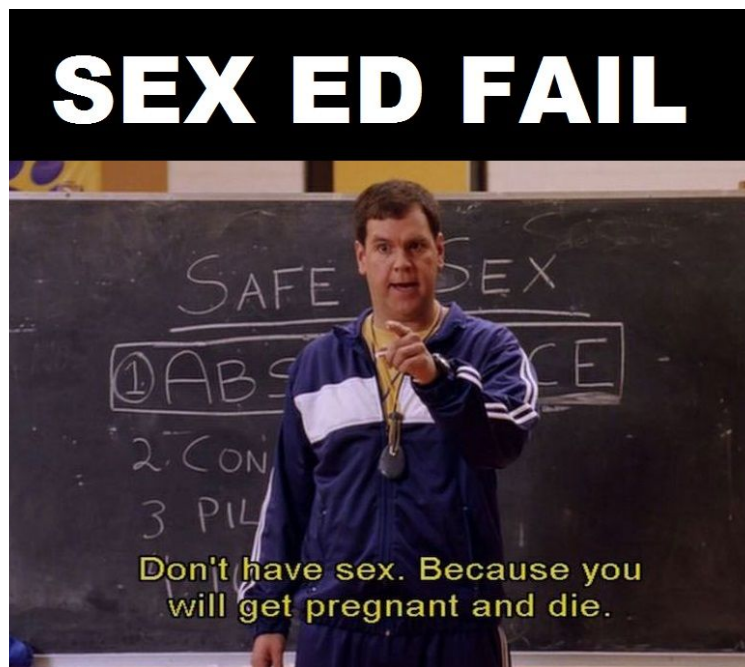
### **Standard 8: Health Promotion**

- Support and encourage safe, respectful, and responsible relationships.
- Promote respect for and dignity of persons living with HIV or AIDS.

## Growth, Development, and Sexual Health Checklist High School: Grades 9-12

High School is often when children begin to experiment with their personal identity and solidifying their core concepts related to Growth, Development and Sexual Health. High Schoolers in California public schools will cover topics including: contraceptive options, healthy relationships, risk evaluation and reduction, STD/STI prevention, puberty and development, social/cultural influences, considering the negative impact of alcohol/drugs, analyzing new personal responsibilities and how to create/achieve personal goals.

Many High Schoolers are filled with health-related questions like: Am I developing at normal rate? What does "Consent" mean? Are my peers having sex? When should I lose my virginity? How do I know if I am gay/straight? How do I reduce risk in my sex life? Am I going to get an STD/STI? Is it okay to masturbate?



This checklist is intended to help parents know what foundational growth, development and sexual health concepts they may want to cover with their children during High School. *Before attempting to complete this check list it is important that you and your child discuss all the foundation concepts related to health. It is also important that you have completed both the Elementary School and Middle School checklists.*

## **Standard 1: Essential Concepts**

- ❑ Describe physical, social, and emotional changes associated with being a young adult.
  - ❑ Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
  - ❑ Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
- ❑ Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
  - ❑ Summarize fertilization, fetal development, and childbirth.
  - ❑ Identify why abstinence is the most effective method for the prevention of HIV, other STDs/STIs, and pregnancy.
  - ❑ Explain responsible prenatal and perinatal care and parenting.
    - ❑ Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
  - ❑ Explain laws related to sexual behavior and the involvement of minors, including California's Safely Surrendered Baby Law.
- ❑ Describe the short- and long-term effects of HIV, AIDS, and other STDs/STIs.
  - ❑ Analyze STD/STI rates among teens.
  - ❑ Evaluate the safety and effectiveness (including success and failure rates) of FDA- approved condoms and other contraceptives in preventing HIV, other STDs/STIs, and pregnancy.
    - ❑ How to pick a form of Contraceptive(s) to fit your Risk Reduction needs

## **Standard 2: Analyzing Influences**

- ❑ Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
  - ❑ Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
  - ❑ Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- ❑ Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
  - ❑ Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs/STIs, and pregnancy.

### **Standard 3: Accessing Valid Information**

- ❑ Analyze the validity of health information, products, and services related to reproductive and sexual health.
  - ❑ Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV and STDs/STIs testing, and medical care.
  - ❑ Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs/STIs, and pregnancy.
- ❑ Evaluate laws related to sexual involvement with minors.

### **Standard 4: Interpersonal Communication**

- ❑ Analyze how interpersonal communication affects relationships.
  - ❑ Demonstrate effective communication skills within healthy dating relationships.
  - ❑ Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs/STIs, and pregnancy.

### **Standard 5: Decision Making**

- ❑ Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs/STIs, and pregnancy.
  - ❑ Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, or the avoidance of multiple sexual partners.
  - ❑ Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD/STI prevention.
  - ❑ Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.
    - ❑ Where do people go locally for abortions? (Local Planned Parenthood)
- ❑ Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
  - ❑ Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
  - ❑ Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

**Standard 6: Goal Setting**

- ❑ Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD/STI prevention.
  - ❑ Evaluate how HIV, AIDS, other STDs/STIs, or pregnancy could impact life goals.

**Standard 7: Practicing Health-Enhancing Behaviors**

- ❑ Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).

**Standard 8: Health Promotion**

- ❑ Encourage and support safe, respectful, and responsible relationships.
  - ❑ Support others in making positive and healthful choices about sexual behavior.
- ❑ Advocate the respect for and the dignity of persons living with HIV or AIDS.