



# Holmdel Public Schools

HEALTH EDUCATION UPDATE

2023-2024



# TONIGHT'S AGENDA



*Tonight we will review:*

- Feedback regarding process/communication for our health education program.
- Key differences for 23-24 implementation
- Grade level map for standard 2.1
- Lesson Plan Preview
  - Grade 2
  - Grade 6
  - Grade 7<sup>1</sup>/<sub>8</sub> Cycle A
- Qualtrics/Survey Preview
- Resources / For more information
- Q & A



# 22-23 IMPLEMENTATION FEEDBACK



Multiple codes for families with more than one child

Survey administered too far in advance of implementation

Confusion between what is opt in and what is opt out.

High school programming/surveys for prior standards

# KEY DIFFERENCES FOR 23-24



22-23	23-24
<p>1 survey link, different codes for families with children at multiple grade levels</p>	<p>Grade-level specific surveys</p>
<p>Survey administered in December</p>	<p>Survey to be administered approximately 6 weeks prior to lesson(s) delivery</p>
<p>Opt in/opt out language used in survey</p>	<p>Survey language is topic specific/all opt in</p>
<p>Survey administered for families to opt out in grades 9 and 11.</p>	<p>Parents inform principal if they do not want their child to participate in grades 9 and 11.</p>
<p>Gender/Sexual orientation standards taught by external consultant</p>	<p>Gender/sexual orientation standards taught by district staff (health teachers, guidance counselor)*</p>

# GRADE LEVEL MAP: STANDARD 2.1



Grade	Sexual Orientation, Gender Identity Topics	Family Life - Sex Ed Topics
K	N/A	N/A
1	N/A	N/A
2	✓ <a href="#">*(Family Structures)</a>	✓
3	N/A	N/A
4	N/A	N/A
5	N/A	✓
6	✓ <a href="#">*(Terms and Definitions)</a>	✓
7/8 A	✓ <a href="#">*(Reducing Hurtful Language)</a>	✓
7/8 B	N/A	✓
9	N/A	✓
10	N/A Driver's Ed.	
11	✓	✓
12	N/A - First Aid and CPR	



# LESSON PREVIEW: GRADE 2



## “All Families are Different”

### Standards:

- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

**Objectives:** Using the book *Stella Brings the Family*, students will be able to describe different kinds of families, compare how families are the same and different, and describe their own families.

**Resources - *Stella Brings the Family* by Miriam Schiffer:** Stella’s class is having a Mother’s Day celebration, but what’s a girl with two daddies to do? It’s not that she doesn’t have someone who helps her with her homework or tucks her in at night. Stella has her Papa and Daddy who take care of her and a whole group of other loved ones who support her every day. She just doesn’t have a mom to invite to the party. Fortunately, Stella finds a unique solution to her party problem

# LESSON PREVIEW: GRADE 6



## Acceptance for All

### Standards:

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

### Objectives:

- Students will define the terms gender identity, gender expression, and sexual orientation.
- Students will explore ways to accept others, regardless of their differences.

### Multimedia Resources:

- [A Range of Identities](#) (explains differences between sexual orientation, gender identity, and gender expression)
- [The Saint of Dry Creek](#) StoryCorps - relationship between father and son; importance of acceptance

# LESSON PREVIEW: GRADES 7/8 A



## “The Power of Our Words”

### Standards:

- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community

### Objectives:

- Students will learn about the history of anti-LGBT slurs.
- Students will identify ways to reduce their use of hurtful language.

### Multimedia Resources:

- [That's So Gay - Wanda Sykes](#)



# SURVEY LOGISTICS



Survey will be administered to students in grade 2, 5, 6, 7, and 8 (Grade 5 and 7½ B will only ascertain participation in sex ed. topics). Surveys administered 6 weeks prior to implementation (Satz-early March; Village and Indian Hill (April).

Parental consent is required in the aforementioned grade levels. In the event consent is not obtained, students will not participate and will be provided an alternate assignment.

In grade 9, pregnancy and contraception is briefly reviewed. In grade 11, the entirety of the course pertains to family life. If you are the parent of a high school student and do not want your child to participate in health instruction, please email Dr. Kukoda at [mkukoda@holmdelschools.org](mailto:mkukoda@holmdelschools.org) prior to January 31, 2024.\*\*

Should you wish to change your original responses, contact [ewhitmore@holmdelschools.org](mailto:ewhitmore@holmdelschools.org)

# QUALTRICS SURVEY PREVIEW



Dear 2nd Grade Families,

The purpose of this survey is to obtain consent for your child to participate in health education, specifically topics related to sexual education/family life and gender identity and affirmation. These topics are only part of the core curriculum, which can be viewed here: [2nd Grade Health Curriculum](#)

Are you filling out this survey as the parent or guardian of ?

Yes

No

Topics pertaining to gender identity and sexual orientation are aligned with the following grade 2 standards:

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.  
2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.  
2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

These standards will be addressed using this [lesson plan](#), entitled "All Families are Different." This lesson will be taught inside the classroom by our health teacher(s) and school guidance counselor.

After reviewing the plan, please indicate whether you would like your child to participate.

Yes, I would like my child to participate in the lesson entitled "All Families are Different."

No, I do not want my child to participate in the lesson entitled "All Families are Different."

The following standards are taught within the "family life" unit which focuses on topics related to parenting and reproduction:

2.1.2.PP.1: Define reproduction.  
2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).  
2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

These standards are addressed using resources included in our full curriculum and are taught by your child's physical/health education teacher. Please indicate below if you would like your child to receive instruction in these topics.

Yes, I would like my child to receive instruction in topics pertaining to family life.

No, I do not want my child to receive instruction in topics pertaining to family life.

# FOR MORE INFORMATION



[23-24 Health Memo](#)

[Health Curriculum FAQ](#)

[Gender/Sexual Identity/Inclusion Lesson Plans](#)

[Health Curriculum](#)

# QUESTIONS



THE OFFICE OF CURRICULUM AND INSTRUCTION