

## *Delaware Model Unit Gallery Template: Health Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Making Proud Choices**

**Designed by: Jan Fleming, David Carter, and Chris Johnson**  
**District: Milford**

**Grade Cluster: 9–12**  
**Time Frame: 8 Lessons**

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### **Summary of Unit**

Making Proud Choices! A Safer-Sex Approach to STDs, Teen Pregnancy, and HIV Prevention is an eight-module curriculum that provides young adolescents with the knowledge, confidence, and skills necessary to reduce their risk of sexually transmitted diseases (STDs), human immunodeficiency virus (HIV), and pregnancy by abstaining from sex or using condoms if they choose to have sex. It is based on cognitive behavioral theories, focus groups, and the researchers' extensive experience working with youth. Making Proud Choices! is an adaptation and extension of the original Be Proud! Be Responsible! curriculum in that it integrates STD, HIV, and pregnancy prevention.

Jemmott, L. S., Jemmott, J. B., & McCaffree, K. A. (2006). Making Proud Choices: A safer-sex approach to STDs, teen pregnancy, and HIV prevention (curriculum manual). New York: Select Media. The Department of Education provides professional development in Making Proud Choices in partnership with ETR Associates Survive Outside Project and Planned Parenthood of Delaware.

The transfer task and rubric were authored by Elaine Van Wickle, Christina School District.

## Stage 1 – Desired Results

(What students will know, be able to do and understand)

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### Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:  
Family Life and Sexuality
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.\*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

\* Includes technology integration

### Big Idea: Health is Personal Power

#### Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Sexual activity has risks and consequences.
- Abstinence is a choice.
- Students have the power to choose.
- Self-protection takes knowledge, skill, and intention.

#### Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

#### Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning.
- What is sexual health?
- Who or what influences decisions about sexuality?

## **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

### **Students will know...**

- The behaviors that put one at risk for contracting sexually transmitted diseases.
- The risks and consequences of having sexual intercourse.
- The three steps to the problem-solving method.
- Various types of contraceptive methods.
- How HIV/STDs are transmitted and how they are not.
- The benefits of abstinence and protecting yourself.
- The relationship between making decisions and achieving your goals and dreams.
- The signs and symptoms of the most common STDs.
- How condoms can prevent STDs, including HIV and pregnancy.
- The effectiveness of at least three types of birth control.

### **Students will be able to...**

- Apply a problem-solving method to cope with sexual pressures.
- Make proud and responsible choices.
- Demonstrate strategies for preventing STDs.
- Demonstrate refusal skills to prevent HIV/STD infection and pregnancy.
- Demonstrate body language and strategies for saying “no” effectively to unprotected sex.
- Express pride about sticking to a decision that can help them to achieve their goals.

## Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

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### Suggested Unit Transfer Tasks

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications.
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge).

Graduation! You and the love of your life are going to be attending the same college. Although you have abstained from having sex through high school, you and your partner are discussing taking your relationship to the next level. You both agree that you need a “reproductive life plan” and must consider how a pregnancy, STD, or HIV infection could affect your life plans. Describe your life goals for the future, and how you will stay on track. What are some of the stumbling blocks you may encounter, and how will you overcome them? Explain why this plan is the best for you and your life goals!

### Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
  - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student work shows a mature and sophisticated understanding of the risks and problems associated with sexual activity. The personal plan demonstrates a complete and thorough understanding of protective factors and cites valid resources that support sexual health. The student designed an insightful, mature personal plan that reflects personal experiences, values, and goals. This plan shows organized thinking and gives specific examples of realistic strategies for dealing with change as the plan unfolds.
  3. Student work shows reasonable understanding of the risks and problems associated with sexual activity. The student designed a personal plan that is based on some examples of experience, values, and goals. The plan is an appropriate reflection based on expressed experience, values, and goals. Student work shows a solid understanding of strategies for dealing with change. The plan is supported with a solid understanding of protective factors and reliable resources.
  2. Student work shows a limited understanding of the risks and problems associated with sexual activity. The designed student plan is somewhat reflective, based on some references to experience, values, or goals. Student shows a partial understanding of strategies for change. The plan is supported with a partial or incomplete understanding of protective factors and resources.
  1. Student work shows little or no understanding of the risks and problems associated with sexual activity. The student plan lacks clarity and is difficult to follow. Work is not supported with specific examples from personal experiences, values, or goals.

## Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).
- Caller handouts (see pp. 77-82) – Students work in pairs to give advice to “callers” about their questions on HIV and AIDS.
- The AIDS Basketball Game – Class is divided into two teams in order to answer questions for points (see p. 96). The questions review HIV/AIDS information.
- SWAT Poster – Students participate in a role-playing activity to learn skills necessary to slow a situation down and to learn alternative ways to say “no.”
- Role playing about condom negotiation:
  - This task is designed for students to practice skills to increase their confidence about condom negotiation. In real life, students need to be confident with the condom negotiation skills. Five different role-play scenerios, in which students may find themselves some day, are used with students. For each role-playing practice, students are instructed to use eveything they have learned in the unit and to do their best to feel, sound, and behave like the person being role-played. Possible scenarios:
    1. Group– designated group member must convince a partner that sex can be just as pleasurable with condoms (see Role-Play A, p. 187).
    2. Two students – first student must convince other student not to use condoms with his girlfriend and the other friend must resist pressure to have unsafe sex (see Role-Play C, p. 193).
  - Observer Checklist (p. 185) is used to evaluate what SWAT skills were demonstrated in the role-playing. For each skill, a “Y” is marked for showing demonstration of the skill and an “N” is written if the skill was not demonstrated in the scene.

## Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)
- Students will formulate goals they wish to achieve in the future, identify barriers to achieving their personal goals, and list strategies for overcoming the barriers as part of the introductory activity to the program.
- Using Talking Circle allows students to reflect on how making proud choices can help them achieve their goals and dreams for the future. Questions for discussion include the following:
  - How would an unplanned pregnancy affect my family, education plans, and career?
  - What would you say to your best friend if they told you they tested positive for HIV? What would you do?

## **Stage 3 – Learning Plan**

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

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### **Key Learning Events Needed to Achieve Unit Goals**

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws. <http://www.umuc.edu/library/copy.shtml>

The specific lesson plans and activities, handouts, and resources, complete with time allotment and scripts, are found in the Making Proud Choices curriculum manual. The following is a list of the topics for each lesson/module:

- Lesson 1/Module 1 (p. 31) – Getting to Know You and Steps to Making Your Dreams Come True
- Lesson 2/Module 2 (p. 53) – The Consequences of Sex: HIV Infection
- Lesson 3/Module 3 (p. 69) – Attitudes and Beliefs about HIV/AIDS and Condom Use
- Lesson 4/Module 4 (p. 83) – Strategies for Preventing HIV Infection: Stop, Think, and Act
- Lesson 5/Module 5 (p. 101) – The Consequences of Sex: Sexually Transmitted Diseases and Correct Condom Use
- Lesson 6/Module 6 (P. 127) – The Consequences of Sex: Pregnancy
- Lesson 7/Module (p. 145) – Developing Condom Use Skills and Negotiation Skills
- Lesson 8/Module 8 (p. 75) – Enhancing Role-Plays: Refusal and Negotiation Skills

## **Resources and Teaching Tips**

### **Resources**

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.

All resources (including videos, posters, and handouts) are found in the Making Proud Choices: A Safer-Sex Approach to HIV/STDs and Teen Pregnancy Prevention curriculum program manual or teaching materials.

### **Teaching Tips**

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

When students share private information, the group needs to be taught that the information is to be kept private.

It is important to establish ground rules for the class prior to beginning this or any curriculum.

## Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
  - Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Partner or group work
  - Role-play guidelines
  - Posters (visuals)
  - Reading aloud
  - Video presentation, demonstration, and practice

### Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

The principles used in designing this unit are Universal Design for Learning and 21st Century Learning. Information is presented in various forms giving students the opportunity to acquire the information using a style best suited to them. They also are given the opportunity to demonstrate what they have learned in a number of different ways, including discussion, talking circles, independent work, small groups, partner work, and role-playing. Many of the activities follow the 21st Century Learning designs when students are asked to use critical thinking. They are asked to use the new information to make informed decisions and to demonstrate how to apply the knowledge in new situations as they would in the real world.

### Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

Students with further questions may be referred to the school nurse or the counselors in the Wellness Center.

Planned Parenthood of DE may have classroom speakers to support instruction and provide teachers with assistance and resources. DVDs are available to support the unit.

Children and Family First (ARC) may have classroom speakers to share information on healthy relationships, sexual decision-making, and contraceptives.

Training in the Making Proud Choices curriculum is available through the Delaware Department of Education. For information about training in MPC and other curricula, contact Janet Ray, Educational Associate at [jaray@doe.k12.de.us](mailto:jaray@doe.k12.de.us).