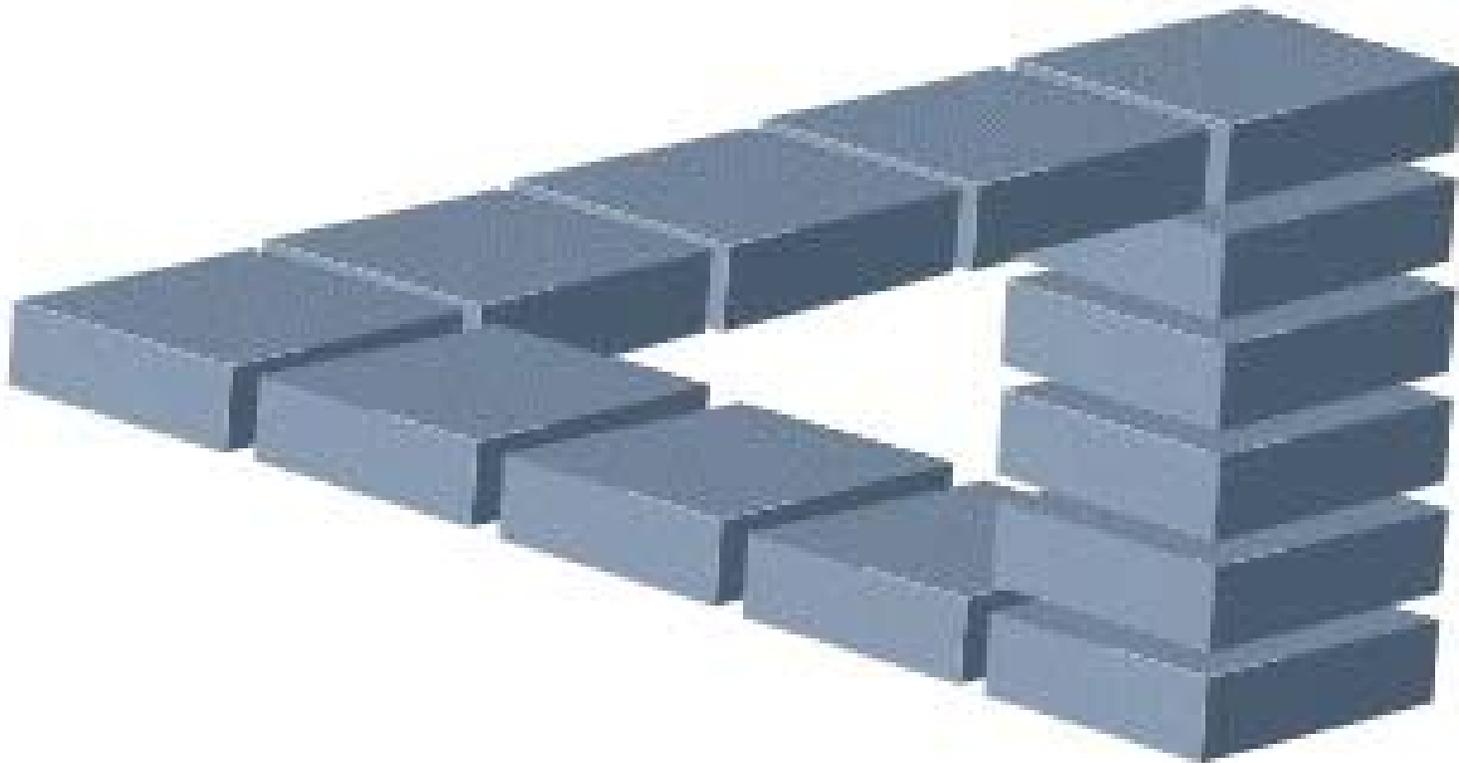
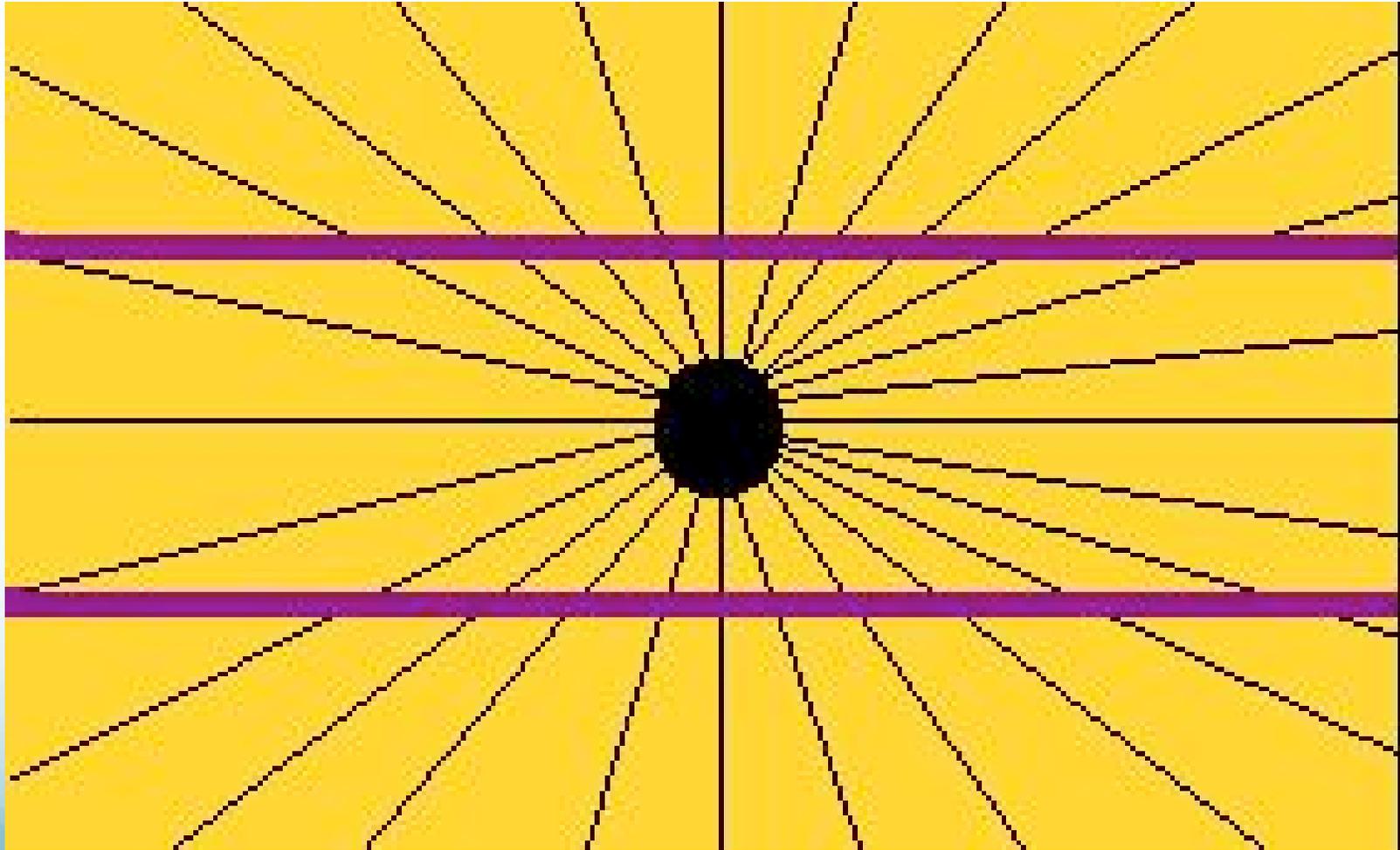


- Measures have been taken, by the Utah Department of Health, Bureau of Health Promotions, to ensure no conflict of interest in this activity

Is this possible??



Are the purple lines straight or bent?



The nuts and bolts of presenting a 5th Grade Boys or Girls Maturation Program

Presenter:

A.J. Walkowski, Registered Nurse

School Nurse Summer Institute,

Orientation and Review

June 17th-20th, 2014

The Content:



- **Follow Utah State Law and Policy regarding human sexuality education.**
- **It is critical that the content be approved and appropriate for the school district in which it is being presented.**
- **The content should stay within the parameters created by the curriculum department.**
 - **Staying within the parameters should be a safeguard, in case someone complains about the content.**
 - **The school district assumes responsibility and the presenter is released from responsibility.**

Parental Support:

Having parental support is very important but not always possible.



In that case, hand out some printed material or a booklet for the kids to take home for a discussion with their parents.

Also, request your schools to encourage parental support.

Scheduling your maturation presentation:

During school hours **pros** and **cons**:

- **Pro** - There will generally be more boys or girls in attendance.
- **Con** - But less parents.
- **Pro** - It has been my experience that boys and girls are more likely to ask questions in the absence of their parents.
- **Con** - Boys and girls sitting together tend to be more unruly than when they sit with their parents.
- **Pro** - Able to present while on contract work time.

During after school hours **pros** and **cons**:

- **Pro** - Generally more parents attend.
- **Con** - Less boys and girls attend.
- **Pro** - Boys and girls tend to be more attentive when in the presence of their parents.
- **Con** - Requires scheduling during your off contract work time.

Boys and Girls 5th Grade Maturation Introductory letter

Dear Principal/PTA President,

Hi, my name is A.J. Walkowski and I am a school nurse with the Jordan School District. I am contacting you to give you notice of our willingness to present boys and girls maturation programs, for the benefit of the 5th grade students in your school. The presentations will be taught by two nurses.

The presentations will consist of a 45-minute power point, discussion and a short video. Entire time will not exceed one hour. The content will include physical development, hygiene, wellness, nutrition, and gender specific sexual anatomy and function—appropriate for 5th graders. We have both taught this class with very favorable response over the past seven years. If any

parent is interested in knowing the content, we are happy to supply the PowerPoint in advance. You or they would need to contact us requesting such. All that is discussed falls within Utah State Board of Education and has been approved by your school district. We are

scheduling these classes now for the winter and spring of 2014-15. We will be teaching these classes in the afternoon during school, and after school in the evening. Please call or

have your PTA representative make the necessary arrangements. Also FYI, Proctor and Gamble provide free hygiene kits for boys and girls. Their website is www.pgschoolprograms.com.

Sincerely, A.J. Walkowski, R.N. Phone and e-mail

Communication:

**Keep the contact person's info.
Correspond and save the correspondence.
Schedule the presentation in your planner.
DON'T FORGET!**



Follow-up e-mail or letter

Dear _____,

Per our communication, I have scheduled the boys and girls maturation programs for ____ (date and time)__. I will be there one half hour in advance to set up. I will need a table on which to display items, and an electrical cart for my laptop and projector. Apart from this, it will be your responsibility to have the chairs set up, a projection screen in place and an audio system with a microphone available.

You might also consider providing a refreshment and hygiene kits. These enhance the effectiveness of the program, but are optional.

The hygiene kits can be procured from Proctor and Gamble for free. Contact them at least 3 months in advance at www.pgschoolprograms.com.

Or you may put together your own hygiene kits by purchasing a few items and then placing them in a paper or plastic bag (those items might include: toothbrush, tooth floss, tooth paste, deodorant, feminine products, etc.)

I look forward to doing your presentation and will be in communication just prior to the actual date.

Sincerely, A.J. Walkowski, RN phone and e-mail

Consent:

At least two weeks prior to instruction, have the USOE consent form completed and returned by parents.

- **This is a Utah state requirement for instruction that includes:**
 - ✓ reproductive anatomy
 - ✓ Human reproduction
 - ✓ Contraception including condoms
 - ✓ HIV/AIDS
 - ✓ Sexually transmitted diseases
 - ✓ Information on self-exams



Utah State Office of Education Human Sexuality consent form

Utah State Office of Education Parent/Guardian Consent Form Human Sexuality Instruction

Name of Student _____

Parents must receive this form no later than two weeks prior to the beginning of instruction.

Course: _____ Teacher(s): _____

School: _____ Telephone Number: _____

Dear Parent/Guardian:

As part of your child's education, he/she has enrolled in a course that includes instruction on topics related to human sexuality. You are receiving this consent form because instruction and/or discussion of human sexuality topics are controlled by state law and/or Utah State Board of Education rule. Please read the form carefully, select **one option**, sign, and return to the teacher identified above. Your student will not be allowed to participate in class activities without this completed and signed form on file. Thank you.

INFORMATION

All instruction related to human sexuality and/or sexual activity will take place within the context of Utah State Law (53A-13-101) and Utah State Board of Education rule (R277-474) as follows:

- The public schools will teach sexual abstinence before marriage and fidelity after marriage.
- There will be prior parental consent before teaching any aspect of contraception and/or condoms.
- Students will learn about communicable diseases, including those transmitted sexually, and HIV/AIDS.

Program materials and guest speakers supporting instruction on these topics have been reviewed and approved by the local district review committee.

The following are NOT approved by the State Board of Education for instruction and may not be taught:

- The intricacies of intercourse, sexual stimulation or erotic behavior;
- The advocacy of homosexuality;
- The advocacy or encouragement of the use of contraceptive methods or devices;
- The advocacy of sexual activity outside of marriage.

In accordance with Utah State Board of Education Rule R277-474-6-D, teachers may respond to spontaneous student questions for the purposes of providing accurate data or correcting inaccurate or misleading information or comments made by students in class regarding human sexuality.

Please choose **one** option for instruction listed on the reverse side of this page.

DISCLOSURE:

The curriculum for this course includes instructions and/or discussions about the topics checked in this box:

Teacher Use Only

- | | |
|--|---|
| <input type="checkbox"/> reproductive anatomy and health | <input type="checkbox"/> contraception, including condoms* |
| <input type="checkbox"/> human reproduction | <input type="checkbox"/> HIV and AIDS (including modes of transmission) |
| <input type="checkbox"/> information on self-exams | <input type="checkbox"/> sexually transmitted diseases |
| <input type="checkbox"/> date rape | (terms of a sensitive/explicit nature may be defined) |

*Factual, unbiased information about contraception and condoms may be presented as part of this course (only if the box above is checked). Demonstrations on how to use condoms or any contraceptive means, methods, or devices are **prohibited** and are **NOT** authorized.

Name of Student: _____

OPTIONS: Please read and check only one of the following:

Option 1

_____ I GRANT permission for my child to participate in the scheduled activities/discussions as described above.

Option 2

_____ I GRANT permission for my child to participate in the scheduled activities/discussions as described above, *with the exception of* _____. I understand that my child will receive an alternative assignment of equal value and will not attend the regularly scheduled class on the day of this instruction.

My child will be provided a safe, supervised place within the school during the class period(s). It will be his/her responsibility to report to the pre-arranged location, check in with the teacher or supervisor, and submit the completed assignment to the appropriate person.

Option 3

_____ Prior to making a decision, I will contact you at the school within the next two weeks to arrange a time to discuss the planned curriculum and/or review the materials.

Option 4

_____ I DENY permission for my child to participate in any of the scheduled activities/discussions as checked in the above box.

I understand that while my child is not involved in the exempted portion of the curriculum, he/she will be provided a safe, supervised place within the school during the class periods and will receive an alternative assignment related to other elements of the course. I shall take responsibility, in cooperation with the teacher and the school, for the student learning the required course material identified on this form (State Board of Education Rule 277-474-5-D).

This consent form may be sent to parents within 2 weeks after the beginning of the course, but not less than 2 weeks prior to instruction of the identified topics. Under state law, your child cannot participate in the scheduled instructional activity specified above unless and until this signed letter of permission is returned to the teacher identified on this form. Signed forms will be kept on file at the school for a minimum of one year.

PLEASE SIGN AND RETURN

I have read this form and have chosen **one option** from the preceding list.

Parent/Guardian Signature: _____

Telephone Number: _____ Date: _____

Curriculum or Board Rules may be read at, or printed from, the Internet at: www.usoe.org



Before the actual presentation:

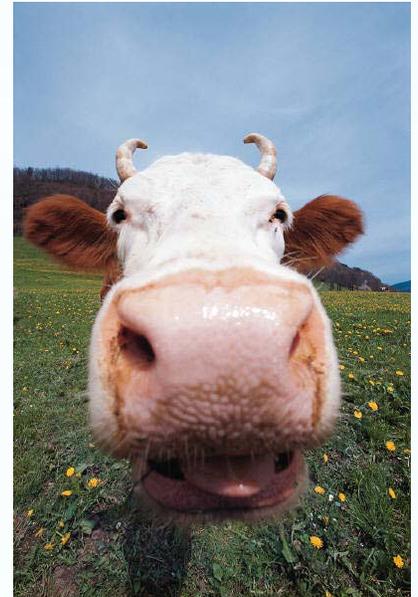
Set up is critical for starting on time.

- **Arrive at least ½ hour early to set up your equipment,**
- **It is advisable to bring your own equipment (wireless microphone is preferable, projector, screen, laptop, sound system if playing any time of movie).**
- **Onsite equipment will be an electrical cart, extension cords, microphone set-up, screen, overhead projector, chairs.**
- **Other onsite considerations: Refreshments, hygiene kits, handouts, maturation booklets.**
- **Know in advance, if possible, where in the school you will be doing the instruction (gym, classroom, library, cafeteria).**
- **Take into account type of and degree of light in the room in which you will be doing the powerpoint projection.**

Your persona:

Your professional persona is especially important for this type of presentation because . . . most parents are nervous about this topic and those who do the presentations.

By appearing and acting like a professional alleviates much of this concern.



- **Make your audience comfortable and inspire confidence.**
- **Smile,**
appear confident and comfortable.
and talk loud enough.

Professionalism is a key factor.

Your Introduction:

- **Greet and Welcome your audience.**
 - **Announce how long the presentation will be.**
 - **Express appreciation for parental attendance.**
 - **Pay particular attention to opposite gender parent attending presentation.**
- **Introduce yourself:**
 - **and why you are qualified to teach the subject.**
 - **Add an interesting detail about yourself that relates to the topic and/or that is unique about yourself.**
- **Use humor that relates and is not offensive.**



10 Public Speaking points:

1. Practice before you present.
2. Know your content.
DO NOT read the powerpoint.
Let them read it. You *talk* about it.
3. Show your personality and smile.
4. Use voice inflection.
5. Avoid being redundant.
6. Use examples and stories.
7. Use appropriate humor.
8. Interact with your audience.
Interaction helps you make a connection.
9. Begin and end on time.
10. Close by thanking your audience.



Critique:



- **We learn by our mistakes.**
- **Feedback helps us improve our performance as well as the product.**

Jordan School District Boys and Girls 5th Grade Maturation Critique

Thank you for taking a minute and filling out this critique.
Your input is vital in helping us give the presentation that best fits the needs
of your children, within Jordan School District guidelines and policy.

1-How would you rate the content of the presentation?

Poor

Fair

Good

Very good

Comments/Suggestions:

2-How would you rate the actual presentation?

Poor

Fair

Good

Very good

Comments/Suggestions:

These are the feedback from the boy's maturation presentations 2012-13:
Out of 140 responses, 127 circled "very good" for both questions 1 and 2.
9 circled "good" for question #1, and 7 circled "good" for question #2.
There were no "fair" or "poor" circled.

A cool story!

At a grocery store, I bumped into a father that was present at a program I had presented the week previous. He recognized me and wanted to talk. We talked for awhile and I learned that on the way home the father had asked his son if he knew any of what was talked about that evening.

The son said "no". So, they conversed about it at length, during their drive, on the way home.

The father then asked if the son would be comfortable talking to his mother about boy's maturation. Again, the boy said "no".

But ironically, the following day when the father returned home from work, he learned that the boy and his mother had talked for **two** hours.

The father then let me know how appreciative he was for the presentation and how it had helped open the channels of communication between them and their son.

Ancillary Information/Resources:



Playtex's "Changes"
Playtex.com

Planned Parenthood
**They have free boys and girl
booklets and parent guides.**

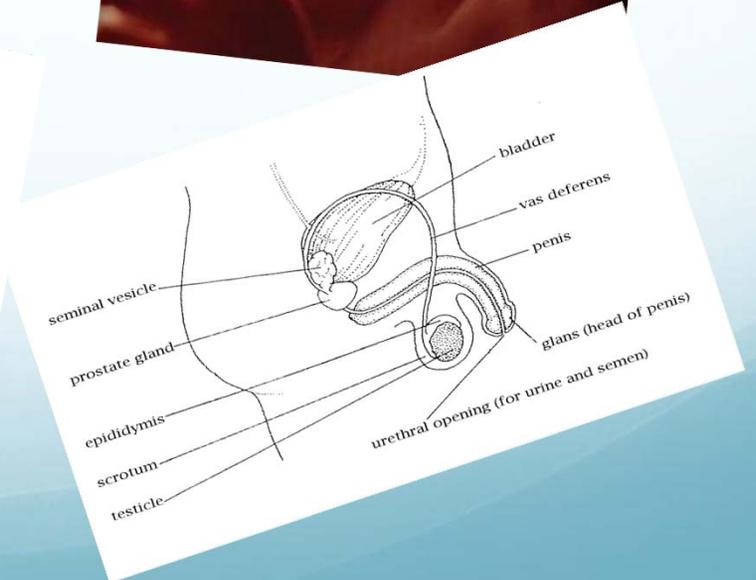
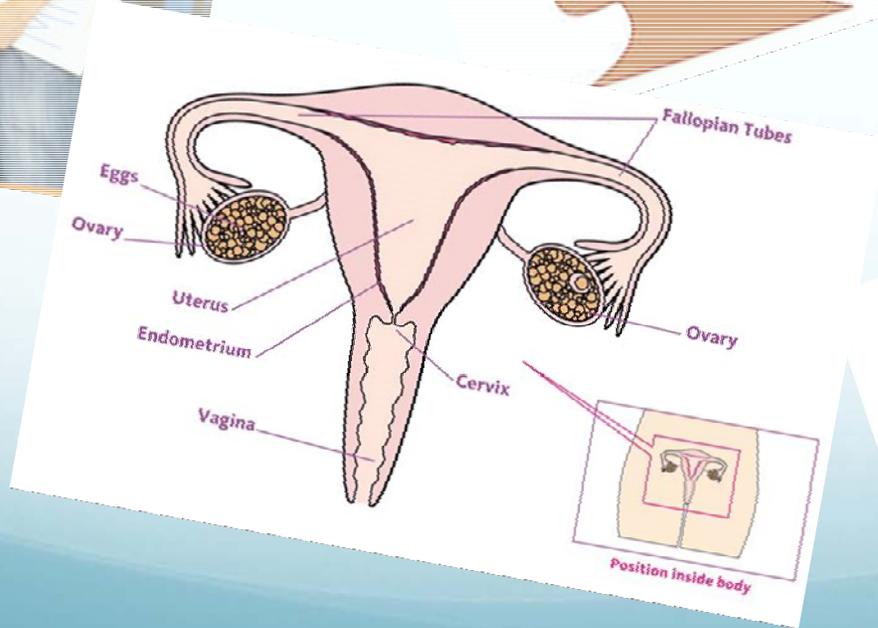
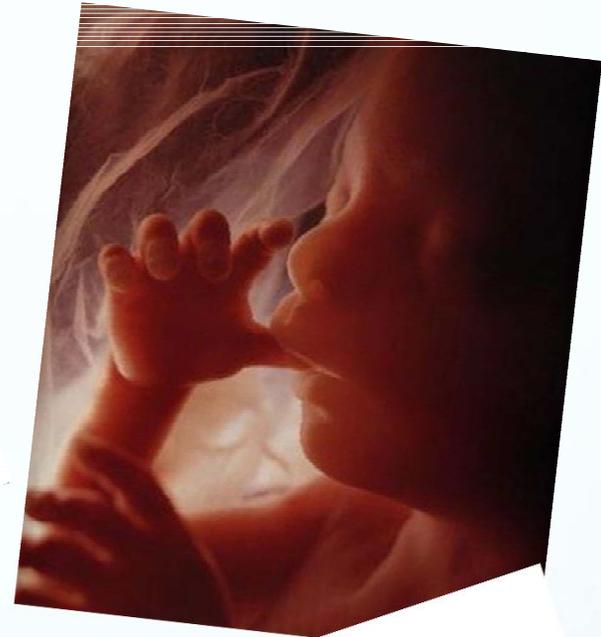
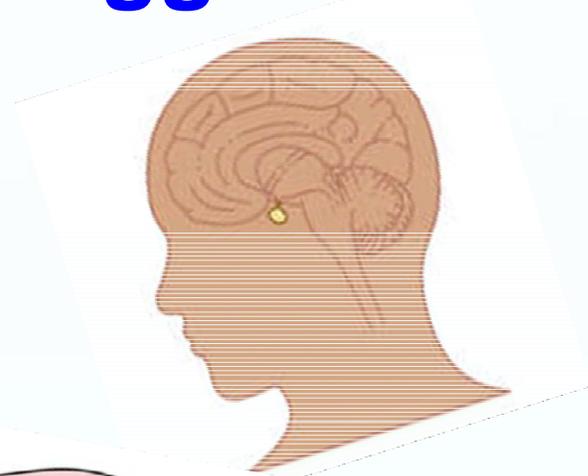
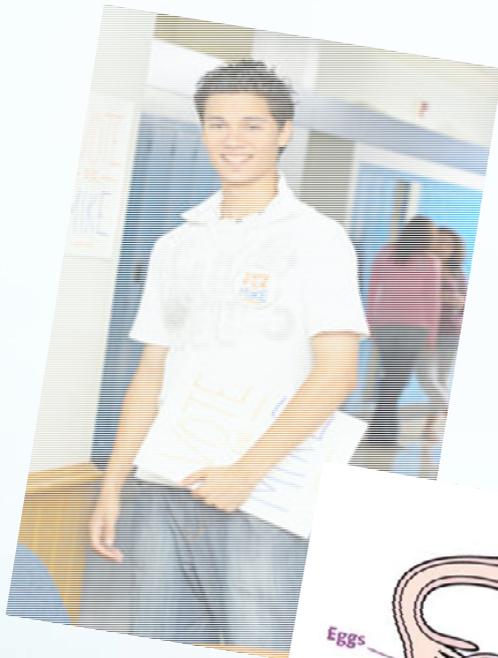
**Tons of information and
resources on the internet.**

**Proctor and Gamble's
"Always Changing"**
www.pgschoolprograms.com

**Kotex/Kimberly Clark's
"It's a girl thing"**
www.kotex.com

**Helping your child through
early adolescence**
Ed.pubs@inet.ed.gov

Example slides from my maturation presentation and some powerpoint suggestions:



BOY'S FIFTH GRADE MATURATION

Growing from a boy into a man

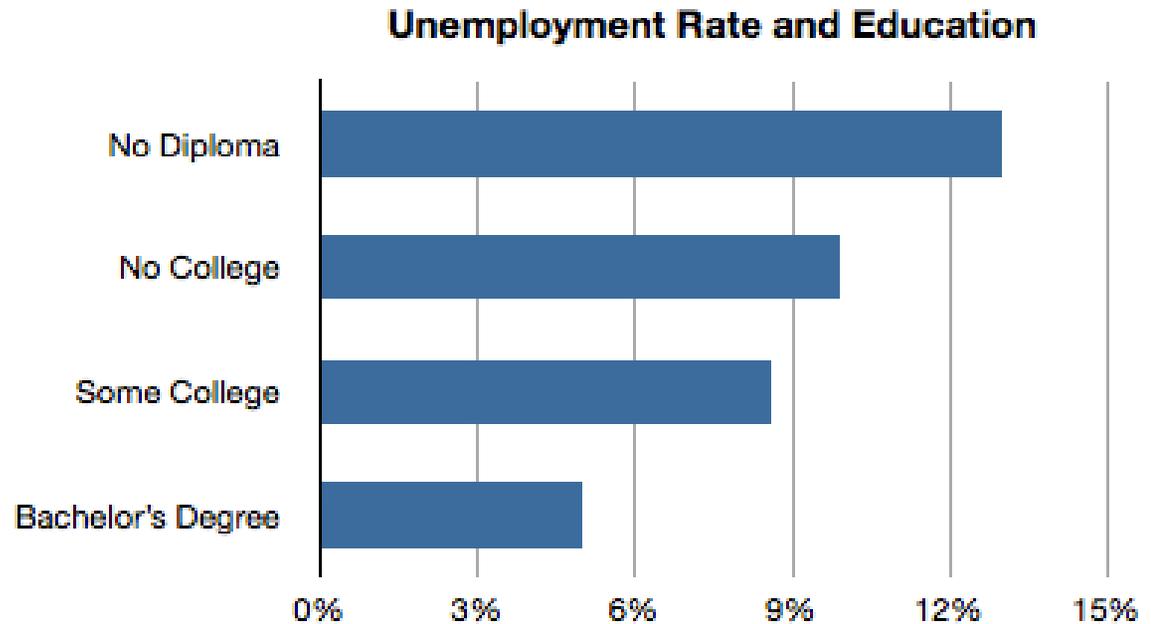
Presenter: A.J. Walkowski, R.N.

Jordan School District Nurse



**You
should
see a
man's
face and
also a
word...**

The Benefits of a College Degree



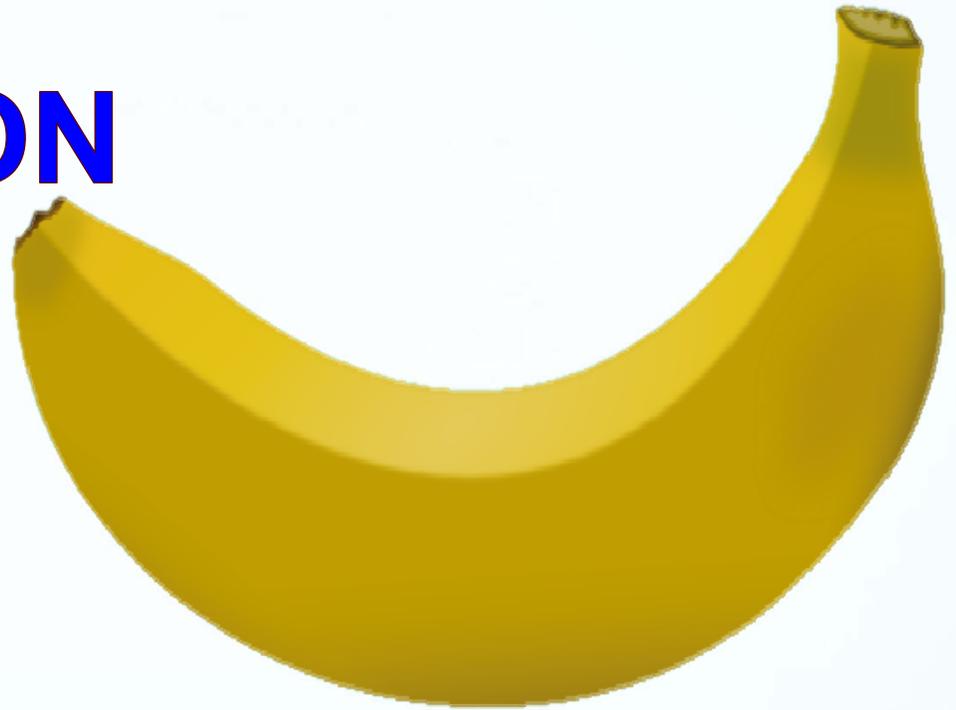
**Expected Lifetime Earnings,
comparing College to High School Graduates**

High School Graduate \$1,418,890

Bachelor's Degree or Higher \$2,834,510

The Census Bureau calculations are based on a 40-year work life, from age 25 to age 64, for all workers. Source: Day and Newburger 2002.

MATURATION



So . . .

what does this big long word mean?

**This is a period of growing,
developing, and changing.**

**What is
wrong
with this
picture?**



Your Body Has Private Parts

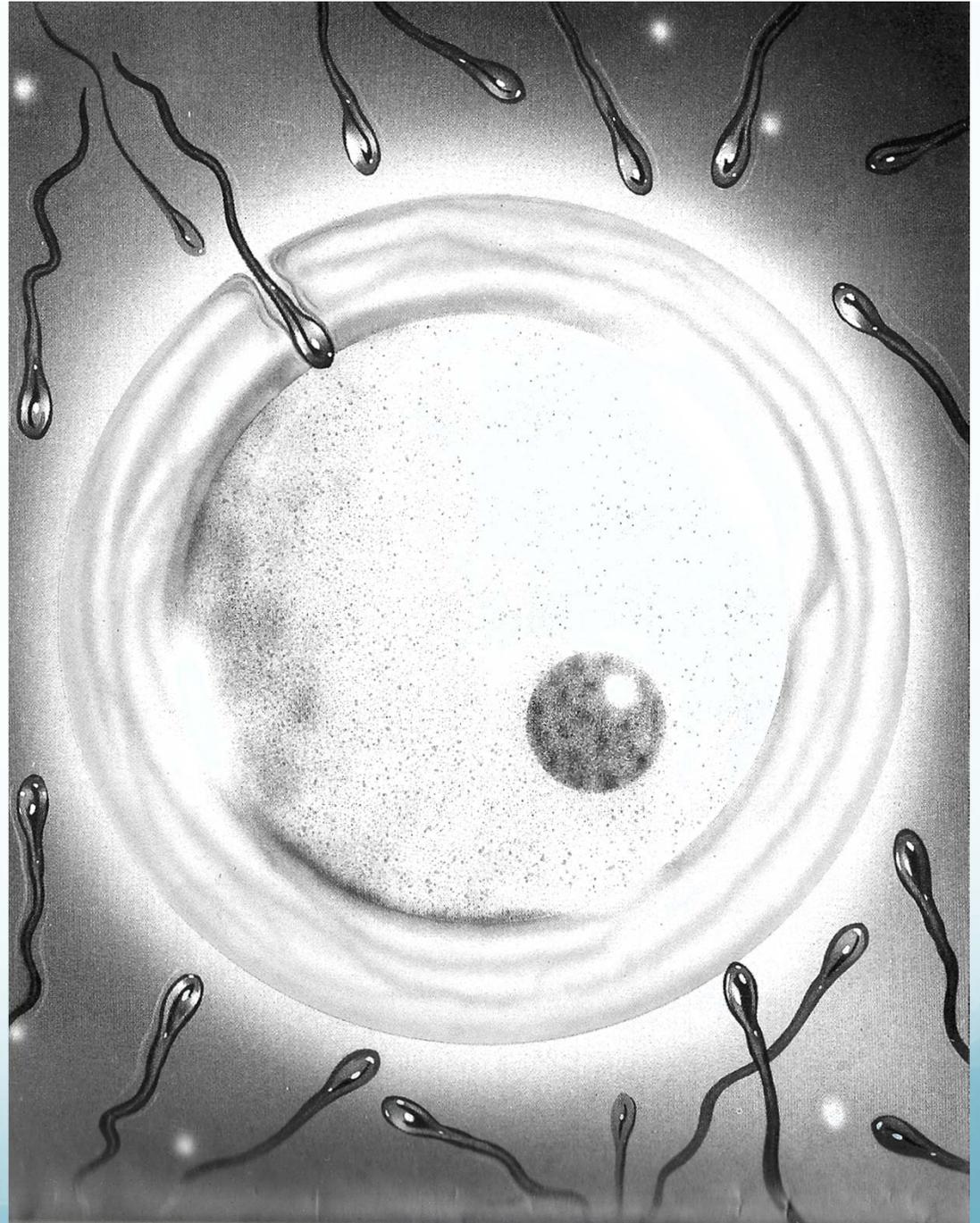
These are the parts that are covered by your bathing suit or underwear:

They are the penis and bottom (buttocks) for boys and men.

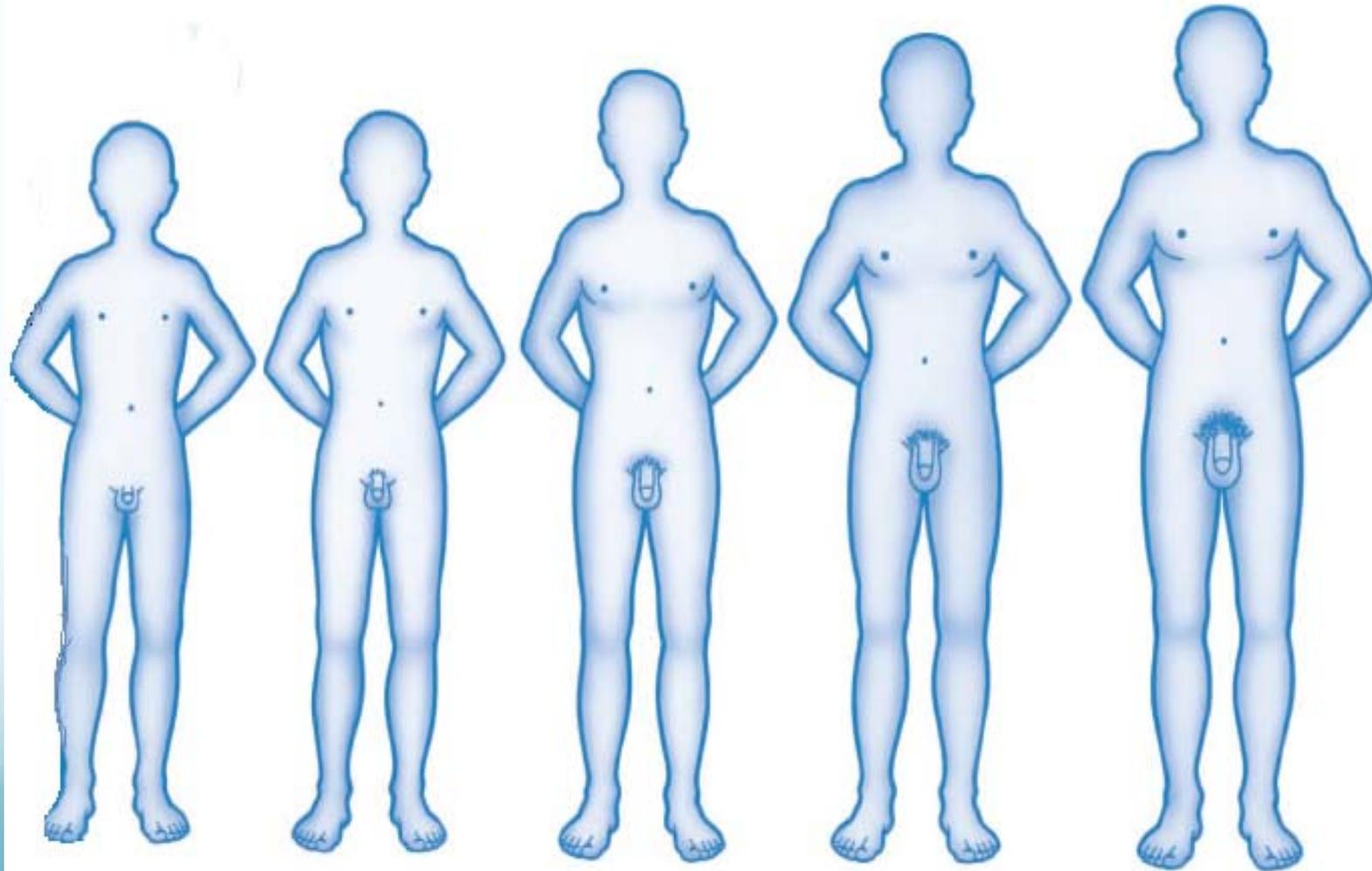
They are the breasts, pubic area, and bottom for girls and women.



**It takes
sperm from
a man
and an egg
from a
woman to
make a
baby.**



Male Stages of Development



Physical Changes

Stage Two: Ages 9 to 15

- Testicles and scrotum grow larger.
- Fine, straight hairs start growing at the base of the penis.



Anytime vs. Sometimes foods

- Some foods can be eaten **anytime** because they are healthy

Foods like Fruits, vegetables, whole grains, low-fat or fat-free milk and yogurt, and lean meats.



- Others might taste good but should only be eaten **sometimes** because they have more sugar or fat.

Foods like cookies, candy and chips.

- What is the most important meal of the day?



Water

- The healthiest substance on the planet.
- Lack of water is the #1 trigger of daytime fatigue.
- Only a 2% drop in body water can trigger short-term memory loss (the brain is 95% water).
- Even mild dehydration will slow the metabolism by 3%.
- Drinking eight glasses of water daily can decrease the risk of:
 - > Colon cancer by 45%
 - > Bladder cancer by 50%
 - > And death from heart attack for women by 41% and men by 54%

CDC, 2007

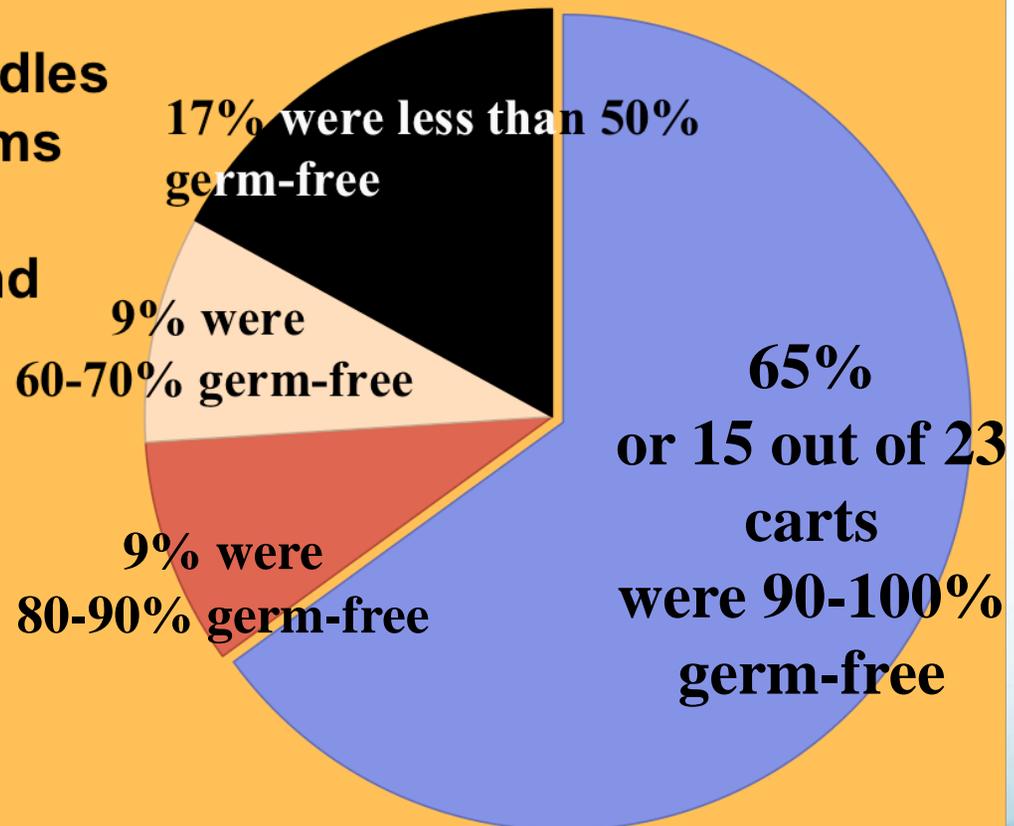
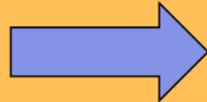


Do sanitizing wipes kill germs?

In a recent study*
23 grocery cart handles
were tested for germs
then wiped clean
using a Clorox brand
disinfectant.

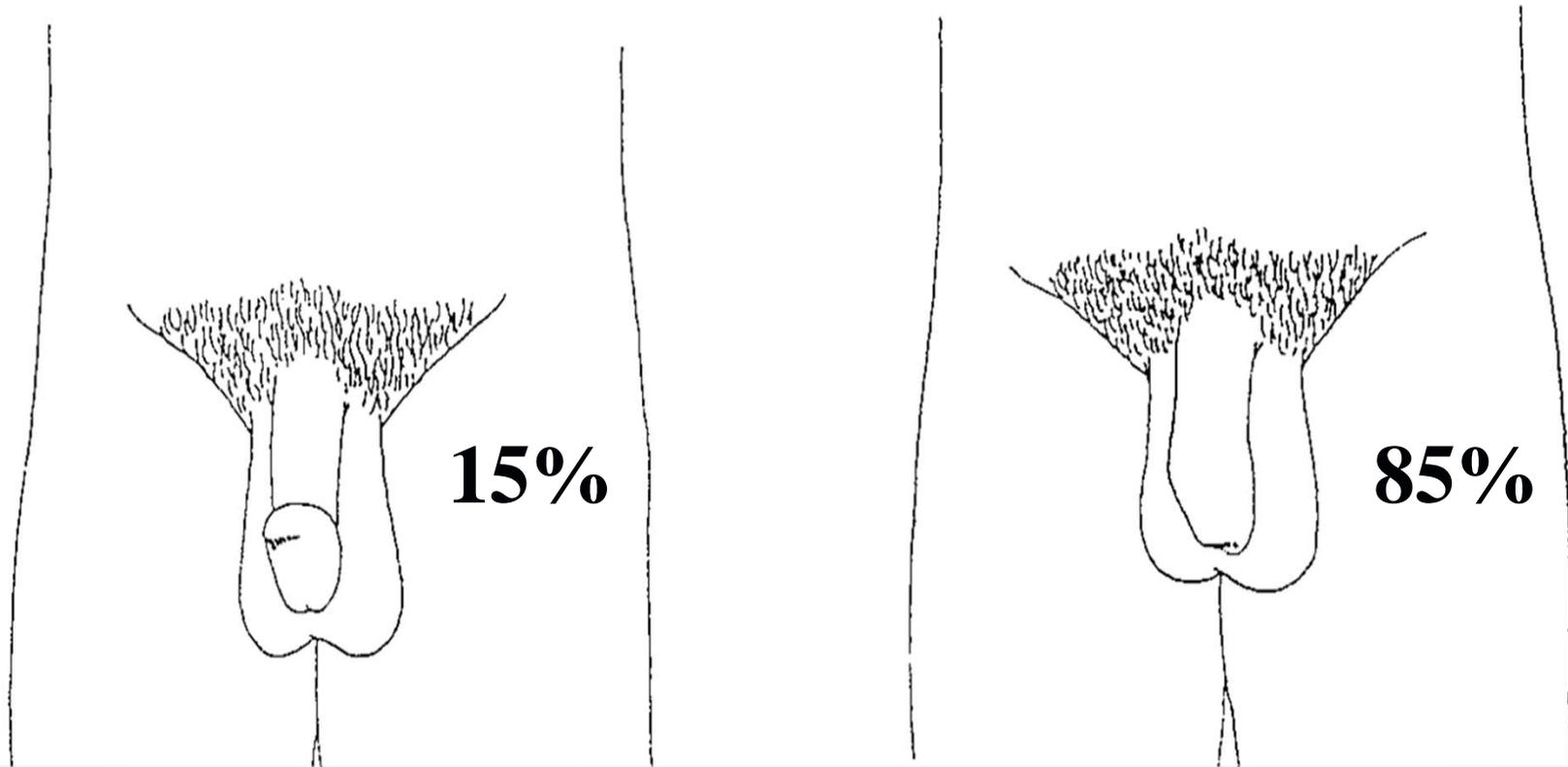
The Result

How many
do you think
used the wipes?



*KSL 5 News study as reported in the *Deseret News*, March 6, 2011

Appearance of the Penis



Circumcision is the surgical removal of the foreskin that covers the head of the penis.

Is Proper Hand Washing Important?

- **One out of three Americans skips hand washing after going to the bathroom.**
- **Kids who wash their hands at least four times a day experience 24% fewer sick days from colds, and 51% fewer sick days due to stomach ailments.**

American Journal of Epidemiology, 2002

- **When you can't wash your hands – use hand sanitizer or wipes.**
- **So, when should you wash your hands?**

Questions and Discussion

Thank you

Call or E-mail me for any support

A.J. Walkowski, RN

Al.walkowski@jordandistrict.org

801-580-9858