

Component	Change
Text, page 591	Updated language “disorder of sex development” to read “difference in sex development”
Text, page 596	Updated language “gay straight alliance” to read “genders and sexualities alliance”
Text, pages 621-623, 638	Updated language “monkeypox” to read “mpox”
Lesson 10.6 Parent Assignment	Adjusted questions and instructions to increase the chance of students having a positive, supportive conversation
Lesson 10.6. Values Statements	Adjusted questions and instructions to increase the chance of students having a positive, supportive conversation
Lesson 11.1 STI Guide	Clarified ways genital herpes is spread
Lesson 11.1 Letter You Do Not Want to Get	Adjusted questions and instructions to increase the chance of students having a positive, supportive conversation

Criterion 1.1

1.1.3 Research-Based and Medically Accurate

G-W is committed to the accuracy of all facets of its programs and to updating its materials in response to ever-evolving health terminology. The intent of language in the STI Quick Reference Guide was to communicate that any contact with infected, nonintact skin can transmit herpes. G-W has adjusted this language to be clearer and avoid misunderstanding. The program uses the

terms *monkeypox* and *mpox*. To reflect terminology that has evolved since publication, the text has been updated to primarily use *mpox*.

Criterion 1.2

1.2.1 Self-Efficacy

The program does not judge health behaviors as “right” or “wrong.” Rather, it takes an objective approach that discusses the factors affecting student behaviors and potential outcomes. For example, the text states that abstinence is “a responsible decision,” not the only responsible decision, and that “practicing abstinence can mean different things to different people” (page 599). The lesson about abstinence then goes on to discuss the complex factors affecting sexual behavior (background, culture, relationships, media, goals, values). Figure 10.7.5 nonjudgmentally includes communication strategies for couples who are *and* who are not sexually active.

The program never states that not getting the HPV vaccine is wrong. Rather, it states CDC recommendations for vaccination and prompts students to brainstorm questions they would ask a healthcare professional about the vaccine (pages 620-621). Health and Wellness Skills #1 on page 624 has students analyze factors (including culture) that impact testing and treatment.

1.2.2 Promoting Positive Norms and Behaviors

The program does not judge health behaviors as “right” or “wrong.” Rather, it takes an objective approach that discusses the factors affecting student behaviors and potential outcomes. The lesson about abstinence discusses the complex factors affecting sexual behavior (background, culture, relationships, media, goals, values). Figure 10.7.5 nonjudgmentally includes communication strategies for couples who are *and* who are not sexually active. The Teacher-Directed Activity: Why or Why Not has students examine reasons students do *and* do not choose abstinence.

The program stresses universal values of honoring diversity and showing respect (see lessons 2.6 and 2.7). On pages 595-597, the program explicitly discusses support for LGBTQ+ youth, acknowledges discrimination, and discusses strategies to show respect and support. The Teaching Sensitive Content guide in the Instructor Resources emphasizes the importance of class rules for respect, including using people’s preferred nouns.

1.2.4 Trauma-Informed

The program does discuss fatphobia; it discusses weight stigma on page 106 in Lesson 2.4. The program also acknowledges the myriad factors that affect body weight on page 212 in Lesson 4.2. It avoids having students pass weight-based judgments (i.e., BMI) and instead focuses on positive nutrition and physical activity habits. See metric 1.4.1 for G-W response on the safety of activities for LGBTQIA+ students.

Criterion 1.4

1.4.1 Inclusive

All activities in the G-W Instructor Resources are editable and to be administered at teacher discretion. None of them are required. All activities are qualified with a statement in the lesson plans that teachers should consider the maturity/support of their class before assignment and should involve school counselors and other supports in discussions of sensitive content. The Teaching Sensitive Content guide in the Instructor Resources aids teachers in forming a positive class environment with rules around respect.

The 10.6 Parent Engagement Assignment is an opportunity for students to have transparent, supportive discussions with mentors in their lives. Students do not have to discuss with an unsupportive parent. Rather, they are prompted to speak with a “parent, guardian, or other trusted adult.” G-W has added a note that students can opt out of the assignment if there is no adult they trust to have this conversation and adjusted some of the question prompts. Note that the activity does *not* force students to out themselves; all discussions are about situations and culture at large.

The Values Statements activity is a conversation starter to help students analyze influences on health. It connects common myths about gender identity and sexual orientation to student experiences of witnessing or experiencing harassment. This conversation leads into a lesson about showing respect for people of different gender identities and sexual orientations and helps correct some of the myths present in this activity. This activity concludes with the following teacher script: *As we explore the next lesson about sexuality, it’s important to remember that many of us have experienced, or are currently experiencing, the statements we’ve discussed. We’ll need to be mindful and respectful of other people’s situations. If the content in the next few lessons is difficult or brings up feelings that are hard to deal with, please reach out for help.* Regardless, G-W has adjusted some of the discussion statements for greater safety.

The text uses the terms *disorder of sex development* and *difference in sex development*, both still used widely. In response to recent evolutions in language, the text has been updated to primarily use *differences*. The reference to GSAs has also been updated.

1.4.2 Comprehensive

G-W is committed to the accuracy of all facets of its programs. The intent of language in the STI Quick Reference Guide was to communicate that any contact with infected, nonintact skin can transmit herpes. G-W has corrected this language to be clearer and avoid misunderstanding. The program uses the terms *monkeypox* and *mpox*. To reflect evolving terminology, the text has been updated to primarily use *mpox*.

The Letter You Do Not Want to Get activity does not teach students to be afraid of contracting an STI. Rather, it helps students think about the next steps of testing, treatment, emotional management, and communication if they are exposed. G-W has adjusted the language of this activity to avoid any misinterpretation.

Criterion 2.2

2.2.2 Frames of Reference

All activities in the G-W Instructor Resources are editable and to be administered at teacher discretion. None of them are required. All activities are qualified with a statement in the lesson plans that teachers should consider the maturity/support of their class before assignment and should involve school counselors and other supports in discussions of sensitive content. The Teaching Sensitive Content guide in the Instructor Resources aids teachers in forming a positive class environment with rules around respect.

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Local and Global Health features throughout the program provide frequent application of health concepts to universal and non-Western settings, prompting students to think about how different cultures and countries view health.

2.2.3 Inclusive Cultural Views

G-W involves a diverse team of authors, teacher reviewers, contributors, and professional reviewers in the development of its program.