

# To Parents & Guardians:

## Introducing *FLASH Family Homework*

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An important part of the FLASH sexual health unit is Family Homework. Family Homework is completed by the student with a family member or trusted adult who is like family. This letter explains the purpose of FLASH Family Homework and what you can expect.

One of the goals of the FLASH unit is to increase communication about sexual health between children and the adults in their lives who care for them. Even though children don't always show it, surveys show that they would like to talk more about these issues with a parent or other trusted adult, and research shows that these conversations play a very important role in helping teens prevent pregnancy, STDs and HIV. The FLASH program includes Family Homework to make these discussions easier and more frequent.

The questions in the Family Homework ask about your thoughts and beliefs on a topic related to the classroom lesson. You don't need to have any information about sexual health to do the homework. No one is required to ask or answer any personal questions. Each Family Homework takes about 10 minutes. To get credit, the adult signs a slip saying that the homework was completed. Students will not be asked to share anything you talked about.

Young people are surrounded by messages in the media telling them how to behave sexually. Although the power of the media is huge, we know that family communication is also very powerful. Family Homework is intended to help adults talk clearly and directly with the young people in their life about their beliefs and hopes for them.

Family Homework is recommended but not required. If a family decides not to do Family Homework, students will be offered an individual homework assignment that can be completed for the same credit.

Thank you for taking the time to look at the Family Homework. We hope it helps you have these valuable discussions.



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### Family Homework Letter Confirmation Slip

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Due: \_\_\_\_\_

I received the Family Homework Letter.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of family member or trusted adult

\_\_\_\_\_  
Student's name printed in English

\_\_\_\_\_  
Signature of student

# Family Homework: Talking about the Reproductive System and Pregnancy

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All Family Homework is optional. Students may complete Individual Homework instead.

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** Today we started our unit on sexual health. What do you hope I learn this unit?

**Ask the student:** What happened in your first lesson today?

**Ask the adult:** Do you have any values about pregnancy or reproduction that you want to share with me?

**Ask the student:** Did you learn anything surprising?



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## Family Homework Confirmation Slip: Talking about the Reproductive System and Pregnancy

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Due: \_\_\_\_\_

We have completed this Homework Exercise.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of family member or trusted adult

\_\_\_\_\_  
Student's name printed in English

\_\_\_\_\_  
Signature of student

# Family Homework: Talking about Sexual Orientation and Gender Identity

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All Family Homework is optional. Students may complete Individual Homework instead.

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** Do we have any identities in this family you especially want me to be proud of? (for example, race, religion, nationality, heritage, etc.)

**Ask the student:** What identity of yours do you feel especially proud of?

**Ask the adult:** What are good ways to show respect to people who are gay, lesbian, bisexual and transgender?

**Ask the student:** Do you ever see kids your age show disrespect to gay, lesbian, bisexual or transgender people? What do you think should be done to stop it?



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## Family Homework Confirmation Slip: Talking about Sexual Orientation and Gender Identity

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Due: \_\_\_\_\_

We have completed this Homework Exercise.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of family member or trusted adult

\_\_\_\_\_  
Student's name printed in English

\_\_\_\_\_  
Signature of student

# Family Homework: Talking about Dating

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All Family Homework is optional. Students may complete Individual Homework instead.

**Purpose:** Family Homework is a chance to share your beliefs, and the beliefs of your family, culture or religion, about sexuality and relationships.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** Families have different ideas about dating. What do you think are the advantages and disadvantages of teens dating?

**Ask the student:** Are there any other advantages or disadvantages of teens dating that I didn't think of?

**Ask the adult:** Today in class we made up new rules for dating that would result in healthier relationships and people treating each other with more respect. If you could make up one rule for all teens and young adults to follow about dating, what would it be?

**Ask the student:** If *you* could make up one rule for all teens and young adults to follow about dating, what would it be?



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## Family Homework Confirmation Slip: Talking about Dating

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Due: \_\_\_\_\_

We have completed this Homework Exercise.

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of family member or trusted adult

\_\_\_\_\_

Student's name printed in English

\_\_\_\_\_

Signature of student

# Family Homework: Talking about Saying No

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**All Family Homework is optional. Students may complete Individual Homework instead.**

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the student:** What do you think about teens dating or agreeing to be a couple? What are the advantages and disadvantages?

**Ask the adult:** What kinds of rules or expectations do you have for me about dating while I am in in middle and high school?

**Ask the adult:** How do you think someone would know it was the "right time" for them to have sex?

**Ask the student:** How do you think someone would know it was the "right time" for them to have sex?



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## Family Homework Confirmation Slip: Saying No

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Due: \_\_\_\_\_

We have completed this Homework Exercise.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of family member or trusted adult

\_\_\_\_\_  
Student's name printed in English

\_\_\_\_\_  
Signature of student

# Family Homework: Talking about HIV and Other STDs

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**All Family Homework is optional. Students may complete Individual Homework instead.**

**Purpose:** Family Homework is a chance to share your beliefs, and the beliefs of your family, culture or religion, about sexuality and relationships.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** When you were teen, how did people learn about sexually transmitted diseases?

**Ask the student:** What was the most interesting or surprising thing you learned about STDs today?

**Ask the adult:** In class we focused on abstinence (not having sex), condoms, and testing, as ways to prevent getting or giving STDs. In your opinion, what is the best way for middle school students to protect themselves against STDs and why?

**Ask the student:** What do you think would help people be more aware about how to prevent STDs, including HIV?



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## Family Homework Confirmation Slip: Talking about HIV and Other STDs

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Due: \_\_\_\_\_

We have completed this Homework Exercise.

\_\_\_\_\_

Student's name printed in English

\_\_\_\_\_

Signature of student

# Family Homework: Talking With Family about Condoms

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**All Family Homework is optional. Students may complete Individual Homework instead.**

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** Today in class we learned that now over 95% of sexually active teens have used condoms, which is more than ever. Why do you think that more teens are using condoms now than when you were a teenager?

**Ask the student:** Why do you think some teens don't use condoms?

**Ask the adult:** What is one piece of advice you would like to give to a sexually active teenager or young adult about condoms?

**Ask the student:** What is one piece of advice *you* would like to give to a sexually active teenager or young adult about condoms?



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## Family Homework Confirmation Slip: Talking with Family about Condoms

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Due: \_\_\_\_\_

We have completed this Homework Exercise.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of family member or trusted adult

\_\_\_\_\_  
Student's name printed in English

\_\_\_\_\_  
Signature of student

# Family Homework: Talking about Birth Control

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**All Family Homework is optional. Students may complete Individual Homework instead.**

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** Today we learned about birth control methods. Did you learn about birth control in school when you were a student? If so, what do you remember about the class?

**Ask the student:** Tell me something you learned about birth control methods today.

**Ask each other:** Do you think teens should be required to get their parent's permission to use birth control? Why or why not?



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## Family Homework Confirmation Slip: Talking about Birth Control

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Due: \_\_\_\_\_

We have completed this Homework Exercise.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of family member or trusted adult

\_\_\_\_\_  
Student's name printed in English

\_\_\_\_\_  
Signature of student