In this session, we will

• Overview of the importance of sex ed
• Learn about what “age-appropriate” sex ed looks like.
• Practice strategies for creating effective sex ed classrooms.
What does healthy sexuality mean to you?
Holistic sexual health *isn’t really* about sex

• Who we are
• What our rights are
• How we express ourselves
• How we build healthy relationships
• How we access health care
(not just)

Condoms!
Why sex ed?

• Research supports that sex ed helps students to:
  • Prevent sexual assault
  • Have lifelong skills to thrive
  • Delay sexual initiation
  • Decrease adolescents’ number of partners
  • Reduce unintended pregnancies
Youth *will* get sex ed from somewhere....

- More than 75% of TV programs contain sexual content, but only 14% mention risks or responsibilities.
- What effect can these images have on people are watching?
- This is why we need parents and trusted educators!
Progress! Yay.

• More youth are waiting to have sex
• Decrease in unintended pregnancies
• More youth are using contraceptives at sexual initiation
### Pregnancy rates per 1,000 females 15-19 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Black*</th>
<th>American Indian / Alaska Native*</th>
<th>Asian/Pacific Islander*</th>
<th>Hispanic/Latino</th>
<th>White*</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>97.4</td>
<td>97.4</td>
<td>16.3</td>
<td>95.1</td>
<td>38.6</td>
<td>48.1</td>
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<tr>
<td>2009</td>
<td>78.5</td>
<td>70.7</td>
<td>30.6</td>
<td>80.7</td>
<td>37.6</td>
<td>45.2</td>
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<td>2010</td>
<td>66.9</td>
<td>51.3</td>
<td>19.3</td>
<td>67.8</td>
<td>32.2</td>
<td>39.2</td>
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<tr>
<td>2011</td>
<td>57.7</td>
<td>56</td>
<td>13.9</td>
<td>58.7</td>
<td>30.2</td>
<td>35.9</td>
</tr>
<tr>
<td>2012</td>
<td>55.3</td>
<td>46.6</td>
<td>12.5</td>
<td>51.9</td>
<td>26.9</td>
<td>32.2</td>
</tr>
<tr>
<td>2013</td>
<td>50.3</td>
<td>42</td>
<td>10.6</td>
<td>46.8</td>
<td>24.5</td>
<td>29.2</td>
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<tr>
<td>2014</td>
<td>42.6</td>
<td>29.5</td>
<td>9.1</td>
<td>43.3</td>
<td>24.6</td>
<td>26.9</td>
</tr>
<tr>
<td>2015</td>
<td>47.1</td>
<td>35.4</td>
<td>8.06</td>
<td>39.3</td>
<td>21.7</td>
<td>25.8</td>
</tr>
<tr>
<td>2016</td>
<td>30.4</td>
<td>29.3</td>
<td>8.44</td>
<td>36.3</td>
<td>19.5</td>
<td>23.3</td>
</tr>
<tr>
<td>2017</td>
<td>28.5</td>
<td>25.3</td>
<td>6.4</td>
<td>31.4</td>
<td>18.6</td>
<td>21.5</td>
</tr>
</tbody>
</table>
But, we have a problem.

• STIs are going up... big time.
• 1 out of 5 students before age 18.
  • Higher rates among vulnerable populations: youth of color, youth who identify as trans+, gay, lesbian, or bisexual, youth in the juvenile justice system, youth experiencing homelessness, youth in foster care, youth who are pregnant or parenting, youth who experience disabilities.
• 1 out of 2 Oregonian women will experience sexual assault or violence in their lifetimes.
How can we help???

• **Promote Sex Ed** in schools, at home, at community organizations
• Encourage young people to **ask questions** about their bodies and health
• Create spaces of **safety, trust, and belonging** for **all** students
• Connect with **groups in your community** that work on these issues
• **Engage students** in teaching and learning
## The three fundamental laws

<table>
<thead>
<tr>
<th>Law</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Healthy Teen Relationships Act (House Bill 4077)</td>
<td>Each School district shall adopt a policy that establishes procedures for school employees to respond to incidents of teen dating violence.</td>
</tr>
<tr>
<td>Erin’s Law: Child Sex Abuse Prevention (Senate Bill 856)</td>
<td>Each school district board shall adopt a child sexual abuse prevention instructional program for students K through 12 as well as professional training for school personnel.</td>
</tr>
<tr>
<td>Human Sexuality Education (DAR Rule 581-022-1440)</td>
<td>Each school district shall teach an age-appropriate, comprehensive plan of instruction focusing on human sexuality education, in 6th through 12th grades as an integral part of health education and other subjects.</td>
</tr>
</tbody>
</table>
How can all this be done age-appropriately?
What does age-appropriate really mean?

- Students can comprehend
- Won’t shock or upset
- Will lead to healthy behaviors
NEW Health Standards (sex ed selection)

- **HE.1.K.4** Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people

- **HE.3.3.7** Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse

- **HE.2.5.9** Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries
## Oregon Comprehensive Sexuality Education: Consent

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221A40, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

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</thead>
<tbody>
<tr>
<td>Recognize that everyone has the right to say who touches their body, when and how, and explain why.</td>
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<tr>
<td>Explain that it is never OK to touch someone, or make someone touch you if they don’t want to, and explain why.</td>
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<tr>
<td>Define and practice consent as it relates to personal boundaries.</td>
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<tr>
<td>Identify consent as a freely given yes.</td>
<td>✔</td>
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<tr>
<td>Describe how consent is a foundational principle in healthy sexuality and in violence prevention.</td>
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</tr>
<tr>
<td>Identify that no one has the right to touch anyone else without giving and receiving consent.</td>
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</tr>
<tr>
<td>Explain effective communication skills to ensure affirmative consent in all sexual relationships.</td>
<td>✔</td>
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</tr>
<tr>
<td>Practice a decision making process to give or receive consent.</td>
<td>✔</td>
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<tr>
<td>Discuss how affirmative consent mitigates confusion within a sexual relationship.</td>
<td>✔</td>
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</tr>
<tr>
<td>Assess a decision making process to give or receive consent for consensual sexual activity.</td>
<td>✔</td>
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<tr>
<td>Practice effective communication skills to ensure affirmative consent in all sexual relationships.</td>
<td>✔</td>
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<tr>
<td>Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.</td>
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<tr>
<td>Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.</td>
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<tr>
<td>Define sexual consent and explain its implications for sexual decision making.</td>
<td>✔</td>
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</tr>
<tr>
<td>Define affirmative consent as a freely given enthusiastic yes.</td>
<td>✔</td>
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<tr>
<td>Describe how alcohol and other drug use can affect one’s ability to perceive or provide consent.</td>
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</tr>
<tr>
<td>Demonstrate respect for the boundaries of others and practice affirmative consent.</td>
<td>✔</td>
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<tr>
<td>Apply a decision making process to promote consensual sexual activity within healthy relationships.</td>
<td>✔</td>
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</table>

## Oregon Comprehensive Sexuality Education: Relationships

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221A40, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

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</thead>
<tbody>
<tr>
<td>Identify healthy verbal and nonverbal ways to express needs, wants, and feelings.</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Describe a range of ways people express affection within various types of relationships.</td>
<td>✔</td>
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<tr>
<td>Identify and demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</td>
<td>✔</td>
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<tr>
<td>Describe the characteristics of healthy and unhealthy relationships.</td>
<td>✔</td>
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<tr>
<td>Discuss potential impacts of power differences (e.g., age, status, or position) as they relate to personal boundaries in various types of relationships.</td>
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<tr>
<td>Recognize sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.</td>
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<tr>
<td>Practice communication skills that foster healthy relationships.</td>
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<tr>
<td>Investigate and assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all.</td>
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<tr>
<td>List and practice ways to treat your friends, family, and partner with dignity and respect.</td>
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<tr>
<td>Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</td>
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<tr>
<td>Analyze how family, friends, and other external influences can impact one's beliefs about and decisions within a healthy intimate relationship.</td>
<td>✔</td>
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<tr>
<td>Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.</td>
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<tr>
<td>Explain and demonstrate effective skills to negotiate agreements about the use of technology in relationships.</td>
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<tr>
<td>Demonstrate how to set and respect boundaries around social media and technology use in relationships.</td>
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<tr>
<td>List criteria for evaluating the health of a relationship.</td>
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<tr>
<td>Demonstrate effective strategies to avoid or end an unhealthy relationship.</td>
<td>✔</td>
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<tr>
<td>Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.</td>
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<tr>
<td>Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.</td>
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</table>

For questions and permissions, please contact SATF.

3625 River Rd N, Suite 275, Keizer, OR 97303-5985 | Phone: (503) 990-6541 | Email: taskforce@oregonsatf.org | Web: www.oregonsatf.org

www.oregonsatf.org/resources/other
Ways to ensure age appropriateness

• First:
  • Pre-gauge understanding
  • Introduce topics to caregivers
  • Ask students what they want to know
• **Second:**
  • Start slowly, introduce basics, and revisit
  • Build on the foundation
  • Start as early as possible in a students’ schooling or in any given year, so that students can come back with questions, discussion
(Some) elementary school key messages

Everyone has a right to say who touches their body and how

It is never ok to touch someone or make someone else touch you

If a kid has been touched in a way that made them uncomfortable, it is important to tell a grown-up who can help

There are no jobs, clothes or toys that are just for males or females. People can choose the things that feel right for them.

It is important to treat everyone with caring and respect.
(Some) middle and high school key messages

Everyone has the right to say who touches their body and how

It is never ok to touch someone else if they don’t want you to, or to make them touch you

There are laws about sex that everyone must follow

Permission or agreement is required to engage in all sexual activity

Rigid ideas about how men and women should act are harmful and limit how people can express themselves
What does this look like?

- **Sex Ed in Kindergarten:**
  - [https://youtu.be/il8HIi7wqQE](https://youtu.be/il8HIi7wqQE)

- **Sex Ed for 11 year olds:**
  - [https://youtu.be/AA1HDFH9OaU](https://youtu.be/AA1HDFH9OaU)

- **On consent:**
  - [https://www.youtube.com/watch?v=QNZFDNPj3QM](https://www.youtube.com/watch?v=QNZFDNPj3QM)
Now that we know about the content....

Let’s talk about building welcoming sex ed classrooms
Identity activity!
Sometimes you’re a caterpillar

- [https://www.youtube.com/watch?v=hRiWgx4sHGG](https://www.youtube.com/watch?v=hRiWgx4sHGG)
- In partners, discuss how this video pertains to your work.
Inclusivity in the Sex Ed Classroom

• Why do you think it’s important to be mindful of all identities when teaching sex ed?
Let’s talk about creating inclusive and safe classrooms
Sex Ed for Students with Disabilities
Students experiencing disabilities

• Research says that adolescents with physical disabilities are as sexually experienced as their peers without disabilities.
Sexual assault among people experiencing disabilities

• The US Department of Justice reports that 68% to 83% of women with developmental disabilities will be sexually assaulted in their lifetimes.

• Less than half of them will seek assistance from legal or treatment services.
Teaching sex ed for students with disabilities does a lot of good!

1. Protects youth with disabilities, by learning to recognize an act of sexual exploitation or abuse
2. Practices assertiveness skills to deter sexual exploitation
3. Supports youth to communicate to trusted adults if sexual abuse or victimization occurs.
4. Teaches how to recognize healthy relationships
5. Develops skills to develop and maintain them
6. Reduces the social isolation experienced by many youth with disabilities, thereby reducing their risk.
Apply the strategies that you know work

1. Connect with parents & caregivers
2. Apply what we know about the student
3. Accommodations
Universal design for learning

UDL is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background... and it also works for sex ed!

- Use various modes of learning
- Structure
- Schedule breaks
- Use diverse media
- Read aloud

- Use handouts that can be touched
- Repetition
- Slow down the pace!
- Incorporate movement
- Keep language simple
- Keep it positive
• Follow the student’s lead
• Accept a student’s assertion of his/her/their own gender identity. Important issues to consider:
  • Confidentiality
  • Name and pronoun use.
• Starting in 2018, Oregonian students will be allowed a non-binary gender option on their school forms.
• Be familiar with terms to use, but mostly just ask what the student prefers!
Contemplated Suicide in Last 12 Months

<table>
<thead>
<tr>
<th>Category</th>
<th>8th grade</th>
<th>11th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Male</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Transgender or gender nonconforming</td>
<td>47%</td>
<td>42%</td>
</tr>
<tr>
<td>Something else</td>
<td>21%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Source: 2017 Oregon Healthy Teens Survey

Note: “Transgender or gender...” includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and “not sure of gender”
Adolescent Resilience

Meet the PYD Benchmark

- Female: 55% 8th grade, 55% 11th grade
- Male: 60% 8th grade, 63% 11th grade
- Transgender or gender nonconforming: 27% 8th grade, 33% 11th grade
- Something else: 45% 8th grade, 38% 11th grade

Source: 2017 Oregon Healthy Teens Survey

Note: “Transgender or gender...” includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and “not sure of gender”
Match key terms with definitions

1. **Assigned sex**
   - How people express their gender based on mannerisms, dress, etc. A person's gender expression/presentation may not always match their gender identity.

2. **Cisgender**
   - Sex recorded at birth, usually on the basis of external genitalia

3. **Gender expression**
   - An umbrella term for persons whose gender identity, gender expression, or behavior does not conform to that typically associated with the sex to which they were assigned at birth.

4. **Gender identity**
   - A term used to describe people who, for the most part, identify with the sex they were assigned at birth.

5. **Gender role**
   - The socially determined sets of behaviors assigned to people based on their biological sex.

6. **Gender sensitive**
   - A person's internal sense of being male, female or some other gender, regardless of whether the individual's appearance, expression or behavior differs from that traditionally associated with the individual's sex assigned at birth.

7. **Transgender**
   - Materials and instruction strategies that is sensitive to individual’s similarities and differences regarding gender role, gender identity and/or sexual orientation.
**Key terms!**

**Assigned sex**—sex recorded at birth, usually on the basis of external genitalia.

**Cisgender**—A term used to describe people who, for the most part, identify with the sex they were assigned at birth.

**Gender expression**—how people express their gender based on mannerisms, dress, etc. A person's gender expression/presentation may not always match their gender identity.

**Gender identity**—a person's internal sense of being male, female or some other gender, regardless of whether the individual's appearance, expression or behavior differs from that traditionally associated with the individual's sex assigned at birth.

**Gender role**—the socially determined sets of behaviors assigned to people based on their biological sex.

**Gender sensitive**—materials and instruction strategies that is sensitive to individual’s similarities and differences regarding gender role, gender identity and/or sexual orientation.

**Transgender**—an umbrella term for persons whose gender identity, gender expression, or behavior does not conform to that typically associated with the sex to which they were assigned at birth.
Students who have experienced trauma

1. **Safety**: Predictability
2. **Trustworthiness & transparency**: Communication
3. **Peer support**: Strengthening relationships
4. **Collaboration & mutuality**: Promote self-worth
5. **Empowerment, voice, and choice**: Restore power
6. **Cultural, historical, and gender issues**: Empathy, awareness, and response

*How can we practice this in our classrooms?*
For more information:

oregonednet.org/groups/sex-ed

oregon.gov/ode
Questions?
Thank you!

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