

## **BR Sex Ed Advisory Board: Outline for public viewing on 7/28/2020 & 7/29/2020**

Please note: This curriculum uses materials from two different comprehensive, evidence-based and medically accurate sources. <https://3rs.org/3rs-curriculum/> and <https://www.uua.org/re/owl> . If OWL is listed in the title of a lesson it is from the Our Whole Lives curriculum, if a number and letter code is used ( G6:L1-) that lesson is from the Rights, Respect and Responsibilities curriculum. The Black River Sex Ed Advisory Board (BR SEAB) will responsibly update the curriculum as needed when these two curricula are updated.

The outline below is a summary of the School Board-approved curriculum outline. All lessons are available in their complete form, to be read upon request. However, not all the lessons in this outline will be taught in their entirety, due to content choices and/or time constraints. The BR SEAB will use local data on current risk trends to update and build on future updates to this curriculum. This information was approved by the BR SEAB on 6/9/2020, and approved by the BR School Board on 7/6/2020. It is the goal of the BR SEAB to complete all of the following lessons between 5th and 8th grade. In High School, we will offer CAP class lessons that reinforce the lessons learned in this curriculum, and remind students about the risks and repercussions of choices and behaviour.

Please be advised that in each class session described below, students will be reminded of the need for a whole-class commitment to maintain a safe space for this conversation. Students will be told that they may ask any questions they have about sexuality and can expect to receive accurate information and answers to their questions. It is our hope that all BR students will, through this curriculum, gain or develop the knowledge, skills and values they need to make informed decisions about relationships, boundaries and sexual matters.

### **Black River Public School's New, State-compliant, Sex Ed Curriculum.**

- Reminder of Community/Group Standards at the beginning of each class.
- Anonymous question box questions are answered in the beginning of class.
- Anonymous questions are requested at the end of each class.
- Many subjects have pre- and post-tests, to better understand what students know and/or may need to have more support with.
- This curriculum is designed to increase parent or caretaker involvement.

## Building Level 1: 4 Classes, 1.5 hours each

### Class #1- Puberty

- ❖ G6:L1- Change is Good- Explain the physical, emotional, social and cognitive changes individuals endure through adolescence.
  - Social-how we interact with others
  - Cognitive-how we think, process information and learn
  - Emotional-feelings and our awareness of what may or may not cause us to feel a certain way
  - Sorting Game- students are given 4 header cards and a handful of changes individuals encounter during puberty. With their groups, students will discuss which change goes under which header (Social, Cognitive, Emotional). Students then will come together as a class to discuss their findings.
  - Question Box -Give each student an index card. These should be anonymous questions... no names.
  - Homework- “Where Can I Learn More about Me?” Each student will complete online, at home with a parent/caregiver, and return during the next class session. With a trusted adult, students will visit <http://pbskids.org/itsmylife/body/puberty>
  
- ❖ G5:L2- Learning about Puberty.
  - This is a handout for parents that lists books and websites.

### Class #2- Puberty and Reproduction

- ❖ G7:L1- Everybody's Got Body Parts-Part 1
  - In small groups, students will complete a worksheet on the sexual and reproductive systems for people who were born with certain body parts and assigned “Female” at birth. Students will use the word bank to help fill in the blanks on the sheet.
  - As a class we will watch 3 videos. “The female Reproductive System”, “The Menstrual cycle” and “The External system”.
  
- ❖ G7:L2- Everybody's Got Body Parts- Part 2
  - Students remain in their small groups to discuss the male reproductive system.
  - As a class we will watch 2 videos on Anatomy and “The Male Reproductive System”.

- ❖ OWL gr 7-9: “The facts about female and male bodies- normal discharge, menstruation, normal erections, wet dreams etc.
- ❖ G5:L2- Puberty and Reproduction & “Who remembers the names of the body parts?”
  - How does puberty prepare the body for the potential to reproduce?
  - Hormones - natural chemicals our bodies make
  - Puberty begins because the body begins to produce large amounts of hormones that they previously were only making small amounts of.”Changes happen because of the new surge in hormones”.
  - Parts used for Conception/Reproduction- through vaginal sex.
  - Break students up in small groups. Each group will be given a “Conception Worksheet” and a stack of cards to play a fact recall game.
  - Question Box -Give each student an index card. These should be anonymous questions... no names.

### **Class #3- Gender Stereotypes and Gender Expression**

- ❖ G6:L2- Gender roles, gender expectations. (Including understanding social stereotypes, teaching tolerance and acceptance of non-conforming gender identities).
  - “When a baby is born, what is the first question we tend to ask?” “Boy or Girl” We determine gender by genitals- “If a penis is present, people say boy and if a vulva is present people say girl”.
  - “How would we describe to someone who’s never encountered a boy/girl before what they are like?”
  - Homework- “Express Myself, My Way” With a trusted adult students will visit <http://amaze.org/video/expressing-myself-my-way/>
  - Together they will watch the 3-minute video and complete the attached worksheet. Students will bring the completed worksheet back for a class discussion.
- ❖ OWL workshop #1: Sexuality and values.
  - Each student is encouraged to think about their values regarding relationships, roles and stereotypes.
  - Understanding sexuality as more than just puberty and reproduction.
  - This lesson guides them to discuss with their families how their decision-making around intimacy and sensuality should be led by their values not their hormones.

- ❖ OWL workshop #6: Feelings and Attractions -Introduces the concept of being romantically attracted to someone.
  - Uses an excellent magnet game for understanding -Teaches terms about sexual orientation and has an excellent word match activity. Highlight the CIRCLES OF SEXUALITY and explain that healthy relationships also involve intimacy- a feeling of emotional closeness with someone else, not just physical interactions.

#### **Class #4: Being Clear with your Friends/Communication**

- ❖ G5:L5- Being Clear With Your Friends.
  - Relationships of any kind are not always easy (Friendships, family, classmates, romantic). “What can sometimes make communication difficult even with someone you really like?”
  - HOW we express ourselves is just as important as WHAT we are trying to communicate.
  - Understanding: The differences between being AGGRESSIVE, PASSIVE and ASSERTIVE . For example, what if someone asked you to go see a particular movie that you really didn't want to see. How might you respond passively, aggressively, assertively?
  - Being in a relationship does not mean that a person has to give up who they are or their own needs.
  - In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate and accept the other person's needs. (A healthy relationship includes compromise with some things, but not your values).
  - 3 strategies for refusal: Say “No” clearly and firmly, Keep repeating your refusal until the person stops asking (tell the person they are pressuring you and they should stop). If all else fails, simply walk away and refuse to discuss the issue further.
  - EXIT PLAN---Plan made with parents to get out of a risky situation (Code word to text parent etc).
  - The age of consent in Michigan is 16, ANY SEX (Oral, Anal or Vaginal) prior to the age of 16 (for either participant) is illegal and both parties can be prosecuted.
  
- ❖ HIV, HPV Powerpoint and/or Pamphlet

## Building Level #2: 4 Classes, 1.5 hours each

### Class #1 - Gender identity/ expression and orientation and LGBTQ inclusion

- ❖ G7:L6- define gender identity and expression as well as sexual orientation.
  - Identity- it's who we are--- "I am a teacher, that is part of my identity"
  - Sexual Identity, Sexual Orientation & Gender Identity game.
  - Powerpoint- "Understanding Gender Identity and Sexual Orientation"
  - Homework - video link to watch "Dealing with Difference"---  
<https://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-ab-out-lesbian-gay-and-straight-issues>
- ❖ G8:L1- Creating a safe school: Celebrating all, GLSEN survey, slides on what a safe school looks like.
  - Creating Respectful Classrooms for LGBTQ Students worksheet
- ❖ G7:L3- Reproduction Basics
  - Survey on what students already know about reproduction.
  - Vaginal Sex- sexual intercourse is defined.
  - If a couple is not using a contraceptive method, like condoms or the pill, the sperm in the semen can join with an egg (fertilization). If a fertilized egg is present and it implants in the uterus, it creates a pregnancy. Some couples who wish to conceive do not conceive this way. For one reason or another, they use medical intervention because their anatomy does not accommodate this method.
  - Conception- The beginning of a pregnancy. A sperm and egg must first join and implant into the lining of the uterus to result in pregnancy. A fertilized egg cannot survive without implantation.
  - Human Reproduction- This lesson reviews and discusses the entire process of human reproduction including the insertion of the penis into the vagina, and the cycle in which a sperm and egg join and then implant into the lining of the uterus, resulting in a pregnancy and, after approximately 9 months of growth, a baby is born. It also explains the differences between a miscarriage, a medical termination and a voluntary abortion.
  - Show powerpoint- "Fertility and the Menstrual Cycle"-- Review each phase and use the 28 card Menstrual cycle activity.

## **Class #2- What is Sexuality: Healthy Relationships, Boundaries & Communication**

- ❖ OWL Handout 2: sets students up for healthy thinking about sexuality as a good part of the human experience; that it is natural to express sexual feelings in a variety of ways; that sexuality in our society is damaged by violence, exploitation etc.; and discusses that it is healthier for young teens to postpone intercourse.
- ❖ OWL Handout 3- sets students up for having positive values (self-worth, defining healthy sexual relationships as consensual, safe etc; responsibility, justice and inclusivity).
- ❖ OWL Workshop #3 & #4 and #6: Values and language and body image
- ❖ OWL Workshop #12 Healthy Relationships: Intimacy, the experience of emotional closeness, is one of the CIRCLES OF SEXUALITY that youth are least likely to learn about in school or from parents/caregivers. One of the developmental tasks of teens is to gain competence in building relationships.

## **Class #3- Relationships and understanding responsible sexual behavior, discussing abstinence and other sexual choices. STD/HIV Speaker or video**

- ❖ OWL Workshop #1 Circles of Sexuality: Discusses the components of human sexuality birth through death.
  - This includes: sexual health and reproduction; intercourse; reproduction; STDs.
  - This lesson defines and explores the differences between: sexual identity, intimacy, sensuality and sexualization
- ❖ OWL Workshop #13 Relationship Skills: Goal of this lesson is to increase participants' listening skills, increase students' ability to speak up for themselves assertively, and increase their refusal skills as well as to help students understand the importance of healthy communication in relationships.
  - Lots of role plays. Handouts 13-16: Active listening skills checklist, assertiveness skills checklist, refusal skills checklist, and examples of healthy communication skills being used within relationships.
- ❖ OWL Workshop #16 Responsible Sexual Behaviour: Promoting abstinence from the most high-risk activities and defining both high- and low-risk activities. Acknowledging that most teens will naturally want to explore themselves sexually (alone and with others). Goals are to help students understand that: Avoiding sexual intercourse is a healthy and responsible choice for all young teens, regardless of whether they've had intercourse in the past.

## **Class #4 - Sexual Assault and the Law and Consent**

- ❖ G8:L7- Warning Signs: Understanding Sexual Abuse and Assault
  - Before this lesson the teacher warns students that today's topic could be hard to hear and could cause some discomfort, and reminds students to be sensitive to others, especially in today's topic
  - This lesson defines and explains: rape and sexual assault, mutual consent, unfair pressure, threats, aggression, random touching intended as a joke or as teasing.
  
- ❖ Watch first 2 minutes of "Rape: Get the Facts" Video---  
<https://www.hrmvideo.com/catalog/rape-get-the-facts>
  - This video covers, and then classroom discussions follows, on these and related topics: That sexual abuse and assault happens often in the US. That it happens often to people when they're really young. That most people know the person who assaulted them. That it happens to boys and men, too. And that it happens to people of all races and ethnicities and economic backgrounds.
  
- ❖ Show video clip on warning signs of unhealthy relationships. "The Signs"---  
<https://vimeo.com/85676862>
  - This video covers: power and control, healthy relationship traits, dating/domestic violence & how to get help. Hotline and website handouts will be handed out at the end of the lesson.
  
- ❖ Homework- Taking Action: Making Sexual Assault and Abuse STOP.
  - Students will visit one of the following websites and fill out the attached worksheet
  - <http://www.breakthecycle.org/>
  - <https://www.loveisrespect.org/>
  
- ❖ G6:L3- Understanding Boundaries.
  - This lesson explores personal boundaries & physical boundaries and the idea that boundaries can and do change and communication is the only way to be on the same page with one another's boundaries in any type of relationship.

- ❖ “What is Sexual Assault”- 2 Minute video-- <https://amaze.org/?topic=personal-safety>
  - “...an important message I’d like you to walk away with is that the person who doesn’t respect boundaries – the person who pushes it or assaults or rapes another person – is always responsible for what happens. If someone says ‘no,’ you need to stop what you’re doing. If you don’t like what someone is doing, you need to say ‘no’ really clearly. If someone does sexually assault or rape another person, it is never the fault of the person who has been assaulted or raped. The abuser or rapist is always in the wrong – it doesn’t matter what the person who was raped was wearing, or whether they knew each other, were a couple or had done something sexual together before. No means no – every single time. Even if someone is silent, they have not given consent.”
  
- ❖ OWL Workshop #18: Consent Homework
  - The workshop defines the components of consent, has participants practice skills for seeking consent and receiving a partner’s positive or negative response and encourages participants to take responsibility as bystanders to intervene and interrupt sexual harassment or coercion. Facilitator resource 24 has terminology about consent. Handout 24 has info on pleasure, consent and sexual violence and a fantastic list of online resources to promote conversations about respecting boundaries, and healthy relationships. There are also telephone and online resources.



## Building Level #3: 4 Classes, 1.5 hours each

### Class #1 - Understanding and preventing STDs

- ❖ G7:L5- Understanding and preventing STDs
  - This lesson explains: STD/ STI's, HIV (Human Immunodeficiency Virus), human-to-human transmission and defines Immunodeficiency.
  - HPV and prevention info and a fact review game on all the covered topics that helps students rank physical activities as low to high risk.
  - Homework: "What is HIV"-- Video [https://www.youtube.com/watch?v=YxfOu\\_aTzH8](https://www.youtube.com/watch?v=YxfOu_aTzH8) & Complete HIV and AIDS worksheet--- questions are in the video
  
- ❖ Gr8:L9- using condoms effectively
  - The only method that provides protection against both pregnancy and STDs.
  - Condoms: What they are and how to use them effectively in different sex-act scenarios.
  - Video on "How to use Condoms- Amaze <https://www.youtube.com/watch?v=oaLdNErJ-Fk>.---- Link on this subject may be replaced or updated.
  
- ❖ G8:L10- STD risk assessment and testing resources
  - Activity that highlights everyday, life-decision making, and how some choices are more risky than others, in life and in sexual behaviors
  - STD/HIV Speaker or video Optional
  - Review of ALL the ways STD's are transmitted (oral, vaginal, anal and penile), what the symptoms are, as well as how to get help.
  - Homework: Read the article: "Taking Charge of My Sexual Health.."

### Class #2 Understanding and preventing pregnancy. Birth control basics.

- ❖ G8:L8- Basics on birth control methods
  - This covers many different methods of birth control, what their benefits are, how effective they are and how to use them properly with vaginal sex.
  - It reminds the students that abstinence from risky behavior is the only 100% safe and effective method of STD and pregnancy prevention.
  - Homework: Watch: Contraceptinator <https://www.youtube.com/watch?v=ypbxZQ8wEFY> , & Complete the “Birth Control Basic” worksheet \*\*\*Resources- 2 handouts Accurate and reliable sexual health resources for teens Sexual health information websites for young people

### **Class #3 - Online Safety-Social Media/Posting/Sexting**

- ❖ G10:L5- Using Technology Respectfully and Responsibly
  - How to use technology responsibly
  - Watch sexting video: <https://www.youtube.com/watch?v=bhMXI31xf0U>--- Video may be replaced with similar content
  - What are some of the potentially negative things about sexting?
  - Show Powerpoint “U.S. Sexting Laws” Slide 4, looking to Michigan’s sexting laws specifically <https://www.netnanny.com/blog/teen-sexting-laws-in-your-state/>
  - Return to the Powerpoint “U.S. Sexting Laws” “What can you do?”
- ❖ G8:L6- “Talking without Speaking-Role of Texting in Relationships”
  - What types of social media are students using?
  - Discussion on the differences between: Instagram, Facebook, Snapchat, Tiktok, etc.
  - Powerpoint: “Talking by Texting”
- ❖ G8:L4- Choose Your Words Carefully
  - Class discussion about hard subjects and how to talk about them.
  - How technology and communication styles affect clarity in a conversation with in different types of relationships

#### **Class #4 - Communication and decision making.**

- ❖ OWL Workshop #23 Sexual decision making: The goal of the workshop is to increase student's confidence in their ability to make healthy and wise decisions.
- ❖ OWL Workshop #24 Communicating with a sexual partner: The goal of this workshop is about communication skills- initiating conversations, communicating bottom lines and responding to arguments against settling limits and using protection.

#### **High School: CAP Classes will cover the following topics yearly:**

- STD, HIV, HPV prevention and help resources
- Pregnancy prevention videos
- Self-help, suicide, and self-harm prevention
- Risks of marijuana, vaping & drug use
- Risks of alcohol use and tools for prevention

In addition to subject specific pre- & post- tests, each grade level will have a pre- and post- test to help our BR SEAB evaluate the curriculum's efficacy. The BR SEAB will make available (to all students) pamphlets and web links to reinforce the above curriculum from appropriate sources that provide current information. Thoes links and pamphlets will be offered on the following subjects: Repercussions of Pornography, Marijuana laws and risks, Vaping and other inhalents laws and risks, Risks of tobacco use, Alcohol abuse and addiction prevention, Suicide prevention, Self Harm, and Self Care. We will also provide information on understanding and preventing racial bias, and information on Mental and Emotional health services in the area.

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