

Comprehensive Sexual Health Education Instructional Materials Review 2024

Draw the Line/Respect the Line

Year Published/Revised: Originally published in 2003, updated in 2015.

Publisher: ETR

Website: www.etr.org

Full or Supplemental: Supplemental

Grade Level: 6 – 8

Student Population: General

Duration/Number of Lessons: 45-minute lessons; Grade 6 - 5 lessons; Grade 7 - 7 lessons; Grade 8 - 7 lessons.

Format and Features: Print and digital versions available. Search function within digital textbook, able to zoom in and enlarge text.

Materials Provide Support for online or in-person learning: Website provides a FAQ for navigating the online textbook. The textbook comes with a virtual training of educators and includes a section on how to use the curriculum. Pre/Post tests included.

Available in Multiple Languages: Student materials available in English and Spanish.

Evidence-based/informed: Evidence-based

National Standards Alignment: Not evident

Consistent with WA Health Education Standards? Yes

Consistent with Comprehensive Sexual Health Education Law? Supplementation needed

Consistent with AIDS Omnibus Act? Yes

Inclusive Materials/Strategies: Yes

Bias-Free Materials: Yes



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PUBLIC INSTRUCTION

Primary Subject Areas and Topics Covered:

- ☐Anatomy and Physiology, Reproduction, and Pregnancy (Pregnancy for Grade 6+)
- ☐Growth and Development/Puberty
- ☐Self-Identity (gender stereotypes, gender identity, sexual orientation, etc.)
- ☐Prevention (general):
 - ☒HIV/AIDS Prevention
 - ☐Pregnancy Prevention
 - ☒STD Prevention
 - ☐Health Care and Prevention Resources
- ☐Healthy Relationships (general):
 - ☐Affirmative Consent
 - ☐Bystander Training
 - ☐Intrapersonal and Interpersonal Communication Skills for Healthy Relationships
 - ☒The development of meaningful relationships and avoidance of exploitative relationships
 - ☐Understanding the influences of family, peers, community, and the media throughout life on healthy sexual relationships

Reviewer Comments:

Reviewer 353

Overall, I thought the curriculum materials were great and the instructions were very clear. The curriculum is able to be adapted for bilingual classrooms. Everything is provided in English and Spanish. Lesson reviews and closure activities are included for the different sections. It's also important that the different sections have family activities. There is evidence that curriculum that involves family activities are effective, so it's great to see that in action/reflected. I didn't see as much emphasis on puberty and anatomy, which may be helpful to incorporate into these lessons more. Self-identity should also be incorporated more.

Reviewer 358

The 7th grade lessons implies that sex invariably leads to pregnancy and STDs, and does not adequately explain ways to prevent pregnancy other than avoiding sex. It mentions that condoms exist and can prevent pregnancy, but there is no skill-building or awareness-building beyond that. While abstinence may be a preferred choice for most families of middle schoolers, leaving out adequate discussion of pregnancy and STD prevention options will misinform students - and does not meet state standards.

The scenarios in the 7th grade lessons only portray different-gender couples, and students are put into gender-based groups and asked different questions based on their binary gender. This will not be inclusive of all students. Several roleplays portray girls as passive actors and / or portray harmful gender-based stereotypes without discussing or challenging them.

The 8th grade lessons about HIV are quite comprehensive, but are set up around having a guest speaker who is HIV positive. It can be very difficult - if not impossible - to find enough guest speakers to cover all classes in a school or district. If districts can find speakers, it is considered appropriate and expected to pay speakers who will share about their lived experience, so the logistics and costs involved in securing guest speakers should be considered.

Reviewer 360

This supplemental material has a lot of potential to be utilized in the Middle School setting and perhaps also in the High School setting. The materials are respectfully inclusive and there is appendix material encouraging trauma-informed instruction. This material also is formatted for a bi-lingual setting of English & Spanish speakers.

The 6th grade unit includes 6 lessons (could combine lessons) focusing on refusal skills in general, the main example used is alcohol use refusal. Utilizing role-playing examples and having students define setting their own boundaries and how to stick to them. Modeling respecting other's boundaries is part of the role-playing.

The 7th grade unit includes 6 lessons (could combine lessons) focusing on thinking ahead about the physical and emotional consequences of having sex. These lessons utilize scenarios where students could find themselves finding it difficult to not cross their pre-determined lines/boundaries and gives examples and role-playing exercises to strengthen their plans for their own future.

The 8th grade unit includes 7 lessons (could be combine lessons) focusing on HIV awareness and prevention. Includes personal accounts from young people infected with HIV sharing their story and their hope to that more young people will understand the risks and how to prevent infection. There is a lesson on Condom use and demonstration. School districts should review to see if the materials are fitting for their Middle School setting.

Reviewer 361

The booklet is easy to follow and flip through, but I'm unsure of the audio quality because I was unable to find the videos. The icons on the bottom that allow for a Thumbnail on the side to easily navigate the pages, as well as the option to add a comment to one of the pages provides teachers who are using these tools to be more efficient navigating the curriculum.

I appreciate the layout of the online booklet and the support on how to use the curriculum including answering student and anonymous questions, as wells as the specific supports for adapting the curriculum to Special Education and Bilingual Classroom supports.

This curriculum also provides numerous opportunities for role playing in different group sizes, time to reflect during the lesson, as well as the next day, and extension activities to engage in

conversations at home with parents.

The curriculum also provides a progression that is appropriate for grade level conversations.

I would appreciate direct links to the videos.

Reviewer 372

While this material focuses primarily on abstinence, it does include information about condoms and birth control. Heavy focus on refusal skills and skill building, but no references to affirmative consent. Nice teacher supports related to providing trauma-informed instruction. Advises educators to mention that teens of all sexual orientations and gender identities need how to set limits and protect themselves. It is not comprehensive enough to meet all requirements of the law related to comprehensive sexual health education.

Med/Sci Reviewer 367

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This curriculum is abstinence based. The curriculum is rooted in a limit setting. Some of the information is outdated for example the use of STDs versus STIs. In the 6th grade curriculum, there are instructions about using a separate gender model and naming it "boys" days and "girls" days and although it is referenced that best practices suggest a mixed gender setting, it does not seem helpful to include these instructions. The tone is very heteronormative, and all of the examples used include a male and a female couple with no mention or acknowledgement regarding this choice. The sources are reputable, The National Institute of Health and UC San Francisco Center for AIDS Prevention Studies but the curriculum was published in 2003 and does not reflect some of the current best practices.

Med/Sci Reviewer 368

I'm not sure how I feel about the "Fidelity Log"- feels a little outdated, or with presence of linking sexual health or sex with fidelity or infidelity. It's not my favorite supplemental material but appears to be medically accurate.

OSPI Comments

This curriculum does not include sufficient content to be used as a stand-alone title for comprehensive sexual health education in Washington public schools. If used, significant supplementation would be needed to meet state requirements.