



Human Sexuality Education in DDSD

February 9, 2023

Introductions



Brooke O'Neill

Director of Curriculum and
Instruction



April Kayser

Health Education Program
Specialist Senior,
Multnomah County Health
Department



Geoff Gailey

Science & Health
Coordinator



Carrie Foster

Online Curriculum
Integration Coordinator

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education

“The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.” –Board Policy IGAI

- Student Health Data
- Human Sexuality Education Laws
- Plan of Instruction / Curriculum Overview
- Continued Work

Data- What Are We Seeing in David Douglas

Students answered questions related to Comprehensive Sexuality Education on the 2019 Healthy Teens Survey.

David Douglas students are above state and local peers when it comes to being taught key concepts.

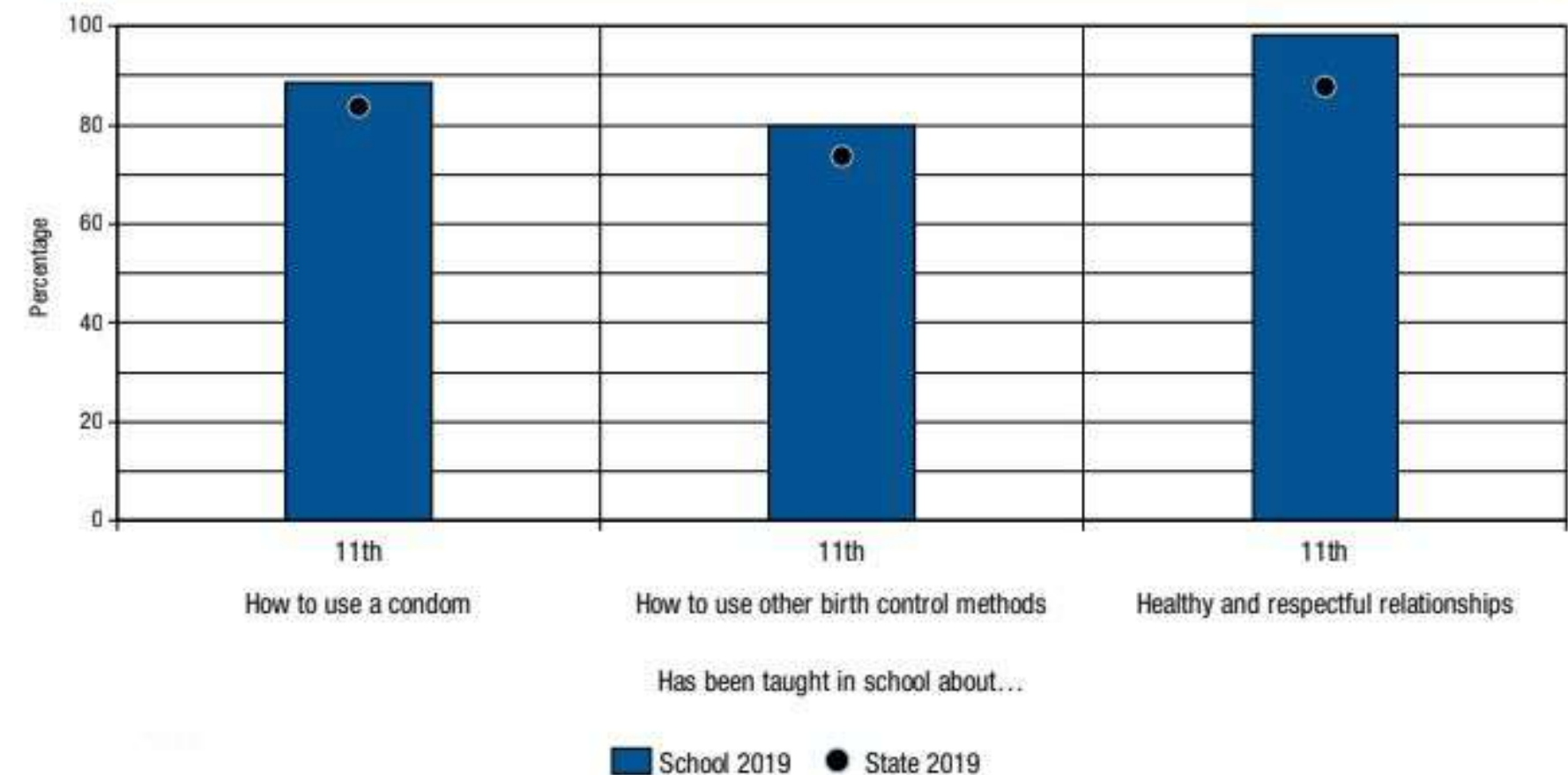
Comprehensive Sexuality Education

Comprehensive sexuality education is an upstream solution to multiple public health concerns.

When implemented according to Oregon's K-12 health standards and performance indicators, students receive the knowledge

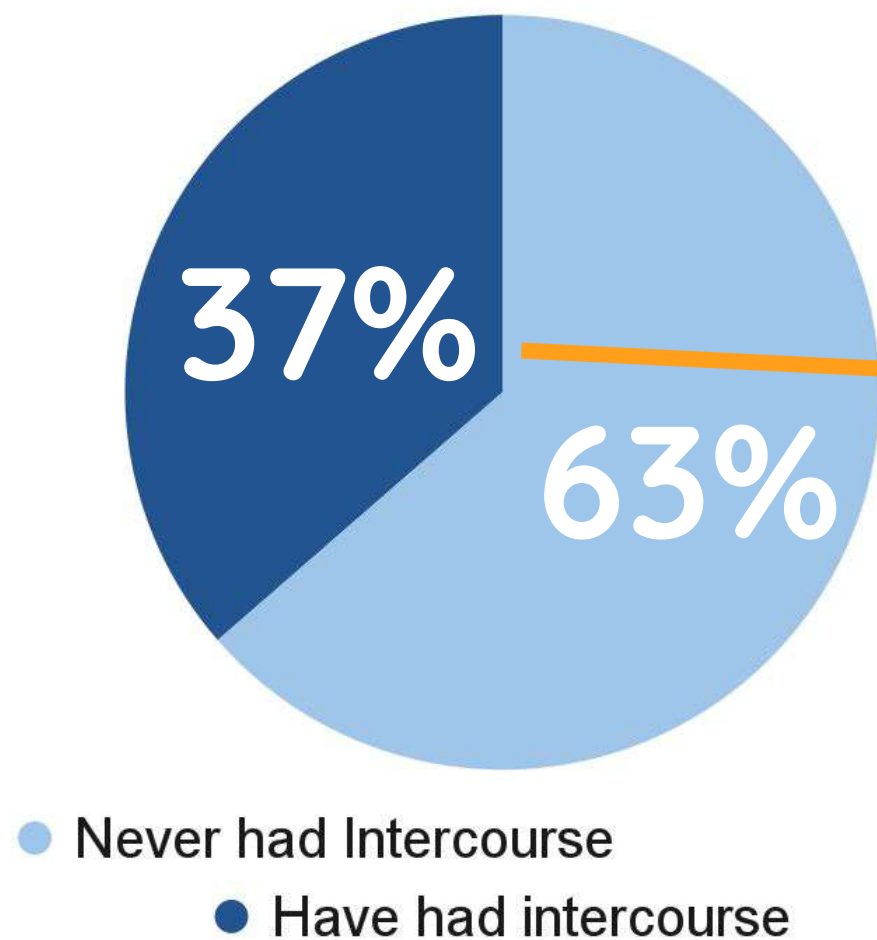
and skills necessary to understand the emotional, physical and social aspects of human sexuality and healthy relationships.

Chart 17. Comprehensive sexuality education



Healthy Behavior Data

All David Douglas 11th Graders



Of those who are sexually active

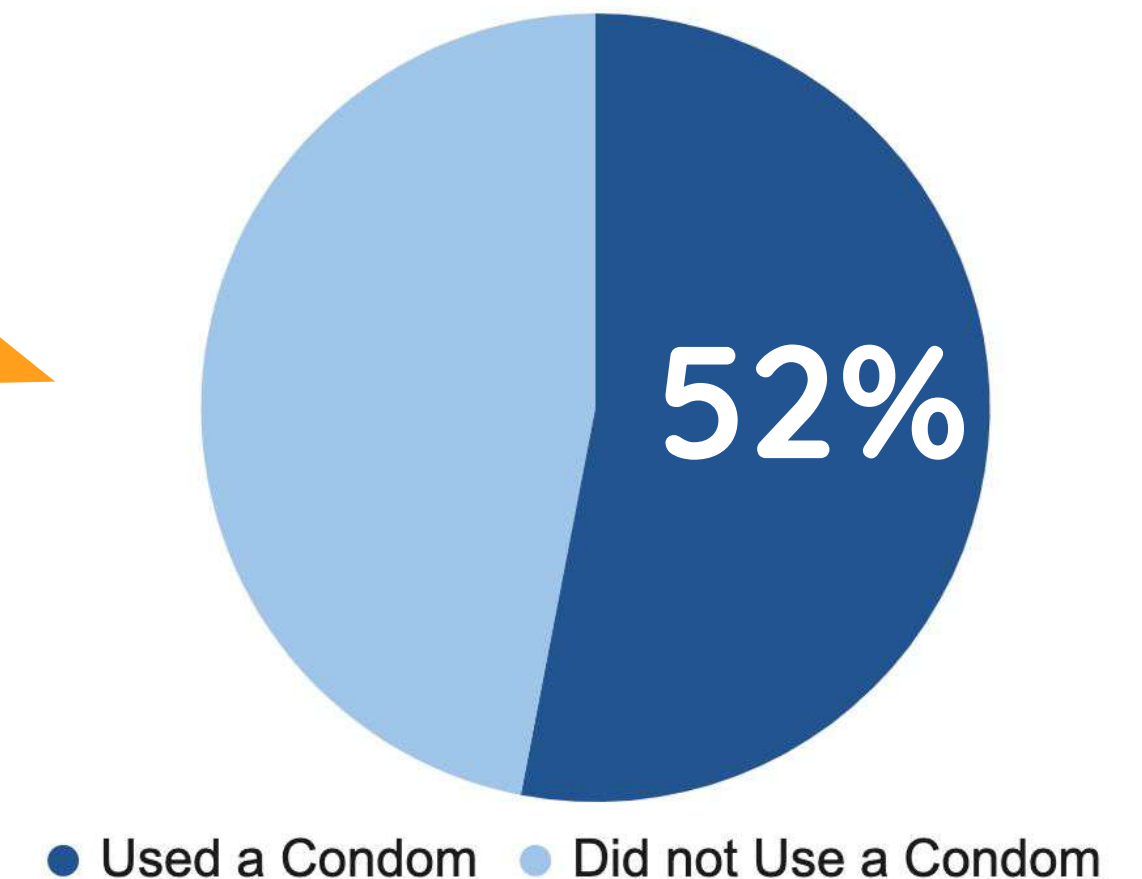
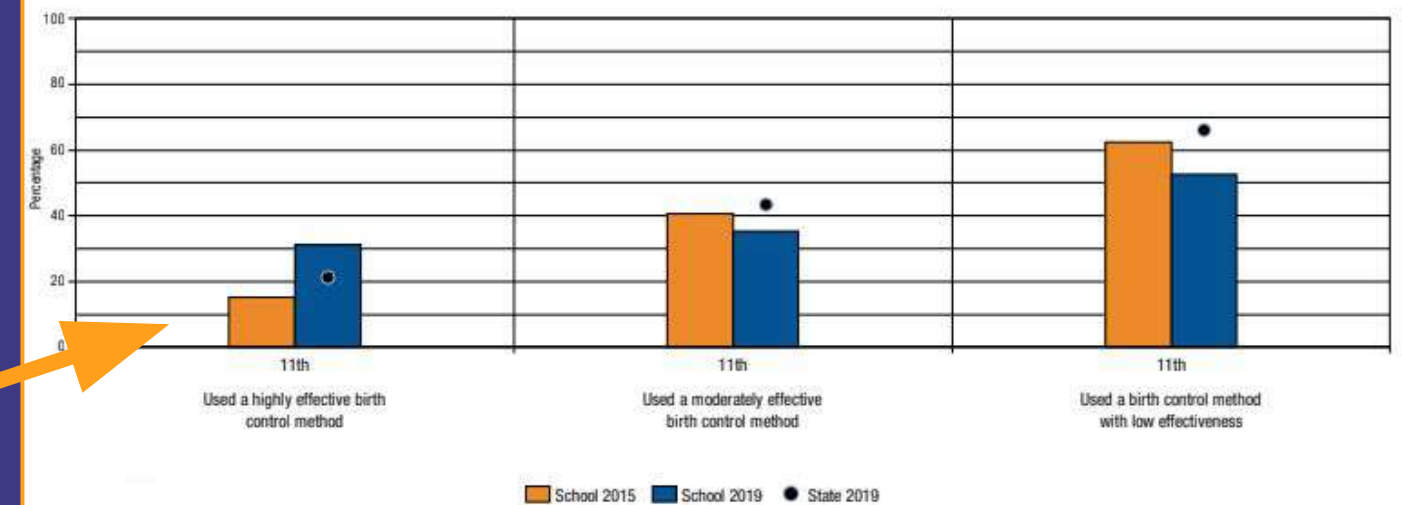


OHT 2019
SEXUAL HEALTH

Pregnancy and STD Prevention

Statewide, out of students indicating they have had sexual intercourse, 86.4% of 8th graders and 94.5% of 11th graders used some sort of method to prevent pregnancy.

Chart 16. Use of birth control

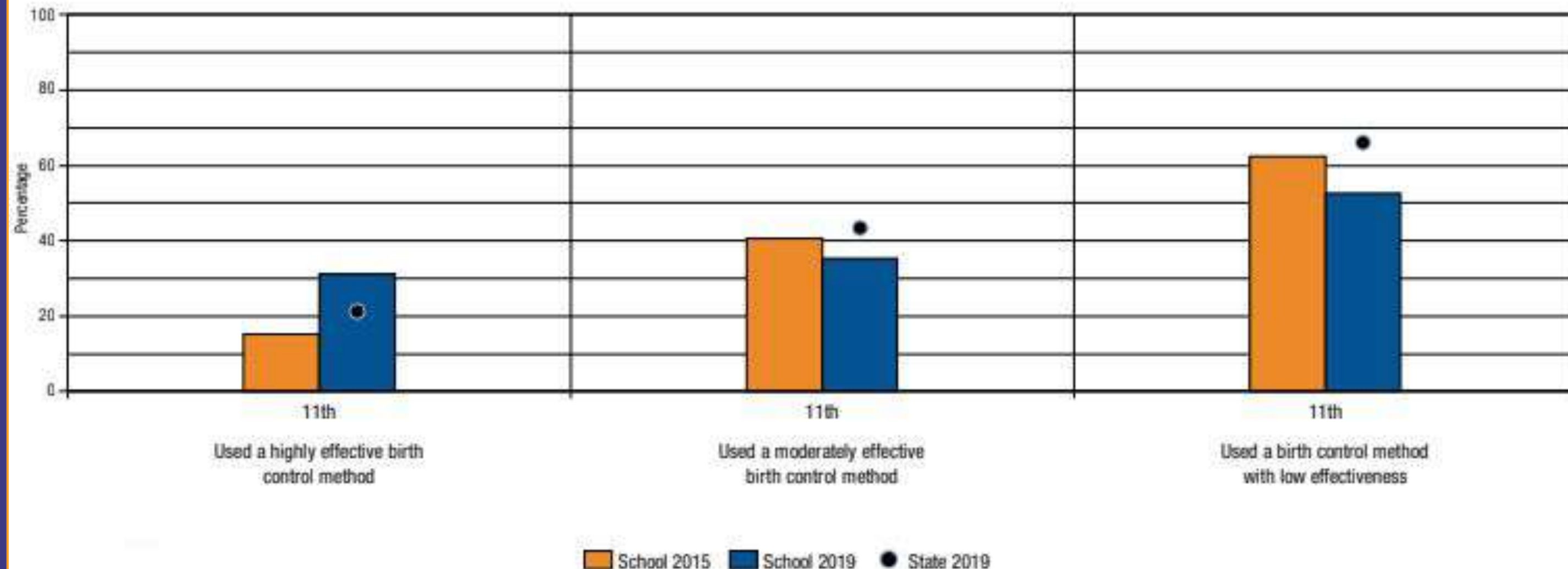


Healthy Behavior Data

Pregnancy and STD Prevention

Statewide, out of students indicating they have had sexual intercourse, 86.4% of 8th graders and 94.5% of 11th graders used some sort of method to prevent pregnancy.

Chart 16. Use of birth control



The Fundamental Sex Education Laws in Oregon

**Human
Sexuality
Education Law
(2009)**

Elem + Second
annually 6 - 8 and
twice 9 -12
ORS 336.455

**Healthy Teens
Relationships
Act (2013)**

7th - 12th grade
HOUSE BILL 4077

**"Erin's Law"
Child Sexual
Abuse
Prevention
(2015)
K - 12
SENATE BILL 856**

**Menstrual
Dignity Act
(2023)**

HOUSE BILL 3294



Human Sexuality Education

OAR Rule 581-022-2050
(Renumbered from 581-022-1440 in 2017)

**Menstrual
Dignity for
Students Rules**

OAR 581-21-0587 through
581-21-0596



**(part of) the Health Education Standards
and Performance Indicators**

Sexuality Education Instruction Shall...


...enhance students' understanding of sexuality as a normal and healthy aspect of human development, be appropriate for the age of the students, and satisfy the following criteria:

- Be **medically accurate**
- Be **comprehensive**
- Be **culturally-inclusive** and **inclusive** of all genders
- Be **skills-based**
- Encourage **positive family** communication
- Be **trauma-informed**
- Not **fear or shame-based**



Curriculum Overview





District curricula for comprehensive sexuality education 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**.

Great Body Shop (Elementary) Topics



Healthy Relationships
Consent/Boundaries
Decision Making
Gender identity and Expression
Media Literacy
Puberty/Changes
Internet Safety

Anatomy/Function
Hygiene Practices
Sexual Orientation
Respecting Differences
Child Sexual Abuse
Prevention
Disease Prevention
Refusal Skills
Accessing Trusted Adults
Sexual Harassment
Communication Skills
Accessing Valid Reliable
Information

Self-Awareness

Self-Management

Responsible Decision Making

Social Awareness

Relationship Skills

Key Ideas of Sexuality Education for Elementary Students

- Everyone has a right to say who touches their body
- If a kid has been touched in a way that made them uncomfortable, it is important to tell a grown-up
- There are no jobs, clothes, or toys that are just for males or females
- It is important to treat everyone with care and respect

Great Body Shop (Elementary) Lessons

Kindergarten

Students see:

Private

Private body parts are covered by a bathing suit or underwear.

Your body is private.

It is just for you.

No one can touch it if you don't want them to.



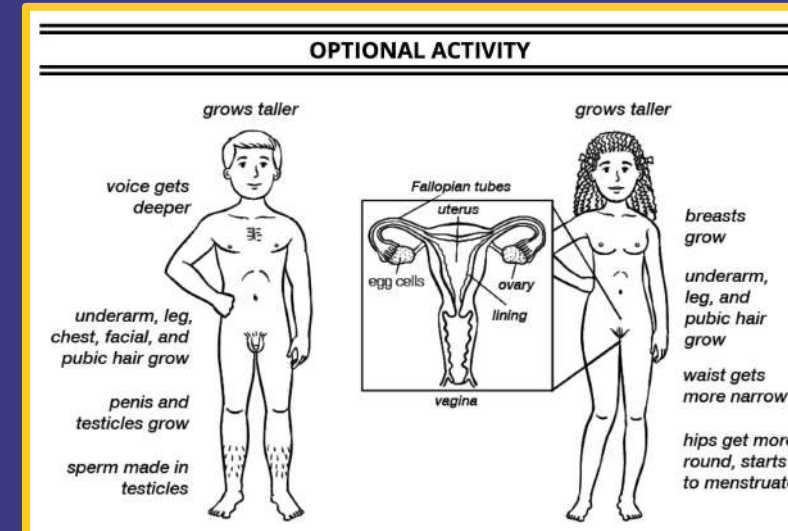
Teachers read:

Optional Note: If you are required by your state standards, and/or school board to use anatomically correct language for body parts, refer to the following script:

Explain: All of our body parts have names. Just like our arms, legs, and nose are called arms, legs, and nose, our private body parts have names, too. The names of the private body parts are: buttocks, anus, penis, vagina, and breasts. The back of our underwear covers our buttocks and anus. Boys have a penis under the front of their underwear and girls have a vagina under the front of their underwear. Breasts are at the top of the chest above the belly.

4th Grade

Students see:



Teachers read:

Explain: There are chemicals inside everyone's body, called hormones, that cause our bodies to change and grow. These chemicals are made by our bodies and are responsible for all types of bodily functions. There are also hormones responsible for puberty in boys and girls.

Explain: Boy's and girl's bodies begin to change to become more like adults. These changes usually begin to happen at about the ages of 10-12 but could be earlier or later. These changes could happen quickly or slowly, and there could be many different things that change or just a few. This all depends on your unique bodies.

Ask: What does unique mean? What comes to mind when someone says a person is unique? What comes to mind when we say all of our bodies are unique? (they are different, they are special, it's a good thing) It is important to remember that your body is unique and special. All of the changes that will happen to you are part of growing up and are normal. Having a positive attitude can really help when changes start to happen.

When a girl goes through puberty:

Explain: When a girl starts puberty, often a year or two or more before boys do, her hormones will cause changes in her overall outside appearance. Girls will start to grow taller and their body shape will change. Her hips will get rounder and her breasts will grow. Hair will begin to grow under her arms and on the pubic area between her legs. These changes will be different for everyone, some girls might have larger or smaller breasts than others, and for some their body will take on a completely different shape. All of this is perfectly normal and remember, all bodies are unique and special in their own ways.

Child Sexual Abuse Prevention (Erin's Law)

| Kindergarten | 1st Grade | 2nd Grade |
|---|---|--|
| <p>Unit 1 - How to Stay Safe Lesson 1 - Safety Rules, Safety Helpers Lesson 3 - Personal Space Safety Rule</p> <p>Unit 5 - My Body is Special Lesson 4 - Safe Touch, Unsafe Touch Lesson 4 - Asking Permission and Taking a Partner</p> | <p>Unit 1 - Look Out! Lesson 2 - Personal Space Safety Rule</p> <p>Unit 5 - Talk and Listen Lesson 4 - Tell How You Feel</p> <p>Unit 6 - Happy, Sad, and In Between Lesson 4 - My Body is Private Lesson 4 - Saying "NO!" Steps - NO, GO, TELL</p> | <p>Unit 1 - Let's Stay Safe Lesson 2 - Personal Space Safety Rule</p> <p>Unit 5 - When I Feel Afraid Lesson 3 - Recognizing Real Dangers - When it's Smart to Be Afraid Lesson 4 - Your Body is Private! Lesson 4 - Who Are My Superstars?</p> |
| 3rd Grade | 4th Grade | 5th Grade |
| <p>Unit 1 - Safe at Home, Safe Away Lesson 4 - Say No to Danger Lesson 4 - Internet Safety Rule*</p> <p>Unit 5 - I Like Your Attitude! Lesson 2 - How Attitudes Affect Your Actions</p> <p>Unit 6 - My Family, Your Family Lesson 4 - Personal Safety Activity 16 - Hormones & Reproductive Organs Activity 24 - Identity Lesson 4 - Helping in Numbers</p> | <p>Unit 5 - It's My Body Lesson 2 - Critical Thinking to the Rescue Lesson 3 - In Tune with Your Emotions Lesson 4 - Preventing Abuse</p> <p>Unit 6 - Be Cool, Keep Clean! Activity 18 - Talking About Sensitive Issues With a Trusted Adult</p> | <p>Unit 1 - First Aid Facts Portfolio 4 - Internet Safety*</p> <p>Unit 5 - Those Crazy, Mixed-up Emotions Lesson 3 - Troubled Times Lesson 4 - Send the Message: My Body is Private Lesson 4 - Different Types of Abuse</p> <p>Unit 6 - Growing Up Lesson 2 - Sexual Harassment Lesson 4 - Online Challenges*</p> |

*new internet safety lessons

Teen Pregnancy Prevention Grant

Adolescents and Communities Together (ACT)

This opportunity was supported by Grant Number TPIAH000243-01 from the HHS Office of Population Affairs. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services or the Office of Population Affairs.



Adolescents and Communities Together (ACT) is a multi-year collaboration that strives to bridge gaps in sexual health outcomes by addressing health disparities caused by systemic racism, poverty, and neglect for the sexual health and education of Black/African American, Native, Latinx, Pacific Islander, LGBTQ2SAI+ youth, and youth with disabilities.

School districts participating in ACT have access to evidence-based curricula, professional learning, and technical assistance throughout the duration of the grant to support educators in providing comprehensive sexual health education.

Get Real (Middle School) Topics



Healthy Relationships
Consent/Boundaries
Decision Making
Gender Identity and Expression
Media Literacy
Puberty/Changes
Internet Safety
Abstinence/Postponement

Anatomy/Function
Sexual Orientation
Respecting Differences
Child Sexual Abuse
Prevention **Methods**
Disease **Transmission** and
Prevention
Refusal Skills
Accessing Trusted Adults
Sexual Harassment
Communication Skills
Accessing Valid Reliable
Information

Get Real (Middle School) Lessons

Teachers see:

7th Grade

Activity 7.3-4 Myths and Facts about Sexual Orientation and Gender Identity (15 minutes)

Explore myths about sexual identity

Brainstorm a list of things that some people think about 11 to 14 year olds that aren't true. Examples might include, "They act crazy," "They can't focus," "They're only interested in playing video games," etc. List examples on the board as students volunteer them. Explain that sometimes people can be confused about respectful terms to use when talking about sexual orientation - for example, whether "bisexual" means the same as "pansexual". To talk about sexual orientation in a respectful manner, it's helpful to define different words for sexual orientation.

Students will also be discussing *gender identity*, a term that refers to a person's deeply personal feeling of identifying as a man, a woman or another gender. When a baby is born they are assigned a sex, male or female, based on visible sex organs. As people grow older, some continue to identify as their assigned sex, and some do not. Each person's gender identity influences how they interact and relate to the world around them. Keep in mind as you review the following information that anatomy is only one part of a person's identity, and that gender expectations often vary by culture.

Ask if there are any questions, and refer to the Teacher's Guide for additional information. Let students know that it is part of Self Awareness and Social Awareness to respect people's identities.

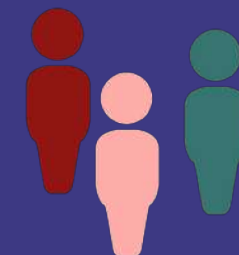
Post 'Myth' and 'Fact' signs on different sides of the room. Ask students to listen as you read each statement (Use **Visual 7.3-4** Myths and Facts to support visual learners), then decide if it's a myth or fact, and stand under the sign that shows their decision. Ask for volunteers to explain the correct answers, and fill in additional information from the 7.3-4 Answer Key.

Students see:

Visual 7.3-3 Myths and Facts

1. You can tell by looking if someone is straight, gay, lesbian, or bisexual.
2. Gay parents can raise kids who are straight.
3. There are only two genders, male and female.
4. Sexual behavior between two male or two female animals exists in almost every species.
5. Our gender identities are typically formed at a very young age.
6. A guy who doesn't want to be sexual with a girl is probably gay.
7. Bisexual people are really gay but don't want to admit it.
8. Straight people can be friends with gay, lesbian or bisexual people.

MYTH



FACT



Child Sexual Abuse Prevention (Erin's Law)

| 6th Grade | 7th Grade | 8th Grade |
|--|---|--|
| Unit - Sexual Health Lesson 2 - Communication and Refusal Skills Lesson 3 - Relationships and Boundaries Lesson 8 - Decision Making and Cultural Values Lesson 9 - Conclusion - Focus on Refusal Skills Demonstration | Unit - Safety Lesson - Where does Violence Come From? Unit - Sexual Health Lesson 4 - Creating a Safe School Environment Lesson 6 - Defining and Maintaining Abstinence, Focus on Refusal Skills and Consent Lesson 9 - Conclusion and Review, Focus on Refusal Skills | Unit - Injury/Violence Prevention Lesson 3 - Health or Unhealthy Relationships Lesson - Boundaries Unit - Sexual Health Lesson 2 - Healthy and Unhealthy Relationships Lesson 7 - Refusal Skills Lesson 8 - Goals and Decision Making |

Positive Prevention Plus (High) Topics

Life Planning and Goals

Healthy Relationships

Relationship Abuse

Human Trafficking

Preventing an Unplanned
Pregnancy

Teen Pregnancy

HIV

Myths and Stereotypes

HIV/AIDS Epidemic



Preventing STI's
Protection

Communication

Media and Peer Pressure

Accessing Community
Resources

Positive Prevention Plus (High) Lessons

Teachers see:

9th Grade

Students see:

PART E

Condom Negotiation Skills Practice

NOTE :

If you see students who are doing their negotiation especially well, ask them to model their negotiation skills for the class.

1. Remind students that, **after abstinence**, condoms provide the most protection if they are used consistently and correctly! Therefore, it is important that persons who are engaging in sexual activity prepare and protect themselves by having unexpired condoms and always using them.
2. **When sexual partners are discussing whether and when to use a condom, this is called condom negotiation.**
3. **Ask students to create a story or dialogue in which a person refuses to engage in sexual activity with a partner. Students can write a script, role play, draw, summarize, and/or use any other creative method to share with the class, or turn in. Remind them to include boundaries/limits, respect, body language, tone of voice, cultural communication, wants, etc.**
4. Ask students to work with a peer they feel comfortable working with.
5. Ask each student to practice their dialogue with their partner. **Remind students that responses and dialogue should be respectful but assertive – allow for class to brainstorm together what assertive communication may look like in a variety of cultural contexts.**

REFUSALS

- Say “NO!”
- Use body language that says “NO!”
- Repeat the refusal
- Suggest an alternative
- Build or Break the relationship (if appropriate)

PRACTICE: CONDOM NEGOTIATING
Condom negotiation is when sexual partners are discussing whether to use a condom.

Instructions:

Write a story or dialogue about a person that refuses to engage in sexual activity with a partner without using a barrier method. Be sure to include:

• Assertive and respectful language
• Boundaries/limits
• Language & tone of voice
• Communication
• Wants

“Say No” Refusals—next slide



No.

Students practice:

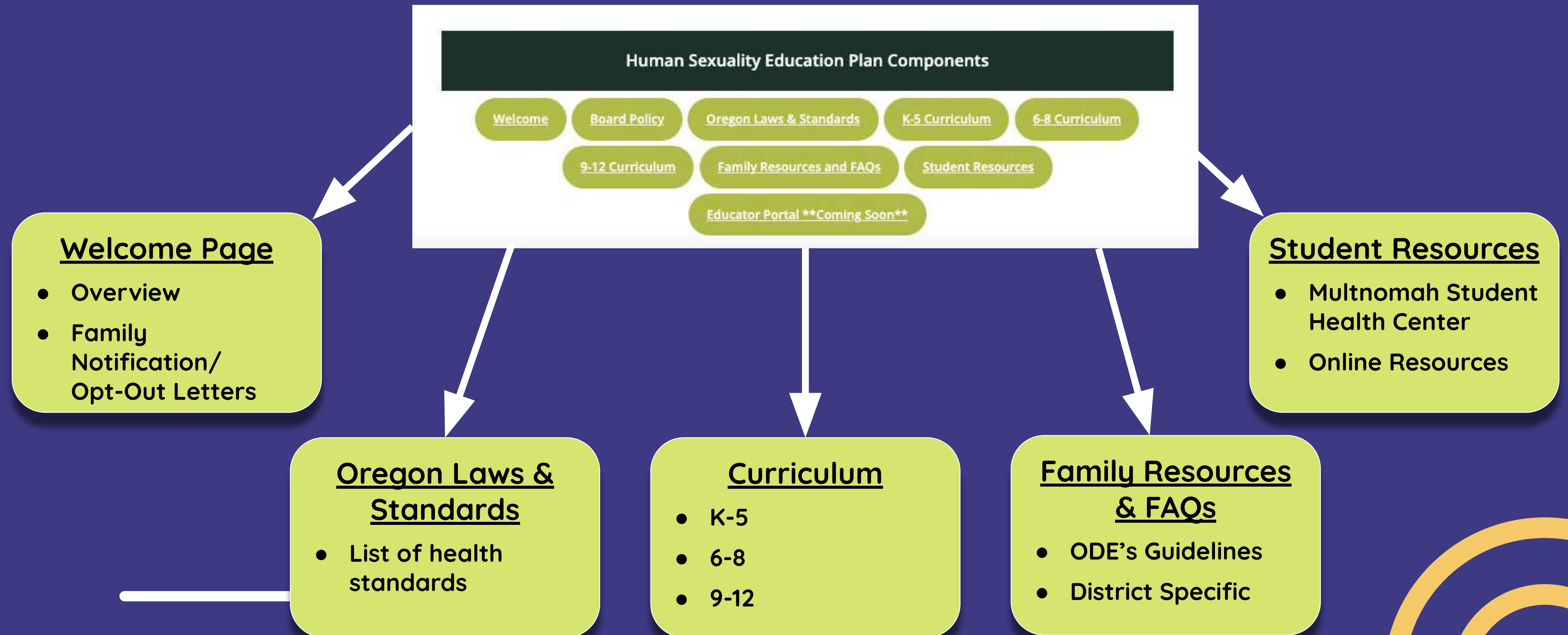


Child Sexual Abuse Prevention (Erin's Law)

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|--|---|---|---|
| Unit 2 - Promotion of Sexual Health Lesson 0 - P3! - Getting Started Lesson 2 - Consent - Disney Do-Over | Advisory October Lesson 1 - Healthy Relationships | Advisory October Lesson 1 - Healthy Relationships | Advisory October Lesson 1 - Healthy Relationships |
| Unit 4 - Relationships and Violence Lesson 2 - P3! - Healthy Relationships Lesson 2 - DDHS - Scenarios Lesson 3 - P3! - Ending Relationship Abuse Lesson 3 - DDHS - Health & Unhealthy Relationships Lesson 4 - Dating Violence / Domestic Abuse Lesson 8 - Grooming & Exploitation | Advisory January Lesson 2 - Sexual Harassment - Consent Advisory March Lesson 3 - Sexual Assault Advisory April Lesson 4 - Sexual Violence and Social Media! | Advisory January Lesson 2 - Sexual Harassment - Consent Advisory March Lesson 3 - Sexual Assault Advisory April Lesson 4 - Sexual Violence and Social Media! | Advisory January Lesson 2 - Sexual Harassment - Consent Advisory March Lesson 3 - Sexual Assault Advisory April Lesson 4 - Sexual Violence and Social Media! |

Continued Work

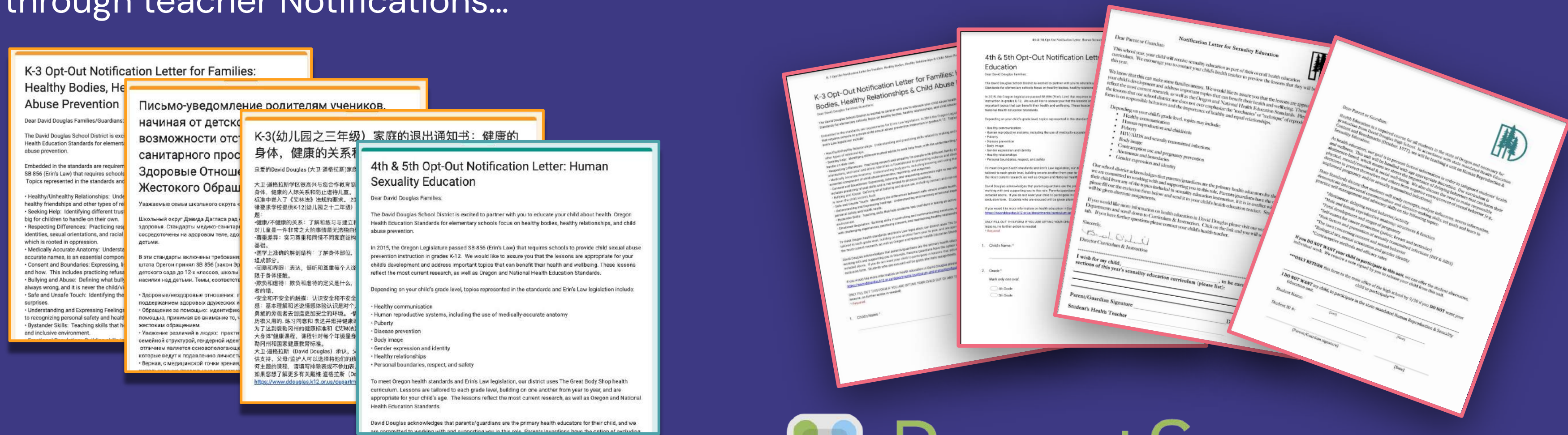
Comprehensive Human Sexuality Education Plan



Family Notification and Opt-Out

Beginning the Opt-Out
Conversation with all Parents
through teacher Notifications...

...in multiple, accessible formats...



...with Spanish, Russian, Vietnamese, Somali,
and simplified Chinese translations.



ParentSquare

Finding New Avenues for
connection

Focus Groups

Students

Black Student Union

Latino Student Union

LGBTQ2SAI+ Group

Parents

Latinx Parent Group MS/HS

African American Focus Groups

Native American Focus Group

What are some ways that sexuality education can be inclusive of your cultures and communities?

What sexual health help and services are available to your family and community?

How would you like schools and families to work together to provide sexuality education?

Focus Group Response

Hola Familia de David Douglas,

¿Está interesado/a en conocer más sobre la educación sexual?

Nuestro distrito está ofreciendo un Instituto de Educación Sexual este verano para padres de familias Latinas de nuestro distrito escolar. Estas sesiones están diseñadas para fortalecer la comunicación entre familia y para que los adultos apoyen la salud de los jóvenes. Este programa se lleva a cabo gracias a la alianza con el Departamento de Salud del Condado de Multnomah y la organización Latino Network.

Las fechas del instituto son:

Martes, 16 de Agosto de 6:00 pm - 8:00 pm en la escuela primaria Lincoln Park.

- El tema de este día es: Redefiniendo la sexualidad y las relaciones saludables.

Martes, 23 de Agosto de 6:00 pm - 8:00 pm en la escuela primaria Lincoln Park.

- El tema de este día es: Pubertad, ITS y planificación familiar. Esta sesión incluirá alguna discusión sobre el VIH, la anatomía y la fisiología, y métodos de protección.
- Habrà cuidado de niños.
- Los padres de familia tendrán la oportunidad de entrar a una rifa de tarjetas de regalo.
- Ofreceremos un pequeño refrigerio (aperitivo) antes de que comiencen las sesiones de 5:30 pm a 5:50 pm.
- Se requiere que los padres asistan a las dos sesiones.

El espacio es limitado, por favor llene este formulario lo más pronto posible si quiere participar: [REGISTRACIÓN](#)

Si tiene alguna pregunta, no dude en contactar a:
Aidé Juárez Valerio al 503-261-8249
aidé_valeriojuarez@ddsd40.org

Gracias y esperamos pueda participar.

 **LatinoNetwork**

IN PARTNERSHIP WITH
SACOO



Curriculum that
of Oregon.





| Best Practices in Sexuality Education | |
|---|--|
| From forthcoming Comprehensive Sexuality Education Plan for DDS | |
| Recognize Harm | Recognize the harm caused to sexual health by racism, homophobia, transphobia and other forms of oppression; |
| Appropriate Information | Offer age developmentally- and culturally appropriate sexual health information in a safe and inclusive environment; |
| Cooperatively Developed | Are developed in cooperation with members of the community, especially a diverse representation of young people; |
| Include LGBTQ+ | Use language and activities that are inclusive of LGBTQ+ students; |
| Respect Values | Respect community values and assist youth to clarify their individual, family, and community values; |
| Communication Skills | Assist youth in developing skills in identifying healthy boundaries and communicating boundaries, refusal, and negotiation; |
| Medically Accurate | Provide medically accurate information about abstinence and available contraception options and STI prevention methods including barrier methods (i.e. external and internal condoms); |
| Clear Prevention | Include clear goals for preventing STIs and/or unintended/unplanned pregnancy; |
| Specific Behaviors | Focus on specific health behaviors related to the goals, with clear messages about these behaviors; |
| SEL Skills | Develop social-emotional learning skills: self awareness, social awareness, self-management, healthy relationships and decision making; |
| Engage Families | Engage families and promote family communication around sexual health; |
| Participatory Teaching | Rely on participatory teaching methods, are implemented by trained educators and teaches the State and District approved scope and sequence for health education to fidelity. |

Partnering with Community Organizations for Parent Education

Updating Teacher Training to reflect Best Practices



Questions?