A SEXUAL HEALTH EDUCATION CURRICULUM

INTRODUCTION



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TODAY'S AGENDA

- BACKGROUND
- ABOUT THE CURRICULUM
- WHAT ARE THE LESSONS?
- DEVELOPING THE LESSONS
- BEST PRACTICES
- PILOT PHASE
- FACILITATION GUIDE
- LESSON PLANS

BACKGROUND

- Sex education as a sexual assault prevention tool
 - Medically accurate
 - Age appropriate
 - Culturally responsive
 - Evidence based
- Just 3 states California, Oregon and Washington — require comprehensive sex ed to be taught in all schools



Source: SIECUS

DISCUSSION QUESTION

What was your sex ed experience like during adolescence?

Did the sex ed you receive help you later in life?



ABOUT THE CURRICULUM

- The curriculum was created to support schools in being compliant with Senate Bill 5395
 - High school students must receive two units of comprehensive sex education
- This curriculum should be taught after students have received one unit of sex ed
 - This curriculum is only meant for 10th,
 11th, or 12th-grade classrooms

Source: RCW 28A.300.475

WHAT ARE THE LESSONS?

- The lessons are as follows:
 - Lesson 1: Setting & Respecting Boundaries
 - Lesson 2: Healthy Relationships
 - Lesson 3: Digital Consent
 - Lesson 4: Supporting a Friend: Options After an Assault
- The first three lessons focus on sexual assault prevention, while the fourth lesson focuses on response

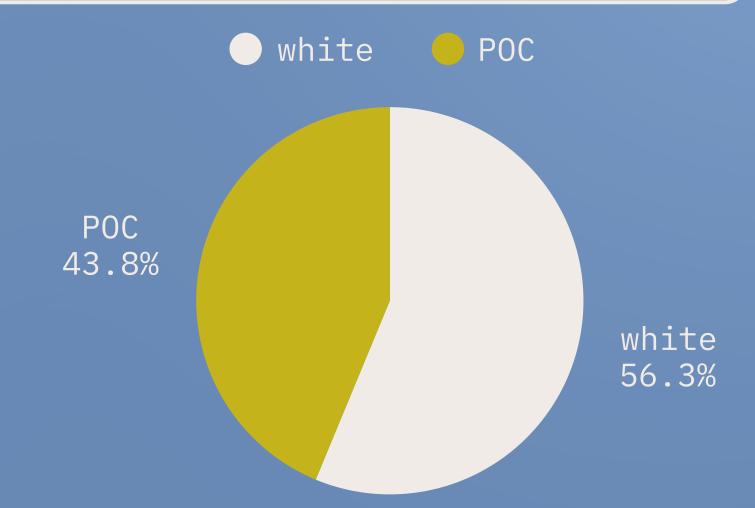
DEVELOPING THE LESSONS

STUDENT ADVISORS

- 16 students across 3 different school districts
 - 10 in Seattle Public Schools
 - o 3 in Tukwila School District
 - o 3 in Shoreline School District
- Students co-wrote the lessons in order to ensure the curriculum included student voice

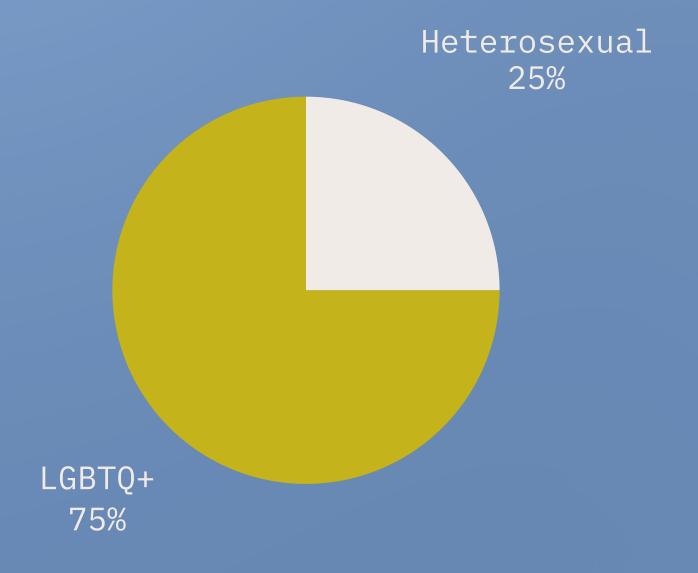
DEVELOPING THE LESSONS

STUDENT ADVISORS - DEMOGRAPHICS









BEST PRACTICES

- Lessons were reviewed by several key stakeholders in the fields of sexual assault prevention and education
- Lessons were created using best practices in sexual assault prevention, such as:
 - Not treating students as potential victims, but as people capable of harm
 - Intentionally targeting all genders
 - Providing content warnings
- Lessons also utilized research, such as:
 - Integrating activities
 - Fostering positive relationships
 - Discussing the link between hostility towards women/adherence to traditional gender roles and sexual violence

Source: <u>National Library of Medicine</u>

PILOT PHASE







- A rough draft of each lesson was piloted in a local high school
- Setting & Respecting Boundaries lesson: two classes at Foster High School
- Healthy Relationships lesson: two classes at Nathan Hale High School
- The Digital Consent lesson: one class at Mount Rainier High School
- The Supporting a Friend: Options After an Assault lesson: one class at Nathan Hale High School

EDITING PHASE

- Lessons were edited based on feedback from anonymous surveys
- Lesson plans were created
 - Grade
 - Timing
 - Materials needed
 - WA State health standards
 - Overview
 - Lesson objectives
 - Teacher preparation
 - A note on inclusivity
 - Agenda (script)
 - Handouts (for activity or additional resource)
- Created additional resources for denser topics
- Created a facilitation guide



THE FACILITATION GUIDE

- Long-term goals
- Short-term goals
- When to use the curriculum
- Who should teach the curriculum?
- Where should the curriculum be taught?
- Implementing the curriculum

Facilitation Guide

Healthy Connections: A Harborview Abuse & Trauma Center Sexual Health Education Curriculum for high school students

LONG-TERM GOALS

- Reduce and prevent experiences of sexual assault, sexual harassment, gender-based harm, abuse, bullying, and victim blaming
- Create a safer school environment based on a culture of consent

SHORT-TERM GOALS

- Understand the difference between healthy, unhealthy and abusive relationship
- Learn the interpersonal and legal consequences of harmful behaviors
- Increase ability to help a friend after they've been assaulted

WHEN TO USE THE CURRICULUM

- If your school/district does not currently offer two units of sexual health education (as
- This curriculum is advanced, and should only be used after a first dose of sexual health education, which should cover topics such as affirmative consent and bystander intervention
- If your school/district has had issues with sexual assault or sexual harassment
- If you're passionate about sexual assault prevention

WHO SHOULD TEACH THIS CURRICULUM?

- Well trained teachers who have experience facilitating difficult conversations
- Ideally teachers have undergone professional development on topics such as consent education, gender equity, appropriate boundaries, sexual assault prevention, etc.
- Counselors or social workers
- Sexual assault advocates

WHERE SHOULD THE CURRICULUM BE TAUGHT?

- Depending on how your school is set up, the lessons could fit into a number of
- Health classes, science classes, language arts classes, advisory periods
- The curriculum is intended for 11th graders, but may also be used for 10th or 12th

Revised: Dec. 2024



FACILITATING THE CURRICULUM

WHEN

- If your school does not offer two units of sex ed
- If your school/district has had issues with sexual assault or sexual harassment
- If you're passionate about sexual assault prevention

WHO

- Teachers
- Administrators
- Sexual assault advocates
- Social workers/counselors

WHERE

- Health classes
- Social sciences classes
- Language arts classes
- Advisory periods

IMPLEMENTATION

- Parents should be given 30-days notice
- Parents have the right to opt their child/children out of sexual health education
- If bringing in a presenter from outside the school, follow your district's policy for working with outside organizations
- The entire curriculum does not have to be used if there is not enough time in the school year
- Each lesson can stand alone
- The curriculum is adaptable
- If the entire curriculum is used, it's recommended that they be taught in order

SETTING & RESPECTING BOUNDARIES

- This lesson is not specific to romantic/sexual relationships, and is more general to any relationship dynamic
- Lesson overview: Students learn how to set and respect personal and physical boundaries with partners, friends, family members, and other people in their lives. This lesson offers students the opportunity to learn about their own boundaries, while understanding that everyone has different boundaries
- Objectives:
 - Objective by the end of this lesson, students will:
 - Be able to define personal and physical boundaries
 - Demonstrate how to set a boundary
 - Demonstrate how to respect other people's boundaries

ACTIVITY

SETTING & RESPECTING BOUNDARIES

- The teacher tapes a piece of paper to the wall on one side of the room labeled "comfortable," and another to the other side of the room labeled "not comfortable"
- Students fill out an anonymous survey
 - The students rate how comfortable they would be in certain scenarios
- Students crumple up their paper and throw it to the front of the class
- Each student picks up a random paper, and go through the rest of the activity using someone else's responses
- The teacher reads out each scenario, and students stand somewhere between the two walls based on the response on their paper

PILOT RESULTS

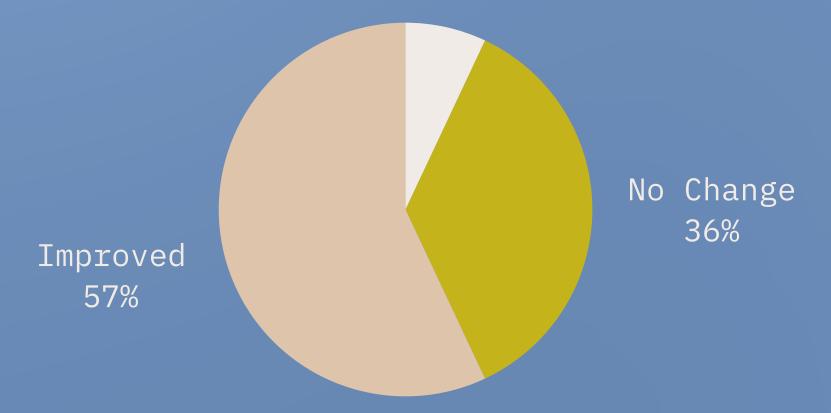
SETTING & RESPECTING BOUNDARIES

13 students filled out a post-lesson survey

8 students were 11th graders 5 students were 10th graders

- Not improved
- No Change
- Improved

Not improved 7%



MAIN TAKEAWAYS

SETTING & RESPECTING BOUNDARIES

- 90% of students said their favorite part of the lesson was the activity
 - Students loved the opportunity to move around
 - It got students thinking more about other peoples' boundaries
- This lesson was the easiest for students to understand
 - The lesson is meant to act as a pre-cursor to the other lessons in the curriculum

HEALTHY RELATIONSHIPS



- Focuses on romantic relationships, but draws parallels to friendships as well
- Lesson overview: Students will learn the difference between healthy, unhealthy, and abusive relationships. Students participate in a small group activity where they determine what relationship type is depicted in a scenario.
- Objectives:
 - By the end of this lesson, students will:
 - Be able to distinguish between healthy, unhealthy, and abusive relationships
 - Know how to respectfully end a relationship
 - Develop skills to address conflict in a relationship

ACTIVITY

HEALTHY RELATIONSHIPS

- Class is divided into 5 groups
- Each group is given an activity sheet
- Each group is given one scenario to work on
 - The group must determine if a scenario is an example of a healthy, unhealthy, or abusive relationship (or somewhere in between)
- Someone from each group reads their scenario aloud, and the group shares their response to the rest of the class
- The rest of the class is given an opportunity to add anything
- The teacher directs the class to the preferred answer if necessary

PILOT RESULTS

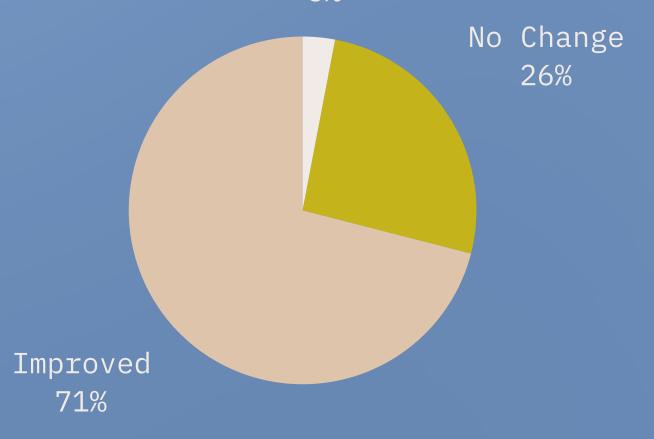
HEALTHY RELATIONSHIPS

34 students filled out a postlesson survey

9 students were 10th graders 14 students were 11th graders 11 students were 12th graders

- Not improved
- No Change
- Improved

Not improved 3%



MAIN TAKEAWAYS

HEALTHY RELATIONSHIPS



- 58% of students said the activity was engaging
- Students liked that the lesson was interactive
- Students appreciated how inclusive the lesson was of different types of relationships
- Some students acknowledged that it was uncomfortable to talk about break ups, but important

DIGITAL CONSENT

- Lesson overview: Students will learn how to implement consent into their interactions online. Students will participate in a group activity where they will determine whether the characters in a scenario asked for digital consent or not.
- Objectives:
 - By the end of the lesson, students will
 - Know the definition of digital consent
 - Understand how to ask for digital consent
 - Develop a better understanding of Washington State sexting laws



ACTIVITY

DIGITAL CONSENT

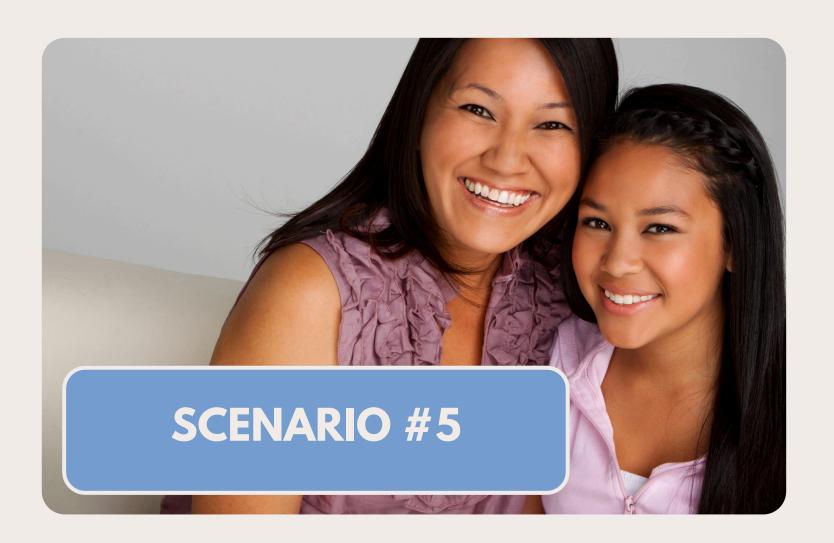


- Each group is given an activity sheet
- Each group is given one scenario to work on
 - The group must determine if a scenario is an example of digital consent or not
- Someone from each group reads their scenario aloud, and the group shares their response to the rest of the class
- The rest of the class is given an opportunity to add anything
- The teacher directs the class to the preferred answer if necessary



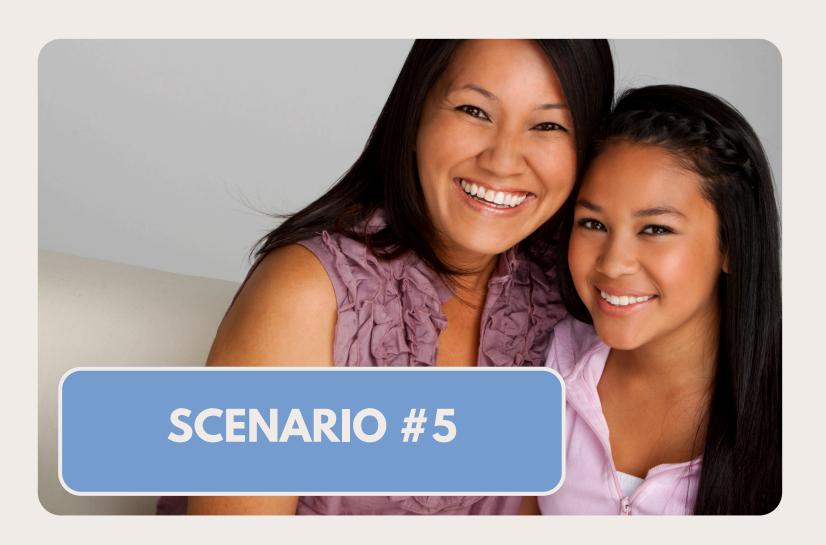


LET'S PRACTICE!



Leilani recently got into her top pick college. She shared the news with the family, and everyone was so proud. Leilani's mom posted online that Leilani got accepted into college, without asking Leilani first.

LET'S PRACTICE!



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Caleb and Eric just started dating. Caleb noticed that Eric received a lot of texts while they were together, and he started to get suspicious. After Eric left the room, Caleb went through Eric's phone to check his texts.

PILOT RESULTS

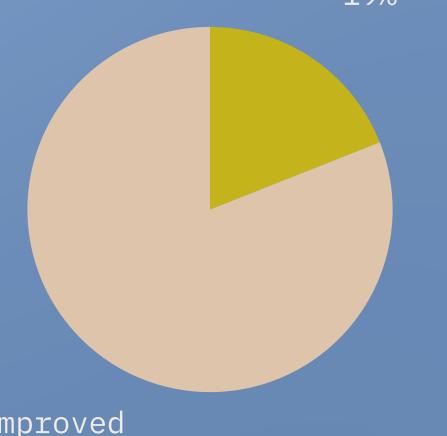
DIGITAL CONSENT

16 students filled out a postlesson survey

2 students were 10th graders 12 students were 11th graders 2 students were 12th graders No Change

Improved





Improved 81%

DIGITAL CONSENT: SEXTING

- Additional resource that discusses sexting more in depth
 - A shame-free guide for teens
- Includes sexting laws in Washington State (for both minors and adults)
- Includes best practices for sexting (as adults)



DIGITAL CONSENT: SEXTING

A RESOURCE FOR YOUNG PEOPLE



Sexting is a common way for people to explore their sexuality without the risk of pregnancies or sexually transmitted infections. However, there can be unintended consequences to sexting that every young person should be aware of. The following resource includes tips on safer sexting practices, as well as information about Washington State sexting laws.

WHAT IS SEXTING?

Sexting is defined as sexually suggestive depictions (texts, images, or videos) sent electronically. In Washington State, it is legal for adults (people 18 years old or older) to privately exchange sexts, as long as the depictions are of adults. For minors (people under 18 years old), it gets a bit more complicated.

In Washington State, it is illegal for a minor to send or possess sexual depictions of another minor. Meaning, a minor cannot send a nude photo of themselves or have a nude photo of a minor in their possession (such as on their phone or computer).

SEXTING LAWS FOR MINORS

Criminal Charges: A minor can be charged with a crime for distributing, publishing, transferring, disseminating, or exchanging sexual depictions of another minor 13 years

Teens can also face criminal charges for using nude photos to harass, threaten or pressure other teens.

Felony Charges: Teens can face felony charges for taking or distributing nude photos of children under 13, or selling photos of other teens. A felony is a more serious crime that can result in prison sentences.

More information about Washington State sexting laws for minors can be found under RCW 9.68A.053

SEXTING LAWS FOR ADULTS

Washington State's nonconsensual porn law makes it illegal for a person age 18 or older to disclose intimate images of another person without their consent.

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RESCOURCE

TALKING TO TEENS ABOUT SEXTING

- Resource for parents of teens (or adults with a young person in their life)
- Discusses why teens sext, statistics, and guidelines for talking to teens about sexting in a shame-free, informative way



Talking to Teens About Sexting: A Resource for Parents

Sexting is defined as sending and/or receiving sexually suggestive messages, images, or videos electronically. Among young people, sexting is often referred to as "sending nudes." Sexting is a common way for people to explore their sexuality, without the risk of sexually transmitted infections or pregnancies. However, there are aspects of sexting that parents of teens should be aware of. The following resource includes effective practices in talking to teens about sexting in an informative, judgment-free way.

FACTS ABOUT SEXTING

According to a 2018 study by JAMA Pediatrics, about 15% of teens had sent a sext, while 27% had received one and 12% had forwarded one without consent. This data shows that most teens aren't sexting. However, this study was conducted before the COVID-19 pandemic, and it is theorized that sexting has become much more popularized in recent years.

Some studies have shown that teenage girls were more likely to send a sext than teenage boys, while other studies have not definitively shown differences in sexting practices by gender. However, girls and nonbinary youth are more likely to be pressured into sexting than their male counterparts.

LGBTQ+ youth are more likely to engage in sexting than their non-LGBTQ+ peers. For many LGBTQ+ and non-LGBTQ+ youth alike, sexting can be a source of validation, especially for teens who may be lacking in positive self-esteem. The need for validation can be especially important for LGBTQ+ youth, who may not be able to explore in-person due to possible safety concerns.

WHY DO TEENS SEXT?

Teens might sext because they find it fun. They may want to show interest in someone, or have someone express interest in them. Or they may want to seek affirmations about their body.

But, sometimes teens sext because they feel pressured to do so. Many teens sext because they think their peers are doing it. In fact, research shows that high schoolers who believe popular kids are sexting are more likely to sext themselves.

Some teens may sext because someone is threatening or coercing them. Others may sext because they're worried their partner/prospective partner may lose interest in them if they don't. Some teens, especially boys, believe having nude images of others gives them status among their peers.

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DISCUSSION QUESTION

Did you have the "sex talk" growing up?

How did the information or lack of information influence you later in life?

MAIN TAKEAWAYS

DIGITAL CONSENT

- 56% of students said the activity was engaging
 - Students enjoyed the discussion questions
- This lesson had the largest improvement
 - The topic was newer to students and relevant to their lives
- This lesson changed drastically after the pilot
 - Many aspects of online interactions have changed
 - Youth have different expectations in online spaces due to growing up with things like social media

SUPPORTING A FRIEND: OPTIONS AFTER AN ASSAULT

- Lesson overview: Students will learn the do's and don'ts of supporting a friend after a sexual assault. Students will learn about local resources for survivors of assault.
- Objectives:
 - By the end of this lesson, students will:
 - Know the definition of sexual assault, survivor, and perpetrator
 - Demonstrate the best ways to support a friend after an assault
 - Know about local sexual assault services

SUPPORTING A FRIEND: OPTIONS AFTER AN ASSAULT

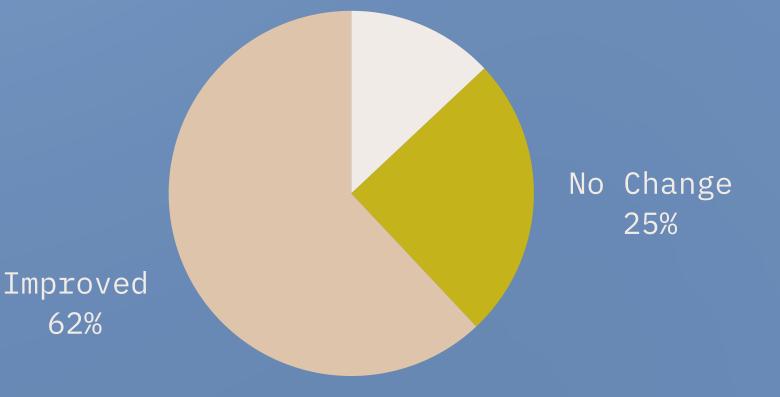
8 students filled out a postlesson survey

- 1 student was a 9th grader
- 1 student was a 10th grader
- 2 students were 11th graders
- 4 students were 12th graders

- Not improved
- No Change
- Improved

62%

Not improved 13%



ACTIVITY

SUPPORTING A FRIEND: OPTIONS AFTER AN ASSAULT

- Students work on the activity independently
- Each question is optional
- Students will not have to share their responses to questions #1 and #2, but they may for question #3
 - Question 3: If you're able, take out your phone and research local sexual assault resources. Where could your friend go to get support after their assault? What services do some local organizations provide?
- Students will not have to turn the activity in

RESCOURCE

ACCESSING MEDICAL CARE AFTER AN ASSAULT

- Additional resource that lets young people know their medical options after an assault
- Includes laws for minors
 - Mandated reporting
- Includes STI and pregnancy prevention
- Goes through advocacy support and counseling options



Accessing Medical Care After an Assault



A RESOURCE FOR YOUNG PEOPLE

Sexual assault affects many people. A common way to get support after an assault is by accessing medical care. This resource includes some important reminders for young people when/if they seek medical care after an assault, or support a friend through the process.

BEING A MINOR

If a minor goes to the hospital after an assault, the hospital staff will legally have to report the assault to the police or Child Protective Services (CPS). However, minors have the right to choose how much they cooperate with police (meaning, if a report is made against a young person's wishes, they do not have to give the police any information if they do not want to).

As of July 1st, 2024, people 13 years old or older do not need parental consent to seek medical care after an assault. However, a report to CPS or police is mandated for those under the age of 18, so parents may be notified by these agencies.

SEXUAL ASSAULT FORENSIC **EXAMS**

If a sexual assault occurred in the last 5 days, a sexual assault forensic exam (more commonly known as a "rape kit") may be appropriate. Sexual assault forensic exams are physical examinations to collect evidence from someone's body or clothes after an assault. The exam may also be used to assess for injuries or risk of infection. A Sexual Assault Nurse Examiner (SANE) performs the exam and will not do anything that the patient does not want to do. A SANE will also not push the patient to do anything specific and will only provide a list of options. Crime Victim's Compensation, a program that helps victims with costs related to crime injuries, will pay for every part of the exam. Cost should not be a barrier in receiving this service.

Harborview has SANEs who work specifically with children and teens in 3 medical centers in King County. The medical centers include: Harborview

- Seattle Children's Medical Center
- Valley Medical Center (for teens 15 years old and older)

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MAIN TAKEAWAYS

SUPPORTING A FRIEND: OPTIONS AFTER AN ASSAULT

- 87.5% of students said the activity was engaging
- This lesson is the most difficult to implement
 - It talks more directly about sexual assault
- Additional suggestions:
 - Bring in sensory items (such as fidget spinners, playdoh, coloring books, etc.)
 - Go through an organizations website with the students



ADDITIONAL TIPS/SUGGESTIONS

- If students make inappropriate comments, refer to the gentle reminders
- Assuming all questions come from a genuine, curious place
- Optional: provide a QR code/link to a google form (or any type of form) for students to be able to ask anonymous questions
 - Could also provide paper for students to put in a box
- Do not try to answer questions you don't know the answers to

IN CONCLUSION

- The curriculum is free to use
- The curriculum is considered advanced, and is only for upper-class high school students
 - Students should have already received one unit of sex ed
- The curriculum was created by and for students
- The curriculum uses research and best practices in sexual assault prevention
- The curriculum has been reviewed by experts in the field of sexual assault prevention

TO REGISTER:



Scan the QR code or visit <u>uwhatc.org</u>



SPECIAL THANKS TO ...

STUDENT ADVISORS

Ash, Remi, Ellen, Alphie, Lilly, Sam, Jessica, Hermela, Sienna, Samara, Ellyssa, Elena, Alex, TJ, Caroline, and Adilia

KEY INFORMANTS

- Neba Zaidi (New Beginnings)
- Hilary Bowker (New Beginnings)
- Laurie Dils (Office of Superintendent of Public Instruction)
- Nikki Van Wagner (Office of Superintendent of Public Instruction)
- Paris Chapman (Coalition Ending Gender-Based Violence)
- Mo Lewis (National Sexual Violence Resource Center)
- Lisa Love (Seattle Public Schools)

ADDITIONAL RESOURCES

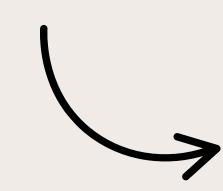
- <u>Sexual Assault: A Resource for Young People</u> (<u>HATC</u>)
- A Safer Family, A Safer World (HATC)
- <u>Books for Children and Teens About Sexual</u>

 <u>Development and Sexual Abuse Prevention (HATC)</u>
- <u>Sex Ed For Social Change (SIECUS)</u>
- AMAZE Videos
- Culture of Consent Podcast (SPS)
- Book: Sex Positive Talks to Have With Kids
- <u>Supporting a Loved One After Sexual Assault</u>

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Scan the QR code for inquiries







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