

HEALTHY CONNECTIONS

A SEXUAL HEALTH EDUCATION CURRICULUM

INTRODUCTION



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Connections: A Sexual
Health Education Curriculum



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



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

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

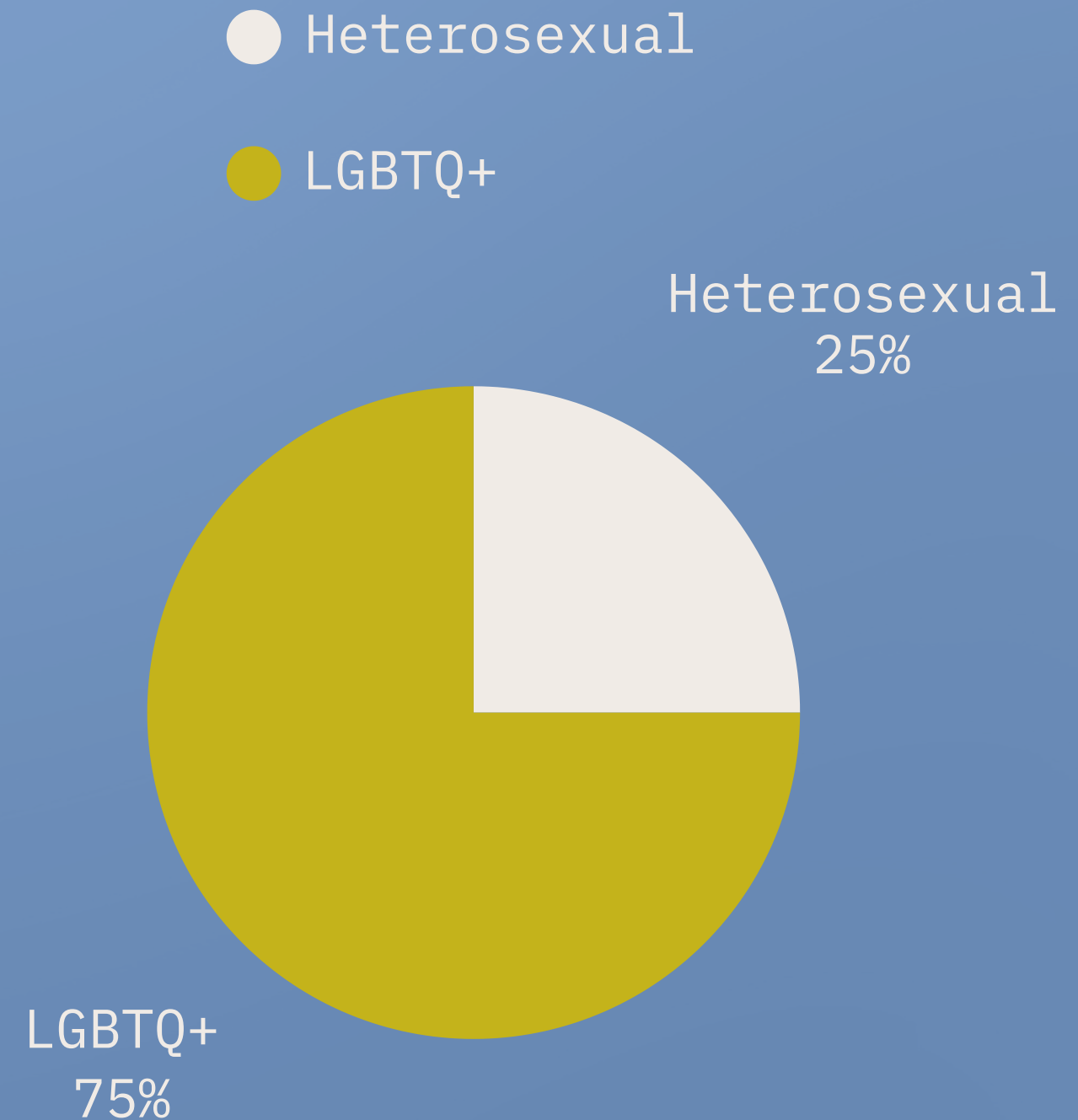
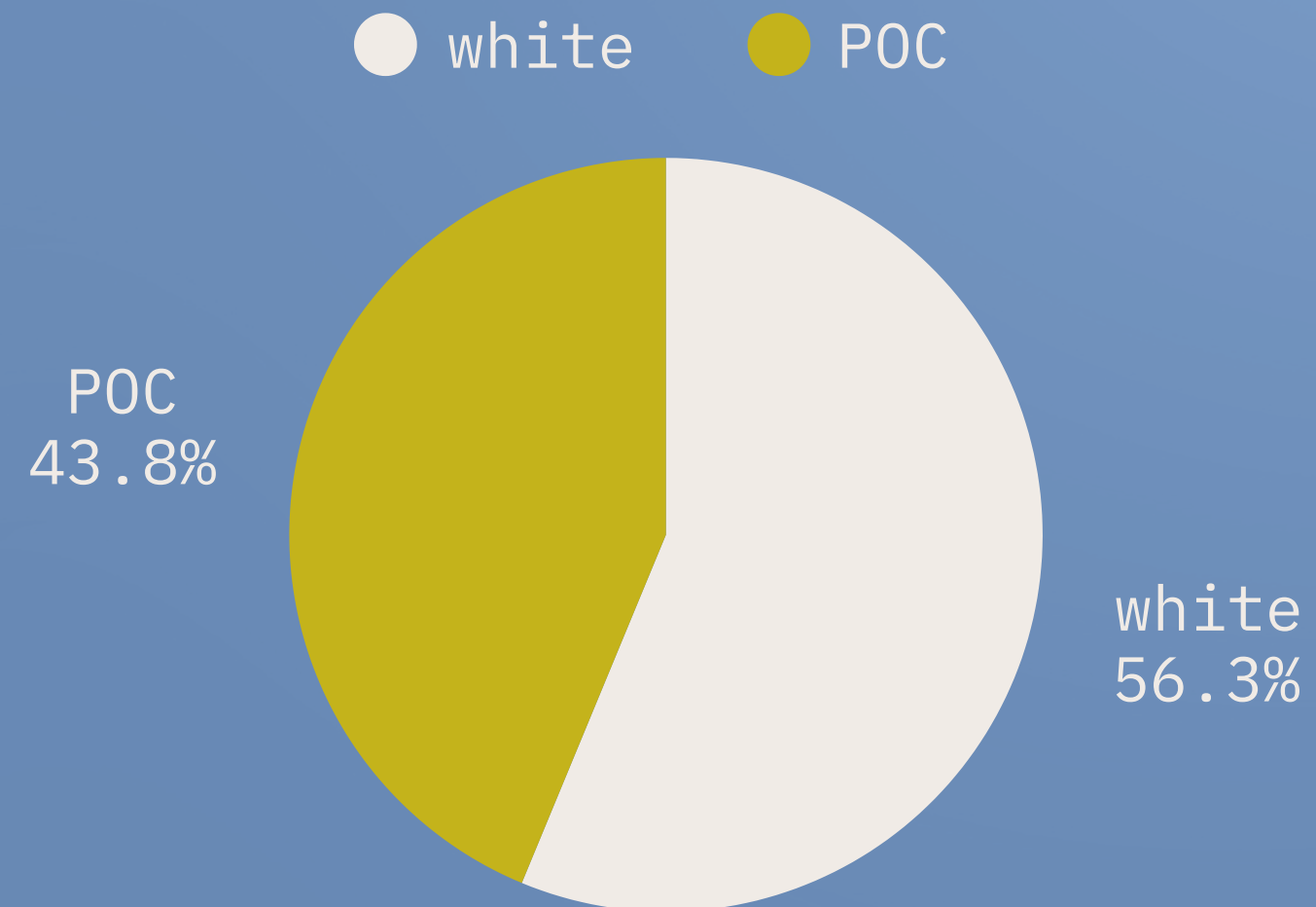
DEVELOPING THE LESSONS

STUDENT ADVISORS

- 16 students across 3 different school districts
 - 10 in Seattle Public Schools
 - 3 in Tukwila School District
 - 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

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 behaviors
- 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 mandated in Senate Bill 5395)
 - 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 different classes:
 - 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 grade classrooms

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:
 - 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

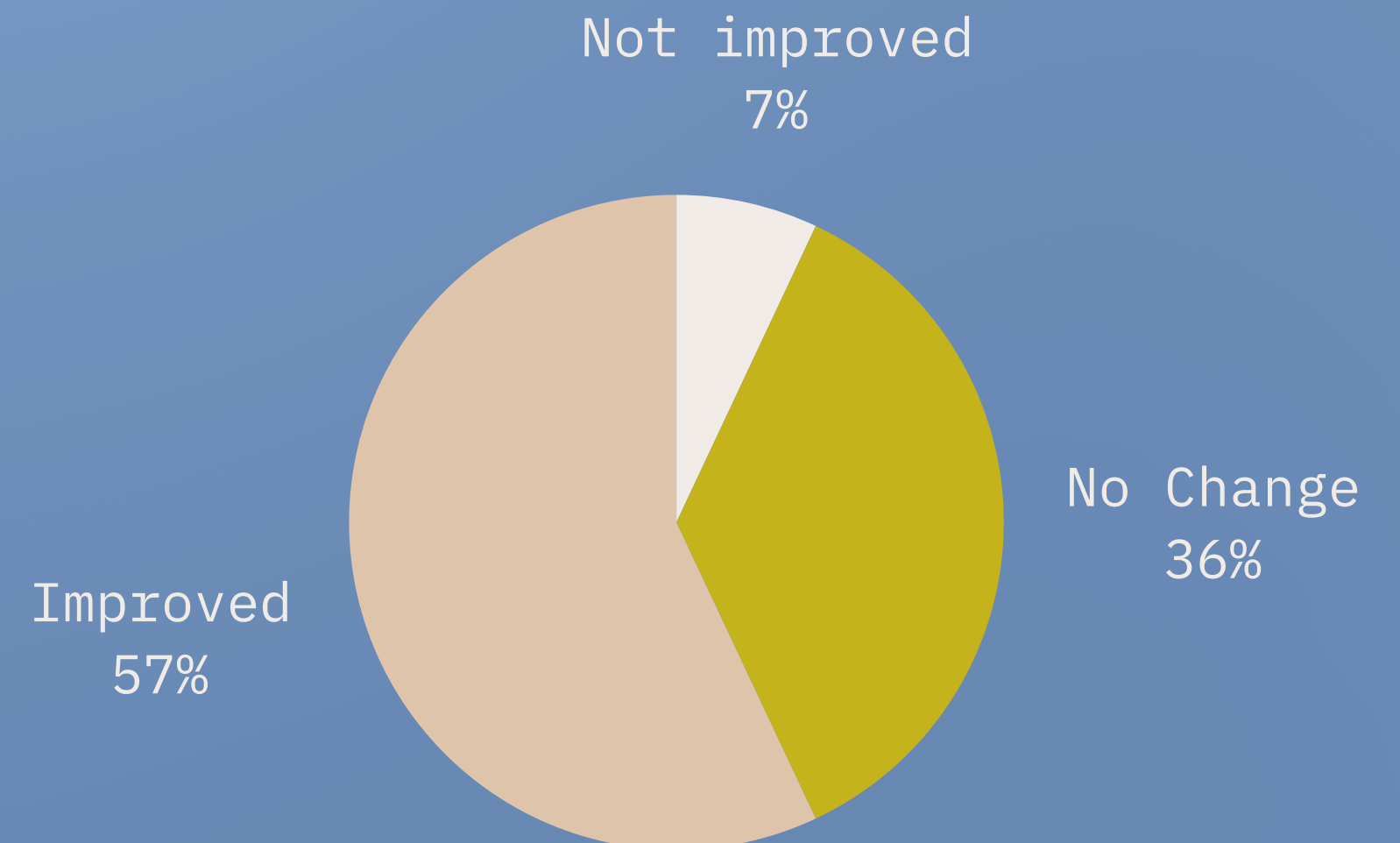
13 students filled out a
post-lesson survey

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

● Not improved

● No Change

● Improved



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

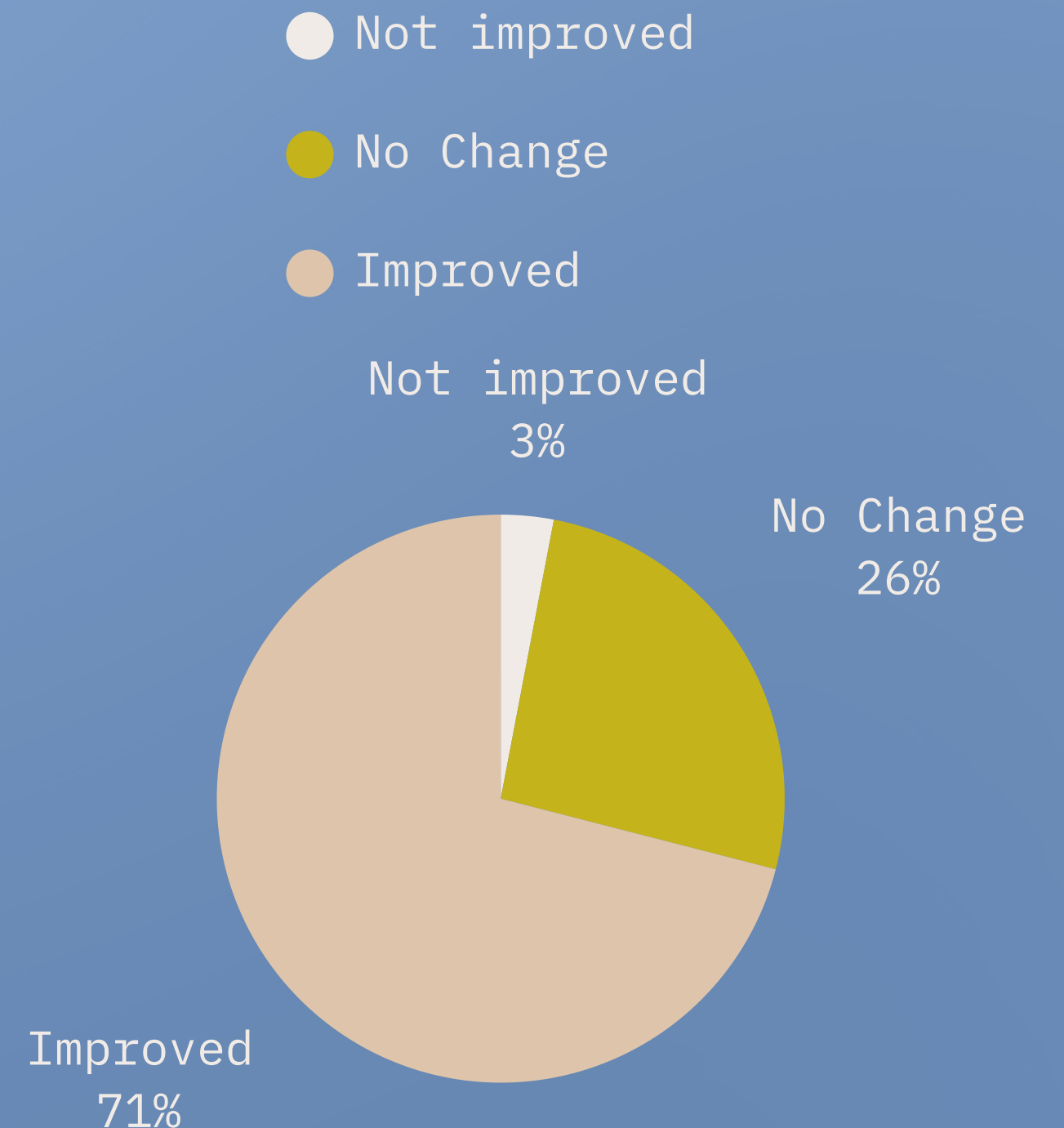
- Class is divided into 5 groups
- Each group is given an activity sheet
- Each group is given one scenario to work on
 - The group must determine if a scenario is an example of a healthy, unhealthy, or abusive relationship (or somewhere in between)
- Someone from each group reads their scenario aloud, 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 post-lesson survey

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



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



- 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 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!



SCENARIO #5

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!



SCENARIO #5

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.



SCENARIO #3

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

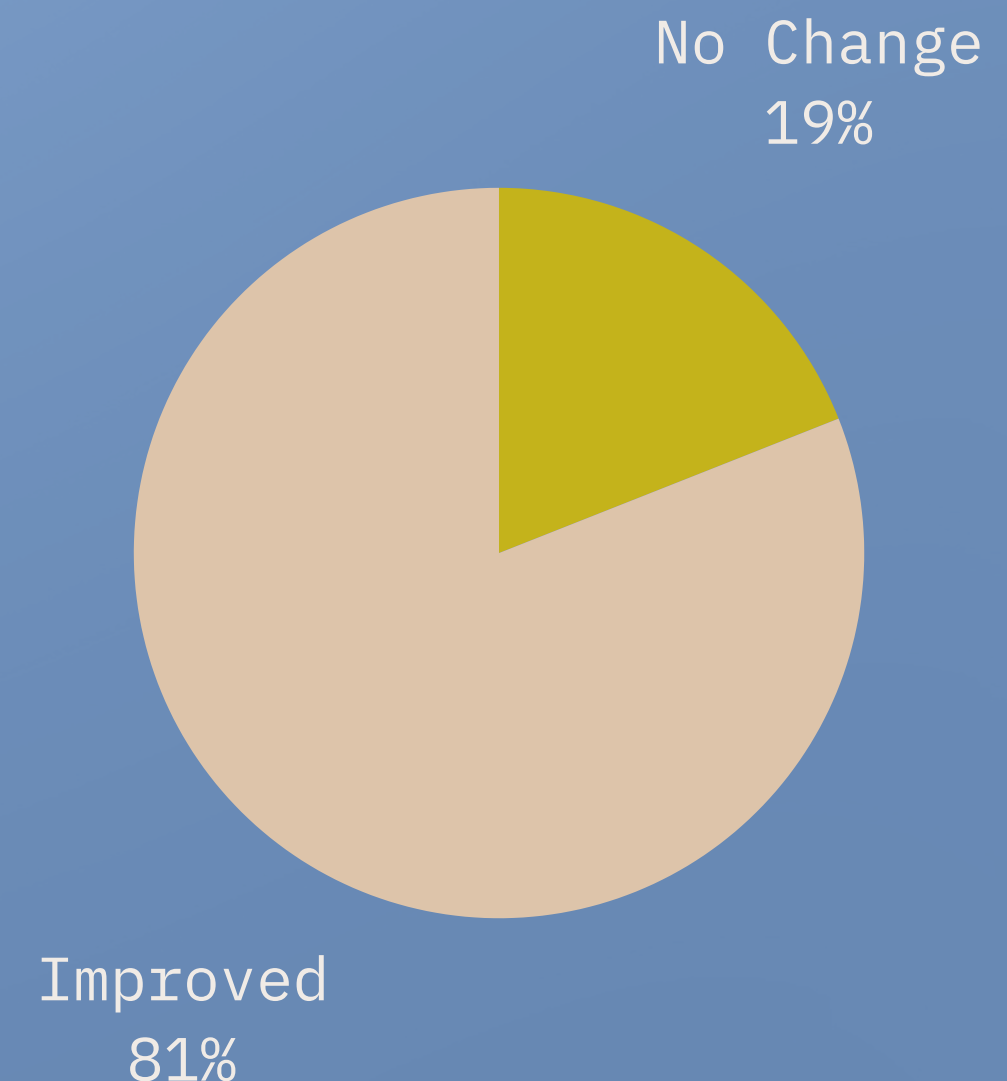
DIGITAL CONSENT

16 students filled out a post-lesson survey

2 students were 10th graders
12 students were 11th graders
2 students were 12th graders

● No Change

● Improved



RESOURCE

DIGITAL CONSENT: SEXTING

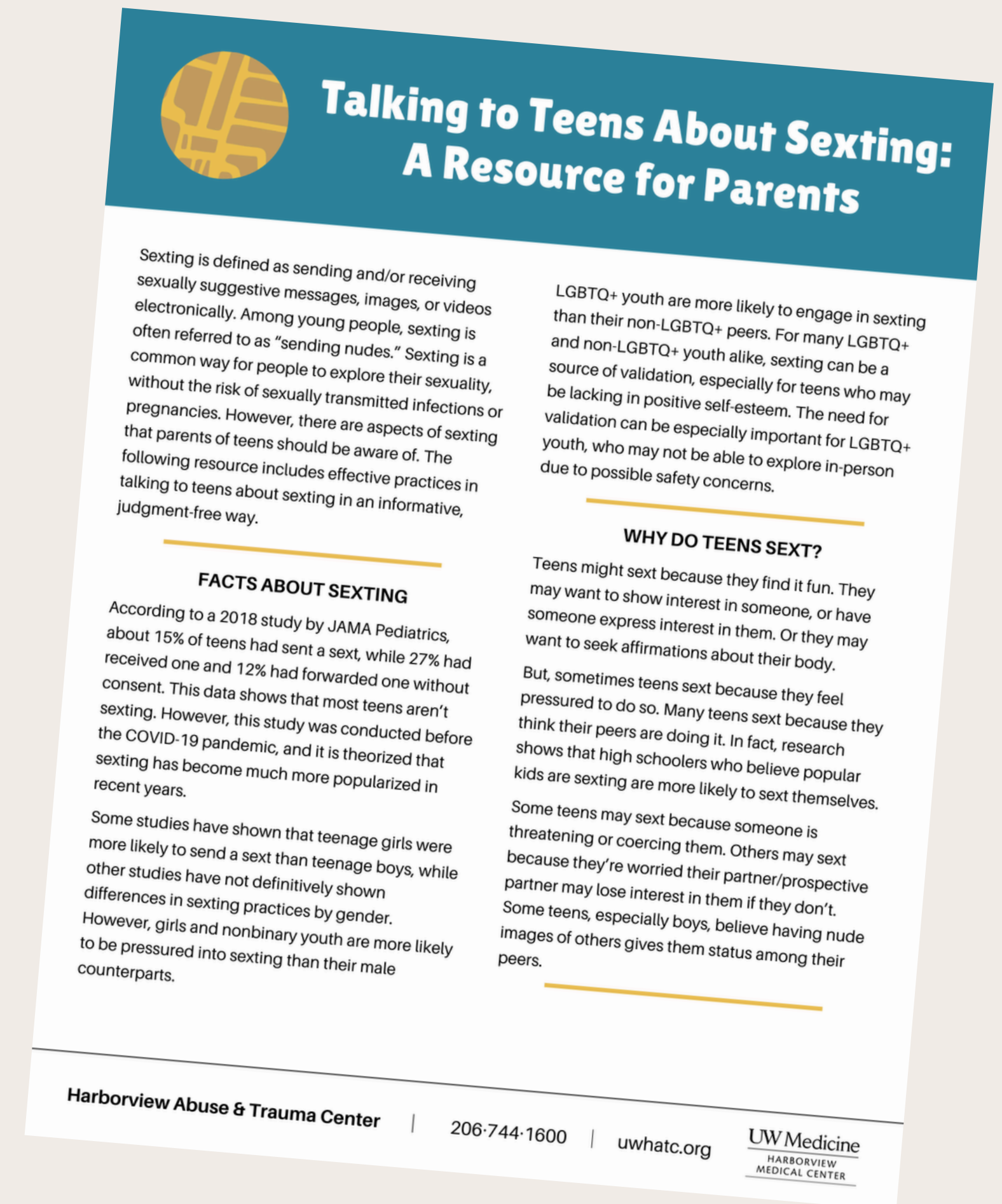
- Additional resource that discusses sexting more in depth
 - A shame-free guide for teens
- Includes sexting laws in Washington State (for both minors and adults)
- Includes best practices for sexting (as adults)



RESOURCE

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



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

PILOT RESULTS

SUPPORTING A FRIEND: OPTIONS AFTER AN ASSAULT

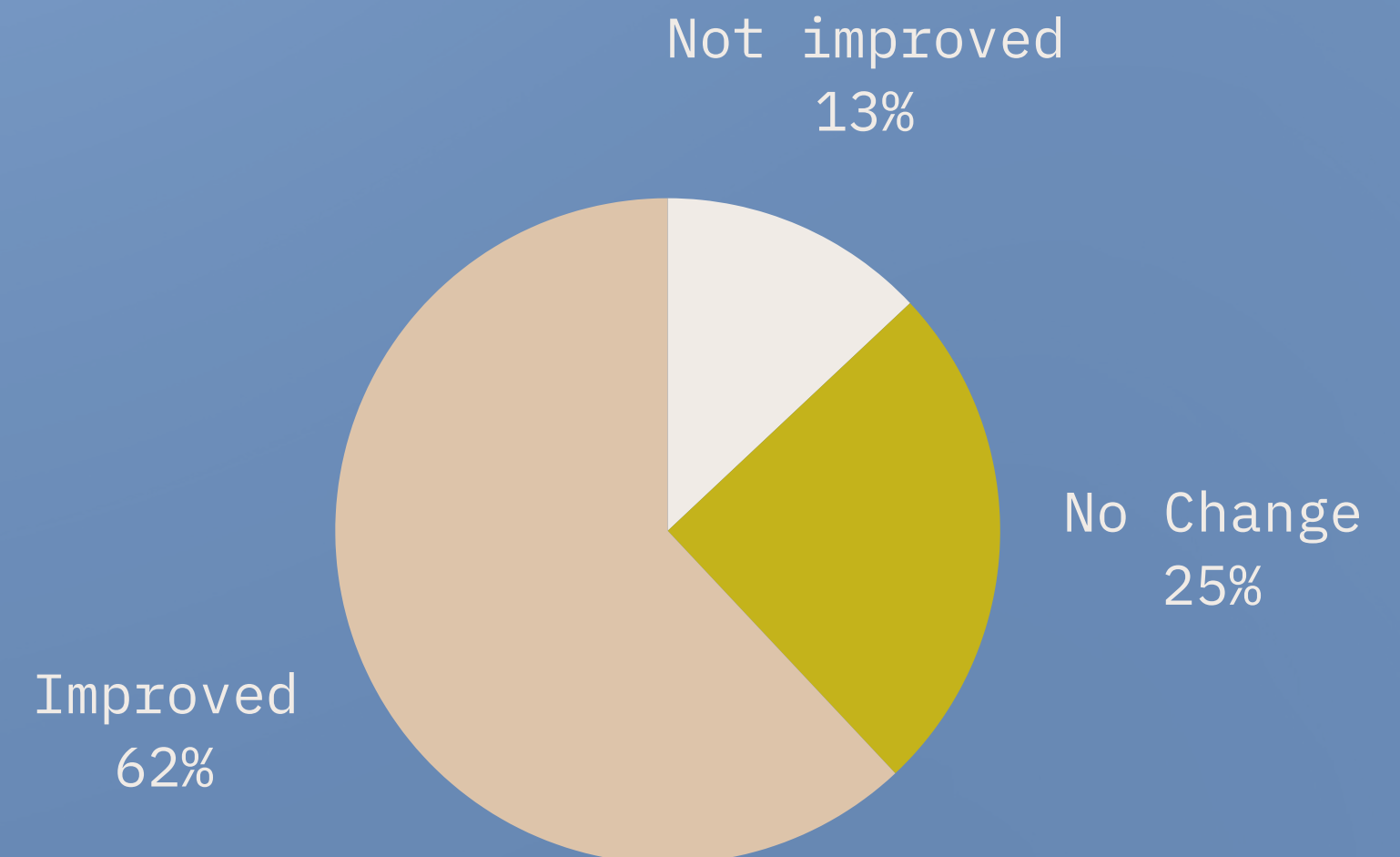
8 students filled out a post-lesson survey

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



ACTIVITY

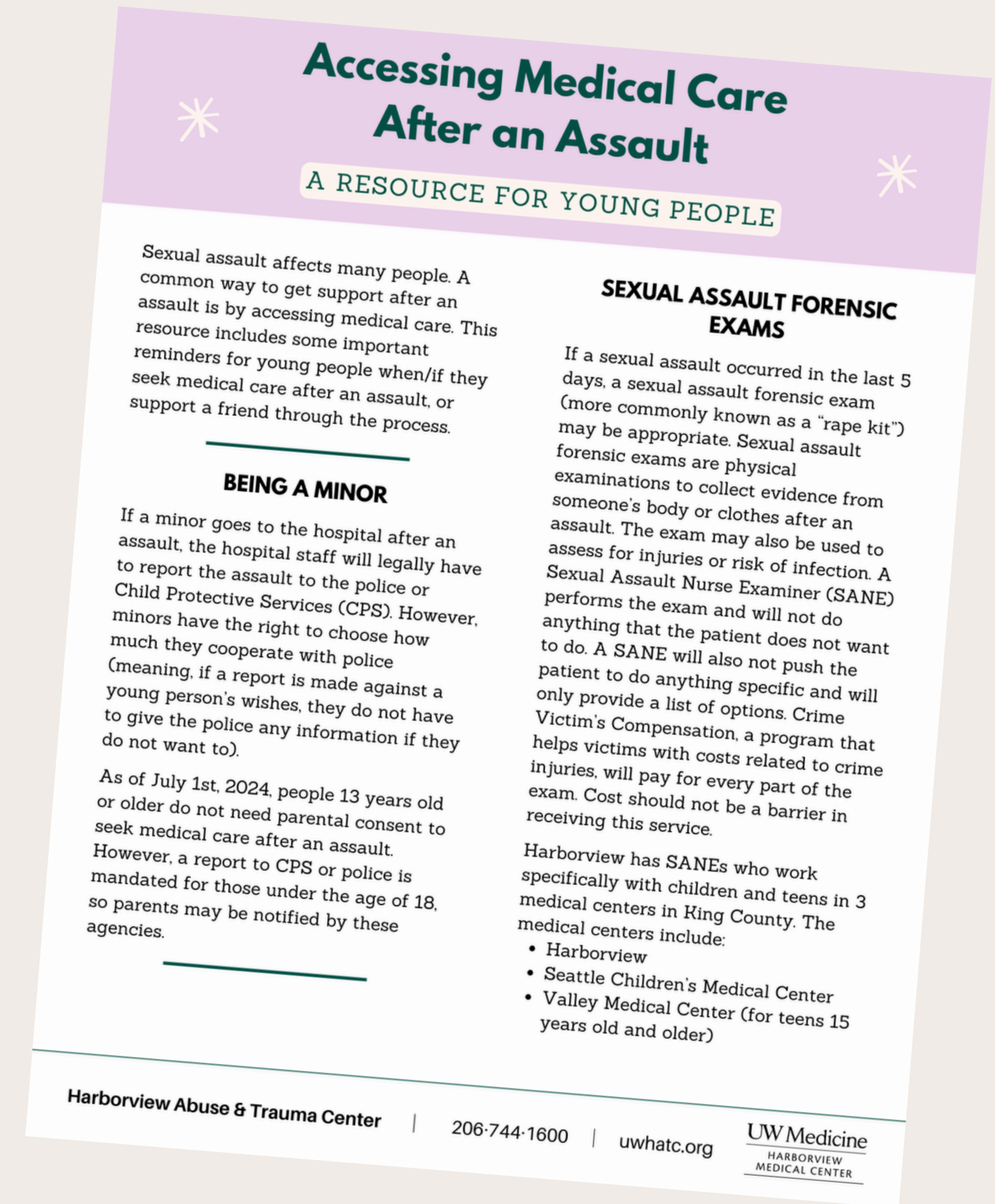
SUPPORTING A FRIEND: OPTIONS AFTER AN ASSAULT

- 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

RESOURCE

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



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 uwhatc.org



SPECIAL THANKS TO...

STUDENT ADVISORS

Ash, Remi, Ellen,
Alphie, Lilly, Sam,
Jessica, Hermela,
Sienna, Samara,
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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

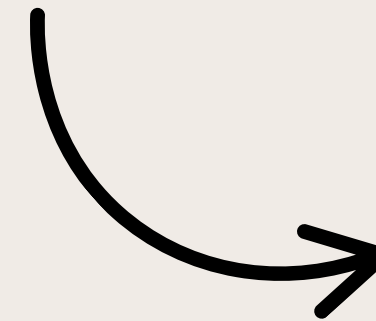
- [Sexual Assault: A Resource for Young People \(HATC\)](#)
- [A Safer Family, A Safer World \(HATC\)](#)
- [Books for Children and Teens About Sexual Development and Sexual Abuse Prevention \(HATC\)](#)
- [Sex Ed For Social Change \(SIECUS\)](#)
- [AMAZE Videos](#)
- [Culture of Consent Podcast \(SPS\)](#)
- [Book: Sex Positive Talks to Have With Kids](#)
- [Supporting a Loved One After Sexual Assault](#)

THANK YOU

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