

Lesson Summary – New 3Rs Lessons Edition

1st Grade Supplement Lessons

1. My Body is MY Body

NSES Indicator: IV.2.CC.1/IV.2.AI.1

Summary: This lesson for lower elementary students defines what sexual abuse is and identifies behaviors that a child would want to bring to the attention of a trusted adult in order to get help. Using a short video, this lesson is critical in helping students concretize what sexual abuse could look like and how to identify and communicate with trusted adults if they need help. This lesson provides an important foundation for students about seeking help from trusted adults.

2. Pink, Blue and Purple

NSES Indicator: GI.2.CC.1/GI.2.CC.2

Summary: This lesson for lower elementary students provides the foundational concept of gender so that students can then understand gender identity and gender role stereotypes. Helping students reflect on things like colors, toys and careers, this lesson teaches students that gender should not be a limiting factor in being who you are and living authentically.

2nd Grade Supplement Lessons

3. R-E-S-P-E-C-T

NSES Indicator: IV.2.IC.1/GI.2.IC.1

Summary: This lesson for lower elementary students overviews the various components of a person's identity and helps students practice treating others with dignity and respect. Using a short video and scenarios, this lesson helps students understand that all students should be treated respectfully. Intended to showcase how each person is unique and how we need to treat others with kindness, this lesson provides an important foundation in affirming our differences in order to prevent bullying and teasing later in life.

3rd Grade Supplement Lessons

4. If You Don't Have Consent, You Don't Have Consent

NSES Indicator: CHR.5.CC.2/CHR.5.IC.1

Summary: This lesson provides lower elementary students with definitions of consent, bodily autonomy and personal boundary which are critical for their understanding of safety. The lesson enables students to practice the skill of communicating their boundaries to others and respecting the boundaries communicated by others. This lesson provides valuable information that students can use throughout a lifetime.

5th Grade Supplement Lessons

5. So THAT'S How Babies Are Made

NSES Indicator: SH.5.CC.1/SH.5.CC.2

Summary: This lesson defines sexual intercourse and the cells involved with reproduction (sperm and egg) using an AMAZE video. It also includes a discussion of how pregnancy can happen via other methods as well. Using a small group activity, this lesson also examines the economic reality of accessing reproductive health care and how economic disparities impact who can and cannot utilize these methods. This information sets the foundation for understanding a basic physiological process and underpins future lessons about pregnancy prevention.

6. Thinking Outside the (Gender)Box

NSES Indicator: GI.5.CC.1-4/GI.5.AI.1

Summary: This lesson is intended to help upper elementary students understand the basic definitions related to gender identity and gender expression. It also explores the impact of gender role stereotypes. Using a twist on the classic card game Go Fish, this lesson encourages students to identify a trusted adult they can talk to with questions about these topics. The content in this lesson is critical as students develop their own identities and understand the identities of family and friends.

7. It's All About the Hormones

NSES Indicator: PD.5.CC.3/ PD.5.CC.4

Summary: This lesson explores the role hormones play in the sexual development of young people and their impact on many of the common changes that occur during puberty. Additionally, the lesson overviews what puberty blockers are and how they stop the impact of naturally occurring hormones for a youth who is transgender. This lesson is helpful in establishing the role hormones play in many of the changes associated with puberty.

6th Grade Supplement Lessons

8. Consent: It Goes With Everything

NSES Indicator: SHR.8.CC.4/CHR.8.INF.3

Summary: Consent is a key skill that all people need to learn and practice in order to respectfully ask, receive, or respond to rejection. A skill indicates that the act of asking for and responding to consent requests and responses can be practiced. This lesson provides a clear explanation as to what consent and sexual agency are and then gives students the opportunity to determine what factors impact a person's ability to give consent.

9. Image Overload

NSES Indicator: SH.8.CC.12

Summary: The digital age in which we live means that there is a higher probability of exposure to sexually explicit images and media. This media can influence a person's perceptions of body image and subsequently impact a person's self-esteem. Reviewing the impact that this media can have on a person's body image and self-esteem offers an opportunity to identify the positive and negative impacts and mitigate any harmful messaging that could result.

10. When Should A Person...

NSES Indicator: SH.8.DM.1

Summary: At no point does a sexual health educator assume that their students are sexually active and this is evident in the delivery of the curriculum as a fact-based source based on if a person should choose to have sex. Yet, students inevitably will question when is a "good" time for a person to have sex for the first time. This lesson explores what a person should consider prior to making such a big decision while rooting their process of making that decision is based on the internal and external factors that influence each person's decision-making process. This lesson provides a safe space for students to identify how these influences could impact a decision-making process and then evaluate their influences for future decisions.

7th Grade Supplement Lessons

11. Harassment Prevention – The Basics

NSES Indicator: IV.8.SM/1

Summary: Sexual harassment is pervasive and is experienced far too frequently by people in multiple settings. This lesson provides a clear explanation of what sexual harassment is and how a person could safely intervene as a bystander, when possible. By amplifying a system of accountability, we can directly combat a culture that does not provide safety to all of its people.

12. Pre-Law

NSES Indicator: SH.8.INF.2/SH.8.CC.10

Summary: Identifying national and local laws related to sexual health and services ensures that young people have the ability to make informed decisions instead of allowing life and legal repercussions to happen to them. This lesson provides an experience for the students to understand the content and then apply it to multiple scenarios to truly understand the content.

13. Preparation is Prevention

NSES Indicator: SH.8.CC.8/SH.8.CC.9

Summary: HIV prevention education is rightfully evolving to relay honest and non-shaming information regarding living with HIV. HIV is a chronic illness that is managed with biomedical advancements and prevention of HIV transmission has also been changed with the addition of PrEP. This lesson allows students an ability to practice accessing reliable information regarding

accessing health services to lead healthy lives while reinforcing HIV is not a death sentence and instead is a chronic illness that can be managed with medications.

14. Trafficking

NSES Indicator: IV.8.CC.3/IV.8.INF.1

Summary: Sex trafficking rates continue to increase and this lesson aims to clearly explain what sex trafficking is, how prevalent it is, and what it could look like. By educating our learners about tactics sex traffickers employ to recruit and exploit young people, offer additional protective factors to young people.

15. So Attractive

NSES Indicator: SO.8.INF.1/SO.8.IC.1

Summary: This lesson provides a clear explanation as to what sexual orientation is and how a person's internal and external influences can impact how their expectations, beliefs, and attitudes around sexual orientation. This internal review of individual influences can identify areas for each person to support people. This includes learning and practicing how to communicate effectively and respectfully about sexual orientations with all people.

16. Being Respectful About Gender Identity: Pronouns and Practice!

NSES Indicator: GI.8.AI.1/GI.8.IC.1

Summary: The volume of myths and misinformation about gender identity and gender expression online and in the media makes it especially critical for students to learn how to access accurate and credible sources of information. In addition, most transgender youth consider school-based sex education unhelpful due to a lack of relevant information, and often turn to other sources of sexual health information, particularly online, where they can more easily find relevant information and community connections. In this lesson we will explore accurate and credible sources of online information about gender identity, gender expression, and other topics related to transgender youth and their health and well-being that will benefit transgender youth and their friends, alike. Students will learn about the importance of and practice ways to demonstrate respectful communication and messages of support for transgender and nonbinary people, including using their correct pronouns and names. Affirming a student's gender by using the name and pronouns that align with their identity has been shown to improve mental health outcomes. The Trevor Project's 2020 National Survey on LGBTQ Youth Mental Health found that youth who reported having their pronouns respected by all -- or most -- of the people in the lives attempted suicide at half the rate of those who did not have their pronouns respected.

8th Grade Supplement Lessons

17. Breaking Up is Hard to Do but Not Impossible

NSES Indicator: CHR.8.INF.1/CHR.8.SM.1

Summary: Learning how to identify the difference between healthy vs. unhealthy relationships is essential, but learning how to end a relationship is equally important. The ending of a relationship is often portrayed as a tumultuous event that could leave all parties in a negative space. This lesson identifies why a person views relationship the way they do, looks at strategies to end a relationship respectfully, and shares resources to provide support when ending unhealthy relationships.

18. What's Racism Got to Do With It?

NSES Indicator: SH.8.CC.11

Summary: Race is a social construct; however, that doesn't negate the very real, harmful impact racism has on people of color, particularly Black, brown, Indigenous and other people of color (BIPOC). This lesson teaches students that racism is not only individual and interpersonal but also systemic - the institutions and structures that use racial prejudice to uphold policies and procedures that benefit the privileged and oppresses communities of color. While this lesson is beneficial, it is important to infuse discussions of race and racial justice within daily instruction. Understanding how racism impacts sexual health and wellness - particularly for racialized people - is paramount to providing inclusive and affirming sex education. Sex education has a history of centering white, cisgender, heterosexual people, which can promote harm and/or erasure of everyone else. One size does not fit all. Not only do we all come to our classrooms with different lived experiences, it is undeniable that perceptions and biases can affect said experiences. As educators, we have the power and privilege to empower and educate young people, honor their identities, and model what equity can look like.

19. Pregnancy Basics

NSES Indicator: SH.8.CC.4/SH.10.CC.4

Summary: In order to provide a complete education, it is important to discuss measures to prevent unintended pregnancy and also cover basic information about pregnancy. This lesson covers early signs of pregnancy, explains how pregnancy tests work and then explores what options are available to the person who is pregnant. By receiving a complete education on pregnancy, we ensure that the learners receive an honest education.

High School Supplement Lessons

20. Reproductive Justice: Past, Present and Future

NSES Indicator: SH.10.CC.6

Summary: Reproductive oppression is the control and exploitation of women, girls, and gender-oppressed people through their bodies, sexuality, labor, and reproduction. It has been used to dominate and control communities of color in the United States and beyond. In order for our sexuality education to remain critical and transparent, discussing how reproductive justice is

needed to combat present and future oppression is crucial. Sexuality education without courageous conversations about justice and the US's painful history is biased erasure. Young people deserve to be informed and prepared for adulthood so we can improve the policies and practices of the past.

21. Sexual Agency, Represent!

NSES Indicator: SH.12.INF.5

Summary: Sexual agency is the ability to identify, communicate, and negotiate one's sexual needs, and to initiate behaviors that allow for the satisfaction of those needs. It aids in the development of their own sexual identities and practices. Sexual agency is multidimensional in that discussions have included sexual assertiveness, feelings of entitlement to pleasure, and sexual satisfaction.

Quality comprehensive sexuality education has an opportunity to not only inform young people about their bodies and their own sexual and reproductive wellness, but it can also aid in fostering positive values around healthy relationships, human rights, and equity. This lesson will discuss values and stereotypes that have been generalized by dominant culture while unlearning/relearning ideas that are less harmful to those that are oppressed, such as communities of color and those with several system-impacted identities.

22. The Impact of Racism and Inequality on Sexual Health

NSES Indicator: SH.10.INF.1

Summary: Racism and other forms of inequality (e.g., sexism, ableism, ageism, classism, and differing religion) have been used as a means of oppression throughout history in the United States. Racism and inequality have been woven into federal, state, and local policies, laws, and practices, both past and present, resulting in a disproportionate impact on the sexual health outcomes and reproductive rights of Black, Indigenous and People of Color (BIPOC), and other people from marginalized communities. Young people have the right to live in a society that consists of equitable systems that will lead to positive sexual health outcomes. By examining and discussing the impact of racism and inequality, educators can provide opportunities for awareness and advocacy that may encourage systematic change and lead to a more equitable society.

23. Unhealthy Relationships – Plan for Safety

NSES Indicator: CHR.10.DM.1

Summary: The ability to determine what characteristics in a relationship are most important can help a person to determine their personal boundaries around what they are looking for from a partner. It is important to be able to identify and communicate these needs as well as be able to delineate between what is a relationship a person wants vs. a relationship that might be wanted yet is unsafe or unhealthy. The ability to determine that a relationship is unhealthy is

important, but it is even more important to be able to create a plan to leave an unsafe relationship.

24. Not Made for TV

NSES Indicator: CHR.12.CC.1

Summary: Everyone is constantly exposed to media which quite often does not provide realistic representation of healthy relationships and therefore, directly impacts a person's perception around relationships and sexual encounters. Specifically, sexually explicit media commonly perpetuates unhealthy interactions between people that can shape a person's understanding of sex. This lesson aims to identify these unhealthy characteristics seen in media and provide a space to analyze these interactions and determine if they are healthy vs. unhealthy and therefore clearly separate what is made for tv and what is not desired in real life.

25. Power and Privilege

NSES Indicator: CHR.12.INF.3/CHR.12.INF.4

Summary: All romantic or sexual relationships are impacted by the varying power and privilege each person in the relationship has vs what the other person does not have. This lesson aims to identify how power and privilege can impact a relationship. Additionally, this lesson will cover how these same factors, as well as personal and societal factors, could keep someone from leaving an unhealthy relationship. The ability to understand the various impacts this could have on a relationship will provide the learners with the opportunity to seek out and maintain healthy relationships now and in their future.

26. Advocate Graduate

NSES Indicator: IV.12.ADV.1

Summary: This lesson serves as a culminating experience for the complete curriculum where students can apply all of the information they have learned around advocacy to select an issue that needs change and effectively plan and advocate for that change either in the school or community.

27. Influencers for Life

NSES Indicator: SO.10.INF.1

Summary: Often people will think, believe, or hold attitudes regarding all aspects of life without understanding why they feel or think the way that they do. This lesson aims to allow students to analyze how the people, communities, and our personal identities can impact so much of what we believe. This student-centered approach to analyzing why we think a certain way allows students the ability to evaluate whether external factors positively or negatively influence their thought process in order to maximize or minimize these influences appropriately.

28. Sexual Orientation Facts and Infor: Finding and Assessing Credible Sources Online

NSES Indicator: SO.10.AI.1/SO.12.INF.1

Summary: Understanding how to find and assess credible sources of information about sexuality topics requires skills and practice. This is especially true of finding information about sexual orientation, particularly sources of information that share facts and stories of resilience and thriving, not only the poor negative health outcomes that result from inherently homophobic systems and structures. In this lesson we will learn about how to assess credibility and how to find important pieces of information about sexual orientation online. From self-advocacy to showing support for peers, families, schools, and communities, students will also learn about the benefits to one's health and wellbeing when they receive support and kindness.

29. Showing Kindness & Support to Transgender and Nonbinary People

NSES Indicator: GI.12.INF.1/GI.10.INF.1

Summary: There is overwhelming research and data showing that support for transgender and nonbinary youth can help to dramatically increase protective health behaviors, help build resilience, and support positive mental health behaviors. Understanding what support looks and feels like and how it relates to health and well-being will serve as a foundation to describe specific ways that support from peers, families, schools, and communities positively impacts transgender and nonbinary youth. In this lesson we will examine ways that gender identity and expression are represented through media and how that can influence individual attitudes, beliefs and expectations. Additionally, students will identify specific ways to demonstrate support for transgender and nonbinary friends, family, and community members.

30. Sex Trafficking

NSES Indicator: IV.10.CC.4/IV.10.IC.2/IV.10.AI.2

Summary: Young people are often targeted for sex trafficking. Physical and psychological abuse endured by people who have experience sex trafficking can have lifelong consequence such as anxiety, depression, substance abuse and post-traumatic stress disorder. The purpose of this lesson is to educate students about the issue and explore recruitment tactics sex traffickers use as ways to reduce the risk of sex trafficking.

31. Healthy Living: Prevention & Treatment

NSES Indicator: SH.10.GS.2/SH.12.CC.1/SH.12.CC.2

Summary: Since the 1980s, there have been extensive biomedical advances in the treatment and prevention of HIV. These advances have drastically changed and improved the quality of life for people living with HIV and their partners. The purpose of this lesson is to explore the ways a person living with HIV can maintain viral suppression and live a healthy life as well as learn ways HIV and other STDs can be prevented.

32. Consent, Sexting and the Law

NSES Indicator: SH.10.INF.3/SH.12.INF.4

Summary: Data indicates that young people are sexting; in 2019, approximately 14% sent a sext and 23% received one¹. Sexting is often defined as people taking and sharing naked images of themselves and sharing them with others. However, many students don't realize that sexting is illegal for people under the age of 18, and is often considered child pornography. Laws related to sexting (such as child pornography, "revenge" porn, and laws about teen sexting) vary by state, and it's important for students to learn the laws related to child pornography in their own communities, and how it relates to sexting behavior. Given the high prevalence of sexting, the intent of this lesson is not to shame young people, but instead make them aware of, and consider the legal consequences of, their decisions about sexting. This lesson also includes information about consent, often missing from conversations about pornography, to emphasize the importance of consenting to all

33. Sexual Systems I - Parts

NSES Indicator: AP.10.CC.1

Summary: As youth go through puberty, students often have lots of questions about their bodies, particularly their sexual and reproductive body parts and how they work together in systems. This lesson will enable students to understand what their body parts are called, how they function, and how they work together in sex and reproduction. This lesson will occur before the lesson "Sexual Systems II: Processes" so that students understand the internal and external anatomy of the sexual and reproductive systems as a foundation before being taught about the sexual response cycle.

34. Sexual Systems II - Processes

NSES Indicator: AP.12.CC.1

Summary: This lesson provides an overview of the human sexual response cycle and clarifies common misconceptions about how bodies work. Presenting medically accurate and complete information about body parts and how they function when sexually aroused, this lesson helps normalize how bodies respond sexually. This lesson is intended to follow the Sexual Systems I – Parts lesson as it builds on the foundational knowledge about what parts are called and what their function is.

35. Making the Unconscious Conscious

NSES Indicator: SH.12.INF.3/SH.12.INF.3/SH.12.GS.1

Summary: Stigma and bias, especially as they relate to sexual and reproductive health, impact people's ability to seek health care and talk honestly and openly with their partners. This lesson will define stigma and bias, have students analyze the way stigma and bias impact decision making and healthcare, and create a plan for accessing healthcare. Given that stigma and bias is so present in healthcare settings, and prevents many people from receiving the healthcare they need, having a clear plan for healthcare access is essential.