



# National Sexuality Education Standards + EBIs = Great Sex Ed!

May 21, 2013

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## Answer

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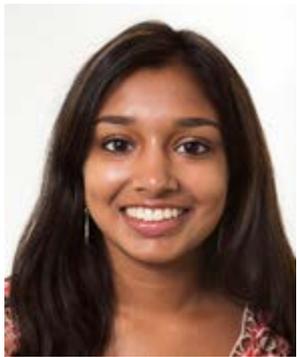
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# Disclaimer

Educational or instructional materials referenced during presentations at the Third Annual Teen Pregnancy Prevention Grantee Conference: *Ready, Set, Sustain: Continuing Our Success* are for informational purposes only. Presenters' references to these materials do not constitute endorsement by OAH, ACYF, CDC or the U.S. Department of Health and Human Services. Any statements expressed are those of the presenters and do not necessarily reflect the views of the Department.

# Workshop Objectives

- By the end of this session, participants will be able to:
  - 1) List at least one way they can use the NSES in the work they do
  - 2) Evaluate how the National Sexuality Education Standards complement evidence-based programs.



## About Answer

Answer is a national organization that provides and promotes unfettered access to comprehensive sexuality education for young people and the adults who teach them.



- Magazine
- Website



by teens for teens

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tumblr +



LOGIN



SEX ED



YOUR SAY



ACTION CENTER



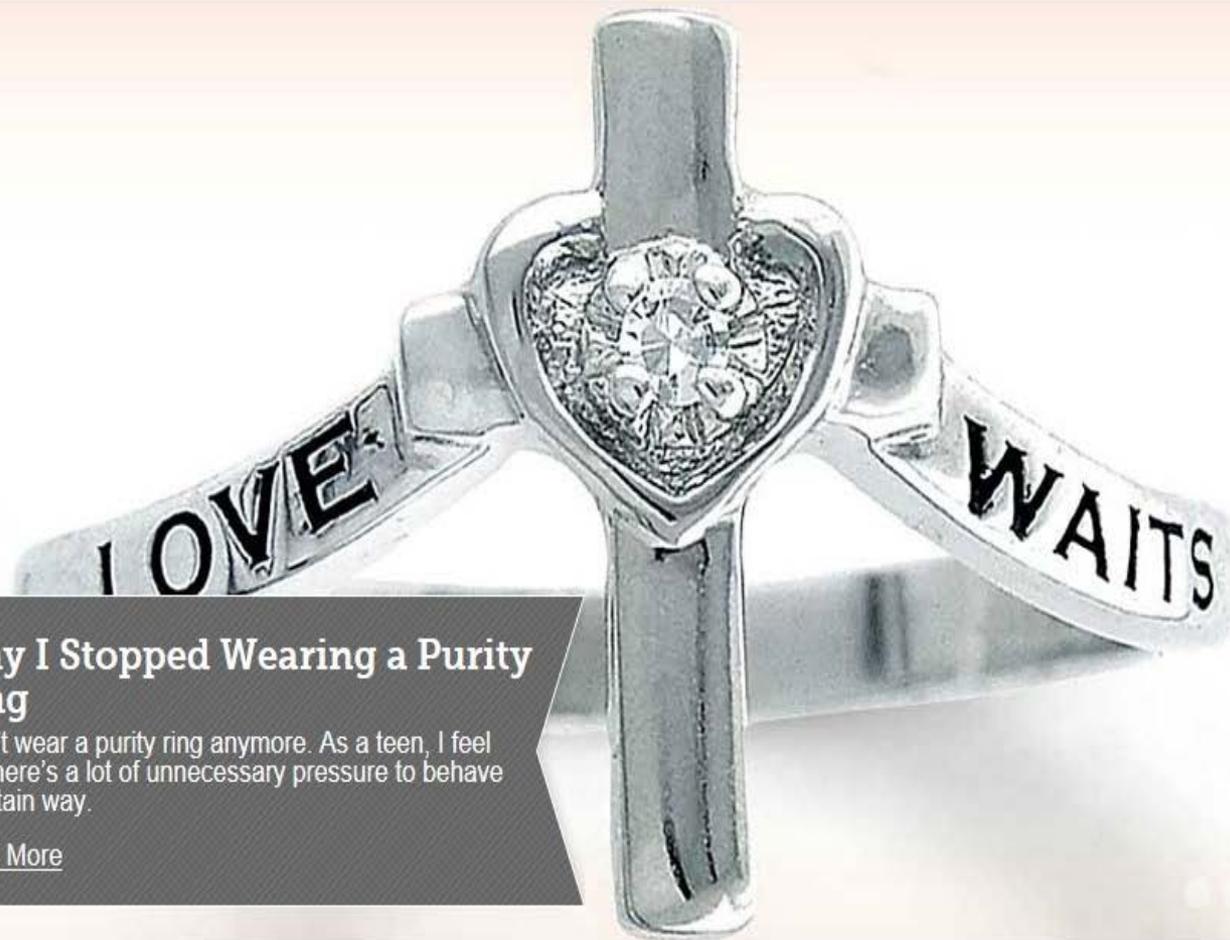
BLOG



FUN



MAGAZINE



## Why I Stopped Wearing a Purity Ring

I don't wear a purity ring anymore. As a teen, I feel like there's a lot of unnecessary pressure to behave a certain way.

[Read More](#)

## SEX, ETC. POLL

Is masturbation a taboo topic among you and your friends?

It's taboo for girls, but not for guys.

Yes, it's taboo...for everyone.

Not at all!

I don't know.

[SUBMIT](#)

## HOT TOPICS

[Birth Control](#)

[HIV/AIDS & STDs](#)

[Pregnancy](#)

[Your Body](#)

[LGBTQ](#)

[Abuse & Violence](#)

[Relationships](#)

[Sex](#)

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SUBSCRIBE TODAY



**SEX, ETC.  
MAGAZINE**

[LEARN HOW](#)

**Make a  
Difference**

Young people have the right to lead healthy lives. Tell Congress to support the Real Education for Healthy Youth Act!

[READ MORE](#)

# Stories

what would you like to learn about?



Everything



Birth Control



HIV/AIDS  
& STDs



Pregnancy



Your Body



LGBTQ



Abuse &  
Violence



Relationships



Sex

Stories

FAQs

Resources

# LOL

powered by  
**tumblr.**



The sex ed. pictures, videos, and links making us laugh out loud from all around the interwebs.

**if condoms had sponsors....**



**Pringles**

Once you pop, you can't stop.



**McDonalds**

We love to see you smile.



**Bounty**

The quicker picker-upper.

# Sex in the States



## New Jersey

 <b>Sex Ed Rights</b>	<b>17</b> <b>Age of Minority</b>	<b>16</b> <b>Age of Consent</b>
 <b>LGBTQ Rights</b>	 <b>HIV / AIDS Testing</b>	 <b>Condoms</b>
 <b>Birth Control</b>	 <b>Abortion Rights</b>	 <b>Pregnancy</b>
 <b>Emergency Contraception</b>	 <b>Sexting</b>	 <b>Show All</b>

# Professional Training

Full and Half-Day, In-Person and Online

## High School Trainings For Professionals Working With Teens Ages 14-18

The in-service workshops listed below can be offered for professionals who work with teens ages 14-18. Any of these workshops can be changed to meet the needs of your educators and staff.

**Sexting:**  
Flirting or Felony

**Sexuality Education Basics:**  
Strategies for Teaching about Sexuality to High School Students

**Healthy Relationships:**  
Teaching about Love, Dating and Relationships

**Sexual Violence:**  
Teaching about Harassment, Abuse and Rape

**Lesbian, Gay, Bisexual and Transgender Issues:**  
You've Got Questions, We've Got Answers

**Abstinence:**  
Teaching about Alternatives to Intercourse

**Pregnancy and STD Prevention:**  
Lessons for Success

## Middle School Trainings For Professionals Working With Preteens Ages 11-14

The in-service workshops listed below can be offered for professionals who work with preteens ages 11-14. Any of these workshops can be changed to meet the needs of your educators and staff.

**What about the Boys?:**  
Teaching Sexuality Accurately and Effectively with Boys

**All A-"Twitter":**  
Teens, Sex and Technology

**"But I'll Never Get an STD":**  
Understanding Adolescent Development and How Teens Learn

**"I Have to Say What?!":**  
Getting Comfortable Teaching Sex Ed

# Online Workshops

Six hours each, taken at your own pace

## WORKSHOP TOPICS:

- ➔ Sexuality ABC's
- ➔ STD Basics
- ➔ LGBTQ Issues in Schools
- ➔ Boys & Sex Ed



# BOYS & SEX ED

beyond statistics and stereotypes



“This multi-media workshop provides educators with an alternative view of sexuality and masculinity that is helpful in supporting boys to develop personal sexual responsibility and a deeper understanding of how sexuality fits into a healthy life.”

--Michael Gurian, Founder, The Gurian Institute, author of *The Wonder of Boys* and *The Minds of Boys*

[answer.rutgers.edu](http://answer.rutgers.edu)

# TISHE

## Training Institute in Sexual Health Education

Weeklong residential, skills-based training institute led by a team of sexuality education experts.

August 4-9, 2013  
Baltimore, MD



TISHE 2012 – Lewes, DE

# Group Assumptions

1. Everyone here is invested in working with young people more effectively.

# Group Assumptions

2. We will not always agree,  
and that's okay!

# Group Assumptions

3. Everyone here is equal and welcome.

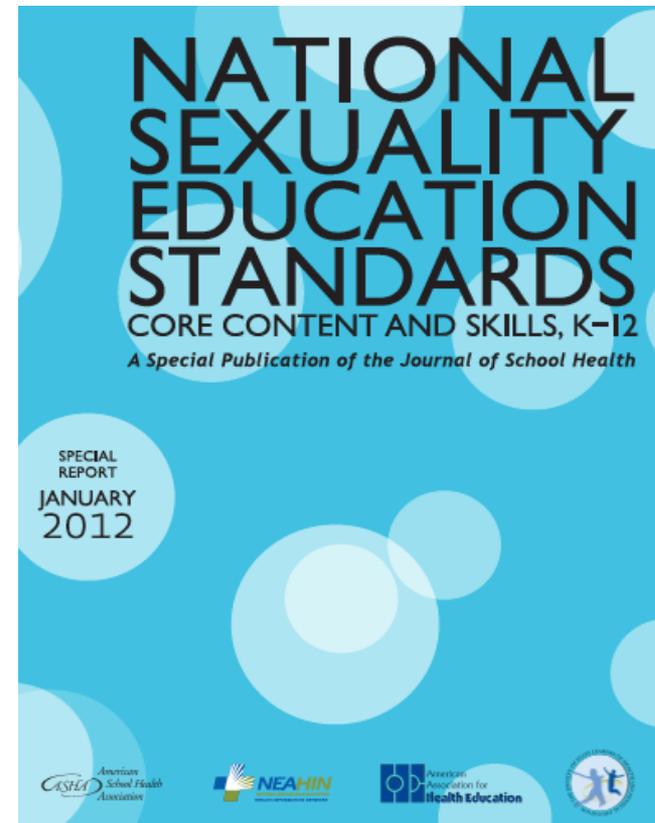
# Group Assumptions

4. Any question/comment is relevant.

# Group Assumptions

5. This will be an interactive learning environment.

# Quick Review



# FoSE

Future of Sex Education — About | Background Info + Stats | Moving Forward | Professional Development Opportunities | Opportunities for Donors | Contact

## Creating a national dialogue...



about the future of sex education  
in order to promote the  
institutionalization of  
comprehensive sexuality education  
in public schools.

get started with:

Background Info + Stats

Moving Forward

Professional Assistance +  
Development Opportunities

DOWNLOAD NOW  
The National Sexuality Education Standards

**answer**  
sex ed, honestly

[www.futureofsexeducation.org](http://www.futureofsexeducation.org)

# FUTURE OF SEX EDUCATION (FOSE) PARTNERS



<http://answer.rutgers.edu>



[www.advocatesforyouth.org](http://www.advocatesforyouth.org)



[www.futureofsexeducation.org](http://www.futureofsexeducation.org)



[www.siecus.org](http://www.siecus.org)

# SHPPS DATA 2006: THREE SEXUALITY TOPICS

	HIV	STDS	PREGNANCY	TOTAL
ELEMENTARY	1.1	.7	1.3	3.1
MIDDLE SCHOOL	1.5	1.8	2.7	6
HIGH SCHOOL	2.2	2.4	3.5	8.1
TOTAL	4.8	4.9	7.5	17.2

Source: <http://www.cdc.gov/HealthyYouth/shpps/index.htm>

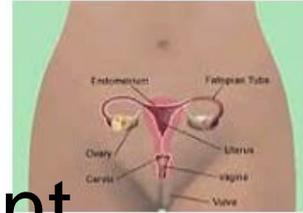
17.2  
hours  
total!



Focus on  
minimum,  
essential

# SEVEN TOPICS

1. Anatomy and Physiology
2. Puberty and Adolescent Development
3. Identity
4. Pregnancy and Reproduction
5. Sexually Transmitted Diseases and HIV
6. Healthy Relationship
7. Personal Safety



# GRADE LEVEL CLUSTERS

- K-2
- 3-5



- 6-8
- 9-12



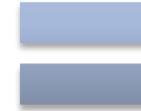
50 +  
National  
Experts



Seven  
Topics



NHES  
Standards



National  
Sexuality  
Education  
Standards

GRADE LEVELS: K-2, 3-5, 6-8, 9-12

# NATIONAL SEXUALITY EDUCATION STANDARDS

CORE CONTENT AND SKILLS, K-12

*A Special Publication of the Journal of School Health*

SPECIAL  
REPORT  
JANUARY  
2012



# GRADE K-2

Core Concepts  
CC

Analyzing Influences  
INF

Accessing Information  
AI

Interpersonal Communication  
IC

Decision-Making  
DM

Goal Setting  
GS

Self-Management  
SM

Advocacy  
ADV

## ANATOMY & PHYSIOLOGY

By the end of the 2<sup>nd</sup> grade, students should be able to:

Use proper names for body parts, including male and female anatomy  
AP.2.CC.1

## PUBERTY AND ADOLESCENT DEVELOPMENT

No items

## IDENTITY

By the end of the 2<sup>nd</sup> grade, students should be able to:

Describe differences and similarities in how boys and girls may be expected to act  
ID.2.CC.1

Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act  
ID.2.INF.1

## PREGNANCY AND REPRODUCTION

By the end of the 2<sup>nd</sup> grade, students should be able to:

Explain that all living things reproduce  
PR.2.CC.1

## SEXUALLY TRANSMITTED DISEASES AND HIV

No items

## HEALTHY RELATIONSHIPS

By the end of the 2<sup>nd</sup> grade, students should be able to:

Identify different kinds of family structures  
HR.2.CC.1

Demonstrate ways to show respect for different types of families  
HR.2.IC.1

Describe the characteristics of a friend

Identify healthy ways for friends to express feelings to each other  
HR.2.IC.2

# IDENTITY

Core Concepts CC	Analyzing Influences INF	Accessing Information AI	Interpersonal Communication IC	Decision- Making DM	Goal Setting GS	Self-Management SM	Advocacy ADV
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**BY THE END OF THE 2<sup>ND</sup> GRADE, STUDENTS SHOULD BE ABLE TO:**

Describe differences and similarities in how boys and girls may be expected to act <b>ID.2.CC.1</b>	Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act <b>ID.2.INF.1</b>						
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**BY THE END OF THE 5<sup>TH</sup> GRADE, STUDENTS SHOULD BE ABLE TO:**

Define sexual orientation as romantic attraction to an individual of the same gender or of a different gender <b>ID.5.CC.1</b>		Identify parents or other trusted adults to whom they can ask questions about sexual orientation <b>ID.5.AI.1</b>				Demonstrate ways to treat others with dignity and respect <b>ID.5.SM.1</b>	Demonstrate ways students can work together to promote dignity and respect for all people <b>ID.5.ADV.1</b>
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**BY THE END OF THE 8<sup>TH</sup> GRADE, STUDENTS SHOULD BE ABLE TO:**

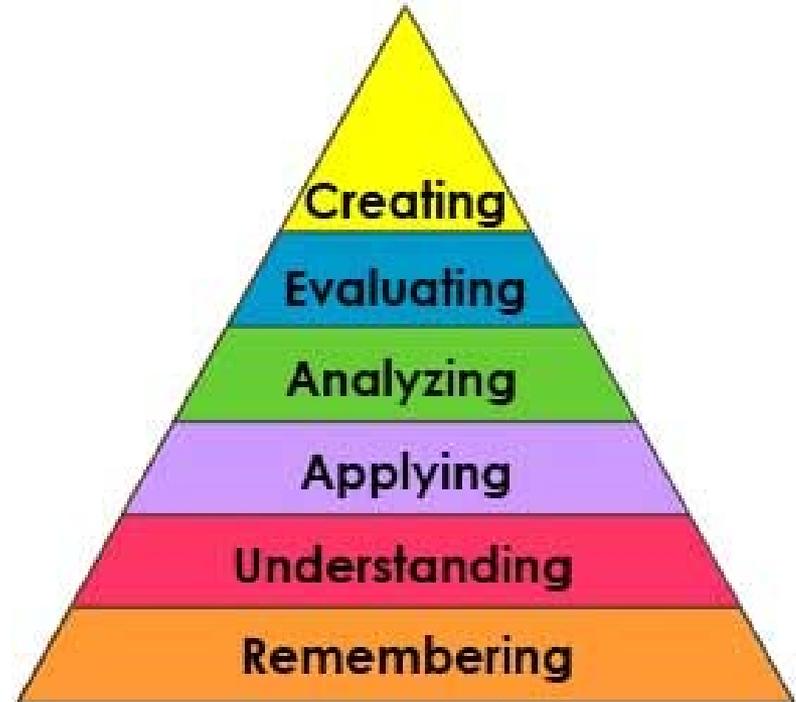
Differentiate between gender identity, gender expression and sexual orientation <b>ID.8.CC.1</b>	Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity <b>ID.8.INF.1</b>	Access accurate information about gender identity, gender expression and sexual orientation <b>ID.8.AI.1</b>	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations <b>ID.8.IC.1</b>				Develop a plan to promote dignity and respect for all people in the school community <b>ID.8.ADV.1</b>
Explain the range of gender roles <b>ID.8.CC.2</b>							

**BY THE END OF THE 12<sup>TH</sup> GRADE, STUDENTS SHOULD BE ABLE TO:**

Differentiate between biological sex, sexual orientation, and gender identity and expression <b>ID.12.CC.1</b>	Analyze the influence of peers, media, family, society, religion and culture on the expression of gender, sexual orientation and identity <b>ID.12.INF.1</b>					Explain how to promote safety, respect, awareness and acceptance <b>ID.12.SM.1</b>	Advocate for school policies and programs that promote dignity and respect for all <b>ID.12.ADV.1</b>
Distinguish between sexual orientation, sexual behavior and sexual identity							

# Assessment

- Functional knowledge + skill
- Written to be accessible

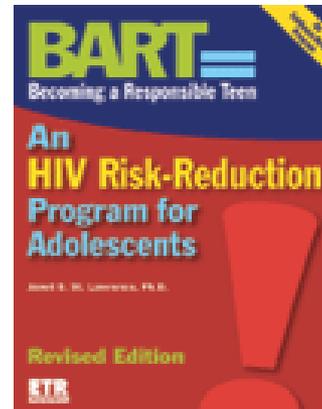
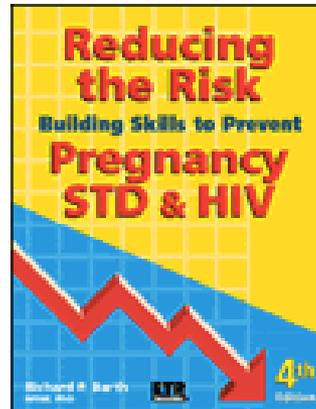
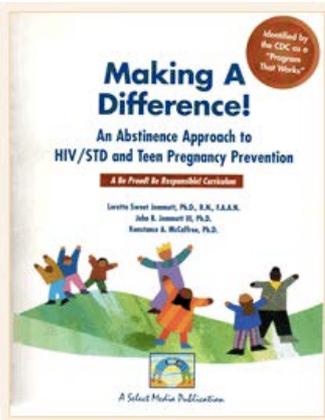
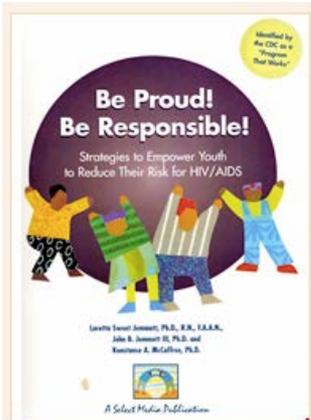


# Brain Break



# What about Evidence-Based Interventions (EBI's)?

- EBI's focus on specific behaviors related to disease/pregnancy prevention
- Standards broader, K-12
- Not mutually exclusive



# Mapping EBIs: Templates & Samples



Future of Sex Education ——— About | Background Info + Stats | Moving Forward | Professional Development Opportunities | Opportunities for Donors | Contact

## MOVING FORWARD

- Envisioning the Future of Sex Education: A Tool Kit for States and Communities**
- The Future of Sex Education: A Strategic Framework (Executive Summary)**
- Select Comprehensive Sex Education Programs**
- Evidence-Based Sex Education: Compendiums and Programs**
- Lesson Plans**
- National Standards and Assessment Tools**

## National Sexuality Education Standards

The goal of the National Sexuality Education Standards: Core Content and Skills, K–12 is to provide clear, consistent and straightforward guidance on the essential minimum, core content for sexuality education that is age-appropriate for students in grades K–12.

The Standards are presented both by topic area and by grade level.

[Click here to download the National Sexuality Education Standards PDF.](#)

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[Click here to download National Standards Mapping Template Sample Grades K-2](#)

[Click here to download National Standards Mapping Template Sample Grades 3-5](#)

[Click here to download National Standards Mapping Template Sample Grades 6-8](#)

[Click here to download National Standards Mapping Template Sample Grades 9-12](#)

[Click here to download NSES Curriculum Mapping Template](#)

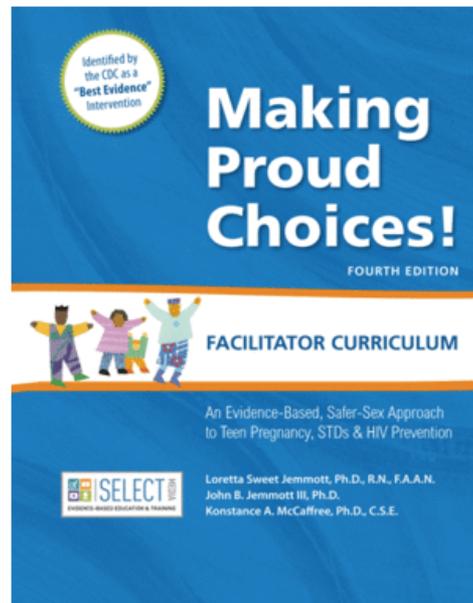
## Evidence Based Curricula Mapped To The National Standards

- [Draw the Line](#)
- [Making a Difference](#)
- [Making Proud Choices](#)

# Examples from the field:

## Mapping

## Making Proud Choices



# Mapping Making Proud Choices

## Curriculum Mapping Tool Alignment with National Sexuality Education Standards Grades 6-8 Strands 1-7

**Note:** The complete National Sex Ed Standards is available online at [www.futureofsexeducation.org](http://www.futureofsexeducation.org)

Title: Making Proud Choices

Author & Publisher: Jemmott, Jemmott & McCaffree; Select Media

Publication date: 2011, Third Edition

**By end of 8<sup>th</sup> Grade**

### STRAND 1: ANATOMY & PHYSIOLOGY

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
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# Mapping Making Proud Choices

## STRAND 5: SEXUALLY TRANSMITTED DISEASES & HIV

<b>National Standards Core Concepts</b>	<i>Rubric score for how completely standard is addressed</i>  <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
<b>SH.8.CC.1</b> Define STDs, including HIV, and how they are and are not transmitted	2 (Module 5 Activity A – Identify how STDs, including HIV/AIDs, are transmitted, and how they can be prevented. Module 2 Activity A – Identify the basic facts about HIV and AIDs.)		<i>STD Facts and the "Truth about Sex" Video (pg. 104)</i>  <i>Discussing HIV and AIDS (pg. 55)</i>
<b>SH.8.AI.1</b> Identify medically-accurate information about STDs, including HIV	2 (Module 2 Activity C – Distinguish myths from facts about HIV and AIDs.) 1 (Module 3 – Recall correct information about HIV/AIDs.) 2 (Module 6 – Provide correct answers to review questions on HIV and AIDs.)		<i>Myths and Facts about HIV/AIDs (pg. 62)</i> <i>Attitudes and Beliefs about HIV/AIDs and Condom Use (pg. 69)</i> <i>Strategies for Preventing HIV Infection: Stop, Think and Act (pg. 83)</i>
<b>SH.8.CC.2</b> Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each	2 (Module 2 Activity D – Identify a person's risk of HIV infection as a result of engaging in various sexual and non-sexual behaviors. & Identify which behaviors are low risk, and no risk for contracting HIV infection.)		<i>HIV Risk Continuum (pg. 65)</i>

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Text

**ANSWER**

to **22828** to get started.



For more information  
on Answer, visit us  
at:

**answer.rutgers.edu**  
&  
**sexetc.org**

Message and data rates may apply.



# Thank You

**Answer**

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# National Sexuality Education Standards: Putting them to work in *your* community

Ready, Set, Sustain: Continuing Our Success  
Third Annual Grantee Conference  
National Harbor, MD  
May 20-22, 2013

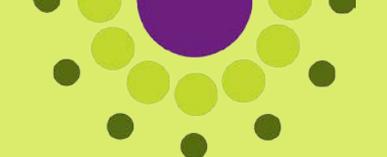
Jill Farris, MPH  
Director of Training and Education  
Teenwise Minnesota





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# This session's objectives:

By the end of this session, participants will:

- Understand the structure and purpose of the National Sexuality Education Standards (NSES);
- Learn about the history of curriculum review in Minnesota;
- Review the curriculum mapping process in Minnesota;
- Be able to extrapolate “lessons learned” in Minnesota to their own jurisdictions; and
- Identify resources and concrete tools to use in their communities

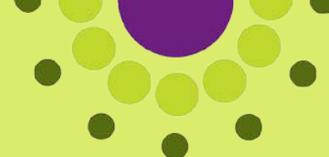


# History of this work in Minnesota

- Minnesota Sexuality Education Resource Review Panel (MSERRP)
  - longstanding group of committed professionals reviewing curriculum and materials
- MSERRP website heavily used by teachers and educators
- Long history of collaboration between state departments of health and education, universities, and non-profits like Teenwise

# Timeline

- January 2012 – NSES released
- April 5, 2012 – webinar “*National Sexuality Education Standards: Charting a Course to Improve School-Based Sexual Health Education in Minnesota*”
- May 24, 2012 - “*Implementing the National Sexuality Education Standards in Minnesota Classrooms!*”
- July 18, 2012 – Curriculum Mapping Meeting



## Underlying Assumption...

This collaboration was built on a shared belief that EBIs are tremendously valuable but fall short of teaching all of the core standards required in the NSES



# It's All One curriculum

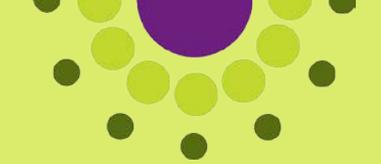
- Free, online, accessible
- Intended for age 15+; mapped to 9-12 NSES
- Comprehensive, holistic approach
  - Sexual Health and Well Being Require Human Rights
  - Gender
  - Sexuality
  - Interpersonal Relationships
  - Communication & Decision-making Skills
  - The Body, Puberty and Reproduction
  - Sexual and Reproductive Health
  - Advocating for Sexual Health, Rights and Gender Equality

# Mapping Process

- Introduce group to NSES and orient them to the curriculum
- Disseminated mapping tool
- Assigned people into eight groups, one for each chapter in It's All One
- Quiet reading on their own
- Mapping in groups
- Lunch
- More mapping time
- Large group report out
- Next steps: intern to write summaries, small group will reconvene to review, future webinar

# By end of 12<sup>th</sup> Grade

## STRAND 6: HEALTHY RELATIONSHIPS



National Standards Core Concepts	Rubric score for how completely standard is addressed Key:0= not at all; 1=partially; 2=fully	It's All One Curriculum Guidelines Unit number, title and page numbers	It's All One Curriculum Activities Activity Number, Title, page numbers
HR.12.CC.1 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships			
HR.12.INF.1 Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship			
HR.12.AI.1 Demonstrate how to access valid information and resources to help deal with relationships			
HR.12.IC.1 Demonstrate effective strategies to avoid or end an unhealthy relationship			
HR.1.CC.2 Describe a range of ways to express affection within healthy relationships			



# Workgroup Partners

- **Cross-Disciplinary**
- Professionals with backgrounds in:
  - Education
  - Social Work
  - Health
  - Literature
  - Sexual Violence
  - Evaluation
  - Youth Development
- **Multi-Jurisdictional**
  - Department of Education
  - Department of Health
  - Community-Based Organizations
  - University of Minnesota
  - Teen Clinics
  - Middle and High School Teachers
  - Teen Clinics
  - Community Members

# MN School Health Profiles Data

- Teachers want to learn more about this topic
  - 79.3% of teachers requested more PD in human sexuality
- Schools doing more health than is required
  - 1 credit required in K-8
  - 1 credit required in 9-12
  - In spite of this, more than 75% of MN schools report that they offer more than two credits of health. Schools are still prioritizing health!



# Lessons Learned

- Increased the capacity of Minnesota practitioners to understand and explain NSES
- Project takes very little funding - we relied heavily on in-kind resources and on the goodwill volunteer curriculum reviewers
- Continually involved authors of curriculum (who were thrilled to hear we were doing this)

# Next Steps

- Youth advisory group – partnership with Minnesota Alliance with Youth
- Continuing to disseminate this information to teachers
  - Specifically, LGBT content in NSES – MN Dept of Education presenting this info to teachers and curriculum leads
- Mapping FLASH in Summer 2013
- Interactive web tool to select EBIs and supplemental content

# Resources

- Future of Sex Ed (FOSE) - [futureofsexed.org](http://futureofsexed.org)
- Teenwise Minnesota – [teenwisemn.org](http://teenwisemn.org)
  - MSERRP - [teenwisemn.org/resources/curriculum\\_review.html](http://teenwisemn.org/resources/curriculum_review.html)
- It's All One curriculum - [popcouncil.org/itsallone](http://popcouncil.org/itsallone)

# Thank you!



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