National Sexuality Education Standards + EBIs = Great Sex Ed!
May 21, 2013

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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.
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
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

JOIN OUR NETWORK

SUBSCRIBE TODAY

SEX, ETC. MAGAZINE

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
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.
- **McDonald's**: We love to see you smile.
- **Bounty**: The quicker picker-upper.
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

answer.rutgers.edu
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
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

For more information visit answer.rutgers.edu/tishe
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.
4. Any question/comment is relevant.
Group Assumptions

5. This will be an interactive learning environment.
Quick Review
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

www.futureofsexeducation.org
FUTURE OF SEX EDUCATION (FOSE)
PARTNERS

http://answer.rutgers.edu
www.advocatesforyouth.org
www.futureofsexeducation.org
www.siecus.org
## SHPPS DATA 2006:
### THREE SEXUALITY TOPICS

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<thead>
<tr>
<th></th>
<th>HIV</th>
<th>STDs</th>
<th>PREGNANCY</th>
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Source: [http://www.cdc.gov/HealthyYouth/shpps/index.htm](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
GRADE LEVELS:  K-2, 3-5, 6-8, 9-12
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<td><strong>ANATOMY &amp; PHYSIOLOGY</strong></td>
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<td><strong>By the end of the 2nd grade, students should be able to:</strong></td>
<td>Use proper names for body parts, including male and female anatomy</td>
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<td><strong>IDENTITY</strong></td>
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<td><strong>By the end of the 2nd grade, students should be able to:</strong></td>
<td>Describe differences and similarities in how boys and girls may be expected to act</td>
<td>Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act</td>
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<td><strong>By the end of the 2nd grade, students should be able to:</strong></td>
<td>Explain that all living things reproduce</td>
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<td><strong>By the end of the 2nd grade, students should be able to:</strong></td>
<td>Identify different kinds of family structures</td>
<td>Demonstrate ways to show respect for different types of families</td>
<td>Identify healthy ways for friends to express feelings to each other</td>
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<td><strong>HR.2.CC.1</strong></td>
<td><strong>HR.2.IC.1</strong></td>
<td><strong>HR.2.IC.2</strong></td>
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*answer sex ed, honestly*
## Identity

### By the end of the 2nd grade, students should be able to:
- Describe differences and similarities in how boys and girls may be expected to act.
  - Core Concepts: ID.2.CC.1

### By the end of the 5th grade, students should be able to:
- Define sexual orientation as romantic attraction to an individual of the same gender or of a different gender.
  - Core Concepts: ID.5.CC.1
- Identify parents or other trusted adults to whom they can ask questions about sexual orientation.
  - Core Concepts: ID.5.AI.1
- Demonstrate ways to treat others with dignity and respect.
  - Core Concepts: ID.5.SM.1
- Demonstrate ways students can work together to promote dignity and respect for all people.
  - Core Concepts: ID.5.ADV.1

### By the end of the 8th grade, students should be able to:
- Differentiate between gender identity, gender expression and sexual orientation.
  - Core Concepts: ID.8.CC.1
- Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.
  - Core Concepts: ID.8.AI.1
- Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
  - Core Concepts: ID.8.IC.1
- Develop a plan to promote dignity and respect for all people in the school community.
  - Core Concepts: ID.8.ADV.1
- Explain the range of gender roles.
  - Core Concepts: ID.8.CC.2

### By the end of the 12th grade, students should be able to:
- Differentiate between biological sex, sexual orientation, and gender identity and expression.
  - Core Concepts: ID.12.CC.1
- Analyze the influence of peers, media, family, society, religion and culture on the expression of gender, sexual orientation and identity.
  - Core Concepts: ID.12.AI.1
- Explain how to promote safety, respect, awareness and acceptance.
  - Core Concepts: ID.12.SM.1
- Advocate for school policies and programs that promote dignity and respect for all people.
  - Core Concepts: ID.12.ADV.1
- 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
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.

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)*

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**Title:** Making Proud Choices  
**Author & Publisher:** Jemmott, Jemmott & McCaffree; Select Media  
**Publication date:** 2011, Third Edition

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**By end of 8th Grade**

**STRAND 1: ANATOMY & PHYSIOLOGY**

<table>
<thead>
<tr>
<th>National Standards Core Concepts</th>
<th>Rubric score for how completely standard is addressed</th>
<th>Included at another grade level and/or in a different content area? If so, where?</th>
<th>Lesson title and page number that applies</th>
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<td>Key: 0 = not at all; 1 = partially; 2 = fully</td>
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### STRAND 5: SEXUALLY TRANSMITTED DISEASES & HIV

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<th>National Standards Core Concepts</th>
<th>Rubric score for how completely standard is addressed</th>
<th>Included at another grade level and/or in a different content area? If so, where?</th>
<th>Lesson title and page number that applies</th>
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<tbody>
<tr>
<td><strong>SH.8.CC.1</strong> Define STDs, including HIV, and how they are and are not transmitted</td>
<td>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.)</td>
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<td>STD Facts and the &quot;Truth about Sex&quot; Video (pg. 104)</td>
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<tr>
<td><strong>SH.8.AI.1</strong> Identify medically-accurate information about STDs, including HIV</td>
<td>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.)</td>
<td></td>
<td>Myths and Facts about HIV/AIDS (pg. 62) Attitudes and Beliefs about HIV/AIDS and Condom Use (pg. 69) Strategies for Preventing HIV Infection: Stop, Think and Act (pg. 83)</td>
</tr>
<tr>
<td><strong>SH.8.CC.2</strong> Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each</td>
<td>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. &amp; Identify which behaviors are low risk, and no risk for contracting HIV infection.)</td>
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<td>HIV Risk Continuum (pg. 65)</td>
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Join Answer's Nationwide Newsletter!

Just send your email address by text message:

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
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

The source on adolescent sexual health and parenting
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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 12th 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 |
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<tbody>
<tr>
<td>HR.12.CC.1 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships</td>
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<td>HR.12.INF.1 Explain how media can influence one’s beliefs about what constitutes a healthy sexual relationship</td>
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<td>HR.12.AI.1 Demonstrate how to access valid information and resources to help deal with relationships</td>
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<tr>
<td>HR.12.IC.1 Demonstrate effective strategies to avoid or end an unhealthy relationship</td>
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<td>HR.1.CC.2 Describe a range of ways to express affection within healthy relationships</td>
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*TEENWISE*  
*The source on adolescent sexual health and parenting*
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 of 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
- Teenwise Minnesota – teenwisemn.org
  - MSERRP - teenwisemn.org/resources/curriculum_review.html
- It’s All One curriculum - popcouncil.org/itsallone
Thank you!

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Saint Paul, MN 55104
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fax. 651-644-1417

www.teenwisemn.org