

Oak Park Our Whole Lives and District 97 Curricula

OP-OWL often receives questions about what is already taught in the public schools. While we can't cross-walk our curriculum with that of every local school district, this document provides an overview of what is taught in OWL and what is taught in the D97 public schools.

OP-OWL curriculum overview

- OP-OWL uses the secular version of the Our Whole Lives curricula for grades K-1, 4-5, and 7-8. The curriculum was originally developed by the Unitarian Universalist Association and the First United Church of Christ, and has been in use in the United States and Canada for almost 20 years.
- The middle grades curriculum was updated in 2014 and the 4-5 curriculum in 2017.
- All OWL facilitators receive training in the curriculum and are certified by the UUA or UCC.

D97 curriculum resources overview

- D97 uses the Second Step social-emotional learning curriculum at all grades.
- Curricular resources for health vary at the elementary level, but all fifth graders receive a minimum of 85 minutes in groups separated by biological gender to discuss changes associated with puberty.
- The middle schools use a combination of the Teen Health curriculum and the FLASH sexuality curriculum.
- Second Step is facilitated by homeroom or classroom teachers; health curriculum is taught as part of science in the elementary grades and as a separate trimester-long class at each of the middle grades.

What sexuality education is required of districts in Illinois?

Public Act 98-0441 requires schools that teach sex education in any of grades 6 through 12 to include instruction in both abstinence and contraception, and to teach with materials that are evidence-based and medically accurate. ISBE non-regulatory guidance on sex education is available online: <http://206.166.105.35/spec-ed/pdfs/guidance-16-1-sex-education.pdf>

The Illinois Learning Standards for Physical Development and Health can be found online: <https://www.isbe.net/Documents/Goals-19-24-and-Perf-Descrip.pdf> Though the standards themselves do not specifically reference sexuality, some of the performance descriptors do, and basic refusal skills and bullying prevention are included in the standards. Some of the relevant performance descriptors are included in the table below.

Selected Performance Descriptors, Illinois Learning Standards for Physical Development And Health

| Early Elem (K-1) | Late Elem (4-5) | Middle School (7-8) |
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| <p>22D.A.2 Communicate your needs to teachers, staff and parents.</p> <p>22D.A.3 Practice asking for help in appropriate ways.</p> <p>24C.A.2 Define ‘good touch’ and ‘bad touch’.</p> | <p>22A.E.8 Discuss behaviors that may be considered to be abusive.</p> <p>22A.E.9 Know what to do if abusive behavior is suspected or discovered.</p> <p>23A.F.6 Explain the basic functions of the reproductive system.</p> <p>23C.F.8 List ways to counteract negative risk factors (delay factor, refusal skills).</p> <p>23C.F.9 Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.</p> <p>24B.F.3 Discuss how individuals can control their responses to other people’s choices.</p> <p>24B.F.4 Compare and contrast consequences for good and bad health choices.</p> <p>24C.D.1 Practice what to do if someone touches you inappropriately.</p> <p>24C.D.2 Practice how to tell a trusted adult when you feel uncomfortable or threatened.</p> | <p>22A.H.9 Describe and name STDs.</p> <p>22A.H.10 Identify the signs and symptoms of common STDs.</p> <p>22A.H.11 Demonstrate basic knowledge of HIV and AIDS.</p> <p>22A.I.9 Identify organisms that cause STDs.</p> <p>22D.G.3 Demonstrate the ability to influence and support others in making positive health choices (e.g., anti-bullying).</p> <p>22D.G.4 Identify myths and facts related to health issues (e.g. HIV transmission, drug use).</p> <p>23C.I.7 Explain the relationship between conception and the fertility cycle.</p> <p>24C.F.1 Identify ways to seek assistance when uncomfortable.</p> <p>24C.F.2 Establish a plan of action for avoiding dangerous situations.</p> <p>24C.F.3 Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).</p> <p>24C.F.4 Discuss peer pressure in terms of needing to use refusal skills.</p> <p>24C.F.5 Identify the signs and behaviors related to dating violence.</p> |

Kindergarten and first grade sexuality education crosswalk

- **OP-OWL** curriculum resources focus on bodies, families, babies, feelings, and safety. Children participate in 8 hours of activities and discussion on these topics. OWL K-1 classes have a minimum 1-4 facilitator-to-student ratio.
- **D97** curriculum resources focus on feelings and safety – not always in the context of sexuality. Children participate in 2-3 hours annually of activities and discussion on these topics. Average D97 teacher-to-student ratio is 1:21.

| Kindergarten and First Grade – Sexuality Education Curriculum Crosswalk | | | |
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| | OP-OWL | Second Step ¹ | D97 Health Curriculum |
| K-1 | <p>Our Wonderful Bodies, Part 1</p> <p>This session builds on children’s knowledge about the parts of their bodies. In the last half hour parents and kids together make a timeline of their child’s life.</p> | | |
| K-1 | <p>Our Wonderful Bodies, Part 2</p> <p>This session extends the previous discussion, names the female and male genital parts, looks at gender constancy, and explores gender roles.</p> | | |
| K-1 | <p>Healthy Bodies, Safe Bodies</p> <p>This session helps children learn ways to keep their bodies healthy and safe and includes sexual abuse prevention strategies.</p> | <p>K.5 & 1.5: Being Assertive</p> <ul style="list-style-type: none"> • Being assertive involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words). • Assertive communication is the best way to ask for help. | <p>Erin’s Law curriculum K-2nd grade:</p> <ul style="list-style-type: none"> • Using our brains to stay healthy and safe. • Body rights. • Standing up to safety. • Listening to and trusting instincts • Safe/Unsafe Touch • Telling a grown-up • How to tell. |

¹ From *Second Step Program: Scope and Sequence*. http://www.cfchildren.org/Portals/1/SS_Multi/SS_DOC/EL-G8_Scope_Sequence_SS.pdf

Kindergarten and First Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step¹ | D97 Health Curriculum |
|------------|---|---|------------------------------|
| K-1 | <p>Families This session invites children to learn about many different family groupings and arrive at a definition of family.</p> | | |
| K-1 | <p>Families and Feelings This session looks at family feelings and the mixed emotions that children feel when their families change.</p> | <p>K.6 & 1.6: Feelings</p> <ul style="list-style-type: none"> • Identifying your own feelings helps you know how others feel. • Everyone experiences strong feelings sometimes. • Some feelings are comfortable, and some are uncomfortable. • Physical clues can help identify others’ feelings. <p>Lesson 7: More Feelings</p> <ul style="list-style-type: none"> • Situational clues can help you identify others’ feelings. Understanding how others feel improves relationships. <p>Lesson 12: We Feel Feelings in Our Bodies</p> <ul style="list-style-type: none"> • You can use physical clues in your body to identify your feelings. • All your feelings are natural. • It is important to talk to a grown-up when you feel worried. | |
| K-1 | <p>Babies and Families This session explores how families nurture babies emotionally and physically and how</p> | | |

Kindergarten and First Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ¹ | D97 Health Curriculum |
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| | babies enter families through birth or adoption. | | |
| K-1 | <p>Birth of a Baby This session presents a story of conception in which the sperm and egg join together to start a new life; parents have the option to include heterosexual intercourse in the explanation by consensus. Both stories present conception and birth in the context of starting a new life and expressing human love.</p> | | |

Fourth and fifth grades sexuality education crosswalk

- **OP-OWL** curriculum resources focus on values, relationships, puberty, identity, sexual intercourse, safety, communication, and decision-making. Children participate in 10 hours of activities and discussion on these topics. OWL 4-5 classes have a minimum 1-4 facilitator-to-student ratio.
- **D97** curriculum resources focus on empathy, puberty, feelings, safety, and communication – not always in the context of sexuality. Students participate in 4-5 hours annually of activities and discussion on these topics. Average D97 teacher-to-student ratio is 1:21.

| Fourth and Fifth Grade – Sexuality Education Curriculum Crosswalk | | | |
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| | OP-OWL | Second Step ² | D97 Health Curriculum |
| 4-5 | <p>Values and Sexuality</p> <p>In this first session, youth meet the facilitators and one another and get oriented to the structure of the program. Participants identify things they like about themselves, do a fun values activity, and talk about prejudice and stereotypes. During the last 30 minutes of the class, the group comes together with their parents to create a "pact" of rules for respectful interaction and play a circle game together.</p> | | |
| 4-5 | <p>Family relationships</p> <p>This session helps participants define the meaning of family and explore the diversity, richness, and creativity of families today. Participants will do brainstorming about family roles and what makes a family, and talk</p> | | |

² From *Second Step Program: Scope and Sequence*. http://www.cfchildren.org/Portals/1/SS_Multi/SS_DOC/EL-G8_Scope_Sequence_SS.pdf

Fourth and Fifth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ² | D97 Health Curriculum |
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| | about how friendships and family relationships are alike and different. | | |
| 4-5 | <p>Puberty: Physical and Emotional Changes The concept of puberty is introduced in this session, and the many changes all youth will go through - and some that are specific to the sexes - are discussed. Students do an "alike and different" brainstorming activity and talk about their concerns and the things they look forward to as they grow and change.</p> | | <p>Illinois Physical Development and Health Standards (see intro)</p> <p>Robert Crown Center Field Trip or Visit Students will:</p> <ol style="list-style-type: none"> 1. Increase their knowledge of human anatomy 2. Understand that changes are a normal part of human development 3. Increase their comfort in discussing and caring for their changing bodies |
| 4-5 | <p>Gender Identity and Sexual Orientation This session introduces the idea that gender roles do not have to be rigid and that people have many choices about how they behave and live their lives. Through brainstorming ideas and discussions, students learn about diversity in gender identity and sexual orientation.</p> | <p>4.4 Respecting Similarities and Differences</p> <ul style="list-style-type: none"> • People can have similar or different feelings about the same situation. • Being able to notice and then understand others' feelings is an important part of empathy. <p>4.6: Understanding Different Perspectives & 5.6: Accepting Differences</p> <ul style="list-style-type: none"> • People can have different perspectives about other people, places, and situations. | |

Fourth and Fifth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ² | D97 Health Curriculum |
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| | | <ul style="list-style-type: none"> Perspective taking is a central component of empathy. <p>4.9 Compassion & 5.8: Responding with Compassion</p> <ul style="list-style-type: none"> <i>Compassion</i> means saying kind words or doing something helpful to show you care about how another person feels. Having empathy helps you show compassion. | |
| 4-5 | <p>Lovemaking and Reproduction</p> <p>There are many ways that people can express love for one another, and this session includes a discussion about how sexual intercourse is only one of those ways. Small group discussions about decisions around lovemaking - the reasons people do it or choose not to do it - lead into a full-group discussion about shared and different values. A fun activity around conception and a brief discussion of new babies complete this session.</p> | | |
| 4-5 | <p>Health and Safety</p> <p>Information about sexually transmitted infections (STIs), self-protection, and how to seek help in abusive situations are all part of this session. The group will learn terms and play a "fact or fiction" game about various aspects of sexual health. They go through hypothetical scenarios in a "situation station" activity and then list the names of safe people</p> | <p>4.21 & 5.21 Dealing with Peer Pressure</p> <ul style="list-style-type: none"> It is okay to say no to others, and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. <p>5.19 Seeking Help</p> <ul style="list-style-type: none"> Seeking help from a trusted adult is sometimes the best solution. | <p>Illinois Physical Development and Health Standards (see intro)</p> <p>Erin’s Law Curriculum 3rd & 4th grades:</p> <ul style="list-style-type: none"> All of the lessons provided in earlier grades. With additional information on safe and healthy boundaries. Bullying and harassment prevention. |

Fourth and Fifth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ² | D97 Health Curriculum |
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| | whom they could tell if something frightening or bad happened to them. | | <ul style="list-style-type: none"> Recognizing specific abuse lures that may be used. Internet safety. <p>Erin’s Law Curriculum 5th & 6th grades: All of the above, with additional information to include:</p> <ul style="list-style-type: none"> Safe and healthy boundaries. Reinforce Body Rights. Recognizing specific lures that may be used. Cyberbullying and Internet Harassment. |
| 4-5 | <p>Communication Participants discuss the ways people talk (or don't talk) about sexual anatomy and topics, and how lack of comfort a common language can make communication difficult. They learn and practice simple communication skills that help them express themselves, including an active listening activity. Finally, they practice sending clear messages around difficult issues through a role playing activity.</p> | <p>4.2 & 5.2: Listening with Attention</p> <ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends. Demonstrate listening-with-attention skills <p>4.3 & 5.3: Being Assertive</p> <ul style="list-style-type: none"> Being assertive means asking for what you want or need in a calm, firm, respectful voice. Being assertive helps you be successful in a variety of social and academic situations. Students identify passive, aggressive, and assertive responses Students demonstrate assertive responses with their partners <p>5.15 Avoiding Assumptions</p> | <p>Illinois Physical Development and Health Standards (see intro)</p> |

Fourth and Fifth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ² | D97 Health Curriculum |
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| | | <ul style="list-style-type: none"> Calming down strong emotions helps you think clearly about a situation and make better decisions. <p>5.20 Dealing with Gossip</p> <ul style="list-style-type: none"> Malicious gossip is hurtful and not respectful to others. | |
| 4-5 | <p>Decision-Making</p> <p>This session talks about messages about sexuality that students receive from the media, families, peers, and elsewhere. Youth discuss ways in which those messages might influence their decision-making. They create a personal timeline, including setting short-terms goals for themselves, and talk about how the consequences of decisions might change their lives in positive or negative ways. The end of this session involves a celebration and closure activity, often involving celebratory snacks and/or cake.</p> | <p>4.10: Strong Feelings</p> <ul style="list-style-type: none"> When you feel strong feelings, it’s hard to think clearly. Unmanaged, strong emotions can lead to negative behavior and consequences. <p>4.16-17 & 5.16-17: Solving Problems</p> <ul style="list-style-type: none"> Following steps can help you solve problems. Saying the problem without blame is respectful. Solving problems helps you be successful at school. <p>4.18 & 5.18 Making a plan</p> <ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts. | |

Seventh and eighth grades sexuality education crosswalk

- **OP-OWL** curriculum resources focus on values, relationships, anatomy, media messages, puberty, gender identity and sexual orientation, sexuality and disability, healthy relationships, communication, consent, safety, lovemaking and outercourse, pregnancy and parenting, STI and pregnancy prevention methods, and decision-making. Teens participate in 33 hours of activities and discussion on these topics. OP-OWL 7-8 classes have a minimum 1-4 facilitator-to-student ratio.
- **D97** curriculum resources focus on anatomy, puberty, gender identity and sexual orientation, healthy relationships, refusal skills, safety, STI and pregnancy prevention – not always in the context of sexuality. Teens participate in ~8 hours annually of activities and discussion on these topics in grade 6-8. Average D97 teacher-to-student ratio is 1:21.

| Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk | | | |
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| | OP-OWL | Second Step ³ | D97 Health Curriculum |
| 7-8 | <p>What is Sexuality?</p> <p>In this first session, youth meet the facilitators and one another. The group creates a "pact" of rules for respectful interaction and gets oriented to the structure of the program. They do a group activity designed to orient them to the Circles of Sexuality.</p> | | |
| 7-8 | <p>Examining Values</p> <p>This session introduces the "Our Whole Lives Values" and engages participants in a discussion about identifying their own personal values and a "values voting" activity.</p> | | |

³ From *Second Step Program: Scope and Sequence*. http://www.cfchildren.org/Portals/1/SS_Multi/SS_DOC/EL-G8_Scope_Sequence_SS.pdf

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ³ | D97 Health Curriculum |
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| 7-8 | <p>The Language of Sexuality Participants discuss the different types of language people use for sexual anatomy and acts - medical language, common language, child language, and street language. The activities for this workshop are a fun small-group brainstorming activity and breaking down sexual language in popular music and discussing what messages it sends.</p> | | |
| 7-8 | <p>Anatomy and Physiology This workshop checks and expands participants' knowledge about sexual anatomy and physiology. In groups, they use all sorts of materials (pipe cleaners, play-dough, construction paper, etc.) to construct models of male and female internal and external sexual anatomy.</p> | | <p>FLASH Lesson 1: Reproductive System & Pregnancy The student will be able to:</p> <ul style="list-style-type: none"> Describe basic reproductive organs and their functions <p>Teen Health Healthy Relationships and Sexuality Chapter 2 2.1 The Female Reproductive System 2.2 The Male Reproductive System</p> |
| 7-8 | <p>Personal Concerns about Puberty This is the only workshop that splits youth out by their biological sex. At the beginning, they engage in a whole group activity called "Am I Normal" in which they discuss concerns <i>other people</i> might have about their bodies. Then they split into groups by biological sex to discuss questions about puberty. Both groups can ask questions about any sex or topic.</p> | | <p>Teen Health Healthy Relationships and Sexuality Chapter 1 2.3 Changes During the Teen Years 2.4 Your Changing Body 2.5 Developing Your Personal Identity</p> |

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ³ | D97 Health Curriculum |
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| 7-8 | <p>Body Image Participants discuss positive and negative body images, media messages about body image, and how body image might affect sexual decision-making. Creating a magazine collage of images that promote positive or negative body images is part of the "media messages" activity.</p> | | |
| 7-8 | <p>Day Retreat and Guest Panel These three workshops are often conducted together as part of a weekend "day retreat" that includes a guest panel of people from the community with non-cisgender identities and/or non-heterosexual orientations.</p> <ul style="list-style-type: none"> • Gender Identity Participants are introduced to the "S-I-E-O" model, which breaks gender and sexual identity out into Sex, Identity, Expression, and Orientation. The "Genderbread Person" resource is used to provide a reference for how these elements might interact. There is a sorting activity around the SIEO model and a discussion of how to support people in hypothetical scenarios dealing with gender identity. • Gender Expression, Roles, and Stereotypes This workshop examines the "Expression" aspect of the SIEO model, and engages | <p>7.4 Giving and Getting Support & 8.2 Leaders and Allies</p> <ul style="list-style-type: none"> • Apply empathy skills • Understand when and how to give support by being an ally • Define <i>ally</i> and identify how to be one <p>8.6 Labels, Stereotypes, and Prejudices</p> <ul style="list-style-type: none"> • Recognize that labels, stereotypes, and prejudice can contribute or lead to bullying or unfair treatment of others • Recognize that all people are individuals beyond a label or stereotype • Understand that increased empathy can reduce the negative effects of labeling, stereotypes, and prejudice • Identify and practice empathic skills | <p>FLASH Lesson 2: Sexual Orientation and Gender Identity The student will be able to:</p> <ul style="list-style-type: none"> • Explain that everyone has a gender identity and a sexual orientation, and differentiate between them • Communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientations. • Explain why it is important for people to feel proud of their identities, including their sexual orientation and gender identity. <p>Teen Health Healthy Relationships and Sexuality Chapter 3 3.2 Diversity in Relationships</p> |

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ³ | D97 Health Curriculum |
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| | <p>youth is discussions of societal messages around the performance of masculinity and femininity.</p> <ul style="list-style-type: none"> • Sexual Orientation Youth discuss homophobia, biphobia, and heterosexism (also called heterocentrism or heteronormativity). They discuss core OWL beliefs about sexual orientation, discuss common myths and misperceptions, and engage in brainstorming around how people can effectively be allies to LGBTQ youth. | | |
| 7-8 | <p>Sexuality and Disability Participants gain an understanding and acceptance of people with disabilities as sexual beings; the workshop is intended to affirm participants with and without disabilities. Youth discuss definitions of disability, talk about disability in the context of sexual decision-making, and engage in an activity designed to build understanding of the effects of stereotyping and discrimination.</p> | <p>8.6 Labels, Stereotypes, and Prejudices</p> <ul style="list-style-type: none"> • Recognize that labels, stereotypes, and prejudice can contribute or lead to bullying or unfair treatment of others • Recognize that all people are individuals beyond a label or stereotype • Understand that increased empathy can reduce the negative effects of labeling, stereotypes, and prejudice • Identify and practice empathic skills | <p>Teen Health Healthy Relationships and Sexuality Chapter 3 3.2 Diversity in Relationships</p> |

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ³ | D97 Health Curriculum |
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| 7-8 | <p>Healthy Relationships Through a brainstorming activity about things that might be "deal-makers" and "deal-breakers" in different kinds of relationships (friendships, romance, lifelong partnership), youth come to an understanding of what is essential to healthy relationships. They engage in a letter-writing activity and an exercise designed to help them gain understanding of the role of power and equality in relationships</p> | <p>8.7 Bullying within Dating Relationships</p> <ul style="list-style-type: none"> Recognize and identify bullying within dating relationships Understand what they can do about bullying within dating relationships Identify strategies to assess risk and safely avoid bullying in dating relationships <p>8.12: Identifying Future Goals</p> | <p>Illinois Physical Development and Health Standards (see intro)</p> <p>Erin’s Law Curriculum: Focus of these lessons will include:</p> <ul style="list-style-type: none"> respectful , healthy relationships sexual harassment internet safety recognition of specific lures <p>FLASH Lesson 3: Rules of Dating The student will be able to:</p> <ul style="list-style-type: none"> Explain the qualities of a healthy dating relationship Collaborate with others to advocate for safe, respectful, and equitable relationships <p>Teen Health Healthy Relationships and Sexuality Chapter 3 3.1 Responsible Relationships</p> |
| 7-8 | <p>Relationship Skills This workshop is focused on listening, being assertive, and refusal skills. Participants discuss and enforce their own boundaries, work on active listening and effective communication, and engage in role-plays that develop refusal skills and model/identify the difference between assertive, passive, and aggressive communication.</p> | <p>7.3 & 8.4 Negotiating and Compromising</p> <ul style="list-style-type: none"> Identify how to solve a problem using the Action Steps Identify a problem from the perspectives of those involved Generate solutions to scenarios using strategies of negotiation and compromise (win-win strategies) | <p>Illinois Physical Development and Health Standards (see intro)</p> <p>FLASH Lesson 3: Rules of Dating The student will be able to:</p> <ul style="list-style-type: none"> Explain the qualities of a healthy dating relationship |

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ³ | D97 Health Curriculum |
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| | | <ul style="list-style-type: none"> Apply the Action Steps to problem solving in given scenarios <p>7.4 Giving and Getting Support</p> <ul style="list-style-type: none"> Apply empathy skills Understand when and how to give support by being an ally Identify when and how to go to an adult for help and when to encourage friends to seek help from an adult Apply assertive communication skills | <ul style="list-style-type: none"> Collaborate with others to advocate for safe, respectful, and equitable relationships |
| 7-8 | <p>Sexuality, Social Media, and the Internet Middle school students use social media and technology constantly and in wide-ranging contexts. In this workshop they explore ways to tell if digital resources are reliable information sources, and to talk about the ramifications of using the internet for social or sexual purposes.</p> | <p>7.6 Cyber Bullying</p> <ul style="list-style-type: none"> Recognize that technology is sometimes used for bullying Understand ways they can be “part of the solution” to cyber bullying Understand strategies for dealing with cyber bullying | <p>Erin’s Law Curriculum: Focus of these lessons will include:</p> <ul style="list-style-type: none"> respectful , healthy relationships sexual harassment internet safety recognition of specific lures |
| 7-8 | <p>Bullying and Bystander Responsibilities Participants define and discuss bullying and how it can play out around various aspects of the S-I-E-O model of identity. A brainstorming activity lets them explore bullying scenarios and think about what bystanders can and should do to stop or minimize the bullying. Bystander intervention training materials from the National Sexual Violence Resource Center may be used to supplement the OWL materials for this unit.</p> | <p>7.5 Responding to Bullying</p> <ul style="list-style-type: none"> Recognize and define <i>bullying</i> and <i>bystander</i> behaviors Empathize with people who are bullied Identify strategies to deal with bullying and help others who are bullied Understand how a bystander can be part of the problem or part of the solution <p>7.6 Cyber Bullying</p> <ul style="list-style-type: none"> Recognize that technology is sometimes used for bullying | <p>Illinois Physical Development and Health Standards (see intro)</p> |

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ³ | D97 Health Curriculum |
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| | | <ul style="list-style-type: none"> Understand ways they can be “part of the solution” to cyber bullying Understand strategies for dealing with cyber bullying <p>8.5 Bullying in Friendships</p> <ul style="list-style-type: none"> Recognize and identify bullying within social or friendship groups Understand what they can do about bullying within relationships Understand how a bystander can be part of the problem or part of the solution Apply empathic concern and perspective taking | |
| 7-8 | <p>Redefining Abstinence</p> <p>This workshop discusses the spectrum of sexual and intimate behavior, and talks about the risks and benefits of intercourse, "outercourse" (sexual/sensual exploration without penetration or fluid exchange), and masturbation. Activities are designed to broaden participants' understanding of "sex" and to answer questions about masturbation.</p> | | <p>FLASH Lesson 4: Saying “No”</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Define sexual abstinence as it relates to pregnancy and STD prevention |
| 7-8 | <p>Lovemaking</p> <p>The group will brainstorm and discuss both positive and negative consequences of sexual behavior. An activity that involves sorting examples into "healthy" and "unhealthy" sexual relationships (based on the definition included in the OWL values) is part of this workshop, as well as a Q&A session or a "lovemaking in music" lyrics analysis activity.</p> | | |

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ³ | D97 Health Curriculum |
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| 7-8 | <p>Consent Education The differences between consent, coercion, harassment, and assault (including rape) are a focus of this workshop. Participants will discuss verbal and non-verbal signals of consent and non-consent, engage in an activity that uses onion-chopping (yes, really!) to discuss consent, and use communication and bystander skills from previous workshops to address consent-focused scenarios.</p> | <p>7.5 Sexual Harassment</p> <ul style="list-style-type: none"> Recognize and define <i>sexual harassment</i> Differentiate between flirting or joking and sexual harassment Apply assertiveness skills to refuse sexual harassment Understand their school’s sexual harassment policy and legal implications | <p>Illinois Physical Development and Health Standards (see intro)</p> <p>Erin’s Law Curriculum: Focus of these lessons will include:</p> <ul style="list-style-type: none"> respectful , healthy relationships sexual harassment internet safety recognition of specific lures <p>FLASH Lesson 3: Rules of Dating The student will be able to:</p> <ul style="list-style-type: none"> Explain the qualities of a healthy dating relationship Collaborate with others to advocate for safe, respectful, and equitable relationships <p>FLASH Lesson 4: Saying “No” The student will be able to:</p> <ul style="list-style-type: none"> Demonstrate effective peer refusal skills to avoid sexual risk behavior |
| 7-8 | <p>Sexually Transmitted Infections Information about the symptoms, transmission, prevention, and treatment of sexually transmitted infections (STIs) is conveyed in this workshop through fun group</p> | | <p>Illinois Physical Development and Health Standards (see intro)</p> <p>FLASH Lesson 5: Preventing STDs</p> |

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

| | OP-OWL | Second Step ³ | D97 Health Curriculum |
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| | <p>activities involving an STI transmission analogy that uses M&Ms, a "myth & fact" session, and a demonstration of various barrier methods of STI prevention.</p> | | <p>Students review STD transmission by doing a True/False activity. Working in pairs or triads, they use a persuasion map to develop a convincing argument about preventing STDs and create STD prevention Public Service Announcements for social media and share them with the class.</p> <p>FLASH Lesson 6: Condoms to Prevent HIV and other STDs This lesson encourages the correct use of condoms by setting positive norms for condom use. Students brainstorm the benefits of condoms, observe a teacher demonstration and assemble condom instructions in the correct order. Small groups respond to condom use problem scenarios and students set their own goals with regard to condom use.</p> <p>Teen Health Healthy Relationships and Sexuality Chapter 3 3.5 STDs and HIV/AIDS</p> |
| 7-8 | Pregnancy, Parenting, and Teenage Parenthood | | Illinois Physical Development and Health Standards (see intro) |

Seventh and Eighth Grade – Sexuality Education Curriculum Crosswalk

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| | <p>Participants do a quick review of the process of conception (including both heterosexual sex and other methods) to begin this workshop. Participants engage in an exercise designed to help them identify and prioritize qualities of good parents and discuss the challenges of parenting while young. They reflect on their own personal life goals and create a timeline of their imagined futures.</p> | | <p>FLASH Lesson 1: Reproductive System & Pregnancy</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> • Describe conception and its relations to the menstrual cycle • Describe the signs and symptoms of pregnancy <p>Teen Health Healthy Relationships and Sexuality Chapter 3</p> <p>3.3 Marriage and Parenthood 3.4 Pregnancy and Childbirth</p> |
| 7-8 | <p>Unintended Pregnancy Options</p> <p>Starting from the premise that preventing unintended pregnancy is the best option, this workshop addresses options for addressing unintended pregnancy. Youth will discuss their attitudes toward various options and explore personal decision-making processes. Participants will discuss ways to support and communicate with friends and partners as well as personal choices.</p> | | |
| 7-8 | <p>Contraception and Safer Sex</p> <p>Activities for this workshop are designed to provide information about the relative risks and effectiveness of various forms of birth control in a fun and interesting way. The statistical odds of pregnancy will be modeled with a candy-swapping activity, a variety of barrier and non-barrier contraception</p> | | <p>FLASH Lesson 7: Birth Control Methods</p> <p>Students learn about birth control methods and develop positive attitudes and peer norms about birth control. A true/false activity for various types of birth control and class discussion help students</p> |

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| | <p>methods will be discussed, and the relative effectiveness of each method at preventing pregnancy - and STIs - will be charted by the students. A guest speaker who works in reproductive health may be invited to present at this workshop.</p> | | <p>understand the positive aspects of different methods of birth control.</p> |
| 7-8 | <p>Sexual Decision Making Previous discussions about boundaries, types of sexual contact, and healthy relationships come together in this session. Participants use scenarios and personal reflection to talk about "bottom line" decision-making and communication. A "freeze frame" role-playing activity lets participants examine and discuss sexual decision-making scenarios.</p> | | |