

# NATIONAL SEXUALITY EDUCATION STANDARDS

Future of Sex Education Initiative

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Sexual Health Trainer, Answer

**AAHPERD**

**answer**  
sex ed, honestly

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about us

sex, etc.

training for  
professionals

resources for  
professionals

resources for  
parents

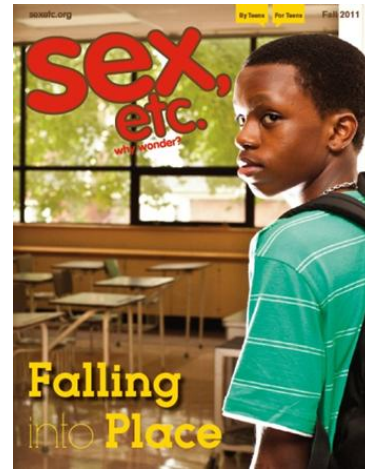
press center

## About Us

Answer is a national organization dedicated to providing and promoting comprehensive sexuality education to teens and the adults who teach them.

1) Sex, Etc.  
Magazine & Website

**sex,  
etc.**



2) Training Professionals

**answer**  
sex ed, honestly





Sex ed in your pocket. Visit m.sexetc.org on your mobile browser.



LOGIN FORM

- TAKE ACTION
GET TESTED
FAQs
VIDEOS
COMIX & QUIZZES
SEX TERMS
FORUMS
SEX IN THE STATES
JOIN OUR STAFF
BLOG

IN A CRISIS?



Sex, Etc. Talks Teen Pregnancy With a Teen Mom
By Meg Gibbon, 19, Contributor
CLICK TO READ STORY

Survey



Are you a teen living with a disability? Your sexual health matters!

SPEAK OUT

IN THE FORUMS

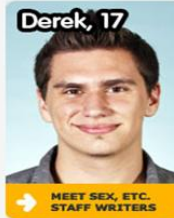


Forums Open 7 Days a Week
Got a question about sexuality? You're not the only one.

FAQs

Q: What do parents say about sex ed?
A: National surveys show that most parents want schools to teach sexuality education...

LEARN MORE



MEET SEX, ETC. STAFF WRITERS

BLOG

My Experience at AIDS Walk New York
I highly suggest that you think about fundraising and participating in AIDS Walk New York next year.

READ MORE

VIDEO



Texting, chatting and social networking has its ups and downs.

WATCH VIDEO

Poll

Have you ever hooked up with someone you didn't like?
A More than once.
B One time.
C Never.
D Why would I do that?


TOPICS

- GIRLS' HEALTH
GUYS' HEALTH
SEX
LOVE & RELATIONSHIPS
LGBTQ
DECIDING ABOUT SEX
BIRTH CONTROL & SAFER SEX
SEXUALLY TRANSMITTED DISEASES
PREGNANCY...AM I/IS SHE?
TEEN PREGNANCY AND PARENTING
ABORTION
ADOPTION
EMOTIONAL HEALTH
ABUSE & VIOLENCE
BODY IMAGE
ALCOHOL & DRUGS

JOIN OUR NETWORK




# OBJECTIVES

- **Participants will understand the background and basis of the National Sexuality Education Standards.**
  - **Participants will be able to find standards related to specific topics and grade levels.**
  - **Participants will list at least one way in which the standards can support and guide their work.**
- 

Who's  
in the  
Room?



# Group Assumptions

1. We all care about young people.
  2. Everyone has something to offer and something to take away.
  3. We are enriched if we hear from everyone.
  4. Safe space to ask questions.
- 



# It was 2007...

**Craig Arrested, Pleads Guilty to Incident in Airport Restroom**

Democrats win control of Senate

Tragedy at Virginia Tech






# Study Casts Doubt on Abstinence-Only Programs

*By Laura Sessions Stepp*  
Washington Post Staff Writer  
Saturday, April 14, 2007

A long-awaited national study has concluded that abstinence-only sex education, a cornerstone of the Bush administration's social agenda, does not keep teenagers from having sex. Neither does it increase or decrease the likelihood that if they do have sex, they will use a condom.

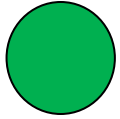




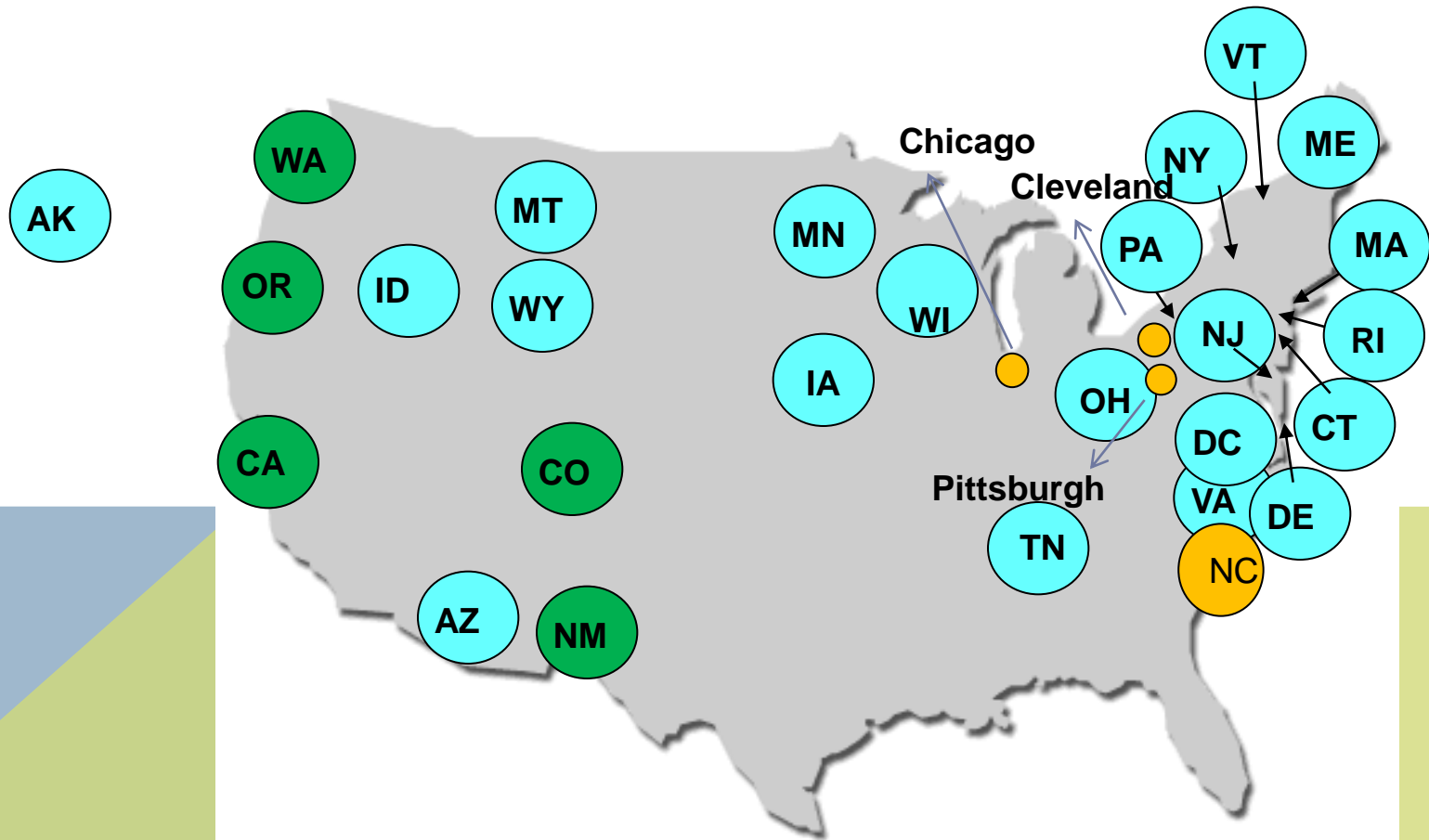
**Refused ab-only \$\$**



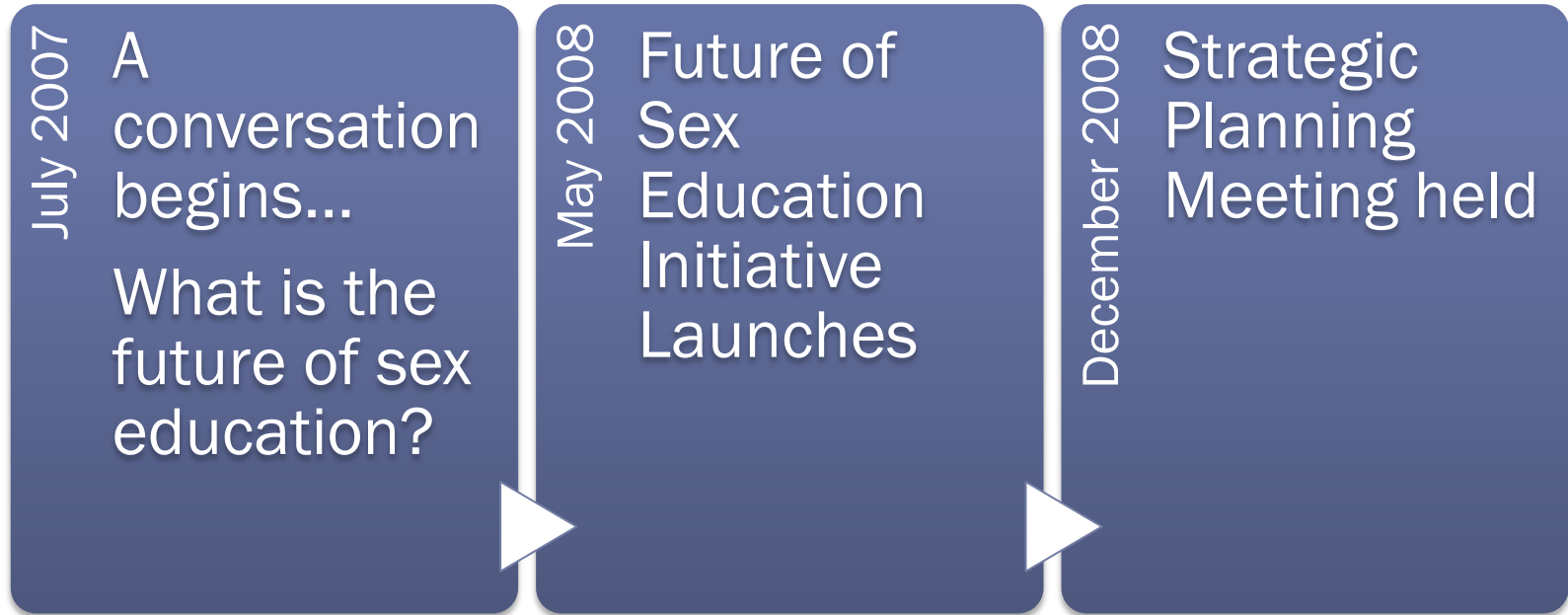
**Passed a good policy**



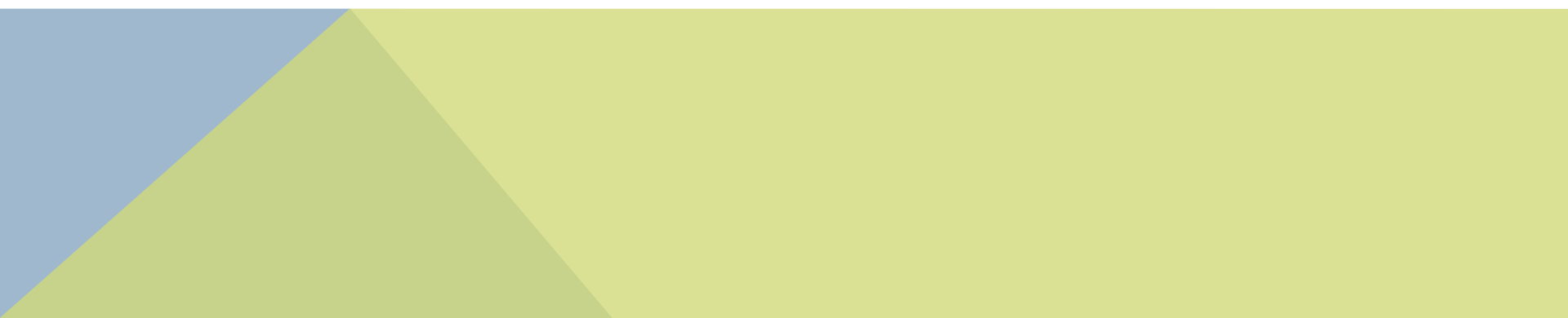
**Refused ab-only \$\$ AND passed a good policy**



# FUTURE OF SEX ED (FOSE) TIMELINE



# STRATEGIC PRIORITIES

- **Create national standards**
  - **Identify best practices for community mobilization**
  - **Improve capacity**
  - **Increase accountability**
- 

# FOSE ACCOMPLISHMENTS TO DATE

- Started a conversation
- Finished a strategic plan
- **CURRENTLY:** National Sexuality Education Standards
- **NEXT:** Pre-Service Training

**VISIT:**  
**[www.futureofsexed.org](http://www.futureofsexed.org)**

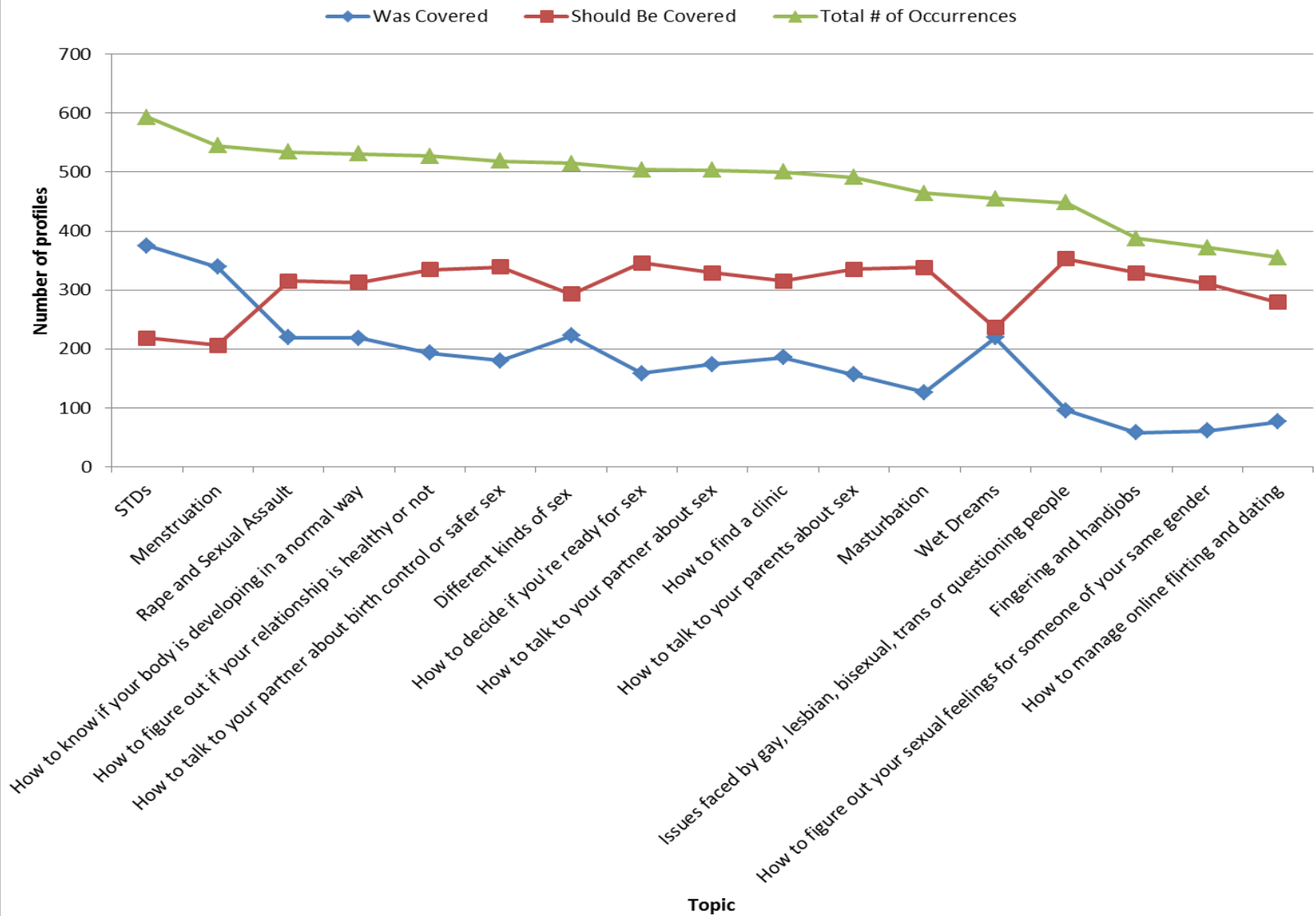
**GETTING STARTED:  
REVIEW OF EXISTING  
RESEARCH AND  
FRAMEWORKS**



So  
many  
topics,  
so little  
time.



# Topics in Sex Education





# School Health Policies and Program Survey

Conducted by CDC in 2000, 2006 and planned again for 2012

2006 data from 459 school districts

Examined instruction about 14 health topics including HIV Prevention, Pregnancy Prevention and STD Prevention.

Gives us a snapshot of time spent on instruction for these three topic areas.



# SHPPS DATA 2006: HEALTH EDUCATION OVERALL

GRADE	CLASS LENGTH	DAYS PER WEEK	TOTAL
2 <sup>nd</sup> Grade	28min	2	29hours
5 <sup>th</sup> Grade	38min	3	32hours
8 <sup>th</sup> Grade	45min	3	25hours
12 <sup>th</sup> Grade	51min	5	51hours



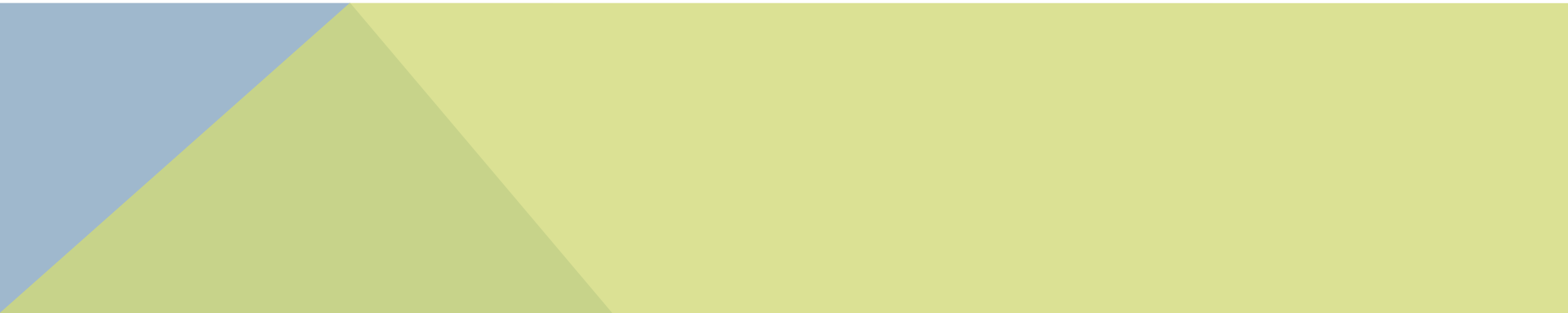
# SHPPS DATA 2006: THREE SEXUALITY TOPICS

	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

**17.2 hours  
total!**



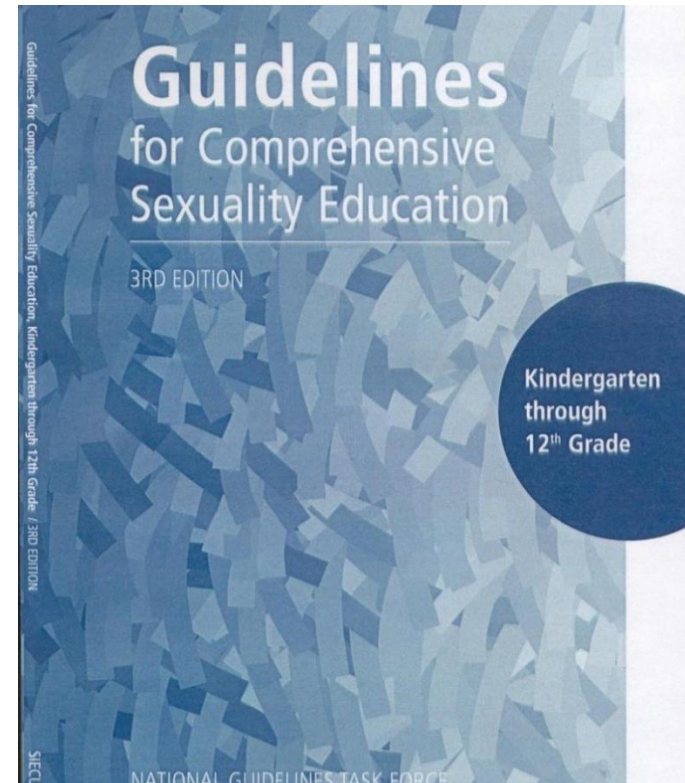
Focus is on  
*minimum, essential*  
content and skills.



# FoSE Partners LOOKED AT...

- Health Education Curriculum Analysis Tool (HECAT)
- Existing state and international education standards
- *Common Core State Standards for English Language Arts and Mathematics* recently adopted by most states
- National Health Education Standards

TO NAME BUT A FEW...



# NATIONAL HEALTH EDUCATION STANDARDS

The foundation for many states and district when developing content standards.

## Performance Indicators

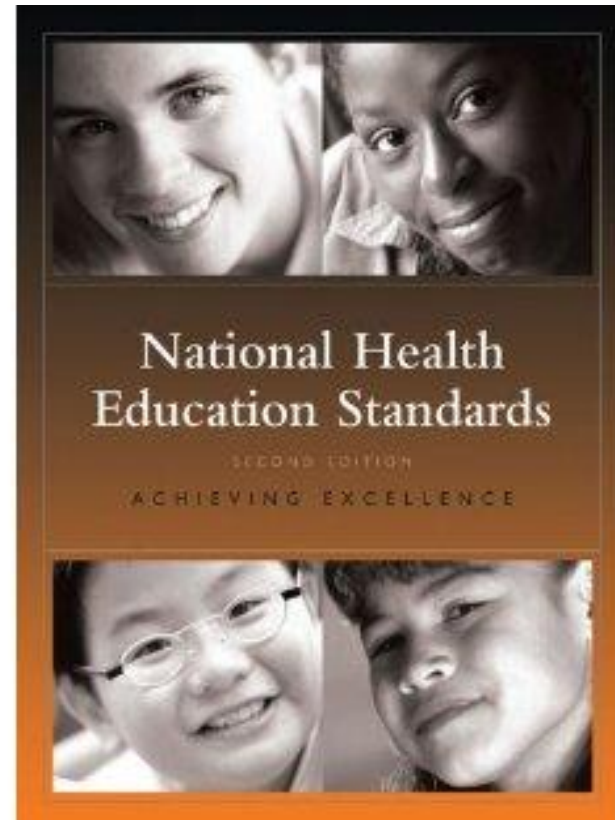
Pre-K – Grade 2

Grades 3 – 5

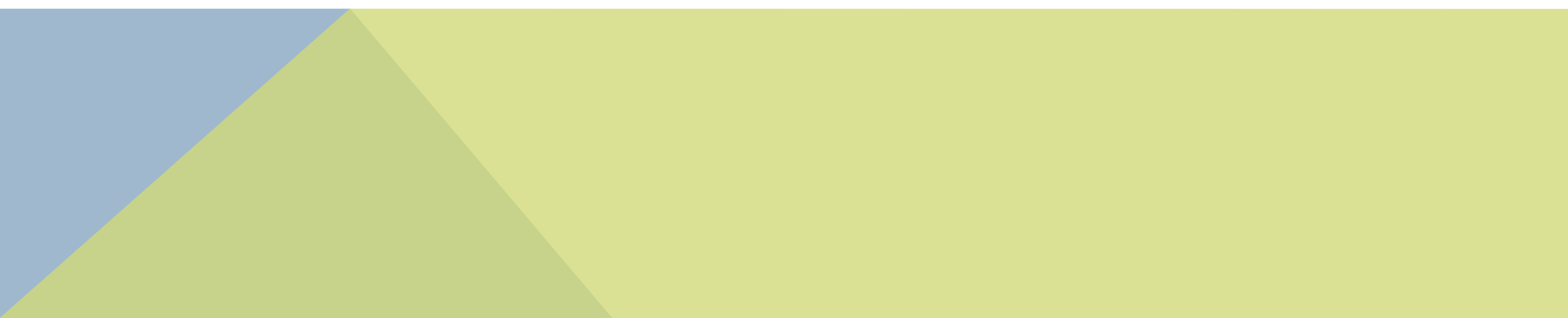
Grades 6 – 8

Grades 9 – 12

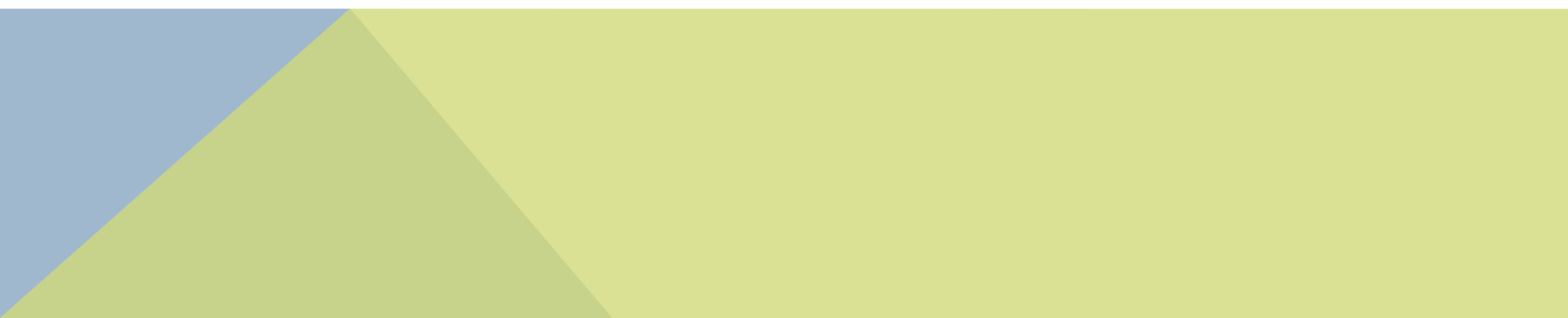
Skills-based



# NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1:** Students will **comprehend** concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will **analyze** the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Students will **demonstrate the ability to** access valid information, products, and services to enhance health.
- Standard 4:** Students will **demonstrate the ability to** use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 

# NATIONAL HEALTH EDUCATION STANDARDS

- Standard 5:** Students will **demonstrate the ability to** use decision-making skills to enhance health.
- Standard 6:** Students will **demonstrate the ability to** use goal-setting skills to enhance health.
- Standard 7:** Students will **demonstrate the ability to** practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Students will **demonstrate the ability to** advocate for personal, family, and community health.
- 

# **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 Relationships**
  - 7. Personal Safety**
- 





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

# 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  
HR.2.CC.2

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**

**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**

**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  
**ID.5.CC.1**

Identify parents or other trusted adults to whom they can ask questions about sexual orientation  
**ID.5.AI.1**

Demonstrate ways to treat others with dignity and respect  
**ID.5.SM.1**

Demonstrate ways students can work together to promote dignity and respect for all people  
**ID.5.ADV.1**

**BY THE END OF THE 8<sup>TH</sup> GRADE, STUDENTS SHOULD BE ABLE TO:**

Differentiate between gender identity, gender expression and sexual orientation  
**ID.8.CC.1**

Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity  
**ID.8.INF.1**

Access accurate information about gender identity, gender expression and sexual orientation  
**ID.8.AI.1**

Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations  
**ID.8.IC.1**

Develop a plan to promote dignity and respect for all people in the school community  
**ID.8.ADV.1**

Explain the range of gender roles  
**ID.8.CC.2**

**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  
**ID.12.CC.1**

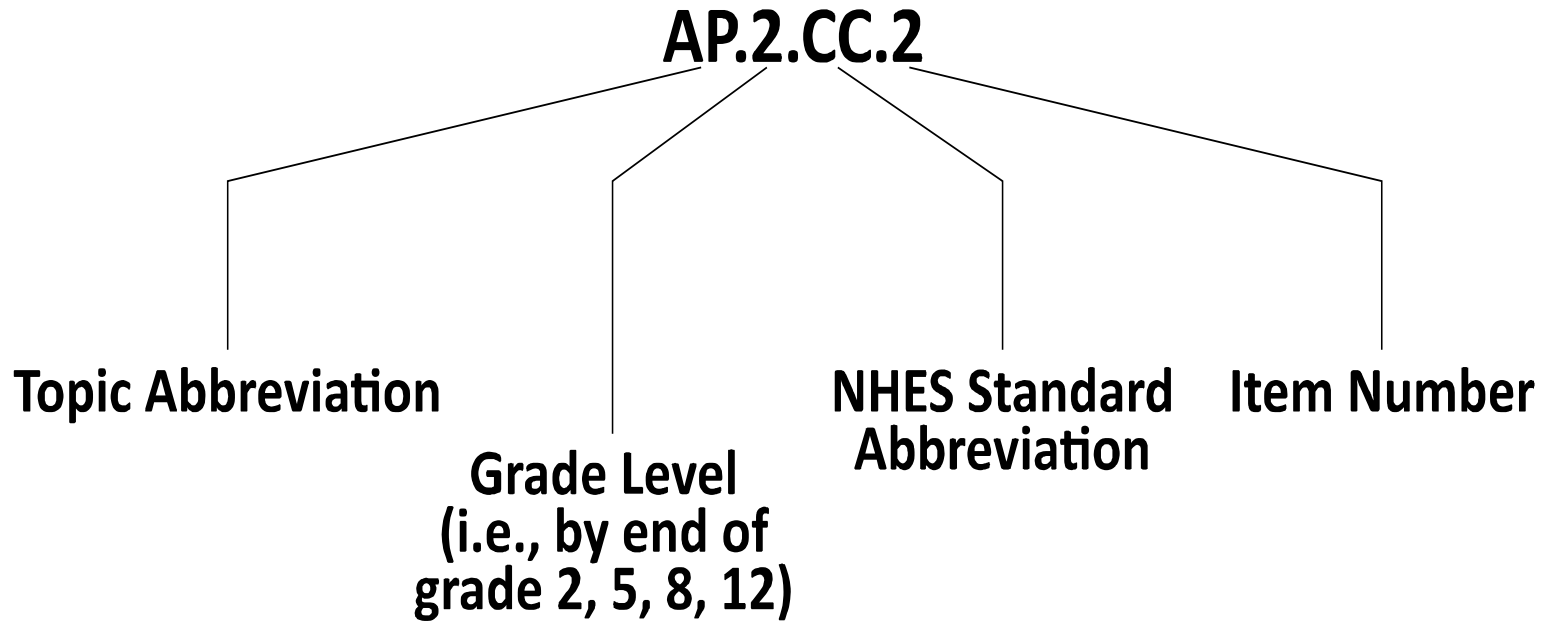
Analyze the influence of peers, media, family, society, religion and culture on the expression of gender, sexual orientation and identity  
**ID.12.INF.1**

Explain how to promote safety, respect, awareness and acceptance  
**ID.12.SM.1**

Advocate for school policies and programs that promote dignity and respect for all  
**ID.12.ADV.1**

Distinguish between sexual orientation, sexual behavior and sexual identity  
**ID.12.CC.2**

# KEY TO INDICATORS



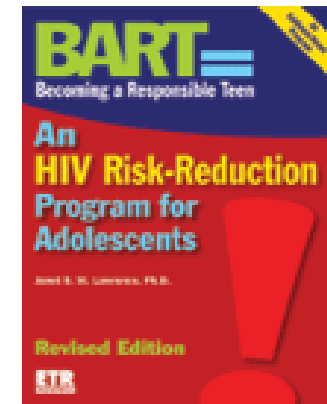
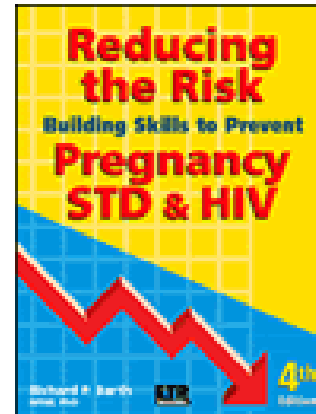
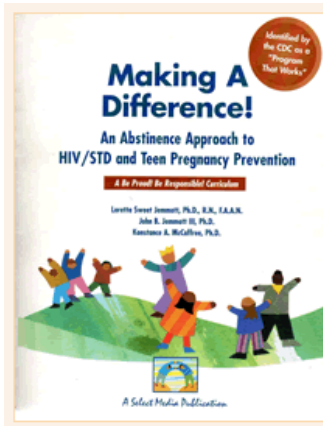
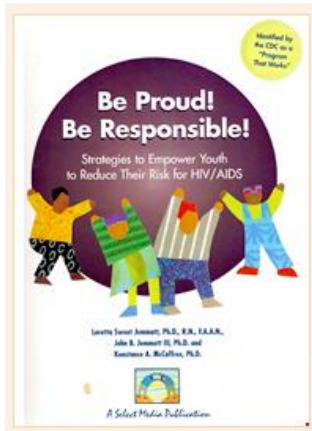
# Special thanks to our Partners



**PUTTING STANDARDS TO  
WORK!**

# What about Evidenced Based Interventions?

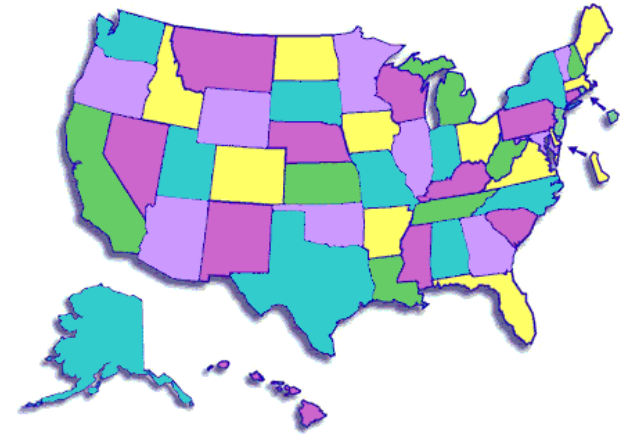
- EBI'S focus on specific behaviors related to disease/pregnancy prevention
- Standards broader, K-12
- Not mutually exclusive



# AT THE STATE LEVEL

National Sexuality Education Standards can inform:

- State policy
- State standards
- Pre-service
- Professional development





# AT THE DISTRICT LEVEL

National Sexuality Education Standards can inform:

- District level policy
- Curriculum selection
- Professional development



# AT THE SCHOOL/CLASSROOM LEVEL

National Sexuality Education Standards can inform:

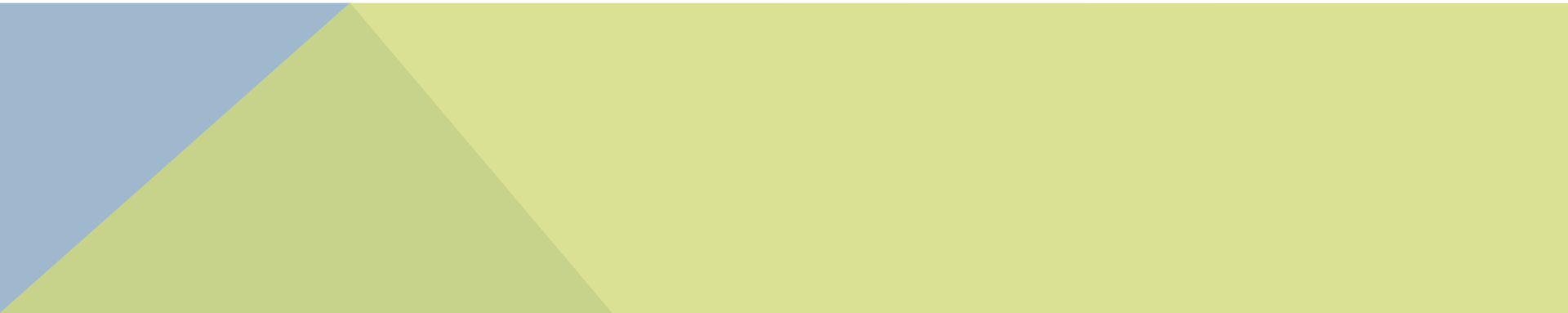
- Topics and timing
- Curriculum selection
- Professional development
- Assessment



# DISSEMINATION OF STANDARDS



# **SCAVENGER HUNT**

**Work with your group to answer the questions on the Scavenger Hunt.**

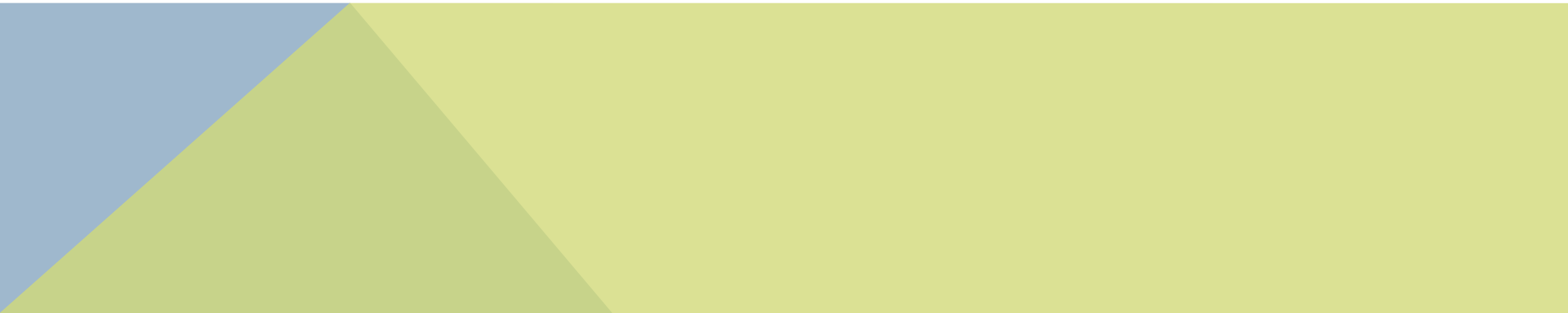


# INDIVIDUAL ASSESSMENT

Look through the standards at the grade level you teach. Put one of the following symbols next to each standard in your grade level.

-  = I already teach this.
- **X** = I can teach this with some support or resources.
-  = I cannot teach this.

# Report Back





## Sexuality Education Training Initiative

Answer has been helping educators and youth-serving professionals create meaningful classroom experiences about sexuality for more than twenty-five years through our Sexuality Education Training Initiative. Each year, this program provides more than 2,500 educators and youth-serving professionals with the tools they need to teach comprehensive sexuality education and effectively respond to students' questions.

<http://answer.rutgers.edu>

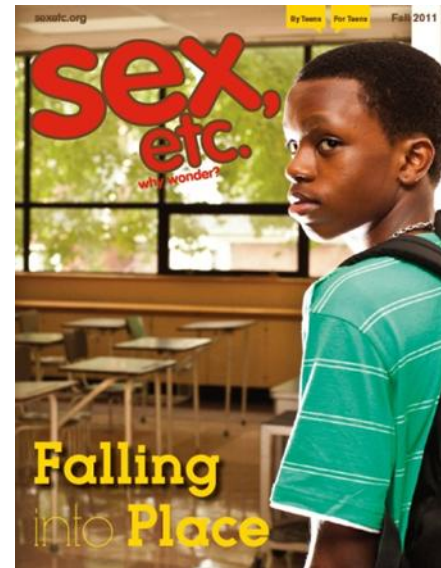


## Free Lesson Plans & Discussion Guides

Variety of health topics for grades 8-12.

### Topics:

- Abstinence and Sexual Decision Making
- Abortion
- Body and Self-Image
- Contraception
- GLBTQ
- Love and Relationships
- Pregnancy Prevention
- Sexual Violence
- STDs and HIV/AIDS Prevention





# Online Professional Development

## Online Workshops:

Sexuality ABCs (Abstinence, Birth Control and Condoms)

STD Basics

LGBTQ Issues in Schools



## Webinar Series:

Provide updates and valuable resources in an interactive, instructor-led format.

Participants receive one hour of professional development credit for each webinar.



# Join Answer's Nationwide Newsletter!

Just send your email address  
by text message:

Text

**ANSWER**

to **22828** to get started.



Message and data rates may apply.

# THANK YOU!

Please take a moment to give your feedback by clicking on the link below or scanning the QR code.



<http://www.surveymonkey.com/s/QXVND68>

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