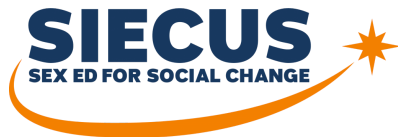


Using Outside Speakers to Provide Sex Education

A Toolkit for Educators and School District Administrators



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This document is intended for adaptation by school districts. To personalize for your use, select "make a copy" and then add local information and resources as you see fit.

Introduction

All students need honest, accurate and culturally responsive sex education that provides the information they need to protect their health and make healthy choices. Many states and school districts leave decisions about *how* that sex education is carried out to district or even school-level staff. This can create a challenge, when a district doesn't have enough resources, like teachers qualified to teach sex education - or also, when there is such a wide variety of options and input that choice becomes difficult.

Sex education lessons also come with specific challenges due to the nature of the subject matter. The material under discussion is sensitive, and many young people have experienced trauma (including but not limited to racism, homophobia, transphobia, sexual abuse, sexual assault, and intimate partner violence). Additionally, teachers may feel uncomfortable or unprepared to take on these issues. We have an obligation as educators to ensure no further harm comes to students in the classroom.

In balancing these concerns administrators, teachers, and school staff may sometimes find that an outside speaker is well-suited to deliver sex education to their students. This approach, however, is not without its own considerations and potential pitfalls. Speakers need to follow district policy, use best practices, impart medically accurate age and developmentally-appropriate information, and build skills of students to protect their health and safeguard their futures.

When due diligence is not conducted to ensure the quality of outside speakers, the results can range from merely forgettable, to outrageous, and harmful. Too many presentations have "gone viral" because of their absurdity or offensiveness - doing a disservice to young people, exposing the district to criticism, and wasting school funds. "Crisis pregnancy centers (CPCs)," a type of nonprofit organization founded to dissuade pregnant people from seeking abortion care, often approach schools with programs and speakers on sexual health. Crisis pregnancy centers are ubiquitous (there is one in nearly every community in the United States), and CPCs receive tens of millions in federal and state funding each year to conduct presentations in schools: that are often highly ideological and rarely skills-based. Further, CPC presenters are often not trained educators, skilled facilitators of difficult discussions, or experts in sexual health. The drawbacks of working with a CPC nearly always outweighs the advantages, and CPC speakers should not be considered qualified educators.

This toolkit will help sex education educators and school district administrators determine:

- What sex education best prepares students to make informed decisions about their sexual health over their lifetimes
- Who should provide that sex education
- How to select and vet outside speakers: what to look for, and what to avoid
- How to work with outside speakers and ensure adherence to state and local laws and guidelines.

We hope that this toolkit will help you fulfill the mission of providing quality sex education to students in your school district.

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Identifying Providers of Sex Education

Effective instruction is perhaps the most important factor in ensuring sex education prepares students and builds their skills. Administrators must determine who will provide the instruction: classroom teachers, school nurses, other district staff, outside educators, or combinations of any of the above.

Each of these options comes with pros and cons. Classroom teachers know their students and are certified and trained in classroom management skills. But they may face challenges with unfamiliar and sometimes uncomfortable subject material. Outside speakers and other district staff may be more comfortable with their presentations, but haven't established trust with their students, and usually have no opportunity for follow-up. Consider the following questions as you make the determination.

Classroom Teachers

- Who will teach this material? Do you have full-time health teachers, or will you have to prepare teachers of other subjects, like physical education, science, etc?
- Have you ensured that the material will reach all students (that it is taught in a required class and not an elective)?
- Are teachers properly prepared? (Refer to the [Professional Learning Standards for Sex Education](#))

- Are there any teachers who seem outright resistant to teaching this subject and/or have voiced objections that would prevent them from appropriately implementing all lessons as designed?
- Have you considered the needs of special education students and students in alternative programs, and ensured they also receive this instruction?


District Staff

- Have you ensured the instruction will be offered consistently and effectively across the entire student population?
- Does the staff member have established expertise in the subject, and/or have they received sufficient training, especially in classroom management?
- Have you considered the needs of special education students and ensured they also receive this instruction?

Outside Speakers

- Does the speaker come from an organization with established education credentials?
- Does the speaker hold expertise in sex education, and established credentials as a qualified facilitator?
- Does the speaker have values appropriate for your district (for instance, is their approach inclusive of lesbian, gay, bisexual, transgender and queer [LGBTQ+] youth)?
- Have speakers been approved at the state or district level? What is the process for approval?
- Have you reviewed and approved the presentation, including all of the student handouts and resources that will be distributed? Has it been reviewed for medical accuracy and compliance with district policy? Have parents been given that opportunity, and if not, how will you provide it?
- If these rules and processes do not exist, how will you work to establish them?

Get Informed.

 **Sex education** is governed by a patchwork of laws in states and districts around the nation. Your state may have very specific requirements and be using a specific curriculum. It may adhere to the National Sex Education Standards. Or, it may have no requirements or guidelines at all. It's important to know before you begin planning your district's sex education program.

**See "Resources and Reading List" for laws, policies, and best practices.*

Selecting and Vetting Outside Speakers

If you make the determination to utilize or allow teachers to request outside speakers for all or part of sex education instruction in your school district, it's of utmost importance to review their organizations, their qualifications, and the content of their presentations thoroughly, not only to ensure their quality, but because surprises in the classroom can lead to bad, even harmful experiences for students and headaches for administrators.

A number of organizations offer sex education instruction to schools. Some may have a "complete package," including trained facilitators and a complete curriculum. Some may be independent sex education experts who offer a few sessions to cover specific issues related to sex and sexuality, like sexually transmitted diseases (STDs) or teen dating violence prevention. (See [Descriptions of Federally Funded Programs](#) for more information and examples.) Some, like CPCs, are running a program aimed more at ideological goals, like opposition to abortion or promotion of marriage, than at students' health or state requirements. It is wise to follow your district's vetting process, or if there isn't one, to develop one.

Many schools have already grappled with these challenges and created guidelines. For example, according to Los Angeles Unified School District guidelines, the following factors are taken into consideration when considering approval:

- "1. Competency of the proposed speaker to address the proposed subject, including the speaker's experience, training and expertise.
2. The educational value of the proposed program or address.

3. Whether the proposed presentation, in the context of the teacher's overall instructional program, is consistent with the standards of academic freedom and responsibility and is related to and consistent with the curriculum for the class.
4. Appropriate to the age and maturity level of the students.
5. It is a fair and balanced academic presentation of various points of view consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias or partisanship."

Other schools have created sample request forms for teachers themselves seeking to host a guest speaker (see [examples in Appendix 2.](#))

Defining Expertise in Subject Matter

The best presenter of sex education material is someone who has a solid background in both education and sexual health, including meeting the following expectations:

- Completed coursework on basic educational pedagogy, educational theories and has a thorough understanding of typical growth and development of the various age groups.
- Is able to determine what a valid and reliable source of health information is and uses only those sources when teaching and interacting with students (such as CDC, American College of Obstetrics and Gynecologists (ACOG), Society of Adolescent Health and Medicine (SAHM), etc.).
- Has a mastery of sexual health content and ensures the use of only medically accurate and complete information from valid and reliable sources.
- Has experience in working with a diverse student population, including awareness of the many issues outside of instruction that can impact learning such as cultural and linguistic proficiency, trauma-informed practices, teaching to students with differing abilities, etc.
- Has experience with classroom management and managing potentially challenging questions.
- Has used either or both the [Teacher Preparation Standards in Sex Education](#) or the [Professional Learning Standards for Sex Education](#) as the consensus on what teachers need to know and be able to do to provide effective instruction.
- Aware of state and/or district policies that govern civil rights and equity particularly as they apply to youth of color, transgender students, young parents, immigrant/refugee students, students for whom English is not their native language, for example.
- Awareness of the culture of the school and any emphasis or theme that might be guiding overall instruction such as mindfulness, social and emotional learning (SEL), restorative justice, etc.

Other Important Questions to Consider

- Is this “education” or “edutainment”? Some outside presenters offer magic shows, skits, “celebrity” lectures, and other sessions that at best have not been proven effective at conveying sex education content.
- Is this presentation personality-driven, or based in a cautionary tale of the speaker’s experience? While storytelling is highly effective at creating memorable lessons and building empathy, it also has pitfalls when it is used to scare or disgust the student without providing other concrete skills-building.
- If the speaker is using a curriculum approved by the district, are they using it with fidelity, or selecting the material that best suits their agenda?
- Does the speaker have national credentials? For instance, are they a Certified Health Education Specialist (CHES)? Has the speaker completed coursework on basic educational pedagogy and educational theories, and do they have a thorough understanding of typical growth and development of the various age groups?
- Does the speaker use only medically accurate and complete information from valid and reliable sources? Are the materials age, culturally, and developmentally appropriate for their audience?
- Is the speaker aware of the many issues outside of instruction that can impact learning such as cultural and linguistic proficiency, trauma-informed practices, teaching to students with differing abilities, etc.?

Additional Considerations

In addition to various levels of skill and content knowledge, outside speakers are also likely to have a range of personal, professional, and organizational values, which may impact the quality of their student interactions and instruction. Some speakers and organizations may also have specific agendas that are in conflict with state or local policy, such as presenting information that promotes a religious doctrine, is anti-LGBTQ+, anti-abortion rights, abstinence only, etc. These speakers may provide biased instruction, present information that is inaccurate, sex shaming, rigidly gender stereotyped, misogynistic, homophobic and or trans phobic. Some speakers and organizations may attempt to hide these messages in their material and on their websites if they feel it would prevent their access to the classroom. In some cases, the facilitators may even alter their presentations to students when adults are in the room to avoid having these value laden messages discovered. There are a number of politically and religiously motivated organizations and individuals in most communities that may seek to present in the classroom, one of the primary instigators of this strategy are Crisis Pregnancy Centers (CPC).

Understanding Crisis Pregnancy Centers

CPCs are nonprofit organizations with a primary mission of promoting childbirth among pregnant women and offer, at a minimum, pregnancy tests/testing and counseling. They do not provide medically accurate and all inclusive information about a person’s pregnancy options. CPCs are present in most communities in the United States: there are at least 2500 and perhaps as many as 4000. (You can find the CPCs near you at crisispregnancycentermap.com)

CPCs have been widely criticized by medical associations, public health organizations and advocacy groups and others for deceptive practices, misrepresenting their services, creating the appearance that they are comprehensive reproductive health clinics, and providing false and misleading medical information, especially about, but not limited to abortion.

CPCs offer abstinence-only-until-marriage programs now commonly known as sexual risk avoidance programs and as such were already receiving tens of millions or more in federal and state funding. Now, CPC funding has ballooned through support of federal funding, which has directed their way funds from the Title X program for family planning services. As such, in many districts they offer programs claiming to teach sex education, and offer them at low cost or even free. Administrators must be cautious of programs offered by CPCs.

- Often, CPC providers have no qualifications to teach sex ed, or have been qualified to present abstinence-only (sometimes called sexual risk avoidance) lessons.
- CPC presenters work to prescribe one point of view rather than providing balanced knowledge and training to all students.
- CPCs typically are associated with conservative faith communities.
- CPCs do not use proven educational methods, but instead present material intended to evoke shock, disgust, fear, shame, or guilt.

Famously deceptive, biased, unqualified, and unregulated, Crisis Pregnancy Centers simply have no place in schools.

SEXUAL RISK AVOIDANCE = ABSTINENCE-ONLY

In the last decade, abstinence-only programs have increasingly come under fire for content that is shaming, inaccurate, homophobic and transphobic, racist and ineffective at helping students prevent pregnancy and sexually transmitted infections. Because of this bad publicity, **abstinence-only proponents have rebranded the programs to be called "sexual risk avoidance."**

Administrators should be aware that **only the name has changed: the goal of these programs is still to prescribe abstinence until marriage for all, and they still have few resources but lots of shame for students who are sexually active.** When working with an outside presenter, if they characterize their program as "sexual risk avoidance," tread very carefully and if you must work with them, work to ensure what they teach is appropriate for your students and does not harm them.

Both crisis pregnancy centers and other kinds of speakers and nonprofits offer sexual risk avoidance programs.

CPC HORROR STORIES

Crisis Pregnancy Centers operate with little oversight, under the radar of most Americans. But the era of social media has brought to light dozens of incidents where speakers from CPCs presented material that embarrassed the district and in a few cases, sparked lawsuits.

- In **Oregon, students** complained of abstinence-only lessons from a CPC-affiliated speaker. The superintendent's office explained that they had vetted the speaker, but the incident **sparked a petition with over 4,000 signers condemning the school's relationship with the CPC.**
- **Parents in Gwinnett County Georgia founded a community group to keep CPCs out of schools** after their kids were taught that birth control "doesn't work" and used phrasing that retraumatized students who were sexual assault survivors.
- In **Pennsylvania, an investigation led to CPCs being banned from schools** after their presenters compared sexual activity to falling off a cliff and dying and sexually active students to used pieces of tape.

Preparing and Working with Outside Speakers: A Checklist

If you make the decision to work with outside groups to provide sex education, it is wise to be thoroughly informed about the speaker and to prepare the speaker, educators, and parents for their work in the school.

Prepare Yourself

- ☐ Research the speaker and make sure you understand their background and qualifications.
- ☐ Ask for a copy of their presentation and review its content for compliance with school and district laws and policies as well as community values.
- ☐ Thoroughly review the speaker's website, including their mission, vision, and funding sources.

Prepare Teachers

- ☐ Create a system by which teachers and other school staff may request outside speakers (see [examples in Appendix 2.](#))
- ☐ Set specific expectations for teachers, including that they should be in the room whenever instruction is offered and support the presenter with classroom management. This ensures that students will continue to behave in ways conducive for learning while also ensuring that teachers are present for all portions of instruction should there be questions or concerns voiced by students, administrators or parents/caregivers.
- ☐ Share the speaker's credentials and presentation with school district administrators.

Prepare Parents/Caregivers

- ☐ Follow state law and policy regarding informing parents/caregivers of sex education lessons.
- ☐ Offer parent/caregivers information sessions about the speaker and their program.

Prepare the Speaker

- ☐ Review the laws and policies governing sex education with the speaker.
- ☐ Review state and/or district policies that govern civil rights and equity particularly as they apply to youth of color, transgender students, young parents, immigrant/refugee students, students for whom English is not their native language, for example.
- ☐ Review the educational expectations for the lesson(s) with the speaker.
- ☐ Where applicable, review expectations of fidelity to the lesson plan with the speaker.
- ☐ Ensure the speaker has complied with security and health requirements where applicable (e.g., fingerprinting or TB testing).
- ☐ Review other relevant school policies with the speaker (check in at front desk, etc).
- ☐ Review any training the teacher must undergo before working in the school.
- ☐ Create a memorandum of understanding (MOU) governing the presenter's work with the district. Your district likely already has policies governing the use of MOUs, but you should ensure that the MOU contains detailed specifics about the expected education content, requirements, materials and other deliverables, restrictions, and fees.

Ample preparation will ensure every affected party can engage with the speaker in a productive way.

Post-Speaker Follow Up

After your speaker concludes their presentation, there are still just a few more tasks your students and teachers will need from you.

- 1) Identify who will answer any questions the student may have. Are you comfortable with students contacting the speaker independently after the lessons have concluded? If not, ensure that the classroom teacher is prepared to handle follow-up questions.
- 2) Ensure that the terms of the MOU have been completed: the speaker has delivered all the materials promised, conducted the lessons as agreed upon, and has been paid.
- 3) Put in place a process for referring students to health care and mental health care. Your district may already have written policies and protocols, or even lists of appropriate care that regulate students being referred for outside health care and support such as physical health care, mental health care, support for the treatment of addiction, support for students experiencing crisis, etc. Ensure that both staff and the outside speaker familiarize themselves with these protocols and ensure their work is aligned within these guidelines, especially with regard to student confidentiality.

Crisis Pregnancy Centers: Do They Belong On Your Referral List?

Your school may have a list of referrals for outside health care, and that list may include crisis pregnancy centers. As we have noted, the primary goal of CPCs isn't health care, but fulfilling their particular ideology. They often employ underqualified staff and give out incomplete or incorrect information, and they never provide information about birth control or abortion care. **CPCs don't provide quality health care and shouldn't be on your district's referral list.**

And finally, take notes about the performance and quality of your outside speaker for your future reference and others'. Continuing to refine your use of outside speakers will help ensure every student receives effective sex education.

APPENDIX: Resources and Reading List

Understanding and Implementing Sex Education

[SIECUS State Profiles](#): A review of sex education policy and funding by state.

[The National Sex Education Standards, Second Edition](#): Outline of the foundational knowledge and skills students need to navigate sexual development and grow into sexually healthy adults.

[Professional Learning Standards for Sex Education](#): Guidance to school administrators and classroom educators about the content, skills, and professional disposition needed to implement sex education effectively.

[The Sex Education Collaborative](#): A coalition of leading organizations in the field working to provide training and support for those teaching sex education around the country.

[Descriptions of Federally Funded Programs Across the United States](#): A document which helps identify types of programs which receive federal funding and some characteristics of those programs.

Choosing and Getting Approval for Guest Speakers

The below are a few examples from schools and districts that have an existing guest speaker policy.

[Oregon Department of Education Guidance for Utilizing Guest Speakers](#)

[Anaheim Union School District : Use of Guest Speakers](#)

[Fullerton Joint Union High School District: Request for Approval of Guest Speakers](#)

[Hadleigh Junior High: Guest Speaker Policy](#)

[Lincoln High School: Guest Speaker Procedures](#)

[St. Aidan's: Visiting Speaker and Guest Policy](#)

[Wake County Public School System: Request for Prior Approval for Guest Speaker](#)

Creating Expectations and an Agreement with Guest Speakers

[Santa Rosa County District Schools: Guest Speaker Agreement & Guidelines](#)

Supporting Guest Speakers

[Teach Hub: Classroom Management - Guest Speakers Support Learning](#)

Referrals and Follow Up

[National Coalition of STD Directors: Developing a Referral System for Sexual Health Services](#)

Sample of Sexual Health Education Programs

This resource document includes common programs and curricula being implemented across the country. This list is adapted from SIECUS' [Description of Federally-Funded Programs Across the US](#) from the [2018 State Profile](#), which is a compilation of programs implemented with support of federal funds. We have edited this list to prioritize programs that include sexual health and closely related content, are comprehensive in scope, classroom based instruction, and that are either Evidence Based or Evidence informed.

Whichever program you select should be mapped against state and local policies and mandates.

The programs below are categorized according to major curriculum theme, which are defined in the reference table below. The program summaries reflect the language used by the program or curricula. For more information on individual programs, please refer to the cited references.

| MAJOR THEME | TYPE | THEME DEFINITION |
|----------------------------------|-----------|---|
| Sexuality Education | SE | Sexuality education programs are classroom-based, sequential, age-appropriate, evidence-based/informed, medically accurate, and provide students with opportunities for exploring their attitudes and values as well as developing knowledge and skills around topics such as human development, sexual health including HIV, other sexually transmitted diseases/infections (STDs/STIs), and unintended pregnancy prevention, sexual behaviors including abstinence, healthy relationships, personal skills and communication, and sexuality within society and culture. |
| Healthy Relationships | HR | Healthy relationships programs focus on providing information and tools to build skills such as communication, trust, respect, boundaries, consent, and conflict resolution as well as how to identify and prevent unhealthy behaviors within relationships that can lead to abuse. |
| Sexual Health | SH | Sexual health programs contain STD and/or HIV prevention and teen pregnancy prevention information. These programs encourage participants to delay sexual initiation but also provide information and skills on safer sexual health, behaviors, and practices. |
| STD and/or HIV Prevention | DP | Disease prevention programs aim to reduce the risk of STDs and/or HIV transmission by focusing on attitudes and behaviors that support overall health and well-being, such as condom use and negotiation. Some programs may cover HIV prevention without discussing other STDs. |
| Teen Pregnancy Prevention | TP | Teen pregnancy prevention programs focus on reducing rates of teen pregnancy/births, often with a focus on African American and Latino youth and preventing subsequent pregnancies among teen parents. Some of these programs are hyper focused on outcomes and do not necessarily address the full range of information, skills, and attitudes necessary to support young people's sexual health, rights, and dignity. |

Programs

[All4You!](#) SH*

All4You! is an evidence-based pregnancy, STD, and HIV prevention program designed for students ages 14–18 attending alternative high schools. It is adapted from two existing evidence-based programs: *Be Proud! Be Responsible!* and *Safer Choices*. The program, which includes both classroom instruction and a service learning component, aims to reduce the frequency of unprotected sex among participants. The 14-session classroom curriculum consists of nine lessons, which address: STD, HIV, and pregnancy prevention; the risk of STD transmission and unintended pregnancy; negotiation skills; and condom-use skills, among other topics. *All4You!* includes interactive activities, such as role playing, condom demonstration, group discussion, and educational games. The service learning component engages participants in volunteer activities. *All4You2!* is a separate but corresponding program designated for use in alternative educational settings.

[Becoming a Responsible Teen \(BART\)](#) SH*

Becoming a Responsible Teen (BART) is an evidence-based HIV/AIDS prevention education curriculum designed for African American youth ages 14–18. *BART* teaches students to reduce sexual risk-taking by promoting safer sex practices, while also teaching that abstinence is the most effective way to prevent HIV and unintended pregnancy. The eight-session curriculum combines education with behavioral skills training on assertion, refusal, self-management, problem solving, risk recognition, and correct condom use. *BART* includes interactive activities, group discussions, and role plays developed by teens. It is designed for implementation in community-based settings and with single-sex groups.

[Be Proud! Be Responsible!](#) SH*

Be Proud! Be Responsible! is an evidence-based HIV prevention curriculum originally designed for urban, African American males ages 13–18 but is also used for youth of other demographics. The curriculum seeks to provide young people with the knowledge, motivation, and skills necessary to reduce their risk of HIV, other STDs, and causing unintended pregnancy. It also aims to impact sexual behavior by equipping youth with negotiation, refusal, and condom-use skills. The curriculum uses a “sense-of-community” approach that emphasizes how HIV/AIDS has affected inner-city communities and discusses the importance of protecting the community in order to instill accountability, sexual responsibility, and a sense of pride in participants. Although the five-hour, six-session intervention was originally designed for use with small groups of six to 12 participants, the curriculum has been used with larger groups and is appropriate for both school- and community-based settings.

Be Proud! Be Responsible! Be Protective! SH*

Be Proud! Be Responsible! Be Protective! is an evidence-based program that targets pregnant and parenting teens and focuses on the concept of maternal protectiveness to encourage adolescent mothers and soon-to-be mothers to make healthy sexual decisions; take responsibility and be accountable for their sexual activity; and decrease risky sexual behavior. The curriculum is an adaptation of *Be Proud! Be Responsible!*, an evidence-based HIV prevention curriculum designed for African American males. *Be Proud! Be Responsible! Be Protective!* discusses the impact of HIV/AIDS on inner-city communities and particularly addresses its impact on pregnant women and their children, providing information on preventing transmission during pregnancy and the postpartum period. The curriculum consists of eight one-hour lessons and uses interactive activities, group discussion, and videos to educate participants. It covers such topics as HIV risk and prevention, family planning and parenting, communication, attitudes and beliefs about HIV/AIDS and safer sex, condom-use skills, stress and emotion management, and staying healthy. The intervention can be delivered in four two-hour sessions or over the course of eight days and is appropriate for use in school-based settings.

Big Decisions SH

Big Decisions is an abstinence based curriculum designed for students in grades 7–12. The program emphasizes sex as a big decision, abstinence as the healthiest choice, and mandates that sexually active teens use condoms and be tested for STDs. Ten lessons for classroom instruction include the following topics: anatomy and reproduction, relationships and romance, STDs including HIV/AIDS, abstinence, contraception, peer pressure and other influences, and decision-making. The program also includes materials for an additional parent session that focuses on parent-child communication. *Big Decisions Plus* is an adaptation of the curriculum that includes a service-learning component.

¡Cuídate! DP*

¡Cuídate! is an evidence-based HIV prevention curriculum adapted from the evidence-based curriculum, *Be Proud! Be Responsible!*, and tailored for use with Latino youth grades 8–11. The curriculum provides information about HIV and its transmission, addresses values and beliefs related to HIV and safer sex, and includes activities aimed to increase skills and self-efficacy for condom use, negotiating abstinence, and safer sex. The intervention consists of six one-hour lessons and is designed for use with small, mixed-gender groups. It draws upon cultural beliefs, such as the importance of family and the responsibility of a man to care for his family, in order to provide messages that resonate with participants. The curriculum consists of educational games, small group discussions, videos, learning exercises, and skill building activities.

[Draw the Line/Respect the Line](#) SH*

Draw the Line/Respect the Line is an evidence-based program designed to teach youth in grades six through eight to postpone sexual involvement while providing information about condoms and contraception. The school-based curriculum consists of 19 sessions divided between grades six through eight and includes group discussions, small group activities, and role playing exercises focused on teaching youth how to establish and maintain boundaries regarding sexual behavior. Lessons for sixth grade students address using refusal skills in non-sexual situations; lessons for the seventh grade focus on setting sexual limits, the consequences of unprotected sex, and managing sexual pressure; and eighth grade students practice refusal and interpersonal skills and receive HIV/STD prevention education. *Draw the Line/Respect the Line* also includes parent engagement through homework activities. Although it is designed to be implemented in schools with large numbers of Latino youth for use in the classroom, the program may also be delivered in a community-based setting.

[Family Life and Sexual Health \(FLASH\)](#) SE

Family Life and Sexual Health (FLASH) is a comprehensive sexuality education curriculum developed by Public Health - Seattle King County, Washington. The curricula are designed for students in grades four through 12 divided by grade level. The elementary level includes 18 lessons; the middle school level contains seven lessons and high school level contains 15 lessons. There is also a version for special education students ages 11–21 in self-contained classes. *FLASH* “rests on a foundation of positive and healthy sexuality across the lifespan;” furthermore, it “focuses on the needs of public schools and diverse communities” and includes a “strong family involvement component.” The curricula focus on abstinence while also providing information on the prevention of pregnancy and STDs, including HIV. Lessons cover such topics as family, self-esteem, puberty and reproduction, coercion and consent, gender roles, healthy relationships, sexual orientation and gender identity, and sexual health among others.

[Get Real: Comprehensive Sex Education That Works](#) SE*

Get Real: Comprehensive Sex Education That Works is a three-year middle school curriculum and two-year high school curriculum developed by Planned Parenthood League of Massachusetts emphasizing the “social and emotional skills as a key component of healthy relationships and responsible decision making.” *Get Real* for middle school consists of 27 sequential lessons, with the intention of nine lessons to be taught in each grade—sixth, seventh, and eighth. *Get Real* for high school consists of 11 sequential lessons for ninth or 10th grade and is designed to help students develop the skills needed to delay sex and to encourage correct and consistent use of protection methods when they become sexually active. The high school version can be delivered as a standalone or as a follow-up to middle school version. The curriculum is built on the beliefs that sexual health is an integral part of health education, parents and other caring adults are students’ primary sexuality educators, relationship skills are a key

element to a comprehensive sex education curriculum, and abstinence from sex is the healthiest choice for avoiding STDs and unintended pregnancy but that “adolescents require a comprehensive understanding of sexual health, sexuality and protection methods, which they will need when they become sexually active.” The program is culturally and linguistically sensitive, appropriate for use with youth of any race/ethnicity, and also appropriate for use with LGBT youth.

Making a Difference! SH*

Making a Difference! is an evidence-based HIV, STD, and pregnancy prevention education curriculum that emphasizes abstinence from sexual activity. Adapted from *Be Proud! Be Responsible!*, *Making a Difference!* aims to increase participants’ knowledge about HIV, STD, and pregnancy prevention as well as their confidence to negotiate sexual pressure and intention to abstain from sex. It is designed for use with African American, Latino, and white adolescents ages 11–13 and can be implemented in school- or community-based settings. The eight-module curriculum includes interactive activities, small group discussions, and skill building exercises, including role plays, aimed to increase comfort and efficacy with practicing abstinence.

Making Proud Choices! SH*

Making Proud Choices! is an evidence-based HIV, STD, and pregnancy prevention curriculum designed for use with African American, Latino, and white adolescents ages 11–13. The curriculum aims to help young people understand the poor reasoning and decision making that can lead to STD/HIV infection and/or unintended pregnancy, as well as to increase their confidence, negotiation skills, and self-efficacy in using condoms. The program consists of eight one-hour sessions and can be implemented in school- or community-based settings. *Making Proud Choices!* includes interactive and skill building activities that are designed to “increase comfort with practicing condom use, address concerns about negative effects of practicing safer sex, and build skills in condom use and negotiation.” The School Edition is a 14-module adaptation designed to fit a school schedule. There is also a 10-module adaptation for youth in out-of-home care.

Michigan Model for Health SH

Michigan Model for Health is a health education curriculum that uses a building-block approach by addressing major youth health risk behaviors at every grade level. The elementary level targets students in Kindergarten through sixth grade and covers the following topics: Social and Emotional Health; Nutrition and Physical Activity; Safety; Alcohol, Tobacco, and other Drugs; Personal Health and Wellness; and HIV Education. The secondary level targets students in middle school (grades seven and eight) and high school (grades nine through 12) and covers the following topics: Sexual Behaviors, Intentional and Unintentional Injury, Poor Diet, Physical Inactivity, Alcohol and other drugs, Tobacco, Character Education, Gambling Prevention, Sun Safety, and Emergency Preparedness. Sexual health topics covered in middle school lessons include HIV and

STDs, how to access information, setting personal boundaries, communicating personal boundaries, and demonstrating skills to avoid risky situations. Sexual health topics covered in high school lessons include relationships and responsibility, healthy relationships, STDs, examining influences, communication and refusal skills, condom use, birth control, testing, goal setting, etc.

Pono Choices TP

Pono Choices is a culturally responsive teen pregnancy and STI prevention program utilized in Hawaii for middle school students. It is comprised of 10 modules developed using the social learning theory, self-regulation, and the developmental assets model. These theories develop a sense of autonomy, empowerment, and responsibility to make healthy decisions related to condom use, refusal skills, abusive relationships, and abstinence.

Positive Prevention PLUS SH*

Positive Prevention PLUS is an evidence-based, medically accurate, comprehensive sexual health education and teen pregnancy prevention curriculum that covers a variety of sexual health topics. This program focuses on personal development, healthy decision making, developing healthy relationships, understanding risks, and reducing risks. The middle school curriculum is more concrete and places greater emphasis on sexual abstinence as the only method that is 100% sure of avoiding STDs and unplanned pregnancies, whereas the high school curriculum emphasizes life planning and the long-term consequences of sexual choices. Each lesson is designed for 45-minute class sessions, but optional lesson extensions are included.

Promoting Health Among Teens! (Comprehensive) (PHAT) SH*

PHAT (Comprehensive) was designed to help teens get the skills they need to negotiate and practice abstinence and correct condom use if sexually active. The curriculum modules include: 1) Getting to Know You, 2) Exploring and Expressing Sexual Feelings, 3) The Consequences of Sex: HIV Infection, 4) A Plan to Reduce the Consequences of Sex, 5) The Consequences of Sex: STD Infection, 6) The Consequences of Sex: Pregnancy, 7) STD/HIV Vulnerability, 8) Risky Sexual Behavior and Content Review, 9) Sexual Responsibility: Abstinence Skills, 10) Sexual Responsibility: Condom use Skills, 11) Enhancing Sexual Responsibility Skills, 12) Role-Plays: Refusal and Negotiation Skills. Curricula include group discussions, videos, role playing, skill building activities, games, and other experiential exercises and is appropriate for use in both school- and community-based settings.

Puberty: The Wonder Years SE

Puberty: The Wonder Years provides the “knowledge, skills, and supports students need to delay sex as long as possible,” with the overarching goal of “promoting appreciation and respect for the amazing changes experienced by self and others.” The curriculum is designed in three tiers with six lessons per tier. Each tier is designed to be a unit for

students in grade four, five, and six, but lessons can be reorganized and taught as schools choose. Lessons focus on the following skills: communication, limit setting, refusal, getting help, making friends, analyzing media messages, and distinguishing between reliable and unreliable sources of information.

Reducing the Risk SH*

Reducing the Risk: Building Skills to Prevent Pregnancy, STD and HIV is an evidence-based HIV, STD, and pregnancy prevention curriculum designed for classroom use with students in the ninth and 10th grades. It is appropriate for use with multiethnic populations. *Reducing the Risk* aims to reduce high-risk behaviors among participants and emphasizes strategies for abstaining from sex or practicing safer sex. The 16 lesson curriculum addresses both abstinence and contraception use and includes experiential activities that teach students to develop refusal, negotiation, and communication skills.

Rights, Respect, Responsibility (3Rs) SE

Rights, Respect, Responsibility is an evidence-informed, K-12 sexuality education curriculum designed for students in Grades K-12. With 80 free lessons fully available online, 3Rs is aligned fully with the National Sexuality Education Standards. It is inclusive and affirming of LGBTQ youth and their families, addresses condom demonstrations, abortion and masturbation to ensure youth have access to complete information about sexuality and skill development. Schools and organizations are able to adapt the lessons and select those from the curriculum that best meet the needs of their students.

Safer Choices SH*

Safer Choices is an evidence-based HIV, STD, and pregnancy prevention program designed for students in the ninth and 10th grades. The program consists of experiential activities developed to build skills in communication, delaying sexual initiation, and condom efficacy for those students who are or who will become sexually active. *Safer Choices* has five program components, including a “school health protection council” that involves students, parents, school faculty, and community members; a 20-session classroom-based curriculum; a peer team or club responsible for hosting school-wide activities; a parent education component with parent-child activities; and activities to expose and increase students’ awareness of local support services.

Sisters Saving Sisters DP*

Sisters Saving Sisters is designed to reduce frequency of unprotected sexual intercourse (with and without drug and alcohol use), number of sexual partners, and incidence of STDs in Latina and African-American female adolescent populations. The five-module skills-based risk-reduction intervention is administered in small groups of 2–10 female adolescents by trained facilitators in one 4.5-hour session in a community-based clinic

setting, but it can be implemented in various community settings such as schools and youth agencies with larger numbers if more time is built into each session. The curriculum is designed to empower the young women to change their behavior in ways that will reduce their risk of becoming infected with HIV, other STDs, and significantly decrease their chances of unintended pregnancy by engaging participants in activities such as role-playing, handling, and practicing correct placement of condoms using anatomical models; teaching effective condom negotiation skills; and discussing the barriers to condom use such as alcohol and drug use.

Teen Talk SE

Teen Talk is a program developed by Health Connected with curriculum for middle school, high school, puberty-age and students of all abilities. Teen Talk is compliant with the CA Healthy Youth Act and can be delivered by outside youth-serving professionals or trained classroom-based educators.

Wise Guys Male Responsibility Curriculum TP

Wise Guys is a teen pregnancy prevention curriculum designed for adolescent males ages 11–17. The curriculum was originally developed by the Family Life Council of Greensboro, North Carolina. *Wise Guys* focuses on equipping youth to “make wiser and more responsible decisions” about their sexual health. The curriculum includes 10 lessons that address self-esteem, personal and family values, goal setting, stereotypes of masculinity, communication skills, reproductive anatomy, puberty, STDs (including HIV), delaying sexual intercourse, the consequences of teenage pregnancy/early parenthood, and other topics. *Wise Guys* is appropriate for use in both school- and community-based settings.

* identified by HHS as an evidence-based teen pregnancy prevention program