



# From Policy to Practice: A Case Study on LGBTQ Inclusion on Sexual Health Education

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# Disclaimer

- The information, conclusions, findings, and opinions expressed by the presenter contributing to this workshop do not necessarily reflect the official position of the the Centers for Disease Control and Prevention. Use of trade names is for identification only and does not imply endorsement by the Public Health Service or by the U.S. Department of Health and Human Services.



School Safety Act

# Sexual Health and Safety Requirement

School Year 2019-2020





# Sexual Safety

3R's Rights, Respect,  
Responsibility





# Legislation: Healthy Schools Act and Student Safety Act

§ 38–824.02. Physical and health education requirements.

- **(b-2)(1)(A)** Beginning in the 2019-2020 school year, as part of the health curriculum for students in Kindergarten through Grade 12, public schools and public charter schools shall provide age- and developmentally-appropriate, evidence-based culturally responsive instruction on:
  - **(i)** Recognizing and reporting sexual misconduct and child abuse;
  - **(ii)** Setting and respecting appropriate personal and body boundaries and privacy rules;
  - **iii)** Communicating with adults about concerns regarding body boundaries or privacy violations
  - **(iv)** The meaning of consent;
    - **(v)** Developing and maintaining healthy relationships; and
    - **(vi)** Other appropriate topics to support the healthy development of students.



# Healthy Schools Act

§ 38–824.02. Physical and health education requirements. (Cont'd)

- **(B)** The Office of the State Superintendent for Education shall update the District's health education standards to reflect the requirements of subparagraph (A) of this subsection and shall make available a list of curricula or a curriculum guide that public schools or public charter schools may use to fulfill the requirements of subparagraph (A) of this subsection.



# Healthy Schools Act

§ 38–824.02. Physical and health education requirements. (Cont'd)

- **(2)** For the purposes of this subsection, the term:
- **(A)** "Consent" means words or overt actions indicating a freely given agreement to a physical act or contact within the course of an interpersonal relationship. Consent to a physical act or contact may be initially given but withdrawn at any time. Lack of verbal or physical resistance or submission by the victim due to his or her mental or physical incapacitation or impairment, or the use of force, threats, or coercion shall not constitute consent. Past words or actions indicating freely given agreement to a past physical act or contact shall not constitute consent to a future physical act or contact.



## DC Minor Consent Laws

- 600.7 A minor of any age may consent to health services which he or she requests for the prevention, diagnosis, or treatment of the following medical situations: (a) Pregnancy or its lawful termination; (b) Substance abuse, including drug and alcohol abuse; and (c) A mental or emotional condition and sexually transmitted disease.





# 3Rs Curriculum Set-Up



# Each Lesson will Contain:

- National Sexuality Education Standards Alignment
- Advanced Preparation for Lessons
- Time of Lesson
- Materials Needed
- Learning Objectives
- Facilitators Notes (throughout the lesson)
- Procedure of Activities

## Is It Abuse If...?

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum  
Fostering responsibility by respecting young people's rights to honest sexuality education.*

### NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

**PS.12.CC.1** – Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.

**PS.12.IC.2** – Identify ways in which they could respond when someone else is being bullied or harassed.

**HR.12.IC.1** – Demonstrate effective strategies to avoid or end an unhealthy relationship.

**TARGET GRADE:** Grade 11  
Lesson 3

**TIME:** 50 Minutes

### MATERIALS NEEDED:

- White board and markers
- Laptop or desktop computer and internet connection

### ADVANCE PREPARATION FOR LESSON:

- Either download the video, "The Signs," from <https://vimeo.com/85676862>, or ask your IT person to make sure that URL is unblocked for use in class.

### LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two characteristics of five different types of relationship abuse. [Knowledge]
2. Explain what, in their own opinion, does and does not constitute relationship abuse. [Knowledge, Affect]
3. Name one online and one hotline resource teens can use to get help if they or someone they know is in an abusive relationship. [Knowledge]

### A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.



# Each Lesson will Contain Cont'd

and internet connection

- LCD projector and screen
- Speakers to project sound from video
- Five sheets of newsprint paper
- Five markers
- Extra pencils in case students don't have their own
- Masking tape
- Worksheet: "Is It Abuse If...?" – one per student

## PROCEDURE:

**STEP 1:** Say, "There are a lot of myths out there about sexuality and relationships – particularly as it relates to teens. One myth is that relationship abuse doesn't happen in teen relationships. That's what we're going to talk about today. Actually, statistics show that relationship abuse of all kinds is as prevalent in teen relationships as it is in adult relationships. Often, people can't always tell whether their relationship is abusive or whether they're just going through a rough time with a partner. We're going to figure that out today, along with what to do when you realize you're in an unhealthy or abusive relationship."

Say, "There are a number of different categories of relationship abuse: Physical, Emotional, Psychological, Sexual and Financial." As you name these, write them on the board. "Physical abuse is exactly what it sounds like – hurting someone physically in some way. Emotional abuse is making someone feel bad about themselves by taking away



## Is It Abuse If...?

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

their sense of self or self-esteem. Psychological abuse is using threats or intimidation to frighten someone or make them feel like they're losing touch with reality. Sexual abuse is similar to physical abuse, although the abuse is sexual in nature. Finally, financial abuse is when the finances in a relationship – or a person's potential to earn or have money – are controlled by one person. Let's explore what each of these mean." (5 minutes)

**STEP 2:** Count the class off by fives and assign each group one type of abuse. Give each group a blank sheet of flipchart paper and a marker. Say, "Given the definitions I just shared, please work in your groups to come up with some specific behaviors that would occur under your category. For example, under the physical abuse category would be 'hitting.' Each group will come up with their own unique lists, but there may be some overlap from time to time." Answer any questions and tell the class they have about five minutes in which to complete their brainstorming. (8 minutes)

**STEP 3:** Stop the groups after about 5 minutes. Ask each group to present what they came up with. Do this by asking one group to contribute one or two of their answers, then go to the next group and ask them to do the same. Continue around the room until all ideas are shared.

Sample responses should include:

### PHYSICAL

- Hitting
- Kicking
- Slapping
- Punching
- Pinching
- Restraining



# Accessing 3Rs Lessons using the 3R's website

<https://3rs.org/3rs-curriculum/3rs-curric-search/>



Clear Filters

LANGUAGE ▾    GRADE (+)    TYPE (+)    TOPIC (+)

- Lesson Plan
- Pregnancy Options
- Puberty
- Relationships
- Sexual Abuse/Assault Prevention
- Sexual Orientation/LGBTQ
- STD/HIV

LESSON PLAN / KINDERGARTEN / CONSENT

### Lesson 3: My Space Your Space

This lesson educates students on what

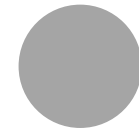
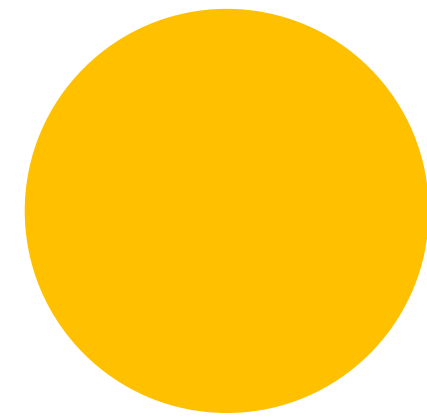
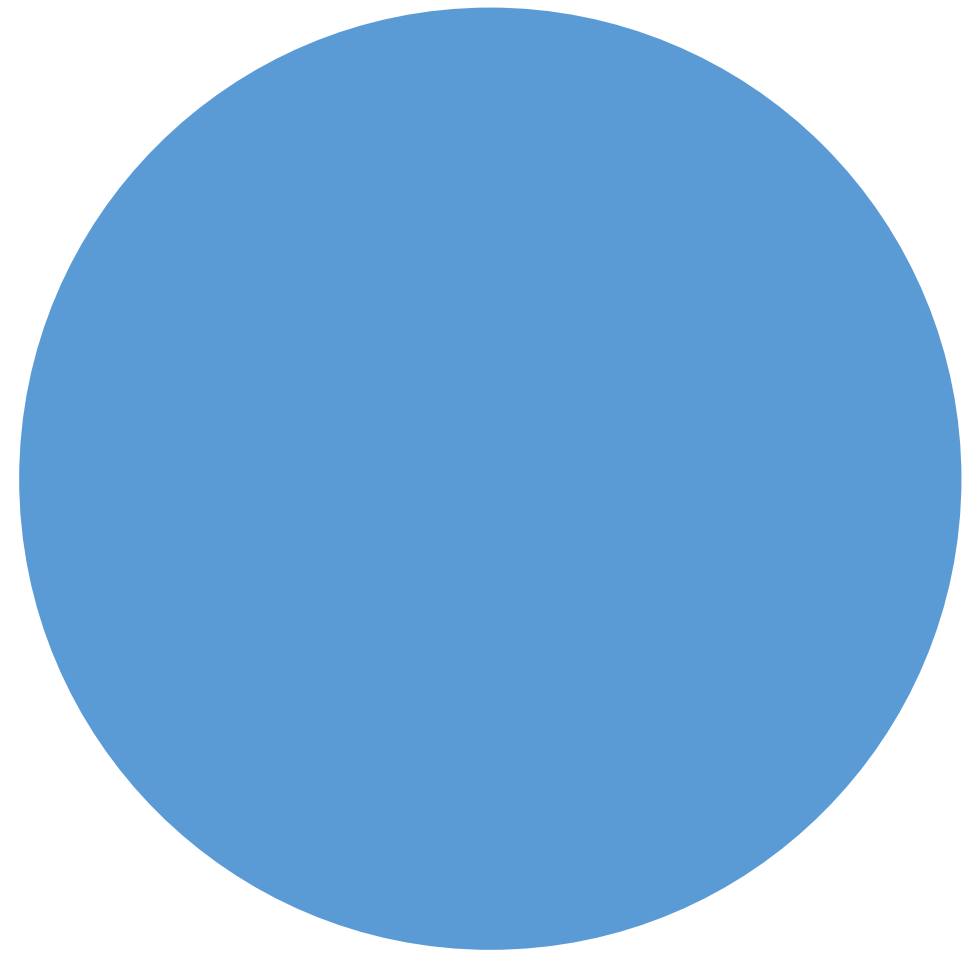
LESSON PLAN / 2ND GRADE  
ACCESSING INFORMATION  
RESOURCES

### Lesson 2: Bullying Is Never OK



## 3R's: How to Access Lessons on Canvas

- <http://bit.ly/DCPSTeach>
- <http://bit.ly/DCPSSexualHealth>



# Modeling 3Rs Lesson





# Responding to Challenge Questions





## Tips for Responding to Challenging Questions

- Stall for time
- Clarify by asking a question
- Turn the Situation back to group
- Refer the person to someone else
  
- If you don't know the answer, say "I don't know the answer, let me follow-up with you on that"
- Explore a concept with the student
- Remain Calm!!



# Practice on Gender Neutral Language and Managing Disclosures



# Note for 3Rs Teachers Guide

"Gender non-conforming students can be of any sexual orientation and are at particular risk for teasing, bullying and social isolation. They are also often rendered invisible by a curriculum and rarely see themselves or people like them in the lessons and teachers' examples throughout the curriculum. Teachers are encouraged to work actively against stereotyped assumptions of how their students should behave based on gender."



# Tips on Gender-Inclusive Language

- Curriculum scenarios may use:
  - "They" instead of "Her" or "Him",
  - Gender neutral names
  - Refer to "Someone with a vulva" vs. Girl or Woman
- You will need to determine how much and often you can do this in your classroom
- In some scenarios, ask students if they had a gender in their heads when they read the prompts. Process with students why they thought that and ask if the gender changed how would that impact scenario



**PRACTICE!!**



# Consideration for Self- Disclosure

- Ask yourself "why would I want to do this?"
- Age of the students
- The type of disclosure you are considering (Active Vs. Passive)
- District policies and guidelines
- Once it is out you cannot take it back
- The disclosure may carry more weight than general information



# Consideration for Self- Disclosure

## When You Might Choose to Disclose

- Students or class with whom you have established a strong relationship in which there is a lot of trust
- Only when it enhances students' learning and the example makes a good educational point that is consistent with the goals of the lesson or the curriculum

## When NOT to Disclose

- For an ego-enhancement, to get a laugh, or to make others like you
- When is it about your personal sex life
- When it is something that you wouldn't want someone else sharing about themselves
- When it could jeopardize the future education or safety of students



# Questions?!





# Health, PE, LGBTQ & Sexual Health Program Contacts

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