

# *Comprehensive Sexual Health Education Instructional Materials Review 2022*

## Rights, Respect, Responsibility WA Middle School

**Year Published/Revised:** 2022 – Washington-specific version

**Publisher:** Advocates for Youth

**Website:** <https://www.3rs.org/download-3rs/>

**Full or Supplemental:** Full

**Grade Level:** Middle School (6-8)

**Student Population:** General

**Duration/Number of Lessons:** 6th Grade: 10 lessons, 50 min. each; 7th grade: 9 lessons, 50 min. each; 8th grade: 15 lessons, 50 min. each

**Format and Features:** Downloadable materials, PDFs, PowerPoints; Support for online or in-person learning

**Available in Multiple Languages:** English and Spanish

**Evidence-based/informed:** Yes

**National Standards Alignment:** National Health Education; National Sexuality Education

**Consistent with WA Health Education Standards?** Yes (this version)

**Consistent with Comprehensive Sexual Health Education Law?** Yes (this version)

**Consistent with AIDS Omnibus Act?** Yes

**Inclusive Materials/Strategies:** Yes

**Bias-Free Materials:** Yes



## Primary Subject Areas and Topics Required by Law:

- ☒ Anatomy and Physiology, Reproduction, and Pregnancy (Pregnancy for Grade 6+)
- ☒ Growth and Development/Puberty
- ☒ Self-Identity (gender stereotypes, gender identity, sexual orientation, etc.)
- ☒ Prevention (general)
  - ☒ HIV/AIDS Prevention
  - ☒ Pregnancy Prevention
  - ☒ STD Prevention
  - ☒ Health Care and Prevention Resources
- ☒ Healthy Relationships (general)
  - ☒ Affirmative Consent
  - ☒ Bystander Training
  - ☒ Intrapersonal and Interpersonal Communication Skills for Healthy Relationships
  - ☒ The development of meaningful relationships and avoidance of exploitative relationships
  - ☒ Understanding the influences of family, peers, community, and the media throughout life on healthy sexual relationships

## Reviewer Comments:

*(Note: changes were made by the publisher after this review, based on reviewer comments)*

### **Accuracy**

*Reviewer 223*

Citations are missing which is particularly problematic at the middle school level.

*Reviewer 224*

This resource received a 3 because there are some omissions and inaccurate claims. However, the errors they tend to be of less medical significance than inaccuracies in similar resources.

Incomplete Information and inaccuracies:

- Discussion about the following methods is missing: internal condoms, diaphragm, sponge, fertility awareness, and spermicides. Similarly, the recommended video



references only a limited set of birth control methods, notably omitting IUD (8- Birth control basics).

- Condoms also provide protection for HPV, in addition to the diseases listed (STDs protecting your health)
- In addition to diseases listed, lice and scabies can be spread through skin-to-skin contact (STDs protecting your health)
- In addition to the errors listed on page 3, another error would be keeping a condom in a place where it gets a lot of abrasion (Using a condom)
- The statistics about efficacy of different birth control methods are somewhat misleading because they reflect perfect use, rather than commonly accepted real-life conditions (8- Birth control basics).
- Slide 2 inaccurately depicts the placement of the stomach in the body (Reproduction basics power point)

## Full

*Reviewer 201*

I appreciate that each lesson has a short “note about language” in it. This is a good reminder to teachers like me who have been teaching this a while and are trying to be better about using inclusive language. I liked the activities, and the PowerPoints are simple and clear. I also appreciate how the lessons on gender asked students to look at how stereotypes and messages affect all students – not just the ones that may not identify with their assigned sex. I think lessons like these will help students empathize with transgender and nonbinary students.

*Reviewer 203*

I appreciate the advanced preparation in place and availability of bringing in school counselors for the session. Setting the tone with discussing national and local laws is crucial, and valuable to this series. Addressing safety with online activity is timely and developmentally appropriate for this age group. There is value in doing the role playing in small groups, and unclear with exercises (ex: 6th grade communicating about a sensitive topic Step 1-3, if this is the whole class/group working together or in small groups? Recommend small groups to allow for trust, vulnerability, and growth. Would like to see more activities where students practice anticipating uncomfortable situations and rehearsing/practice saying statements to someone who is pressuring them. I like the way the curriculum addresses identifying healthy and unhealthy relationships and feel this activity of rehearsing how to engage in these conversations would be appropriate or integrated into “making smart choices” segment.

*Reviewer 216*

The WA 3Rs curriculum is overall well designed for middle school. Particularly, the lessons on sexuality and gender identity, boundaries, healthy/ unhealthy relationships, and sexual assault and abuse are well done. The lessons include resources and materials that are relatively accessible for most facilitators (Internet access needed). Some materials/activities in the



curriculum as formatted awkwardly and have cut off text. Some materials such as external videos, use dated language or imagery. These include the use of terms which may need content warnings and further class discussion to explain the impact of slurs, as well as the impact of the exclusion of Trans+ youth through binary language use.

These issues exist in the teacher tips and actual curriculum text as well though are much less frequent and could be amended at the facilitator level as well. (e.g., the assignment that has students plan how to avoid getting, or if they've already had one, avoid getting another STI in the future. The reality is some youths are born with or are infected with an STI in non-sexual ways from family early on, and the phrasing in this activity places the onus on students to avoid this clearly deemed negative outcome again. Which could make students insecure or feel unable to be healthy and safe sexual beings etc.) Beyond issues such as this, the WA 3Rs is quite robust and progressively and inclusively executed.

#### *Reviewer 217*

Overall, the materials are clear, easy to follow, include a variety of teaching strategies and methods, allow for student interaction, and are inclusive. Some specific lessons and observations that could be problematic include the following: Would be great to see more examples of non-binary or gender fluid folks. 6th grade, lesson 2 could better describe the difference between sex and gender. Grade 6 lesson 3 is meant to focus on boundaries but focuses a lot on sexual assault. Conversation could have been broader. Lesson 4 gives diet as an example of abstaining from something. Wish this were not the example.

Some lessons in 6th and 7th grade use what feels like scare tactics re abstinence, STDs, HIV. Grade 7, lesson 6 references identities and names a profession and sexual orientation as identities, which can suggest sexual orientation may be a choice, like a profession is. Lesson 11 has a link that doesn't go directly to what it claims. I appreciate that cyber safety is included here. Grade 8, lesson 7 "Rape: Get the Facts" video feels outdated. Also, video, "The Signs" depicts a survivor who is a white girl, with an abuser who is a POC."

