

Support makes everything possible.



Rights, Respect, Responsibility

The Advocates for Youth's *Rights, Respect, Responsibility* curriculum is based on the belief that:

- Youth have the right to honest sexual health information and equitable opportunities to reach their full potential.
- Youth deserve respect and to have their experiences be valued.
- Young people have the responsibility to protect themselves.
- Society has the responsibility to provide young people with all of the tools they need to safeguard their sexual health.



California Healthy Youth Act

Mandated by the State of CA.

Comprehensive sexual health and HIV prevention instruction must be:

- Taught at least once in middle school and at least once in high school.
- Age-appropriate if taught earlier than grade 7 and instruction must align with the general provisions (§§51930-3) and may include any of the general topics (§51934).
- Medically accurate, objective, and unbiased (§51933).
- Appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners (§51933).



All sexual health and HIV prevention instruction must:

- Promote understanding of sexuality as a normal part of human development.
- Provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
- Encourage a pupil to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.

Parent/Guardian Notification

- You have the right to be notified of the sexual health and HIV prevention instruction that will be held at your school site.
- Notification will be given at least 14 days prior to instruction.
- Parents/guardians must be notified at the beginning of the school year:
 - Comprehensive sexual health and HIV prevention instruction will be taking place.
 - Curriculum materials are available for parent/guardian preview.
 - You may excuse your child from instruction by providing an electronic or written request to the school.

Parent/Guardian Rights

Previewing Materials	Excusing Child from Instruction
<ul style="list-style-type: none">• You have the right to preview all sexual health and HIV prevention instructional materials at the school site or online.• May also preview materials during a Parent Preview (virtual or at school site if open), or arrange a meeting with your child’s teacher.• Resources for previewing instructional materials are also available on our website.	<ul style="list-style-type: none">• In order to excuse your child from the sexual health instruction, you must state your request electronically or in writing to the teacher.• California requires “passive consent” for sexual health instruction, meaning if no opt-out note is provided by the parent then the student receives the instruction.

Privacy and Safety During Online Instruction

If delivered via an online learning format, it is important for families to ensure that:

- Students have headphones or a private space away from younger children to participate in these lessons.
- Students should not record or distribute any of the instructional material without their teacher's permission.

3Rs Curriculum Overview



- Aligned with [National Sexuality Education Standards](#) and [CA Ed Code](#)
- 10 lessons
- Taught by trained classroom instructors
- Activity and skills-based instruction
- Homework in the following lessons: 1, 3, 4, 5, 6, 7, 9, 10
- View classroom-based lessons [here](#).

Online 3Rs Curriculum Overview



- 10 lessons based on Board-approved 3Rs curriculum
- Can be delivered synchronously or asynchronously
- Modified to be:
 - Delivered in less time, in about 20-minutes
 - Group activities modified to be individual activities
 - Students will spend an additional 15-20 minutes of asynchronous independent work
- View online lessons [here](#).

Lesson Sequence

Typically Taught in Biology Classes

1. ***Understanding Gender*** – gender, gender identity, and sexual orientation
2. ***Sexual Decision Making*** – decision-making skills and analyzing influences
3. ***Rights, Respect, Responsibility: Don't Have Sex Without Them*** – consent, respectful relationships, and decision-making skills
4. ***Planning and Protection: Avoiding or Managing STIs*** – STI and HIV prevention
5. ***Getting Savvy about STI Testing*** – STI and HIV testing and treatment
6. ***Know Your Options*** – pregnancy prevention, including abstinence and birth control
7. ***Using Condoms Effectively*** – correct condom usage
8. ***What Are My Reproductive Rights?*** – laws relating to minors access to healthcare
9. ***Is It Abuse If ...?*** – how to identify relationship abuse and resources for teens
10. ***My Life, My Decisions*** – messages that impact sexual decision-making, who to talk to

Lesson 1

Understanding Gender

Objectives

Students will be able to ...

- Explain the meanings of gender, gender identity, and sexual orientation.
- Define different gender expectations in our culture.
- Identify where they receive messages about gender expectations.

Activities

Students will ...

- Brainstorm what they think gender means and its difference from sexual orientation.
- Reflect on messages they have received regarding how people assigned “female” and “male” genders should act.
- Examine these gendered messages by trying to describe images of people without using gendered terms.

Homework: *I Am Jazz*

Students will watch a video about a transgender girl and answer reflection questions regarding the girl’s and her parents’ experiences.

Lesson 2

Sexual Decision Making

Objectives

Students will be able to ...

- Identify reasons someone might or might not choose to engage in sexual activity.
- Determine questions that can help someone decide whether they are ready to become sexually active with a partner.
- Articulate sexual boundaries with a partner.

Activities

Students will ...

- Brainstorm what things might indicate that a person ready to have sex with a partner.
- Read and reflect on a list of questions that can help someone determine if they ready to responsibly engage in sexual activity.
- Practice setting sexual boundaries in dramatic activities (role play or script writing).

Homework: N/A

Lesson 3

Rights, Respect, Responsibility: Don't Have Sex Without Them

Objectives

Students will be able to ...

- Define the terms consent, coercion, and incapacitated.
- Differentiate between situations in which consent is clearly given when it is not.
- Demonstrate understanding that clear consent is part of a respectful relationship.

Activities

Students will ...

- Watch two videos on sexual consent and discuss the portrayed situations.
- Read situations involving sexual consent and reflect on whether clear consent was given.

Homework: *Putting It Into Practice: Getting and Giving Consent*

Students will pay attention and record circumstances during the next week in which they asked permission of someone for something and times that that gave someone permission for something.

Lesson 4

Planning and Protection: Avoiding or Managing STIs

Objectives

Students will be able to ...

- State that abstinence from sexual activity and needle sharing are the only ways to 100% avoid STI and HIV transmission.
- Explain why sexual activity with a partner and sharing needles puts a person at risk for STIs and HIV.
- Identify youth-serving health clinics in their community that provide STI/HIV testing and treatment.

Activities

Students will ...

- Watch a video about myths related to STIs
- Review ways to prevent STIs/HIV and answer questions about what they have learned.

Homework: *STI/HIV Investigative Reporting!*

Students will interview students and a parent or trusted adult about STI/HIV prevention, check their answers via reliable online and print resources, and correct any misconceptions or misinformation.

Lesson 5

Getting Savvy about STI Testing

Objectives

Students will be able to ...

- Describe the nature of HIV and how it is transmitted, prevented, and treated.
- List reasons why someone may or may not choose to get tested for STIs/HIV.
- Describe legal rights for minors to access STI/HIV testing and treatment.
- Communicate with parents and trusted adults about HIV stigma and current HIV treatments.

Activities

Students will ...

- Brainstorm reasons why people would choose to or not choose to get tested for STIs/HIV.
- Craft responses to encourage people who are sexually active to seek STI/HIV testing.
- Locate local STI and HIV testing sites.
- Identify online resources for medically accurate STI/HIV information.

Homework: *HIV Now – Testing and Treatment Today!*

Students will read medically accurate online or print resources to answer questions about HIV and current HIV prevention and treatment recommendations and conduct an interview with a parent or trusted adult about HIV stigma and how perceptions of HIV might have changed.

Lesson 6

Know Your Options

Objectives

Students will be able to ...

- List effective birth control methods for teens.
- Analyze factors that contribute to successful use of birth control.
- Identify reasons that teens might use birth control other than for pregnancy prevention.

Activities

Students will ...

- Brainstorm reasons why people may or may not wish to use birth control.
- Investigate birth control options that are recommended for different circumstances.
- Reflect on the activity and how they might apply this information to their own or their friends' lives.

Homework: *Emergency Contraception Investigation*

Students will read through online or print resources to answer questions about emergency contraception and reflect on situations when emergency contraception could be recommended.

Lesson 7

Using Condoms Effectively

Objectives

Students will be able to ...

- Describe the correct steps to using an external condom.
- Describe how an internal condom is used and its similarities/differences as compared to an external condom.

Activities

Students will ...

- Learn the correct steps to using an external condom.
- Watch condom demonstrations that show the correct steps for using an external and an internal condom.
- Discuss other barrier methods to prevent STI/HIV transmission.

Homework: *Media Hunt: Did They Use Condoms?*

Students will record instances in age-appropriate media over the next week in which sexual situations or discussions occur and record whether condoms were used or discussed.

Lesson 8

What Are My Reproductive Rights?

Objectives

Students will be able to ...

- Apply reproductive laws and legally available pregnancy options to situations involving an unplanned pregnancy.
- Describe teenagers' legal reproductive rights that can assist in sexual decision-making.

Activities

Students will ...

- Explore their legal reproductive rights by researching information on several medically accurate and age-appropriate online resources.
- Examine a real-life scenario involving an unplanned pregnancy and recommend legal options based on California's reproductive rights for minors.

Homework: *N/A*

Lesson 9

Is It Abuse If ...?

Objectives

Students will be able to ...

- Describe characteristics of different types of relationship abuse.
- Identify online and hotlines resources that teens can use to seek help if in an abusive relationship.

Activities

Students will ...

- Learn definitions of different types of relationship abuse.
- Brainstorm examples of each type of abuse.
- Analyze real-life scenarios and determine whether the situation indicates abuse.

Homework: *Trafficking Prevention*

Students will watch a video about Human Trafficking in San Diego and answer questions about trafficking based on the video

Lesson 10

My Life, My Decisions

Objectives

Students will be able to ...

- Name messages about sexuality that they receive from people in their lives and the impact these messages have on their decision-making.
- Identify additional factors that have impact on their sexual decision-making.

Activities

Students will ...

- Reflect on the messages about sexuality that they receive from different people in their lives.
- Analyze how these messages affect their decisions regarding sexuality.
- Discuss what they would do, or what advice they would give, in different situations involving sexuality.

Homework: *Value and Beliefs Interview*

Students will select a parent, caregiver, or other trusted adult to interview about sexuality messages that they received when they were young and their values surrounding these topics now.

Have Questions?

Please contact your child's school Principal with questions about the online Sex Ed curriculum.

Find the Principal's contact information on the school's website. Click [here](#) for a list of school websites.

