health

rights

identities

sex ed saves

Amplifying Youth Voice through Sex-Positive Education

24 Modules, Materials, and Instructor Manual for Grades 6-12

ICAH

Created by youth, for youth, in partnership with the
ILLINOIS CAUCUS FOR ADOLESCENT HEALTH

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Introduction

Background and Educational Philosophy

The Illinois Caucus for Adolescent Health (ICAH) is a network of empowered youth and allied adults who transform public consciousness and increase the capacity of family, school and healthcare systems to support the sexual health, rights and identities of youth. We envision a world in which all young adults in Illinois use their power to achieve health and well being in their own lives and for their communities. ICAH's sexuality education curriculum is in accordance with ICAH's mission, vision and reproductive justice and youth development frameworks. ICAH believes that all youth should be safe, affirmed and healthy.

We recognize that stigma and shame emerge from oppressive systems that interfere with youth access to the safe relationships and environments essential to creating safe spaces for sexuality. We know that youth are capable of making decisions about their bodies, health, and lives and believe they should have access to supports to help them make informed decisions. Adults have a duty to support youth by reaching a standard of knowledge and remain up-to-date in order to provide comprehensive sexuality education, the only appropriate way to protect and strengthen the sexual health, rights, and identities of youth. We know that youth both have given families, as well as chosen families (consisting of people other than biological relatives such as friends, partners, and trusted adult allies). ICAH encourages safe, affirming, and healthy conversations between youth and their given and chosen families, and believes that positive health outcomes result from comfortable and accurate conversations between youth and their given and chosen families.
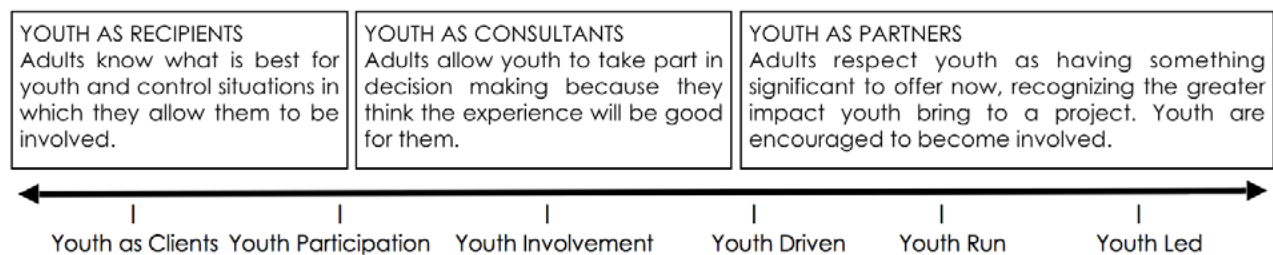
All ICAH curriculum reflects a youth-friendly approach to sexuality education that is:

- Medically Accurate – refers to anatomical parts with anatomical names; refutes myths with facts
- Developmentally & Age-Appropriate – is tailored to the age of the of the young person
- Culturally Sensitive – uses current media and materials that are youth-created when possible
- Trauma-Informed – recognizes and responds to the impact of trauma on the lives of youth
- Harm and Risk Reductive – meets youth where they are at by providing small step options for behavioral change
- Sex Positive and Pleasure-Centered – asks 'is it safe?' and 'is it consensual?'; includes pleasure in the conversation about sex acts, not just consequences
- Inclusive of Youth of All Sexual Orientations and Gender Identities – avoids assuming a young person's sexual or gender identity; provides diverse information based on sexual or gender identity.
- Pro-Choice – always provides information on all pregnancy options.

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Models of Youth Engagement

There are multiple levels that youth take part in decision-making roles within an organization. The effectiveness of each level of youth engagement often depends upon the level of leadership youth have in decision-making power. While youth can be active in countless ways, it is most important that youth are involved with an organization at a level where they can work in partnership with adult allies who are supportive and cognizant of their input and actions.

Below are several different levels of youth engagement in an organization. The models listed to the left of the diagram are adult-run methods of leadership with little or no partnership with youth. From left to right, the diagram progresses into models that emphasize youth-adult partnerships. The models at the bottom are more specific examples of each of the three models listed at the top. This spectrum does not hold implicit bias- youth-led programs aren't "better than" programs with youth as clients. Programs fall on different parts of the spectrum depending on population need.

YOUTH AS RECIPIENTS	YOUTH AS CONSULTANTS	YOUTH AS PARTNERS
Adults know what is best for youth and control situations in which they allow them to be involved.	Adults allow youth to take part in decision making because they think the experience will be good for them.	Adults respect youth as having something significant to offer now, recognizing the greater impact youth bring to a project. Youth are encouraged to become involved.

Youth as Clients   Youth Participation   Youth Involvement   Youth Driven   Youth Run   Youth Led

Here are definitions of the six models of youth engagement listed at the bottom of the diagram:

Youth as Clients – Youth have little or no decision-making power but are only present to fulfill the needs of the organization. All work they do is typically overseen and controlled by adults.
Youth Participation – Youth participate in decision-making roles, sometimes overseen and solicited by adults. Youth have little or no power in running the organization.
Youth Involvement – Youth participate and sometimes lead decision-making roles.
Youth Driven – Youth have strong leadership roles, often times in partnership with adults. Much of the work is done with support from adults.
Youth Run – Youth operate most leadership and decision-making roles, as well as manage the organization. Adults usually work as partners and allies, but typically do not have authority over work being done by youth.
Youth Led – Youth are in every leadership and decision-making role within an organization, with occasional help and support from adults. Generally, adults fill in to do work that youth are not able to do.

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How to Use This Book

This book is a collection of 18 workshops, 8 intended for youth in grades 6-8 and 12 intended for youth in grades 9-12. Though the workshops are written sequentially, they can also be facilitated on their own. Each workshop includes a one-page overview with a short description, goals for the workshop, list of materials needed, and curriculum standards aligned with the National Sexuality Education Standards, Illinois Social-Emotional Learning Standards, and Common Core English-Language Arts Standards. All workshop activities include time estimates, but, if time allows, many of the activities can be lengthened to encourage more in-depth conversation. In addition, you will find the handouts needed for each workshop at the end of the facilitation guide. The materials list also includes items that you will provide, including butcher paper, index cards, Post-it notes, etc, as well as ICAH's zines and instruction cards, which you will find at the end of this Introduction.

Choosing Facilitators

Choosing a facilitator to deliver sexuality education curriculum is important in ensuring that the conversation is meaningful and productive, and that young people are comfortable and able to ask questions. All workshops in this book are designed to be provided by a youth peer educator in partnership with an adult ally. ICAH employs this peer education strategy to facilitate frank, honest conversations between youth. Numerous longitudinal studies have proven that young people are more likely to comprehend information, and therefore change their beliefs and behaviors, if the deliverer of that message looks like them. Peer education builds on the power of influence young people have in each other's lives while treating youth as experts of their own experiences.

Qualities of a Positive Peer Educator

Positive youth peer educators help to create safe, shame-free spaces where their peers feel comfortable talking about sex and sexuality. Positive peer educators:
• Are non-judgmental.
• Are good sources of accurate information, but not pretending to know things they do not know.
• Ask questions.
• Are clear about confidentiality.

It is important to prepare youth for their role as peer educators by providing them appropriate training and support.

Qualities of an Adult Ally

Similar to positive peer educators, adult allies work to create supportive, youth-friendly spaces. ICAH defines an adult ally as a person who is not a youth, but who works to end oppression by supporting and advocating for the inclusion of youth as partners in school, healthcare, and family systems. In education, adult allies work to create safe spaces where young people feel comfortable talking about sex and sexuality, and help peer educators answer questions and facilitate discussion. Strong adult facilitators of sexuality education reach a standard of knowledge and remain up to date on health information in order to provide medically accurate

comprehensive sex education. Beyond ensuring that information is accurate, adult allies ensure that the way they deliver the information helps to create safe spaces. Thoughtful communication, welcoming body language, and the right physical space can go a long way in cultivating a youth-friendly approach.

Communication
- Always make confidentiality clear.
- Lead by listening; ask open-ended questions.
- Talk my talk; avoid overly complicated language.
- Check-in with youth to make sure they understand.
- Affirm questions, curiosities, and experiences.

Body Language
- Smile!
- Uncross arms and avoid fidgeting.
- Be at eye level of young people or below.
- Be engaged, and aware of your facial expression.

Physical Space
- Share the space, and don't crowd.
- Give youth ownership over space; ask where they want to sit and how they want rooms set up.
- Have a visual youth presences through art, pictures, etc.
- Use natural lighting if possible.

List of Activity Materials, Handouts, and Worksheets

Puberty and Development
Puberty Changes Category Labels
Physical/Chemical Changes Cards
Anatomy 101
Body Part Cards
Function Cards
Anatomy worksheet
Sexual Identity (6-8)
Genderbread worksheet
Sexual Orientation Terms and Definitions
Cards
Ally Scenario Cards
Sexual Health (6-8)
Youth Guide to Sexual Health zine
External Condom Instruction Cards
Internal Condom Instruction Cards
Sexual Rights (6-8)
Youth Guide to Sexual Rights zine
Youth-Friendly Clinics handout
Resources Beyond the Classroom (6-8)
Accuracy Spectrum
Resource Accuracy Checklist worksheet
Sexuality and Sensuality
Body Map worksheet
Sexual Identity (9-12)
Genderbread handout
Sexual Orientation Terms and Definitions
Cards
Ally Scenario Cards
Sexual Health (9-12)
Youth Guide to Sexual Health zine
External Condom Instruction Cards
Internal Condom Instruction Cards
Sexual Rights (9-12)
Youth Guide to Sexual Rights zine
Parental Consent worksheet
Youth-Friendly Clinics handout
Boundary-Setting and Risk Reduction
Youth-Friendly Boundaries Checklist
worksheet
Risk Spectrum
Healthy Interpersonal Relationships
Youth-Friendly Boundaries Checklist
worksheet
Sexual Harassment
Harassment-Flirting Spectrum
Harassment-Flirting Cards

Understanding the Options: Pregnancy and Pregnancy Prevention
Youth Guide to Sexual Health zine
Pregnancy Prevention Methods
Information Cards
Pregnancy Options pocket zine
Chutes and Ladders worksheet
HIV Prevention
Truth and Lies Cards
Youth-Friendly Clinics handout
Healthy Community Relationships
Health for All Assessment worksheet
Accuracy Spectrum
Resource Accuracy Checklist worksheet
Media Justice
Chris Brown and Rhianna Image
Advertising Images
Peer Education
Youth Guide to Sexual Health zine

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[SAMPLE MODULE] Sexual Health: Communication, Sexually Transmitted Infections (STIs), and Barrier Methods

Sexual Health is an introduction to common STIs, including methods for reducing personal risk of infection. During the workshop, youth practice communicating with partners through role-play, learn about sexually transmitted infections, and receive demonstrations of the correct use of barrier methods.

Learning Objectives:

- Distinguish between effective and ineffective communication
- Practice effective communication skills
- Identify common STIs and how they are transmitted
- Describe barrier methods and how they are used correctly

Curriculum Standards Alignment:

NSES:	SELS:	ELAS:
HR.8.IC.1 – Demonstrate communication skills that foster healthy relationships SH.8.CC.1 – Define STIs, including HIV, and how they are and are not transmitted SH.8.SM.1 – Describe the steps to using a condom correctly	2A.3b – Analyze how one's behavior may affect others 2D.3a – Evaluate strategies for preventing and resolving interpersonal problems	CC.8.R.I.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) CC.8.SL.1.b – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individuals roles as needed

Audience: Grades 6 – 8
Time Required for Workshop: 50 – 75 minutes

Materials Needed:
- Assertive Communication butcher paper
- Sexual Behavior butcher paper
- STI chart butcher paper
- Youth Guide to Sexual Health zines
- Internal and External Condom Instruction Cards
- External (male) condoms
- Internal (female) condoms
- Water-based lubricant

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Time	Description	Facilitator Talking Points	Materials
5 min	**Introduction**	Introduce facilitators.	
		Describe purpose: *Today we're going to talk about how safer sexual activity is the most pleasurable sexual activity. We want to acknowledge that abstinence is the only 100% safe method to protect yourself from STIs and unplanned pregnancy. But if you do decide to engage in any sexual activity, we want to reduce the risk of infection and unplanned pregnancy.*	
		Set group agreements.	
5 min	**Pass the Clap Icebreaker**	Standing in a circle, pass a clap around the circle to your right while saying a word you associate with sex. This is to create a comfortable, accessible space and to note our associations with sex. *How many of you connected safety with sex, like by mentioning condoms or other ways to reduce the risk of infections? How many connected pleasure? How many connected to abstinence?*	
10 min	**Effective Communication Styles Role-play and Discussion**	*What does passive communication look and sound like? Aggressive? Assertive?* Model both vocal and body language examples of each communication style.	
		Ask for role-play volunteer willing to play your friend. *You and I have been friends for a while and sometimes borrow each other's things. Last week you borrowed my favorite sweatshirt and returned it to me with a big stain on it. I'm trying to confront you about this and ask you to fix it somehow. In this scenario, your job is to tell me No (Even though we know this isn't what you would do in real life).* Play out passive and aggressive behavior, asking the audience to guess which communication style you were performing when you finish.	

[Following the full schedule, materials are provided for photocopy and printing purposes in order to successfully facilitate this module.]

To preorder your printed copy, please go to http://icah.org/sexedsaves.

If you have questions, please contact info@icah.org.