



**WASHOE COUNTY SCHOOL DISTRICT
SEXUALITY, HEALTH AND RESPONSIBILITY
EDUCATION COMMITTEE**

Wednesday, January 30, 2019 at 5:30 p.m.
WCSD Administration Building Board Room
425 E. 9th Street, Reno, Nevada 89512

AGENDA

1. OPENING ITEMS

- 1.01 Call to Order - 5:30 P.M., WCSD Administration Building, 425 East 9th Street, Board Room, Reno, Nevada 89512
- 1.02 Roll Call

2. DISCUSSION, PRESENTATION AND ACTION ITEMS - Public comment: any individual may address the public body concerning any action item listed below. A completed "Citizen's Right to Speak" card must be submitted to the public body at the meeting. During the discussion of the item, the Chair will invite the individual to come forward to speak. Individuals are limited to three minutes per item.

- 2.01 ACTION TO ADOPT THE AGENDA – Please Note: Items on this agenda may be taken out of order; the public body may combine two or more agenda items for consideration; and the public body may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. **The meeting will end at the conclusion of all items on the agenda, or the Chair will not entertain any new agenda items under Section 2 of this agenda at or near 8:00 PM. At or near 8:00 PM, the Chair will move to Section 3 of this agenda. Any items under Section 2 of this agenda not considered will automatically move to the next SHARE agenda.** (For Possible Action)
- 2.02 Presentation regarding the goals and objectives of the SHARE Advisory Committee based on direction of the Board of Trustees related to the adoption of curriculum that is non-discriminatory in nature and which provides equal protection to all students (For Presentation Only)
- 2.03 Approval of the minutes of the meeting of the Sexuality Health and Responsibility Education Committee from October 16, 2018 (For Possible Action)
- 2.04 Presentation, Discussion, and Possible Action to Recommend to the S.H.A.R.E Coordinator Revision to the Proposed Sexuality, Health and Responsibility Education (S.H.A.R.E.) High School Curriculum, to include Lesson Plans and Accompanying PowerPoint Presentation Materials, for Draft Lesson One, and concepts proposed to include the meaning of gender, gender identity, and sexual orientation; components of sexual orientation; and gender expectations; and moving and/or revising the concepts within the Current Lesson One, Reproductive Systems and Pregnancy, to elsewhere within the curriculum. (For Possible Action)
- 2.05 Presentation, Discussion, and Possible Action to Recommend to the S.H.A.R.E Coordinator Revision to the Proposed Sexuality, Health and Responsibility

Education (S.H.A.R.E.) High School Curriculum, to include Lesson Plans and Accompanying PowerPoint Presentation Materials, for Draft Lesson Two and the concepts proposed to include Decision Making; Abstinence; Accessing Information, support, and resources; Advocacy; and Relationships; and revising and/or moving the concepts within the Current Lesson Two, Pregnancy Choices: Adoption, Abortion, and Teen Parenthood, to elsewhere within the curriculum. (For Possible Action)

- 2.06 Presentation, Discussion, and Possible Action to Recommend to the S.H.A.R.E Coordinator Revision to the Proposed Sexuality, Health and Responsibility Education (S.H.A.R.E.) High School Curriculum, to include Lesson Plans and Accompanying PowerPoint Presentation Materials, for Draft Lesson Three and the concepts proposed to include responsible use of technology, including sexting, media representation of sex, and explicit media messages; Relationships; Decision-Making; Abstinence; Advocacy; Nevada law and Technology Safety; and revising and/or moving the concepts within the Current Lesson Three, Abstinence and Refusal Skills, to elsewhere within the curriculum. (For Possible Action)

3. CLOSING ITEMS

- 3.01 Announcement of Next Regular Meeting – Wednesday, February 20, 2019 at a location to be determined.
- 3.02 Public Comment - Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A "Citizen's Request to Speak" card should be filled out and submitted to the Recording Secretary before speaking during the Public Comment section. All persons are limited to 3 minutes per item. In accordance with Open Meeting Law and on the advice of legal counsel, the public body is discouraged from discussing and precluded from deliberating and/or acting on items raised by Public Comment which are not already on the agenda. The public body may impose reasonable content-neutral restrictions on public comment such as willfully disruptive comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, or amounting to personal attacks or interfering with the rights of other speakers. Correspondence or written materials submitted for public comment by the general public shall be attached to the minutes of the meeting.
- 3.03 Adjourn Meeting

Forum Restrictions and Orderly Conduct of Business: This public body conducts the business of the Washoe County School District during its meetings. The presiding officer may order the removal of any person whose statement or other conduct disrupts the orderly, efficient or safe conduct of the meeting. Warnings against disruptive comments or behavior may or may not be given prior to removal. The viewpoint of a speaker will not be restricted, but reasonable restrictions may be imposed upon the time, place and manner of speech. Irrelevant and unduly repetitious statements and personal attacks which antagonize or incite others are examples of speech that may be reasonably limited.

Members of the public wishing to request supporting materials for this meeting or who are disabled and require special accommodations at the meeting should contact Lisa Scurry, Board

Services Department. Ms. Scurry can be contacted in writing at PO Box 30425, Reno, Nevada 89520-3425, by telephone at 775-789-4621, or by email at committees@washoeschools.net.

This agenda and supporting materials, when appropriate, have been posted at the following locations:

www.washoeschools.net

www.boarddocs.com/nv/washoe/Board.nsf/Public

State of Nevada website (notice.nv.gov)

WCSD Central Administrative Building

Washoe County Administration Building

Washoe County Courthouse

Reno City Hall

Sparks City Hall

Sparks Library

Pyramid Lake Paiute Tribe Administration Building

Reno Sparks Indian Colony Administrative Office



S.H.A.R.E.

Sexuality, Health and Responsibility Education

Proposed High School Curriculum

Lessons 1-3



Washoe County School District
Every Child, By Name And Face, To Graduation™



Board of Trustees Directives

- To develop an **inclusive** curriculum.
- To complete the update to the HS SHARE curriculum by the end of the 18-19 SY.
- To begin and complete the update to the MS SHARE curriculum by the end of the 18-19 SY.
- To begin and complete the update to the ES SHARE curriculum by the end of the 19-20 SY.



Equal Protection Disclosure

- The Equal Protection Clause is located at the end of Section 1 of the Fourteenth Amendment:
- ... No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; *nor deny to any person within its jurisdiction the equal protection of the laws*
- In sum, equal protection forces a state to govern impartially—not draw distinctions between individuals solely on differences.
- Equal protection jurisprudence has extended the equal protection clause to prohibit discrimination of certain protected classes, including race, gender, ethnicity, sexual orientation, age, national origin, gender identity, religious beliefs, disability, pregnancy, and veteran status.



Lesson Presentation

- Lesson 1
- Lesson 2
- Lesson 3



Lesson 1: Understanding Sexual Orientation & Gender

Objectives:

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

Activities:

Brainstorm the meanings of gender and sexual orientation and how they differ.

Sexual orientation: myths and facts

Reflect on received messages regarding how people assigned “female” and “male” genders should act.

Lesson: Part 1

Setting the ground rules about language:

Go to the flipchart sheet with “Use with Caution” written on it. Ask the class, “When you see a yellow sign out in the world-like by a construction site- what does that tend to mean?” Probe for “caution.” Say, “A lot of times people are taught certain language around sexual orientation that is offensive or wrong-and other times, there are words that are sometimes okay and sometimes not. So, there are times we must use caution before using them. Take down the bottom half of the chart and explain to the class that as we go along, it’s possible that some of these words or phrases will come up. If I hear one or use one, which is likely to happen as we go through the lesson, I will write it on our chart.

1. Start the PowerPoint

- Slide 2: What is Sexual Orientation? Brainstorm responses
 - Possible responses:
 - Who you like
 - Who you’re attracted to

What is “Sexual Orientation”?

- Sexual orientation is about who you’re attracted to and who you feel drawn to romantically, emotionally, and sexually.
- Can include more than one gender
- Includes love: can know one’s orientation without necessarily doing something sexual with another person

- Slide 3: What are some names we have for sexual orientation categories?
 - For example, if someone is attracted only to people of a different sex, what might that person call themselves?” (Probe for “heterosexual;” chances are, you will hear “straight*.” Be sure to say, “Straight – or heterosexual” as you put “straight” up on the Use Caution language list). Ask for other ideas, which may include
 - Straight*
 - Gay
 - Lesbian
 - Homosexual*
 - Bi or Bisexual
 - Queer*
 - Pansexual
 - Asexual

Once the list is up, click on PPT to show each term.

What Names Do We Have?

- **Heterosexual**
- **Queer**
- **Lesbian or Gay**
- **Others?**
- **Bisexual**

- Slide 3: What does each term mean?
 - Heterosexual – someone who is only attracted to people of a different gender
 - Lesbian or gay – someone who is only attracted to someone of their same gender
 - Bisexual – someone who may be attracted to people of their own gender AND to people of a different gender.

**Note to the Teacher: If you choose to describe "pansexual," or if a student has used that term, this would be the time to explain what it means – that bisexual technically means "two," and pansexual means "many." So people who are attracted to more than two genders – including transgender individuals – may use the term "pansexual" rather than "bisexual."*

- Queer* – students often struggle with this one. It can be used in a number of ways: someone may feel like the other categories are too restrictive and don't describe them accurately. Someone may wish to take back the negative meaning of the word and use it as a positive way of describing who they are.
- Asexual – If this term comes up, you would define it as someone who does not have feelings of sexual attraction. An asexual person can still fall in love with and be in relationships with other people, but these relationships do not include a sexual relationship.

** Note to the Teacher: Some students will add in "transgender," mostly because they have seen the acronym, "LGBT." Be sure to tell them that being transgender is not about sexual orientation or who we are attracted to, but it is about how we understand our gender.*

For example someone may be male, or female, or transgender – and still have a sexual orientation.

- Slides 4-6: Explain the concepts of Orientation, Behavior, and Identify.

In Most Cases, These “Match”

- If I'm attracted only to people of a different sex (Orientation)
- Chances are I'll only be sexual with people of a different sex (Behavior)
- Chances are I'll call myself “heterosexual” (Identity)

Sexual Orientation Has Three Parts To It

- **Orientation – Who we're attracted to**
- **Behavior – How we behave sexually**
- **Identity – What we call ourselves**

But When They Don't Match...

- Identity “wins.”
- People have the right to call themselves whatever they wish – even if it may not make sense to others.

Activity: Sexual Orientation-Myths/Facts

- There's a lot of talk in the media about people of all different sexual orientations. Some is true and a lot is incorrect information.
 - Pass out ***Myths and Facts*** (give students about 5 minutes to complete, then have them partner up and compare answers. Discuss student responses as a whole group.
 - Using the Teachers Myths and Facts Guide, go through each question and ask students to volunteer their answers and reasoning's. Have students make any corrections as answers are reviewed.

INSTRUCTIONS: Decide whether each of the statements is a myth or a fact, and circle the corresponding response.

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

FACT

2. Most know what their sexual orientation is by the time they are 13

MYTH

FACT

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

5. In a same-sex relationship, one person plays a “male” role, and the other plays a “female” role.

MYTH

FACT

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

FACT

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

FACT

Go Back to Flipchart:

- Go over any terms that were added to the chart. Ask if any have been left off.
 - If any derogatory terms have been given, explain to students that these are very derogatory and not to be used... (Could put up a red stop sign or a red light on a traffic signal).

Lesson: Part 2:

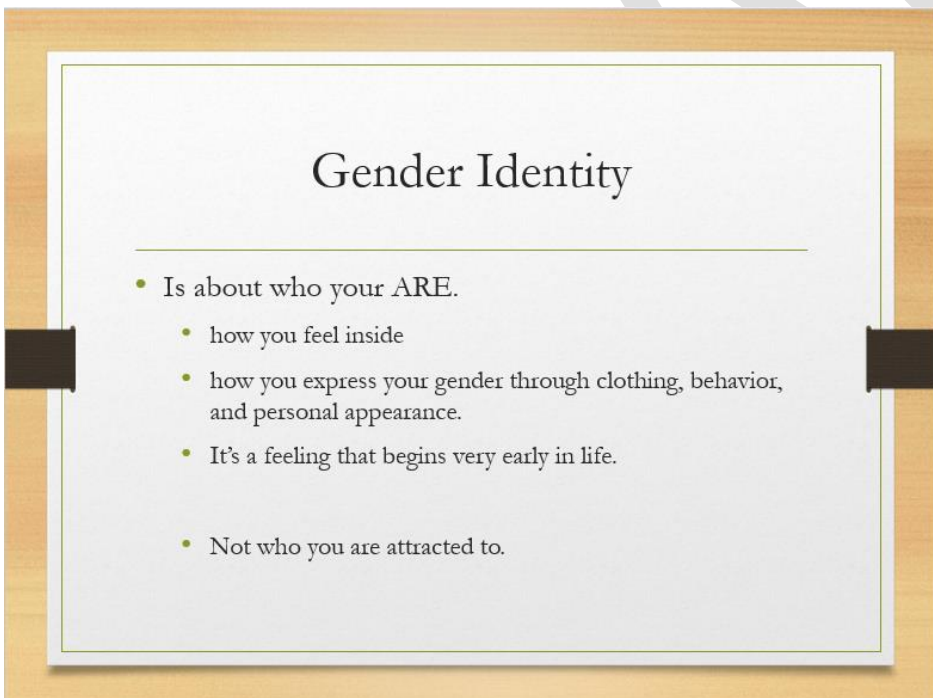
Write the word “gender” on the board.

- Ask, “What does gender mean?” In most cases, people will say, “it’s whether you’re a boy or a girl.” After a few responses, ask, “How does someone determine whether you’re a boy or girl?” There will likely be a range of responses, but most commonly they will get at “it’s how you’re born.” Ask, “When you’re born, how do they know what your gender is?” Probe for “by looking at the baby’s genitals.”
- Explain that there’s a slight difference here – that when you look at the

baby's genitals, all you're seeing is their external body parts.

- Based on what we see, we assign a name to describe that baby – we say, “it’s a boy” or “it’s a girl.”
 - This is called a person’s biological sex (write the phrase “**biological sex**” up on the board to the left of the word gender).
 - “**Intersex**” people who are born with external genitals that don’t match their internal organs. For example, someone who has a vulva but no uterus.
- Look in the mirror and see your body, what you see in the mirror – what we just discussed – is part of your biological sex.
 - Gender identity is how you see yourself based on those body parts.
 - Cisgender: a person’s gender (how they feel on the inside) identity corresponds to the person’s biological sex assigned at birth.
 - Transgender: a person’s gender identity (how they feel on the inside) that does not correspond to the biological sex assigned at birth.

Slide 7:



Gender Identity

- Is about who your ARE.
 - how you feel inside
 - how you express your gender through clothing, behavior, and personal appearance.
 - It's a feeling that begins very early in life.

- Not who you are attracted to.

Activity: Scripts

Gender scripts are how people are expected to behave based on their biological sex.

- Have students work in small group
- Pass out Gender Scripts activity sheet
 - Have students list gender scripts heard about people of a different gender from your own. For right now, we're just going to talk about boys and girls.
 - Have students share their responses with the group and write on board.
- Ask students
 - What do they notice about the list
 - How did you know that these were the gender scripts growing up
 - From where/whom have you been receiving these scripts
- So far we've been talking about people who are assigned either male or female at birth and what they see on the outside (genitals) and what they feel on the inside, match.
- Sometimes, however, the body parts are different from how a person feels on the inside. That person may call themselves 'transgender.' How might someone who identifies as transgender react to these scripts?"
 - Have students discuss

Gender Scripts Activity:

Directions:

- From the time we are born, we receive messages about the way we are supposed to act, dress and speak based on the sex we are assigned at birth-just like we were provided a script and asked to follow it through our lives.
- In the space provided, please give examples of some of the messages you or people close to you have received about how we are supposed to behave based on whether a person was assigned male or female at birth.

ASSIGNED FEMALE

ASSIGNED MALE

Closing: Probe for questions or any clarifications that need to be addressed.

Lesson 2: Making Informed Decisions

Objectives:

- Understand abstinence is a conscious decision for any time and for any duration
- Identify steps involved in a decision making model
- Describe the impact people have on students sexual decision making
- Analyze source accuracy and reliability of sexual health information

Activities:

Cool/Uncool Continuum

Abstinence: Yes/No/Maybe So?

Other's Opinions Activity

DOGMA-Decision making model

Is it a Good Resource?

Cool/Uncool Continuum

- Draw a continuum line on the board and number from 0-10 (0-"Not cool to 10 "Way Cool")
- Pass out index cards, scrap squares or post-its and have students, indicate with a number how they feel most teens would feel about sexual abstinence.
- Ask for volunteers to share and their reasons.

Abstinence and Sex have different meanings to different people

- Write the following sentence stems on the board and have students respond on their index card
 - Sexual abstinence means...
 - When people say *having sex*, they mean...
 - Someone who abstains from "sex" can still...
- Have students get in pairs and discuss their responses to the above question stems.
 - What similarities and differences did you notice between your responses?
 - Some people say that *having sex* means the same things as *having sexual intercourse*. Do you agree? Why? If you disagree, what else could *having sex* mean?
 - What did you and your partner do when you had differing responses?
 - Why is it important for a person to be very clear about his or her own definition of *abstinence* and *having sex*?

Abstinence: What does it mean?

- Like people, information sources have varying ideas of what abstinence means. Generally people start with the dictionary when deciphering the meaning of a word, Read the following dictionary definition...
 1. the practice of abstaining from something : the practice of not doing or having something that is wanted or enjoyable
 2. **a** : habitual abstaining from intoxicating beverages

b : abstention from sexual intercourse

Source: <https://www.merriam-webster.com/dictionary/abstinence>

- Did this definition help you understand the meaning of abstinence and why or why not?
 - Note, it's very important to have a personal definition of what abstinence means to you.
 - What does sexual intercourse mean? Does that mean that oral sex is ok?

Working definition of Abstinence: For these SHARE lessons, we will use the **WCSD definition of Abstinence.**

- **Sexual Abstinence is defined as refraining from all forms of sexual activity and genital contact such as vaginal, oral and anal sex.**
- **An abstinent person is someone who has either never had sex or someone who's had sex but who has decided not to continue having sex for a period of time.**
- **Abstinence is the only 100% effective way to prevent HIV, other sexually transmitted diseases or infections and pregnancy.**
 - SEX-when a person's genitals touch another person's genitals, mouth or anus.

Abstinence: Yes/No/Maybe So?

- Go over Abstinence PowerPoint (Open PowerPoint)

Are You Ready to Have Sex? (The last slide on the Abstinence PowerPoint)

- Have you ever said or done something to someone that immediately after you asked yourself, "Why did I do that?"
 - Have students share responses and how they felt afterwards.
 - Unfortunately it's something we all do-and not just once, we continue throughout our lives.
 - Sometimes our decisions are made without thinking
 - Some we think are very well thought out and still wish we wouldn't have made it.
- What decisions have you made that had positive outcomes? (students share)
- What decisions have you made that had negative outcomes? (students share)

Sexual decision making... what and who can have an impact on the decisions we make

- **Other's Opinions Activity-** (Located at end of document)
 - Explain that having support of family and loved ones can be very important along with communicating with other adults when trying to make important decisions.
 - Pass out the sheet and explain that in the left hand column are questions to think about when considering a sexual relationship. Along the top are individuals you might have in your lives.
 - Read each statement and predict how each individual might respond.
 - Students complete activity individually
 - When finished students turn to a partner and respond to the following questions.

- How did you know what these people would say?
- What were their messages, positive or negative
- In what ways do you think the people listed affect or would affect the decision you make about sexuality and why?
- What other things come into play when making decisions about sex and sexuality?
 - Have students brainstorm things that may influence their decisions.
 - *Possible responses*
 - *Past experience-positive*
 - *Past experience-negative*
 - *What my personal/religious values are about the behavior or having sex*
 - *How I feel about my body*
 - *My understanding of my sexual orientation*
 - *What I see depicted in the media or have seen on the internet*
- We don't live in a silo...
 - People are influenced by both people and the world around us.
 - In the end, you are the one who benefits from your positive decisions.
 - And has to deal with the possible negative consequences of a bad decision.

Steps to decision making (to avoid "why did I do that?")

- Brainstorm decisions students make every day
 - Breakfast choice
 - What to wear
 - Who to sit with at lunch
 - Etc.
- You didn't spend a great deal of time making those decisions.
- Decisions about sex and sexuality are not quick decisions.
- Write the word DOGMA on board
 - Explain DOGMA is a set of values or principles or beliefs we have
 - Informed by family, friends, or perhaps a religious belief, and our own thoughts and beliefs.
 - When it comes to sexuality related decisions, think about your own DOGMA
 - D-Determine what the situation is
 - O-Brainstorm your options
 - G-Gather information- weigh pros/cons
 - **M-Make a decision**
 - A-Act on your decision
 - Go over the DOGMA steps with choosing to eat a Snickers bar for breakfast.
- What's Your DOGMA? Can be done whole group or small group.

INSTRUCTIONS: Read the following scenario. Decide whether you want to represent Mario or Daisy, then walk through the DOGMA decision-making model and make your choice!

Mario and Daisy have been together since the beginning of 9th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 10th grade, and they both feel ready to start having sex. Neither of them has ever had sex. Mario and Daisy don't want Daisy to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one): Mario Daisy

D: Determine what the Situation is

O: Brainstorm your Options

G: Gather Information about and weigh the of Pros and Cons of Those Options

M: Make a Decision

A: Act on Your Decision

- Have groups share responses.
- **Make sure to point out that whatever decision you make, you want to think it through carefully before making it.**

Is it a Good Resource?

- Things to consider when looking at online resources for accuracy
 - Who said it? What do you think about the reliability of this source?
 - When did they say it? Is the information current?
 - How did they know? Is the information accurate and free from bias?
 - Would you recommend this website to your friends? Why or why not?
- Websites:
 - Washoe County Health District-Teen Health Mall:
https://www.washoecounty.us/health/programs-and-services/cchs/sexual_health_program/teen-health-mall.php
 - Northern Nevada Hopes: <https://www.nnhopes.org/>
 - Our Center: <http://www.ourcenterreno.org/>
 - Reno Youth Network: <https://www.renyouthnetwork.com/>
 - Nevada 211 (multi resource); <https://www.nevada211.org/youth-services/>
 - CDC: <https://www.cdc.gov/teenpregnancy/teens/index.htm>
 - HHS: <https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/dating/index.html>
 - Planned Parenthood: <https://www.plannedparenthood.org/learn/teens>
 - Scarleteen: <http://www.scarleteen.com/>
 - Sex,etc: <https://sexetc.org/>

Considering Others' Opinions

When making decisions about sex and sexuality, it can be really useful to hear what other people have to say. (Then again, sometimes it's not!) Who would you talk with, and what would you expect them to say?

In the table below, write some of the messages you would expect to hear from these key people in your life. Feel free to write in their names to help you focus on one if you have several people that could fit in the same column. If you don't have one of these categories of people in your life, just leave it blank. You can also add in a category that's not here.

	PARENT/ CAREGIVER	SIBLING	PARTNER/ BF/GF	BEST FRIEND	RELIGIOUS/ FAITH LEADER	OTHER? <hr/>
1. Whether you should ask out or go out with someone you've liked for a long time						
2. Whether you're ready to have sex						
3. Which types of safer sex or contraceptive methods to use						
4. Whether it's weird that you want to wait to have sex						
5. What you or a partner should do about an unplanned pregnancy						
6. Whether you should get tested for STDs before starting a new relationship						

S.H.A.R.E.

Sexuality
Health
And
Responsibility
Education

Abstinence Quiz

ABSTINENCE (Proposed Definition)

- ***Sexual abstinence*** is defined as refraining from all forms of sexual activity and genital contact such as vaginal, oral and anal sex. An abstinent person is someone who has either never had sex or someone who's had sex but who has decided not to continue having sex for a period of time. Abstinence is the only 100% effective way to prevent HIV, other sexually transmitted diseases or infections and pregnancy.

- SEX – when a a person's genitals touch another person's genitals, mouth or anus.

NV ABSTINENCE DATA

CDCs 2017 Youth Behavior Risk Survey

- **64%** of students in grades 9-12 in 2017 reported that they had never had sex.
 - 64% females, 63% males
- **26%** were sexually active in the three months prior
 - 27% females, 25% males
- **19%** of those sexually active did not use contraception during last sexual intercourse
 - 21% females, 17% males

ABSTINENCE?

**CAN YOU BE ABSTINENT
AND STILL DO THESE
ACTIVITIES?**

ABSTINENCE?

HOLDING HANDS

ABSTINENCE?

**Touch a Partners
Buttocks**

ABSTINENCE?

Self Masturbation

ABSTINENCE?

Oral Sex With Protection

Based on our working definition of “sex” this is not an example of abstinence

ABSTINENCE?

SOCIAL KISSING

ABSTINENCE?

HUGGING

ABSTINENCE?

Massage

Clothing on

ABSTINENCE?

Talking Dirty Sexting

In 2011, Nevada made it a crime for children (those younger than 18) to possess, transmit, or distribute sexual images of themselves or other children. In addition to criminal charges and punishment, sexting can have many other unpleasant consequences. Social media sites, email, and instant messaging mean that photos can quickly be made public without a thought to long-term consequences.

ABSTINENCE?

Cuddle with someone

Clothed – could still be considered abstaining

Without clothing – could still run risk of pregnancy or contraction of STIs

ABSTINENCE?

HAND TO GENITAL CONTACT

Questionable – Remember seminal fluids and semen on hands can cause pregnancy if they come in contact with labia. Also runs the risk of STIs.

ABSTINENCE?

Oral Sex Without Protection

Based on our working definition of “sex” this is not an example of abstinence

ABSTINENCE?

Vaginal Intercourse With a Condom

Based on our working definition of “sex” this is not an example of abstinence

ABSTINENCE?

**French Kissing
Making Out**

ABSTINENCE?

Vaginal Intercourse Without a Condom

Based on our working definition of “sex” this is not an example of abstinence

ABSTINENCE?

ANAL SEX

Based on our working definition of “sex” this is not an example of abstinence

Are you ready to have sex?

- What is your motivation?
 - Love?
 - Commitment?
 - Or?
- Have you considered how it will change the relationship?
- Have you considered your values and beliefs?
- Have you talked about birth control?
- Do you know everything to prevent pregnancy and STIs?
- Have you talked to your partner about their sexual history?

ARE YOU WILLING TO ACCEPT ALL THE CONSEQUENCES?

And, if you aren't comfortable talking to your partner about sex, you're probably NOT ready to have sex.

Lesson 3: Responsible Use of Technology

Objectives:

- Define Sexting
- Describe Sexting laws in NV
- Define what sexually explicit media is and the many places it's found
- Explain ways in which media representations of sex and sexuality can affect sexual and romantic relationships

Activities:

Video: propose at a later date

Class discussion of NV Sexting Laws and what is considered child pornography

Work with a small group to read and respond to sexting scenarios

Review everyday ads that contain sexually explicit images and discuss reasons companies are choosing these types of ads and how they can affect romantic and sexual relationships.

NV Sexting Laws

Background info for teachers

NRS 200.737 Use of electronic communication device by minor to possess, transmit or distribute sexual images of minor; penalties.

1. A minor shall not knowingly and willfully use an electronic communication device to transmit or distribute a sexual image of himself or herself to another person.
2. A minor shall not knowingly and willfully use an electronic communication device to transmit or distribute a sexual image of another minor who is older than, the same age as or not more than 4 years younger than the minor transmitting the sexual image.
3. A minor shall not knowingly and willfully possess a sexual image that was transmitted or distributed as described in subsection 1 or 2 if the minor who is the subject of the sexual image is older than, the same age as or not more than 4 years younger than the minor who possesses the sexual image. It is an affirmative defense to a violation charged pursuant to this subsection if the minor who possesses a sexual image:

<https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-200.html#NRS200Sec737>

WCSD Policy 5700- Safe and Respectful Learning Environment

“Cyber-bullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. (NRS 388.123)

Department of Justice: Federal law

<https://www.justice.gov/criminal-ceos/citizens-guide-us-federal-law-child-pornography>

Laws regarding sexting are different from state to state, but what they do have in common is that a naked photo of someone under the age of 18 is considered child pornography and child pornography is illegal.

- Brainstorm and discuss uses of technology with friends, partners and even people we don't really know.

What about "Sexting?"

- What do you think about sexting?
- Why do you think some people might sext?
- What are the negative consequences of sexting?

Go through the PowerPoint and discuss.

Are you aware that...?

- Possessing a sexually explicit image of anyone under 18 is a crime – even if the person receiving it is under 18.
- Sending of sexually explicit images of a minor to someone else is a crime- even if the picture is of you.
- Taking a picture of a minor doing something sexual with another person, is a crime.
- Asking or tricking a minor into sending a sexually explicit image is a crime.

What does NV law say?

- NRS 200.737 Use of electronic communication device by minor to possess, transmit or distribute sexual images of minor; penalties.

- <https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-200.html#NRS200Sec737>

What happens if you are 18+?

- If one of the teens is 18 (17 in some states) that teen is legally considered an adult. That means they can be charged as an adult.
- If convicted, the person will most likely be charged with a felony. Some states then require the teen to register as a sex offender.

- Divide the class into groups of three. Distribute the scenarios relating to sexting and ask them to discuss together what they would do and then write their ideas down on the worksheet. Tell them they have about ten minutes in which to work.
 - Can also be done as posters on the wall. Post the 3 scenarios up on each side of the room and divide students into 6 groups. Have an A side and B side of the room (the same 3 posters are up on each side). Group them by A-1, A-2, A-3, B-1, B-2, B-3. Have students rotate through posters. Provide 3-5 minutes per poster.

SCENARIO ONE

Another student at school has started asking your friends about you. You think they're kind of cute and might be interested in something with them, but you're not quite sure. Somehow, they get your cell number and text you, "Hey." You're not expecting that, so you text back, "Who is this?" The answer you get is, "It's me," followed by a naked picture of them.

What should you do?

SCENARIO TWO

You're in a relationship with someone, and you're really into each other. Part of your relationship is to send sexy texts back and forth, talking about how attracted you are to each other. One day, your partner texts, "How about sending me something I can look at and think of you?" You don't see anything wrong with it, especially since things are so good between you. You send a naked pic with the text, "Just 4 you, k?" They text back how much they love it. The next day, three different people tell you how hot they thought your picture was.

What should you do?

SCENARIO THREE

You and your partner have been together for 3 months. You like each other's friends, you like spending time together, you're really in sync with what you do and don't like sexually. You have sexted each other a few times, both texts and sexy photos. Neither of you has shared your pictures with anyone else, and promised you never would. As the school year goes on, you meet someone you click with instantly. You're instantly hooked, and feel you need to be the one to tell your partner that it's over. Unfortunately, they find out from someone else and freak out. They go to their Instagram account, and start posting the naked photos they have of you online.

What should you do?

What to do?

- **Don't Sext!** Not sexting is the only 100% sure way to avoid possibly being accused of wrong doing.
- **Delete It!** If someone sends you a naked picture of themselves.
- **Do Not Forward- Delete!** If someone texts you a naked picture of themselves or someone else, do not forward it to others. Delete it! Tell a trusted adult what happened.

Sexually Explicit materials.

- What is the first thing that comes to mind?
 - Often it's porn.
 - But what about the sexually explicit images we see every day?

Go over slides 6-9

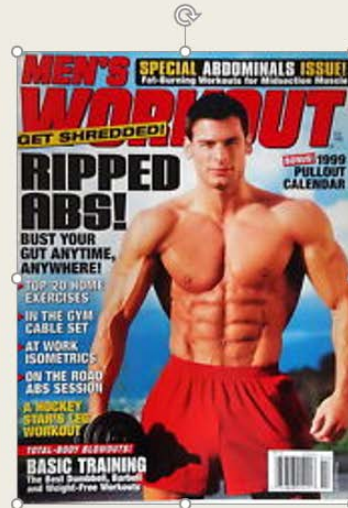
Why use this?



Isn't this what they're trying to sell?



Difference between...



And these...



Say, "Plenty of images today on tv, online, in magazines and elsewhere are very sexual in nature. They get right up to the edge of what is allowable in the media. We're going to take a minute now to look at the possible messages that these sexual images communicate."

Discuss implications on the slide (below)

Based on the examples and what you see in the media...

- What would you say the dominant US culture finds attractive?
- How does this impact people who may not look like the pictures that are generally found on magazine covers or ads?

Provide the definition of Porn

How do the ads that you see in the media relate to the definition of "porn?"

Pornography

- **1** : the depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement
- **2** : material (such as books or a photograph) that depicts erotic behavior and is intended to cause sexual excitement
- **3** : the depiction of acts in a sensational manner so as to arouse a quick intense emotional reaction
 - <https://www.merriam-webster.com/dictionary/pornography>

Finally, ask what they think the potential impacts of these expectations are on romantic and sexual relationships. This discussion will vary from class to class, but you will want to probe for:

Potential impacts of these expectations on romantic and sexual relationships.

- People may expect sex to go a certain way and feel unprepared for or vulnerable when it does not go as expected
- People may assume that because a person looks a particular way they are more or less sexual
- People may assume consent from their partner because they may think everyone of their partner's gender "is like that"
- People may not realize how important it is to talk about sex as well as about feelings before and during, because this isn't usually modeled in the media

- People may not think about contraception or safer sex because it is rarely discussed or depicted in the media
- People may expect their or their partner's body to respond in a certain way sexually and be concerned if it does not because that is how it's depicted in the media
- People may engage in behaviors they might not otherwise have done because they consider porn and the media "to do" lessons rather than fantasies
- People may be disappointed by how their partner looks naked or be worried that their own body will disappoint their partner based on what they have seen in porn and other media.