

Recommended Updates to Our Whole Lives for Grades 7-9, 2nd ed.

Since *Our Whole Lives: Sexuality Education for Grades 7-9, 2nd ed.* was published in 2014, much has changed in the language around gender, orientation, sexual science, and culture. We are in the preliminary stages of revising this curriculum; in the meantime, we strongly encourage you to mark these changes in your copy. Please contact owl@uua.org or owl@ucc.org for more information.

Universal Changes Throughout the Curriculum

- Gender identity: Change “biological sex” to “assigned sex at birth” and “born male or female at birth” to “assigned male or female sex at birth.” Change binary words and phrases like “girls/women,” “he and she,” and “mother and father” to gender-neutral terms such as “people,” “they,” and “parents.” Change “gender nonconforming” to “gender nonbinary.” Add “nonbinary” and “agender” to lists and discussions.
- Anatomy: Change “biological sex” to “assigned sex at birth.” Make language gender neutral when possible, e.g., “When someone experiences puberty, their penis may become erect and ejaculate during sleep.” Refer to “menstrual products,” not “feminine hygiene products.”
- Sexual Orientation: Add “asexual” to lists and discussions.
- Change “people with disabilities” to “disabled people.” Change ableist language, e.g., “walked into a room” to inclusive language, e.g., “entered a room.”
- Incorporate the updated video resources listed under Parent Orientation into each associated workshop.

Parent Orientation

- p. lxi How Many of You? Activity: Revise question 14 to “have a friend who is transgender, genderqueer or gender nonbinary?”
- p. lxiv Change activity title to Resource Review and add “Step 3: Briefly review the resources available from the Planned Parenthood and Sex Positive Families websites. Invite adults to read the material at home to prepare them to be their children’s primary sexuality educators.”
- p. lxxviii Make the following changes to the video list and to the videos in each associated workshop plan:
- Workshop 6: Body Image – Add two video options: [“Media’s Effects on Body Image”](#) (2:54 minutes), youtube.com and [“Is Facetune & Instagram Ruining Our Body Image?”](#) (13:42 minutes), youtube.com.
 - Workshop 7: Gender Identity – Add [“‘Hir’ Poem about transgendered youth”](#) (2:44 minutes)*, youtube.com and [“5 Non-Binary People Explain What ‘Non-Binary’ Means To Them”](#) (7:33 minutes), youtube.com. Delete “Straightlaced: How Gender Has Got Us All Tied Up.”
*The colloquial title of the video for “Hir” includes the term *transgendered*, but the correct term is *transgender*, used as an adjective modifying the noun that follows.
 - Workshop 8: Gender Expression, Roles, and Stereotypes – Add [“Break Free – Ruby Rose”](#) (5:17 minutes), youtube.com; [“Butch Women Talk About What It Means to Be Butch | them”](#) (5:04 minutes), youtube.com; and [“Gender Roles and Stereotypes”](#) (1:47 minutes), youtube.com.
 - Workshop 9: Sexual Orientation – Add [“It Gets Better: Dan and Terry”](#) (8:31 minutes), youtube.com and [“5 Asexual People Explain What ‘Asexual’ Means to Them”](#) (4:55 minutes), youtube.com.
 - Workshop 11: Sexuality and Disability – Add [“I’m Brianna Couture”](#) (4:17 minutes), youtube.com.
 - Workshop 19: Sexually Transmitted Infections – Add [“STIs aren’t a consequence. They are inevitable”](#) (16:45 minutes), youtube.com and [“Condoms: How to Use Them Effectively”](#) (2:54 minutes), youtube.com.
 - Workshop 20: Pregnancy, Parenting, and Teenage Parenthood – Add [“Conception to birth – visualized”](#) with Alexander Tsiras (9:37 minutes), youtube.com.
 - Workshop 21: Unintended Pregnancy Options – Delete “Abortion in the United States” (3:01 minutes), youtube.com. Add [“Medical Abortion”](#) (1:49 minutes), youtube.com and [“How does surgical abortion work?”](#) (3:02 minutes), youtube.com
 - Workshop 22: Contraception and Safer Sex – Add [“Birth Control: The Final Frontier”](#) (4:59), amaze.org and [“Pharmacist explains Plan B Contraceptive! Things you NEED to know!”](#) (8:05), youtube.com

- Workshop 25: Self-Care, Celebration, and Closure – Delete “Funny Condom Ad Latest 2013” (1:08), youtube.com

Introductory Session

- p. 4 Welcome and Introductions: From question 3, delete “preferred” before the word “pronouns.”
- p. 10 Program Orientation: Program Assumptions and Values – You may clarify the first assumption by explaining that while some people lack sexual desire or choose not to be sexually active, everyone is born with sexual and reproductive organs and makes decisions related to their body. Everyone has feelings about their body, attitudes about sexuality, and perceptions of their sexual identity. Asexual people may be in relationships, may choose to be sexually active, and can be sexually abused. For the last assumption, you might explain that intercourse refers to oral, anal, and vaginal intercourse and other behaviors with greater risks of sexually transmitted infections and unintended pregnancy. Greater maturity can increase informed decision-making and relationship safety.

Workshop 4: Anatomy and Physiology

Adapt activity instructions to be gender neutral.

- p. 41 Replace the poster labels from “Male Sexual System” to “Sexual System Assigned Male at Birth” and “Female Sexual System” to “Sexual System Assigned Female at Birth.”
- p. 42 Reentry and Reading (R&R): Change processing question to, “If some types of bodies are more mysterious than others, why is that so?”
- p. 43 Change the last bullet in the boxed text to, “What’s important here is to understand that babies can be assigned male, female, or intersex at birth based on the appearance of their genitals. Medical tests may later reflect a range of chromosomal, hormonal, or anatomical development that don’t fit the medical norms for male and female.”
- p. 49 Typical Male Sexual Anatomy and Physiology: Change to “Typical Sexual Anatomy and Physiology Assigned Male.” On Step 9, change the last sentence to, “Circumcision does not typically affect sexual function, but it may affect sexual sensitivity.”
- p. 50 Change Typical Female Sexual Anatomy and Physiology to Typical Sexual Anatomy and Physiology Assigned Female. Step 1 – Change second sentence to, “It’s visible in a mirror when the thighs are open.”
- pp. 52–53 Replace Handouts 4 and 5 with the corrected versions provided with this errata.

Workshop 5: Personal Concerns About Puberty

- p. 56 Reentry and Reading (R&R): Omit first sentence from the reading.
- p. 59 Am I Normal?: Step 6, bullet 3 – Add “Healthy bodies can be all shapes and sizes.” Bullet 6 – Change “feminine hygiene commercials” to “vulva and vagina hygiene commercials” and change “both male and female genitals” to “all genitals.”
- p. 59 Personal Concerns: Keep the large group of mixed-gender participants together; instructions are provided in the text.

Workshop 6: Body Image

- p. 76 Materials: For Exploring Media Messages – Include multicultural platforms.
- p. 81 Body Image Overview: Step 3, first bullet – Add race to the list of influences. Step 6, bullet 2 – Add race to the list of sources of norms and ideals. Steps 8 and 9 – Invite discussion of image filters and standards of perfection.
- p. 89 Facilitator Resource 9: Clothing category, Positive column – Change “People wear clothing that fits them well” to “People wear clothing that suits their sense of personal style.”

Workshop 7: Gender Identity

Revise language per Universal Changes and Workshop 4.

- p. 94 Video and Discussion: Update video options from Parent Orientation list and revise processing questions to address the likelihood your group includes gender nonbinary participants.
- p. 101 Facilitator Resource 12: Terminology – Add “gender nonbinary” and define as: “One of many terms (including genderqueer and agender) someone may use to identify themselves when the terms male or female do not apply.” To Transsexual, delete reference to the acronyms MtF and FtM; add “man” and “woman.”

Workshop 8: Gender Expression, Roles and Stereotypes

Revise language per Universal Changes and Workshop 4.

- p. 108 A Word to the Facilitators: Add to paragraph 4 – “Increasingly, communities and settings welcome people of diverse gender identities and gender expression; however, gender role expectations continue to affect young adolescents.”
- p. 130 Do not show the optional Ash Beckham video described in boxed copy in the Being an Ally activity. It contains offensive terms that cannot be excused by the provocative context.

Workshop 9: Sexual Orientation

- p. 129 Values Voting Statements: Change, “I would feel as comfortable seeing a guy and a girl kissing as...” to “I would feel comfortable seeing a couple kiss regardless of their gender.”
- p.131 Being an Ally: Step 3, bullet 1 – Delete last sentence about microaggressions. Step 6 – Add, “Black people, Indigenous people, and people of color who are LGBTQ face intersectional discrimination because they hold multiple marginalized identities. This puts them at greater risk than their white counterparts.”
- p.132 Preparation for Guest Speakers: Step 3 – Mention that the guests are visiting both to educate and to serve as role models for LGBTQ participants in the program.

Workshop 15: Bullying and Bystander Responsibilities

- p. 235 Reentry and Reading (R&R): Before asking for a volunteer to read, explain that the reading is about someone being bullied for their sexual orientation.

Workshop 16: Redefining Abstinence

- p. 249 A Word to the Facilitators: Paragraph 2 – Add “and other behaviors with greater risks of sexually transmitted infections and unintended pregnancy.” Paragraph 5 – Deemphasize the importance of penis-in- vagina sex over other types of behavior.
- p. 251 Preparation: Defining/Redefining Abstinence – Step 3, invite participants to add to the list of activities, which may include rimming (oral-anal contact); leg of lamb (penis inserted between a partner’s thighs or bent knee fold), and muffing (manual stimulation of the inguinal canals, behind the scrotum and testicles).
- p. 253 Defining/Redefining Abstinence: Steps 1 & 2 – Add italicized words to the questions “...have sexual intercourse *or equally intimate activities?*” Step 3 – Specify that while penis-in-vagina intercourse may lead to pregnancy, it and other genitally focused activities can lead to sexually transmitted infections. Step 7 – Add questions related to behaviors added to the list earlier.

Workshop 17: Lovemaking

- p. 274 Add rimming (oral-anal contact), as an activity requiring a barrier against STIs. Use language that includes queer and same-gender couples.

Workshop 18: Consent Education

- p. 285 Preparation: The Words We Use – Add a fourth poster titled, “Genderqueer/nonbinary.”
- p.290 May I Give You a Fist Bump: Boxed instructions – Omit options to request to hold hands or kiss.
- p.291 Bystanders’ Responsibilities: Describe the scenarios before asking for volunteers to read or role play.
- p. 293 The Words We Use: Invite participants to create a fourth list of terms related to sex engaged in by people of other identities.

Workshop 19: Sexually Transmitted Infections, Pregnancy, and Parenting

- p. 310 Preparation: For STIs: A Quick Review – Replace first URLs for downloadable fact sheets to advocatesforyouth.org/wp-content/uploads/storage//advfy/documents/std-brochure.pdf and cdc.gov/std/. STI Video – Step 2, Update link to cdc.gov/std/be-smart-be-well/letstalk.htm. Update condom demonstrator links to totalaccessgroup.com/search.asp?keyword=demonstrator (for external condom, circumcised penis and internal condom); fpa.org.uk/product/fpa-condom-demonstrator (for external condom, uncircumcised penis); and a3bs.com/training-model-for-a-female-condomdark-skin-1000338-1411-3b-scientific,p_52_19018.html (for internal condom).
- p. 316 STIs: A Quick Review: Types: Viral – correct to note that Hepatitis B usually clears from the body on its own, but sometimes becomes a chronic condition.
- p. 318 Change “female condom” to “internal condom.”

Workshop 20: Pregnancy, Parenting, and Teenage Parenthood

- p. 342 A Word to the Facilitators: Here and elsewhere, avoid gender assumptions when discussing sexual anatomy and reproduction.
- p. 382 Facilitator Resource 52: Abortion – Delete “Mom, Dad, I’m Pregnant” brochure link.

Workshop 21: Contraception and Safer Sex

Incorporate Workshop 19 updates.

- p. 394 Preparation: Step 2 – Update URLs to plannedparenthood.org/learn/birth-control and bedsider.org/methods/matrix.

Workshop 24: Communicating with a Sexual Partner

- p. 441 Update Facilitator Resource numbering to: Facilitator Resource 65, Scripted Role-Play 1: Communicating Your Bottom Line; Facilitator Resource 66, Scripted Role-Play 2: Responding to an Objection; Facilitator Resource 67, Unscripted Negotiation Scenarios.

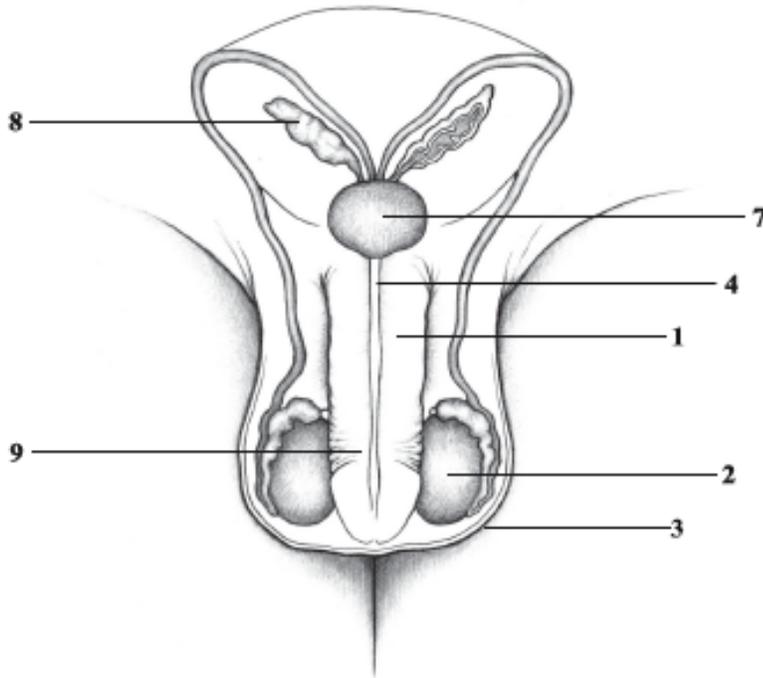
Handout 4

WORKSHOP 4: ANATOMY AND PHYSIOLOGY

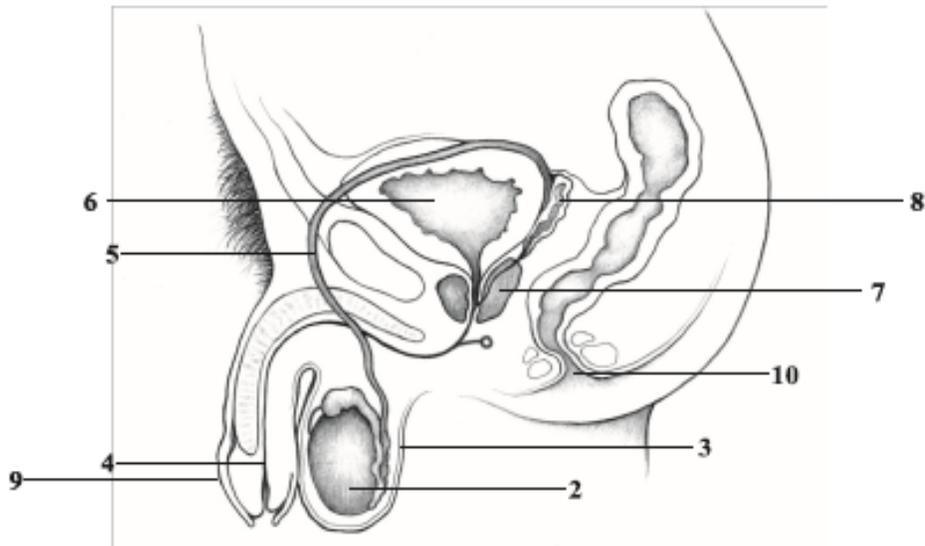
ASSIGNED MALE AT BIRTH SEXUAL SYSTEM

These drawings represent typical male anatomy. An intersex person might have anatomy that differs from these drawings.

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- foreskin
- bladder
- penis
- prostate gland
- scrotum
- seminal vesicle
- testicle
- urethra
- anus

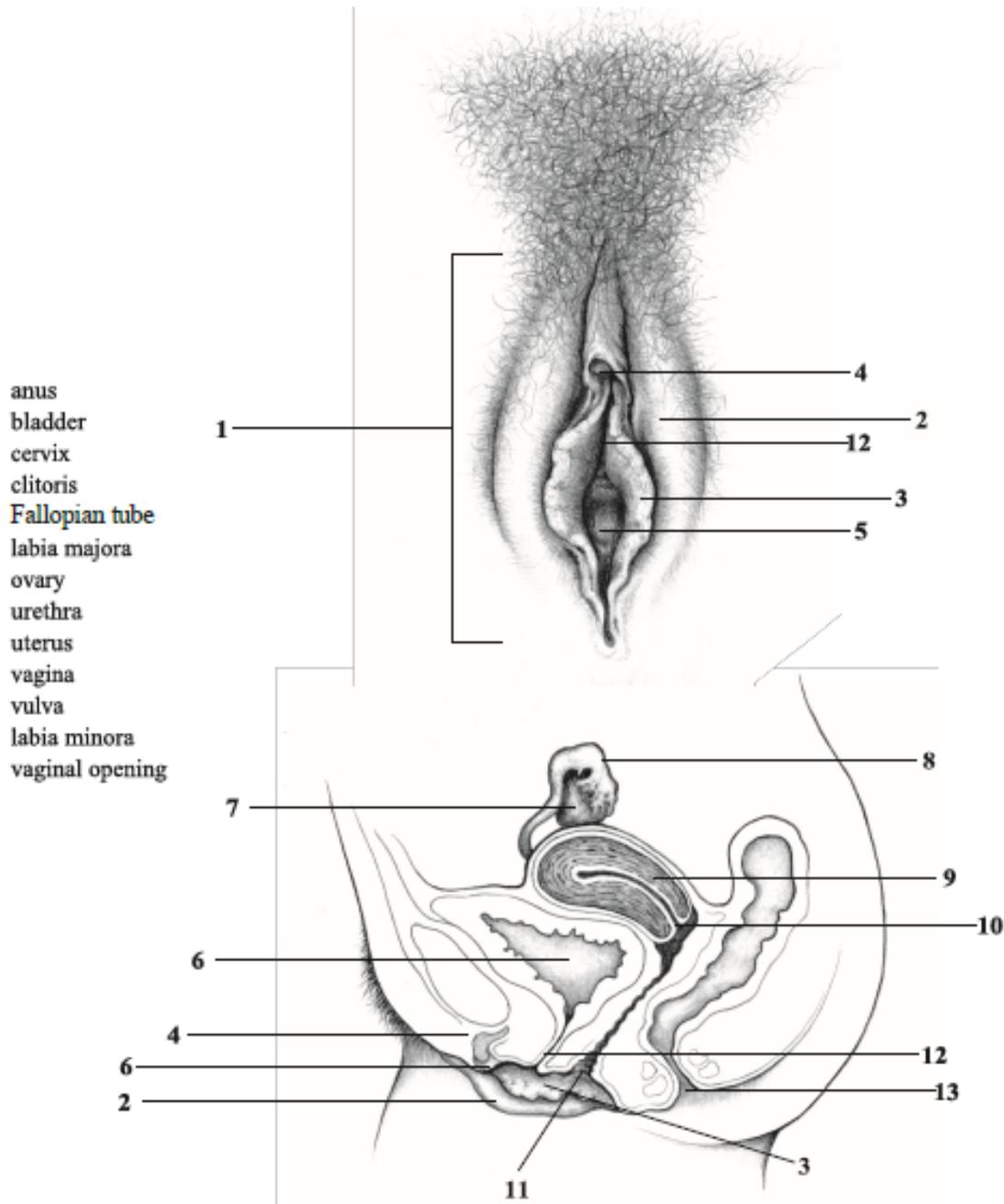


Handout 5

WORKSHOP 4: ANATOMY AND PHYSIOLOGY

ASSIGNED FEMALE AT BIRTH SEXUAL SYSTEM

These drawings represent typical female anatomy. An intersex person might have anatomy that differs from these drawings.



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