

When You Can't Do OWL—Do This!

Updated 11/2020

Curated list of resources on the UCC OWL pages at www.ucc.org/owl
and on the UUA website here <https://www.uua.org/re/owl/facilitators>

NEW! Ideas for activities and conversations to have by age:

K-1:

- **ACTIVITY IDEAS**

- Read *Neither* by Airlie Anderson.
 - Have you ever felt like you were left out?
 - What creation would you add to the Land for All?
- Help your child write or dictate one thing they think is special about your family. Then encourage your child to draw a picture to illustrate these ideas.
- Get from the library or buy for your family's collection one or more children's book about families. Read the book(s) and talk about it with your child. It can be nice to read some books about family diversity that explore many types of families, some books that reflect your own family's structure or situation, and some books about families different than your own.

BOOK AND MEDIA RECOMMENDATIONS FOR FAMILIES WITH 5-7 YEAR OLD CHILDREN

(NOTE: Our Whole Lives advises parents/caregivers to review books and videos before sharing them with children to ensure each is the right match for a given child and family.)

BODIES

- *Human Body Theater: A Non-Fiction Revue* by Maris Wicks is a fun, graphic novel-style science book.
- *Journey Around and Inside Your Amazing Body* by Anna Claybourne. Big, colorful, racially diverse book has fun illustrations and lots of activities.
- *The Magic School Bus Inside the Human Body* by Joanna Cole. This series (both books and videos) are beloved for making science topics kid-friendly.
- *My First Book of My Body* by Susan Akass includes projects and experiments for active learning.
- *Professor Astro Cat's Human Body Odyssey* by Dominic Walliman has bold illustrations and allows kids to see the big picture or dive into the details.
- *See Inside Your Body* by Katie Daynes and Colin King is a lift-the-flap book targeted for older children, but younger kids can still learn from illustrations.

- Help Kids Learn How Bodies Are Mostly Alike – *Amaze Parents*. A short animated video about genitals and their parts that uses language like “most girls have” and “most boys have.” <https://www.youtube.com/watch?v=vl86yCvUrAE>

SKIN COLOR & HAIR DIVERSITY

- *Shades of People* by Shelley Rotner and Sheila Kelly. A simple photo book about the many shades of skin colors.
- *Skin Like Mine* by LaTashia Perry. A short book about the beauty of many shades of brown skin.
- *We’re Different, We’re the Same* by Bobbi Jane Kates. A Sesame Street book about how people’s skin, hair, and body parts can look different but have the same functions.
- *Hair Love* by Matthew Cherry. An African-American girl appreciates her own hair, and her dad learns to style it.

BODY POSITIVITY

- *Her Body Can* by Katie Crenshaw and Ady Meschke is a body-positive book for girls that celebrates bodies regardless of size.
- *Love Your Body* by Jessica Sanders
A book for girls with the important message, "Every body is different, and EVERY body is a good body."
- *Your Body Is Awesome: Body Respect for Children* by Sigrún Bjarkkadóttir. Full of positive messages about body image, listening to your body, and celebrating all that bodies can do.
- You Are Beautiful! Body Positivity - *Queer Kid Stuff*:
www.youtube.com/watch?v=T5yFLdu3q0Q

ABILITY

- *Just Ask! Be Different, Be Brave, Be You* by Sonia Sotomayor. Introduces kids with diabetes, asthma, dyslexia, autism, a nut allergy, a guide dog, a wheelchair, and more.
- What’s a Disability? – *Queer Kid Stuff*:
<https://www.youtube.com/watch?v=mJlCCMOUvg>
- There are many children’s books about specific disabilities: children who use wheelchairs or braces, children who are blind or deaf, children with autism, children with limb differences.

GENDER

- (Book) *Jamie Is Jamie: A Book About Being Yourself and Playing Your Way* by Afsaneh Moradian
Jamie (whose gender is never identified) enjoys playing with “girl toys” and “boy toys.” After the child goes home, the other kids argue briefly about whether Jamie is a boy or a girl—and ultimately conclude they can’t wait to play with Jamie again.

- (Book) *No Difference Between Us* by Jayneen Sanders. A sister and brother compare the non-gendered ways they are similar and different, celebrating both what they share and what makes them each unique.
- (Book) *Pink Is For Boys* by Robb Pearlman. Short, readable book making the point on every page that all colors, and all activities, are for both boys and girls. The text represents only boys and girls, no more inclusive gender options. Parents/caregivers reading it aloud may choose to add “and everyone!” to each page.
- (Video) Amaze Jr: Help Kids Learn About Gender. www.youtube.com/watch?v=St6t1WvbysU A boy and girl say they were for using gender non-conforming clothes/toys in this short, cartoon-style video. Mom teaches about stereotypes and encourages the kids to be their true selves.
- (Video) Queer Kid Stuff: Gender. www.youtube.com/watch?v=worIRz2Lgla Friendly host Lindsay and their best stuffed friend Teddy explain queer topics discusses gender with their teddy bear in a way that’s understandable by young children.
- (poster) Everyone Can Like <http://elisegravel.com/en/blog/everybody-can-like/> Free printable poster with cute illustrations of the wide range of activities that kids of any gender can enjoy, from dinosaurs to unicorns to science. Lots of other great resources for kids on this site.

GENDER IDENTITY

- (Book) *Annie’s Plaid Shirt* by Stacy Davids. A girl’s mom wants her to wear a dress to attend a family wedding, but the girl hates dresses wants to wear the plaid shirt she wears every day. The problem is solved on the last page when the girl wears her plaid shirt with a suit borrowed from her brother.
- (Book) *A House for Everyone* by Jo Hirst. Each page of this story celebrates a child who is “gender diverse” in their own way and contributes their own strengths to building a playhouse together.
- (Book) *Introducing Teddy: A Gentle Story About Gender and Friendship* by Jessica Walton A boy’s teddy bear announce he is really a “girl teddy, not a boy teddy.” Although the bear worries the boy won’t be her friend anymore, the boy is immediately accepting.
- (Book) *It Feels Good To Be Yourself: A Book About Gender Identity*. Explains the diverse gender identities of an appealing, multiracial group of kids and affirms children’s choices to be themselves.
- (Book) *Jack (Not Jackie)* by Erica Silverman. An older sister is at first sad when her younger sibling who was assigned female at birth identifies as a boy. Parents support the child’s transition and eventually the older sister realizes she loves her brother.
- (Book) *Julián Is a Mermaid* by Jessica Love. A boy who loves imagining and dressing up as a mermaid has a grandmother who helps him celebrate who he is. This short book contains no meanness, negativity, or bullying. Many pages have only pictures, no words.
- (Book) *One of a Kind, Like Me / Único Como Yo* by Laurin Mayeno. Bilingual book (each set of pages has English on one side, Spanish on the other). With the help of his mom, a boy creates and wears a princess costume to the school parade. Peer negativity is mild and turned around quickly.

- (Book) *Phoenix Goes to School* by Michelle & Phoenix Finch. True story of a child who was assigned male at birth “but I know I am really a girl.” Before starting school she worries about being bullied, but the teacher and other children are supportive.
- (Book) *Red: A Crayon’s Story* by Michael Hall. A blue crayon has a red paper wrapper and is marked “Red.” He is judged a failure in his attempts to color red, but succeeds once he embraces his true (blue) self.
- (Book) *Sparkle Boy* by Lesléa Newman. Parents are supportive of their son, who likes to wear skirts and sparkly nail polish. When other children are mean to him at the library, his sister stands up for him.
- (Book) *When Aidan Became a Brother* by Kyle Lukoff. A child assigned female at birth transitions to identifying as a boy, with loving support from his parents. He worries about how to support the unknown identity of the new baby on the way.
- (Videos) Queer Kid Stuff.
<https://www.youtube.com/channel/UCecsVoeJcsXbAra7Sl4mOPw/videos> Lots of short videos about gender identity, transgender, and non-binary topics. Gender Studies 101 meets Mr. Roger’s Neighborhood.

MASTURBATION/PRIVACY

- (Video) Amaze Jr: Help Kids Learn Why It’s Important To Keep Private Parts Private
<https://www.youtube.com/watch?v=pyjyYHaTqDQ>. A cartoon grandmother explains to her grandchildren about genitals, masturbation, and privacy.

BODY BOUNDARIES

- *An Exceptional Children’s Guide to Touch: Teaching Social and Physical Boundaries to Kids* by Hunter Manasco. While this book’s primary audiences is children with special needs, it could be useful and appropriate for any child. With simple illustrations and just a sentence or two on each page, it explains societal rules about accidental touch, friendly touch, hurtful touch, touching oneself, and more.
- *Let’s Talk About Body Boundaries, Consent & Respect* by Jayneen Sanders. A child-friendly introduction to the topics in the title. Best suited for children with attention spans for slightly longer books.
- *No Means No!* by Jayneen Sanders. Simple book shows a girl choosing to say “no” to touch in a variety of situations (an aunt who wants to kiss her, a friend who wants to hold her hand, etc.). The book models the other person respecting her choices and finding simple alternatives.
- *Tell Me About Sex, Grandma* by Anastasia Higginbotham. An endearing and believable question-and-answer-based conversation between grandmother and grandchild touches on sex and masturbation but is, at heart, a message about consent.
- *Uncle Willy’s Tickles: A Child’s Right To Say No* by Marcie Aboff. This book, which we read during today’s OWL session, is about a boy who doesn’t like it when his uncle tickles him. His mom supports him and his uncle ultimately listens and respects his wishes.

FAMILY DIVERSITY

Each of the books below show many kinds of families.

- *A Family Is a Family Is a Family* by Sara O'Leary
- *My Family, Your Family* by Lisa Bullard
- *The Great Big Book of Families* by Mary Hoffman
- *Who's in My Family? All About Our Families* by Robie Harris
- *Family (Love Is Love) song - Teeny Tiny Stevies*: www.youtube.com/watch?v=F-bEGnbeHUQ

LGBTQ FAMILIES

- *And Tango Makes Three* by Justin Richardson & Peter Parnell. True story of two male penguins who parent together.
- *Heather Has Two Mommies* by Lesléa Newman. Classic book has been re-released with updates and a new look.
- *Stella Brings the Family* by Miriam Schiffer. A girl with two dads worries about who to bring to her class's Mother's Day celebration – and decides to bring her entire extended family.

ADOPTION

- *All About Adoption: How Families Are Made and How Kids Feel About It* by Marc Nemiroff and Jane Annunziata. Non-fiction book relevant to most types of adoption.
- *Happy Adoption Day* by John McCutcheon: Focus of illustrations is international infant adoption from East Asia.
- *My New Mom and Me* by Renata Galindo. Adoption of a child old enough to be aware of it.
- *Wonderful You: An Adoption Story*. A birth mother chooses adoptive parents (mom and dad) for her infant.

SINGLE PARENT FAMILIES

- *Love Is a Family* by Roma Downey. About a single mom.
- *Two Is Enough* by Janna Matthies. Shows many kinds of single-parent families.

CHILDREN WHOSE PARENTS ARE DIVORCED OR SEPARATED

- All the books in this section refer to the separation or divorce of a mom and a dad.
- *Living with Mom and Living with Dad* by Melanie Wals
- *Standing on My Own Two Feet: A Child's Affirmation of Love in the Midst of Divorce* by Tamara Schmitz
- *Two Homes* by Claire Masurel

CHILDREN IN FOSTER FAMILIES

- *Kids Need To Be Safe* by Julie Nelson
- *Maybe Days: A Book for Children in Foster Care* by Jennifer Wilgocki and Marcia Kahn Wright
- *Speranza's Sweater* by Marcy Pusey. A girl is adopted by her foster family.

OTHER KINDS OF FAMILIES AND SITUATIONS

- *Families Change: A Book for Children Experiencing Termination of Parental Rights* by Julie Nelson

- *Sometimes It's Grandmas and Grandpas Not Mommies and Daddies* by Gayle Bryne
- *Sun Kisses, Moon Hugs* by Susan Schaefer Bernardo. Loving ways children can stay connected to those they love when they are apart from each other.

HOW BABIES BEGIN

- (Book) *A Child Is Born*, by Lennart Nilsson. Nilsson's incredible photos of fetuses in utero are classics. While this book is not intended for children, the photos can be fascinating to study together.
- (Book) *It's Not the Stork: A Book About Girls, Boys, Babies, Bodies, Families, and Friends*, by Robie Harris. This fairly long but kid-friendly book (can be read just a few pages at a time) explains pregnancy, sexual intercourse, alternative insemination, multiples, adoption, homebirth and hospital birth, same-sex parents. Does not include transgender identities.
- (Book) *You Begun as a Wish* by Kim Bergman. Extremely inclusive book about all babies need a sperm, egg, womb, and family, affirms various ways these may fit together. Intercourse and genitals are not taught. Illustrations show two-mom, two-dad, mom-dad, and single parent families.
- (Book) *What Makes a Baby* by Cory Silverberg. A super-inclusive, colorful book about how babies are made, which opens the door for more detailed conversations where parents/caregivers can share how the details fit together for their family. Designed to be relevant for *all* types of families.
- (Book) *What's in There? All About Before You Were Born*, by Robie Harris. A good introduction to the subject of conception. Represents only heterosexual and cisgender identities, and hospital birth. Explains sperm and egg but not sexual intercourse.
- (Video) Amaze Jr: Help Kids Learn How Babies Are Made www.youtube.com/watch?v=4uLqoSh55M8 Short cartoon video shows a mom explaining conception to some kids and animal friends. Teaches sperm, egg, and sexual intercourse

SPERM DONATION

- *For Mommy So Loved You* by Leigh James. Single mom uses a sperm bank.
- *It Takes Love (and Some Other Stuff) To Make a Baby* by L.L. Bird. Two mom family, explains known donors and sperm banks.
- *Your Family: A Donor Kid's Story* by Wendy Kramer. Focus is on donor siblings.
- *Zak's Safari: A Story About Donor-Conceived Kids of Two-Mom Families* by Christy Tyner. Two moms use a sperm bank.

EGG DONATION

- *Happy Together: An Egg Donation Story* by Julie Marie. Simple, short story with mommy and daddy bears.
- *Phoebe's Family: A Story About Egg Donation* by Linda Stamm. Longer story with an anonymous donor.

EMBRYO DONATION

- *Training Wheels: How Did I Get Here?* by Chris Barrett and Sally Hunter

SURROGACY

- *The Kangaroo Pouch: A Story About Surrogacy for Young Children* by Sarah Phillips Pellet. Told from the perspective of a kangaroo child whose mother is a gestational surrogate.
- *The Very Kind Koala: A Surrogacy Story for Children* by Kimberly Kluger-Bell. Koala surrogate grows a baby koala in her pouch.
- *Xander's Story* by Alejandro and Christopher Garcia-Halenar. Two dads work with an egg donor and a gestational surrogate.

PREGNANCY

- *The Pregnant Body Book: The Complete Illustrated Guide from Conception to Birth* by DK Publishing. *The Pregnant Body Book* uses a combination of ultra-realistic 3D illustrations and photos. While not intended for children, the images can be fascinating to study together.
- *Nine Months: Before a Baby Is Born* by Miranda Paul. Poetically told story of a family (mom, dad, girl) expecting a baby sister. Each spread contains detailed drawings of the fetus developing month by month. No mention of conception. Hospital birth is implied.

BABIES

- *Baby on the Way* and *What Baby Needs*, both by William Sears, Martha Sears, and Christie Watts Kelly. Written for children whose family is expecting (or recently had) a baby, focused on the sibling-to-be's perspective on pregnancy, birth, and newborns. Both books show breastfeeding and the second also shows co-sleeping, and babywearing.
- *Babies Don't Eat Pizza: A Big Kids' Book About Baby Brothers and Baby Sisters* by Dianne Danzig
- Long but engaging book about many aspects of having a baby in the house.
- *Hello Benny! What It's Like To Be a Baby* by Robie Harris. Detailed picture book about how babies grow and develop.
- *You Are New* by Lucy Knisley. Short, positive, rhyming book about babies. Not specific to having a new baby in the family.

Grades 4-6:

- At home, spend some time with at least one adult in your family. (You could also do this with more than one adult and other siblings.) Take turns answering the following questions:
 - The part of my personality I like the best is . . .
 - Something that I do well or that makes me unique is . . .
 - Do you see each other the same way? Are there other special talents or things that make you each unique that you had not thought of?
- Discuss the following questions together:
 - Do you use the Internet? What for? How often? Where do you use it?
 - If so, what sites do you go to for fun or socializing?
 - Which devices do you use to go online (computer, tablet, phone)?
 - What kinds of messages do you see about gender, stereotypes, and prejudice when you are online?

- Watch a show or movie together and discuss these questions:
 - Which of these types of relationships were depicted in this movie:
 - No relationships
 - Friends
 - Enemies
 - Parent and child
 - Teacher and child
 - Romantic relationship
 - Relationships among adults
 - Relationships among children
 - Other: _____
 - Are the relationships generally healthy or unhealthy? In a healthy relationship, each person is treated fairly and with respect, and they communicate effectively.
 - Did you find anyone whose gender was unclear? If so, how were they treated?
 - Were there people of different races? Were they treated differently because of their race? If so, how?
 - How are women and girls treated?
 - How are men and boys treated?
 - How are people treated if they don't fit what society says is appropriate for women and girls? Men and boys? People of another gender?
 - How similar to real life is this example?

Grades 7-9 “Taking Flight” parameters/guidelines:

What About OWL Online?

- The Our Whole Lives staff of the Unitarian Universalist Association and the United Church of Christ empathize with those of you whose OWL programs were interrupted by COVID-related shutdowns and those whose new programs are on hold. In response to these challenges, we are developing solutions that are safe, accessible, creative, and values-based.
- ***If you choose to offer online sexuality education for grades 7-9, review these recommendations:***
- The following recommendations are parameters for adaptations used in an online program based on Our Whole Lives for Grades 7-9 ONLY. Resources for other levels will be available through ongoing monthly webinars.
- These recommendations are not an endorsement; rather, they are offered to help you create programming that is as safe and responsible as possible during this pandemic period. We strongly recommend returning to your in-person program as soon as it is safe to do so for **all** participants and facilitators.

NOTE: Designing an online program based on pieces of Our Whole Lives requires much more planning and preparation than does using the published curriculum. You and your facilitators will need to determine whether they can take on this amount of preparation and planning.

- **Change the name.** You'll be using an untested adaptation of your own design, so you may not use the Our Whole Lives name. One option is to call it "Taking Flight" and to make it clear to parents and caregivers that it uses some OWL material but does not provide the comprehensive sexuality education that OWL does.
- **Determine where to begin.** Will you finish an interrupted program or to start from scratch?
- **Shorten the program and session time.** Youth are screened out and should not spend nearly 40 hours online, completing 25-26 90-minute workshops. At most, offer 18 "modules" of 30 minutes for sexuality education plus an optional 10 minutes for Sexuality and Our Faith (if yours is a UU or UCC program).
- **Engage 2-4 facilitators.** If you use breakout rooms in Zoom, each room should be moderated by two adults to maintain safe church/congregation practices. This means that for any module with break-out room activities, you'll need to double the number of adults moderating. *At least* one trained OWL facilitator should be in each breakout room.
- **Create a safety plan.** What is your plan if a participant appears troubled, distracted, or disengaged? Pulling them one-on-one into a breakout room with one facilitator is not an option in keeping with Safe Congregation/Safe Church recommendations. What will you do if you think a youth is using a cell phone to record a conversation, or if a family member or friend interrupts?
- **Re-run and require a new Parent Orientation.** Completely design for every module in advance so you can inform parents about what you're including and excluding. Explain that there will be far less content, far less experiential learning, less self-exploration, and less community building. Acknowledge that your program may not be accessible to youth with Autism Spectrum Disorder, attention-related disabilities, or other issues that make Zoom meetings a challenge.
- **Emphasize group covenanting with parents, youth, and facilitators.** Each family will need to covenant to respect a zone of privacy that ensures no one interrupts the youth during your sessions, and that no adults, siblings, or friends listen in from in the youth's room or from behind closed doors. The covenant should include a prohibition against guests as well as cell phones, screen shots, and recording during sessions. We recommend requiring signed agreement from both youth and parents for these pieces.
- **Review and incorporate 2020 Recommended Curriculum Updates.** You will find the link at www.uua.org/re/owl under **Facilitator Resources (scroll to the bottom of the page for latest information).**
- **Focus on meaning making, not content.** The goal should be to help youth explore their own sexual values and to build social and sexual decision-making skills. You might show some short videos during group sessions and provide other links for independent viewing or reading (see the curated resources we've provided in the Facilitator Resources area online). Group time can focus on discussion and meaning making. Try to retain the diverse voices in the Readings.
- **Create an anonymous Question Box.** Consider how you will ensure privacy when youth submit questions; alternately, clarify that while questions in Chat boxes can be submitted privately to the facilitators, those adults will know who asked the question. Operate with transparency and consent from the group.
- **Incorporate Sexuality and Our Faith.** Utilize some of the content from Sexuality and Our Faith to bookend your online sessions or to provide additional questions during your time

together. NOTE: Use of the Sexuality and Our Faith DVD is prohibited online and in this unauthorized program context. The good news is that Our Whole Lives is a fabulous and comprehensive sexuality education program even without these visuals.

- **Provide an at-home reference book.** See recommendations on our curated list.

Suggested Outline:

This outline creates modules from elements in different OWL workshops. Track timing of all elements you wish to use so you can limit the entire module to 30 minutes (40, if using Sexuality and Our Faith). **Incorporate the 2020 curriculum updates as you go.** Focus on helping participants to process information and ideas through a lens of personal and OWL values, which is a skill they'll not likely gain through school programming.

- **Module 1: What is Sexuality?**
 - Group introductions and warm-up activity
 - Group covenant
 - Circles of Sexuality
 - Introduce Question Box
- **Module 2: Sexuality and Values**
 - Chat-box check in: "Type one word that describes your week/how you're feeling, etc." Follow this quick process in each module.
 - Question Box – Spend 1 min. or less on each answer. Type trusted URLs into chat box for additional information (Amaze.org, Bedsider.org, etc.)
 - Values Voting – Use hand signals, Kahoot, Poll Anywhere or unmuting and calling out answers if participants have visual challenges
 - Personal Values Activity
- **Module 3: Language**
 - Asynchronous, pre-session: Assign reading on the four types of sexuality language. Listen to several songs of your own choice and identify the messages presented and type of language used.
 - Synchronous discussion of pre-session assignments. How does language reflect sexual values? Who can be harmed by different types of language? Who can be supported?
 - Agreements: Which type of language will be used in this program? Note: if the vote is to use slang, discuss it in light of OWL values.)
- **Module 4: Sexual Anatomy and Physiology**
 - Asynchronous: Provide URLs to a basic overview of sexual and reproductive anatomy so questions can be answered during the synchronous session.
 - Discuss sexual anatomy as a continuum of difference
 - Connect messaging about anatomy to impossible "ideals"
 - Body image (in general, not just genitals), Part 1
- **Module 5: Puberty**
 - Give an overview of basic physical changes, keeping language gender neutral
 - Facilitate discussion of how to navigate physical, emotional and social changes

- Body image, Part 2 – Facilitate discussion of peer pressure related to appearance, general media, and social media
- **Module 6: Gender Identity and Expression**
 - Use readings and activities from these workshops without assuming “our youth already know all about this.”
 - Affirm a range of identities and build communication skills so youth can engage family, friends, and peers in conversation.
- **Module 7: Attraction**
 - Select activities that create space for those both comfortable with their own and others’ orientations, including asexuality.
 - Optional Guest Panel: If you select this option, you will need to schedule a longer session.
- **Module 8: Sexuality and Disability**
 - Focus on normalizing visible and invisible disabilities, the fact that everyone may eventually experience disability or chronic illness and/or enter into relationship with people who do.
 - Show (Sex) Abled video listed in the OWL curriculum (streaming is 99 cents at SexSmartFilms) and use processing questions.
 - Scenarios: What Would You Do?
- **Module 9: Relationships**
 - Combine elements of the two existing workshops, such as Deal Makers & Deal Breakers and a combination of Healthy & Unhealthy and Power & Equality activities?
 - Discuss how social media (workshop 14) or distance (even when not in a pandemic) affect relationships?
- **Module 10: Bullying & Bystander Issues**
 - See video recommendations and processing questions.
 - Act out Scenarios provided in the curriculum
 - Discuss social media bystander responsibilities (See Social Media and Internet workshop)
- **Module 11: Redefining Abstinence**
 - Topics to include: Masturbation, ways to build intimacy while respecting boundaries, values about sexual decision making, legalities related to sexting.
 - Review recommendations at <http://www.ashasexualhealth.org/sex-in-the-time-of-covid-19/> and share them with participants for discussion.
 - Discuss alternatives to in-person sexual activity, such as conversations, online or physically distanced games, meals, movie watching via Netflix Party, gaming, and being outside.
 - Discuss what intimacy is, how it can be fostered during social distancing, and how to anticipate managing relationships when physical distancing is no longer required.

- **Module 12: Lovemaking**
 - Focus on informed decision making. The recommended activities below would each take up most of your session time. Consider creating resources for pre-reading prior to the session, so the synchronous time focuses on informed decision making.
 - Lovemaking: Myth Versus Fact
 - Is This a Healthy Sexual Relationship?

- **Module 13: Consent**
 - Select a range of readings and activities, including discussion about how consent can be assessed in social media/online communications.
 - Include information from OWL Workshop 14 regarding online safety.

- **Module 14: STIs and Contraception**
 - Consider assigning pre-reading on STIs and contraception so synchronous discussion can focus on answering questions and communication skills.
 - Amaze.org and Bedsider.org provide excellent self-learning tools.

- **Module 15: Unintended Consequences**
 - Normalize STI diagnosis and treatment.
 - Destigmatize unintended pregnancy.
 - Discuss options for unintended pregnancy and cultural attitudes around these choices. Facilitators should prepare by understanding their state laws and the reproductive justice implications of access to and lack of access to healthcare and reproductive choices.

- **Module 16: Decision Making**
 - Select modifiable activities.
 - Convert How Do I Decide? Activity into a Kahoot or PollAnywhere poll.
 - Set aside time for participants to discuss how they'd like to celebrate completing the program.

- **Module 17: Communicating with a Sexual Partner**
 - Consider assigning the Checklist for pre-session work with live-session discussion.
 - Retain the "Why I Always Use a Condom" reading. Discuss how the same scenario might go with a same-sex couple needing protection from STIs.
 - Engage two additional adults if you use break out rooms for small group discussion.

- **Module 18: Wrap up and Celebration**
 - Select a video or two for pre-session viewing and in-person discussion.
 - Modify the Health Resources activity for online use.
 - Celebrate program completion by incorporating participant suggestions.
 - Invite participants to use the Chat to provide feedback on your online program. Save a copy of the Chat comments and if you are moved to do so, please remove youth names and send their comments to owl@ua.org and owl@ucc.org

Grades 10-12: The 2nd Edition of this material is being developmentally edited and we are hopeful it will be published in 2021. In the meantime, please refer to the websites in the above material for Grades 7-9, and consider having regular meeting times to answer questions.

All adult levels: consider focusing on anti-racism work, and the intersections between racism and sexuality education.