Our Whole Lives Sexuality Education for Grades 7-9, 2nd ed.

and

Sexuality and Our Faith (Grades 7-9), 2nd ed.

A Webinar for OWL Facilitators
Presenters

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• Recorded webinar & slides will be posted online:

  www.uua.org/re/teachers/webinars
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• DO use Meeting Chat for questions of general interest; they will be answered as time allows.
Webinar Agenda

1. Overview of the New Edition
   • New order of Units and Workshops
   • New Approaches to Familiar Topics
   • New Topics

2. Sexuality and Our Faith

3. Parent Orientation

4. Best Practices for Implementation

5. Q & A
“Encourage creativity, with all the courage it demands... respond to new ideas and invitations with curiosity.” -- Rev. Erika Hewitt
2nd Edition Contributors

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Yolanda Turner, PhD, MCAT, therapist specializing in teens/young adults
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UNIT 1   Introduction
1   What is Sexuality?
2   Examining Values
3   The Language of Sexuality

UNIT 2   You, as a Sexual Being
4   Anatomy and Physiology
5   Personal Concerns About Puberty
6   Body Image
7   Gender Identity
8   Gender Expression, Roles & Stereotypes
9   Sexual Orientation
10  Guest Panel
11  Sexuality and Disability

UNIT 3   Relationships
12  Healthy Relationships
13  Relationship Skills

UNIT 4   Contemporary Issues
14  Sexuality, Social Media and the Internet
15  Bullying & Bystander Responsibilities

UNIT 5   Responsible Sexual Behavior
16  Redefining Abstinence
17  Lovemaking
18  Consent Education

UNIT 6   STIs, Pregnancy & Parenting Decisions
19  Sexually Transmitted Infections
20  Pregnancy, Parenting, & Teen Parenting
21  Unintended Pregnancy Options
22  Contraception and Safer Sex

UNIT 7   Communicating about Sexuality
23  Sexual Decision Making
24  Communicating with a Sexual Partner
25  Self Care, Celebration, & Closure

Pornography (SoF)
New Approaches to Familiar Topics

The Circles of Sexuality

Sexuality encompasses nearly every aspect of our being, from attitudes and values to feelings and experiences. It is influenced by the individual, family, culture, religion/spirituality, laws, professions, institutions, science and politics.

*Sensuality* involves our level of awareness, acceptance and enjoyment of our own or others' bodies.

*Sexualization* involves the use of sexuality to influence, control, and/or manipulate others.

*Intimacy* is the experience of mutual closeness with another person.

*Sensuality* Skin hunger Aural/Visual stimuli Sexual response cycle Body image Fantasy

*Sensational* Caring Sharing Loving/liking Risk taking Vulnerability Self disclosure Trust Reciprocity

*Sexualization* Flirting Media messages/images Seduction Withholding sex Sexual harassment Incest Sexual assault/Rape

*Sexual Health & Reproduction* Anatomy & physiology Sexual/reproductive systems Intercourse Contraception-abortion Sexually transmitted infections

*Sexual Health & Reproduction* Biological sex Gender identity Gender expression Gender role Sexual orientation

*Values* Sexual health and reproduction focuses on attitudes and behaviors related to the sexual and reproductive systems, including health and hygiene, the health consequences of sexual behaviors, and the biology of producing children.

Sexual identity is how we perceive ourselves as sexual beings.

*Sexual Identity* Biological sex Gender identity Gender expression Gender role Sexual orientation

New Approaches to Familiar Topics

Photo credit http://thejanellewindcollection.typepad.com
WORKSHOP GOALS
• To introduce the sexual nature and rights of people with disabilities as a social justice issue.
• To identify emotional and sexual commonalities among people with differing abilities and disabilities.
• To increase participants’ capacity to respect and empathize with human differences.

LEARNING OBJECTIVES
By the end of this workshop, participants will be able to:
• Describe historically sex-negative attitudes toward individuals with non-typical physical, emotional, or cognitive abilities.
• Identify at least three ways in which sexual attitudes, needs, and expression may be similar for persons with and without disabilities.
• Demonstrate a willingness or desire to interact comfortably with diverse others.
• Identify at least two ways to be welcoming of peers with disabilities/elicit support from peers without disabilities.
National Transgender Discrimination Survey (2011)

840 respondents filled in this blank

Gender: __________

500 distinct genders were identified
New Language in Action

1st edition, Justice & Inclusivity

All of the following are natural in the range of human sexual experience: Being romantically and sexually attracted to both genders (bisexual), the same gender (homosexual), or another gender (heterosexual) are all natural in the range of human sexual experience.

2nd edition, Justice & Inclusivity

All of the following are natural in the range of human sexual experience: not experiencing sexual attractions; being romantically and sexually attracted to more than one gender (bisexual), the same gender (homosexual), a different gender (heterosexual), and/or to those with a more fluid understanding of their own and others’ gender.
Body Image

WORKSHOP GOALS
• To define the concept of body image.
• To identify factors that influence someone to have a positive or negative body image.
• To examine some ways a negative or positive body image can influence someone’s sexual health and general health behavior.
• To demonstrate connections between body image and other aspects of sexuality.

LEARNING OBJECTIVES
After completing this workshop, participants will be able to:
• Describe the distinction between positive and negative body image
• Describe two factors that can influence body image
• Explain four connections between body image and other aspects of sexuality
WORKSHOP GOALS

• To address how youth communicate via technology, focusing on computer Internet access, texting, and sexting (the sending of words or images which may be sexual in nature).
• To help participants understand some ramifications of using social media and the Internet for social and sexual purposes.

LEARNING OBJECTIVES
After completing this workshop, participants will be able to:
• Evaluate online and social media activities for safety, helpfulness, and harm.
• Recognize how they can better protect their digital privacy.
• Identify how to better respect the digital privacy of others.
• Understand the long-term implications of one’s digital footprint.
• Identify some legal, personal and relationship implications of sharing texts and images.
Bullying & Bystander Responsibilities

WORKSHOP GOALS
• To increase participants’ understanding that bullying occurs in a wide variety of ways related to sexuality.
• To help participants understand that bystanders can have a significant impact on bullying.

LEARNING OBJECTIVES
After completing this workshop, participants will be able to:
• Define bullying.
• Identify different types of bullying.
• Identify different ways that human sexuality is linked to bullying.
• Demonstrate intervention techniques.
Consent Education

WORKSHOP GOALS
• To define the components of consent and identify verbal signals of consent and non-consent.
• To introduce and have participants practice skills for seeking consent and receiving a partner’s positive or negative response.
• To encourage participants to take responsibility as bystanders to intervene to prevent or interrupt sexual harassment or coercion.

LEARNING OBJECTIVES
By the end of this workshop, participants will be able to:
• List the components of sexual consent.
• List at least two examples of verbal signals of consent.
• List at least two examples of verbal signals of non-consent.
• Differentiate between consensual sex and different forms of sexual violation and violence.
• State at least two strategies a bystander can use to prevent or interrupt an incident of sexual harassment or sexual coercion.
Communicating with a Sexual Partner

WORKSHOP GOALS
• To increase participants’ ability to communicate about sexual behavior with a partner.
• To identify reasons why partners might object to using protection.
• To identify ways of responding to reasons/excuses for not using protection.
• To increase participants’ feeling of confidence that they can communicate their bottom lines about sexual behavior to a partner.

NEW!

LEARNING OBJECTIVES
At the end of this workshop, participants will be able to:
• List at least 3 reasons why people don’t want to use condoms or dams.
• Assertively respond to an objection to using condoms or dams.
• Demonstrate initiating a conversation about sexual behavior.
• Demonstrate saying no to pressure to engage in sexual intercourse.
Self Care, Celebration, & Closure

WORKSHOP GOALS

• To connect sexual health concepts learned over the course of the *Our Whole Lives* program with the concept of overall wellness.
• To encourage participants to take responsibility for their own sexual and general health.
• To identify gains participants have made during the program.
• To help participants recognize and appreciate the contributions they’ve made to their own and others’ learning.
• To obtain written and verbal feedback on the program from participants.

LEARNING OBJECTIVES

At the end of this workshop, participants will be able to:
• Identify at least three connections between sexual health and general health and wellness.
• List at least three gains they’ve made during the program.
• Describe the impact of *Our Whole Lives* on their knowledge, feelings, and behavior.
Special Needs Section

- Autism spectrum disorders
- Attention-related disorders
- Intellectual delays
- Learning disabilities
Best Practices in Implementation, Continued
Best Practices: OWL Scheduling

Sunday morning (36.7%)
78.9% of these users complete the entire curriculum.*

Sunday afternoon (20.4%)
83.8% of these users complete the entire curriculum.

Sunday evening
82.3% of these users complete the entire curriculum.

Combination of weekly meetings & weekend retreats
83.8% of these users complete the entire curriculum.

*Intergenerational worship may reduce mornings available for OWL.

Data from OWL Facilitator Survey (2011)
Best Practices:
Sex Education as Social Justice Work

“Sexuality education is but one way I promote inclusive justice making. It has many social justice elements: education, equality, justice, diversity, and self-determination.

I was drawn to OWL because of the Anti-Racism and Anti-Oppression work involved in it. I contribute that lens to all aspects of OWL.”

-- Cindy Beal, OWL Trainer
If we use OWL in a UCC or UU setting, must we use the SoF visuals?

Is SoF all or nothing, i.e., we show all three segments of the visuals (during different workshops) or none?

If parents object to some images within a DVD segment, can we skip over them?

Aren’t youth distracted by the old hairstyles and clothes on the people in the sketches?

May I borrow the visuals for use outside of my congregational setting?
Pornography Workshop in Sexuality & Our Faith

NEW!
Parent Orientation as a Covenant

• Parents commit to supporting the program by ensuring their children come to OWL meetings.

• Facilitators commit to presenting quality sexuality education while supporting parents as their children's primary sexuality educators.
Permission Slips – Two Options

Option 1
I/We give <child(ren)'s name(s)> permission to participate in Our Whole Lives: Sexuality Education for Grades 7–9, part of the education program at <name of organization>. I/We understand that the program includes use of explicit visual materials within the Sexuality and Our Faith supplement. I/We have viewed, or declined the opportunity to view, these materials. I/We have attended an orientation to this program.

Option 2
I/We give permission for our child(ren) to participate in Our Whole Lives: Sexuality Education for Grades 7-9; however, we do not give permission for our child(ren) to view the explicit visual materials within the Sexuality and Our Faith supplement. I/We accept responsibility for keeping our child(ren) from attending the workshops during which the visuals will be shown.
I/we reserve the right to give written permission for my/our child(ren) to view any or all of the segments of the visuals by signing a permission slip at any point prior to their screening.
Continuing Education

National Sex Ed Conference

December 3-5, 2014    Newark, NJ    SexEdConference.com

Join Amy & Melanie for a 3-hour pre-conference workshop
“*Our Whole Lives: New Lessons in Sexuality*”

Coming in 2015
OWL podcasts with Melanie & Amy!
OWL Contacts

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UCC Resources, [www.uccresources.com](http://www.uccresources.com) 800-537-3394

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