

# Jaw-Dropping Content in the OPS Human Growth & Development Curriculum

(All material in bold taken verbatim from the material OPS is using—references & documentation provided)

## Grade 7

**“...it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl.”**

“Reproduction Basics, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 7, page 1.

**“We’ve been talking during class about messages boys and girls get—but as many of you know, there are also people who don’t identify as boys or girls, but rather as transgender or gender queer.”**

“Blue is For Boys, Pink is for Girls...Or Are They? A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 7, page 1.

**“If you felt on the inside like you were a girl, but everyone perceived you as a boy and pushed you to be masculine; or you felt on the inside that you were a boy and people pushed you to be more feminine. What do you think that would be like?”**

“Blue is For Boys, Pink is for Girls...Or Are They? A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 7, page 3.

**“...feel free to ask whether other parts of the culture provide messages about gender, too. For example, if no one mentions religious institutions, ask whether they can think of any examples. If they can’t, ask whether anyone is Catholic, and then whether women can be priests.”**

“Blue is For Boys, Pink is for Girls...Or Are They? A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 7, page 2.

## Grades 7- 8, 10

**“...we’ve intentionally been very careful about our language throughout this curriculum that seems less familiar—using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays...”**

“Making SMART Choices, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 7, page 1.

Being the Change You Want to See in The World, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 1.

*(This notation for teachers is printed at the beginning of almost every lesson in the 7-12 curriculum of Advocates for Youth, “Rights. Respect. Responsibility.”)*

**“...and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities.”**

“Making SMART Choices, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 7, page 1.

Being the Change You Want to See in The World, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 1.

*(This notation for teachers is printed at the beginning of almost every lesson in the 7-12 curriculum of Advocates for Youth, “Rights. Respect. Responsibility.”)*

**“Reach out to the school’s IT person to make sure the above website is unblocked for use in class.”**

“Being Smart, Staying Safe Online. A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 7, page 1

**“Be sure to ask your IT person at school to unblock this site for you to use in class.”**

“Using Technology Respectfully and Responsibly. A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 1

*(At grade levels 7-12, teachers are instructed to make sure the school filters are unblocked so that various websites can be accessed.)*

## Grade 8

**“Throughout this lesson and curriculum, we are using the language of “internal” and “external” rather than “female” and “male” condom. This is to emphasize the body parts the different condoms are used with rather than a particular gender. This makes your classroom more gender-inclusive—as well as more accurate, as the so-called “female” condom, for example, can be used for anal sex. A cut-open, flavored “male” condom can be used for oral sex.”**

“Using Condoms Effectively, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 1.

**“People have referred to this condom as a “female” condom, but this can be used by someone of any gender for either penis-vagina sex or during anal sex if the couple removes the interior ring.”**

“Using Condoms Effectively, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 3.

**“Over the next week when you are watching tv shows, videos or movies, please keep this sheet with you. Please share three examples of couples that are either in a sexual relationship or talking about being in that relationship. Describe whether and how they talk about or actually use condoms.”**

“Using Condoms Effectively, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 5, “Using Condoms Effectively Worksheet”

**“Mutual consent is essential...It’s when both people actively say what they want, and both people agree to any behavior that they are going to do together. When we are talking about doing something sexual in nature, you need to ask your partner if they want to do it.”**

“Warning Signs: Understanding Sexual Abuse and Assault, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 4.

## Grade 8 Scenarios

**“After spending a lot of time together, a couple wants to start having sex. They talk about safer sex and decide to use condoms every time.”**

“Healthy or Unhealthy Relationships? A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 8

**“Partner one wants to have sex. Partner two says they’re not ready, but after talking about it, gives in and has sex, even though they didn’t really want to.”**

“Healthy or Unhealthy Relationships? A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 13

**“A guy has been with his boyfriend for five months. They’ve said “I love you” to each other, but when they’re around other friends at school, one guy pretends they’re not a couple. He says it’s because he hasn’t yet told his family that he’s gay.”**

“Healthy or Unhealthy Relationships? A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 16

**“A girl has a girlfriend who is ten years older than she is. Her older girlfriend has a job, a car and a place to live where they can be alone together. When they go out, the older partner always pays.”**

“Healthy or Unhealthy Relationships? A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 8, page 22

## Grade 10

**“...you will go to <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and take the ‘Which Contraception is Right for Me?’ quiz on the website.”**

“Know Your Options, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 3.

*(Throughout the curriculum, students are shown various websites with the implication that they will then utilize these websites on their own in the future. A sponsor of this website is the International Planned Parenthood Federation)*

**“Am I comfortable being vulnerable in front of my partner, for example being naked with them?”**

“Sexual Decision Making, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 4, “Sexual Readiness Handout.”

**“When do you think someone is ready for sex – either oral, vaginal or anal – with their partner?”**

“Sexual Decision Making, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 1.

## Grade 10 Role Playing and Scenarios

**“Louise... always been attracted to girls but recently she’s been flirting with this guy that just transferred to her school. She thinks he likes her too but doesn’t know where this all might lead.”**

“Know Your Options. A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 7.

**“Marcus...hooked up one time and had oral sex, but got his heart broken so he’s been hesitant to put himself out there again...there will be a big party after the home game tonight and he hopes the person he’s been crushing on for a while will be there too so he can make a move.”**

“Know Your Options. A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 9.

**“Andie and Diana are two girls who just met last weekend at a party. They had fun together, and now they’ve hooked up again this weekend. They’re alone in Andie’s basement. Plan a role-play in which Diana asks Andie about having sex and they make a decision.”**

“Sexual Decision Making, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 6.

**“Sydney is a trans girl who has a big crush on Zee. Both are free thinkers who don’t like labels....Plan a role-play in which Sydney talks with Zee about having sex and they make a decision.”**

“Sexual Decision Making, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 7.

**“Morgan identifies as queer and is very active in the LGBTQ group at his school. Terence isn’t sure whether he’s straight or bisexual and has only dated girls. But both Morgan and Terence know they are attracted to each other. Plan a role-play in which Morgan talks to Terence about what’s going on and they make a decision about whether to have sex.”**

“Sexual Decision Making, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, page 5.

**“If two cisgender, heterosexual boys end up randomly being assigned to each other, it is possible they will have a homophobic response that could include refusing to do the work or speaking or making gestures that mimic their understanding of gay male stereotypes. Should this happen in your class, it’s important to stop what you are doing...and ask for the class members to reflect on what’s happening...be respectful...making homophobic comments is not respectful.”**

“How Well Do I Communicate with Others? A Lesson Plan from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum,” Grade 10, pages 3-4.

## References

“Rights. Respect. Responsibility: A K-12 Sexuality Education Curriculum,” Elizabeth Schroeder, Eva Goldfarb, Nora Gelperin, Advocates for Youth, 2015 [www.advocatesforyouth.org](http://www.advocatesforyouth.org) (all curriculum materials can be accessed free-of-charge at the Advocates for Youth website)

“Human Growth and Development Pacing Guide.” Omaha Public Schools, 2016

Grade 4: <http://district.ops.org/Portals/0/CurrandLearn/HGD/Grade%204%20HGD%20Pacing%20Guide%20copy.pdf>

Grade 5: <http://district.ops.org/Portals/0/CurrandLearn/HGD/Grade%205%20HGD%20Pacing%20Guide%20copy.pdf>

Grade 6: <http://district.ops.org/Portals/0/CurrandLearn/HGD/Grade%206%20HGD%20Pacing%20Guide%20copy.pdf>

Grade 7 <http://district.ops.org/Portals/0/CurrandLearn/HGD/Grade%207%20HGD%20Pacing%20Guide.pdf>

Grade 8 <http://district.ops.org/Portals/0/CurrandLearn/HGD/Grade%208%20HGD%20Pacing%20Guide.pdf>

Grade 10 <http://district.ops.org/Portals/0/CurrandLearn/HGD/Grade%2010%20HGD%20Pacing%20Guide.pdf>