



Oregon Healthy Relationships Curriculum Assessment Tool (OHRCAT) Review Summary

Welcome to Oregon's Healthy Relationship Curriculum Review Tool (OHRCAT) Summary developed by the Oregon Attorney General's Sexual Assault Task Force's (SATF) Sexual Health Work Group (SHWG). These are the results of curricula review using the OHRCAT which is designed to facilitate evaluation of curricula based on education benchmarks in Oregon and in the United States. For more information on this curriculum review, feel free to view this [online learning module](#).

The Purpose

The purpose of this review process is to review curricula to evaluate how well they map onto Oregon's education standards. As Oregon has some of the most comprehensive sexuality education outcomes, benchmarks, and standards, many of the curricula have a low score as a result of these standards, however this does not mean that the curriculum is not a good resource to build upon. Please read our recommendations for each curriculum before you make any selections.

The Standards

Oregon's standards are modeled after the National Health Education Standards. The standards are eight different categories of knowledge and skills that students are supposed to develop while in school. Designated outcomes for each standard identify details about the knowledge and skills students need to have in order for a standard to be met. These are the eight standards:

- Core Concepts (CC) Expectations ([Standard 1](#))
- Analyzing Influences (INF): Expectations and Skills Practice ([Standard 2](#))
- Accessing Information (AI): Expectations and Skills Practice ([Standard 3](#))
- Interpersonal Communication (IC): Expectations and Skill Practice ([Standard 4](#))
- Decision Making (DM) : Expectations and Skill Practice ([Standard 5](#))
- Goal Setting (GS): Expectations and Skill Practice ([Standard 6](#))
- Self-Management (SM): Expectations and Skills Practice ([Standard 7](#))
- Advocacy (AV): Expectations and Skill Practice ([Standard 8](#))

The Process

This review is not designed to be an audit of existing curricula, rather reviewers approach the curricula as experts in their fields, not as expert researchers. Reviews are completed by small groups of professionals working in the violence prevention and healthy sexuality fields, who have been trained to evaluate healthy relationships curricula using the OHRCAT tool. The review process focuses specifically on measuring curricula using education standards and benchmarks as listed in the criteria listed below. This document also incorporates curricula overview information

provided by the Idaho Coalition against Sexual and Domestic Violence in their 2013 document, “Evidence-based and practice-informed prevention approaches to adolescent dating abuse, sexual assault, and stalking.”

Criteria Overview

The curriculum review criteria were pulled from several sources including:

- **Oregon specific education benchmarks** – Oregon’s Health Education Standards, including: Comprehensive Sexuality Education Benchmarks and Standards (CSE B/S) Promotion of Mental, Social & Emotional Health Essential and Non-Essential, Promotion of Sexual Health Essential and Non-Essential, and Violence and Suicide Prevention Essential and Non-Essential Modules
- **SATF Sexual Health Work Group** – Extra Criterion Based on SHWG Key Elements for Healthy Relationships and Sexuality Education
- **Nation-wide education benchmarks** – The Center for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT) Violence Prevention, Sexual Health, and Healthy Behavior Outcomes modules. National Sexuality Benchmark Standards (NSBS) Puberty and Adolescent Development, Identity, Pregnancy and Reproduction, Healthy Relationships, and Personal Safety strands.

Evidence of Effectiveness

- **Evidence-based programs:** Include materials, initiatives, and/or approaches that have either gone through a rigorous formal evaluation, shown a record of positive outcomes, considered research-informed, or have been identified by the Substance Abuse and Mental Health Administration (SAMHSA) as an “evidence-based program”. In order to achieve similar outcomes to past evaluations, implementations should maintain fidelity and mirror previous methodologies of data collection.
- **Promising Practices:** Include materials, initiatives, and/or approaches that are currently undergoing a formal evaluation or were created based on well-known theories of change. Promising practices can also include materials that have been identified by the Center for Disease Control (CDC) as a “promising practice”.

Glossary of Terms and Concepts

Positive Framing – We use this terminology to promote a focus on health promotion. It’s not enough to simply say what not to do, we need to replace that with options of what to do, alternatives that are healthy, and focus on enhancing health promoting skills.

Healthy Relationships – means one in which [all] people feel a healthy sense of "self". Each person feels comfortable and safe when spending time with [another] person. Individuals try to meet each other's needs, and each can ask for help and support, within and outside of the relationship without fear of criticism or harm.¹

Healthy Sexuality - Healthy sexuality is the expressed capacity to understand, enjoy, and control one's own sexual and reproductive behavior in a manner that enriches one's self, relationships, and communities. Sexuality is an integral part of the human experience that incorporates physical, emotional, intellectual, social, and spiritual dimensions. A central component of healthy sexuality is both the absence of all forms of sexual violence or coercion, and the active presence of self-determination and the ability to choose when, how, whether, and with whom to make sexual and reproductive choices.²

Trauma-Informed Prevention – Trauma-informed prevention programs also build upon existing and trusted advocacy services, community partnerships, school partnerships, and some counseling programs that are available to the community in order to create support systems and networks for those who experience violence. This involves creating safe spaces or trauma-informed environments, meaning all people operating a program are both intentional and conscientiously aware of the impact of emotional interactions that engage people who are potentially trauma victims and make a conscious effort to create physical spaces that reduce stress or re-traumatization.³

Primary Prevention - Primary prevention strategies, "are carried out before the sexual violence initially occurs, and these strategies focus on stopping conditions that support sexual violence, focus on promoting conditions that inhibit sexual violence, and promote positive behaviors and develop skills that we want others to adopt in order to prevent sexual violence."⁴

¹ Working definition adopted by the Oregon State Board of Education January 25, 2013 (OAR 581-022-1440 (k))

² AGSATF Prevention & Education Subcommittee, Sexual Health Work Group. *Philosophic Statement* (2012)

³ SATF Advocate Manual

⁴ North Carolina Coalition Against Sexual Violence

The Socioecological Model - The socioecological model recognizes that the individual is strongly influenced by systems and norms, and that positively influencing each of these will reduce violence. The model is based on the recognition that no one group or institution can end sexual violence alone and that change needs to take place on the individual, relationship, community, institutional, and societal levels to truly impact the problem.⁵

The Nine Principles of Effective Prevention – In the article *What works in prevention: Principles of Effective Prevention Programs*, the authors used a review-of-reviews approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs. The principles include: Comprehensive; Varied Teaching Methods; Theory Driven; Appropriately Timed; Socioculturally Relevant; Well-trained Staff; and Outcome Evaluation.⁶

Risk-Reduction - Risk Reduction strategies focus on teaching individuals to reduce their risk of becoming victims by taking steps such as self-defense classes or paying attention to factors that may increase a person's risk of being victimized (such as alcohol or drugs). Because it focuses almost entirely on the victim, risk reduction programming in the absence of a comprehensive prevention effort runs a very real risk of becoming victim blaming, because it seems to communicate that women (and men) are responsible for ensuring that others do not make a choice to be violent. This is not the intent of risk reduction, but its impact can be very harmful if it is not placed in the context of putting responsibility for ending sexual violence squarely on those who might make the choice to be violent.⁷

Victim-Blaming - refers to the attitudes or beliefs that hold victims responsible, even in part, for being sexually assaulted.⁸

Oppression – is a system or worldview based in and placing value on hierarchy, domination, exploitation, violence, degradation, control and power over others. It involves the systematic and pervasive mistreatment of individuals on the basis of their

⁵ Krug EG et al., eds. *World Report on Violence and Health*. Geneva, World Health Organization, 2002.

⁶ <http://wiki.preventconnect.org/Nine+Principles+of+Effective+Prevention+Programs>

⁷ SATF Advocate Manual

⁸ SATF Advocate Manual

membership in a group disadvantaged by this system. Oppression occurs at each level of society – internal, interpersonal, cultural, institutional, and structural.

Intersectionality - is the study of intersections between forms of oppression. Kimberle Crenshaw named this concept in 1989 when she inventoried experiences of being Black and female, which cannot be understood solely through examining experiences of Blackness or experiences of womanhood but must consider the interactions between the two, which often reinforce and complicate each other. Crenshaw indicates that structural intersectionality refers to “the ways in which the location of women of color at the intersection of race and gender makes our actual experiences of domestic violence, rape, and remedial reform qualitatively different from that of white women.”⁹

Social Norms - Social norms refer to values, beliefs, attitudes, and/or behaviors shared by a group of people. They are often based on what people believe to be normal, typical, or appropriate. Social norms can function as unspoken rules or guidelines for how people behave, and for how people are expected to behave. People generally follow social norms because they want to fit in with the people around them.¹⁰

Affirmative Consent – Consent lets people express what they want, like, need, and what gives them pleasure in a relationship.¹¹

For more information on these concepts, primary prevention of sexual violence, and sexual health promotion, please review our developed resources on our [website](#).

⁹ Crenshaw, Kimberlé Williams. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color". In: Martha Albertson Fineman, Rixanne Mykitiuk, Eds. *The Public Nature of Private Violence*. (New York: Routledge, 1994), p. 93-118.

¹⁰ (n.d.). Retrieved December 13, 2016, from <http://vetoviolence.cdc.gov/violence-prevention-basics-social-norms-change>

¹¹ Questions You May Get & Possible Answers: A Quick Reference to Guidance Document for Media Response. (n.d.). Retrieved from <http://50.116.64.16/~oregonv6/wp-content/uploads/2016/12/Talking-Points-Quick-Guide-to-Q-and-A.pdf>

Reviewed Curricula

Curriculum	Type	Review Year	Doc. Page #'s
Safe Dates	DVP, HR	2015	7-8
Making the Peace	VP	2015	9-10
Shifting Boundaries	VP	2016	11-12
Expect Respect	DVP, HR	2016	13-14
It's All One	SH, VP	2016	15-16
Love is Not Abuse	DVP, HR	2016	17-18
Unequal Partners – 4 th Edition	SH, HR	2016	19-20
FLASH	SH	2017	21-22
The Fourth R – 9 th Grade PE and Health Curriculum	HR	2017	23-24
Rights, Respect, Responsibility (3 R's) K-12	SH, HR, VP	2018	25-29
Coaching Boys Into Men	HR, VP	2019	29-30
Child/Teen Safety Matters	CAP	2019	31-32
Safer, Smarter Kids/Teens	CAP	2019	33-34

Although the reviewed curricula have varying primary focuses, they are all rooted in health promotion and violence prevention, and appropriate for this review using this tool. That being said, the primary focus can also help us understand more what some of the gaps in those curricula may be.

Primary Focuses (Type): Dating Violence Prevention (DVP), Healthy Relationships (HR), Sexual Health (SH), Child Abuse Prevention (CAP), Youth Empowerment (YE), Violence Prevention (VP)

SAFE Dates				
OHRCAT (Grades 6-8)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <ul style="list-style-type: none"> • Raise student awareness of what constitutes healthy and abusive dating relationships. • Raise student awareness of dating abuse and its causes and consequences. • Equip students with the skills and resources to help themselves or friends in abusive dating relationships. • Equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution. 	<p>Target Audience</p> <ul style="list-style-type: none"> • Middle and high school students (grade 7-12) <p>Sessions</p> <ul style="list-style-type: none"> • 9 total • 50 Minutes • Presented to mixed gender audiences <p>Classroom Integration</p> <ul style="list-style-type: none"> • Health, P.E., English & after school programs <p>Measureable Component</p> <ul style="list-style-type: none"> • Fidelity checklist <p>Training</p> <ul style="list-style-type: none"> • 8 hours of training • Recommended, not required <p>Approach</p> <ul style="list-style-type: none"> ▪ Universal 	<p>Designated as a model program by the SAMHSA. Also selected for the National Registry of Evidence-based Programs and Practices (NREPP). Multiple evaluations and the parent component, Families for Safe Dates, is currently undergoing a rigorous evaluation (2011-2014) funded by the CDC. Outcomes from Foshee et al., 1998, 1999, 2001, 2004, & 2005 showed:</p> <ul style="list-style-type: none"> ▪ Decreased physical and sexual violence perpetration ▪ Decreased sexual and dating violence victimization ▪ Stronger communication and anger management skills ▪ Less gender stereotyping ▪ Increased awareness of community resources 	<p>Strengths</p> <p>Strong outcomes when implemented with fidelity. Includes a fidelity checklist. Materials and user manual is user friendly.</p> <p>Barriers</p> <p>Limitations with empirical research evaluations.</p> <ul style="list-style-type: none"> • Last evaluation of curriculum only was in 2005 in rural areas and one state. • Results of rigorous evaluation may not be generalizable to urban or suburban areas. 	<p>\$245.00 includes instructor’s manual and CD with program forms, handouts and parent resources.</p> <p>Available from Hazelden Publishing: www.hazelden.org</p>

SAFE Dates	
OHRCAT (Grades 6-8)	
Percentage of Standards Met	Recommendations
46%	<p>Framing</p> <ul style="list-style-type: none"> • We recommend that conversations about sex, sexuality, and sexual violence utilize positive framing, ie. “We deserve healthy relationships” - move beyond the legality of sex and sexual violence to focus more on the positive. • Safe spaces are a recommended practice by SD. Having a knowledge base in trauma-informed practice will help facilitate building safe spaces when teaching about violence prevention. • In order to use this curriculum, we recommend the user has a knowledge base in the primary prevention of sexual violence, the socio-ecological model, and the nine elements of effective prevention. • Prevention and risk-reduction are different strategies/concepts and achieve different outcomes. It is especially important that we’re focusing on preventing violence and not just reducing-risk, especially when we are consistently challenged with victim blaming, and putting the responsibility for violence on the victims. <p>Additions/Adaptations/Modifications</p> <ul style="list-style-type: none"> • In order to truly prevent violence, we have to look at the root causes of violence. This includes looking at oppression, intersectionality, privilege, and power dynamics. It also involves addressing influencers of social norms, such as doing media analysis. • Include population specific and diverse examples to reflect inclusivity. This includes examples and activities that are culturally and racially diverse as well as those that include examples of varying sexual orientations and gender identities. • The curriculum really relies on the use of scenarios. We recommend you add in other types of activities as well to address varying learning styles. • Include other types of relationships, friendships, families, selves, as well as other types of dating relationships – taking into account young people often use hook-up culture language, rather than dating, courting, etc.

This review was conducted using Version 1 of the OHRCAT during the summer of 2015.

Making the Peace				
OHRCAT (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives Making the Peace is written to help high school students break away from violence, develop self-esteem, and regain a sense of community. It provides photographs, illustrations, exercises, role-plays, in-class handouts, homework sheets, and discussion guidelines to explore issues such as dating violence, gangs, interracial tension, suicide, sexual harassment, and the social roots of violence.</p>	<p>Target Audience</p> <ul style="list-style-type: none"> • High school students (grades 9-12) <p>Sessions</p> <ul style="list-style-type: none"> • 15 total • Presented to mixed gender audiences <p>Classroom Integration</p> <ul style="list-style-type: none"> • Health, P.E., English & after school programs <p>Measureable Component</p> <ul style="list-style-type: none"> • Includes an assessment questionnaire <p>Approach</p> <ul style="list-style-type: none"> ▪ Universal 	<p>The project was piloted in Ohio and the District of Columbia in 1991-94 and subsequently conducted in 1995-98 in 21 urban, suburban and rural sites across the state of California. The subject of an extensive report about the implementation of Making the Peace is a pilot project conducted in 1996-97, to adapt and present MTP intensively at two “high-risk” metropolitan schools in California. That report can be found here: http://vawnet.org/sites/default/files/materials/files/2016-08/NRC_MTP-full.pdf</p>	<p>Drawing from years of experience in violence prevention, the authors outline a 15-session program that is grouped into three units. Part One explains basic concepts and establishes a framework of safety and respect within the class, Part Two looks at the forms which violence takes. Part Three focuses on healing from the past and introduces individual and group activities that can help to make the peace.</p> <p>The curriculum was published and last updated over 10 years ago.</p>	<p>\$22.46 includes two manuals, Making the Peace and Days of Respect, each presenting complementary approaches as well as 35 reproducible handouts.</p> <p>Available from: Paul Kivel Books</p>

Making the Peace	
OHRCAT (Grades 9-12)	
Percentage of Standards Met	Recommendations
55%	<p>Framing</p> <ul style="list-style-type: none"> • This curriculum was written prior to the idea of trauma-informed practice being widely accepted. We recommend that people incorporate a trauma-informed approach while delivering this curriculum. This is especially important when challenging difficult conversations, like those about race and class. • For someone to use this curriculum, we recommend they have an advanced understanding of social justice work. <p>Additions</p> <ul style="list-style-type: none"> • This is an anti-violence, social justice curriculum. In order to also be a healthy relationships curriculum, information would need to be added. This includes information on media analysis, healthy relationships and sexuality, consent, health promotion – which would balance some of the heaviness of the social justice lessons. • We recommend that you collaborate with other people within your community, school, or organization to provide safe people for disclosures. One example might be training school nurses on how to be a safe person for disclosures. • This curriculum is largely focused on building knowledge. We recommend adding in diverse activities to emphasize skills demonstration (ie. demonstrating how you would access knowledge, who would you go to, how do you use this information, etc.). • Include population specific and diverse examples to reflect inclusivity. This includes examples and activities that are culturally and racially diverse as well as those that include examples of varying sexual orientations and gender identities.

This review was conducted using Version 1 of the OHRCAT during the summer of 2015.

Shifting Boundaries				
OHRCAT (Grades 6-8)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <ul style="list-style-type: none"> • Reduce dating violence and sexual harassment among adolescent populations • Increase knowledge and awareness of dating violence and sexual harassment through a school wide social marketing campaign • Identify “hot spots” within the school and increase staff supervision within the identified areas 	<p>Target Audience</p> <ul style="list-style-type: none"> • Middle School <p>Sessions</p> <ul style="list-style-type: none"> • 6 total • 45 minutes each • Presented to mixed gender audiences <p>Classroom Integration:</p> <ul style="list-style-type: none"> • Flexible lessons to be implemented in a health class <p>Measureable Component:</p> <ul style="list-style-type: none"> • Undetermined <p>Training</p> <ul style="list-style-type: none"> • Each component of the curriculum includes user-friendly instructions and directions <p>Approach</p> <ul style="list-style-type: none"> • Universal 	<p>Taylor et al., 2011 conducted a two year, mixed-methodological rigorous evaluation of shifting boundaries. Findings from the evaluations demonstrated:</p> <ul style="list-style-type: none"> • Increased knowledge and awareness of sexual abuse and harassment • Increased prosocial attitudes and a negative view of dating violence and sexual harassment • Promoted nonviolent behavioral intentions in bystanders • Reduction of sexual harassment (victimization and perpetration by 26-34% six months post follow-up • Reduced victimization and perpetration of physical and sexual dating violence by about 50% up to six months after the intervention. • 32-47% lower peer sexual violence victimization and perpetration up to six months after the intervention. 	<p>Strengths:</p> <p>Curricula is flexible and can be implemented over 6 to 10 weeks.</p> <p>Barriers:</p> <ul style="list-style-type: none"> • Evaluation was conducted within middle schools in large urban areas in one state only. • Results of rigorous evaluation may not be generalizable to rural or suburban areas. • There is no faculty and staff training component 	<p>There is no cost to the curriculum. The video referenced in the lessons can be purchased online for \$79.00. For more information, contact:</p> <p>Bruce Taylor taylor-bruce@norc.org 301.634.9512</p> <p>Or</p> <p>Nan D. Stein nstein@wellesley.edu 781.283.2502</p>

Shifting Boundaries	
OHRCAT (Grades 6-8)	
Percentage of Standards Met	Recommendations
29%	<p>Framing</p> <ul style="list-style-type: none"> • Shifting Boundaries provides a really useful violence prevention base for programs, which could probably even be implemented with students younger than middle school age. • As with all curricula that addresses violence, it’s good to be audience-led and take into account a trauma-informed approach, including being prepared to respond to disclosures. Shifting Boundaries works to engage the entire school in collaboration with students to respond to violence in people’s lives. We recommend that users do additional reading on trauma-informed prevention in order to more effectively implement this approach. • Understanding where boundaries are both physically and emotionally is fundamental to understanding important principles of healthy relationships. Spending time analyzing why those boundaries exist and why they exist where they do is an important tenant to then be able to unpack and challenge harmful boundaries. A social justice lens can often help to do this. <p>Additions</p> <ul style="list-style-type: none"> • The curriculum focuses on identifying and preventing violence. In order to also address healthy relationships, you would need to combine this curriculum with another one, or add in more lessons to address the health promotion piece. • Understanding boundaries external to us is really important, including understanding the spaces and people around you. We recommend incorporating more information on understanding our personal boundaries as well. This means incorporating conversations that analyze how we impact others when we violate their boundaries, and how we can respond when others violate our boundaries. This means focusing more on individuals and empathy rather than on the legality of certain actions. • Include information about local resources, to provide alternatives for disclosures, if someone felt unsafe or uncomfortable disclosing to school personnel. This ensures that people have access to help regardless of the source. • With every curriculum, do some research before-hand to ensure that you are using the most up to date statistics. • Include more opportunities for the students to practice identifying and communicating boundaries.

This review was conducted using Version 2 of the OHRCAT during the beginning of 2016.

Expect Respect				
OHRCAT (Grades 6-8)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives Expect Respect is an ecologically informed school-based program aimed at preventing dating abuse and sexual violence in an effort to build healthy relationships among adolescents, develop youth leadership, and increase safety and respect on school campuses.</p> <p>Build skills for healthy relationships</p> <ul style="list-style-type: none"> • Increase social support • Decrease victimization and perpetration <p>Mobilize teen leaders</p> <ul style="list-style-type: none"> • Engage and empower youth as positive role models and peer educators • Increase active bystander behavior • Increase awareness through media and social marketing <p>Engage important adults in teens’ lives</p> <ul style="list-style-type: none"> • Educate school personnel, parents and other adults • Create positive in and afterschool environments • Engage local artists and arts organizations in community-wide events that inspire youth and adults • Model and teach healthy relationship skills 	<p>Target Audience</p> <ul style="list-style-type: none"> • Middle & high school <p>Sessions <i>Support Group Curriculum</i></p> <ul style="list-style-type: none"> • 24 total • 50 – 60 minutes each • Presented to genders separately <p><i>Youth Leadership Curriculum</i></p> <ul style="list-style-type: none"> • 8 lessons <p>Classroom Integration</p> <ul style="list-style-type: none"> • Health • English • Art • After school settings <p>Measureable Component</p> <ul style="list-style-type: none"> • Pre/Post Surveys <p>Training</p> <ul style="list-style-type: none"> • 12 hour training for implementers/ facilitators <p>Approach</p> <ul style="list-style-type: none"> • Universal (Youth Leadership Curriculum) • Indicated (Support Group Curriculum) 	<p>Ball et al., 2009 conducted a qualitative evaluation of the curriculum used in the support groups (Book I). Outcomes showed:</p> <ul style="list-style-type: none"> • Increase in healthy conflict resolution skills • Increase in ability to identify abusive relationships • Reduced perpetration among high risk participants <p>Ball et al., 2012 conducted a quantitative evaluation of the curriculum used in the support groups (Book I). Outcomes showed:</p> <ul style="list-style-type: none"> • Increase in healthy conflict resolution skills 	<p>Strengths User-friendly materials, comprehensive approach to adolescent dating abuse</p> <p>Barriers</p> <ul style="list-style-type: none"> • No rigorous evaluation • Evaluations of the curriculum only and not the full implementation of all three components together • No decrease in perpetration/victimization across the full sample 	<p>\$160.00 for all four books (program overview, books I, II, and III) and a CD with program forms and handouts</p> <p>To discuss training options, Contact:</p> <p>Barbara Ball bball@SafePlace.org 512.356.1623</p> <p>OR</p> <p>Barri Rosenbluth brosenbluth@SafePlace.org 512.356.1628</p>

Expect Respect	
OHRCAT (Grades 6-8)	
Percentage of Standards Met	Recommendations
<p>Support Group Curriculum Alone 33%</p> <p>Leadership Curriculum Alone 26%</p> <p>Combined 53%</p>	<p>Framing</p> <ul style="list-style-type: none"> • This is not a prevention curriculum, however, this curriculum and structure would complement a prevention program and provide valuable intervention services which are always necessary when prevention efforts are being implemented. • We recommend utilizing an affirmative consent model when teaching about consent. This model has been widely adopted in recent years, and focuses on positive health promotion rather than focusing solely on the negative. • We recommend the presenter have a knowledge base or conducts some research about gender identity and expression, race, and peer-to-peer violence, and how these impact experiences with violence in order to provide a more comprehensive look at violence and healthy relationships. • In order to use this curriculum, we recommend the user has a knowledge base in the primary prevention of sexual violence, the socio-ecological model, and the nine elements of effective prevention. <p>Additions</p> <ul style="list-style-type: none"> • Add in a prevention program to complement Expect Respect’s intervention strategies. This will help build a larger community-wide effort to respond to and work towards ending violence. • As with any curriculum, we need to consistently reflect on the relevance of examples and activities based on how things change over time. If you choose to implement Expect Respect alongside a prevention curriculum, look out for references for Myspace and other dated technology, and look at activities that may not be considered as appropriate any more, like the privilege shuffle and trauma/harm ranking. • The support group curriculum involves a lot of activities which is great to keep the audience engaged in the topics and lesson. We do recommend incorporating more activities that allow the audience to practice the skills they are learning however, in order to establish these skills more effectively for the students.

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It's All One				
OHRCAT (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>It's all one Curriculum is a resource kit for developing a unified curriculum on sexuality, gender, HIV, and human rights. It is based on global research about risks to sexual health.</p> <p>It enables educators and policy makers to address not only the individual determinants of young people's sexual and reproductive health, but also the social determinants of their health and wellbeing.</p> <p>The ultimate goal of It's All One Curriculum is to enable young people to enjoy – and advocate for their rights to – dignity, equality, and healthy, responsible, and satisfying sexual lives.</p>	<p>This resource is designed primarily for curriculum developers, schoolteachers, and community educators responsible for education in the areas of sexuality/sexual health (including AIDS) and civics or social studies. Users may draw on the guidelines and activities in this kit to meet their needs, for example:</p> <ul style="list-style-type: none"> • to develop or modify comprehensive curricula (of any duration) appropriate for their setting; • to design more narrowly focused teaching units (for example, on gender or sexual health); and • to use as a resource for single-topic lesson plans (for example, gender and the media, deciding about sex, protecting oneself and one's partners from HIV, reflecting on masculinity). 	<p>It's All One was developed by an international group of experts to ensure that its perspective is relevant for educating young people globally. It builds on curricular standards articulated by global researchers, while also integrating important findings about the links between gender dynamics and sexual health outcomes.</p>	<p>Strengths: Available in English, Spanish, French, Bangla, and Chinese.</p>	<p>Free Download available on Population Council's website: http://www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to-</p>

It's All One	
OHRCAT (Grades 9-12)	
Percentage of Standards Met	Recommendations
65%	<p>Framing</p> <ul style="list-style-type: none"> • This is a social justice curriculum focused on deep critical analysis of the world around us and why we think the ways we do. This is immensely important for us to work towards changing the norms and systems that reinforce violence. • When using a social justice lens, it's important to also focus on the intersections of oppression, violence, and identity. This will help us all have a more complete understanding of the systems and norms that we hope to change in order to prevent violence. • This curriculum is very long and will take more time, however sufficient exposure is a key principle of effective prevention. We recommend working with other teachers or instructors to implement elements of this curriculum throughout a community, throughout a school. • In order to effectively talk about the concepts within the It's All One curriculum, we recommend that instructors review the entire guidelines book whether they are presenting material from each unit or not. This sets the tone and provides critical accurate information to the presenters. • Adopt a trauma-informed approach when delivering this curriculum. <p>Additions</p> <ul style="list-style-type: none"> • It is important that we do not simply provide definitions for concepts, but that we model equity and equality in our teaching and the implementation of violence prevention programs. Pay attention to the examples and scenarios that you are using throughout implementation to ensure that you are not reinforcing harmful norms like validating the gender-binary or assuming all participants are heterosexual. • Move beyond discussing solely the legality of consent, and rather incorporate lessons and/or conversations that focus on how to give and receive consent. Many people refer to this as an affirmative consent model. This will work towards promoting healthy behaviors rather than solely outlining harmful or illegal behaviors. • Incorporate as many of the homework activities as you can – as these provide critical skills practice that you don't necessarily get by just implementing the activities in the classroom. • As with any curriculum, ensure that you are using complete and accurate information throughout.

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Love is Not Abuse				
OHRCAT (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>This curriculum focuses on four critical goals:</p> <ol style="list-style-type: none"> 1. Increasing students' understanding of teen dating abuse 2. Enabling students to reach out to provide support and help to a friend or family member who may be involved in an abusive relationship 3. Increasing help-seeking behavior among students involved in abusive dating relationships 4. Promoting healthier approaches to dating relationships and conflicts 	<p>The curriculum is broken down into three lessons (45 minutes each) with handouts and activities specific to each lesson's theme:</p> <ul style="list-style-type: none"> • Lesson 1: Dating Abuse 101 • Lesson 2: Power and Control • Lesson 3: Digital Dating Abuse 	<p>In the fall of 2005, a draft of Love Is Not Abuse was tested in high schools across the United States, representing a range of urban, suburban and rural communities. Pilot teachers used the curriculum across a variety of subject areas, including health education, English language-arts, family and consumer science, and life management skills classes.</p> <p>The experiences and recommendations of the pilot-test classrooms were reflected in the curriculum that was released broadly in spring 2006. A second edition of the curriculum was updated to incorporate information on the prevalence of technology and cyber abuse in teen dating relationships and provided additional resources for teens, teachers, and parents to get help. This third edition has been expanded to include a lesson that specifically addresses digital dating abuse, including the more recent phenomenon of "sexting."</p>	<p>Break the Cycle is consistently creating supplemental materials to support the implementation of Love is Not Abuse and further violence prevention efforts.</p> <p>Love Is Not Abuse is designed to meet both English language arts and health education standards and provide resources that can contribute to a cyber ethics and cyber safety curricula.</p>	<p>They offer two free curricula, one focused on high school and the other on college students on their website at:</p> <p>http://www.breakthecycle.org/youth-leadership-education</p>

Love is Not Abuse	
OHRCAT (Grades 9-12)	
Percentage of Standards Met	Recommendations
34%	<p>Framing</p> <ul style="list-style-type: none"> • This curriculum focuses more on risk-reduction than it does on violence prevention. We recommend using this curriculum in conjunction with another program that focuses more specifically on primary prevention. • Group guidelines are very important in order to ensure a trauma-informed approach to violence prevention, and confidentiality is an important tenant of discussing relationships and violence, however it cannot be guaranteed in classroom setting, and when there are mandatory reporters present. Be cognizant of what you are promising to your audience. <p>Additions</p> <ul style="list-style-type: none"> • Love is Not Abuse is designed to be implemented in English classrooms, which sets it apart from other curricula that exist. We know when a community as a whole collectively addresses issues of violence in their community, they are more effective at changing the norms that reinforce the violence. Therefore, we recommend utilizing this curriculum in an English classroom, in accompaniment with a curriculum being implemented in the health classes, and even other curricula (especially those that focus on boundaries and mapping) in social studies classes. This approach would engage a larger school community and effort, and would more effectively create an environment of change. • In order to truly prevent violence, we have to look at the root causes of violence. This includes looking at oppression, intersectionality, privilege, and power dynamics. It also involves addressing influencers of social norms, such as doing media analysis. • This curriculum gives opportunities to practice the skills that it teaches, however many of these opportunities are provided in the optional homework assignments. Make sure to incorporate these in order to increase the effectiveness of the program. • Include examples of same-sex, and non-heterosexual relationships in order to more accurately reflect your audience. • We recommend you add more activities and materials to focus on healthy relationships and healthy sexuality to provide an alternative to the violence prevention information. We believe it's not enough to say what you shouldn't do, but we also need to provide alternatives.

This review was conducted using Version 2 of the OHRCAT during the beginning of 2016.

Unequal Partners 4 th Edition				
OHRCAT (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>The 4th edition of Unequal Partners: Teaching About Power, Consent, and Healthy Relationships, equips educators with 50 lesson plans to help adolescents and young adults learn about and explore the dynamics of both healthy and unhealthy relationships.</p> <p>The volumes are set up as manuals, so educators can select those most relevant to their participants. The lessons are not necessarily included sequentially.</p>	<p>Target Audience</p> <ul style="list-style-type: none"> • Volume 1: Middle and High School Students • Volume 2: College aged Students <p>Sessions</p> <ul style="list-style-type: none"> • 50 total (Between both volumes) Each set up to take approximately 45 min to 1 hour • Presented to mixed gender audiences <p>Classroom Integration</p> <ul style="list-style-type: none"> • Health, extracurricular programs, flexibility allows use anywhere <p>Measureable Component</p> <ul style="list-style-type: none"> • Not included <p>Approach</p> <ul style="list-style-type: none"> ▪ Universal 	<p>The first edition of Unequal Partners, published in 1999 was developed in response to emerging research indicating that a large number of adolescent pregnancies and births involved men older than 20. The 24 lessons in the first edition were built on the findings and recommendations of this research. Updated editions were released in 2000, 2007, and 2016 expanding</p>	<p>A trauma-informed perspective helps participants explore sensitive and critical topics, including communicating about consent, understanding power dynamics, recognizing warning signs, helping a friend, and analyzing media influences. Originally written by award-winning sexuality educators Sue Montfort and Peggy Brick, the 4th edition is edited by Kirsten deFur and includes lesson plans by 22 additional contributing authors.</p> <p>Unequal Partners is not a curriculum, and is not intended to be taught from start to finish. It does focus on the knowledge, attitudes, and skills required for people to make responsible decisions about their relationships.</p> <p>Includes a resources section for facilitators to learn more about the content and support referrals.</p>	<p>\$79 for a single volume and \$99 for both Volume 1 for young and middle adolescents and Volume 2 for college aged youth.</p> <p>Available from: Paul Kivel Books</p>

Unequal Partners	
OHRCAT (Grades 9-12)	
Percentage of Standards Met	Recommendations
71%	<p>Framing</p> <ul style="list-style-type: none"> ▪ Unequal partners promotes healthy relationships while still addressing some of the root causes of violence, especially power. They address multiple concepts simultaneously, while also promoting healthy behavior. The program is not shame-based and it incorporates principles of trauma-informed education throughout the program. ▪ The program utilizes a lot of skills practice, which is essential for practicing effective violence prevention. One lesson that really stood out to reviewers in terms of skills practice, was on Meeting People, Asking Someone Out, and Getting Rejected. This lesson helps participants practice self-management and communication skills and also focuses on primary prevention, in that it helps enhance skills that reduce the risk for perpetration instead of victimization. ▪ Goal setting is one of the skills practiced in this curriculum and is a topic that hasn't been thoroughly addressed by any of the previously reviewed curricula. ▪ We appreciate the intentionality of the developers in using inclusive language, especially within scenarios and examples, which were culturally diverse. <p>Additions</p> <ul style="list-style-type: none"> • When evaluating which lessons to use, we recommend looking at all of the lessons across age ranges, as there were some lessons designated for middle-school aged youth that practiced concepts not included in the lessons for high-school aged youth, for example identifying and accessing resources. • We recommend including discussions and some lessons on media influence and media literacy. This topic is not covered extensively in the lessons and would be helpful in developing an understanding of the impact of external influences on ourselves, our relationships, our communities, and our institutions. • To ensure that participants are aware of effective reporting procedures, we recommend including information on how to report, who to report to, and what that process looks like if someone needs and wants to disclose an experience with violence or abuse. • Another component that would complement this program would be lessons and activities around bystander intervention. By practicing interrupting violent statements and actions, students are also working to contribute to the overall safety for all people in a community, a school, and a classroom.

This review was conducted using Version 2 of the OHRCAT during the summer of 2016.

FLASH				
OHRCAT (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>FLASH is a widely used comprehensive, science-based, sexual health education curriculum developed by Public Health – Seattle & King County and designed to prevent teen pregnancy, STDs, and sexual violence. The curriculum is based on the Theory of Planned Behavior. It includes a strong family-involvement component and supports and respects diverse community values.</p> <p>FLASH includes lessons for grades K-4, 4-6, 7-8, and 9-12, as well as special education.</p>	<p>Target Audience</p> <ul style="list-style-type: none"> • Elementary: Grades 4-6 • Middle: Grades 7-8 • High: Grades 9-12 <p>Sessions All of the grade levels offer multiple lessons. These can either be implemented through a pick and choose method to meet specific needs, or comprehensively for maximum impact.</p> <ul style="list-style-type: none"> • Elementary: 18 Lessons • Middle: 7 Lessons • High: 15 Lessons • Special Education: 28 Lessons <p>Classroom Integration</p> <ul style="list-style-type: none"> • Health, flexibility allows use anywhere <p>Measureable Component</p> <ul style="list-style-type: none"> • Exit Tickets, work sheets, and Post-tests 	<p>FLASH is a science-based promising program. It adheres to the Characteristics of an Effective Health Education Curriculum and is aligned to both the CDC's National Health Education Standards for Sexual Health and the National Sexuality Education Standards.</p> <p>HS FLASH was chosen by the Office of Adolescent Health to receive a grant for Rigorous Evaluation. In partnership with researchers at ETR, FLASH will be evaluated in two geographic settings to measure its effectiveness in preventing pregnancy and STDs among high school age youth enrolled in public schools. Results will be reported during the 2019–20 school year.</p>	<p>FLASH does not require training, but training and other substantial teacher support is available. It includes a strong family involvement component, and is designed to resonate with youth from a variety of geographical regions, racial identities, and sexual orientations. It is adaptable and includes an online Lesson Selection Tool to sort lessons by goal/topic.</p>	<p>FLASH can be purchased in print or as an online subscription.</p> <p>Online subscription: \$49.99 per year per teacher.</p> <p>One Complete Set of all grade level printed binders is \$374.99.</p> <p>Binders can also be purchased separately by grade level.</p> <ul style="list-style-type: none"> • HS/MS: \$89.99-\$99.99 per binder • K-4, Elementary, and Special Education: \$75.99-\$67.99 per binder <p>Available From: Public Health – Seattle & King County</p>

FLASH	
OHRCAT (Grades 9-12)	
Percentage of Standards Met	Recommendations
63%	<p>Framing</p> <ul style="list-style-type: none"> ▪ FLASH incorporates a lot of useful educational strategies and is really accessible for educators. It includes warm-up activities, exit tickets, and a script that educators can follow when implementing each lesson. The layout of the curriculum is very user friendly. ▪ FLASH also has an entire adaptation for special education which is a necessary addition when addressing equitable access to education. ▪ As FLASH is a sexual health curriculum, many of the sexual health standards and performance indicators are met in depth, including performance indicators that look at HIV, STD, and STI prevention, anatomy and physiology, and contraception. Fewer of the healthy relationships and violence prevention standards and performance indicators are met in this curriculum. <p>Additions</p> <ul style="list-style-type: none"> • As a sexual health curriculum, FLASH doesn't spend much time, on the root causes of violence – oppression. In order to meet more of the violence prevention indicators, we recommend adding conversations about oppression and identity (including race) into the lessons and activities. • The curriculum starts to do a good job of utilizing inclusive language, for example, using “partner” instead of “boyfriend/girlfriend.” There are a couple of places throughout where this change was not made. Making this subtle change can really help address the needs of all students in the class, and meet more of Oregon’s Comprehensive Sex Education law. • FLASH does a good job of establishing concepts and definitions. By adding some more skills practice and opportunities for deeper learning, educators will meet more of the skills-based standards.

This review was conducted using Version 3 of the OHRCAT during the summer of 2017.

The Fourth R – Grade 9 Physical & Health Education Curriculum				
OHRCAT (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>The Fourth R offers curricula/resources for Public and Catholic Schools, Health classes (7th-9th grades), English classes (9th-12th grades), Culturally specific programs, and small-groups programs.</p> <p>The Fourth R Health class curriculum is a skills-focused, relationship-based program for Grades 7, 8 and 9. Each curriculum includes units on:</p> <ul style="list-style-type: none"> ▪ Personal Safety & Injury Prevention ▪ Substance Use, Addictions & Related Behaviors ▪ Human Development & Sexual Health ▪ Healthy Eating 	<p>The Fourth R Physical and Health Education Curriculum was designed to be taught by classroom teachers. It was updated in 2015 to be relevant to the experiences of today's youth.</p> <p>9th Grade Curriculum:</p> <ul style="list-style-type: none"> ▪ 26 comprehensive teacher-friendly lesson plans (to be taught in sequence), each 70 minutes in length. ▪ Includes learning strategies, activities, and assessment tools. <p>Curricula are available in English and in French.</p>	<p>Multiple research and evaluation studies have been conducted on Fourth R, finding:</p> <ul style="list-style-type: none"> • The Fourth R Reduces Dating Violence and Increases Condom Use 2.5 Years Later. • Teachers and Administrators Find the Program Easy to Implement and Identify Significant Benefits for all Stakeholders. • The Fourth R Produces a School-Wide Buffering Impact for Maltreated Youth in Reducing Violent Delinquency. • Youth in the Fourth R Demonstrate Better Peer Resistance and Communication Skills Compared to Control School Youth. <p>https://youthrelationships.org/fourth-r-findings</p>	<p>The Fourth R has multiple different curriculum options to choose from which is really helpful depending on where and how the program is being implemented. There has been a lot of research to evaluate the effectiveness and impact of the program. They also offer some web-based facilitator training modules to support educators implementing the program. There are other web based videos, webinars, and resources as well, including LGBTQ examples.</p>	<p>The Grade 9 Health & Physical Education teacher lesson plans are available for purchase:</p> <ul style="list-style-type: none"> ▪ Hard Copy Instructional Binder (includes a Resource CD and Skills for Effective Relationships DVD)- \$150 each ▪ Electronic Copy (one-time download/print) - \$90 each ▪ Hard Copy Instructional Kit (includes instructional binder and supporting laminated posters and cards) - \$250 <p>https://youthrelationships.org/fourth-r-programs</p>

The Fourth R – Grade 9 Physical & Health Education Curriculum	
OHRCAT (Grades 9-12)	
Percentage of Standards Met	Recommendations
67%	<p>Framing</p> <ul style="list-style-type: none"> ▪ The Fourth R grade 9 Physical and Health Education curriculum incorporates a lot of skills practice throughout the curriculum, especially around standards like communication, which is woven through every unit. Of Oregon’s eight standards, only one is knowledge based, the rest are skills based. So that is really helpful in this curriculum. ▪ For effective violence prevention, adopt a trauma-informed approach when delivering this curriculum. This helps ensure that students aren’t re-traumatized through the curriculum, and helps eliminate victim-blaming. ▪ Sexuality education in Oregon cannot be fear or shame based under Oregon’s comprehensive sexuality education law. When talking about sex and sexuality with young people in particular, it is important to utilize sexual health promotion, be sex positive, and ensure that programming incorporates opportunities for youth to express their voices throughout the lessons. Looking for opportunities to use a sexual health promotion reframe will help this curriculum meet more of Oregon’s standards and performance indicators. <p>Additions</p> <ul style="list-style-type: none"> ▪ As a health education curriculum, The Fourth R covers a lot of different topics including healthy eating, human development and sexual health, substance use, and injury prevention. Covering all of these topics is really helpful for drawing connections between them. By adding a bit more in about laws regarding sexual violence prevention and sexual health, goal setting, and the intersections of identities will help meet more of Oregon’s healthy relationships education standards and performance indicators. ▪ As there are often overlaps between substance use and sexual violence, it is really helpful that The Fourth R discusses both of these. A necessary part of this conversation is the distinction between correlation and causation, for example, alcohol doesn’t cause sexual violence, rather it is often used by people perpetrating violence to enforce their violence. ▪ Include more opportunities for youth to be leaders in the conversations and lessons. In addressing the root causes of violence – oppression, it is valuable to not exclusively reinforce adult-led, and adult-informed concepts around sexuality and sexuality education.

This review was conducted using Version 3 of the OHRCAT during the summer of 2017.

Rights, Respect, Responsibility (3Rs) – A K-12 Sexuality Education Curriculum				
OHRCATs: (Grades K-5) (Grades 6-8) (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Advocates for Youth created Rights, Respect, Responsibility and intends it to be used in its entirety, while recognizing that districts will select which lessons best meet the needs of their students.</p> <ul style="list-style-type: none"> There are just under 80 lesson plans in the 3Rs curriculum: 18 at the K-5 level with 3 supplemental lessons, 28 at the middle school level from Grades 6-8, and 29 at the high school level from Grades 9-12. 	<p>While the 3Rs Curriculum has been scoped and sequenced for K-12, and lessons build upon each other when used in its entirety, the curriculum is intended to be flexible. Teachers can select and/or adapt the lesson plans to best meet the needs of their students and align with district and state policies regulating sexuality education.</p> <p>The lesson plans in Grades K-5 are each 40 minutes in length while the lesson plans in Grades 6-12 are each 50 minutes in length.</p>	<p>The 3Rs Curriculum is evidence-informed and draws upon a body of multidisciplinary research and 3 learning theories, Social Learning Theory, Social Cognitive Theory & the Social Ecological Model of Prevention. 3Rs:</p> <ul style="list-style-type: none"> Fully meets National Sexuality Education Standards and has been through a SHECAT Curriculum Review Covers all 16 topics recommended by the Centers for Disease Control and Prevention (CDC) as essential components of sexual health education Any adaptations to 3Rs must be noted as such and Advocates assumes no responsibility for the content or quality of those adaptations. 	<p>K-12 curriculum is flexible and can be used in a variety of ways, although only in its entirety does it meet National Sexuality Education Standards.</p> <p>Includes several useful resources like: family homework activities, resources for educators at every grade level, sample parent letters, assessment questions, and training opportunities</p>	<p>The complete curriculum is free and available online: http://www.advocatesforyouth.org/3rs-curriculum</p> <p>Training is recommended and available on request, but is not required. Contact Advocates for Youth for costs of training.</p>

Rights, Respect, Responsibility (3Rs) – A K-12 Sexuality Education Curriculum	
OHRCAT (Grades K-5)	
Percentage of Standards Met	Recommendations
50%	<p>Framing</p> <ul style="list-style-type: none"> ▪ Advocates for Youth identifies that they focus much of their K-5 curriculum on individuals, and understanding our personal identities. The K-5 3Rs lessons do a great job of covering sexuality education, including a lot of really good information on bodies. These lessons don't go as into depth on healthy relationships, as they were not necessarily intended to. To meet more of Oregon's standards and performance indicators we recommend including more focus on relationships (peer, friend, and family in particular) in the K-5 lessons. ▪ The K-5 curriculum does a great job of extensively focusing on talking to trusted adults, a key focus of Oregon's K-5 standards and performance indicators. In order to ensure the curriculum is implemented in a trauma-informed way, we recommend including information about the potential strategies and outcomes of talking to trusted adults, including discussing mandatory reporting. It might be helpful to expand on how a trusted adult may act versus focusing exclusively on how they wouldn't act. ▪ 3Rs offers a lot of home learning activities which is a really great addition to the curriculum. Much of the actual skills-practice, which make up the requirements of health standards 2-8, are exclusively included in the home learning activities. In order to meet the identified percentage of standards met, these home-learning activities would need to be included in any implementation. <p>Additions</p> <ul style="list-style-type: none"> ▪ To meet more of the standards and performance indicators, we recommend including lessons, examples, and/or a focus on media and media influence, as well as more on goal setting and decision making. ▪ In order to meet Oregon's Child Sex Abuse Prevention Law, which requires at least four sessions per year, a lesson would need to be added to 3Rs in first grade, and the supplemental lessons would have to be included in kindergarten and third grade. ▪ The curriculum includes an intentional focus on ensuring all of the lessons are age appropriate, including discussions around gender. To meet more of Oregon's standards and performance indicators we recommend including more discussion on identity, moving beyond the gender roles lesson. We also recommend minimizing framing that reinforces the gender binary in order to better align with gender and other identities addressed in various state laws and policies.

Rights, Respect, Responsibility (3Rs) – A K-12 Sexuality Education Curriculum	
OHRCAT (Grades 6-8)	
Percentage of Standards Met	Recommendations
Pending	<p>Framing</p> <ul style="list-style-type: none"> ▪ Prevention and risk-reduction are different strategies/concepts and achieve different outcomes. It is especially important that we’re focusing on preventing violence and not just reducing-risk of experiencing violence, especially when we are consistently challenged with victim blaming, and putting the responsibility for violence on the victims. ▪ Whenever we discuss sex and sexuality, it is important that we continue to adapt our language and lessons to reflect more inclusive discussions. This means including diverse examples of sex and sexuality and avoiding defaulting to exclusive examples like penile/vaginal sex as “sex.” ▪ Similarly, in order to best support LGBTQ+ and Trans* young folks, we recommend trying to be particularly cognizant of the potential impact of lessons, activities, and homework on these students, whether we’re aware of their identities or not. It may be challenging/unsafe for some students to talk to their parents/caregivers about sex and sexuality. For this reason it may be useful to broaden the homework and other activities to trusted adults or trusted people. It may also be useful to reframe activities like those where students are asked to identify with a gender other than their own as another example. ▪ In order to ensure the curriculum is implemented in a trauma-informed way, we recommend including information about the potential strategies and outcomes of talking to trusted adults, including discussing mandatory reporting. This would include discussions of what may happen if a student discloses abuse. <p>Additions</p> <ul style="list-style-type: none"> ▪ One of the benefits of 3Rs is that it can be more easily updated and made available via the Advocates for Youth website. That being said, things tend to change very rapidly in our current climates, so making sure we as educators are on top of current/outdated examples. For example Vine doesn’t exist anymore and many folks don’t use Myspace today. It is also valuable to review the information for current medical accuracy as well including everything from anatomy to ovulation, etc. ▪ 3Rs offers a lot of home learning activities which is a really great addition to the curriculum. Much of the actual skills-practice, which make up the requirements of health standards 2-8, are exclusively included in the home learning activities. In order to meet the identified percentage of standards met, these home-learning activities would need to be included in any implementation. ▪ As there are so many standards and performance indicators to be covered in limited time it might be useful to simplify some of the lessons/activities depending on time constraints.

Rights, Respect, Responsibility (3Rs) – A K-12 Sexuality Education Curriculum	
OHRCAT (Grades 9-12)	
Percentage of Standards Met	Recommendations
70%	<p>Framing</p> <ul style="list-style-type: none"> ▪ In order to ensure the curriculum is implemented in a trauma-informed way, we recommend including information about the potential strategies and outcomes of disclosing/talking to trusted adults, including discussing mandatory reporting. We also recommend approaching each lesson with the understanding that statistically there are survivors of violence in the classroom, so it is really important that we are addressing potential re-traumatization in our activities and avoiding creating opportunities for shaming or blaming survivors. For these reasons, activities like hosting a survivor-panel may be really problematic, but there are many other ways to discuss realities of violence. ▪ Prevention and risk-reduction are different strategies/concepts and achieve different outcomes. It is especially important that we’re focusing on preventing violence and not just reducing-risk of experiencing violence. To focus more on actually preventing the violence, it is important to include information on what is healthy, what healthy relationships may look like, and skills to promote these, instead of exclusively focusing on what violent and unhealthy are. ▪ Oregon’s Comprehensive Sexuality Education law requires that sexuality education in Oregon not be shame-based. For this reason, it’s extra important that we think about the ways in which lessons or activities might shame certain students (for example, LGBTQ+ and Trans* students, or students who’ve already engaged in sexual behavior, etc.) Similarly, we also want to consider how certain lessons/activities might stigmatize people and things, like STDs/STIs. <p>Additions</p> <ul style="list-style-type: none"> ▪ In order to address potential barriers to accessing internet/technology, like parental controls or no internet access in the home, we recommend including more options for homework if an activity focuses on accessing certain videos or websites. We also recommend including information on what qualifies as a “reliable” website or resource to meet skills development standards around accessing information. ▪ The curriculum seems to really focus on pregnancy prevention, so many of the examples included are of heterosexual sex. In order to meet more Oregon standards and be more inclusive of a variety of students, it might be valuable to include more examples of sexual behavior outside of just kissing and penile/vaginal sexual intercourse.

Coaching Boys Into Men				
OHRCAT: (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Coaching Boys into Men (CBIM) is a comprehensive violence prevention curriculum and program that inspires athletic coaches to teach their young athletes that violence never equals strength and violence against women and girls is wrong. The program comes with strategies, scenarios, and resources needed to talk to boys, specifically, about healthy and respectful relationships, dating violence, sexual assault, and harassment.</p>	<p>CBIM is specifically developed for coaches to be easily incorporated into their regular coaching strategy and sessions.</p> <p>Over the course of a season, coaches lead their players through 12+, brief (at least 15-20 minutes) once weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse. Teams are encouraged to involve fans, parents, faculty, other students, and school administrators in support of CBIM’s respect message.</p> <p>Prior to implementation CBIM creators, Futures Without Violence, recommends coaches: Partner with Violence Prevention Experts in your community; Get Trained; and Review and Prep with the Card Series</p>	<p>In 2012, Coaching Boys Into Men underwent a rigorous three year evaluation in Sacramento, California funded by the Centers for Disease Control (CDC). The study found that athletes who participated in the program were significantly more likely to intervene when witnessing abusive or disrespectful behaviors among their peers, and were also more likely to report less abuse perpetration.</p> <p>Learn more about the results of this study here: http://coachescorner.org/wp-content/uploads/2016/07/CBIM-Works.pdf</p>	<p>The curriculum (playbook, card series, coaches kit, etc.) is available for free for anyone to download. The website also includes a lot of additional resources to support coaches and schools moving beyond the initial activities, including: additional adaptable toolkits, evaluation resources, webinars, season planning worksheets, and others.</p>	<p>The complete curriculum is free and available online: http://www.coachescorner.org/tools/#coacheskit</p> <p>Training is recommended and available on request, but is not required. Contact Futures Without Violence for training opportunities and for costs of trainings.</p>

Coaching Boys Into Men	
OHRCAT (Grades 9-12)	
Percentage of Standards Met	Recommendations
36%	<p>Framing</p> <ul style="list-style-type: none"> ▪ This curriculum is designed to be implemented with athletics teams, not in the general classroom. With this in mind, it can help school districts meet the requirements of Oregon’s Health Education Standards in Performance Indicators, but it would need to be implemented across athletics programs, and an alternative would probably need to be offered to meet the needs of students not participating in athletics. ▪ In order to ensure the curriculum is implemented in a trauma-informed way, we recommend including information about the potential strategies and outcomes of disclosing/talking to trusted adults, including discussing mandatory reporting. We also recommend approaching each lesson with the understanding that statistically there are survivors of violence on every sports team, so it is really important that we are addressing potential re-traumatization in our activities and avoiding creating opportunities for shaming or blaming survivors. ▪ The curriculum is focused on the power of sport and community to prevent multiple forms of violence. One way it does this is by utilizing metaphors that reflect general “sports culture.” Depending on the sport this is implemented with, these sports metaphors may need to be adapted/changed. For example – ball metaphors may not work with sports like cross country, skiing, track, fencing, etc. Further, metaphors about “manliness” may not translate across sports as well. <p>Additions</p> <ul style="list-style-type: none"> ▪ More of the Health Education Standards could be met using this curriculum if the information that is provided as background information for coaches, was also included in the lessons for the athletes. ▪ The curriculum seems to really focus on heterosexual relationships, and men treating women well. In order to meet more Oregon standards and be more inclusive of a variety of students, it might be valuable to include more examples of relationships outside of just heterosexual ones. ▪ Although it is important to discuss unhealthy relationships and abusive behavior, in order to effectively prevent violence, we have to also offer information on healthy relationships and nonviolent behavior. We recommend incorporating more health promotion into this curriculum. ▪ CBIM is primarily focused on increasing knowledge of athletes. In order to meet more of the Standards, we recommend incorporating some more opportunities to practice skills into the lessons.

Child/Teen Safety Matters				
OHRCATs: (Grades K-5) (Grades 6-8) (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Child/Teen Safety Matters is an evidence-based K-12 abuse prevention curriculum from Monique Burr Foundation for Children. The program educates and empowers children with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, and digital abuse dangers.</p> <p>The program was developed in Florida with schools, and meets many of Florida’s education standards.</p>	<p>There are 2 (35-55 minute) lessons per grade K-8, and 2 for high school, but each lesson could and would likely need to be broken up into 2 separate 35-55 minute lessons, making this more like 4 lessons for each grade.</p> <p>Facilitators present turnkey scripts along with engaging, interactive PowerPoints including lecture, group discussion, skills-practice activities, videos, and games.</p> <p>Beyond the K-12 classroom lessons, they also offer: After-School Safety Matters, and Athlete Safety Matters.</p>	<p>Four independent research studies have examined the effectiveness of the program with positive results for both student knowledge gains and facilitator implementation fidelity. These studies found that children who received the curriculum increased their knowledge for the kind of information included in the program.</p> <p>Find out more about the research here: https://www.mbfpreventioneducation.org/why-use-our-programs/research/</p>	<p>K-12 curriculum is flexible and can be used in a variety of ways, although only in its entirety does it meet National Sexuality Education Standards.</p> <p>Includes several useful resources like: Curriculum Book with Facilitator Manual and Scripts, Class Notes Sheets for lessons, Home Learning Assignments, Parent Welcome and Opt-Out Forms, Parent Information & Activity Sheets, Parent PowerPoint training For Schools, Pre- and post-tests to measure student learning, Staff PowerPoint training, and Safety Rules materials.</p>	<p>The curriculum is available digitally, including a three-year subscription to the Facilitator Portal with access to all needed program, as well as Facilitator training and Portal access for 3-6 Facilitators, for the following prices:</p> <ul style="list-style-type: none"> ▪ Grades K-5: \$1,500 ▪ Grades 6-8: \$750 ▪ Grades 9-12: \$500 <p>You can also purchase the lessons for each grade individually for \$300 each, as well as supporting and program reinforcement materials for additional costs.</p> <p>Learn more here: https://www.mbfpreventioneducation.org/why-use-our-programs/mbf-child-safety-matters/</p>

Child/Teen Safety Matters	
OHRCATs: (Grades K-5) (Grades 6-8) (Grades 9-12)	
Percentage of Standards Met	Recommendations
<p style="text-align: center;">Elementary Curriculum 24%</p> <p style="text-align: center;">Middle School Curriculum 27%</p> <p style="text-align: center;">High School Curriculum 19%</p>	<p>Framing</p> <ul style="list-style-type: none"> ▪ As Oregon’s Comprehensive Sexuality Education Law requires education to not be shame-based, we recommend reordering the 5 safety rules in this curriculum so that “No Blame, No Shame” is the first rule. This framing will also help ensure the curriculum is more trauma-informed. ▪ In order to ensure the curriculum is implemented in a trauma-informed way, we recommend including information about potential strategies and outcomes of disclosing/talking to trusted adults, including discussing mandatory reporting. We also recommend approaching each lesson with the understanding that statistically there are survivors of abuse in every room, so it is really important that we are addressing potential re-traumatization in our activities and avoiding creating opportunities for shaming or blaming survivors. ▪ Since this curriculum was created for and with educators in Florida, some of the definitions used throughout do not align with Oregon’s legal definitions. It is important that anyone using this curriculum in Oregon uses Oregon’s definitions for students. <p>Additions</p> <ul style="list-style-type: none"> ▪ Although it is important to discuss unhealthy/abusive behavior, in order to effectively prevent violence, we have to also offer information on healthy/nonviolent behavior. For this reason, we recommend incorporating more information on healthy usage of technology, healthy relationships/friendships, etc. in order to promote more anti-violence skills. To more effectively prevent violence/abuse, we have to move beyond simple rules like “don’t use/access/do it.” ▪ These lessons are primarily focused on increasing student’s knowledge. In order to meet more of the Standards, we recommend incorporating some more opportunities to practice skills into the lessons. ▪ Consent and respecting other people’s boundaries are key pieces of Oregon’s Health Education Standards and Performance Indicators, Kindergarten through 12th grade. In order to meet more of the standards, these two focuses would need to be added throughout. The curriculum already focuses on setting your own boundaries, which is a great start. ▪ The curriculum recommends that educators and families incorporating conversations about things like anatomically correct names for body parts, etc. We appreciate that these are recommendations, and they would need to be included to meet more of Oregon’s standards. ▪ In order to meet Oregon’s Child Sex Abuse Prevention Law, which requires at least four sessions per year, lessons would need to be added to the high school lessons to meet the four session threshold.

Safer, Smarter Kids/Teens				
OHRCATs: (Grades K-5) (Grades 6-8) (Grades 9-12)				
Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Safer, Smarter Kids/Teens is an abuse prevention education curriculum designed for PreK through high school children, created by the Lauren’s Kids foundation. The education program focuses on providing information to arm children with the tools and language they need to better protect themselves from abuse.</p> <p>The curriculum is designed to help educators meet requirements in: social studies, theatre, visual arts, health education, and/or reading/language arts, while imparting critical safety information.</p>	<p>Safer, Smarter Kids/Teens includes five to eight, video-based lessons regarding personal safety and how to ask for help when a situation makes you uncomfortable. The children then have the opportunity to practice these concepts through in-class activities. Each lesson is an estimated 30 minutes.</p> <ul style="list-style-type: none"> ▪ Grades K-5: 38 lessons total ▪ Grades 6-8: 6 lessons ▪ Grades 9-12: 5 lessons 	<p>Research has been done on the program, including sampling 1,169 kindergartners, which showed: <i>“After distributing more than 16,000 curriculum kits, we found that completion of the Safer, Smarter Kids curriculum resulted in a 77% learning gain in students’ personal safety information. (Florida Council Against Sexual Violence, 2012)”</i></p>	<p>Lauren’s Kids offers several other useful resources like: A Special Needs Curriculum, Building Safer, Smarter Families Toolkit, A Guide to Hope & Healing, and Lauren’s Kingdom picture book and facilitator’s guide, among others.</p> <p>Since this curriculum was created outside of Oregon, and it is largely video based – there are some definitions, or framing around violence and abuse that don’t align with Oregon’s. We recommend previewing all of the videos prior to implementing to make sure only accurate information for Oregon is included.</p>	<p>The curriculum is available in hard copy with digital resources, as well as printed handouts and posters, for \$300 per grade. Replenishment packs for printed materials are also available for around \$50 per grade. Learn more here: https://safersmarterkids.org/</p> <p>Lauren’s Kids provides educator support and professional development opportunities from grade-level implementation training to online courses for beginning teachers, principals and administrators. Find out more here: https://safersmarterschools.org/professional-development/</p>

Safer, Smarter Kids/Teens	
OHRCATs: (Grades K-5) (Grades 6-8) (Grades 9-12)	
Percentage of Standards Met	Recommendations
<p style="text-align: center;">Elementary Curriculum 37%</p> <p style="text-align: center;">Middle School Curriculum 23%</p> <p style="text-align: center;">High School Curriculum 28%</p>	<p>Framing</p> <ul style="list-style-type: none"> ▪ In order to ensure the curriculum is implemented in a trauma-informed way, we recommend including information about potential strategies and outcomes of disclosing/talking to trusted adults, including discussing mandatory reporting. We also recommend approaching each lesson with the understanding that statistically there are survivors of abuse in every room, so it is really important that we are addressing potential re-traumatization in our activities and avoiding creating opportunities for shaming or blaming survivors, this includes ensuring that we’re not assuming all survivors experience trauma in the same way. ▪ The curriculum does a great job of repeating, and building on, the same concepts throughout the K-12 lessons, unfortunately this means that they don’t meet some of Oregon’s Standards and Performance Indicators. <p>Additions</p> <ul style="list-style-type: none"> ▪ Although it is important to discuss unhealthy/abusive behavior, in order to effectively prevent violence, we have to also offer information on healthy/nonviolent behavior. For this reason, we recommend incorporating more information on healthy usage of technology, healthy relationships/friendships, etc. in order to promote more anti-violence skills, and meet more of the Standards. To more effectively prevent violence/abuse, we have to move beyond simple rules like “don’t use/access/do it” or “just report it.” ▪ These lessons are primarily focused on increasing student’s knowledge. In order to meet more of the Standards, we recommend incorporating some more opportunities to practice skills into the lessons. ▪ Consent and respecting other people’s boundaries are key pieces of Oregon’s Health Education Standards and Performance Indicators, Kindergarten through 12th grade. In order to meet more of the standards, these two focuses would need to be added throughout. The curriculum already focuses on setting your own boundaries, which is a great start. ▪ Reviewers really appreciated the framing “you have personal power.” In order to meet more of the Standards, would need to add in more focus on what this looks like beyond the power to tell a trusted adult. ▪ In order to meet Oregon’s Child Sex Abuse Prevention Law, which requires at least four sessions per year, lessons would need to be added to the middle and high schools lessons to meet the four session threshold. ▪ Lessons would need to utilize language inclusive of varying gender identities, sexuality, and family structures. This includes not exclusively using examples of “mommy and daddy” and boys/girls throughout the curriculum. This also includes considerations like, discussing “safe secrets” as those that will “eventually be told and make everyone smile.” This may create challenges, especially for youth who may not be “out” and those who may not be supported if they come out. We do not want to imply that their gender or sexuality is an unsafe secret.

Special Thanks

We want to extend a special thanks to all the people who shared their curricula with us for the purposes of this review. We also want to thank the Idaho Coalition against Sexual and Domestic Violence for the use of their 2013 document, [Evidence-based and practice-informed prevention approaches to adolescent dating abuse, sexual assault, and stalking](#).

For any questions about the curricula review, or for recommendations of curricula to review, please contact our Prevention Program Coordinator at taskforce@oregonsatf.org.