

My notes

General Information about Power through Choices

Recommended timeframe for implementation:

Recommended Group Size:

Best Suited for Ages:

Recommendations regarding Facilitators:

Other Things I Want to Remember:

Thinking about Youth in Systems of Care

1. How might these factors impact the sexual health of youth in systems of care?

- Moving around a lot:
- Experiencing abuse:
- Under control of someone other than parent:

2. How does the Power Through Choices curriculum support young people in systems of care?

Answering Youth Questions

Below are some questions that students may ask during facilitation. Consider each question and write your response below.

1. I have heard that condoms can break. Has that ever happened to you?

2. Do you think it's okay to get an abortion?

Session 1: Introduction

Aligned PLSSE Indicators:

- Describe the benefits of sex education for youth in systems of care. (1.1)
- Name three sexual health inequities and some of their systemic causes. (3.1.2)
- Describe how power, privilege, prejudice, age, race, ethnicity, sexual orientation, gender identity, socio-economic status, immigration status, and/or physical or intellectual ability can impact sexual health and reproductive justice. (3.1.3)
- Explain how to create an inclusive and affirming learning environment. (3.2.1)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 2: Making Clear Choices

Aligned PLSSE Indicators:

- Describe how to set personal boundaries in relationships (4.1.5)
- Differentiate between situations in which sexual consent is and is not present. (4.2.3)
- Describe three strategies for helping students find a trusted adult. (4.2.9)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 3: Reproductive Health Basics

Aligned PLSSE Indicators:

- Explain the function of the individual sexual and reproductive body parts and how they typically work. (4.6.3)
- Explain fertilization, implantation, conception, and how pregnancy occurs. (4.7.1)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 4: Increasing Contraceptive Knowledge

Aligned PLSSE Indicators:

- Explain methods of contraception, including the latest medical advances that are popular among young people. (4.7.4)
- Use inclusive, trauma-informed practices to demonstrate how to use external and internal condoms. (4.8.5)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 5: Understanding STIs and Reducing Your Risk

Aligned PLSSE Indicators:

- Describe HIV and three common STDs/STIs, and how each can and cannot be transmitted. (4.8.1)
- Use inclusive, trauma-informed practices to demonstrate how to use external and internal condoms. (4.8.5)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 6: Practice Makes Perfect

Aligned PLSSE Indicators:

- Explain the differences between positive vs. shaming approaches to teaching sex education. (3.3.3)
- Use inclusive, trauma-informed practices to demonstrate how to use external and internal condoms. (4.8.5)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 7: Using Resources to Support Your Choices

Aligned PLSSE Indicators:

- Describe three strategies to help students identify a trusted adult. (4.2.9)
- Identify three federal and/or state laws that impact young peoples' access to effective reproductive and sexual health care. (4.7.6)
- Identify three medically accurate and youth-friendly resources for STD/STI and HIV prevention, testing, and treatment. (4.8.7)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 8: Making Choices to Fit Your Life

Aligned PLSSE Indicators:

- Explain the differences between positive vs. shaming approaches to teaching sex education. (3.3.3)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 9: Creating the Future You Want

Aligned PLSSE Indicators:

- Describe how to set personal boundaries in relationships. (4.1.5)
- Differentiate between situations in which sexual consent is and is not present. (4.2.3)
- Explain the impact of childhood trauma on decision making and the sexual health of students. (4.2.7)

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Session 10: Plan + Prepare + Practice = Power

Aligned PLSSE Indicators:

- No specific PLSSE Indicator aligns here other than the ones noted as essential for all sessions.

Key Takeaways to consider when planning for this session:

1.

2.

3.

Adaptation and Fidelity Considerations:

Fidelity and Adaptations

1. What are some cross-cutting session elements that should not get modified or cut from Power through Choices?

2. How do the theories behind Power through Choices relate to fidelity and adaptations?

3. Examples of green light adaptations I might want to make:

4. Examples of yellow light adaptations I should think carefully about before making:

5. Examples of red light adaptations I should not make:

Essential PLSSE Indicators for ALL Power Through Choices Sessions

The following PLSSE Indicators are considered foundational for sexual health program implementation, and are especially relevant given the content and context of Power Through Choices:

- Explain laws and policies related to sexual health for young people. (1.2)
- Know which values should/should not be shared during sex education. (2.1.1)
- Use best practices for answering values-based questions during sex education. (2.1.4)
- Define conscious and unconscious bias and explain how they could influence one's teaching of sex education. (2.2.1)
- Explain how personal beliefs about racial and reproductive justice could influence teaching of sex education. (2.2.3)
- List factors to consider when disclosing personal information during sex education. (2.3.2)
- Define racism, racial microaggressions, and reproductive justice. (3.1.1)
- Describe strategies to mitigate the impact of bias on sexual health. (3.1.5)
- Use a trauma-informed approach in sex education. (3.2.4)
- Explain how to intervene effectively in homophobic, transphobic, sexist, misogynistic, and other bullying comments or actions. (4.3.5)

The following PLSSEE Indicators address content that is not included in Power Through Choices, but often arise through conversations and shared learning:

- Describe the differences between healthy and unhealthy relationships. (4.1.1)
- Identify youth-friendly resources to assist survivors of sexual assault, abuse, incest or domestic violence. (4.2.4)
- Explain sex trafficking and the state laws related to it. (4.2.5)
- Explain the difference between sexual orientation, sexual behavior, and sexual identity. (4.3.3)
- Explain how gender identity and gender expression are distinct from each other and from sexual orientation. (4.4.4)

Resources to build your capacity in the PLSSE Indicators outlined below:

- Guttmacher Institute: Overview of Consent to Reproductive Health Services for Young People (by State): <https://www.guttmacher.org/state-policy/explore/overview-minors-consent-law>
- Professional Learning Standards for Sex Education from the Sex Education Collaborative: <https://sexeducationcollaborative.org/resources/plsse>
- Love is Respect website, full of information about healthy relationships: <https://www.loveisrespect.org/>
- A Guide for Understanding, Supporting and Affirming LGBTQI2-S Children, Youth and Families: <https://www.socialworkers.org/LinkClick.aspx?fileticket=jjq0-NcZIU0%3D&portalid=0>
- "What I Wish My Teachers Knew about Intersex People" from InterACT: <https://live-interact-advocates.pantheonsite.io/wp-content/uploads/2018/07/BROCHURE-interACT-Teachers-final.pdf>

Next Steps for My Own Learning

1. What are my PLSSE strengths?

2. What are 2 areas of professional development I need, both as it relates to teaching sexuality education and working with youth in systems of care?

3. What is my plan for filling these gaps?

Next Steps for My Organization

1. What steps do I need to take at my organization (e.g. approval from leaders, scheduling, allocating preparation time)

2. What steps do I need to take with the facility(ies) where we will implement? (e.g. approval from leaders, scheduling)

3. What preparation should I do with my co-facilitator?

4. What other logistics do I need to think about now? (e.g. copying worksheets, securing condoms, etc.)