



Erin's Law Toolkit

This document provides Oregon school districts with information, resources, and lesson plans to meet the legal requirements of Erin's Law and work to prevent child abuse, bullying, and sexual violence in schools and communities.

Table of Contents

Section I: Background and Requirements.....	2
Erin's Law Toolkit: Introduction	2
Understanding Oregon Requirements for Child Sexual Abuse and Violence Prevention Education	3
Section II. Preparing a Safe and Supportive Learning Environment	4
An Integrated Approach.....	4
Mandatory Reporting and Confidential Advocacy	5
Considerations to Promote Online Safety	6
Professional Learning Resources	7
Engaging Parents and Caregivers.....	8
State and National Resources	8
Section III. Teaching Erin's Law Lessons	10
Top 10 Subtopics.....	10
Guiding Principles	11
Adapting Materials for Students with Disabilities	13
Section IV. Erin's Law Instructional Resources and Standards Aligned Lesson Plans.....	14
K-2 Lesson Plans.....	14
3-5 Lesson Plans.....	18
6-8 Lesson Plans.....	22
9-12 Lesson Plans.....	24



Section I: Background and Requirements

Erin's Law Toolkit: Introduction

The resources in this toolkit are designed to help districts prevent abuse and violence, support students with skills related to healthy relationships, and understand best practices related to Erin's Law. The lessons, resources, and other tools provided in this document will support districts and educators in meeting Oregon's sexuality education requirements, provided by [OAR 581-022-2050](#) and the Child Sexual Abuse Prevention Education statute, also known as Erin's Law ([ORS 336.059](#)).

A Brief History of Erin's Law

Erin's Law was inspired by a child sexual abuse survivor named [Erin Merryn](#). By the time she was a young adult, Erin became an author and advocate for reducing the shame often felt by survivors, empowering them to report abuse and speak out, and raising awareness of the frequency, impact, and prevention of child sexual abuse. Erin's Law was first passed in Erin's home state of Illinois in 2011 and has been [passed in 38 states](#). Oregon passed Erin's Law in 2015.

Child Sexual Abuse in Oregon

In Oregon, [1 in 10](#) children will experience child sexual abuse before age 18 and only [1 in 10](#) of those will tell someone about their abuse. However, research from the [University of Oregon's Center for Childhood Safety and Wellbeing high school student survey](#) found the rates to be much higher: 29 percent of youth surveyed had experienced sexual abuse and up to 50 percent had experienced physical abuse from an adult.

According to the [2024 Oregon Student Health Survey](#), 12 percent of all Oregon 11th graders have been pressured or forced into sexual acts at some point in their lives, increasing to roughly 20 percent for LGBTQ2SIA+ youth. Additionally, more than one in twenty 11th graders in Oregon had experienced physical dating abuse. These experiences have profound lifelong impacts, and can result in many short- and long-term physical, mental, and behavioral [health consequences](#).

Child sexual abuse is one of several forms of violence, including child abuse and neglect, dating and domestic violence, sexual violence, human trafficking, stalking, harassment, and others. Effective prevention approaches can address all forms of violence by focusing on root causes, social and emotional skills, health education, and comprehensive mental health and social services. High-quality, comprehensive sexuality education has been proven to [support](#)



[young people in developing skills](#) to build healthy friendships and relationships and reduce sexual violence, harassment, and bullying.

Understanding Oregon Requirements for Child Sexual Abuse and Violence Prevention Education

A. Erin's Law

Classroom Instruction

Erin's Law requires that each school district adopt a child sexual abuse prevention instructional program for all students, in each grade K-12, including a minimum of four lessons per year. Instruction and material must be age and developmentally appropriate, medically accurate, culturally sensitive, evidence-based, not shame- or fear-based, and build on itself. Additionally, instruction must include how to report sexual abuse, understanding safe/unsafe touch and safe/unsafe secrets, and how to recognize and escape a sexual abuse situation. These requirements have been incorporated into and throughout Oregon's Health Education Standards.

While Erin's Law requires the delivery of four lessons, all [Health Education Standards](#) must also be implemented as part of a district's Health Education and Comprehensive Sexuality Plan of instruction, in accordance with [OAR 541-022-2050's Division 22](#) requirements. Providing instruction on the entirety of the standards also ensures that students receive holistic prevention and healthy relationships skills to support student safety, well-being, and academic success. This usually takes more than four lessons per year.

Staff and Professional Training

School districts must provide [professional training](#) for administrators, teachers, and other school staff on communicating child sexual abuse prevention techniques to students, the effects of child sexual abuse on children, [receiving child sexual abuse reports](#) and disclosures, and [mandated reporting](#). Erin's Law instruction can be delivered by teachers, school counselors, and external prevention educators, though any instructor must have knowledge of and training in child sexual abuse prevention.

Parent Engagement and Notification

School districts must inform parents/guardians about child sexual abuse topics, including signs of abuse, boundary manipulation behaviors (sometimes referred to as "grooming"), and how to discuss child sexual abuse prevention with their children. Parents/guardians have the right to [opt their child out](#) of all sexuality education content by making a request to their school or district.



B. Healthy Teen Relationships Act

Classroom Instruction

The Healthy Teen Relationships Act ([ORS 339.366](#)) requires that schools provide age-appropriate education on teen dating violence and domestic violence to students in grades 7-12 and school employees.

District Policies and Requirements

School districts must have a policy to [address teen dating violence](#), also known as [intimate partner violence](#), including procedures for school employees to respond to incidents of teen dating violence occurring at school, on school grounds, at school-sponsored activities, or in school vehicles. The policy must also identify the school officials who are responsible for receiving teen dating violence reports.

School districts must also have [sexual harassment policies](#) that apply to students, staff, and other individuals within the school environment. Schools must establish procedures for reporting incidents of sexual harassment, including designating responsible employees to receive and investigate complaints.

In addition, schools must comply with [Title IX requirements](#) which include preventing and addressing sexual harassment, sexual assault, intimate partner violence, stalking, and other discrimination based on sex. Schools must designate a [Title IX Coordinator](#) to oversee the implementation of Title IX policies and procedures.

C. Domestic Violence Prevention and Resource Posters

As required by [ORS 339.368](#), ODE provides posters in [nine languages](#) under the Child Abuse & Violence Prevention Resources heading. School districts must have a policy that requires posting of these posters in clearly visible locations on school campuses.

Section II. Preparing a Safe and Supportive Learning Environment

An Integrated Approach

Together, educators, school nurses, school counselors, administrators, and other school staff should work together to prioritize and coordinate violence and abuse prevention education.



As part of the planning for implementation, teams should determine staff roles and responsibilities, align Health Education Standards with materials, provide educator professional learning, and plan for how parents/caregivers will be engaged in the learning. It is important to plan for who in the school building, district, and/or ESD will be providing classroom instruction and who will be providing safety and mental health support. Consider including the following staff in a coherent school-wide approach:

- School counselors
- School social workers
- School psychologists
- School nurses
- Student wellness coordinators
- Classroom educators
- Teachers on special assignment (TOSAs)
- Title IX coordinators
- [School safety and prevention specialists](#) (at ESDs)

Many Oregon Health Education Standards overlap with or are connected to Oregon's [Transformative Social and Emotional Learning \(TSEL\) Standards](#) and [Framework](#).

Transformative Social and Emotional Learning ([TSEL](#)) is a process whereby young people and adults build strong, respectful, and lasting, relationships and critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. It is critical to violence and abuse prevention and integral to a comprehensive approach to health and sexuality education.

Mandatory Reporting and Confidential Advocacy

Erin's Law lessons can encourage students to ask questions and share their feelings, which can increase the likelihood that a student might disclose abuse. Teachers of these lessons need to be prepared to respond appropriately. Make sure that districts have a plan in place to address [questions about a student's safety](#). Be ready with a district plan to identify, prevent, and intervene if a child or family needs support. There are many [community partners](#) throughout [every county in Oregon](#) working to respond to and prevent violence and abuse. These partners can be helpful in supporting schools in navigating Erin's Law related issues and requirements.



Educators and school personnel are [mandated reporters](#). When signs of child abuse are present or when a mandatory reporter is told about abuse happening, a report needs to be made to Oregon Department of Human Services (ODHS) as soon as possible. Please review ODE's [What to Do if You Suspect Child Abuse](#) and [Tips on Mandatory Reporting](#). For additional resources and information about responding to disclosures of child abuse, please contact or review resources from [ODE's Civil Rights Office](#). To report abuse or neglect, call 855-503-SAFE (7233).

Additionally, be prepared to provide students with a list of community resources available in their county, including [confidential resources](#) where they can go for support. [Confidential Advocates in Oregon](#) are required by national and state laws to keep the information shared with them confidential. Confidential advocates can help safety plan, assist in accessing resources from the community and schools, offer emotional support, inform people of legal rights and processes, accompany people as they navigate medical processes and community systems, and provide information on healthy relationships, sexuality, communication, technology use, and more.

Considerations to Promote Online Safety

Digital child sexual abuse and child sexual exploitation involve the use of communication technology to sexually abuse and/or sexually exploit children. School staff should be aware that students can be vulnerable to inappropriate contact between adults and children on social media, including "[sextortion](#)," trafficking, and other forms of exploitation. Additionally, the widespread use of personal electronic devices and social media can increase students' exposure to cyberbullying, harassment, and other harmful online interactions. These experiences can have a serious impact on students' mental and physical well-being, as well as their academic performance.

Social media can also expose young people to sexually explicit material, discriminatory or hate speech, violent imagery, and messages that promote unhealthy or abusive relationships. [A Common Sense study from 2024](#) found that 54 percent of students had engaged with sexually explicit material by age 13, with most of that exposure occurring unintentionally. Additionally, school district leaders should be aware of the growing use of artificial intelligence (AI) generated media being classified as child sexual abuse material (CSAM). While Oregon does not yet have laws specific to synthetic or deepfake CSAM, existing federal laws—such as 18 U.S.C. § 2256 and the PROTECT Act of 2003—criminalize its creation, distribution, and possession, even when no real child is involved.

Resources to prevent and respond to digital abuse and cyberbullying:



- [Generative Artificial Intelligence \(AI\)](#) for K-12 Schools includes ODE guidance for school districts to create policies to respond to the emerging challenges and opportunities associated with AI.
- [Personal Electronic Devices Toolkit](#) includes ODE guidance to promote student safety and well-being.
- [Oregon's Health Education Standards](#) include age-appropriate requirements related to social media, artificial intelligence (AI), and data privacy to promote student safety with skills-based education.
- [SafeOregon](#), Oregon's statewide tipline, provides a standards-aligned curriculum and accompanying [teacher's guide](#) for middle and high school students.
- [Sexual Incident Response Committees](#) offer a school-based, comprehensive, multi-disciplinary, and multi-stage system for assessing, intervening, and identifying incidents of complex sexual behavior in children and youth.
- [Prevention Best Practices](#), a guide by the Online Child Exploitation Prevention Initiative (OCEPI) to evidence-based techniques to ensure student safety online.

Professional Learning Resources

The following resources provide educators and school leaders with practical tools, training, and guidance to support child abuse prevention and appropriate response in school settings.

- [Abuse Prevention 101 video series](#), Oregon Sexual Assault Task Force
- [Open Learning Library](#): Educational and support tools by CARES Northwest
- [Mandatory Reporting and Confidential Advocacy Partnership Guide](#), Oregon Sexual Assault Task Force
- [Let's Talk About Prevention: Online Learning Series](#): One hour long videos that focus on abuse prevention and response, by the Monique Burr Foundation
- [Prevention Services Booklist](#), The Child Advocacy Center
- [When a Child Alleges Sexual Abuse by an Educator or Other School Staff: An Educator's Guide to Appropriate Response and Support](#), The National Child Traumatic Stress Network
- [Comprehensive Prevention Toolkit](#), Oregon Sexual Assault Task Force
- [Sex Ed Made Simple: An asynchronous webinar series](#), Oregon Department of Education

Engaging Parents and Caregivers

Parents, caregivers, and families play a fundamental role in preventing violence and abuse. Schools have the unique opportunity to [engage with parents and caregivers](#) on violence and abuse prevention topics. Newsletters that spotlight prevention topics, library book displays, parent and caregiver education nights, resource tables at back-to-school nights can all provide opportunities to connect with parents/caregivers as partners in child abuse prevention and response. Additionally, connecting with a school counselor, school social worker, and/or other school mental health professionals can also provide insight and opportunities for parent/caregiver engagement and education. Resources to connect with parents and caregivers:

- [Safe Youth Collaborative](#): Lists topics related to parenting and sexual violence prevention, by age range from PK-12+.
- [Open Learning Library](#): Educational and support tools by CARES Northwest
- [Resources for Parents & Caregivers](#): Information and resources for families to access services, by Prevent Child Abuse Oregon
- [Hot Chocolate Talk for Parents](#): Includes strategies and talking points for child abuse response and risk reduction.

Parents/caregivers maintain the right to [opt out](#) of lessons included in a district's comprehensive sexuality education plan and must be provided with this option.

State and National Resources

The following state and national organizations, agencies, and resources focus on child sexual abuse prevention in various ways and may be helpful in navigating this topic and finding specific resources and support. Please connect with school counselors, social workers, and/or other school mental health professionals who can provide additional local and community-specific resources.

A. Oregon Organizations & Resources

- [Oregon Sexual Assault Task Force](#): Provides coordinated statewide resources to prevent sexual violence and abuse and its root causes.
 - [Help for Survivors by County](#)
- [Oregon School Based Health Centers](#): Provides comprehensive physical, mental and preventive health services for youth and adolescents in a school setting.
- [Oregon Coalition Against Domestic and Sexual Violence](#) (OCADSV): Supports community-based support and advocacy for survivors.
 - [County-Specific Support for Violence Prevention](#)



- [Prevent Child Abuse Oregon](#): Promotes prevention and awareness of child abuse in and coordinates multisector strategies for prevention in Oregon.
- [Protect Our Children](#): Provides child sexual abuse prevention support, professional development, training, and educator tools.
- [University of Oregon Center for Childhood Safety and Wellbeing](#): Conducts research and programs to improve child safety and well-being.
- [Oregon Child Abuse Solutions](#)
 - [Children's Advocacy Centers](#)
- [SafeOregon Tipline](#): Report safety threats or potential acts of violence confidentially or anonymously with a simple phone call, text, email or by using the web form or app.
- Oregon Department of Education
 - [Child Abuse & Violence Prevention Resources](#): Offers materials and guidance for schools and families to prevent harm.
 - [Sexual Conduct Reporting and Investigation](#): Outlines how schools handle reports of educator sexual misconduct.
- Oregon Health Authority
 - [Understanding Minor Consent and Confidentiality in Health Care in Oregon](#): Clarifies when youth can access confidential health care services.
 - [Find a Clinic : Reproductive Health Client Services](#): Provides a map and information of sexual and reproductive health services across Oregon.
- Oregon Department of Human Services
 - [How to Report Abuse or Neglect](#): Instructions for reporting suspected abuse of children or vulnerable adults.
 - [Domestic Violence Services](#): Connects survivors to emergency shelter, advocacy, and long-term support.
 - [My Future-My Choice Curriculum](#): Oregon-specific middle school curriculum that provides standards aligned comprehensive sexuality education.

B. National Organizations

- [ENOUGH ABUSE](#): A national citizen-based child advocacy organization.
- [Love is Respect](#): A national resource to prevent unhealthy relationships and intimate partner violence by empowering young people through education, support, and resources.
- [Take it Down](#): A service to help remove sexual content online.



- [National Center for Missing & Exploited Children](#): A network of resources for regional legal support and research.
- [RAINN](#): The nation's largest anti-sexual violence organization providing services and a hotline.
- [National Sexual Violence Resource Center](#): A website with research & tools for families, advocates, and educators to end sexual violence, racism, sexism, and all forms of oppression.
- [NO MORE](#): A global coalition that provides information and resources.
- [Prevent Together: The National Coalition to Prevent Child Sexual Abuse and Exploitation](#): A national coalition that provides collaboration, quality research, positive messaging, advocacy, and evidence-based prevention strategies.
- [Prevent Child Abuse America](#): America's oldest and largest child abuse prevention nonprofit, includes a research arm and a focus on CSA prevention in some of their current research grants.

Section III. Teaching Erin's Law Lessons

Top 10 Subtopics

The following subtopics are incorporated into and throughout [Oregon's K-12 Health Education Standards Learning Progressions](#) document.

- **Safe and equitable relationships:** Understanding and practicing skills related to making and maintaining healthy friendships and other types of relationships.
- **Trusted adults and supportive community:** Identifying characteristics of trusted adults, understanding how to seek help, and recognizing that it's never a child's fault if they experienced abuse.
- **Diversity, identity, gender, and relationships:** Practicing respect and empathy for people with different family structures, gender identities, sexual orientations, and racial and ethnic identities is foundational to preventing violence and abuse.
- **Medically accurate anatomy:** Understanding body parts, including knowing and using their medically accurate names, is an essential component of child abuse prevention, reporting, and response.
- **Personal boundaries, bodily autonomy, and consent:** Expressing, listening, and respecting everyone's right to say who touches their body and how. This includes practicing refusal skills and is not limited to physical touching.



- **Abuse, bullying, harassment, and intimidation:** Defining what bullying and abuse is, including contact and non-contact abuse, that it is always wrong, and it is never the fault of the person experiencing the abuse. Identifying the differences between safe versus unsafe touch, unsafe secrets versus surprises are essential for being able to recognize and practice safety.
- **Expressing emotion and affection in relationships:** Understanding and narrating emotional experiences is fundamental to recognizing personal safety and health needs. Building skills in recognizing and safely expressing emotions, reactions, and feelings is critical to coping with challenging experiences, practicing consent, and maintaining healthy relationships.
- **Upstander skills:** Teaching skills that help students feel confident in taking an active role in creating a safe and inclusive environment.
- **Media, cyberbullying, and relationships in the digital age:** Analyzing the impact of media, including social media, sexually explicit media and sexting, and the sharing of non-consensual intimate images, including deepfakes, can have on health and safety.
- **Social and communication skills, conflict management, and restorative practices:** Demonstrating strategies to communicate for personal, interpersonal, and community health and safety.

See pages 17 and 39 in the [Health Education K-12 Learning Progressions](#) document for a full list of subtopics.

Guiding Principles

Below are guiding principles from [Oregon's 2023 Health Education Standards](#) relevant to Erin's Law education. While the primary standards relevant to Erin's Law requirements fall under the Healthy Relationships and Violence/Abuse Prevention (HRVP) topic area, other topic areas also encompass elements of violence and abuse prevention, such as Social, Emotional, and Mental Health (SEM) topic area.

A. Healthy Relationships and Violence/Abuse Prevention

- Promotes positive social norms that encourage healthy and safe interactions, relationships, and sexuality and help young people thrive to prevent violence and abuse before they even occur. This focuses [beyond risk reduction strategies](#) that can often be victim-blaming.
- Defines and communicates safe boundaries, inappropriate touch, and consent, rather than "good and bad touch" which is often not clear enough for a child.



- Recognizes that sometimes adults may need to make health or safety decisions for children, and that children can still ask questions and discuss what and why these decisions are being made.
- Uses language, messages, and instructional approaches that do not focus on fear- or shame-based messaging. Research around child abuse patterns and [prevention education](#) show that concepts such as “stranger danger” are ineffective in promoting personal safety.
- Gives young people skills to identify and respond to unsafe situations, accurately name body parts, understand how different relationships have safety rules and boundaries, and how to get help when needed.
- Affirms that people of all genders, race and ethnicities, cultures, and abilities deserve mutual respect and kindness. Research shows that these approaches [prevent sexual violence perpetration](#).

B. Safety and First Aid:

- Assists students in identifying trusted adults to talk to when feeling unsafe, scared, or uncomfortable.
- Provides real-life connections to school safety and emergency plans, rules, and policies.
- Recognizes that safety includes in-person situations as well as online safety.

C. Social, Emotional, and Mental Health:

- Emphasizes that mental health is an important part of overall health.
- Explains the importance of talking with trusted adults about feelings and where to access resources in the school and community.

D. Sexual and Reproductive Health:

- Defines sexuality concepts broadly as thoughts, feelings, and behaviors related to: being attracted to someone, emotional closeness, relationships, bodily safety, human reproduction, sexual and reproductive body parts, and more. This foundation allows for instructional scaffolding on topics related to sexuality, including sexual abuse, STIs, and sexual orientation.
- Includes LGBTQ2SIA+ inclusive discussions, information, and resources that address healthy relationships, the many ways to form family, and how to make informed choices around sexual activity.

Adapting Materials for Students with Disabilities

Teaching child abuse prevention education for students with intellectual or developmental disabilities (I/DD) is essential to prevent violence and abuse, provide equitable access to knowledge related to sexual health and rights, strengthen communication and advocacy skills, and promote healthy relationships. Effective instruction includes:

- **Recognizing sexual development as a healthy part of human development** that keeps the topic accessible without fear, shame, and stigma, so that students can ask questions and seek help when they need it.
- **Medically accurate terminology for all body parts** with clear and straight-forward language, references, and illustrations, that emphasizes the importance of using correct terms in contexts such as reporting assault or providing consent for physical contact.
- **The concept of body rights**, making clear that no individual has the right to touch another person without permission and that when people need support with body care or medical procedures, they still have a right to ask questions and understand what is happening and why.
- **Repetition, guided practice, and scenario-based learning that uses clear and straight-forward language**, where students can consistently identify healthy and unhealthy behaviors.
- **Trauma-informed approaches** that recognize the diverse experiences of students and create safe, supportive learning environments.

Resources for teaching sexual health and child abuse prevention to students with disabilities include:

- [In Their Own Words: Guidelines for Supporting the Sexual Health of Young People Experiencing Intellectual/Developmental Disabilities](#), Multnomah County Public Health
- [Sex Ed for People with Disabilities](#), National Council for Independent Living
- [Sexual Health](#), Oregon Health and Science University
- [Sexuality for All Abilities](#), Mad Hatter Wellness
- [Curriculum and Online Training](#), Elevatus
- [Digital Citizenship for Youth with I/DD](#), Family Youth and Services Bureau
- [Teaching Students with I/DD about Sexuality & Health Relationships](#), Family Youth and Services Bureau

Section IV. Erin's Law Instructional Resources and Standards Aligned Lesson Plans

Erin's Law requires that each school district provide a minimum of four lessons per year that cover healthy relationships and violence/abuse prevention content. The following lesson plans cover various Oregon Health Education Standards that meet different aspects of the legal requirements of Erin's law. Please note that many of these lessons have overlapping content and that this list is intended for educators to review and select lessons appropriate for their student population. While this is not a comprehensive list of Erin's Law lessons, this list prioritizes lessons specific to Oregon, can be found in the [Sex Ed Open Learning Collection](#) on the [Oregon Open Learning Hub](#), and are open sourced and/or free.

Districts may want to consider doing a crosswalk to determine where additional standards could be met through a multidisciplinary approach to the lessons, such as with integrating [Transformative SEL](#) and/or [Comprehensive School Counseling Student Standards](#).

For additional curricula resources, visit ODE's [Adopted Instructional Materials](#) page and explore Oregon Sexual Assault Task Force's [Healthy Relationship Curricula Review Summary](#).

K-2 Lesson Plans

Grade	Lesson Title	Aligned Standards	Source
Relationships & Communication			
K	People Puzzle: What is a Relationship?	K.HRVP.1	Sex Ed Open Learning Collection, Oregon Open Learning Hub (OOL)
K	Communication	K.HRVP.5	Sex Ed Open Learning Collection, OOL

1	Friendships	1.HRVP.1, 1.HRVP.2	Sex Ed Open Learning Collection, OOL
K-2	Empathy: Draw About it	K.SEM.1, K.HRVP.5, 1.SEM.1, 1.HRVP.1, 1.HRVP.5	BrainPop Jr.
Consent & Boundaries			
K	My Space, Your Space	K.HRVP.4, K.HRVP.8, K.HRVP.9	Sex Ed Open Learning Collection, OOL
1	Wants, Needs and Boundaries	1.HRVP.5	Sex Ed Open Learning Collection, OOL
1	My Body is MY Body	1.HRVP.4	Sex Ed Open Learning Collection, OOL
2	Hair, Hugs, and Hellos: Bodily Autonomy	2.HRVP.2	Sex Ed Open Learning Collection, OOL
2	Feeling SAFE!	2.HRVP.4	Sex Ed Open Learning Collection, OOL
K-2	Autonomy	K.HRVP.5, K.SEM.1, 1.HRVP.5, 1.HRVP.6, 2.HRVP.4	ABCs of Me, Hip Hop Public Health
K-2	Boundaries	K.HRVP.4, K.HRVP.5, 1.HRVP.5, 2.HRVP.4	ABCs of Me, Hip Hop Public Health
K-2	Consent	K.HRVP.4, K.HRVP.5, 1.HRVP.4, 1.HRVP.5, 2.HRVP.4	ABCs of Me, Hip Hop Public Health

Celebrating & Respecting Identities			
K-2	Introducing Gender Expression	K.SEM.1, 2.SEM.2, K.HRVP.3, 1.HRVP.3	Sex Ed Open Learning Collection, OOL
K-2	Respecting Ourselves, Respecting Others	K.SEM.1, 2.SEM.2, K.HRVP.2, K.HRVP.3, K.HRVP.7, 1.HRVP.2, 1.HRVP.3, 2.HRVP.1, 2.HRVP.5, 1.GD.1	Sex Ed Open Learning Collection, OOL
K-2	I like you, I like me!	K.HRVP.3, 1.HRVP.3	Sex Ed Open Learning Collection, OOL
K-2	Free to Be Me!	K.HRVP.3, 1.HRVP.3	Sex Ed Open Learning Collection, OOL
K-2	Everyone Belongs!	K.HRVP.3, 1.HRVP.1, 1.HRVP.3, 1.GD.1	Sex Ed Open Learning Collection, OOL
K	Paper People	K.HRVP.3	Sex Ed Open Learning Collection, OOL
K	Different Kinds of Families	K.GD.1	Sex Ed Open Learning Collection, OOL
1	YOUniquely You!	1.HRVP.3	Sex Ed Open Learning Collection, OOL
1	I Love You, You Love Me	1.GD.3	Sex Ed Open Learning Collection, OOL

2	<u>All Families are Beautiful</u>	2.GD.2	Sex Ed Open Learning Collection, OOL
2	<u>R-E-S-P-E-C-T</u>	2.HRVP.3	Sex Ed Open Learning Collection, OOL
Seeking Trusted Adults			
K	<u>Trusted Adults</u>	K.HRVP.6	Sex Ed Open Learning Collection, OOL
2	<u>Trusted Adults Can Give You a Helping Hand</u>	2.HRVP.5	Sex Ed Open Learning Collection, OOL
2	<u>Seeking Help</u>	2.HRVP.7, 2.HRVP.8	Sex Ed Open Learning Collection, OOL
Bullying and Violence Prevention			
K	<u>This is a Bully-Free Zone</u>	K.HRVP.7, K.HRVP.2	Sex Ed Open Learning Collection, OOL
2	<u>Cut it Out! Making Teasing and Bullying Stop!</u>	2.HRVP.1, 2.HRVP.6	Sex Ed Open Learning Collection, OOL

3-5 Lesson Plans

Grade	Lesson Title	Topics	Source
Relationships & Communication			
3	<u>Healthy and Safe Friendships</u>	3.HRVP.2	Sex Ed Open Learning Collection, OOL
3	<u>Affirming Language</u>	3.HRVP.3	Sex Ed Open Learning Collection, OOL
4	<u>Collaboration to Make Art</u>	4.SEM.1, 4.HRVP.1	Sex Ed Open Learning Collection, OOL
4	<u>More Than Friends</u>	4.HRVP.2, 4.SRH.1	Sex Ed Open Learning Collection, OOL
4	<u>Being Clear with Your Friends</u>	4.HRVP.6	Sex Ed Open Learning Collection, OOL
4	<u>Figuring Out Friendships</u>	4.HRVP.3, 4.HRVP.1	Sex Ed Open Learning Collection, OOL

5	<u>Liking and Loving</u>	5.HRVP.2, 5.HRVP.3	Sex Ed Open Learning Collection, OOL
Consent & Boundaries			
3	<u>Emotions can be Signals</u>	3.SEM.5, 2.HRVP.1, 2.HRVP.2, 2.HRVP.4, 2.HRVP.5, 2.HRVP.6, 3.HRVP.1, 3.HRVP.4, 3.HRVP.5, 4.HRVP.1, 4.HRVP.3, 4.HRVP.4, 4.HRVP.6, 4.HRVP.8, 5.HRVP.5, 3.GD.1	Sex Ed Open Learning Collection, OOL
3	<u>Secrets that Need to be Told</u>	2.SFA.3, 3.SEM.5, 2.HRVP.2, 2.HRVP.4, 2.HRVP.7, 2.HRVP.8, 3.HRVP.4, 3.HRVP.5, 4.HRVP.3, 4.HRVP.5, 4.HRVP.6, 4.HRVP.7	Sex Ed Open Learning Collection, OOL
3	<u>If You Don't Have Consent, You Don't Have Consent</u>	3.HRVP.4, 3.HRVP.5, 3.SHR.1	Sex Ed Open Learning Collection, OOL
4	<u>Privacy and My Boundaries</u>	4.HRVP.5	Sex Ed Open Learning Collection, OOL
4	<u>Your Body, Your Rights</u>	4.HRVP.7, 4.HRVP.9	Sex Ed Open Learning Collection, OOL
5	<u>Surprises vs. Secrets: How to Talk about Unwanted Touch</u>	5.HRVP.7	Sex Ed Open Learning Collection, OOL

5	<u>Consent and Boundaries</u>	5.HRVP.4	Sex Ed Open Learning Collection, OOL
5	<u>Trafficking</u>	5.HRVP.6	Sex Ed Open Learning Collection, OOL
3-5	<u>Autonomy</u>	3.HRVP.1, 3.HRVP.4, 4.HRVP.1, 4.HRVP.5, 5.HRVP.1	ABCs of Me, Hip Hop Public Health
3-5	<u>Boundaries</u>	3.HRVP.1, 3.HRVP.4, 4.SEM.2, 4.HRVP.5, 5.HRVP.4	ABCs of Me, Hip Hop Public Health
3-5	<u>Consent</u>	3.HRVP.2, 4.HRVP.3, 5.HRVP.3	ABCs of Me, Hip Hop Public Health
Celebrating & Respecting Identities			
3-5	<u>Respecting Expressions</u>	4.HRVP.4, 4.HRVP.8, 3.GD.1, 5.GD.5	Sex Ed Open Learning Collection, OOL
3-5	<u>I Respect You, I Respect Me</u>	3.HRVP.1, 3.HRVP.3, 4.HRVP.1, 4.HRVP.4, 4.HRVP.8, 5.HRVP.5, 4.GD.3, 5.GD.5	Sex Ed Open Learning Collection, OOL
3-5	<u>We Contain Multitudes</u>	K.WHP.1, 3.HRVP.3, 4.HRVP.4, 5.HRVP.1, 3.GD.1, 5.GD.5	Sex Ed Open Learning Collection, OOL

3-5	<u>Exploring Gender Identity</u>	3.SEM.5, 5.SEM.3, 3.HRVP.1, 3.HRVP.3, 4.HRVP.4, 5.GD.5	Sex Ed Open Learning Collection, OOL
3-5	<u>Seeing Ourselves, Seeing Each Other</u>	3.SEM.5, 3.HRVP.1, 3.HRVP.3, 4.HRVP.4, 4.HRVP.8, 3.GD.1	Sex Ed Open Learning Collection, OOL
3	<u>My Family is Unique</u>	3.GD.5	Sex Ed Open Learning Collection, OOL
Bullying and Violence Prevention			
4	<u>Taking a Stand Against Bullying</u>	4.HRVP.8	Sex Ed Open Learning Collection, OOL
5	<u>Peer Pressure and Social Bullying</u>	4.WHP.5, 5.SFA.4, 4.SEM.1, 5.SEM.1, 3.HRVP.4, 3.HRVP.5, 4.HRVP.3, 4.HRVP.4, 4.HRVP.5, 4.HRVP.6, 4.HRVP.8, 5.HRVP.1, 5.HRVP.4, 5.HRVP.5	Sex Ed Open Learning Collection, OOL

6-8 Lesson Plans

Grade	Lesson Title	Topics	Source
Relationships & Communication			
6	Healthy and Unhealthy Relationships	5.HRVP.3, 6.HRVP.6, 6.HRVP.9	My Future-My Choice , DHS
6	Finding Support in Your Community	6.HRVP.6, 6.GD.5, 6.SRH.9, 6.SRH.10, 6.SRH.11	My Future-My Choice, DHS
8	Intimate Relationships Basics <i>(to be released in early 2026)</i>	8.SEM.1, 8.SEM.2, 8.HRVP.1, 8.HRVP.4,	My Future-My Choice, DHS
8	Dating and Relating	8.SEM.2, 8.HRVP.1, 8.HRVP.4, 8.HRVP.5, 8.HRVP.6, 8.SRH.3	My Future-My Choice, DHS
Consent & Boundaries			
6	Consent	6.WHP.8, 6.SUB.5, 6.HRVP.4, 6.HRVP.5, 6.SRH.3	My Future-My Choice, DHS
8	Consent	8.SEM.2, 8.HRVP.1, 8.HRVP.2, 8.HRVP.4, 8.HRVP.6, 8.HRVP.11	My Future-My Choice, DHS
Celebrating & Respecting Identities			

6	<u>Everybody Deserves Respect and Support</u>	6.SEM.4, 6.HRVP.1, 6.HRVP.3	My Future-My Choice, DHS
7	<u>Gender, Sexuality, and Respecting Differences</u>	5.HRVP.1, 5.HRVP.5, 5.GD.5, 5.GD.6, 6.GD.6	Sex Ed Open Learning Collection, OOL
Bullying and Violence Prevention and Response			
6	<u>Media and Other Influences</u>	6.SEM.3, 6.HVRP.2, 6.HVRP.7, 6.SRH.1	My Future-My Choice, DHS
7	<u>Being Smart, Staying Safe Online</u>	6.HVRP.7	Rights, Respect, Responsibility (3Rs)
8	Intimate Relationships Basics <i>(to be released in early 2026)</i>	8.HRVP.2, 8.HRVP.5, 8.HRVP.6, 8.HRVP.9	My Future-My Choice, DHS
8	Intimate Relationships Basics <i>(to be released in early 2026)</i>	8.SEM.5, 8.HRVP.4, 8.HRVP.7, 8.HRVP.9, 8.HRVP.10, 8.HRVP.11, 8.GD.1, 8.GD.4 8.SRH.1	My Future-My Choice, DHS

9-12 Lesson Plans

• Grade	Lesson Title	Topics	Source
Relationships & Communication			
9-10	Introduction to Healthy Relationships	8.HRVP.4, HS.HRVP.5	Sex Ed Open Learning Collection, OOL
9-10	Expanding on Healthy Relationships	HS.HRVP.2, HS.HRVP.3, HS.HRVP.4, HS.HRVP.5, HS.HRVP.7, HS.HRVP.10	Sex Ed Open Learning Collection, OOL
11	Is it Abuse If?	HS.HRVP.6, HS.HRVP.7, HS.HRVP.10, HS.HRVP.11	Rights, Respect, Responsibility (3Rs)
9-12	Dating Abuse 101 (pg. 19)	HS.HRVP.7, HS.HRVP.8, HS.HRVP.10, HS.HRVP.11	Love is Not Abuse: A Teen Dating Abuse Prevention Curriculum
Consent & Boundaries			
10	Using Technology Respectfully and Responsibly	HS.HRVP.8, HS.HRVP.13	Rights, Respect, Responsibility (3Rs)

9-10	Let's Talk About Making Decisions About Sex	HS.HRVP.4, HS.HRVP.6, HS.HRVP.11, HS.HRVP.13, HS.SRH.2, HS.SRH.3, HS.SRH.5, HS.SRH.9	Sex Ed Open Learning Collection, OOL
11-12	Contraception & STI Prevention: Laws & Access in Oregon	HS.HRVP.4, HS.HRVP.13, HS.SRH.6, HS.SRH.7, HS.SRH.9, HS.SRH.11, HS.SRH.12, HS.SRH.13, HS.SRH.14	Sex Ed Open Learning Collection, OOL
11-12	Healthy Relationships (Boundaries & Consent)	8.HRVP.1, 8.HRVP.4, 8.HRVP.5, HS.HRVP.1, HS.HRVP.5	Sex Ed Open Learning Collection, OOL
Celebrating & Respecting Identities			
9-10	Let's Talk About Ourselves: Understanding Sex Assigned at Birth, Gender Identity, and Sexual Orientation	8.HRVP.3, 8.HRVP.8, 8.GD.4, HS.GD.5, HS.GD.6	Sex Ed Open Learning Collection, OOL
11-12	Orientation and Identity	8.HRVP.3, 8.GD.4, HS.GD.6	Sex Ed Open Learning Collection, OOL
9-12	My Family Looks Like...	HS.HRVP.2, HS.HRVP.3, 8.GD.6, HS.GD.7	Sex Ed Open Learning Collection, OOL

9-12	We Are Family – I Got All My Folks With Me!	HS.HRVP.2, HS.HRVP.3, HS.HRVP.8, 8.GD.6, HS.GD.7	Sex Ed Open Learning Collection, OOL
Bullying Prevention			
11	Online Disinhibition and Cyberbullying	HS.HRVP.8, HS.GD.1	Common Sense Media

Appendix A. Frequently Asked Questions

1. If I'm teaching the Health and Sexuality Education Standards, am I fulfilling Erin's Law?

If you're teaching all the Health standards, you're likely teaching four sessions per year on healthy relationships and abuse prevention topics. Erin's Law requirements have been incorporated into and throughout Oregon's Health Education Standards. By teaching to those standards and fulfilling Oregon's sexuality education requirements, Erin's Law requirements will also be fulfilled.

2. Which standards are included in Erin's Law?

While the primary Health Education Standards relevant to Erin's Law requirements fall under the Healthy Relationships and Violence/Abuse Prevention (HRVP) topic area, other topic areas in the Health Education Standards also encompass elements of violence and abuse prevention, including Wellness and Health Promotion, Safety and First Aid, Social, Emotional, and Mental Health, and Sexual and Reproductive Health.

3. Do we really need to teach this to kids in elementary school? Aren't they too young for this?

Research has shown that quality sex education that begins early, is developmentally appropriate, and builds sequentially through middle and high school can improve young people's physical, mental and emotional well-being. Seventy eight percent of kids seen at Oregon Child Abuse Solutions Children's Advocacy Centers (CACs) across Oregon are 12 years old and younger. Erin's Law lessons should occur before young people are in need of the knowledge and skills it teaches. Sex education in earlier grade levels helps prevent child sex abuse by improving self-protective skills, knowledge of appropriate/inappropriate touching, parent-child communication, and increased disclosure of abuse.

4. Why is talking about identity (sexual orientation, gender identity, etc.) important for sexual abuse and violence prevention?

LGBTQ2SIA+ young people report higher rates of sexual violence than the general population, with 39 percent reporting that they have been forced to do "sexual things" they did not want to do. Discussing identity and acceptance of all people is especially important in addressing these startling disparities. Only 15 percent of LGBTQ2SIA+ young people have access to sex education that includes discussions about LGBTQ2SIA+ people and experiences in school, rendering their education less relevant to their lives and therefore less protective. This also



contributes to further marginalization as all students miss learning about all types of identities, which can promote embracing diverse communities and reduce identity-based perpetration of bullying, violence, and abuse.



Appendix B.

Appendix B: Healthy Relationships and Violence/Abuse Prevention Standards by Grade Level

Below is a complete list of the Oregon Healthy Relationships and Violence/Abuse Prevention (HRVP) Health Education Standards.

Grades K-2

- K.HRVP.1 Define what a relationship is and identify different kinds of relationships.
- K.HRVP.2 Understand that all people have the right to feel safe and free from bullying and violence.
- K.HRVP.3 Recognize that everyone has different interests, likes, and ways to express identities.
- K.HRVP.4 Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.
- K.HRVP.5 Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.
- K.HRVP.6 Describe the characteristics of a trusted adult.
- K.HRVP.7 Identify that bullying and teasing are harmful.
- K.HRVP.8 Understand that it is never okay to touch someone without their permission.
- K.HRVP.9 Identify that abuse is never a child's fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.
- 1.HRVP.1 TSEL Practice 4A Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.
- 1.HRVP.2 Demonstrate healthy ways for friends to express feelings, both physically and verbally.
- 1.HRVP.3 Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.
- 1.HRVP.4 Define consent and discuss how it is important in all types of relationships.
- 1.HRVP.5 Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.



- 1.HRVP.6 Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.
- 2.HRVP.1 TSEL Practice 4C Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.
- 2.HRVP.2 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.
- 2.HRVP.3 Discuss how diversity in race, gender, and ability enrich relationships and communities.
- 2.HRVP.4 Define bodily autonomy, personal boundaries, and consent.
- 2.HRVP.5 Recognize that friends, family, teachers, and community members can help each other.
- 2.HRVP.6 Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.
- 2.HRVP.7 Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.
- 2.HRVP.8 Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.

Grades 3-5

- 3.HRVP.1 TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
- 3.HRVP.2 Describe characteristics of a healthy and safe relationship.
- 3.HRVP.3 Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.
- 3.HRVP.4 Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.
- 3.HRVP.5 Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.



- 4.HRVP.1 TSEL Practice 4D Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.
- 4.HRVP.2 Describe a variety of healthy ways to show and express liking or loving someone.
- 4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries.
- 4.HRVP.4 Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.
- 4.HRVP.5 Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.
- 4.HRVP.6 Discuss communication skills to build healthy relationships and manage conflict.
- 4.HRVP.7 Identify situations when someone is being abused or harassed and identify people or resources to get help from.
- 4.HRVP.8 Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.
- 4.HRVP.9 Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.
- 5.HRVP.1 TSEL Practice 3C Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.
- 5.HRVP.2 Describe how friendship and love can be expressed differently as children become adolescents.
- 5.HRVP.3 Identify characteristics of safe and equitable relationships.
- 5.HRVP.4 Explain the relationship between consent, personal boundaries, and bodily autonomy.
- 5.HRVP.5 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.
- 5.HRVP.6 Define sexual harassment, trafficking, and domestic violence.
- 5.HRVP.7 Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

Grades 6-8



- 6.HRVP.1 TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
- 6.HRVP.2 Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.
- 6.HRVP.3 Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.
- 6.HRVP.4 Describe personal feelings when boundaries, consent, and privacy needs are not respected.
- 6.HRVP.5 Practice communication skills to build healthy relationships and manage conflict.
- 6.HRVP.6 Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking.
- 6.HRVP.7 Demonstrate strategies to use technology and social media safely, legally, and respectfully.
- 6.HRVP.8 Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.
- 6.HRVP.9 Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.
6. HRVP.10 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.
- 7.HRVP.1 TSEL Practice 3A Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.
- 7.HRVP.2 Discuss the right of all people to decide if, when and, with whom to be in a relationship.
- 7.HRVP.3 Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.
- 7.HRVP.4 Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.



7.HRVP.5 Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image and self-esteem.

7.HRVP.6 Develop a decision making model to determine if and how to intervene and support a person who is being harassed, bullied, or coerced, including assessing when and how and how it is safe to do so.

7.HRVP.7 Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.

7.HRVP.8 Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.

7.HRVP.9 Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.

7.HRVP.10 Identify state and federal laws on sexual consent and mandatory reporting.

8.HRVP.1 TSEL Practice 2D Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

8.HRVP.2 Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.

8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.

8.HRVP.4 Demonstrate verbal and nonverbal communication skills that express personal boundaries and consent and how to show respect for the boundaries of others.

- 8.HRVP.5 Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
- 8.HRVP.6 Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.
- 8.HRVP.7 Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.
- 8.HRVP.8 Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.
- 8.HRVP.9 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.



- 8.HRVP.10 Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.
- 8.HRVP.11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.

High School

- HS.HRVP.1 TSEL Practices 2A Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.
- HS.HRVP.2 Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.
- HS.HRVP.3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.
- HS.HRVP.4 Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.
- HS.HRVP.5 Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.
- HS.HRVP.6 Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.
- HS.HRVP.7 Demonstrate ways to support a fellow student who is being sexually harassed or abused.
- HS.HRVP.8 Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.
- HS.HRVP.9 Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.
- HS.HRVP.10 Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.
- HS.HRVP.11 Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.
- HS.HRVP.12 Explain trafficking, including tactics people use to traffic and exploit youth.



- HS.HRVP.13 Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.