

Distance Learning for All: Erin’s Law Toolkit for Districts



During this unprecedented time of physical distancing and school closures due to Coronavirus (COVID-19), sexuality and health education are increasingly important. This document provides school districts with lessons to meet the legal requirements of Erin’s law, preventing child abuse, bullying, and sexual violence, and promoting physical and mental health & safety, and supporting students during this time.

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Section 1: Preparing to Teach Erin's Law Lessons

1.1 Erin's Law Toolkit: Introduction

The resources in this toolkit are designed to help districts support students with essential understandings and skills related to healthy relationships and violence prevention in a Distance Learning for All environment. The lessons, webinars and other guidance documents will support districts and educators meet Oregon's sexuality education requirements, provided by [OAR 581-022-2050](#), which includes [Erin's Law](#)/child abuse prevention education (SB-856), during school closure.

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 appropriate, medically accurate, not shame or fear based, and build on itself.

Although COVID-19 has presented unforeseen challenges in all of our work, it is imperative that we continue to support student safety and well-being--especially for those children who are the most vulnerable during these times. The lessons and resources outlined here provide fundamental sexual abuse and violence prevention education and can be adapted to fit your community context and needs.

1.2 Preparing a Safe and Supportive Learning Environment

Work together to plan for what instruction will along with the necessary mental health and safety supports that will have to be in place. Together; educators, school nurses, counselors, administrators, and other school staff should discuss the importance of this content, decide on which lessons to use, plan to engage parents/caregivers in the learning, and respond to questions from the community. Be prepared to address the range of values or beliefs that surface in these discussions.

Note that because the personal content and instruction in Erin's Law lessons encourages students to ask questions and share their feelings, this can increase the likelihood that a student might disclose abuse. Teachers of these lessons need to be prepared to respond appropriately. Make sure that your district has a plan in place to support you if you have questions about a student's safety.

Be ready with a district plan to identify, prevent and intervene if a child or family needs support. In remote learning environments, it may be more difficult to assess safety and detect signs of child abuse. Remember that educators and school personnel still are mandated reporters. Please review [ODE's What to Do if You Suspect Child Abuse](#).

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1.2.1 To prepare to teach Erin's Law content, please:

- Review our [Key Tips for Sex Ed & Erin's Law Instruction During Distance Learning](#)
- Listen to our [Webinar for School District Staff on Erin's Law during Distance Learning](#)

1.3 Engaging Parents and Caregivers

ODE recognizes the fundamental role that parents, caregivers, and families play in preventing violence and abuse. Distance learning provides a window for dialogue between educators, students, and families around: naming important values, identifying emotions, sharing about health and safety, and exploring sexuality-related topics. ODE has published a guide on [Family Engagement during Distance Learning for All](#) that will help to [maximize the strengths of the students, families, and learning environments](#), while also acknowledging the real challenges given the disproportionate impact of COVID-19 in Oregon.

Note: Parents/caregivers maintain the right to opt out of specific lessons and must be provided with this option.

1.3.1 Resources for Parents/caregivers

- Listen to our [Webinar for parents and caregivers on Erin's Law during Distance Learning](#)
- [Oregon SATF's Violence Prevention Resource for Parents](#) (resources and tips for caregivers/parents)
- [Parents for Prevention](#) (lists of topics related to parenting and sexual violence prevention, by age range from PK-12+)
- [Hot Chocolate Talk for Parents](#) (strategies and talking points for child abuse response and risk reduction)
- [County-Specific Support for Violence Prevention](#)

Section 2: Teaching Erin's Law Lessons

2.1 Top 10 Topics

Healthy/Unhealthy Relationships: Understanding and practicing skills related to making and maintaining healthy friendships and other types of relationships.

Seeking Help: Identifying different trusted adults to seek help from, with the understanding that abuse is too big for children to handle on their own.

Respecting Differences: 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, which is rooted in oppression.

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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.

Consent and Boundaries: 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.

Bullying and Abuse: Defining what bullying and abuse is, including contact and non-contact abuse, that it is always wrong, and it is never the child/victim's fault.

Safe and Unsafe Touch: Identifying the differences between safe versus unsafe touch, unsafe secrets versus surprises.

Understanding and Expressing Feelings: Understanding and narrating emotional experiences is fundamental to recognizing personal safety and health needs.

Bystander Skills: Teaching skills that help students feel confident in taking an active role in creating a safe and inclusive environment.

Emotional regulation: Building skills in controlling and communicating emotions, reactions, and feelings is critical to coping with challenging experiences, practicing consent, and maintaining healthy relationships.

Other important topics: *communication skills, differences of opinion, impact of alcohol, tobacco, and other drugs on decision-making, decision-making to avoid personal risk with sexual decisions, communication and advocacy about personal boundaries, self-esteem, body image, media influence and values, accessing information about healthy/unhealthy relationships, and legal rights related to sexual assault and abuse.*

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Erin’s Law Lessons

2.2 K-2 Lessons			
Grade	Topic & Standards	Original Lesson	Distance Learning for All Adaptations
K	Consent & Boundaries (HE.1.K.10, HE.1.K.11, HE.1.K.12, HE.1.K.15)	My Space Your Space Rights, Respect, Responsibility (3Rs), Oregon Adaptation by Multnomah County Health Department	Online/Offline distance adaptation of My Space Your Space
K-2	Anatomy, Bullying and Abuse Prevention, Consent & Boundaries (HE.1.K.4)	Understanding Our Bodies Rights, Respect, Responsibility (3Rs) Oregon Adaptation by Multnomah County Health Department	Online/offline distance adaptation of Understanding our Bodies
2	Bullying and Abuse Prevention, Seeking Trusted Adults (HE1.2.10, HE.1.2.11, HE. 3.2.3, HE. 3.2.4, HE 4.2.4, HE. 7.2.3, HE. 7.2.4)	Seeking Help Rights, Respect, Responsibility (3Rs) Oregon Adaptation by Multnomah County Health Department	Online/offline distance adaptation of Seeking Help
K-2	Bullying and Abuse Prevention, Respecting Difference, Bystander Skills, Feelings, Friendships (HE.1.K.13, HE.1.1.7, HE.1.1.14,	Words that Hurt & Words That Heal Welcoming Schools	Online/Offline adaptation of Words that Hurt & Words That Heal

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2.2 K-2 Lessons			
	HE.4.1.5, HE.1.2.8, HE.4.2.5, HE.4.1.7)		
K-2	Feelings and Empathy (HE.1.K.14, HE.1.1.14, HE.1.2.15)	Empathy: Draw About it BrainPop Jr.	Online/offline distance adaptation included

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2.3 3-5 Lessons			
Grade	Topic & Standards	Original Lesson	Distance Learning for All Adaptations
3	Rights, Unsafe/safe touch, Consent, Bullying and Abuse Prevention (HE.1.3.1, HE.1.3.5, HE.1.3.13, HE.1.3.14, HE.1.3.15, HE.1.3.16, HE.1.3.19, 3.4.8)	Your Body, Your Rights Rights, Respect, Responsibility (3Rs) Oregon Adaptation by Multnomah County Health Department	Online/offline distance adaptation of Your Body, Your Rights
5	Anatomy, Bullying and Abuse Prevention, Consent & Boundaries (HE.1.4.6, HE.1.4.11, HE.1.5.6, 1.5.12, 1.5.21, HE.3.5.4)	Sexual and Reproductive Anatomy Rights, Respect, Responsibility (3Rs) Oregon Adaptation by Multnomah County Health Department	Online/offline distance adaptation of Sexual and Reproductive Anatomy
3	Unsafe/safe Touch, Consent, Bullying and Abuse Prevention, Seeking Help (HE.1.3.14, HE.1.3.15, HE.3.3.9)	Feeling SAFE! Rights, Respect, Responsibility (3Rs)	Online/offline distance adaptation of Feeling SAFE!
3-5	Respecting Difference, Bullying and Abuse Prevention, Feelings, Empathy (HE.1.4.11, HE.2.4.6, HE.3.4.9, HE.1.5.12,	What are Gender Stereotypes? (K-5) Teaching Tolerance	Online version included Offline distance adaptation of What are Gender Stereotypes?*

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2.3 3-5 Lessons			
	HE.1.5.13, HE.2.5.6, HE.3.5.9, HE.4.5.5, HE.7.5.4)		
5-6	Respecting Difference, Bullying and Abuse Prevention, Feelings, Empathy (HE.1.4.11, HE.2.4.6, HE.3.4.9, HE.1.5.12, HE.1.5.13, HE.2.5.6, HE.3.5.9, HE.4.5.5, HE.7.5.4)	Gender Roles, Gender Expectations (5-6) Rights, Respect, Responsibility (3Rs)	Online distance adaptation of Gender Roles, Gender Expectations* <i>*Note that this lesson and the above What are Gender Stereotypes lesson cover the same topics and standards but are both offered here to meet different instructional needs online or offline.</i>

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2.4 6-8 Lessons			
Grade	Topic & Standards	Original Lesson	Distance Learning for All Adaptations
6	Anatomy, Accessing Information (HE.1.6.16, HE.1.6.20, HE.1.6.22, HE.1.6.25, HE.7.6.12)	Changes My Future-My Choice, DHS	Online distance adaptation of Changes Offline segments included in lessons
6	Healthy & Unhealthy Relationships (HE.1.6.30, HE.1.6.32, HE.1.6.42)	Healthy and Unhealthy Relationships My Future-My Choice, DHS	Online distance adaptation of Healthy and Unhealthy Relationships Offline segments included in lessons
6	Consent (HE 1.6.27, HE 1.6.40, HE 1.6.41, HE 1.6.42, HE 1.6.43, HE.1.6.44, HE.2.6.11, HE.4.6.1, HE.4.6.7, HE.4.6.10, HE.7.6.1)	Consent My Future-My Choice, DHS	Online distance adaptation of Consent Offline segments included in lessons
7	Healthy & Unhealthy Relationships, Bullying and Abuse, Seeking Help (HE.2.7.7, HE.1.8.30, HE.4.6.8, HE.3.8.12, HE.6.8.5)	Being Smart and Staying Safe Online Rights, Respect, Responsibility (3Rs),	Online distance adaptation of Being Smart and Staying Safe Online
6	Bullying and Abuse Prevention (HE.1.6.30, HE.1.6.32)	Everybody Deserves Respect and Support My Future-My Choice, DHS	Online distance adaptation of Everybody Deserves Respect and Support Offline segments included in lessons

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2.5 9-12 Lessons			
Grade	Topic & Standards	Original Lesson	Distance Learning for All Adaptations
9-12	Healthy & Unhealthy Relationships, Consent, Communication, Conflict Management, Empathy (HE.1.12.42, HE.7.12.9, HE.7.12.11, HE.5.12.10, HE.4.12.11, HE.4.12.12, HE.4.12.6, HE.2.12.11, HE.2.12.10, HE.1.12.23, HE.1.12.22, HE.1.12.27, HE.1.12.24)	Dating Abuse 101 Love is Not Abuse: A Teen Dating Abuse Prevention Curriculum	Offline distance adaptation of Dating Abuse 101*
11	Healthy & Unhealthy Relationships, Consent, Communication, Conflict Management, Empathy (HE.1.12.42, HE.7.12.9, HE.7.12.11, HE.5.12.10, HE.4.12.11,	Is it Abuse If? Rights, Respect, Responsibility (3Rs)	Online distance adaptation of Is it Abuse If?* <i>*Note that this lesson and the above Dating Abuse 101 lesson cover the same topics and standards but are both offered here to meet different instructional needs</i>

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2.5 9-12 Lessons			
	HE.4.12.12, HE.4.12.6, HE.2.12.11, HE.2.12.10, HE.1.12.23, HE.1.12.22, HE.1.12.27, HE.1.12.24)		<i>online or offline.</i>
9-12	Healthy & Unhealthy Relationships, Bullying and Abuse Prevention, Online Safety, Consent (HE.1.12.29, HE.1.12.30, HE.2.12.7, HE.4.12.10, HE.4.12.11, HE.7.12.11)	Using Technology Respectfully and Responsibly Rights, Respect, Responsibility (3Rs)	Online/offline distance adaptation of Using Technology Respectfully and Responsibly
9-12	Respecting Differences, Advocacy, Stereotypes, Empathy, Positive Identity Development, Bullying and Abuse Prevention (HE.1.12.16, HE.8.12.7, HE.7.12.4, HE.4.12.5, HE.1.12.18, HE.1.12.34)	Understanding Gender Rights, Respect, Responsibility (3Rs)	Online/offline distance adaptation of Understanding Gender
9-12	Consent, Boundaries, Rights	Rights, Respect, Responsibility Rights, Respect, Responsibility	Online/offline distance adaptation of Rights,

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2.5 9-12 Lessons			
	(HE.1.12.28; HE.1.12.36; HE.1.12.37; HE.2.12.18; HE.4.12.8; HE.7.12.10; HE.7.12.6)	(3Rs)	Respect, Responsibility
9-12	Bullying and Abuse Prevention, Online Safety, Advocacy, Communication (HE.1.12.29, HE.2.12.3, HE.2.12.8, HE.8.12.7, HE.7.12.4, HE.7.12.11)	Online Disinhibition and Cyberbullying , Common Sense Media	Online distance adaptation included