



# **Dynamite Strategies for Stopping CSE!**

**2019**

**Sharon Slater**  
**President, Family Watch International**  
**Cofounder, Protect Arizona Children**



**FAMILY  
WATCH  
INTERNATIONAL**





# Arizona just repealed a law that banned schools from promoting a 'homosexual lifestyle'



By **Harmeet Kaur**, CNN

🕒 Updated 9:27 PM ET, Thu April 11, 2019



SUPERINTENDENT OF  
PUBLIC INSTRUCTION

**KATHY  
HOFFMAN**



**Proposed change to RZ-2-303:**

- a. All sex education materials and instruction shall be age appropriate, recognize the needs of exceptional students, meet the needs of the district, recognize local community standards and sensitivities, ~~shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices,~~

# ProtectArizonaChildren.org



Protect Arizona  
Children Coalition

Welcome to the Protect Arizona Children Coalition (PACC) webpage hosted on the StopCSE.org website! For the PACC mission and objectives [click here](#).

## Protect Arizona Children Petition!

We, as concerned Arizona citizens ... hereby petition the Arizona State Board of Education, our state legislators, our governor, and all local school boards and charter schools to ensure no instruction or materials, including highly controversial comprehensive sexuality education (CSE), be given to children in AZ schools:

- that could be construed to normalize or condone sexual conduct between children of minor age (whether heterosexual or homosexual),
- that include graphic or pornographic materials,
- that teach children they have sexual rights or how to "consent" to sexual acts,
- that teach unscientific gender identity theories (i.e., claiming genders or sexes exist other than male or female or that sex is fluid and can be changed).

[READ MORE](#)

## Sign the Petition

### PROTECT ARIZONA CHILDREN RESOURCES

[Protect Arizona Children Petition pdf](#)

#### Watch the Videos:

- ["War on Children"](#)
- ["Deception: Behind TUSD's Proposed Sex Education Curriculum"](#)

#### Dangerous CSE Programs in My State:

- ["Making a Difference!"](#)
- ["Reducing the Risk"](#)
- ["Making Proud Choices"](#)
- ["iCuidate!; Teen Outreach Pregnancy"](#)

#### Arizona Laws & Federal Funding:

- [View Arizona State Profile](#)

#### Upcoming Meetings:

September 14, 7:00 pm

JUNE 25, 2019

# Arizona school board leaves sex education rules unchanged

The board decided not to act on guidelines put forward by the state superintendent.

**AP** by [Associated Press](#)

TWEET

SHARE



# Arizona State Legislature



# Presentation given to Arizona Board of Education



## LGBTQ-Inclusive School Policies & Practices

**Madelaine Adelman**

GLSEN Phoenix

**Robert Chevaleau**

Arizona Trans Youth  
& Parent Organization



Learners will be able to:

- ▶ state that people show love and care for other people in different ways, including kissing, hugging, touching, and sometimes through sexual behaviours (knowledge).

**Key idea:** Children should understand what is and what is not appropriate for teaching

“understand that abstinence means choosing not to have sex, or deciding when to start having sex and with whom”

**Learning objectives (12-15 years)**

**Key idea:** The sexual response cycle is about how the body reacts physically to sexual stimulation

Learners will be able to:

- ▶ understand that sexual stimulation involves physical and psychological aspects, and people respond in different ways, at different times (knowledge);
- ▶ recognize that sexual response can be impacted by issues such as illness, stress, sexual abuse, medication, substance use and trauma (attitudinal).

**Key idea:** Every society, culture and generation

Learners will be able to:

- ▶ describe male and female responses to sexual stimulation (knowledge);
- ▶ state that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation (knowledge);

including whether to delay sex or become sexually active

Learners will be able to:

- ▶ compare and contrast advantages and disadvantages of choosing to delay sex or to become sexually active (knowledge);
- ▶ understand that abstinence means choosing not to have sex, or deciding when to start having sex and with whom, and is the safest way to prevent pregnancy and STIs, including HIV (knowledge);
- ▶ reflect on how plans for their future can be impacted by the decisions they take in relation to sex and relationships (attitudinal).

approach is required to effectively engage them in the learning process and respond to the full range of their needs. As well as content on reproduction, sexual behaviours, risks and prevention of ill health, CSE provides an opportunity to present sexuality in a way that also includes its positive aspects, such as love and relationships based on mutual respect.

In  
dis  
bro  
ge  
HIV

**"CSE promotes the right to choose when and with whom a person will have any form of intimate or sexual relationship ...."**

CSE covers a wide range of topics, some of which may be culturally sensitive, depending on the context. In many settings, CSE curricula omit or avoid key topics, and/or place too much emphasis on the 'mechanics' of reproduction without also focusing on responsible sexual behaviours and the importance of healthy and equitable relationships (UNESCO 2015a). The omission of key topics will lessen the effectiveness of CSE. For example, failure to discuss menstruation can contribute to the persistence of negative social and cultural attitudes towards it. This may negatively impact the lives of girls, contributing to lifelong discomfort about their bodies and leading to reticence in seeking help when problems arise. Other examples include: sexual intercourse; scientific information about prevention of

that teachers will deliver health and well-being education programmes with the high fidelity and quality that is associated with positive impact on health behaviours (Stead et al., 2007).

A lack of high-quality, age- and developmentally-appropriate sexuality and relationship education may leave children

*preventing pregnancy, STIs and HIV*

CSE promotes the right to choose when and with whom a person will have any form of intimate or sexual relationship; the responsibility of these choices; and respecting the choices of others in this regard. This choice includes the right to abstain, to delay, or to engage in sexual relationships. While abstinence is an important method of preventing pregnancy, STIs and HIV, CSE recognizes that abstinence is not a permanent condition in the lives of many young people, and that there is diversity in the way young people manage their sexual expression at various ages. Abstinence-only programmes have been found to be ineffective and potentially harmful to young people's sexual and reproductive health and rights (SRHR) (Kirby, 2007; Santelli et al., 2017;

has its own myths about sexual behaviours and it's important to know the facts

Learners will be able to:

- ▶ differentiate myths from facts when it comes to information about sexual behaviour (knowledge);
- ▶ appreciate the importance of knowing the facts about sexuality (attitudinal);

“recognize that each person’s decision to be sexually active ... should be respected at all times”

important to their health and well-being (attitudinal);

- ▶ recognize that each person’s decision to be sexually active is a personal one, which can change over time and should be respected at all times (attitudinal);
- ▶ make responsible decisions about their sexual behaviour (skill).

3

are different (knowledge);

- ▶ reflect on how they feel about their biological sex and gender (skill).

**Key idea:** Families, individuals, peers and communities are sources of information about sex and gender

- ▶ define gender roles (knowledge);

- ▶ identify examples of how social norms, cultural norms, and religious beliefs can influence gender roles (knowledge);
- ▶ acknowledge that many factors impact gender roles (attitudinal);
- ▶ reflect on social, cultural and religious beliefs that impact on how they view gender roles (skill).

“explain how someone’s gender identity may not match their biological sex”

#### Learning objectives (12-15 years)

**Key idea:** Gender roles and gender norms influence people’s lives

Learners will be able to:

- ▶ identify how gender norms shape identity, desires, practices and behaviour (knowledge);
- ▶ Examine how gender norms can be harmful and can negatively influence people’s choices and behaviour (knowledge);
- ▶ recognize that beliefs about gender norms are created by societies (attitudinal);
- ▶ acknowledge that gender roles and expectations can be changed (attitudinal);
- ▶ practise everyday actions to influence more positive

- ▶ define gender identity (knowledge);

- ▶ explain how someone’s gender identity may not match their biological sex (knowledge);
- ▶ acknowledge that everyone has a gender identity (attitudinal);
- ▶ appreciate their own gender identity and demonstrate respect for the gender identity of others (skill).

#### Learning objectives (15-18+ years)

**Key idea:** It is important to challenge one’s own and others’ gender biases

Learners will be able to:

- ▶ recall examples of gender bias against men, women and people of diverse sexual orientation and gender

**Key concept 7:** Sexuality and Sexual Behaviour

“Engaging in sexual behaviours should feel pleasurable.”

**Key idea:** There are ways to avoid or minimize risk of sexual behaviours that can impact negatively on one's health and well-being

Learners will be able to:

- ▶ explain possible choices that people can make to minimize risks associated with sexual behaviour and support their life plans (knowledge);
- ▶ explain that condoms and other contraceptives reduce the risk of unintended consequences of sexual behaviours (e.g. HIV, STIs or pregnancy) (knowledge);
- ▶ recall that non-penetrative sexual behaviours are without risk of unintended pregnancy, offer reduced risk of STIs, including HIV, and can be pleasurable (knowledge);
- ▶ recognize that there are options for minimizing risks associated with sexual behaviour and realizing life plans

**Key idea:** Engaging in sexual behaviours should feel pleasurable and comes with associated responsibilities for one's health and well-being

Learners should be able to:

- ▶ summarize key elements of sexual pleasure and responsibility (knowledge);
- ▶ recall that many people have periods in their lives without sexual contact with others (knowledge);
- ▶ justify why good communication can enhance a sexual relationship (knowledge);
- ▶ reflect on how gender norms and stereotypes influence people's expectations and experience of sexual pleasure (knowledge);
- ▶ recognize that understanding their body's sexual response can help them understand their body, and can help identify when things are not functioning properly

- ▶ reflect on a value that they have learned from their family (skill).

### Learning objectives (12-15 years)

**Key idea:** It is important to know one's own values, beliefs and attitudes, how they impact on the rights of others and how to stand up for them

Learners will be able to:

- ▶ describe their own personal values in relation to a range of sexuality and reproductive health issues (knowledge);

### Learning objectives (15-18+ years)

**Key idea:** It is important to know one's own values, beliefs and attitudes, in order to adopt sexual behaviours that are consistent with them

Learners will be able to:

- ▶ compare and contrast behaviours that are and are not consistent with their own values related to sexuality and reproductive health (knowledge);

“differentiate between values that they hold, and that their parents/guardians hold about sexuality”

Learners will be able to:

- ▶ differentiate between values that they hold, and that their parents/guardians hold about sexuality (knowledge);
- ▶ acknowledge that some of their values may be different from their parents/guardians (attitudinal);

on sexuality  
An evidence-informed approach





World Health  
Organization

BZgA

Federal Centre  
for  
Health  
Education

## WHO Regional Office for Europe and BZgA

### Standards for Sexuality Education in Europe

*A framework  
for policy makers,  
educational and health authorities  
and specialists*



EUROPE



# Sexuality Education Standards (Europe)

## **For Children Age 0 - 4 years:**

- “Give information about **enjoyment** and **pleasure** when touching one’s body ... **masturbation**”
- “Give right to explore **gender identities**”



# Sexuality Education Standards (Europe)

## **For Children Age 9 - 12 years:**

- “Give information about **pleasure, masturbation, orgasm**”
- “Sexual rights as **defined by the International Planned Parenthood Federation**”



**IPPF**

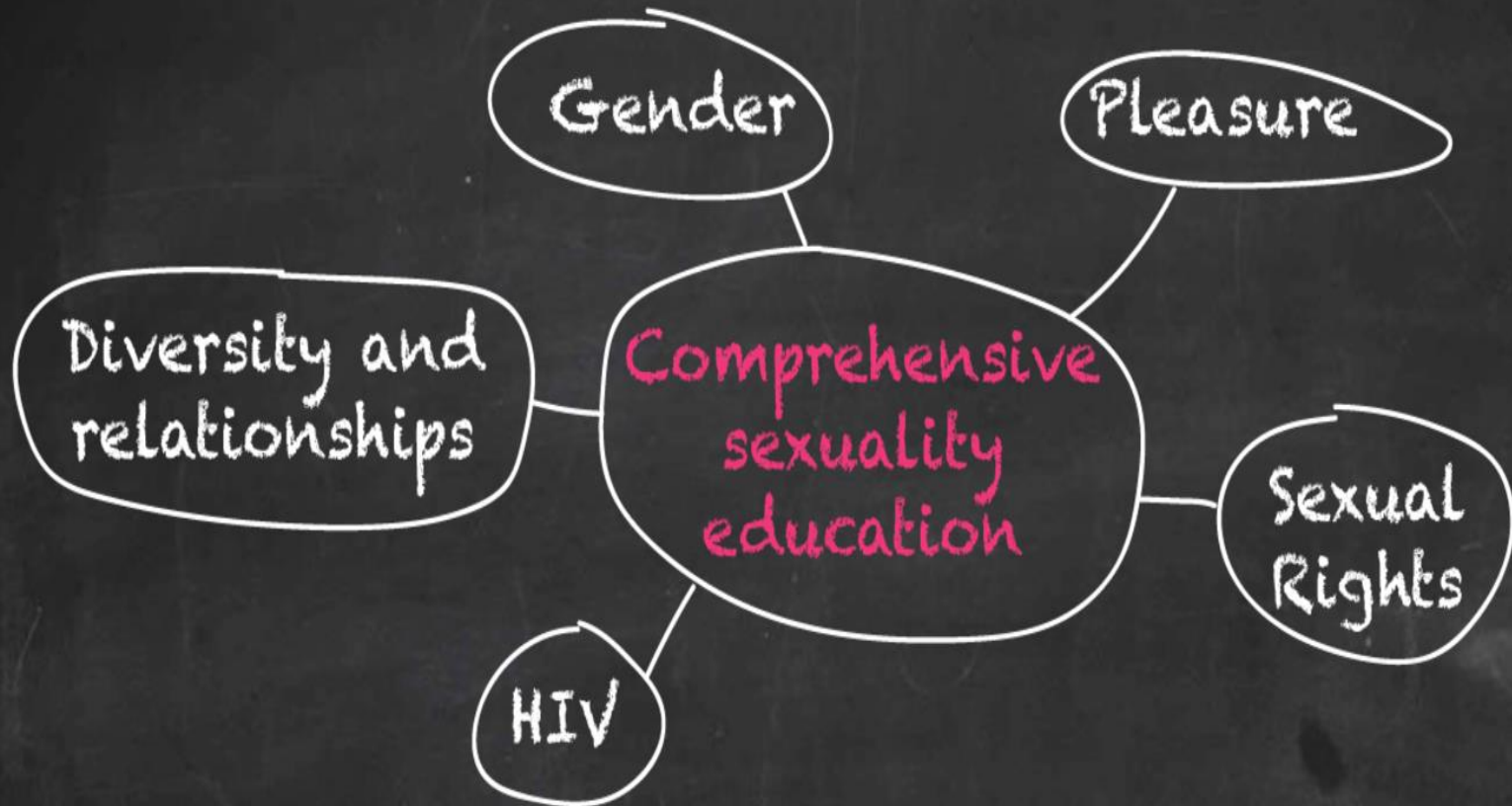
International  
Planned Parenthood  
Federation

# International Planned Parenthood Federation (IPPF)

A stylized world map in shades of blue and white, centered on the Atlantic Ocean. Numerous light rays emanate from the center of the map, spreading outwards towards the edges of the frame, creating a sense of global reach and connectivity.

London  
Western Hemisphere Europe network  
Arab world South Asia  
Africa Asia  
& Oceania

7 Regional Offices  
152 Member  
Associations 65,000  
service points  
Consultative Status at  
UN



# Sex Education



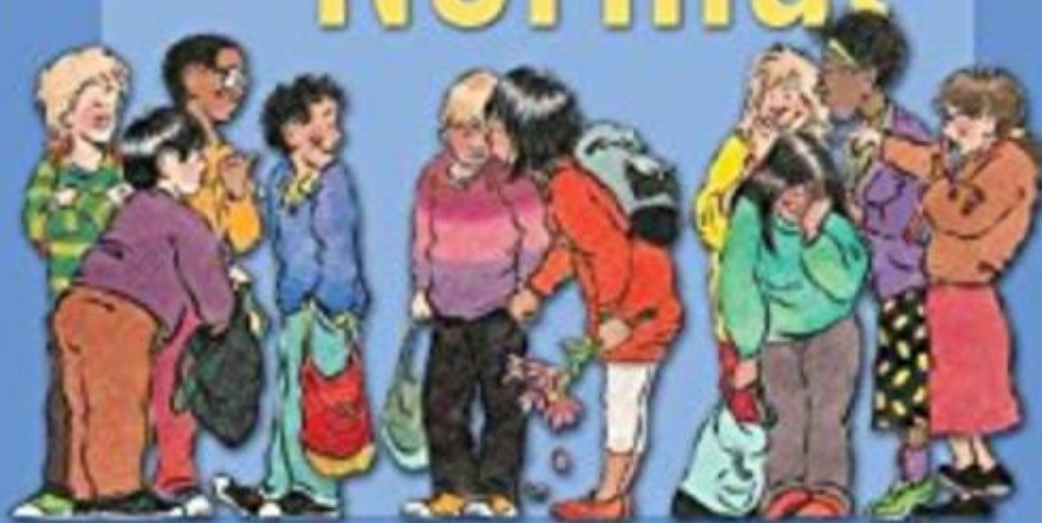
**Fact:** “Planned Parenthood is **the single largest provider of sex education in the United States**, reaching 1.5 million people with education and outreach each year.’

MORE THAN ONE MILLION COPIES IN PRINT!

# It's Perfectly Normal

*Changing Bodies,  
Growing Up,  
Sex, and Sexual Health*

10<sup>th</sup> Edition



UPDATED FOR THE 21ST CENTURY

ROBIE H. HARRIS with MICHAEL EMBERLEY

MORE THAN ONE MILLION COPIES IN PRINT!

# It's

*Changing Bodies,  
Growing Up,  
Sex, and Sexual Health*

10<sup>th</sup> Edition



UPDATED FOR THE 21ST CENTURY

ROBIE H. HARRIS with MICHAEL EMBERLEY



**Our Bodies. Our Lives. Our Movement.**

## Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum

**“No Risk for STDs: Mutual masturbation, Solo Masturbation”**

***(Be sure to clarify that ‘mutual masturbation’ refers to two people touching each other’s genitals).***

(Grade 7, Lesson 5, p. 33)

Role Play Scenario C: **“...So you’re going to let them know that tonight is the night – you’re going to have sex together for the first time.”**

(Grade 10, Lesson 1, p. 5)

If you care about abortion rights...

Then you should care about SEX EDUCATION.



SIECUS



Planned  
Parenthood®  
Care. No matter what.

If you care about LGBTQ rights...

Then you should care about SEX EDUCATION.



### By Advancing Sex Education, You Are Advancing LGBTQ Rights

Most sex education curricula ignore the needs of LGBTQ youth by only discussing sexuality within the confines of heterosexual marriage. At least 30 states are required by law to stress abstinence during instruction in sex education and only 16 states are required to cover contraceptives.<sup>8</sup> At least seven states have laws that are explicitly anti-LGBTQ.<sup>9</sup> In fact, a 2015 GLSEN study found that less than 6% of students reported having sex education classes that showed LGBTQ identity in a positive light.

Educators set the tone by creating inclusive and welcoming environments.



# SIECUS

Sexuality Information and Education  
Council of the United States

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Information is  
everything.  
And that's  
a fact of life.



## Policy Updates



- Congress Increases Funding for Failed, Harmful Abstinence-Only Programs in Fiscal Year 2018
- New President's Budget, Same Disregard for Marginalized Groups

## Support SIECUS!

Make sexuality education  
available to all.

[Donate Now!](#)

## Stay informed!

Sign up for SIECUS  
newsletters, updates, action  
alerts, and more!

## What's New



- Congress Increases Funding for Failed, Harmful Abstinence-Only Programs in Fiscal Year 2018
- At it again: Leaked documents reveal Trump Administration prioritized ideology over expertise in attacks on Teen Pregnancy Prevention Program
- New President's Budget, Same Disregard for Marginalized Groups
- In Unconscionable Move, HHS Creates New Division to Encourage Discrimination

## Community Action Updates



- #TeachThem Campaign Advocates for Sex Ed that Includes Consent, Violence Prevention Education
- Six Step Guide to Calling Congress

## Research Updates



# Guidelines for Comprehensive Sexuality Education

3RD EDITION

Kindergarten  
through  
12<sup>th</sup> Grade

Published by SIECUS with the support of Planned Parenthood— on page 84 **it recommends “It’s Perfectly Normal” for children.**

NATIONAL GUIDELINES TASK FORCE



**Under the Obama administration,  
Congress has been allocating  
101 million taxpayer \$\$\$\$  
for CSE teen pregnancy prevention  
programs!**

# Evidence- Based Teen Pregnancy Prevention Programs at a Glance



This table provides a brief overview of the program models on the *HHS Teen Pregnancy Prevention Evidence Review* website that are implementation ready and is intended to be used in conjunction with other resources when selecting a program model for implementation. For additional information, please visit [http://www.hhs.gov/ash/oah/oah-initiatives/top\\_program/db/](http://www.hhs.gov/ash/oah/oah-initiatives/top_program/db/).

Note: Grantees may propose to implement an evidence-based TPP program with a population or in a setting other than those identified in the program's original evaluation; however, as a reminder, proposed adaptations must be shared with OAH and may require approval.

Program Name	Program Type	Outcomes	Duration of Outcomes	Activities	Train-the-trainer	Train-the-facilitator	# of Sessions	Session Length	Program Duration	Setting	Target Population	Age	Languages
Aban Aya Youth Project	SE	Recent Sexual Activity	post-intervention	✓	✓		16-21	45 min	4 years	S*, Cm	♀/♂*, AA*	10-14*	En
Adult Identity Mentoring (Project AIM)	YD	# Sexual Partners	3 mos			✓	12	50 min	6 weeks	S*, Cm	♀/♂*, All (AA)*, Lw	11-14 (12-14)*	En, Sp
AIM 4 Teen Moms	YD, P	Frequency of Sexual Activity	12 mos.	✓		✓	7 (+ 2 group sessions)	60-90 min	12 weeks	Cm*, Hm*	♀*, All (AA, H)*	14-20 (15-19)*	En
All4You!	YA	Contraceptive Use and/or Consistency	6 mos	✓	✓	✓	14	70-140 min	7 weeks	Sp*	♀/♂*, All*	14-18 (14-17)*	En
Be Proud! Be Responsible!	SE	Sexual Initiation & Abstinence	3-12 mos	✓	✓	✓	6	60 min	6 days	C, S, As*, Cm*	♀/♂*, All (AA)*	11-18 (11-13)*	En
Be Proud! Be Responsible! Be Protective!	Pp	Pregnancy or Birth	12 mos	✓	✓	✓	8	60 min	8 days	S, Sp*, As, Cm	♀*, All (H, AA)*	12-18 (14-20)*	En
Children's Aid Society (CAS) Carrera Program	YD	STDs (Including HIV)	3 yrs after program start for girls	✓	✓	✓	Daily	2-3 hours	7 years	S, As*, Cm	♀/♂*, All (H, AA)*	10-12 at program entry	En, Sp
iCuldate!	SE		3-12 mos	✓	✓	✓	6	60 min	2 days +	S, As*, Cm*	♀/♂*, H*	13-18*	En, Sp
Draw the Line/Respect the Line	SE		12 mos post-intervention; boys only	✓	✓	✓	19	45 min	3 years	S*	♀/♂*, All*	11-14*	En, Sp



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Reducing Risk  
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## Evidence-Based



**ETR is the Leading Publisher of Evidence-Based Prevention Programs.**



Teen Pregnancy Prevention Program (TPP)	—
About TPP	
Current TPP Grantees	
Evidence-Based TPP Programs	
TPP Successful Strategies	

## About the Teen Pregnancy Prevention (TPP) Program

Established in 2010 with a Congressional mandate to fund medically accurate and age-appropriate programs, the OAH TPP Program currently funds 91 grants to communities.



# StopCSE.org

## Federally Funded Sex Education Programs / Curricula in Arizona

Funding Source	Program or Curriculum	Funding Recipient
TPPP	<b>Making a Difference!</b>	Child & Family Resources
TPPP	<b>Reducing the Risk</b>	Child & Family Resources
TPPP	<b>Be Proud! Be Responsible! Be Protective!</b>	Child & Family Resources
TPPP	<b>Making Proud Choices!</b>	TPPP—Touchstone Behavioral Health
PREP	Teen Outreach Program (TOP)	Arizona Facts of Life; Arizona Youth Partnerships, Tucson Urban League, University of Arizona Cooperative Extension-Maricopa, Yuma County
PREP	<b>iCuidate!; Teen Outreach Pregnancy</b>	Mariposa Community Health Center
PREP	Promoting Health Among Teens (PHAT)	BJ Foundation, Pima Prevention Partnerships, U of A Cooperative Extension-Maricopa
PREP	<b>Be Proud! Be Responsible! Be Protective!</b>	Teen Outreach Pregnancy ARIZONA 14 Services
PREP	<b>Making Proud Choices!</b>	BJ Foundation, Promoting Health Among Teens (PHAT), Pima Prevention Partnerships
TITLE V	Choosing the Best Series	AZ Dept of Health
TITLE V	Promoting Health Among Teens! - Abstinence-Only	AZ Dept of Health
TITLE V	Teen Outreach Program (TOP)	AZ Dept of Health
TITLE V	Peer Assisted Leadership (PAL)	AZ Dept of Health
TITLE V	WAIT Training	AZ Dept of Health
TITLE V	Active Parents of Teens	AZ Dept of Health
TITLE V	Can We Talk	AZ Dept of Health
TITLE V	<b>Making a Difference!</b>	AZ Dept of Health
TITLE V	Let's Talk	AZ Dept of Health
SRAE Grants	Choosing the Best Series	Arizona Youth Partnership
SRAE Grants	<b>Making a Difference!</b>	Arizona Youth Partnership



### **Arizona State Plan Abstract**

<b>Project Title:</b>	Title V State Sexual Risk Avoidance Education Program
<b>State Name:</b>	Arizona
<b>Fiscal Year:</b>	2018
<b><u>Grant</u> Allocation Amount:</b>	\$1,572,565

# Title V State Sexual Risk Avoidance Education Program

2018

Arizona Department of Health Services



## Office of Adolescent Health

## Adolescent Development

## Facts &amp; Stats

Adolescent Health: Think,  
Act, Grow®

## Resources &amp; Training

## Grant Programs

## Evaluation &amp; Research

## News

## About OAH

Teen Pregnancy Prevention  
Program (TPP)

About TPP

Current TPP Grantees

Evidence-Based TPP Programs

TPP Successful Strategies

TPP Performance Measures

TPP Program Guidance

TPP Conference and Meetings

Pregnancy Assistance Fund  
(PAF)

## Funding Announcements

## Maricopa County

Phoenix, Arizona

## Grantee Details

**Program type:** Capacity Building for EBPs (Tier 1A)**Annual funding:** \$749,999**Website:** <http://ccchealth.org/>

## Program Summary

**Project Overview:** The Maricopa County Department of Public Health (MCDPH) proposes to decrease the teen birth rate in Maricopa County utilizing two primary strategies: (1) target capacity building assistance (CBA) to at least six youth-serving organizations annually and (2) establish a community practice focused on teen pregnancy prevention. Targeted CBA will take place with youth-serving organizations that have catchment areas with the highest rates of or increases in teen births, or that serve particularly vulnerable populations, including LGBTQ youth and Native American youth. The teen birth rate in Maricopa County is 30.3 births per 1,000 females aged 15-19; however, there are sizable geographic areas within the county with rates as high as 112.7 per 1,000. The project plans to serve 4,500 youth annually or more than 22,000 youth by the end of the project.



COLLECTIVE  
**STEP**  
FOR YOUTH

Support.  
Train.  
Engage.  
Prepare.

*Collective STEP for Youth shares resources for adolescent wellbeing as a service to its partner community.*

*Any questions about a resource shared here should be directed to the organization it came from.*

*The project described is supported by Grant Number TP1AH000129 from the Office of Adolescent Health.*

*Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services.*

Maricopa County Department of Public Health, 4041 N. Central Ave. Phoenix,  
AZ 85012, Phoenix, AZ 85012



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Collective STEP for Youth is a group of professionals and community members who are passionate about building the capacity of organizations serving youth 10-19 to prevent teen pregnancy and enhance adolescent wellbeing.

Would you like to learn more about us? Visit our Newsletter Archives [here](#)!

## COALITION NEWS

### **Sex Ed Boot Camp: Getting in Shape for Those Tough Questions (Workshop)**

Planned Parenthood will be hosting a workshop designed to support adults who work in youth-serving programs, on how to better manage 'sex topics' or questions, so that kids get real information, stay safe, and adults feel they can answer questions in a more empowered, less stressful way. This workshop will be held on Wednesday, November 1 from 1:00PM-5:00PM.

Registration is \$15 for one person or \$10 per person for 2 or more people from the same organization. For more information please email [education@ppaz.org](mailto:education@ppaz.org).

### **Supporting Transgender Individuals & Communities through Excellence (Workshop)**

The Transgender Training Institute will host a Training of Trainers on November 1-3 in Philadelphia, PA. Scholarships are available. Learn more [here](#).



## Help give LGBTQ youth a voice!

The 2019 National School Climate Survey of lesbian, gay, bisexual, transgender, and queer youth is a crucial tool in GLSEN's mission for fighting anti-LGBTQ bias in K-12 schools across the nation. [Share the survey](#) with your youth so they can speak out about their school experiences!



## COLLECTIVE RESOURCE HUB

FOR PROFESSIONALS SERVING YOUTH

We've made some modifications! Upload your resource, event, or agency in a few easy steps. Start by clicking on the ["Add Your Agency / Resource"](#) button in the the top right corner. Get the word out about your services to other youth-serving professionals!

COLLECTIVE  
**STEP**  
FOR YOUTH

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Prepare.

TRAINING  
OPPORTUNITY

**Making Proud Choices!** Curriculum is based on cognitive behavioral theory and elicitation research and focuses on safer sex. It acknowledges that abstinence as the most effective way to

TRAINING



OPPOR

**Draw the Line, Respect the Line** promotes abstinence by providing students in grades 6, 7 and 8 with the knowledge and skills to prevent HIV, other STD and pregnancy. Using an

TRAINI

OPPORTUNITY



Identified by  
the CDC as a  
"Best Evidence"  
Intervention

# Making Proud Choices!

## Order of Condom Line-Up cards

» Buy condoms and check expiration date

» **Sexual arousal (hug, cuddle, kiss, massage)**

» **Erection**

» Carefully remove condom from package

» Squeeze out any air from tip of condom and **leave room for ejaculation**

» **Dab only water-based lubricant on penis** or inside condom (lubricants that are not water-based can degrade the condom)

» Roll condom on

» **Intercourse**

» **Orgasm (ejaculation)**

» Hold onto the rim of condom and **withdraw**

## Answers

- » Sexual arousal, rolling condom on, intercourse, orgasm, holding onto rim, removing condom, and relaxation. She can also buy condoms and have them ready.

**If male loses his erection after putting on a condom and before intercourse, what could the couple do?**

## Answer

- » This will happen to most males at some point in their lives. Have partner take off condom, **continue playing and stimulating one another, relax, and enjoy the fun.** After a while, put a new condom on as part of the play.

# Draw the Line Respect the Line

Setting Limits to Prevent  
HIV, STD and Pregnancy

*Grade*

8

University of California, San Francisco  
Center for AIDS Prevention Studies  
and **ETR**



# Draw the Line

## Respect the Line

**“Safe:** Kiss on cheek, Hug, Talk on phone, Hold hands, Give/get hickey, **Feel up over clothes, Feel up under clothes**

**“Some Risk:** French kiss; **Mouth to genitals**, with latex barrier; Penis in vagina, with latex condom; **Mouth to genitals**, no latex barrier

**“Risky:** Sex with latex condom and baby oil; Sex with someone on the pill, no condom; Sex with someone you love, no condom; **Penis in vagina**, no condom; **Penis in rectum**, with condom; Penis in rectum, no condom” (8<sup>th</sup> Grade Teacher’s Manual, pp. 155, 157, 159, 161)



Identified by  
the CDC as a  
**"Best Evidence"**  
Intervention

# Making A Difference!



## GRANTEE GUIDE

An Evidence-Based, Abstinence Approach  
to Teen Pregnancy, STD and HIV Prevention



Loretta Sweet Jemmott, Ph.D., R.N., F.A.A.N.  
John B. Jemmott III, Ph.D.  
Konstance A. McCaffree, Ph.D., C.S.E.

# HARMING THEIR INNOCENCE

Parents are outraged over the explicit language and graphic content their children are exposed to by federally funded Comprehensive Sex Education lessons that are taught in schools across the country.

## Example of Current Curriculum



### MAKING A DIFFERENCE!

Federally funded under the Teen Pregnancy Prevention (TPP) program  
(pages 63, 64)

#### Activity D

##### PREPARING FOR THE ACTIVITY

###### Rationale

Understanding that there are many behaviors that express sexual feelings helps participants choose sexual behaviors that do not result in pregnancy or sexually transmitted infection.

###### Materials Needed

- "How Do People Express Their Sexual Feelings?" poster
- Masking tape

###### Time

### How Do People Express Their Sexual Feelings? What is Abstinence? (10 minutes)

#### Procedure

1. Have participants brainstorm answers to the following question:  
With all the messages teens are receiving about sex, what are some of the ways people express their sexual feelings to themselves or other people?

Elicit as many answers as you can.

Answers may include:

- oral sex
- sexual fantasy
- coressing
- anal sex
- dancing
- massage
- masturbation
- holding hands
- talking
- cuddling on the couch
- hugging
- touching each other's genitals
- kissing
- vaginal intercourse
- grinding
- saying "I like you"

#### FACILITATOR'S NOTE

If participants are hesitant, ask prompting questions like:

- What kind of sex can people have by themselves?
- What other words do we use for touching?
- What other things might people do with their mouths?
- What kinds of things can people do with their hands?

Module 2 63

#### 3. Put up the "How Do People Express Their Sexual Feelings?" poster.

##### FACILITATOR'S NOTE

Be sure participants understand the definition of vaginal intercourse, oral sex, anal sex, and masturbation:

- Vaginal intercourse or sexual intercourse means a man's penis in a woman's vagina.
- Oral sex means a person's mouth on another person's genitals.
- Anal sex means a man's penis in a person's anus, rectum, or behind.
- Masturbation means rubbing, stroking, or "playing with" one's own genitals or the genitals of another person.

4. Discuss each item on the poster by asking participants whether or not the behavior could result in pregnancy or sexually transmitted infection. Be sure to identify ALL behaviors that may involve an exchange of blood, semen, or vaginal secretions (participants may suggest behaviors besides oral, anal, and vaginal intercourse which will transmit disease).

5. Then ask,

- Why won't everybody want to engage in ALL of these behaviors? [Answers may include: they may not feel good, or be appealing; some may be risky; they may have religious or moral objections.]
- How can we let our partners know what we are willing and not willing to do? [Answers may include: We need to tell them before any touching occurs.]

These lessons are taught to middle school students, ages 12-14.

**Activity D**

**How Do People Express  
Their Sexual Feelings?  
What is Abstinence?**  
(10 minutes)

**Answers may include:**

oral sex  
caressing  
dancing  
masturbation  
talking  
hugging  
kissing  
talking  
grinding

sexual fantasy  
anal sex  
massage  
holding hands  
cuddling on the couch  
touching each other's genitals  
vaginal intercourse  
saying "I like you"

What kinds of things can people do with  
their hands?

## TUSD's sex ed would be most LGBTQ inclusive locally, if update passes

By Brenna Bailey Arizona Daily Star Jul 7, 2019 Updated Jul 11, 2019



Dr. Tracey Kurtzman holds articles and papers from medical and scientific journals about the care of LGBT children and adolescents while speaking to TUSD's family life committee concerning proposed changes to the district's sex education program.

Kelly Presnell / Arizona Daily Star



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Children Coalition

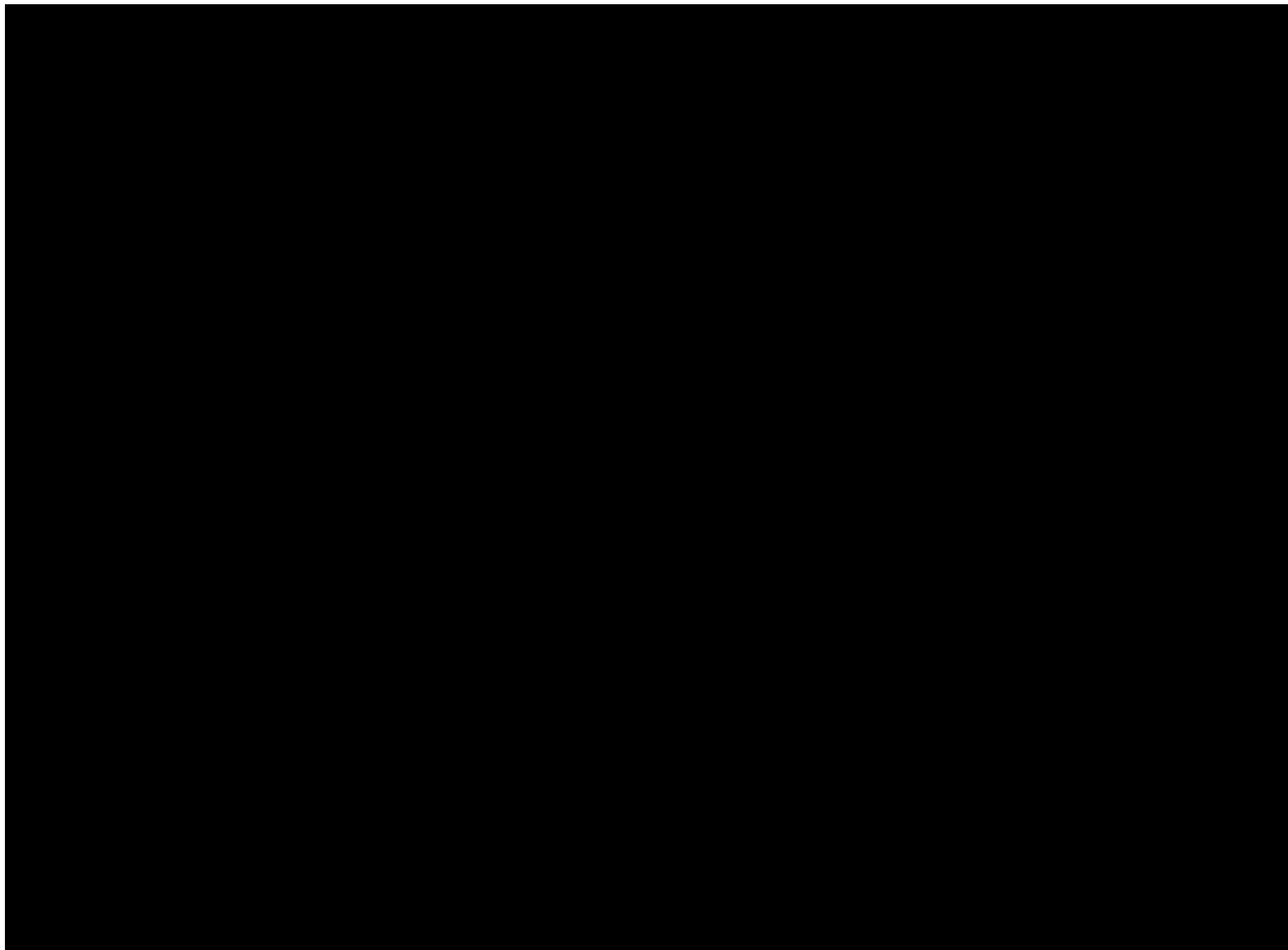
# DECEPTION

**Behind TUSD's Proposed  
Sex Education Curriculum**



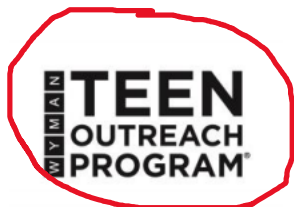
09:10







## **Appendix B – ADHS/Wyman Combined Active Parental Consent Form**



{INSERT AGENCY NAME –PROGRAM NAME}

### Active Parental Consent Form

Participant Name:			Date of Birth:
Child's Age:	Grade:	Circle One: MALE      FEMALE	Program Location:
Home Address:			
Parent/Legal Guardian Name:		Work Phone:	Cell Phone:

{INSERT AGENCY NAME} has received a grant from the Arizona Department of Health Services (ADHS) to deliver the {INSERT NAME OF PROGRAM and/or CURRICULUM}. During the time your child will spend in the program, they will explore their own growth and development. This unique program will involve your child in discussions regarding communication, healthy relationships, goals & peer pressure and allow him/her to make a difference in the community through service learning projects. The program promotes progress in school and avoidance of behaviors which may hinder your child's opportunities for successful growth and achievement; overall the program aims to address and prevent teen pregnancy. All program information has been shared with and approved for delivery by the school/agency administrators.

The ADHS funding provided for this program also includes a pre and post evaluation which requires parental consent. There are two separate evaluation administered; one for ADHS and the other Wyman. We require consent for each of these evaluations.



# Apache County

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## **Making Proud Choices**

Making Proud Choices! provides adolescents with the knowledge, confidence and abstaining from sex or using condoms if they choose to have sex.

The program has four major components. The first component focuses on goals, transmission and prevention of HIV, other STDs and teenage pregnancy. The third refusal skills and condom use skills and providing time for practice, reinforcement

**[Teen Reproductive Health Information](#)**



## Reproductive Health: Teen Pregnancy

CDC > Teen Pregnancy



### For Teens

Are you a teen having sex? Are you thinking about having sex?

For information about waiting to have sex (abstinence), including how to talk to your partner about it—

- [Planned Parenthood: Abstinence](#) 

For information about healthy relationships—

- [MTV It's Your \(Sex\) Life: Relationships](#) 
- [Sex, Etc.: Relationships](#) 

# Abstinence and Outercourse

For some people, abstinence means not having any kind of sex. For other people, abstinence only means not having vaginal sex, but other sexual activities are allowed.

When it comes to preventing pregnancy, all the sexy stuff besides vaginal sex is called "outercourse."

## What's Abstinence and Outercourse?

The definition of abstinence is when you don't have sex. Outercourse is other sexual activities besides vaginal sex. Sexual abstinence and outercourse can mean different things to different people.



SEX ED



YOUR SAY



ACTION  
CENTER



BLOG



FUN



MAGAZINE



## A Christian Teen Speaks Out Against Homophobia

By Lina Chappelle, 17



## A Crash Course in Gender & Gender Identity

By Jenny Geng, 18



## A Fairy-Tale First Time

By Manish Arora And Leslie Hassanein, 18



## A Family Affair: One Brother, One Sister and Sex, Etc.

By David Geng, 17



## A New Generation Carries the Torch for Choice

By Eve Zhurbinskiy, 16

## A Trip to the Clinic to Get Hormonal Birth Control

By Alexandra Yoon-Hendricks, 18

I looked over my shoulder to make sure no one saw me as I quickly opened the door to my local clinic, Hoboken Family Planning. Though I didn't need hormonal birth control, I was there to learn how you get [...]

[Read Story »](#)

# The Good News!



## **RE-EXAMINING THE EVIDENCE:**

**School-based Comprehensive Sex Education  
in the United States**

Stan E.  
Irene H.

**Found 87% CSE failure rate!**

**No evidence CSE prevents teen  
pregnancy or STDs!**



**THE INSTITUTE FOR  
RESEARCH & EVALUATION**

# ProtectChildHealth.org

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**The health & innocence of our children is under attack.**

**Planned Parenthood** and their allies are working to  
**indoctrinate** and **sexualize children.**

# StopCSE.org



### International CSE Materials/Curricula

United States CSE Materials/Curricula

# **ProtectArizonaChildren.org**



Protect Arizona  
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# StopCSE.org/Indiana



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Protect Indiana  
Children Coalition

## Welcome to Protect Indiana Children Coalition!

*The "Protect Indian Children Coalition" webpage is hosted on the StopCSE.org website.*

### Protect Indiana Children Petition!

We, as concerned Indiana citizens ... hereby petition the Indiana State Board of Education, our state legislators, our governor, and all local school boards and charter schools to ensure no instruction or materials, including highly controversial comprehensive sexuality education (CSE), be given to children in our schools:

- that could be construed to normalize or condone sexual conduct between children of minor age (whether heterosexual or homosexual),
- that include graphic or pornographic materials,
- that teach children they have sexual rights or how to "consent" to sexual acts,
- that teach unscientific gender identity theories (i.e., claiming genders or sexes exist other than male or female or that sex is fluid and can be changed).

[READ MORE](#)

### Sign the Petition

#### RESOURCES

### [VIEW OUR MISSION & OBJECTIVES](#)

[Indiana Paper Petition PDF](#)

#### Dangerous CSE Programs in My State::

- [Be Proud, Be Responsible](#)
- [Making a Difference](#)
- [Making Proud Choices](#)

#### Threats:

- [View Indiana State Profile](#)



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- that teach children they have sexual rights or how to "consent" to sexual acts,
- that teach unscientific gender identity theories (i.e., claiming genders or sexes exist other than male or female or that sex is fluid and can be changed).

### **Ensure the rights of parents are respected by requiring all public schools to:**

- Make available for public review and input, at least 60 days before adoption, any new or revised sex education curriculum in its entirety.
- Make easily accessible for public review all existing sex education curricula, including any supplemental materials.
- Maintain sex ed as an elective, opt-in subject requiring parental approval.

We warn that that the implementation of highly controversial and failed CSE programs in our public schools (See failure rates at SexEdReport.org) will cause many Indiana parents to either a) opt their children out of sex education entirely, resulting in fewer children receiving instruction on sexual risk avoidance, or (b) withdraw their children all together.

We further assert that our schools are not the appropriate place to push political or sexual agendas that advance divisive issues or controversial "sexual rights" at the expense of sexual health. Parents who wish to instruct their children on such issues can do so at home.

**Note:** Please write clearly as your email address serves as your signature on this petition.

Email address \_\_\_\_\_

Name \_\_\_\_\_

Zip code \_\_\_\_\_ Phone \_\_\_\_\_

- ☐ Please keep me informed by Protect Indiana Children and Family Watch International regarding threats to our children and families.
- ☐ Add my name also to the national/international Stop CSE petitions. (See StopCSE.org)



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Children Coalition

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[READ MORE](#)

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- [Making Proud Choices](#)

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- [View Indiana State Profile](#)



Protect Arizona  
Children Coalition

# DECEPTION

**Behind TUSD's Proposed  
Sex Education Curriculum**



09:10





FLORIDA OFFICE:

PO Box 540774  
Orlando, FL 32854  
Tel 407-875-1776  
Fax 407-875-0770  
www.LC.org

DISTRICT OF COLUMBIA OFFICE:

122 C Street NW, Ste 360  
Washington, DC 20001  
Tel 202-289-1776  
Fax 407-875-0770

VIRGINIA OFFICE:

PO Box 11108  
Lynchburg, VA 24506  
Tel 407-875-1776  
Fax 407-875-0770  
liberty@LC.org

REPLY TO FLORIDA

August 20, 2019

**Via Email Only**

Diana Asseier, Superintendent  
Lake Havasu Unified School  
District #1  
2200 Havasupai Blvd.  
Lake Havasu City, AZ 86403  
diana.asseier@lhUSD.org

Re: Violation of AZ sex education law, including 60 day notice, hearing and parent review time requirements

Dear Superintendent Asseier:

Liberty Counsel is a national non-profit litigation, education and public policy organization with an emphasis on First Amendment liberties. We provide *pro bono* assistance to our constituents in matters within our mission, in conjunction with our nationwide network of affiliated attorneys.

I write on behalf of Liberty Counsel and our Arizona constituents, including the Protect Arizona Children Coalition, regarding fundamental parental rights. These rights are implicated in the proposed action currently before the Board of Education ("Board") of Lake Havasu Unified School District #1 ("LHUSD"). I understand that the Board is considering voting to adopt a sex education policy and moving forward with curriculum recommendations. **In light of noncompliance with notice and hearing requirements of Arizona law, these actions are premature and must be postponed. A failure to postpone could subject the District to liability.**

# Arizona State Legislature





# **ProtectArizonaChildren.org**



Protect Arizona  
Children Coalition