

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)

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

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

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

FACILITATOR'S NOTE

If participants are hesitant, ask prompting questions i.e.:

- 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

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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.

GROOMING YOUNG KIDS FOR SEX

Comprehensive Sex Education is not about teaching our children about healthy family formation. It is about sexualizing them at an early age through lessons that encourage high-risk sexual behavior.

Example of Current Curriculum

ACTIVITY B

HOW TO MAKE CONDOMS FUN AND PLEASURABLE

PROCEDURE

1. Unfold the newsprint entitled, *Sex is More Fun When Condoms Are Used Because...*
2. Introduce this activity by saying:

How would you complete this unfinished sentence?
Sex is more fun when condoms are used because...
3. Record their responses.
4. Add the following ideas to the list if they were not already mentioned by the participants:

Sex is more fun when condoms are used because...

 - You can **use condoms as a method of foreplay.**
 - You can **think up a sexual fantasy** using condoms.
 - You can **act sexy/sensual** when putting condoms on.
 - You can **tease each other sexually while putting on the condom.**
 - You can **have fun putting one on your partner**, while pretending you are different people or in different situations.
 - You **feel more relaxed and can really enjoy yourself.**
 - Condoms make erections last longer.**

MATERIALS

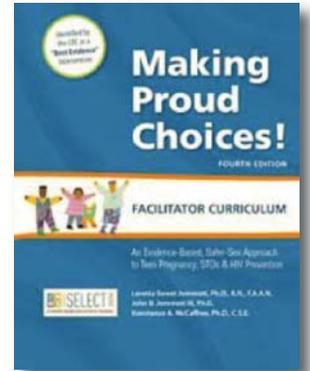
- Pre-labeled Newsprint:
 - Sex Is More Fun...
 - Condoms Won't Ruin...
- Markers

TIME
10 minutes

150 Making Proud Choices! Curriculum

MAKING PROUD CHOICES!

Federally funded under the Teen Pregnancy Prevention (TPP) program (pages 148,150)



12. Next, use the following discussion questions to stimulate positive attitudes toward condom use. Say,

Which steps in this process can involve the female?

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.

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 the penis**
- Remove and discard condom
- Loss of erection
- Relaxation

148 Making Proud Choices! Curriculum

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

PROMISCUITY, NOT PREVENTION

Rather than educating about healthy behavior, **Comprehensive Sex Education** indoctrinates youth with the idea that sexual promiscuity is normal for teens.

Example of Current Curriculum



**IT'S YOUR GAME:
KEEP IT REAL!**
Federally funded under
the Teen Pregnancy
Prevention (TPP) program
(excerpts & video examples)

EXCERPTS FROM ROLE PLAY SCRIPTS

Sexual activity between children is normalized as students repeat and respond to "pressure lines," such as:

"I think we should do more than just kissing and touching."

"I just feel so close to you. That's why I want to have sex with you."

"You just need to do it, and then you'll realize sex is no big deal."

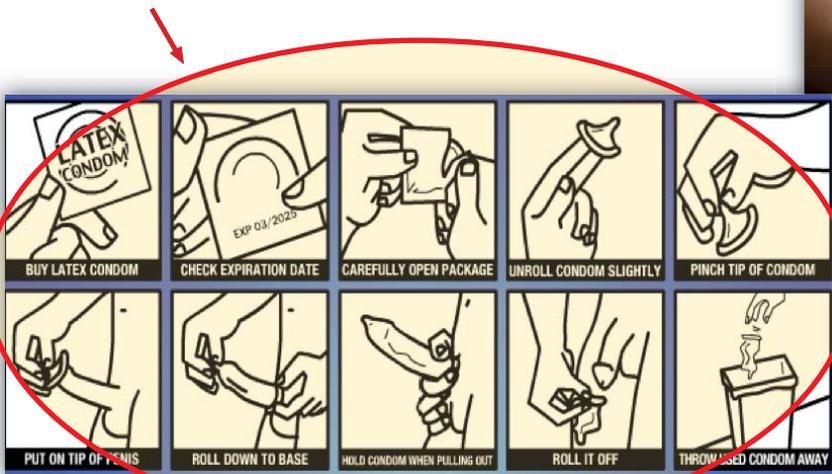
"They were making out and he started feeling on her, you know, 'down there.' And then she started to feel on him, too."

"She is really hot and I've been thinking that maybe it will be OK to mess around a little more than just kissing."



CONDOM GAME

Students are given these images and asked to put them in order.



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