

The FACTS about the SEX ED MANDATE, An Act Relative to Healthy Youth / HB 673

Summary

This bill needlessly eliminates existing local controls over sex education curricula, exposing young children to inappropriate and offensive sexual material. It will change the health framework published by the MA Department of Elementary and Secondary Education (DESE) from just being a guide for local educators to being mandated standards that must be followed. There is simply NO NEED to change current law and force new standards on every school in the Commonwealth. Here is a summary of HB 673:

The Sex Ed Mandate, An Act Relative to Healthy Youth

- Takes away local control and transparency and MANDATES standards that are not even published yet
- Allows an activist alliance accountable to NO ONE to define terms
- Gives an unelected bureaucracy at the MA Department of Elementary and Secondary Education, FULL CONTROL and pushes out parents and voters
- MANDATES that highly inappropriate and offensive sexual content be taught to children

1. This is a MANDATE that takes away local control and transparency:

Lines 61-63 “Any city, town, regional school district, vocational school district or charter school that utilizes curricula consistent with the Massachusetts Comprehensive Health Curriculum Framework health **shall comply** with this section.”

School districts that choose to teach sex ed must comply with the standards in the Massachusetts Health Curriculum Framework, published by DESE.

Lines 68-72 “Pursuant to section 1E of chapter 69, the board of elementary and secondary education shall direct the commissioner to review and update the Massachusetts Comprehensive Health Curriculum Framework, including provisions relative to sexual health education consistent with this section, upon the effective date of this act and at least every 10 years thereafter.”

Local control is taken away from elected school boards and parents and given instead to a board of unelected bureaucrats at DESE. Current law, developed in the late 1990s, allowed parents, educators, and legislators to review the frameworks. Under this bill, DESE can rewrite the standards unilaterally AFTER HB 673 is passed, effectively mandating a sex ed program that doesn't even exist yet!

Currently, there is a panel at DESE working on the revision of the current health framework. Shira Cahn-Lipman, the Manager of Youth and Professional Education for Planned Parenthood League of Massachusetts (PPLM) is on the panel. Ms. Cahn-Lipman runs the peer education program, Get Real Teen Council (GRTC), where young students are taught that STIs are normal. This is a screen shot from PPLM's FB page:



Lines 9-11 “The policy shall also include a process for parents and legal guardians to inspect the program instruction materials prior to the start of the course, if the parent or legal guardian requests to review the materials.”

The current law states: “To the extent practicable, program instruction materials for said curricula shall be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review.” HB 673 removes this section and prevents other important community stakeholders in education from having access to curriculum being taught in their local school district.

2. Terms are defined by an activist alliance ACCOUNTABLE TO NO ONE:

Lines 37-40 “For the purposes of this section, the terms “consent,” “gender identity,” “gender expression,” and “sexual orientation” shall be defined according to The National Sex Education Standards: Core Content and Skills, K-12, as developed by the Future of Sex Education Initiative.”

This legislation mandates that key terms be defined by The [National Sex Education Standards: Core Content and Skills, K-12](#), as developed by the Future of Sex Education Initiative. These “standards” are made to sound very official, as if they were published by a government agency, but they were not. They were produced by a biased coalition of activist groups promoting a specific type of graphic sex ed and are completely unaccountable to anyone but themselves.

3. Department of Elementary and Secondary Education has FULL CONTROL:

Lines 64-65 “The department shall promulgate rules to implement, administer, and ensure compliance with the provisions of this section.”

HB 673 makes local school districts accountable to an unelected board of bureaucrats at DESE and removes accountability to the local communities they are paid with tax dollars to serve. DESE reigns supreme.

4. **WHAT will be mandated?**

DESE has recommended curriculum they have found to be in compliance with their frameworks that contains highly objectionable content and is neither age-appropriate nor medically accurate. (See charts on pages 6-7.)

For instance, PPLM's *Get Real* 6th grade curriculum, approved by DESE, recommends the book *It's Perfectly Normal* for students ages 10-15. This book normalizes abortion and contains 67 nude illustrations including adults having sex, teens masturbating, and a man putting a condom on an erect penis. This same book is also used as a core text in *Our Whole Lives (OWL)*, another comprehensive sexuality education curriculum approved by DESE.

Despite the highly objectionable content contained in the *OWL* curriculum it has been recommended by DESE as an excellent resource. In their curriculum for 7th-9th grade, under a section for a parent/guardian workshop, a description of someone's first sexual experience is described in graphic detail:

"He nuzzled her erect nipple first gently with his nose, then licked it, tasted, smelled, and absorbed her body odor.... He pressed his body close against her, sighed, and fully spent, closed his eyes and soon fell into a deep satisfying sleep."

After this descriptive passage the facilitator is instructed to invite reactions, then goes on to explain that the male having a sexual experience was not a teenager or adult, but a baby nursing on his mother's breast. The facilitator instructions then state, "Typically, we don't think of babies and children as sexual beings, and yet they are."

In the same *OWL* text in a Workshop titled "Redefining Abstinence," masturbation is discussed, suggesting that students can "enjoy" masturbation in private, but can also explore masturbation with a partner or can experiment with masturbation in a group. It goes on to explain in descriptive graphic detail what it feels like to have an orgasm while masturbating.

In a later section of the "Redefining Abstinence" workshop the text defines outercourse as sexual activities that exclude vaginal, anal, and oral intercourse, and also exclude nonpenetrative oral sex. Ways that students can engage in "outercourse" are then suggested, like giving each other massages, rubbing bodies together, mutual masturbation, or sharing fantasies. The facilitator guide includes a list of sexual behaviors that can be discussed like, anal sex, fingering a partner's genitals, sexy conversation, mouth-anus contact, strip tease, and more.

(Refer to the section at the end of this document titled DESE Approved Curriculum Exhibits to see the above examples of content.)

Line by Line Evaluation of HB 673 w/ Talking Points

Lines 9-11 “The policy shall also include a process for parents and legal guardians to inspect the program instruction materials prior to the start of the course, if the parent or legal guardian requests to review the materials.”

The current law states: “To the extent practicable, program instruction materials for said curricula shall be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review.”

Talking point: *This legislation removes transparency with and accountability to the community for school officials. Public schools will be able to deny concerned community stakeholders and citizens like grandparents, pastors, or pro-family organizations from viewing sex education curriculum paid for with their tax dollars.*

Lines 37-40 “For the purposes of this section, the terms “consent,” “gender identity,” “gender expression,” and “sexual orientation” shall be defined according to The National Sex Education Standards: Core Content and Skills, K-12, as developed by the Future of Sex Education Initiative.”

Talking Point: *This legislation mandates that key terms be defined by The National Sex Education Standards: Core Content and Skills, K-12, as developed by the Future of Sex Education Initiative. These “standards” are made to sound very official, as if they were published by a government agency, but they were not. They were produced by a biased coalition of activist groups pushing a graphic type of sex ed and are completely unaccountable to anyone but themselves.*

Lines 41-43 “A city, town, regional school district, vocational school district, or charter school that offers sexual health education shall provide a medically accurate, age-appropriate, comprehensive sexual health education.”

Talking Point: *“Age-appropriate” is vaguely defined to include the “developing cognitive, emotional, social, and behavioral capacity typical for that age or age group.” DESE is given full authority to determine what curricula is age-appropriate. (Lines 61-72) See the examples of what DESE deems “age-appropriate” under the DESE Approved Curriculum Exhibits on pp. 8-15 of this document.*

Lines 53-54 “...but not limited to, affirmative, conscious and voluntary consent to engage in physical or sexual activity...”

Talking point: *This legislation mandates that minors be taught how to give consent to unlawful sexual activity. In MA it is against the law for minors under the age of 16 to engage in sexual activity, even with someone their own age or younger.*

Lines 54-57 “...age-appropriate information about gender identity and sexual orientation for all students, including affirmative education that people have different sexual orientations, gender identities, and gender expressions...”

Talking point: *By mandating affirmative LGBT instruction, this legislation discriminates against many families deeply held beliefs regarding human sexuality and gender and violates parental parents.*

Lines 61-63 “Any city, town, regional school district, vocational school district or charter school that utilizes curricula consistent with the Massachusetts Comprehensive Health Curriculum Framework health shall comply with this section.”

Talking point: *This legislation takes control away from local school districts and parents and gives it instead to a board of unelected bureaucrats at the MA Department of Elementary and Secondary Education. Parents and other*

concerned stakeholders will no longer be able to petition local school officials to amend sex ed curriculum that does not serve the needs of their community or that conflicts with their values.

Lines 64-65 “The department shall promulgate rules to implement, administer, and ensure compliance with the provisions of this section.”

Talking point: This legislation makes local school districts accountable to an unelected board of bureaucrats at DESE and removes accountability to the local communities they are paid with tax dollars to serve. DESE reigns supreme.

Lines 66-67 “The department may determine minimum education and training qualifications for sexual health education instructors.”

Talking point: This legislation will again give all power to DESE, an unelected board and will ensure that those teaching sex ed be trained by special interest and activist organizations such as Planned Parenthood and Advocates for Youth, groups who stand to gain financially by sexualizing MA children.

Lines 68-72 “Pursuant to section 1E of chapter 69, the board of elementary and secondary education shall direct the commissioner to review and update the Massachusetts Comprehensive Health Curriculum Framework, including provisions relative to sexual health education consistent with this section, upon the effective date of this act and at least every 10 years thereafter.”

Talking point: The health framework is currently being revised. How can the MA legislature pass a bill mandating a health framework that has not yet been published? This legislation will forever tie what is taught in sex ed to any health framework published by DESE. For instance, the framework could be updated to normalize polyamory and minor attracted persons as a legitimate sexual orientation if the all-powerful DESE decides to do so. A board of unelected officials will be informing the sex ed law for MA students without parents, educators, or voters having a say.

Lines 73-81 “Beginning the first academic year following the effective date of this act, each city, town, regional school district, vocational school district, or charter school shall file an annual report with the department regarding sexual health education in the city, town, district, or charter school by a date and in a format to be determined by the board of elementary and secondary education. Said report shall include, but not be limited to, the following data for each city, town, regional school district, vocational school district, or charter school, by grade level: (1) the name and a description of any sexual health education curricula offered;”

Talking point: This legislation will filter out any abstinence focused or sexual risk avoidance curricula providing a healthy and realistic approach to teaching sex ed and will instead mandate curricula that normalizes high risk sexual activities such as anal and oral sex for minors and makes students feel pressured to become sexually active.

| Title | Grade Level | Overall Recommendation | Date Review | Accuracy of information | Matches Standard 4 MA Health Framework | Addresses National Health Education Standards | Clear outcomes | Positive approach to human sexuality | Racially, ethnically, culturally non-biased, gender fair | Developmentally appropriate for intended age and ability | Parental involvement | Proven effective | Skill building and personal responsibility | Sound educational methodology | Teacher friendly | Resource quality | Recommended audiences |
|----------------------|---------------|--|-------------|-------------------------|--|---|----------------|---|--|--|---------------------------|--|---|-------------------------------|---|------------------|---|
| Get Real About AIDS | High School | Recommend Highly: Some outdated information Forced sex limited to one paragraph Videotaping may be intimidating to some students Very interactive Transferable skills learned Very skills based Lot of decision making challenges Role plays Applies positive peer pressure Encourages critical thinking | 9/23/2009 | Good | Good: assumes basic understanding of anatomy and reproduction | Excellent (all 8) | Good | Fair: Very skills based, emphasis on refusal and negotiation skills | Fair: an effort to be inclusive around sexual orientation, but no other specific lessons addressing race/ethnicity | Good: challenges students to think critically. Limited regarding rape/trauma | Fair | Good to Excellent | Excellent | Good | Excellent. Very Clear. However, may be unrealistic given in-class time constraints and resources. Time intensive! | Good | Communities of color/ urban/ rural/ suburban/ at risk youth/ LGBT Youth/ Parents/ CA10mmunity Setting |
| Making Proud Choices | Middle School | Recommend | 12/2/2009 | Good | Good: very strong on skills of decision making and communication | Excellent | Excellent | Fair | Good | Good | Good | Excellent | Excellent | Excellent | Fair | Good | Communities of color/ urban |
| Our Whole Lives | 7th to 9th | Recommend Highly | 12/2/2009 | Excellent | Excellent | Excellent (all 8) | Excellent | Excellent | Excellent. Strong for LGBT and gender. Moderate to passive for minority and ethnic populations. | Excellent | Excellent | Good (not on list) | Excellent | Excellent | Excellent | N/A | Urban/ rural/ suburban at risk youth/ LGBT youth/ parents/ community settings (churches) |
| Our Whole Lives | 10th to 12th | Recommended Highly | 12/2/2009 | Excellent | Excellent | Excellent (all 8) | Excellent | Excellent | Really Good to Excellent on Gender. Excellent on LGBT/ passive on race and culture | Excellent | Excellent | Good: Not evaluated. 7 of 8 effective strategies | Excellent | Excellent | Excellent: time intensive | N/A | Urban/ rural/ suburban at risk youth/ LGBT youth/ parents/ community settings (churches) |
| Reducing the Risk | High School | Recommend. Not a comprehensive sexuality curriculum. Includes many good activities focused on skill building that can be used with other curricula | 12/2/2009 | Good | Fair to good. Strong on STD/ HIV information and skills | Good | Excellent | Fair. Nothing on sexual orientation | Fair | Good | Good | Excellent | Excellent | Excellent | Good | Good | Urban/ rural/ suburban/ community settings |
| Safer Choices 1&2 | High School | Recommend Highly. | 12/2/2009 | Good | Excellent | Excellent | Excellent | Fair. No definition of human sexuality. Explains why people have sex. No mention of orientation | Poor. Gender neutral pronouns & names, but no LGBT or ethnicity | Good | Excellent (optional part) | Excellent | Excellent: refusal skills assertive communication | Excellent | Excellent | Excellent | Communities of color/ multi ethnic./ urban/ suburban/ parents |

| Title | Grade Level | Overall Recommendation | Date Review | Accuracy of Information | Matches Standard 4 MA Health Framework | Addresses National Health Education Standards | Clear outcomes | Positive approach to human sexuality | Racially, ethnically, culturally non-biased, gender fair | Developmentally appropriate for intended age and ability | Parental involvement | Proven effective | Skill building and personal responsibility | Sound educational methodology | Teacher friendly | Resource quality | Recommended audiences |
|----------------------------------|----------------------|--|-------------|-------------------------|--|---|----------------|--|--|--|---------------------------|-------------------|---|-------------------------------|------------------|--------------------|--|
| Be Proud! Be Responsible! | High School | Recommend Highly. Not a stand alone, but strong HIV prevention curriculum. | 3/1/2010 | Excellent | Good (HIV & condoms) | Good (4 of 8) | Excellent | Excellent (optional lesson) | Good | Excellent | N/A | Excellent | Excellent | Excellent | Excellent | Good (older video) | Communities of color/ urban/ suburban/ at risk youth/ community settings |
| Cuidate | Middle & High School | Recommend Highly | 4/1/2010 | Excellent | Good | Excellent (7 of 8) | Excellent | Good to Excellent | Excellent: positive cultural values | Excellent | N/A Poor | Excellent, proven | Excellent | Good to Excellent | Excellent | Excellent | Communities of color/ urban/ at risk youth/ community settings |
| FLASH | 7th & 8th | Recommend Free on-line | 12/2/2009 | Excellent | Good | Good | Good | Good (only mention of orienation is in HIV lesson) | Good (not much on LGBT) | Good | Excellent (optional part) | Good | Excellent | Good | Good | N/A | Urban/ rural/ suburban |
| FLASH | 9th & 10th | Recommend Highly | 3/1/2010 | Excellent | Excellent | Good | Good | Excellent | Good | Excellent | Excellent | Excellent | Good | Excellent | Excellent | Good | Communities of color/ urban/ suburban/ at risk youth/ community settings |
| FLASH | 11th & 12th | Recommend Highly. Entire 4-12 curriculum is comprehensive | 3/1/2010 | Excellent | Excellent | Good | Good | Excellent | LGB: Excellent. Race / ethnicity: Good | Excellent | Good | Excellent | Excellent | Excellent | Good | Good: Free online | Communities of color/urban/suburban/rural/ youth at risk/ LGBT youth/parents/ community settings |
| Get Real (PPLM) | Middle School | Recommend | 12/2/2009 | Good | Excellent | Excellent | Good | Fair | Good: Not racially ethnically diverse. LGB good. Great gender neutral statements | Good | Excellent | Good | Minimal discussion of skills, fair on personal values | Good | Excellent | Good | Suburban/ urban LGB Youth /parents |

DESE Approved Curriculum Exhibits

PPLM's *Get Real* curriculum, approved by DESE, recommends the book *It's Perfectly Normal* for students ages 10-15. This book normalizes abortion and contains 67 nude illustrations including adults having sex, teens masturbating, and a man putting a condom on an erect penis. This same book is also used as a core text in *Our Whole Lives (OWL)*, another comprehensive sexuality education curriculum approved by DESE.

Resources

Caring Adults Three caring adults I can talk to about sexuality are...

1. _____
2. _____
3. _____

Books

It's Perfectly Normal, by Robie Harris, illustrated by Michael Emberly. Latest edition 2014.
(Recommended for 10- to 15-year-olds; available in Spanish.)

"What's Happening to My Body?" *Book for Girls: A Growing Up Guide for Parents and Daughters*, by Lynda Madaras and Area Madaras. Latest edition 2009. (Recommended for 8- to 15-year-olds.)

"What's Happening to My Body?" *Book for Boys: A Growing Up Guide for Parents and Sons*, by Lynda Madaras and Area Madaras. Latest edition 2009. (Recommended for 8- to 15-year-olds.)

Website and Phone Resources

Planned Parenthood Federation of America

English/Spanish: 1-800-230-PLAN

www.plannedparenthood.org

24 hours a day, 7 days a week

Planned Parenthood provides help with locating the nearest health centers. Trained health center staff and volunteers are available to discuss a wide range of issues related to birth control, pregnancy options, STIs (including HIV/AIDS), and other aspects of reproductive health.

GLBT National Help Center

Toll Free National Hotline: 1-888-843-4564 (Toll Free Youth Talkline)

Mon.-Fri. 4 p.m.-midnight, Sat. noon-5 p.m.

www.glnh.org

glnh@GLBTNationalHelpCenter.org

This hotline offers telephone and email peer counseling, as well as factual information and local resources for cities and towns across the United States.

I Wanna Know

www.iwannaknow.org

This website provides information about adolescent sexual health, including family planning, emergency contraception, sexual assault, STIs, etc.

(continued)

"It's Perfectly Normal is informative, reassuring, and responsible. . . . I wish every child (and parent) could have a copy." —Penelope Leach, Ph.D., author of *Your Baby and Child and Children First*

It's Perfectly Normal

The Definitive Book About Puberty and Sexual Health for Today's Kids and Teens

CHANGING BODIES, GROWING UP,
SEX & SEXUAL HEALTH



From the author and illustrator of *It's So Amazing!*

ROBIE H. HARRIS illustrated by MICHAEL EMBERLEY

4

Making Love Sexual Intercourse

The dictionary tells us one more thing about sex. It says,

a: Sexual intercourse.

Sex also means sexual intercourse. Some people call sexual intercourse "having sex."



once their reproductive organs have grown up — to make a baby.



But most people don't have sexual intercourse only when they want to make a baby. Most often, they have sexual intercourse because it feels good.

People have sexual intercourse well into old age.

People also call sexual intercourse "making love" or "lovmaking" because it's a way of expressing love. But sexual intercourse is only one way of expressing love.

Hugging, cuddling, holding hands, kissing, and touching are other ways of expressing love. It is just being with someone you like a lot and telling that person, "I love you."



Sexual intercourse happens when a female and a male feel very sexy and very attracted to each other. They want to be very close to each other in a sexual way, so close that the male's penis goes inside the female's vagina. And the vagina stretches open in a way that fits around the penis.

When this happens, it is possible for a female and a male —

14 It's Perfectly Normal

good both outside and inside. It feels kind of tingly, kind of warm and nice. It feels sexy.

The Opening to the Urethra

The opening to the urethra is quite small. The urethra is not one of the female's sex organs. It is a tube through which urine — liquid waste — leaves the body.

BODY FACT: Urine is liquid waste from the body. Liquid left over from food and drink that is not used by the body. Urine is the only fluid that travels through a female's urethra.

The Opening to the Vagina

The vagina is a passageway between the uterus — a sex organ inside the female body — and the outside of the female body. The opening to the vagina is bigger than the opening to the urethra.

BODY FACT: A thin piece of skin, called the hymen, covers part of the opening to the vagina. While a girl is growing — or when she is very active while exercising or playing a sport, or sometimes when she first uses a tampon, or during the first time she has sexual intercourse — the hymen stretches and may tear a bit, and the opening becomes somewhat larger.



Vagina



The Anus

The anus is a small opening through which feces — solid waste — leave a female's body.

BODY FACT: Solid waste is the solid material that is left over from food that is not used by the body. It leaves the female body in the same way that it leaves the male body. Solid waste is stored in the bowel before it leaves the body through the anus.

In all, from front to back, there are three openings between a female's legs: the opening to her urethra, the opening to her vagina, and her anus. If a girl or woman is curious about what these openings look like, she can hold a mirror between her legs and take a look.



16 Perfectly Normal Masturbation

During puberty, when the sex hormones cause boys' and girls' sex organs to become more active, many kids begin to have even more pleasurable and excited feelings about their own bodies — and they may also be more attracted to and interested in other people's bodies.

These feelings are often called sexual feelings or "feeling sexy." Even though they are hard to describe, they are normal feelings. They happen at different times and in different ways for different kids.

Boys and girls, teenagers, and grown-ups too, experience sexy feelings when they masturbate. Masturbation is touching or rubbing any of your body's sex organs for pleasure — because it feels good. One everyday term for masturbating is "playing with yourself."

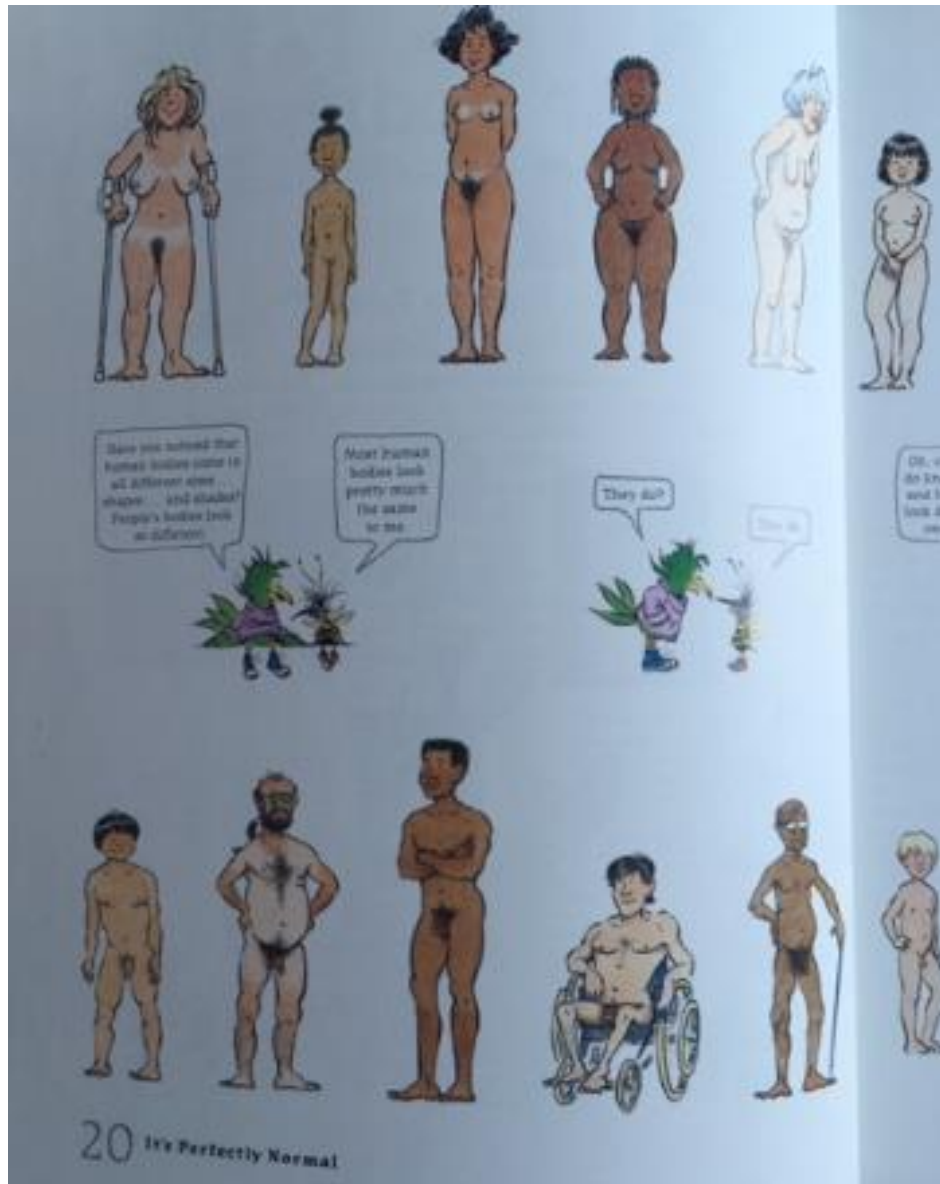


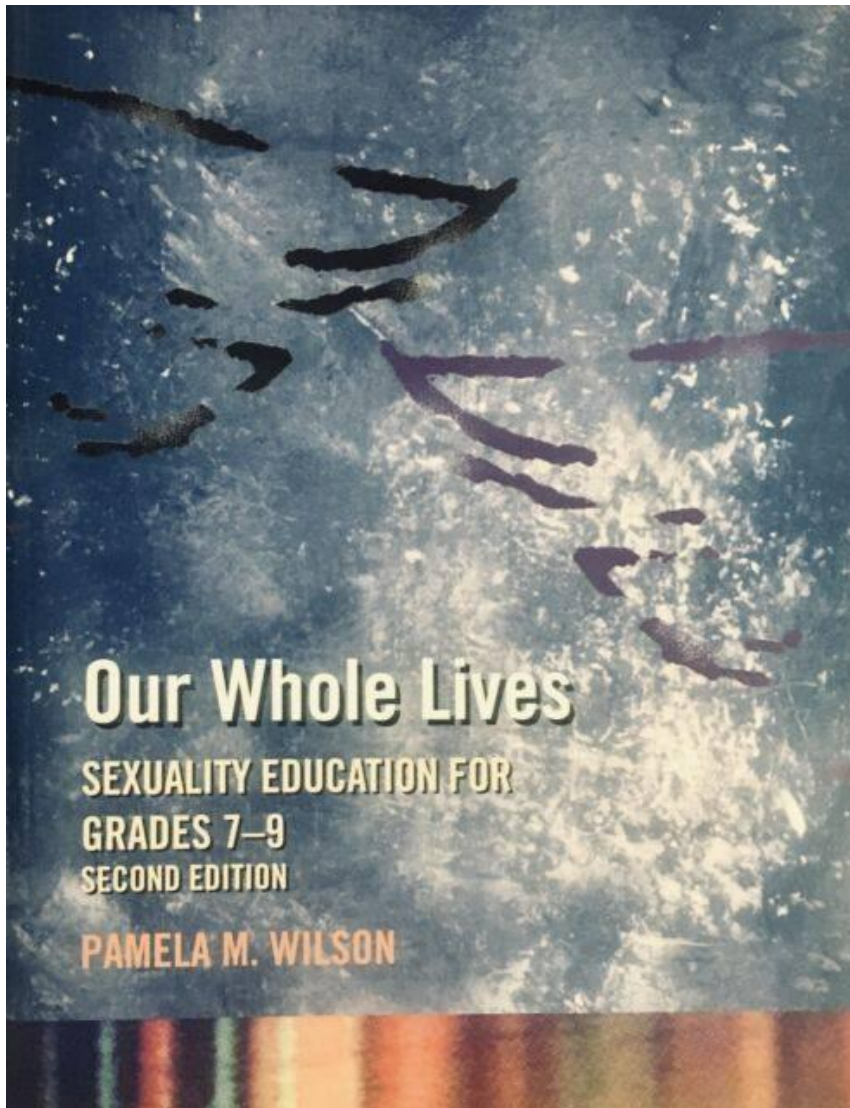
Some people think that masturbation is wrong or harmful. And some religions call masturbation a sin. But masturbating cannot hurt you. And it does not result in pregnancy or in getting or passing on infections that are spread by sexual contact. Many people masturbate. Many don't.

Whether you masturbate or not is your choice. Masturbating is perfectly normal.

When people masturbate, they usually rub their sex organ with their hands or with something soft, like a pillow. A girl often rubs her clitoris; a boy often rubs his penis. Both the clitoris and the penis are sensitive to touch.





Exhibits from *Our Whole Lives*, grades 7-9**REMEMBERING YOUR OWN SEXUALITY EDUCATION**

30 Minutes

1. Point out that few people in the room feel they received a good sexuality education at home. Note how common this is. Make the point that many parents/guardians feel they did not have role models for how to talk to their children about these issues.
2. Ask the group to consider the following questions silently, without raising their hands or indicating their answers in any way.
 - What messages did you get from your parent(s)/guardian(s) about
 - your own body, including the sexual parts?
 - touch and the human need for affection?
 - gender roles: how different genders should behave?
 - loving and intimate relationships?
 - dating and sexual attraction?
 - when it was okay to engage in sexual behavior?
 - sexual pleasure?
 - sexual responsibility: preventing unplanned pregnancy and avoiding sexually transmitted infection?
3. Ask, "If you could sum it up in one phrase or sentence, what message did you get about sexuality from your family?"
4. Take responses from five or six participants (seek gender, age, and ethnic diversity) and then share some of your own memories. If appropriate, explain how your upbringing had a negative or positive impact on your ability to be a sexually healthy adult.
5. End this segment by asking, "How do you want your children's experience to be similar to or different from your own?"

CIRCLES OF SEXUALITY

30 Minutes

1. Begin by reading the following description of someone's first sexual experience:

It was dusk. The apartment was empty save for the two of them. As they lay entwined in a warm embrace, this room, this bed, was the universe. Aside from the faint sounds of their tranquil breathing, they were silent. She stroked the nape of his neck. He nuzzled her erect nipple first gently with his nose, then licked it, tasted, smelled, and absorbed her body odor. It was a hot and humid August day, and they had been perspiring. Slowly he caressed her one breast as he softly rolled his face over the contours of the other. He pressed his body close against her, sighed, and, fully spent, closed his eyes and soon fell into a deep, satisfying sleep. Ever so slowly, lest she disturb him, she slipped herself out from under him, cradled him in her arms, and moved him to his crib. Having completed his six o'clock feeding, the four-month-old had also experienced one more minute contribution to his further sexual development.
2. Invite reactions. Ask how many thought the male person was a teenager or adult at the beginning of the reading. Typically, we don't think of babies and children as sexual beings, and yet they are. Also, most people think of a first sexual experience as the first time someone has sexual intercourse. Point out

that because the term *sexual* is used often to refer to teenagers and adults, to certain behaviors such as intercourse, and to certain relationships, some people find it difficult to use the word in describing this experience shared by mother and baby. Encourage the group to broaden their thinking about sexuality and sexual experience. Ask what was sexual about the experience described in the reading (pleasure, touching, love and affection, and so on).

3. Display the Circles of Sexuality chart you prepared and distribute the corresponding handout. Explain that you will give a brief presentation on human sexuality to show how much is included in that concept. One circle at a time, explain what each includes, using information from Facilitator Resource 3, The Components of Human Sexuality. Be sure to make the following points:
 - All five circles of sexuality are part of what makes us sexual human beings.
 - Sexuality is not limited to genital sexual behavior; having sexual intercourse is only one behavior in one of the five circles.
 - Emotional intimacy—sharing love and caring in a relationship—can happen with or without sexual intimacy.
 - Sexual intimacy can happen with or without sexual intercourse.
 - In the Our Whole Lives program, we will use this broad definition of sexuality as a template for examining issues of sexuality. Your children will participate in workshops that explore each of these circles in greater detail.
 - This approach is unusual, because many sexuality education programs focus primarily on sexual health and reproduction, and possibly on sexualization (to teach about dating abuse and sexual abuse).
 - In Our Whole Lives, the focus is not just on preventing unintended consequences such as teen pregnancy or sexually transmitted infections (STIs); it's on helping your children gain the knowledge, values, and skills to lead sexually healthy, responsible lives.
 - All five aspects are affected by personal values, which is why *Values* is placed in the center, touching all components.
 - Distribute the program outline and discuss how each unit relates to one or more of the circles of sexuality. Ask participants to react to the proposed content. What is missing that they would like included? What is included that they would like omitted? Seek differing opinions from parents and discuss why some are uncomfortable with a topic and why it is included.

OVERVIEW OF THE PROGRAM

25 Minutes

1. Post the charts you made of the Bill of Rights and Program Values. Distribute Handouts 2 and 3 (Bill of Rights and Program Values) and the video list. Review the following information informally. Look for nonverbal responses. From time to time, stop and encourage parents to ask questions and react to the ideas and program information you're presenting. Make this a two-way conversation.
 - **unique opportunity:** This is a unique opportunity for your children to get honest, helpful information about sexuality from adults and each other. Youth will be free to bring up any sincere questions, concerns, or opinions to the group, and their issues will always be respected and addressed in age-appropriate ways.

10. Get reactions to this definition using the following questions:
 - What do you think about this definition of abstinence?
 - Do you think practicing abstinence is different for gay or lesbian couples than for heterosexual couples? If so, how?
 - How would you define virginity? How is virginity different from abstinence?

MASTURBATION

20 Minutes

1. Tell the group that you want to talk about some sexual behaviors that don't include sexual intercourse. The first is masturbation. Ask if anyone can define the word *masturbation*.
2. Share the following definitions as needed:
 - *Masturbation* is the stimulation of one's own sex organs for sexual pleasure.
 - This is usually enjoyed in private but can also be explored with a partner.

Some youth experiment with masturbation in groups.
3. Explain that the literal translation of the Latin word *mastubari*, from which the English word *masturbation* is derived, is "to rape or defile by the hand." Ask, "What message does that translation send to you?"
4. Offer the following cross-cultural perspective: In Japanese, the word for *male masturbation* is *sensawari*, which means "one thousand strokes." The Japanese word for *female masturbation* is *monsawari*, which means "ten thousand strokes." Elicit reactions to the words for masturbation in English and Japanese and the different images the words evoke.
5. Depending on your group, you might decide to do a myth/fact activity or to respond to questions from the group. If you are doing the myth/fact activity, use the myths listed in Facilitator Resource 35.
6. If you're responding to questions, distribute index cards and ask participants to write any questions or concerns they have about masturbation. The questions will be shared anonymously. Make sure everyone writes something, even if it's "no question."
7. Collect the cards. Read and address each question, leading discussion as appropriate. Explain that many individuals experience their first orgasm while masturbating. Read descriptions of teens' experiences with orgasm from Facilitator Resource 35, *Masturbation Myths, Facts, and Key Messages*.
8. End with these questions:
 - How comfortable is it to discuss masturbation?
 - What are some reasons why people do or don't masturbate? [Supplement their responses with information from the facilitator resource.]

OUTER COURSE

25 Minutes

1. Begin by asking, "What's your definition of making love?"
2. Most likely, many participants will say that it means having sex or having sexual intercourse. Challenge that definition with these messages:
 - Making love is more than sexual intercourse.

- Males can learn to recognize impending ejaculation and delay it to prolong their own and their partner's pleasure if or when they eventually engage in sexual intercourse.
- Partners might include masturbation as a part of their sexual relationship. It's a way to share pleasure without sexual penetration.
- It can be a lifelong form of sexual expression, enjoyable at any age, and appropriate whether one has a regular sex partner or not.
- It's a healthy option when one partner wants to have sex and the other doesn't.

Reasons for Not Masturbating

- Some people aren't interested in masturbating.
- Some youth may worry that their parents, peers, or significant others would disapprove.
- It may conflict with some people's religious convictions or personal values.
- Some people may want to save all sexual experience for a committed relationship.
- Some people may feel guilty about masturbating or worry that it will have bad consequences.
- Some people may not enjoy it.
- Some people may be unsure of how to do it.

Masturbation Is an Option for Reaching Orgasm

The following teenagers' descriptions of orgasm come from Ruth Bell et al., *Changing Bodies, Changing Lives*, 3rd ed. (Three Rivers Press, 1998):

As I feel the orgasm coming I forget about everything else and get lost in this feeling that starts in the tip of my penis and spreads all over my body. It's like my body begins swimming all by itself, like there's something in me reaching out, welcoming the pleasure. As it becomes really intense my body begins shaking with excitement. The sensations take me over, and just at the peak of it I can feel this pulsing at the base of my penis and I feel the sperm shooting out of me like I'm sending it off, far away. It's amazing.

How does it feel to have an orgasm? Well, for me it's like this buildup of excitement—you know, everything starts feeling better and better and with me, my fantasies get really vivid. Then as I get closer and closer to coming, it's like all my muscles tighten up, especially around my butt, and I feel tingly all over. All my concentration is on my clitoris because that's the place that is responding to every movement. I kind of cheer myself on in my head. Come on, come on, you're getting closer. Then I get to the point where I know it's going to happen and my whole body relaxes, and with that I feel this flood of sensation—don't know how to describe it—it's like these waves of pleasure that just take me over. When you're having an orgasm, you're just focused on that. Total involvement in that; nothing else exists. It's the most wonderful feeling of just being alive in your body without your head getting in the way telling you things. For me it's very peaceful.

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WORKSHOP 16: REDEFINING ABSTINENCE

KEY MESSAGES FOR TEACHING ABOUT OUTERCOURSE

Definition

- Outercourse refers to sexual activities that exclude vaginal, anal, and oral intercourse, and also exclude nonpenetrative oral sex.
- There are many ways that two people can express their sexual feelings outside of these behaviors. They include kissing, hugging, giving each other massages, rubbing bodies together, mutual masturbation, sharing fantasies, and more.
- Some of these behaviors can lead to orgasm or a release of sexual tension.

Assumptions and Misconceptions

- Outercourse is often considered to be sexual activity that will likely lead to intercourse.
- This type of thinking assumes that a sexual relationship cannot be satisfying or valid without intercourse.
- Males, in particular, have been taught to focus most of their sexual energies on their penis, which does not allow them to become aware of the sensuousness of the entire body.

Shifting the Paradigm about Outercourse

- All of the skin is an erogenous zone that may be explored by individuals and their sexual partners.
- Learning to please oneself and a partner with outercourse behaviors can be wonderful preparation for a healthy, lifetime adult sexual relationship.
- Partners considering outercourse rather than intercourse must make a decision about which behaviors are acceptable and which are off limits.
- This requires both people to talk intimately, to understand and respect their partner's attitudes, and to keep their commitments to avoid certain behaviors.

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WORKSHOP 16: REDEFINING ABSTINENCE

SEXUAL BEHAVIORS

- French kissing
- anal sex
- fingering a partner's genitals
- mutual masturbation
- dry humping
- sharing fantasies
- penis-vagina intercourse
- phone sex
- foot massage
- grinding
- sex with clothes on
- rubbing bodies with clothes on
- masturbating a partner
- hand job
- mouth-vulva contact
- mouth-penis contact
- touching a partner's nipples
- cuddling
- kissing passionately for hours
- caressing a partner's breasts
- lightly touching a partner's body
- kissing a partner's nipples
- sexy conversation
- body massage
- hugging
- kissing a partner's neck
- kissing a partner's ears
- kissing behind a partner's knees
- **mouth-anus contact**
- romantic conversation
- sweet talk
- complimenting a partner's body
- strip tease
- caressing a partner's scrotum and testicles