

Curricula in Compliance with SB 2048, “An Act relative to healthy youth.”

1. **Get Real: Comprehensive Sex Education That Works**, by Planned Parenthood **MIDDLE SCHOOL CURRICULUM.**

From the 6th grade workbook (as young as 11 y/o):

- Discusses getting a girl **drunk** so boyfriend can **make out** with her (p. 29: Handout 6.7-3)
- Introduces **masturbation** by older brother (Lesson 6.6)
- Involves scenario with **sexually active older sibling** making younger child keep it a **secret from parents** (Lesson 6.8)

From the 7th grade workbook (as young as 12 y/o):

- List of “Dating Behaviors” includes: “**touching a partner under clothes**” and “**having sex**” (p. 21: Activity 7.5)
- Explains that a **dental dam** is “placed over the vulva... or **anus** during **oral sex**. Can also use non-microwavable **saran wrap**...” (p. 37: Protection Methods Chart)
- “Brittany’s girlfriend wants to have **oral sex** with her. Brittany really likes her girlfriend, and her friends say that **having oral sex will bring them closer together**.” (Lesson 7.9)
- “Erika and Cameron use condoms as their method of birth control. So far, they’ve used a condom every time they’ve had vaginal intercourse, but Cameron wants to see what it feels like without a condom. He asks Erika if they can try it just once without a condom and says **he can pull out before he comes**...” (Lesson 7.9)

From the 8th grade workbook:

- Discusses the use of an internal condom that is **inserted into the anus**. It is said to “act as a barrier,” but warns that it “may slip out of place during vaginal or anal intercourse.” Warns that it “**may be difficult to insert**.” (p.19 Protection Methods Chart).
- Introduces the concept of having multiple sexual partners simultaneously. (p.25 Handout 8.5-3).

2. **Making Proud Choices**, by Select Media. **MIDDLE SCHOOL CURRICULUM**

This curriculum emphasizes “role-playing,” and requires middle school students to take on the following ‘roles’:

- Students are assigned the role of “Koko, who has an AIDS Information Hotline for teenagers.” As a group exercise, students must give advice to “Regretful Rihanna,” who recounts the following:

“I had a couple of **beers** and then somebody handed me a **joint**... The next thing I knew I was in the bedroom with Lamar... We **ended up having sex**, and **I don’t even know if he used a condom, because I was so high**...” (p. 8: Calling Koko Caller #6).

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- In a scripted role-play students are asked to pretend that “Your parents are out late. Your boyfriend or girlfriend comes over, hoping to have sex with you.” The following script is read by students:

Person 1: I don’t have a condom. Using those things is wack, I can’t even feel you... it doesn’t feel as good.

Person 2: That’s not true, **I can show you how using one can feel good.**

Note: This exercise fails to even mention abstinence as an option and simply assumes that middle school children will engage in a sexual act in this scenario. (p. 11: While They’re Out: scripted role-play).

- Under a theme entitled: “Loss of trust and sexual pleasure through condom use,” students are given the following role playing assignment:

“Your task is to convince Jamie to have sex without protection.”

(p.19, Role-Play A: Jamie and Taylor).

3. Our Whole Lives: Sexuality Education for Grades 7-9, by the Unitarian Universalist Assoc. JUNIOR HIGH

- During a 20 minute workshop on **masturbation**, facilitators are instructed to “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.’**”

(p. 255 Unit 5, workshop 16: Redefining Abstinence)

- In a section titled “**Masturbation Is An Option For Reaching Orgasm**,” the following is read by students:

“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.” (P. 262 Unit 5, workshop 16: redefining abstinence).

- Teachers are instructed to communicate key messages about “**outercourse**,” which the curriculum defines as “kissing, hugging, giving each other massages, **rubbing bodies together, mutual masturbation**, sharing fantasies, and more.”. (P. 263 Unit 5, Workshop 16: Redefining Abstinence).
- Sexual behaviors listed in the “Redefining Abstinence” section include
 - mouth-vulva contact
 - mouth-penis contact
 - **mouth-anus contact**
 - fingering a partner’s genitals
 - touching a partner’s nipples (P. 264 Unit 5, workshop 16: Redefining Abstinence).

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- In a section under “Facts About Sexual Behavior,” the following paragraph appears under the title “Anal Sex, Anal Intercourse”:

*“Anal intercourse typically refers to the insertion of a penis into the anus, while anal sex includes **anal penetration by a penis, finger, dildo, or other object**. Individuals of any sex or gender might engage in and enjoy anal sex. The **anus is an erogenous zone**, meaning that it contains sensory nerve endings. Some people of different sexes and orientations **enjoy having the anus caressed, licked, or penetrated**. Because the anus is tight and dry, it must be lubricated with silicone or water-based lubricant before being entered. **The sphincter muscles should be relaxed with a finger massage before penetration.**”*

(P. 275 Unit 5, Workshop 17: Lovemaking).