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.

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)

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 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?

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 new print entitled, Sex is More Fun When Condoms Are Used Because...
2. Introduce this activity by saying,
   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 students...

SEX IS MORE FUN WHEN CONDOMS ARE USED BECAUSE...

The steps in this process can involve the female?

An 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.

These lessons are taught to middle school students, ages 12-14.
Rather than educating about healthy behavior, Comprehensive Sex Education indoctrinates youth with the idea that sexual promiscuity is normal for teens.

**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.

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