

Full Dossier of Photos from Downey Unified School District's Teen Talk Sex-Ed Curriculum by Planned Parenthood

This complete album of photos contains all the information, the pages, the pictures, and the PowerPoint presentations which **MassResistance** collected from the Teen Talk Sex-Ed curriculum adopted by the Downey Unified School District.

MassResistance sent a member of their team to the school district main office to look over the curriculum, to take photos, to record video, and to provide this information for the general public to see in full what the California Education System is trying to push on the students and without the parents' knowledge or final consent.

The contributions, the pictures, the lesson plans are not just explicit, they are medically inaccurate, containing all sorts of pro-LGBT propaganda.

See it for yourself!

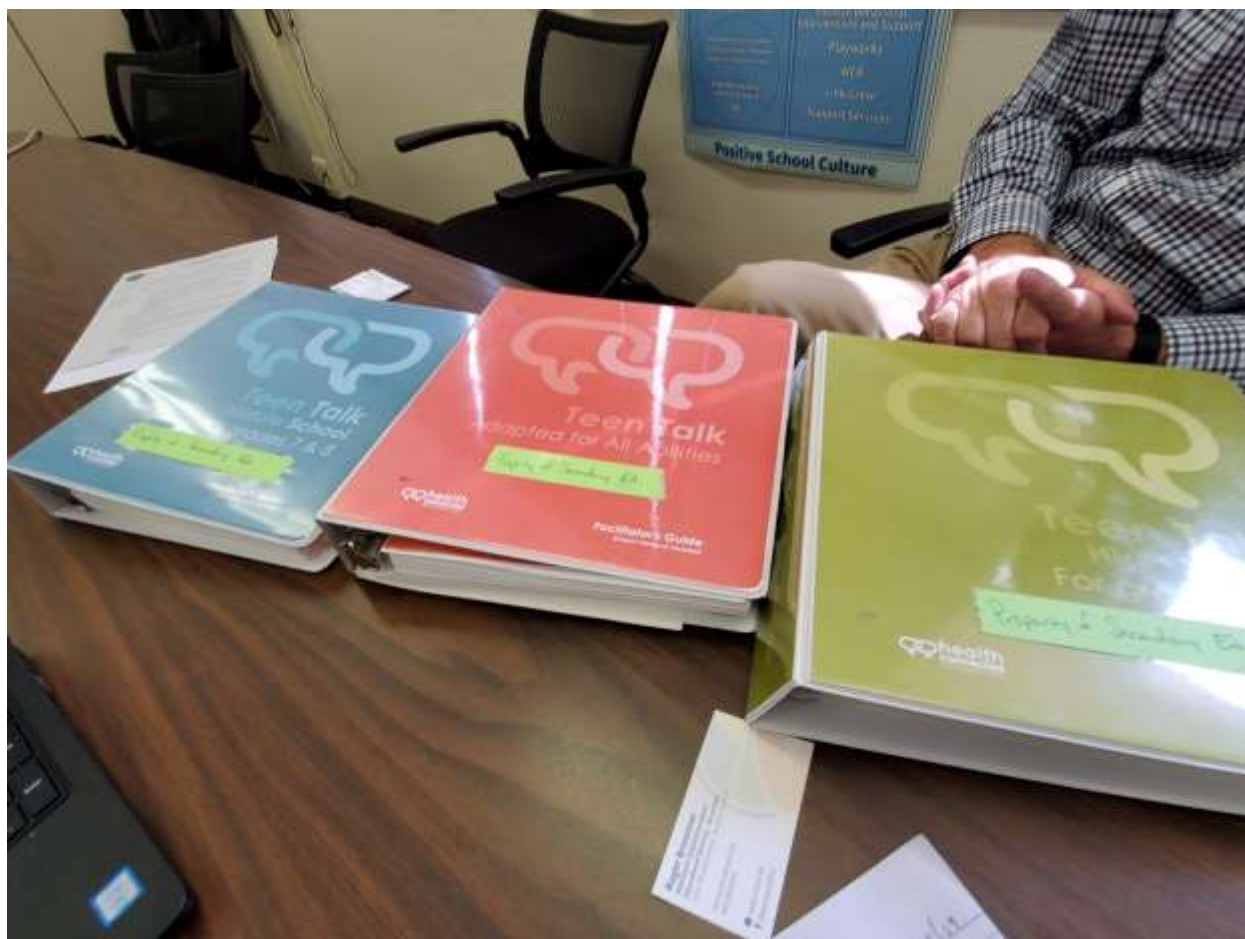
Please contact MassResistance if your school district is implementing this sex-ed curriculum—or any other perverse, inappropriate comprehensive sex-ed curriculum—especially if promoted by or compiled by Planned Parenthood.

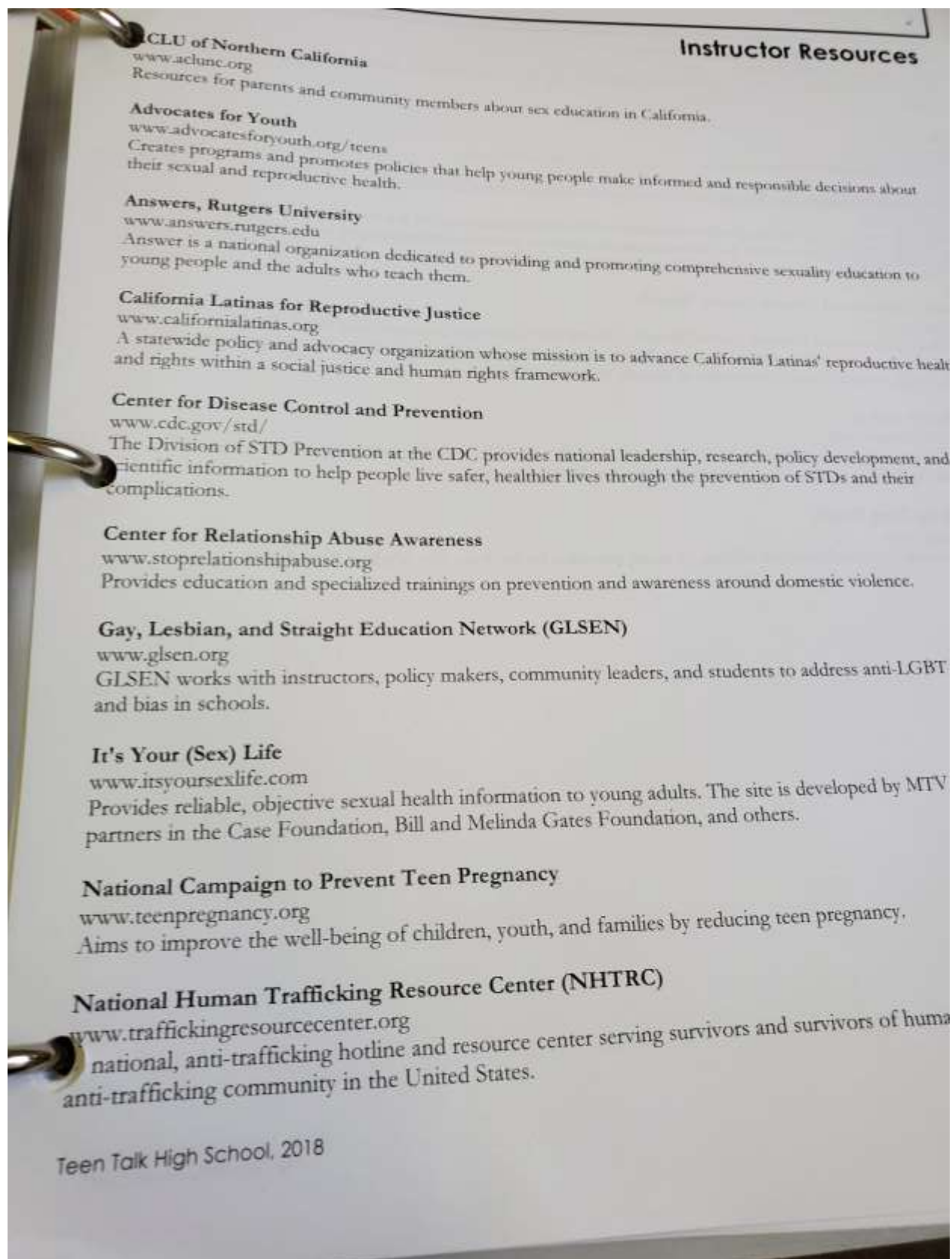
www.massresistance.org

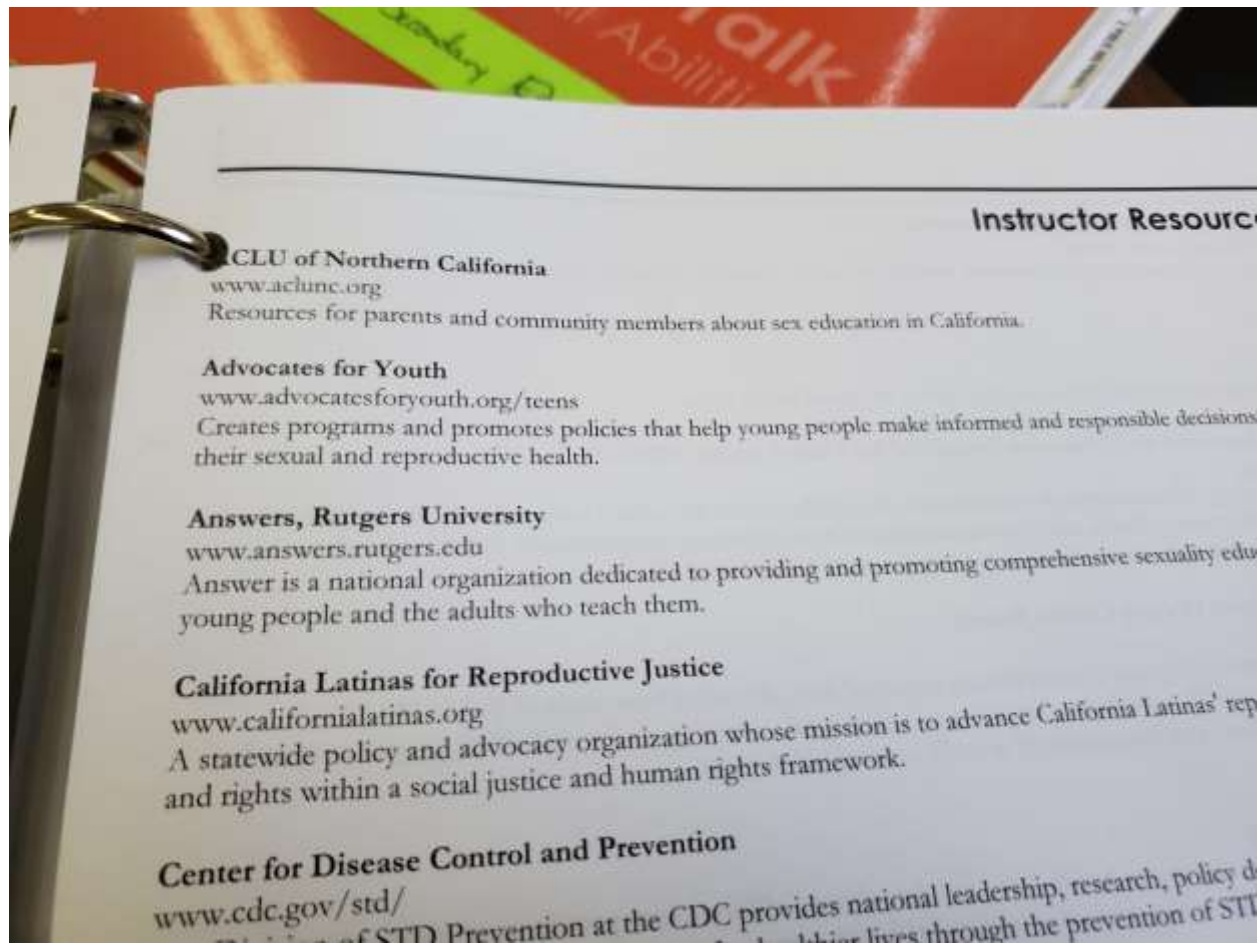
Email: arthur@massresistance.org

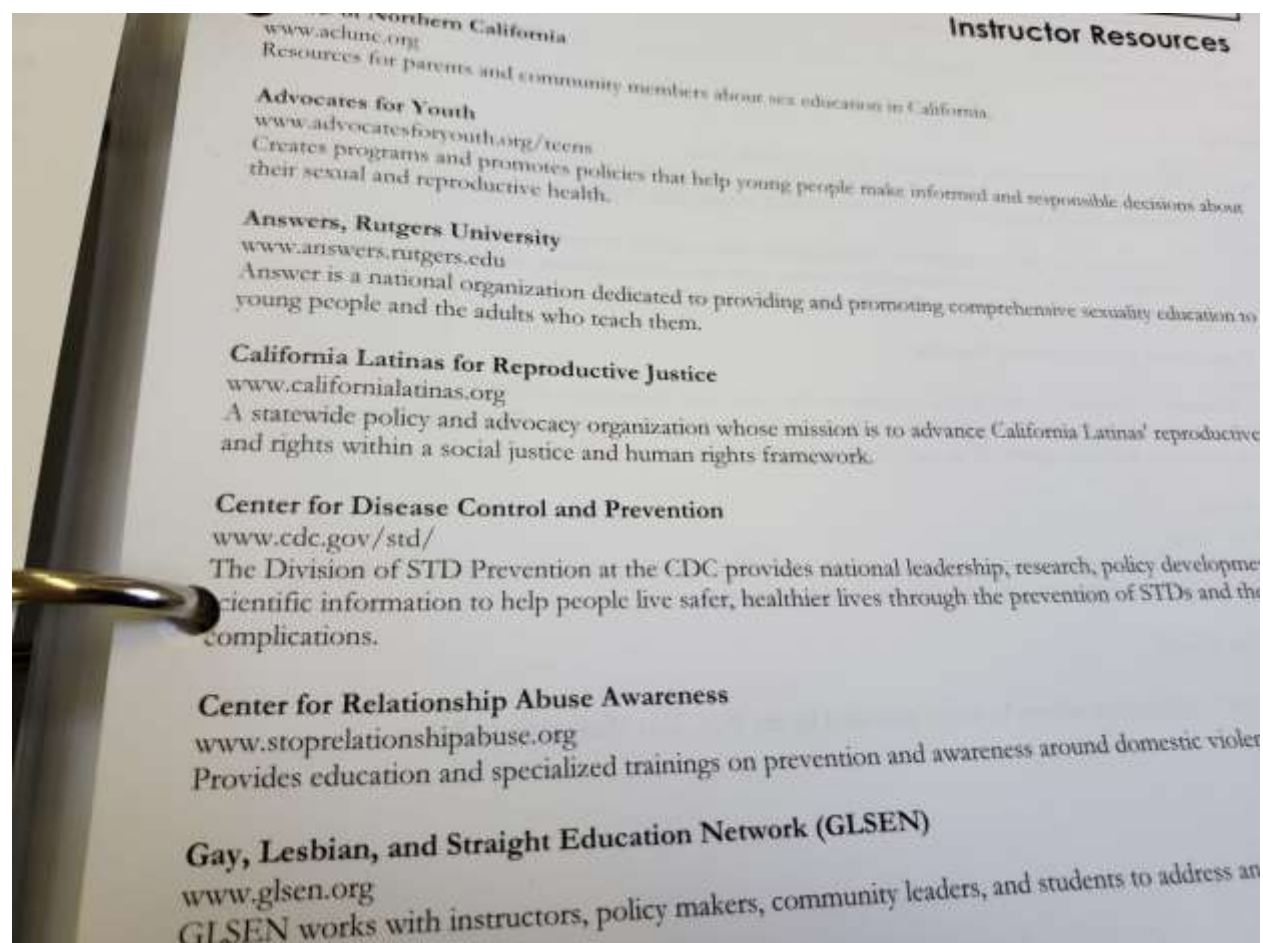
Office: (781) 890-6001

Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood

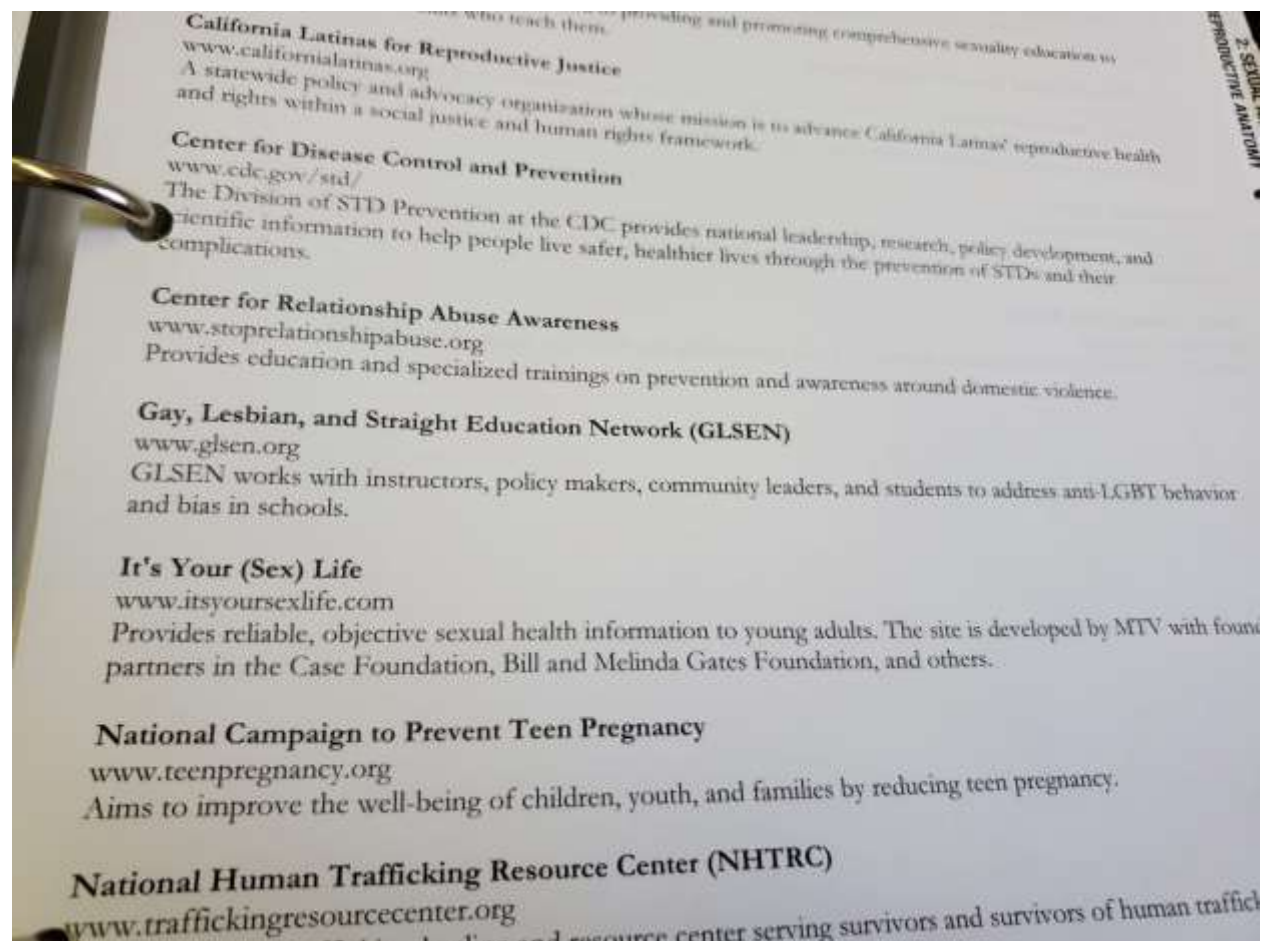




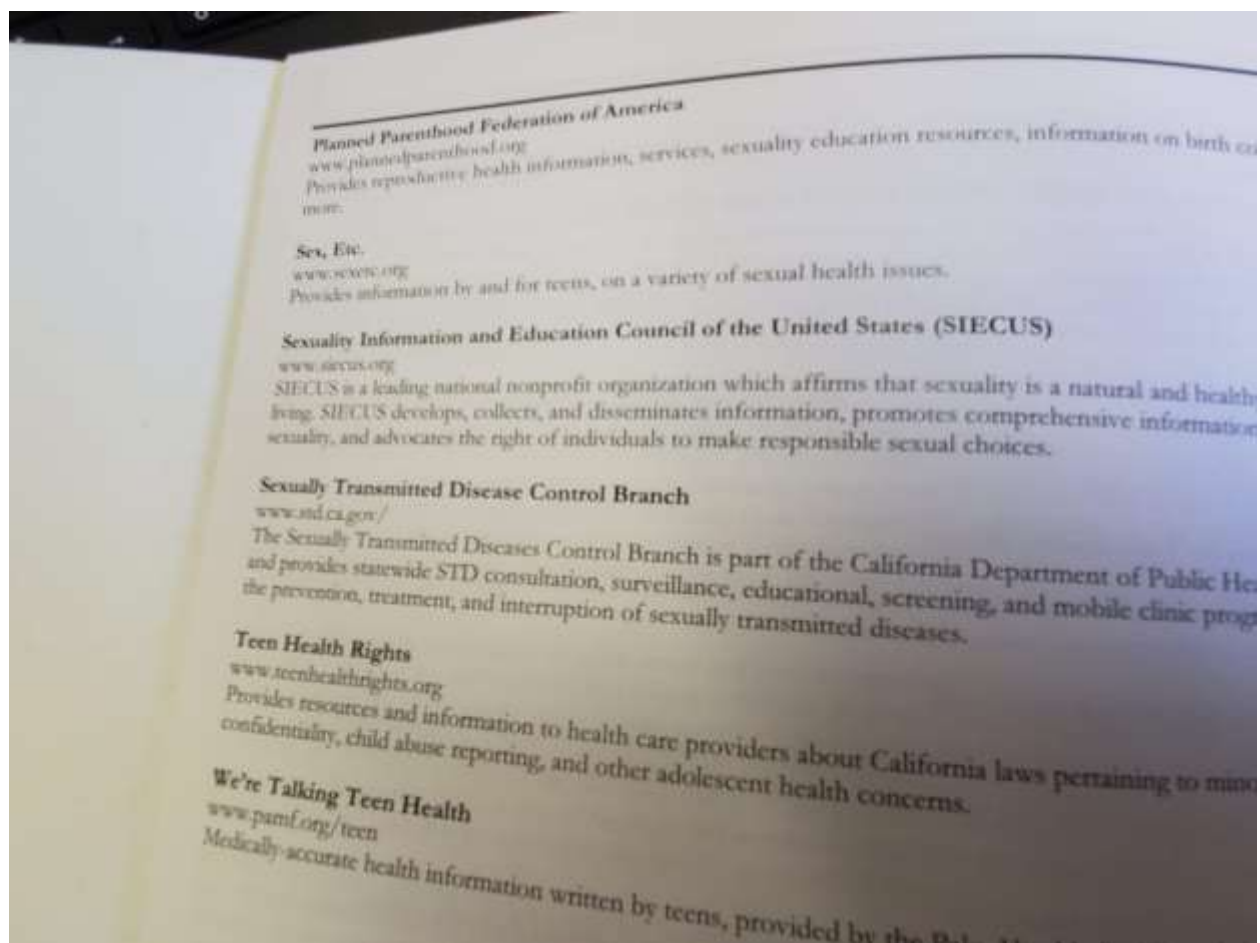


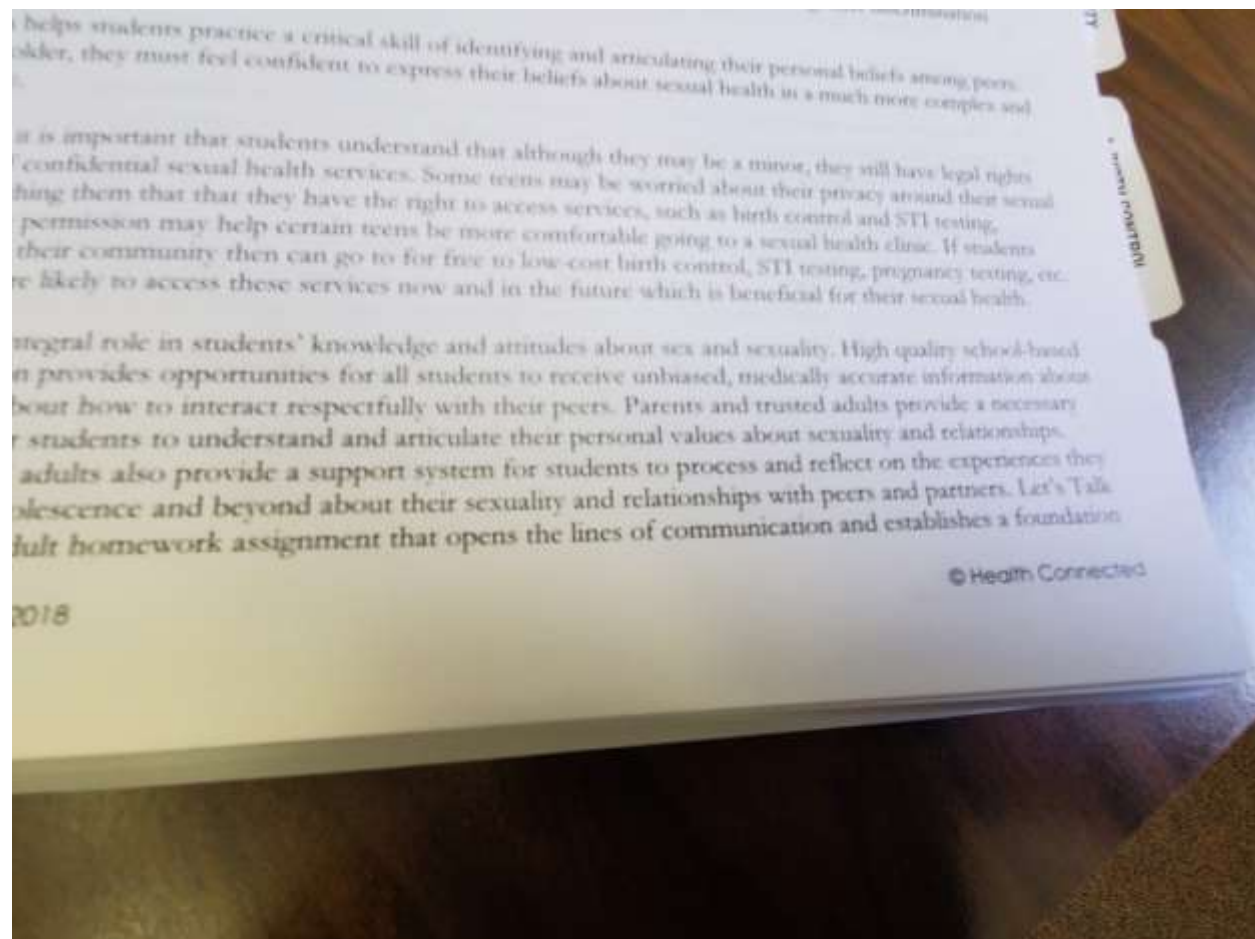


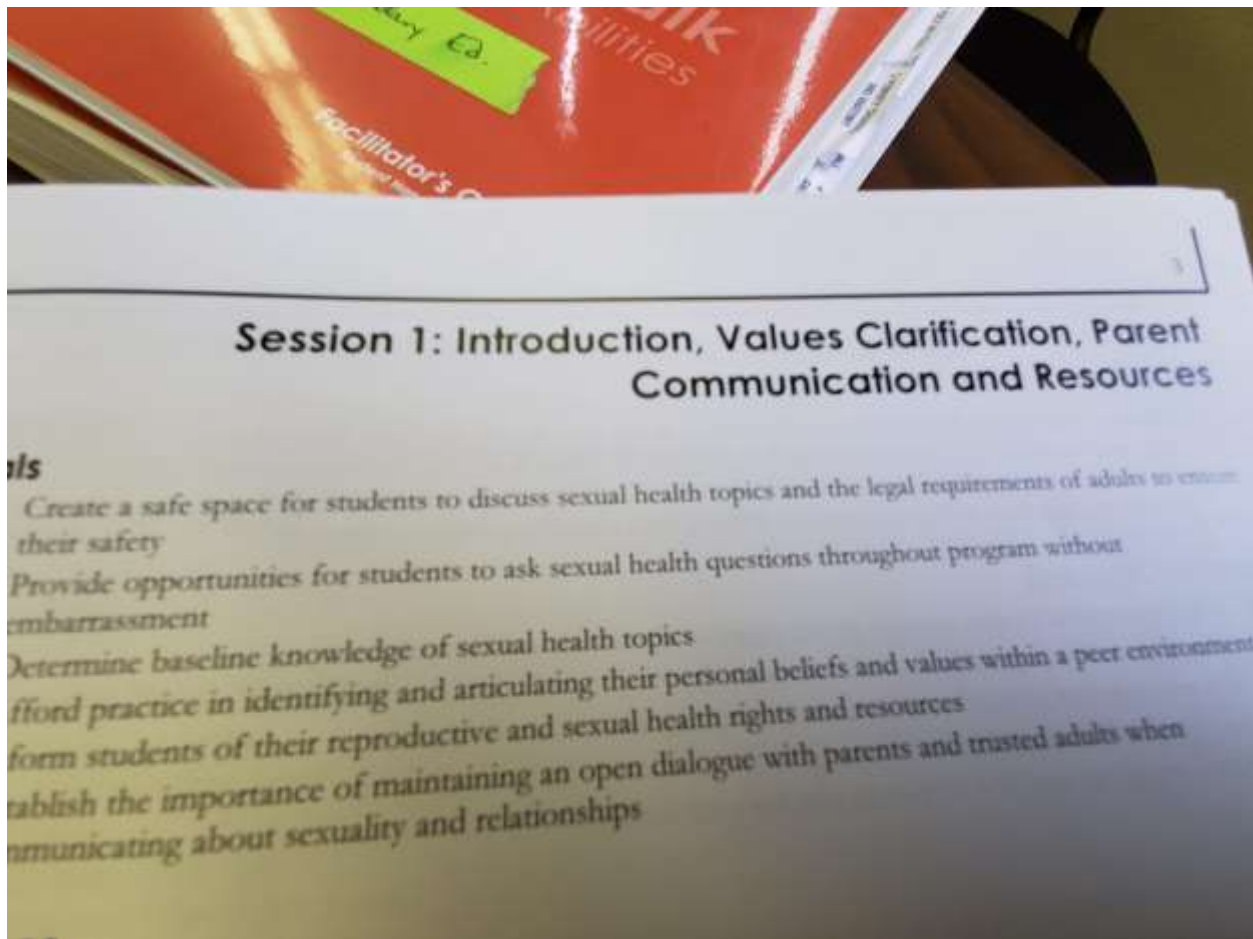
Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood

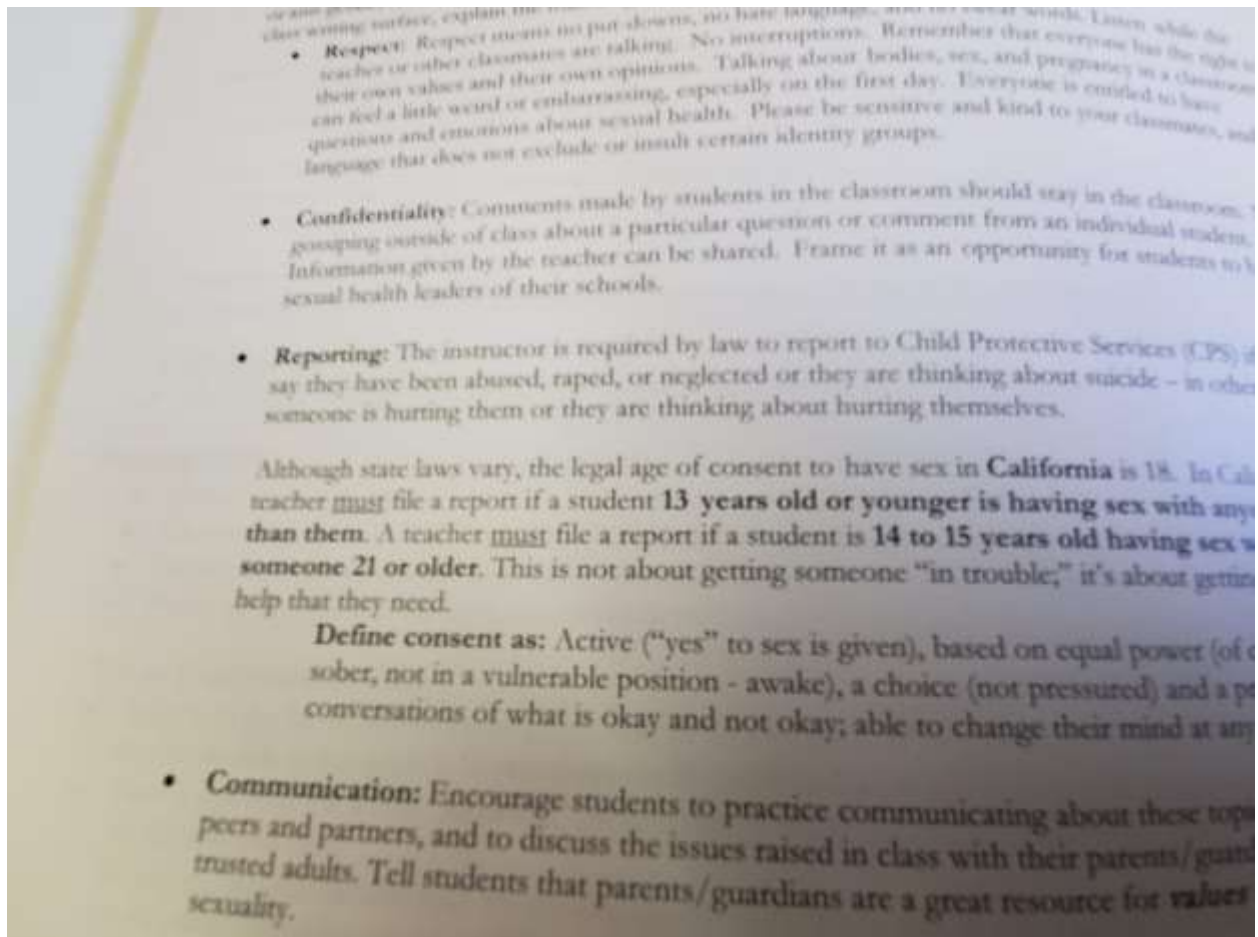


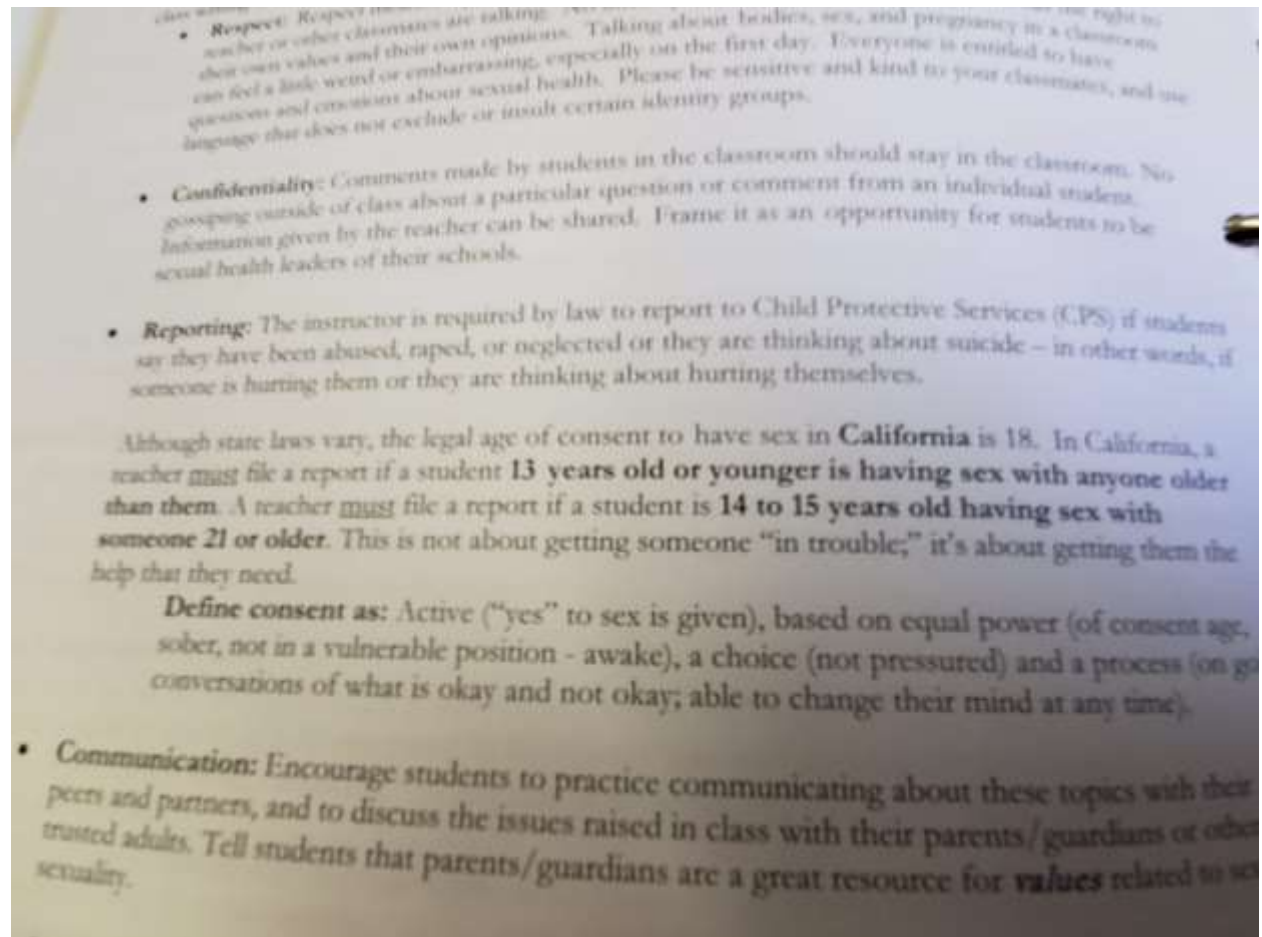
Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood

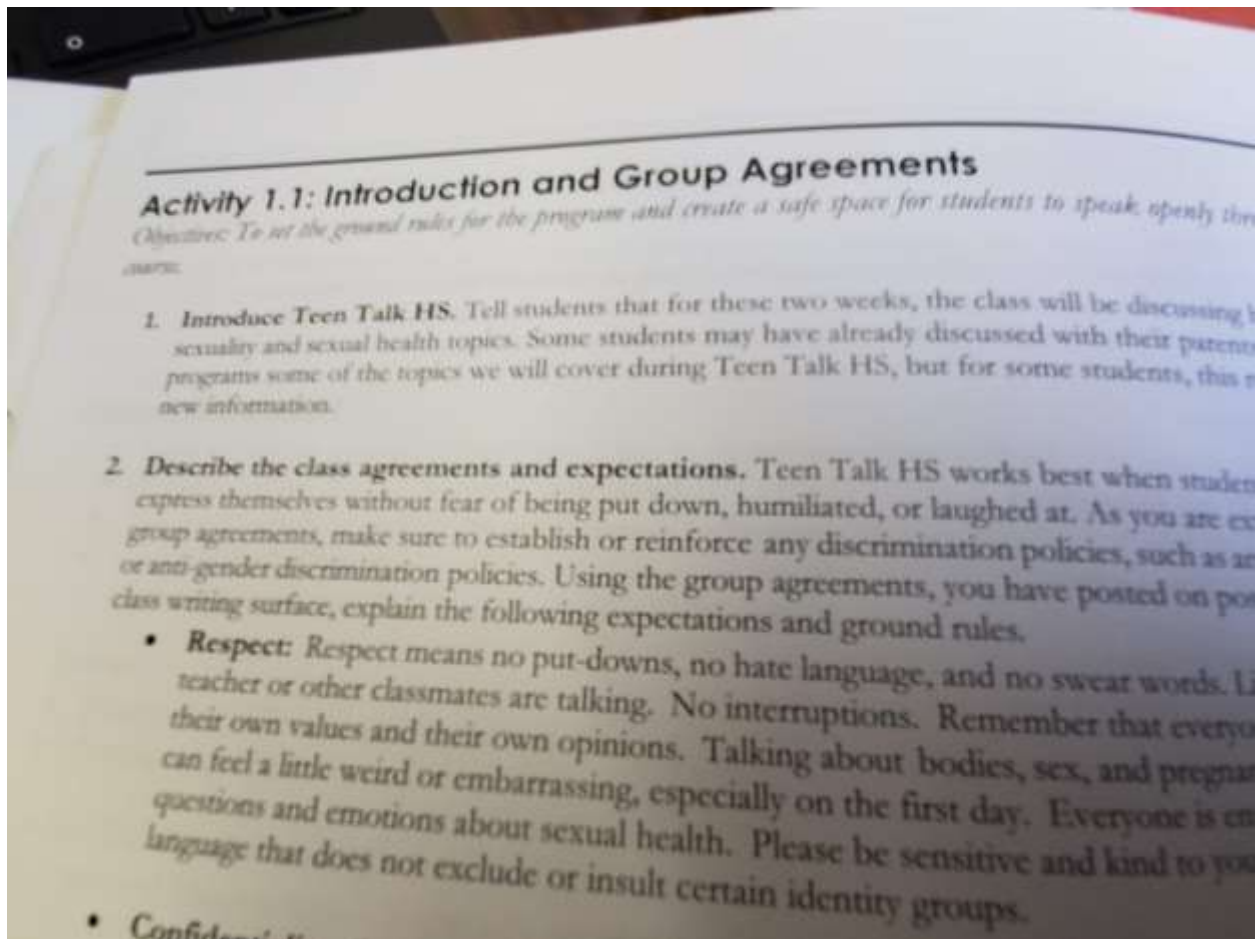


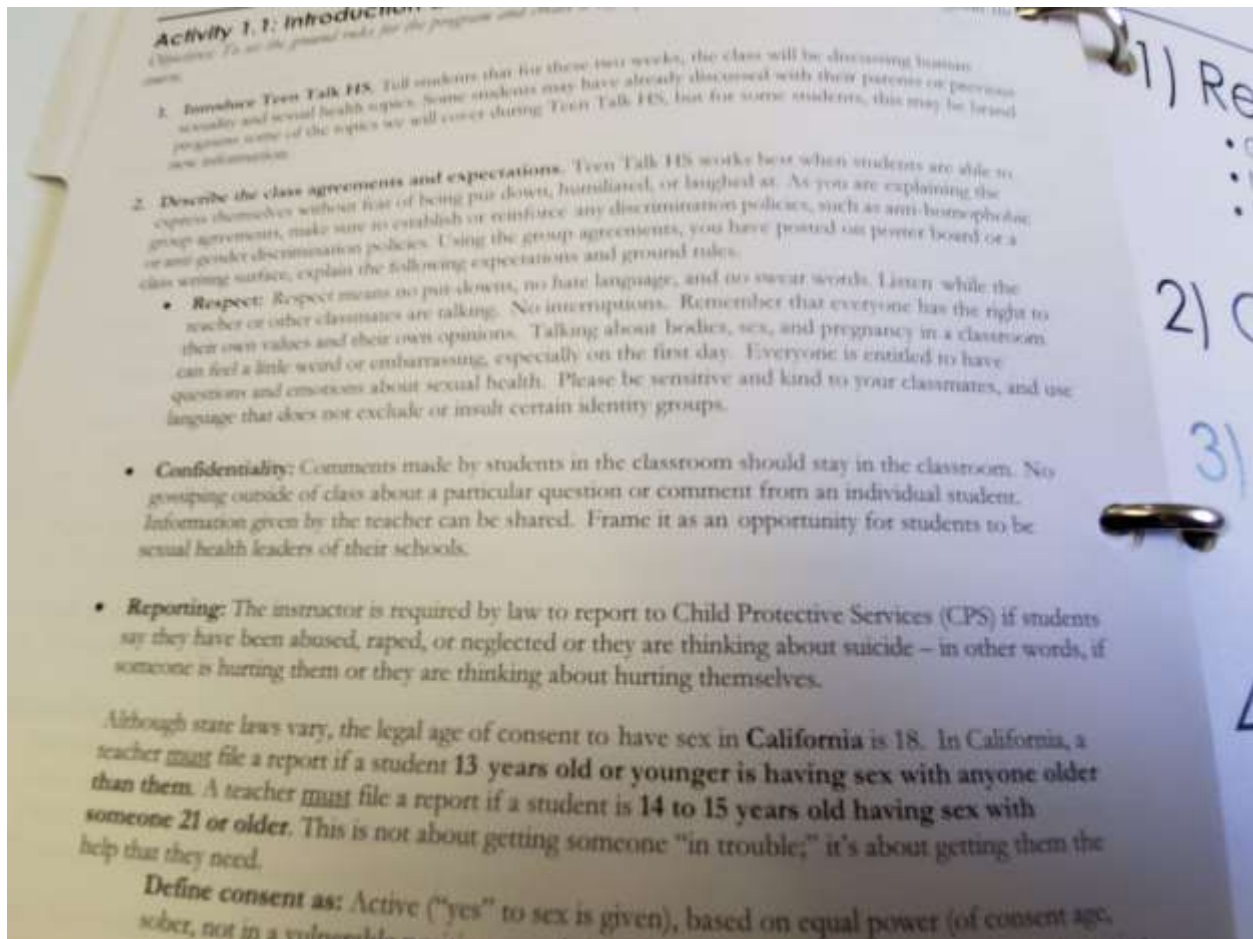


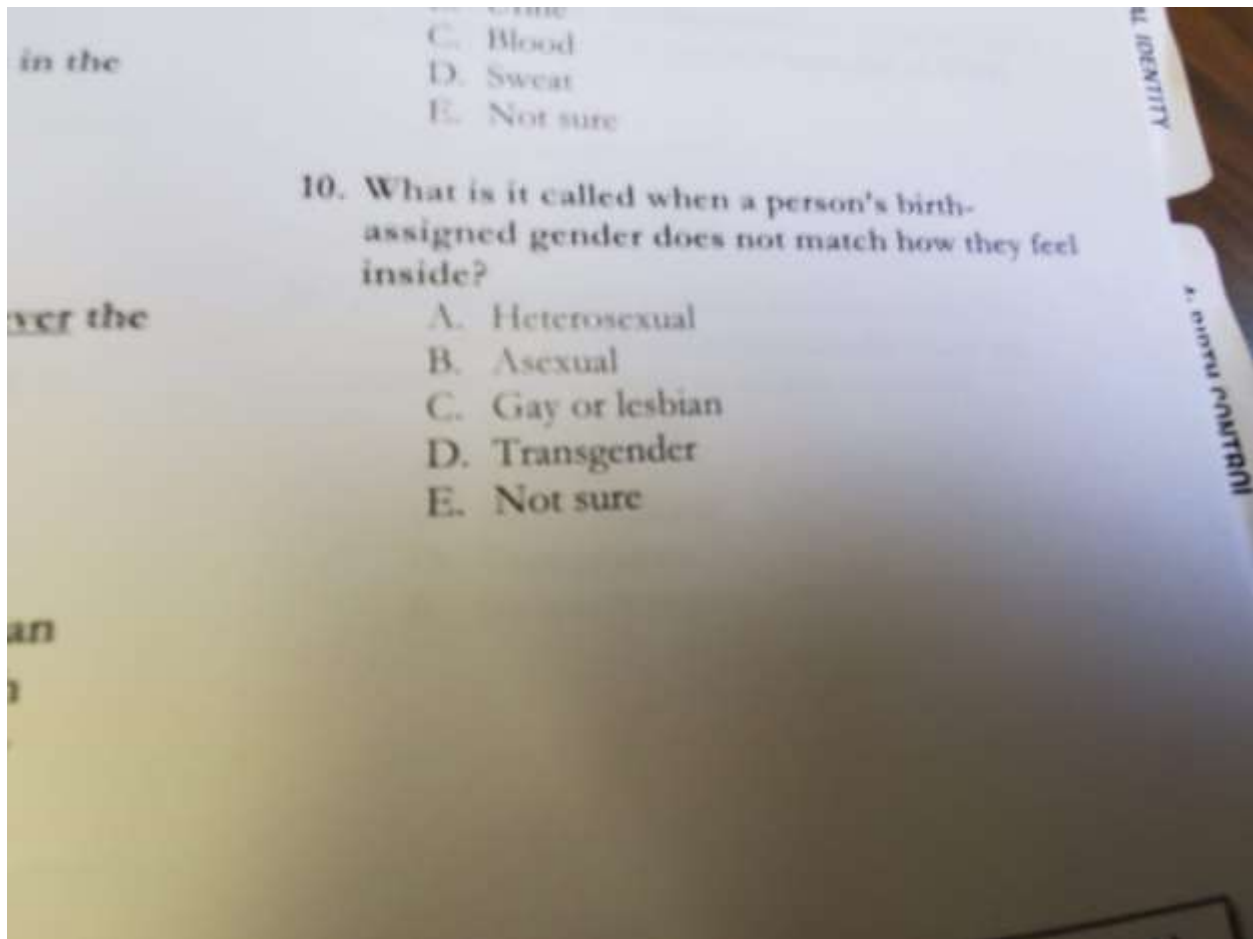












...ates are having sex.

☐ True

☐ False

☐ Not sure

5. If a person is sexually assaulted, it is never the victim's fault.

☐ True

☐ False

☐ Not sure

6. Name two local CLINICS where a teen can go for FREE and CONFIDENTIAL birth control, STI testing/treatment, pregnancy testing and counseling.

1. _____

2. _____

10. What is it called when assigned gender does inside?

A. Heterosexual

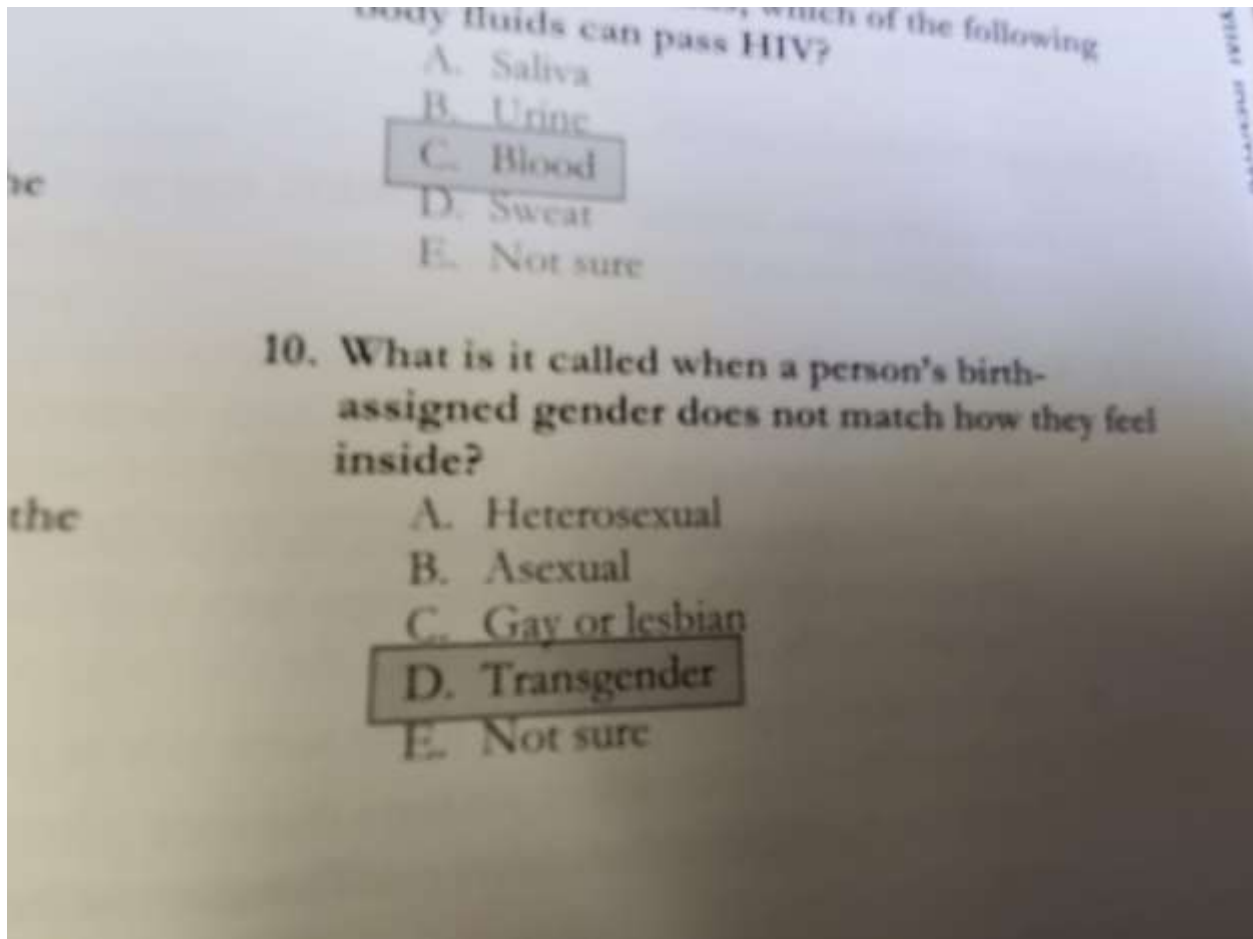
B. Asexual

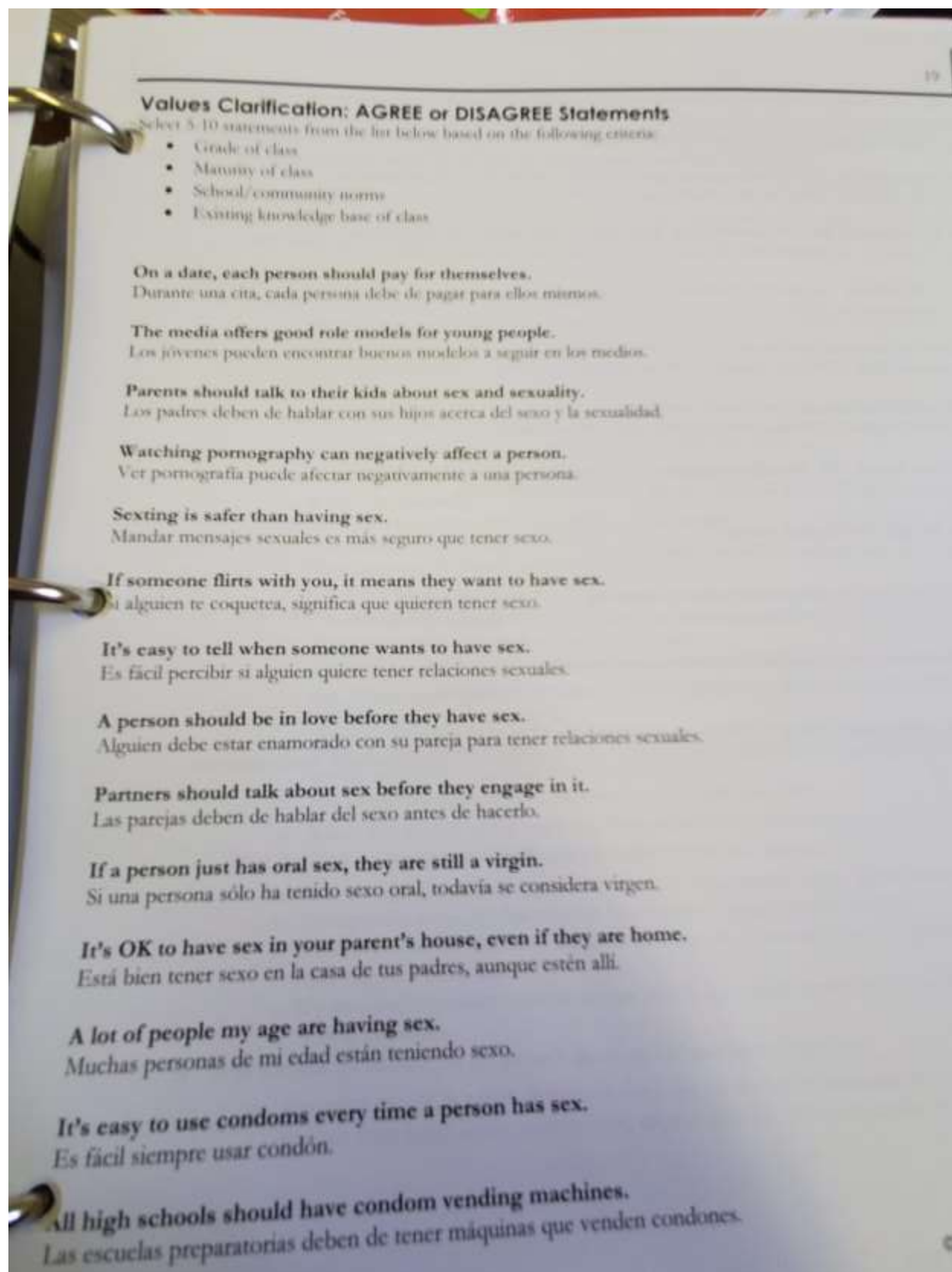
C. Gay or lesbian

D. Transgender

E. Not sure

Teen Talk High School, 2018





On a date, each person should pay for themselves.

Durante una cita, cada persona debe de pagar para ellos mismos.

The media offers good role models for young people.

Los jóvenes pueden encontrar buenos modelos a seguir en los medios.

Parents should talk to their kids about sex and sexuality.

Los padres deben de hablar con sus hijos acerca del sexo y la sexualidad.

Watching pornography can negatively affect a person.

Ver pornografía puede afectar negativamente a una persona.

Sexting is safer than having sex.

Mandar mensajes sexuales es más seguro que tener sexo.

If someone flirts with you, it means they want to have sex.

Si alguien te coquetea, significa que quieren tener sexo.

It's easy to tell when someone wants to have sex.

Es fácil percibir si alguien quiere tener relaciones sexuales.

A person should be in love before they have sex.

Alguien debe estar enamorado con su pareja para tener relaciones sexuales.

Partners should talk about sex before they engage in it.

Las parejas deben de hablar del sexo antes de hacerlo.

If a person just has oral sex, they are still a virgin.

Si una persona sólo ha tenido sexo oral, todavía se considera virgen.

It's OK to have sex in your parent's house, even if they are home.

Está bien tener sexo en la casa de tus padres, aunque estén allí.

A lot of people my age are having sex.

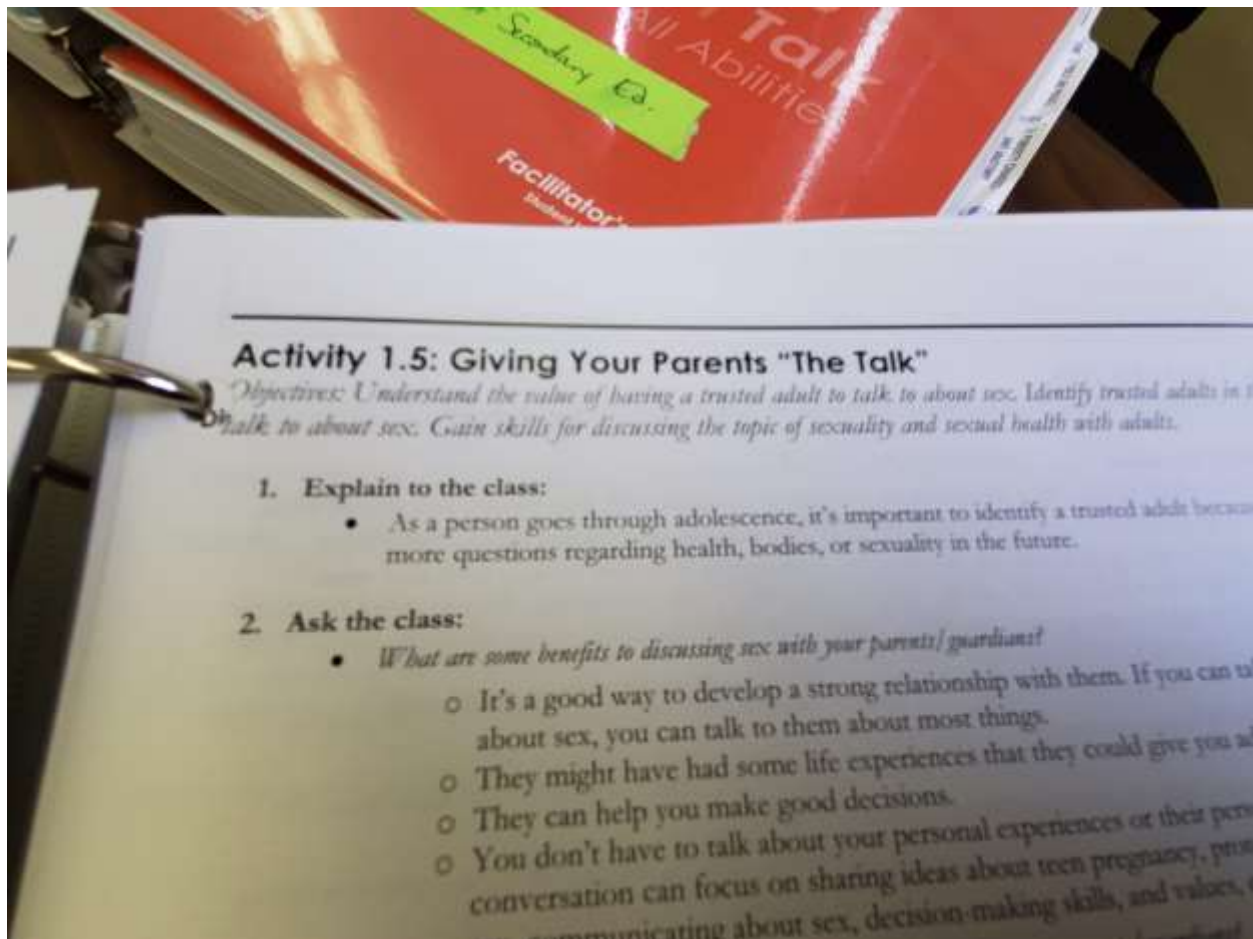
Muchas personas de mi edad están teniendo sexo.

It's easy to use condoms every time a person has sex.

Es fácil siempre usar condón.

All high schools should have condom vending machines.

Todas las escuelas secundarias deberían tener máquinas que venden condones.



Activity 1.5: Giving Your Parents "The Talk"

Objectives: Understand the value of having a trusted adult to talk to about sex. Identify trusted adult to talk to about sex. Gain skills for discussing the topic of sexuality and sexual health with adults.

1. **Explain to the class:**
 - As a person goes through adolescence, it's important to identify a trusted adult to ask more questions regarding health, bodies, or sexuality in the future.
2. **Ask the class:**
 - *What are some benefits to discussing sex with your parents/guardians?*
 - It's a good way to develop a strong relationship with them. If you can talk to them about sex, you can talk to them about most things.
 - They might have had some life experiences that they could give you.
 - They can help you make good decisions.
 - You don't have to talk about your personal experiences or their personal experiences. The conversation can focus on sharing ideas about teen pregnancy, preventing pregnancy, preventing sex, communicating about sex, decision-making skills, and values.
 - *What are the potential drawbacks to talking about sex with your parents/guardians?*
 - It might be awkward.
 - You might not want to hear your parents talk about sex.
 - They may have the wrong information.
 - They might start to lecture instead of listen.
 - You might not agree with their values.

LET'S TALK

Is: Please interview a parent/guardian or an adult you trust over age 21 for the

Name: _____ Trusted Adult's Name: _____

Due: _____ **Adult signature:** _____

were your family's rules about dating when you were in high school? Did you
was a typical "date" when you were in high school?
do you think it's okay for a person my age to be in a romantic relationship with someone
or younger than them? Why? Why not?

How is dating/romance different now, compared to your trusted adult's

Due: _____ **Adult's signature:** _____

27

South Bay Teen Clinics

Parents' permission is **NOT** required (but we encourage you to talk with them!)
Services are **FREE** and **CONFIDENTIAL**

Palo Alto

- **MayView Community Health Center**
www.mayview.org
(650) 327-8717
270 Grant Ave.

Mountain View

- **MayView Community Health Center**
www.mayview.org
(650) 965-3323
900 Miramonte Ave. 2nd Floor
- **Planned Parenthood Mountain View**
www.ppmarmonte.org
(650) 948-0807
225 San Antonio Rd.

Sunnyvale

- **Lucile Packard Teen Clinic (Stanford)**
www.lpch.org
(650) 694-0600
1195 W. Fremont Ave. 2nd Floor

San Jose

- **Kaiser Teen Clinic (members only)**
www.kaiserpermanente.org
(408) 972-3792
276 International Circle
Santa Theresa Hospital
- **Planned Parenthood Blossom Hill**
www.ppmarmonte.org
(408) 281-9777
5440 Thornwood Dr. Suite G
- **Planned Parenthood East Valley**
www.ppmarmonte.org
(408) 274-7100
2470 Alvin Ave. Suite 80
- **Planned Parenthood Eastside**
www.ppmarmonte.org
(408) 729-7600
3131 Alum Rock Ave.
- **Planned Parenthood The Alameda**
www.ppmarmonte.org
(408) 287-7526
1691 The Alameda

Peninsula Teen Clinics
Parents' permission is **NOT** required. (but we encourage you to talk with them!)
Services are **FREE** and **CONFIDENTIAL**

Daly City

- **Daly City Youth Health Center**
www.dalycityyouth.org
(650) 985-7000
2780 Junipero Serra Blvd.
- **Kaiser Teen Clinic** (members only)
www.kaiserpermanente.org
(650) 301-4475
395 Hickey Blvd.

South San Francisco

- **Planned Parenthood South SF**
www.ppmarmonte.org
(877) 855-7526
435 Grand Ave.

San Mateo

- **Planned Parenthood San Mateo**
www.ppmarmonte.org
(650) 235-7940
29 Baywood Ave.

Redwood City

- **Fair Oaks Health Center**
www.sanmateomedicalcenter.org
(650) 578-7141
2710 Middlefield Rd

East Palo Alto

- **Ravenswood Family Health Center**
www.ravenswoodfhc.org
(650) 3300-7400
1858 Bay Rd, Suite A

Palo Alto

- **MayView Community Health Center**
www.mayview.org
(650) 327-8717
270 Grant Ave.

Mountain View

- **MayView Community Health Center**
www.mayview.org
(650) 965-3323
900 Miramonte Ave. 2nd Floor
- **Planned Parenthood Mountain View**
www.ppmarmonte.org
(650) 948-0807
225 San Antonio Rd.

Sunnyvale

- **Lucile Packard Teen Clinic** (Stanford)
www.lpch.org
(408) 426-5590
1195 W. Fremont Ave

Materials Needed

- Anonymous Question Box
- Scratch paper cut into 2" x 2" pieces, one for each student
- Projection technology (projector/laptop or SmartBoard)
- Anatomy diagrams file on TTTHS flashdrive
- Male and female internal and external sexual and reproductive anatomy diagrams (projected or enlarged as laminated poster – 2 ft. x 2 ft.)

Anatomy Coloring Homework

- Photocopies of Male and Female Anatomy Coloring worksheets with male and female anatomy diagrams for each student
- Colored pencils, pens, or crayons

What's the Story? Homework

- Photocopies of What's the Story? Male and Female worksheets with male and female anatomy diagrams for each student

Preparation

- Screen Anonymous Question Box questions from the previous session and prepare responses
- As the instructor, you may determine which activities to present during this session based on the physical classroom environment, your students' learning style, or available class time

Teen Talk High School, 2018

- should questions arise while presenting diagrams or the anatomy...
2. **Remind students that sexual and reproductive physiology starts to become more mature at puberty.** Define puberty as a healthy part of adolescent development that most people will go through that involves physical and emotional changes. Mention to the classes that some of them may have already gone through these changes.
 3. **Go through each diagram and their descriptions separately** being mindful of previous lessons. Avoid triggers by not using fingers to point to body locations. It is better to help students locate body parts on diagrams using a pen or pencil as a pointer.

Be inclusive and deliberate in your language about the physical bodies. Make sure students understand that we are discussing biological sex and body parts, not gender. Remind students that not all men are born with female anatomy, some women are born with male anatomy, and some people are born with a mixture of male and female characteristics.

BODIES

- The sex cell that male bodies start producing in the testicles during puberty.
- Testes**—The two glands that produce sperm and testosterone. They are located outside of the male pelvis in the scrotum.
- The pouch of skin that holds the testicles and regulates the temperature of the sperm by moving closer and further from the body.
- Epididymis**—The coiled tube attached to the outside of the testicles. This is where the sperm are stored and their tails.
- Vesicle**—The gland that produces fluids that mix with the sperm to create semen. The

physiology. There will be a lecture to go along with the diagrams to better locate where are and how they function.

Note to Instructor: The terms below are for instructor use and are written in teen-friendly language. Should questions arise while presenting diagrams or the anatomy match-ups.

2. **Remind students that sexual and reproductive physiology starts to become more mature during puberty.** Define puberty as a healthy part of adolescent development that most people will go through that involves physical and emotional changes. Mention to the classes that some of them may have already gone through these changes.
3. **Go through each diagram and their descriptions separately** being mindful of previous sexual abuse triggers by not using fingers to point to body locations. It is better to help students locate body parts on diagrams using a pen or pencil as a pointer.
4. **Be inclusive and deliberate in your language about the physical bodies.** Make sure students understand that we are discussing biological sex and body parts, not gender. Remind students that some men are born with female anatomy, some women are born with male anatomy, and some people are born with a mixture of male and female characteristics.

MALE BODIES

Sperm—The sex cell that male bodies start producing in the testicles during puberty.

Testicles—The two glands that produce sperm and testosterone. They are located outside of the male body in the scrotum.

Scrotum—The pouch of skin that holds the testicles and regulates the temperature of the sperm inside of the testicles by moving closer and further from the body.

Epididymis—The coiled tube attached to the outside of the testicles. This is where the sperm mature and their tails.

Seminal Vesicle—The gland that produces fluids that mix with the sperm to create semen. These proteins and sugars feed the sperm and help them to stay alive inside the vagina, uterus and fallopian tubes.

Vas Deferens—The tubes that run from the testicles to the seminal vesicle. Mature sperm cells travel through these tubes before joining up with seminal fluid in preparation for ejaculation. This is also the tube

ives; Describe sexual and reproductive body part functions and locations. Recognize that sexual and reproductive body parts among people are normal and do not affect reproductive ability.

Introduce the class by informing them that they will be discussing the sexual and reproductive physiology. There will be a lecture to go along with the diagrams to better locate where these body parts are and how they function.

Note to Instructor: The terms below are for instructor use and are written in teen-friendly language should questions arise while presenting diagrams or the anatomy match-ups.

Remind students that sexual and reproductive physiology starts to become more mature during puberty. Define puberty as a healthy part of adolescent development that most people will go through and it involves physical and emotional changes. Mention to the classes that some of them may have already gone through these changes.

Go through each diagram and their descriptions separately being mindful of previous sexual abuse experiences by not using fingers to point to body locations. It is better to help students locate body parts on the diagrams using a pen or pencil as a pointer.

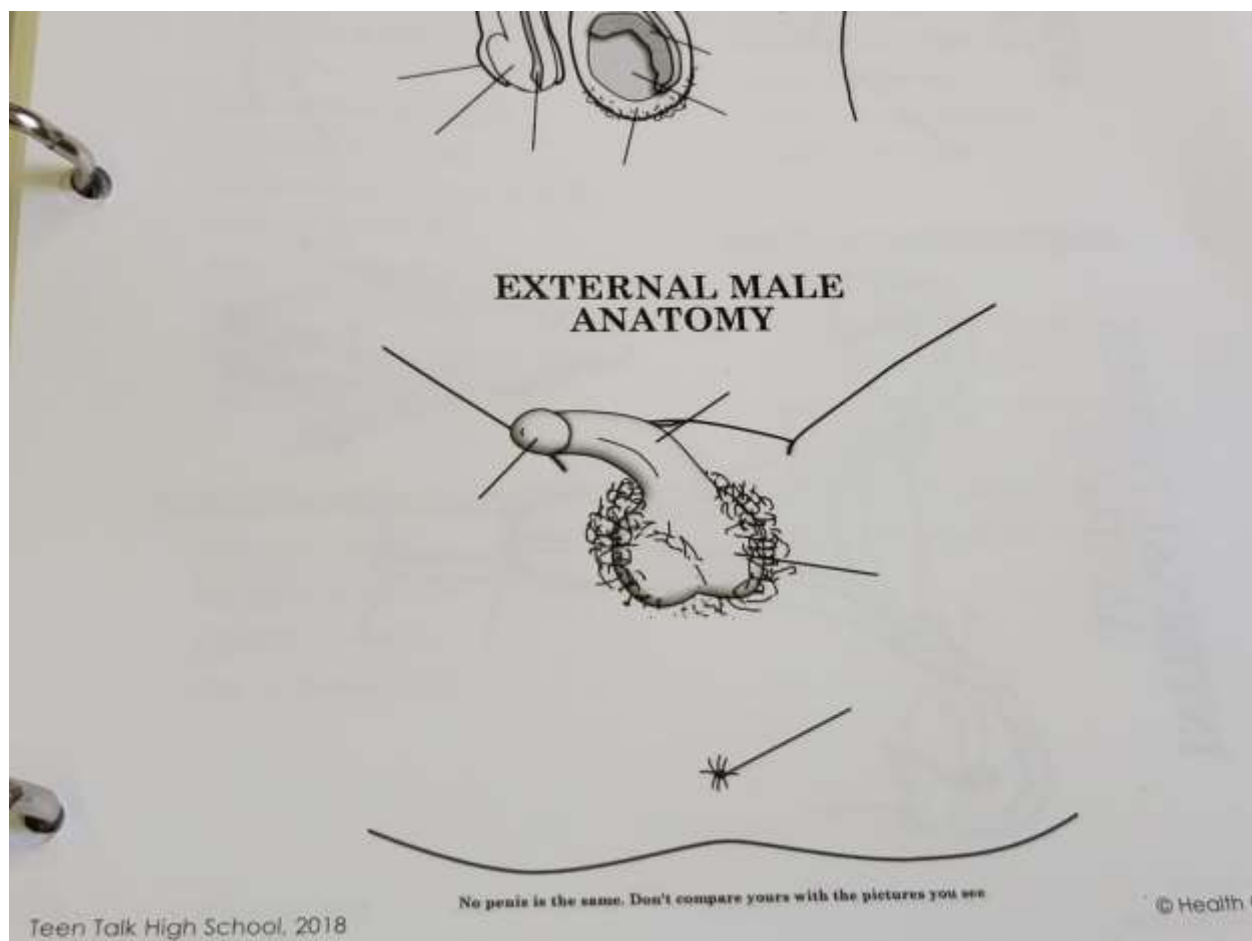
Inclusive and deliberate in your language about the physical bodies. Make sure students understand that we are discussing biological sex and body parts, not gender. Remind students that some are born with female anatomy, some women are born with male anatomy, and some people are born with a mixture of male and female characteristics.

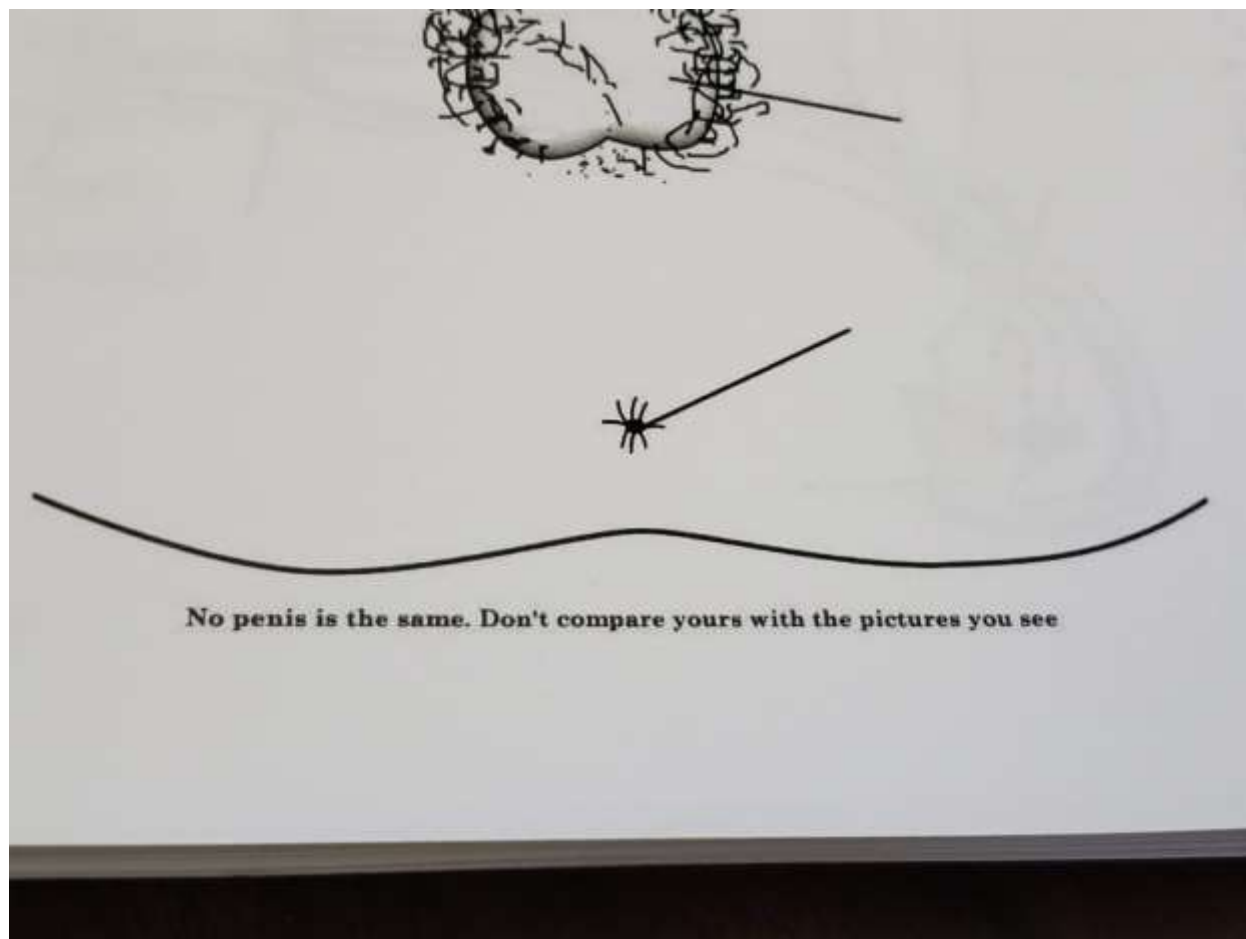
ES

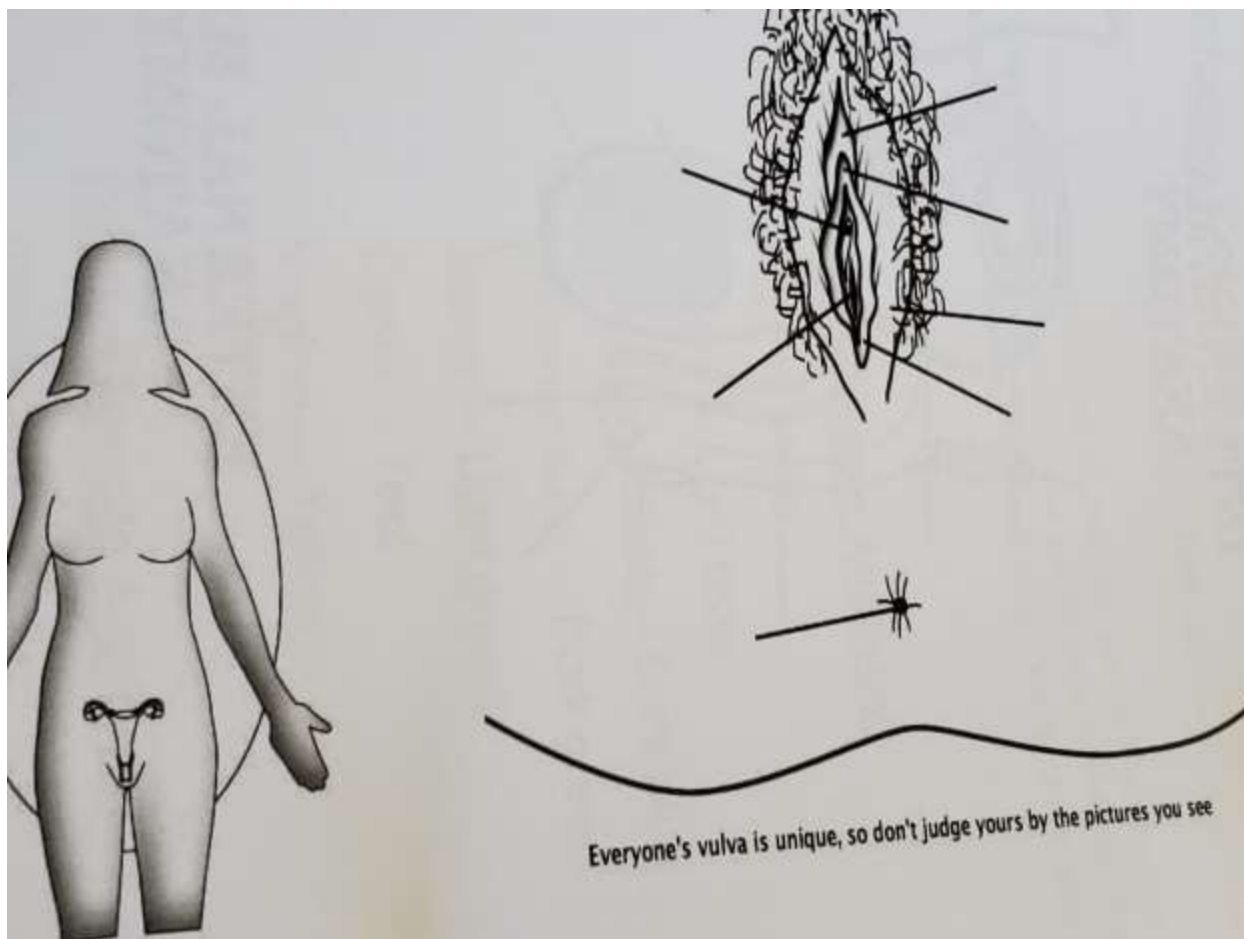
sex cell that male bodies start producing in the testicles during puberty.

two glands that produce sperm and testosterone. They are located outside of the male body in the

pouch of skin that holds the testicles and regulates the temperature of the sperm inside of the body by moving closer and further from the body.









Materials Needed

- Anonymous Question Box
- Scratch paper cut into 2" x 2" pieces, one for each student
- Projection technology (Laptop/projector or SmartBoard)
- A writing surface (e.g. white board, Smartboard)

Identity Spectrums Prezi

Identity Spectrums Prezi on TTSH flashdrive

Photocopies of Identity Spectrums Prezi worksheet, one for each student

Internet to show two videos for the Identity Spectrums Prezi

- For Intersex Slide - *"What It's Like to Be Intersex"*:
<https://www.youtube.com/watch?v=cAUDKEI4QKI>
- For Gender Identities Specific to Certain Cultures Slide - *"The Meaning of Mabu"*
<https://www.youtube.com/watch?v=2pCThN5y46Q>

Preparation

Screen Anonymous Question Box questions from the previous session and prepare responses.

Identity Spectrums Prezi

Lead through the Identity Spectrum Prezi notes prior to presenting material to become familiar with common sexuality terminology.

High School, 2018

Session 3: Gender and Sexual Identities

Understand the diversity of sexual and gender identities and the importance of being inclusive of all gender and sexual identities

Understand that sex, gender, gender expression, and sexual orientation are different and each fall on a spectrum of identities

Analyze cultural impacts on attitudes about gender, orientation, and expression

Objectives

By the end of this session, students will be able to:

Define sex, gender, gender expression and sexual orientation.

Describe what LGBTQ+ means.

Evaluate their values held about sexual orientation and gender identity.

Advocate for safe environments for all people to feel safe.

Why is this Important?

This session establishes a common understanding and language of sexual orientation and gender identity. This is primarily on in Teen Talk HS to create a foundation of understanding of these topics throughout the course. Sexual identity, gender identity and sexual orientation can be uncomfortable topics for some high school students. Perhaps because of their personal values or understanding of what specific terms mean.

Activity 3.2: Identity Spectrums Prezi

Objectives: Understand the topics of: sex, gender, expression, and orientation each lie on individual spectrums.

1. Explain to the class: Now that we have discussed different values regarding sexual health and reviewed male and female sexual and reproductive systems, we are going to explore the differences between sex, gender, expression, and orientation using a Prezi.
2. Describe that a Prezi is a computer program that details information in a more interactive way than a PowerPoint. The information will move around as we learn more specific details about certain topics.

Slide "Intro/Title"

The Identity Spectrums

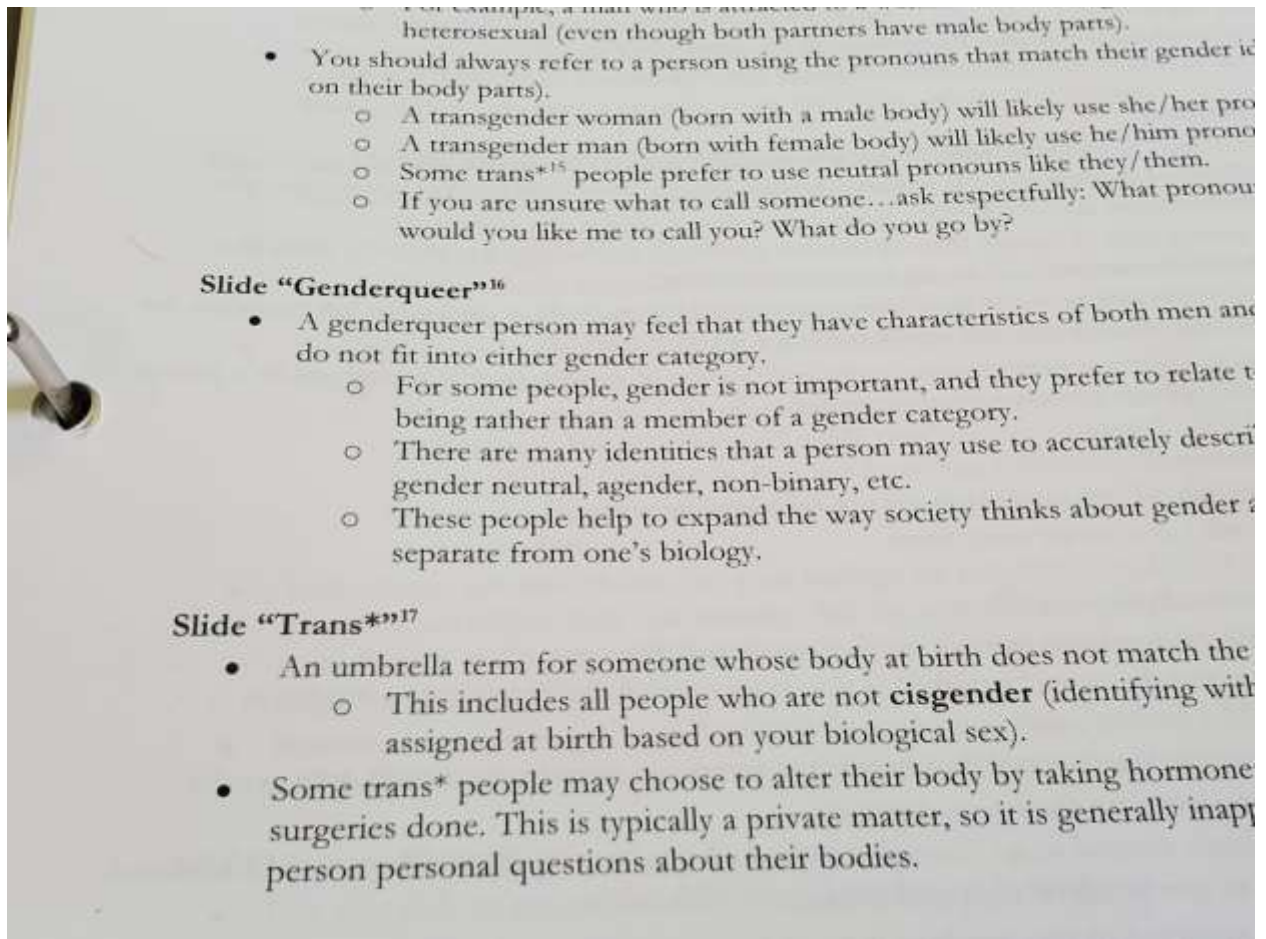
- There are four key aspects to understand—Biological Sex, Gender Identity, Gender Expression, and Sexual Orientation.
- Each of the four categories can be viewed on their own individual spectrum.
- Most of these spectrums have two opposing ends, but there are many people that tend to fall somewhere in between. It is also possible for people to identify outside of these spectrums.

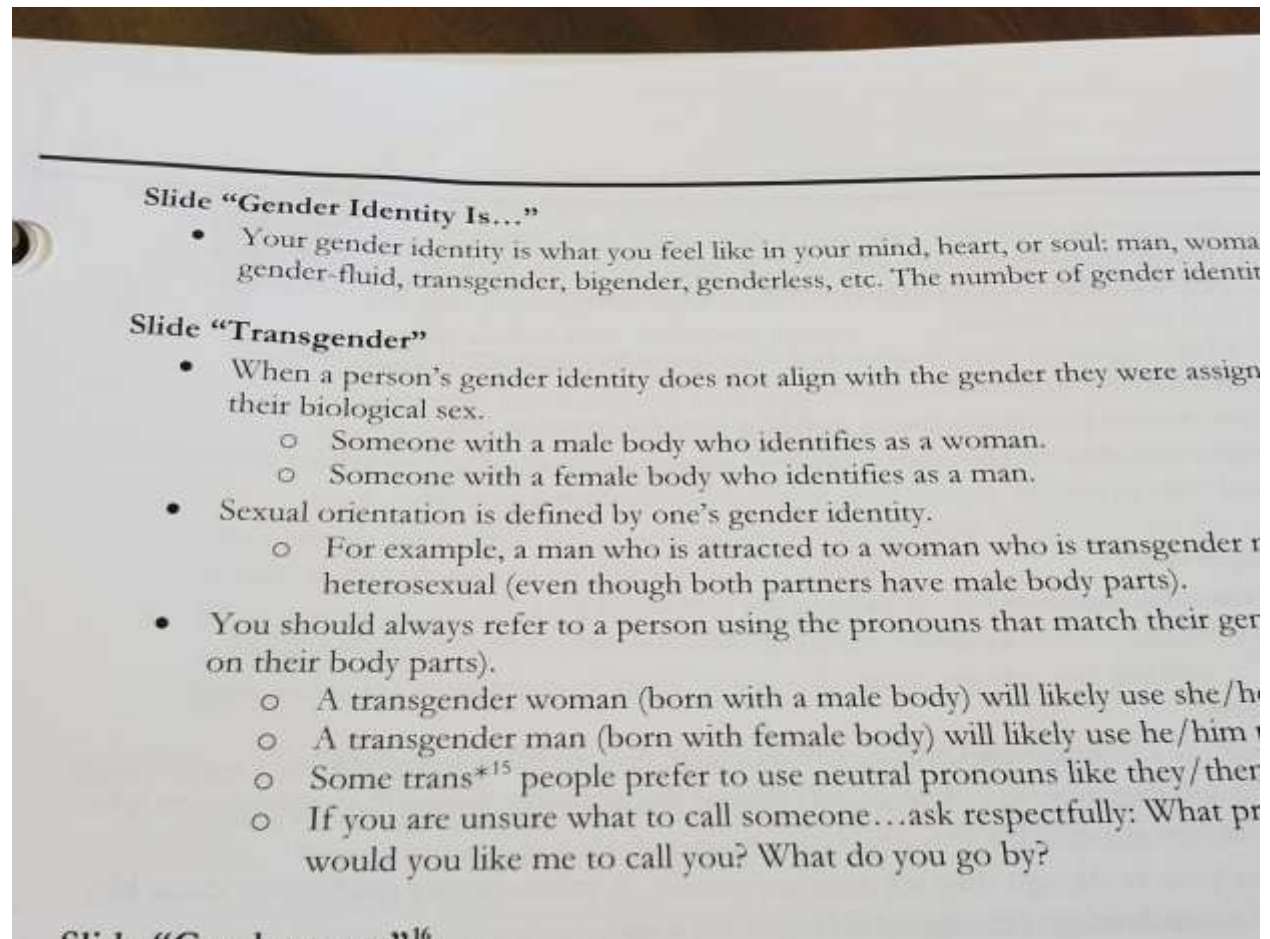
Slide "Sex"¹²

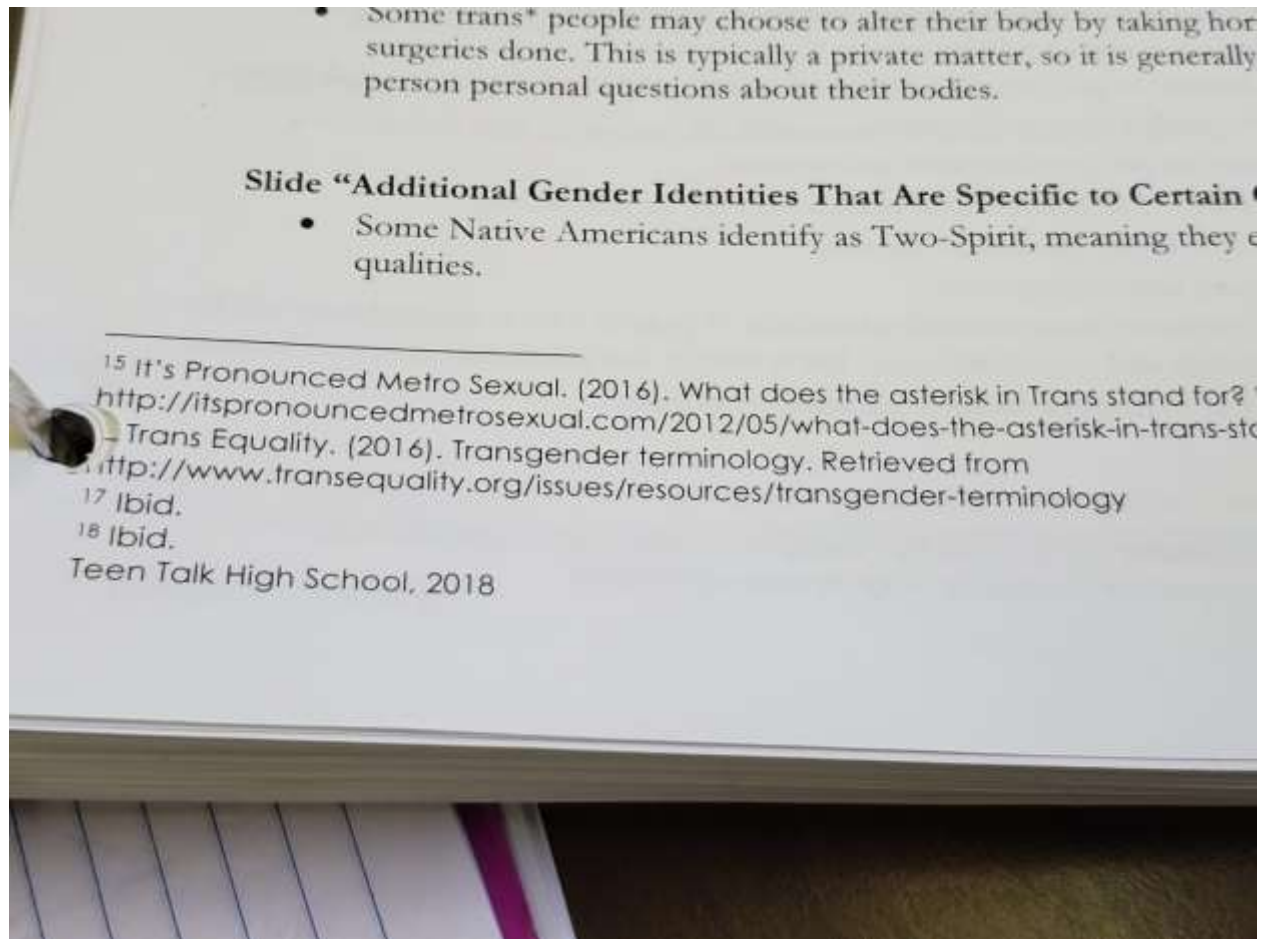
- Sex and gender are often confused or just lumped together, but they are actually separate parts of one's identity.
 - Your biological sex is your physical body: male, female, or intersex.
 - It is typically determined medically by your genitals, hormones, and DNA.

Slide "Intersex Is..."¹³

- Someone whose body formed differently than most other male bodies or female bodies.
- This doesn't mean that people can be born with both sperm cells and egg cells. Intersex people cannot impregnate themselves.
- Some very rare cases...







- Traditionally, most Two-Spirits were biologically male, but expressed themselves as androgynous and did both men's and women's work (i.e. hunting and gathering).
- They also were thought to have unique spiritual power since they had traits of both men and women.
- All three genders (men, women and Two-Spirit) were respected for their contributions to the tribe.
- Many other cultures have third, fourth, and fifth gender categories too.
- Māhū people in traditional Hawaiian culture are another example of a third gender. They have special roles in society, especially in spiritual and traditional practices.

Slide "Gender Expression"

- How a person communicates their gender to the outside world.
 - They may present in a masculine way, a feminine way, or an androgynous way.

Slide "Cross-Dressers"

- "Cross-Dresser" is someone who dresses as a different gender than they identify as.
 - Most cross-dressers are heterosexual males—this debunks the myth that cross-dressing is probably gay.
- A trans* person feels as though they are another gender. A cross-dresser dresses as another gender sometimes and for many different reasons.
 - Cross-dressing can even be a fashion statement: for example, it used to be considered inappropriate for women to wear pants, but now it is more socially acceptable.

- They may present in a masculine way, a feminine way, or an androgynous way

Slide "Cross-Dressers"

- "Cross-Dresser" is someone who dresses as a different gender than they identify.¹⁹
 - Most cross-dressers are heterosexual males—this debunks the myth that someone who cross-dresses is probably gay.
- A trans* person feels as though they are another gender. A cross-dresser might only be another gender sometimes and for many different reasons.
 - Cross-dressing can even be a fashion statement: for example, it used to be common for men to wear dresses, but now it is more socially acceptable.
- "Drag" is an exaggerated performance or characterization of gender, usually performed by someone who does not typically identify with that gender.

Slide "Sexual Orientation"

- Sexual Orientation refers to the gender(s) to which you are attracted.
 - Everyone has a sexual orientation.

Slide "Sexual Orientation Spectrum"²⁰

- Heterosexual: men attracted to women, or women attracted to men.
 - Try not to use the word "straight" as this word implies that being gay or lesbian is "crooked."
- Hetero-flexible: mostly heterosexual, but may have occasional attractions to the same gender.
- Questioning: still figuring out their sexual attraction.
 - It is completely normal to go through a period of questioning in adolescence.
- Bisexual: attracted to two genders: men and women.
- Bicurious: possibly attracted to two genders: men and women.
- Queer: an umbrella term that encompasses all sexual orientations.

Slide "Sexual Orientation"

- Sexual Orientation refers to the gender(s) to which you are attracted.
 - Everyone has a sexual orientation.

Slide "Sexual Orientation Spectrum"²⁰

- Heterosexual: men attracted to women, or women attracted to men.
 - Try not to use the word "straight" as this word implies that being gay or lesbian is "crooked."
- Hetero-flexible: mostly heterosexual, but may have occasional attractions to their own gender.
- Questioning: still figuring out their sexual attraction.
 - It is completely normal to go through a period of questioning in adolescence.
- Bisexual: attracted to two genders: men and women.
- Bicurious: possibly attracted to two genders: men and women.
- Queer: an umbrella term that a non-heterosexual person may use to self-identify.
- Pansexual: attracted to people of any gender or any sex.
- Asexual: not experiencing any sexual attraction.
 - Sexual attraction is separate from romantic attraction. A person who is asexual can still have meaningful relationships and experience love, but is simply not interested in sexual attraction.
- Gay or Lesbian: men attracted to men, or women attracted to women.

pronounced Metro Sexual. (2016). Comprehensive* List of LGBTQ+ Vocabulary Definitions. Retrieved from pronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/
High School, 2018

de “Can Certain Things Change a Person’s Sexual Orientation?”²¹

- Again, we do not have the answer, but we do know that certain things do NOT
 - Most gay parents have heterosexual children. This debunks the idea that their kids are gay.
 - Being sexually abused as a child can make you think about sex differently than you normally would, but it does not change who you are naturally.
- Your friends and where you live may influence how you think about sexual change your orientation.
 - Marrying someone of the opposite gender may make the outside world think you are heterosexual, but how they feel inside won’t change. Example: If a person is born male but identifies as bisexual, it does not mean she is sometimes gay and sometimes heterosexual, or that while she is dating a male she is no longer bisexual or that she is now two genders.

Your actions are your choice, but your feelings are not. Some LGBTQ+ people feel that their identity is not that does not reflect their true identity. Ask the students why. Some answers come from friends and family, wanting to conform to societal norms or family religious or cultural beliefs.

Students are encouraged to talk to their parents/guardians/trusted adults and define their own values related to these questions.

91

The Identity Spectrums Prezi Notes

Name: _____ Period: _____ Date: _____

1. What's the difference between sex and gender?
Sex: _____ Gender: _____

2. Intersex means being born with _____ of male and female body parts.

3. What is it called when a person identifies as a different gender than they were assigned at birth?

4. How can you find out someone's gender pronouns? _____

5. A trans* person might use _____ or _____
to change the way their bodies look, feel, and sound.

****Do you think we are born with gender or is it something society places on us? Why?***

...to a person whose gender identity does not match the gender they were assigned at birth based on their biological sex.

- **Intersex** refers to a person who is born with physical characteristics of both males and females.
- **Coming out** refers to the process of letting other people know that you identify as gay, lesbian, bisexual, transgender, etc.
- **Homophobia** is an irrational fear or hatred of non-heterosexual people based on myth, negative stereotypes, and misinformation.
- **LGBTQ+** stands for: Lesbian, Gay, Bisexual, Transgender, Queer, etc. This acronym can also include additional letters standing for Questioning, Intersex, Asexual, Pansexual, etc.

The following are common questions and points of contention with students and tips on how to address them.

- **What does homosexual mean?** —Throughout Health Connected's curricula, we do not use the term "homosexual" as it is not supported by most LGBTQ+ community members. Explain that the word is used to describe people who are sexually attracted to their own gender, but that today we use the word "gay" instead because homosexual can have a hurtful connotation.

What about the word "straight?"—Throughout Health Connected's curricula, we do not use the word straight to define heterosexual people as it implies that other orientations are "crooked." When you define heterosexual simply say that the common word for this is "straight" and do not be using this word for the reasons stated above.

Is it OK to say "queer"? What does it mean? —Queer is an umbrella term that some non-heterosexual people might use if they don't want to label themselves something so specific as gay, lesbian, or transgender. "Queer" has been used as a derogatory term, and is still used in that way by some people.

Additional Activity 1: What I Know About SOGIE

Objectives: Determine terms relating to sexual orientation and gender identity.

1. Write the terms below on the board and explain the definitions:
 - **SOGIE** is an acronym that stands for sexual orientation, gender identity and expression. Every person has these identities, not only people who are LGBTQ+.
 - **Sex assigned at birth** refers to a person's biology (body parts, hormones, DNA) – male, female, or intersex.
 - **Gender identity** refers to how a person feels inside. For example, a person may be born with biologically female genitals, but mentally and emotionally that person may identify as a man.
 - **Gender expression** refers to how a person communicates their gender to the outside world. For example, a person's appearance, dress, behavior may present in a masculine, feminine or androgynous way.
 - **Sexual orientation** refers to a person's sexual attractions to other people. This is separate from a person's romantic or emotional attractions to other people.
 - **Heterosexual** refers to men who are sexually attracted to women, and women who are sexually attracted to men.
 - **Gay** refers to people who are sexually attracted to their own gender (men attracted to other men).
 - **Lesbian** refers to women who are gay (women attracted to other women).
 - **Bisexual** (or bi) refers to people who are sexually attracted to both men and women.

general rule is a person can self-identify this way, but we should not place this identity onto others as it could be perceived as offensive.

- **Is being gay, lesbian, bisexual, or transgender a choice?** —This question often confuses students and even other teachers. The answer is **no**. Who you are naturally attracted to is not a choice. Your actions, however, are your choice. Someone can be naturally attracted to others of their own gender but choose never to act on those feelings. A good question to ask is, "Why might someone who is gay choose to marry someone of a different gender, even if they were not sexually attracted to them?"
- **What's wrong with saying "that's so gay" if that's not what it means anymore?** —Ask students to think about what it does mean when students say "that's gay." Often they will say things like "that's stupid," "that's lame," or "that's girly." Ask the students to think about how someone in the class might feel if they were gay and had to hear other students say that all the time, knowing what it really meant. How might it make girls feel? It might help to compare it to racial discrimination and how it feels to be put down for something you can't help.
- **What are some groups/organizations that can support teens who are gay, coming out, or thinking about coming out?** —This question provides a great opportunity to refer the students to their resource lists for the LGBTQ+ resources. It is also a good time to mention that Gay/Straight Alliance Groups exist on many high school campuses. Let students know that they have a right to their opinions about gay people and gay relationships, but they do not have a right to discriminate or bully others. Explain that some of their classmates might be gay or trans*, but have decided not to disclose their identity to others yet. The take-home point is this: **Every student has a right to feel safe at school.**

general rule is a person can self-identify this way, but we should not place this identity onto others as could be perceived as offensive.

- **Is being gay, lesbian, bisexual, or transgender a choice?** —This question often confuses students and even other teachers. The answer is **no**. Who you are naturally attracted to is not a choice. Your actions, however, are your choice. Someone can be naturally attracted to others of their own gender and choose never to act on those feelings. A good question to ask is, “Why might someone who is gay choose to marry someone of a different gender, even if they were not sexually attracted to them?”
- **What’s wrong with saying “that’s so gay” if that’s not what it means anymore?** —Ask students to think about what it does mean when students say “that’s gay.” Often they will say things like “that’s stupid,” “that’s lame,” or “that’s girlie.” Ask the students to think about how someone in the class might feel if they were gay and had to hear other students say that all the time, knowing what it really means. How might it make girls feel? It might help to compare it to racial discrimination and how it is put down for something you can’t help.

What are some groups/organizations that can support teens who are gay, coming out, or thinking about coming out? —This question provides a great opportunity to refer the students to their resource lists for the LGBTQ+ resources. It is also a good time to mention that Gender Alliance Groups exist on many high school campuses. Let students know that they have the right to express their opinions about gay people and gay relationships, but they do not have a right to discriminate against others. Explain that some of their classmates might be gay or trans*, but have decided not to come out to their identity to others yet. The take-home point is this: **Every student has a right to be who they are in school.**

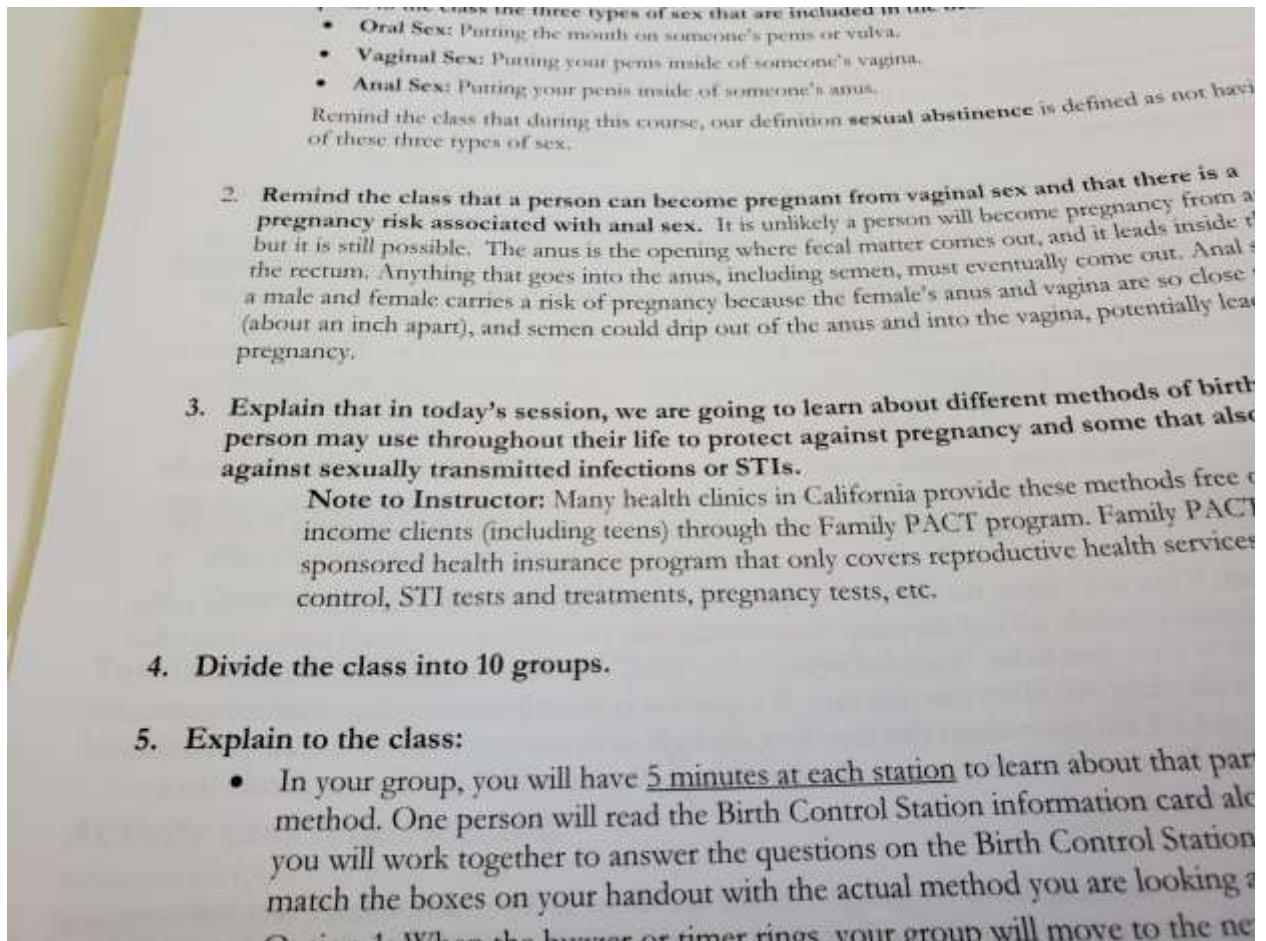
Activity 4.2: Birth Control Stations

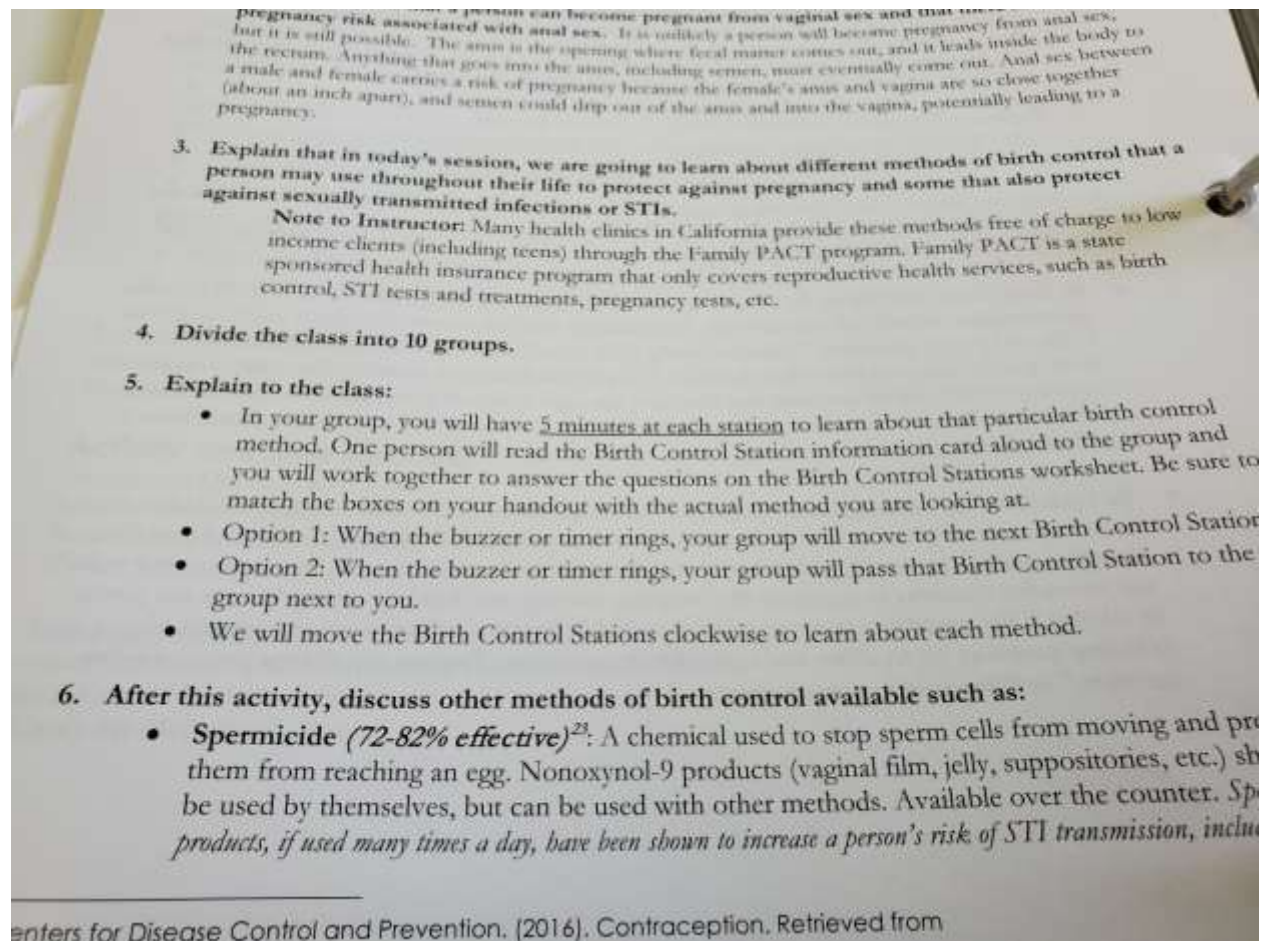
Objectives: Name three kinds of contraception. Describe proper use for one birth control method. State effectiveness rate for one birth control method.

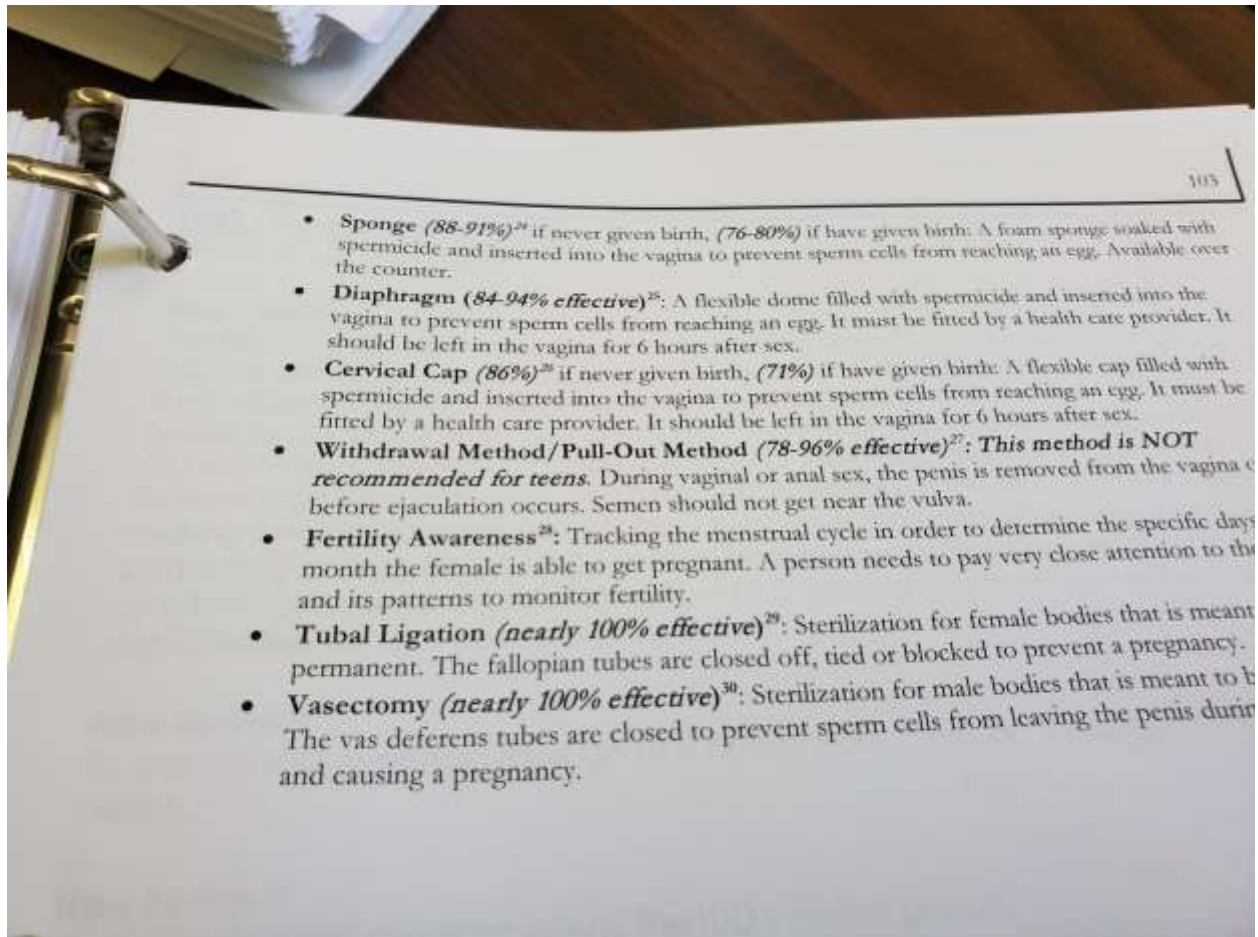
1. Explain to the class the three types of sex that are included in the definition of "b"
 - **Oral Sex:** Putting the mouth on someone's penis or vulva.
 - **Vaginal Sex:** Putting your penis inside of someone's vagina.
 - **Anal Sex:** Putting your penis inside of someone's anus.

Remind the class that during this course, our definition **sexual abstinence** is defined as the avoidance of these three types of sex.


2. Remind the class that a person can become pregnant from vaginal sex and the pregnancy risk associated with anal sex. It is unlikely a person will become pregnant from anal sex, but it is still possible. The anus is the opening where fecal matter comes out, and the rectum. Anything that goes into the anus, including semen, must eventually exit the body. A male and female carries a risk of pregnancy because the female's anus and vagina are close together.







Shot (Depo-Provera)
Effectiveness: 94-99%

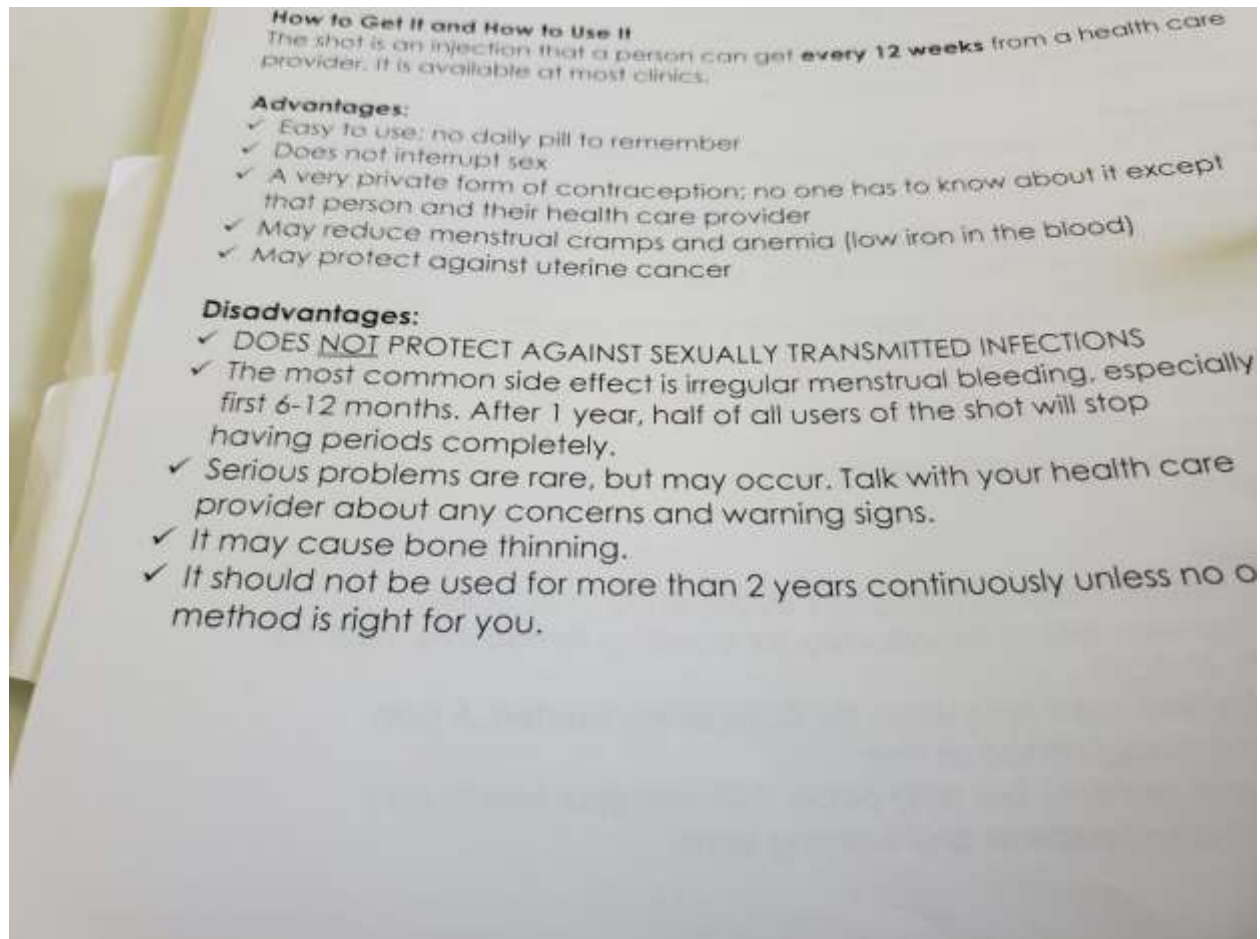


How It Works
The shot contains a hormone that prevents an egg from being released from the ovary (ovulation). It also thickens the mucus around the cervix, making it harder for sperm cells to pass through.

How to Get It and How to Use It
The shot is an injection that a person can get **every 12 weeks** from a health provider. It is available at most clinics.

Advantages:

- ✓ Easy to use; no daily pill to remember
- ✓ Does not interrupt sex
- ✓ A very private form of contraception: no one has to know about it




108

Condom

Effectiveness: 82%-98%

How It Works

The condom is rolled over the erect penis and is worn to catch the semen and pre-ejaculatory fluid that come out of the penis before and during sex. Condoms should be used for oral, anal, and vaginal sex.

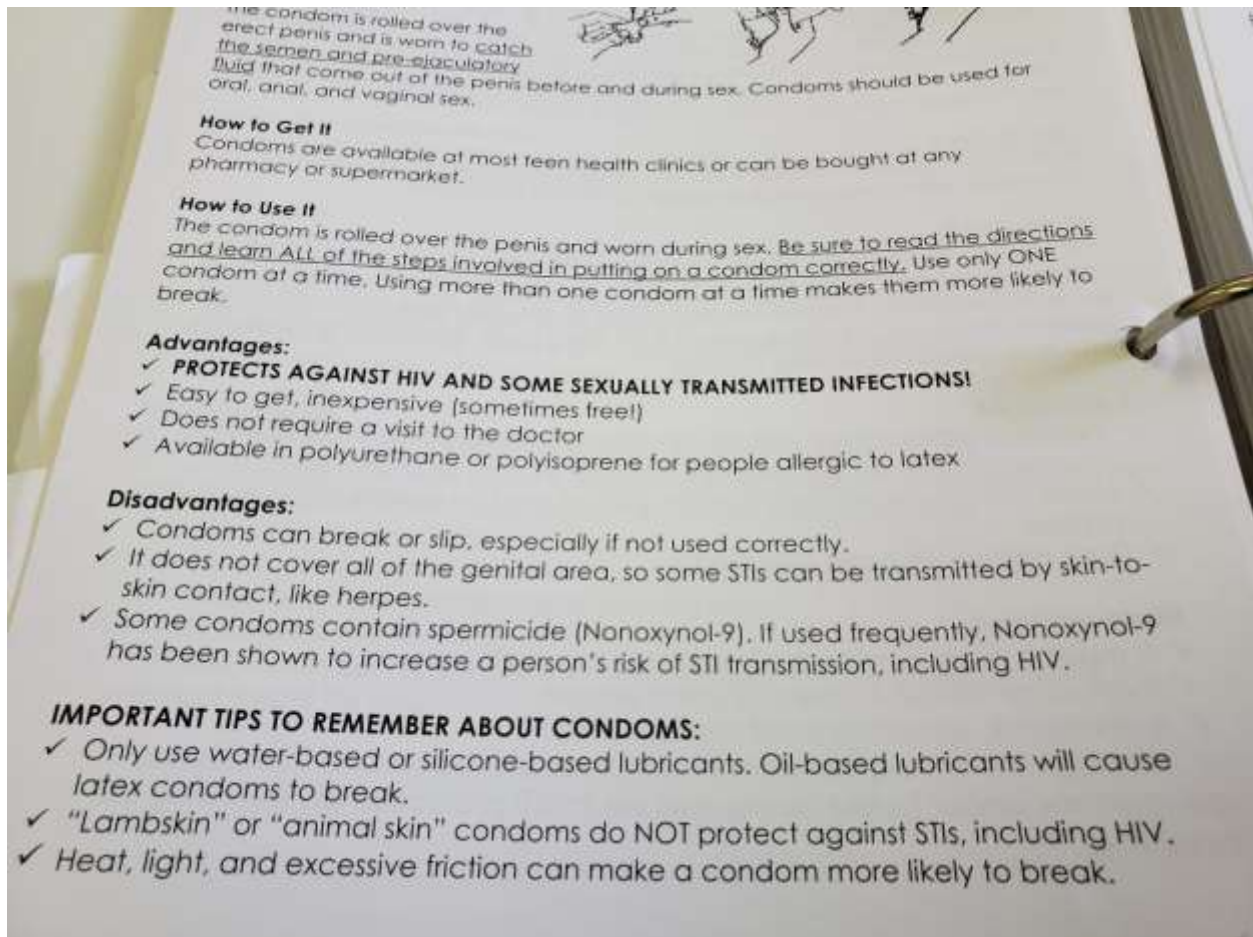


How to Get It

Condoms are available at most teen health clinics or can be bought at any pharmacy or supermarket.

How to Use It

The condom is rolled over the penis and worn during sex. Be sure to read the directions and learn ALL of the steps involved in putting on a condom correctly. Use only one condom at a time. Using more than one condom at a time makes them more likely to break.





109

Birth Control Pills

Effectiveness: 91%-99%

How It Works

Birth control pills contain hormones (estrogen and/or progesterone) that prevent an egg from being released from the ovary (ovulation). They also thicken the mucus around the cervix, making it harder for sperm to pass through.

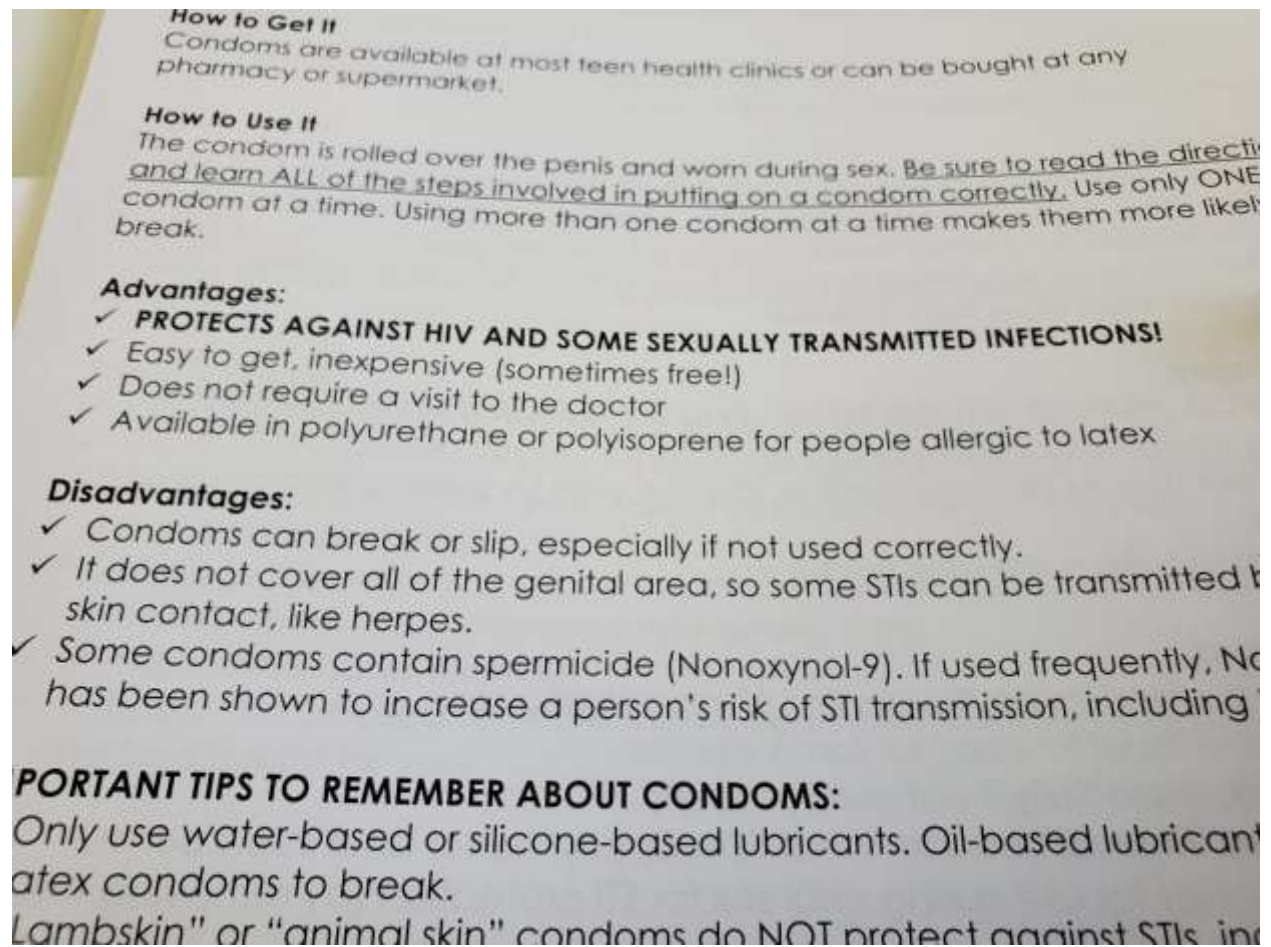


How to Get It

To get birth control pills, a person must go to a health care provider and get a prescription. They are available at most clinics.

How to Use It

- ✓ You must take one pill every day at the same time.
- ✓ Missing a pill, taking it at the wrong time, or combining it with some other medications can make birth control pills less effective.
- ✓ A person who has just started taking birth control pills should be sure to use another method for at least the first 4 weeks.



Not Having Sex

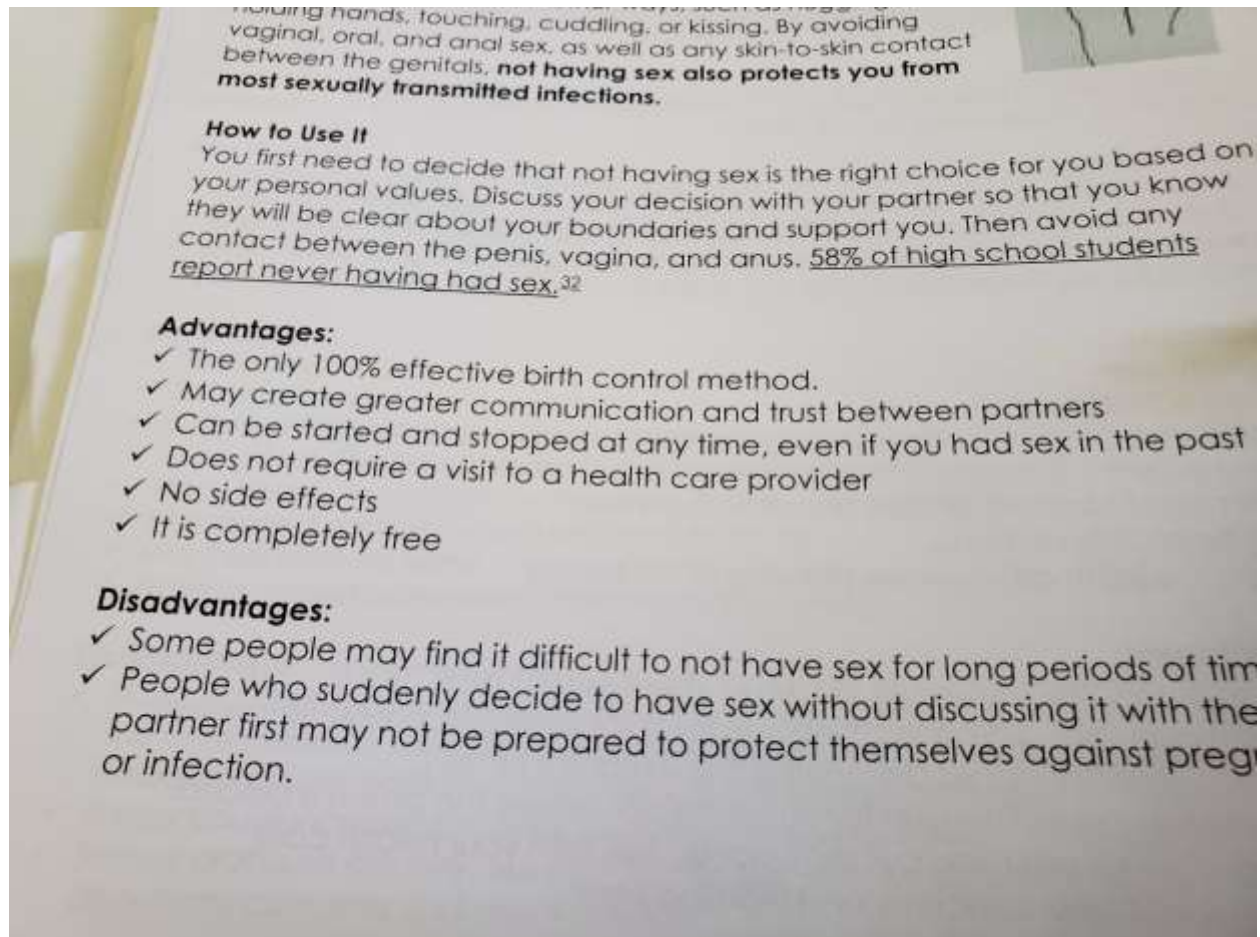
Effectiveness: 100%

How It Works

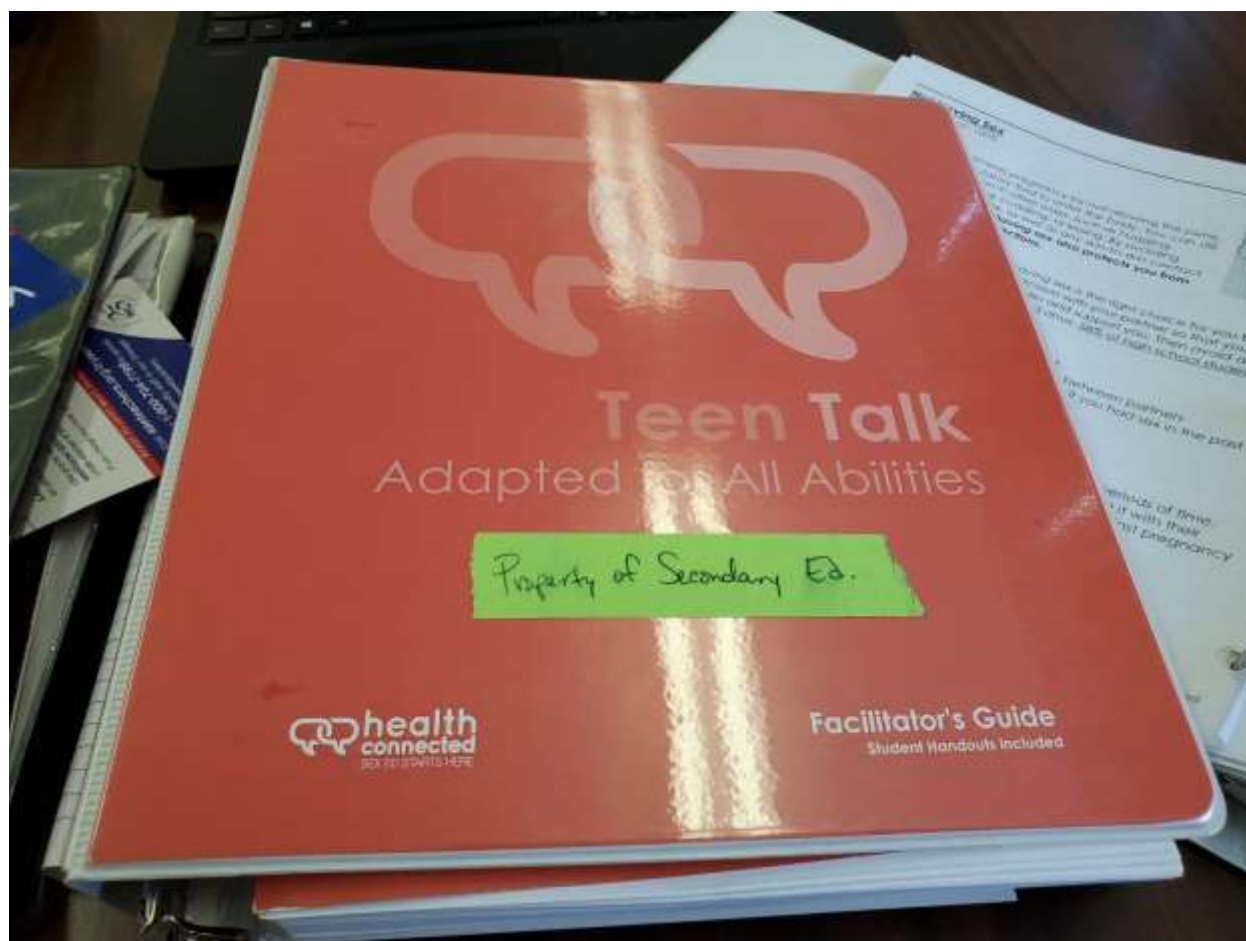
Not having sex prevents pregnancy by not allowing the penis, semen, or pre-ejaculatory fluid to enter the body. You can still show physical affection in other ways, such as hugging, holding hands, touching, cuddling, or kissing. By avoiding vaginal, oral, and anal sex, as well as any skin-to-skin contact between the genitals, **not having sex also protects you from most sexually transmitted infections.**

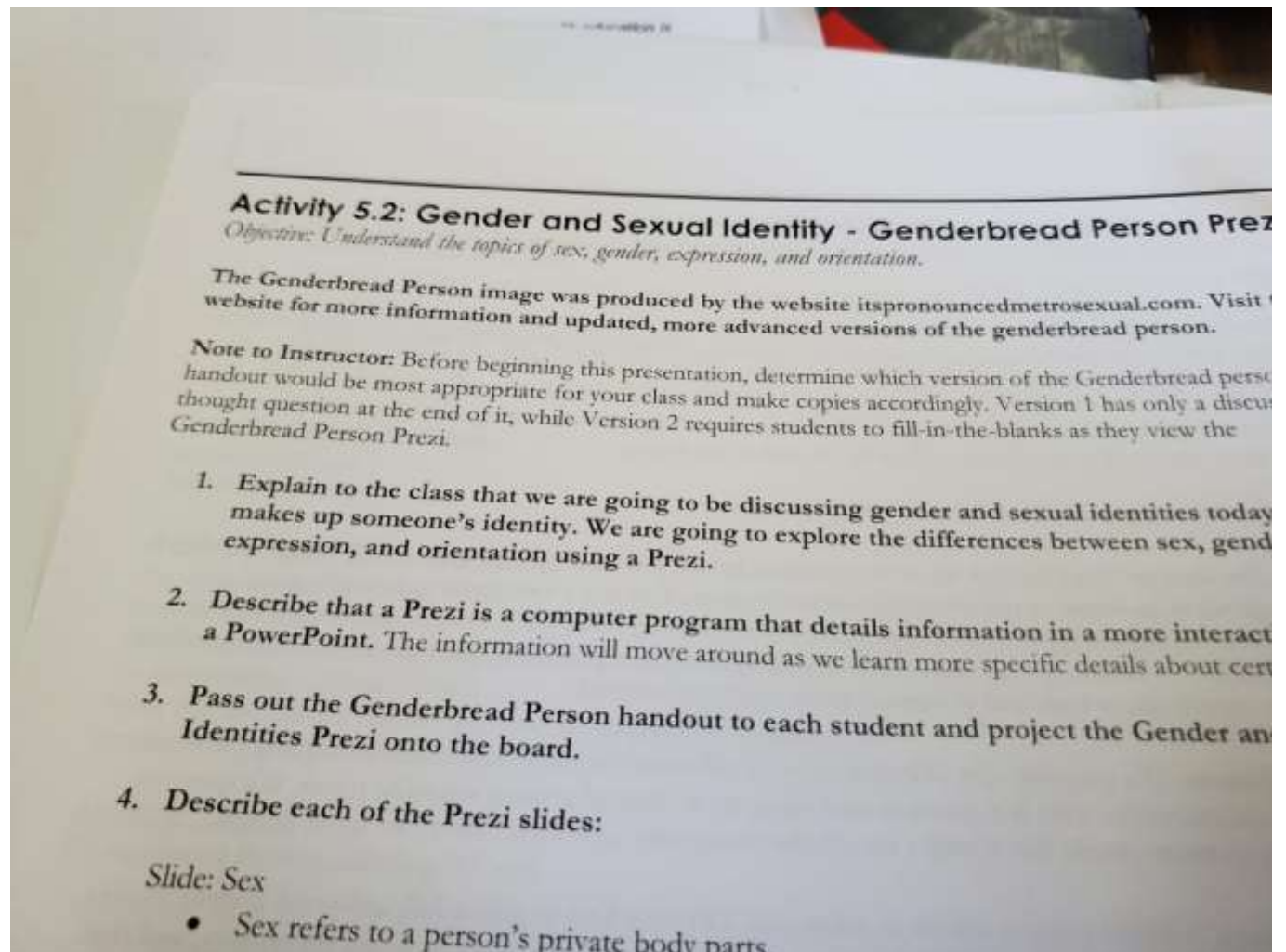
How to Use It

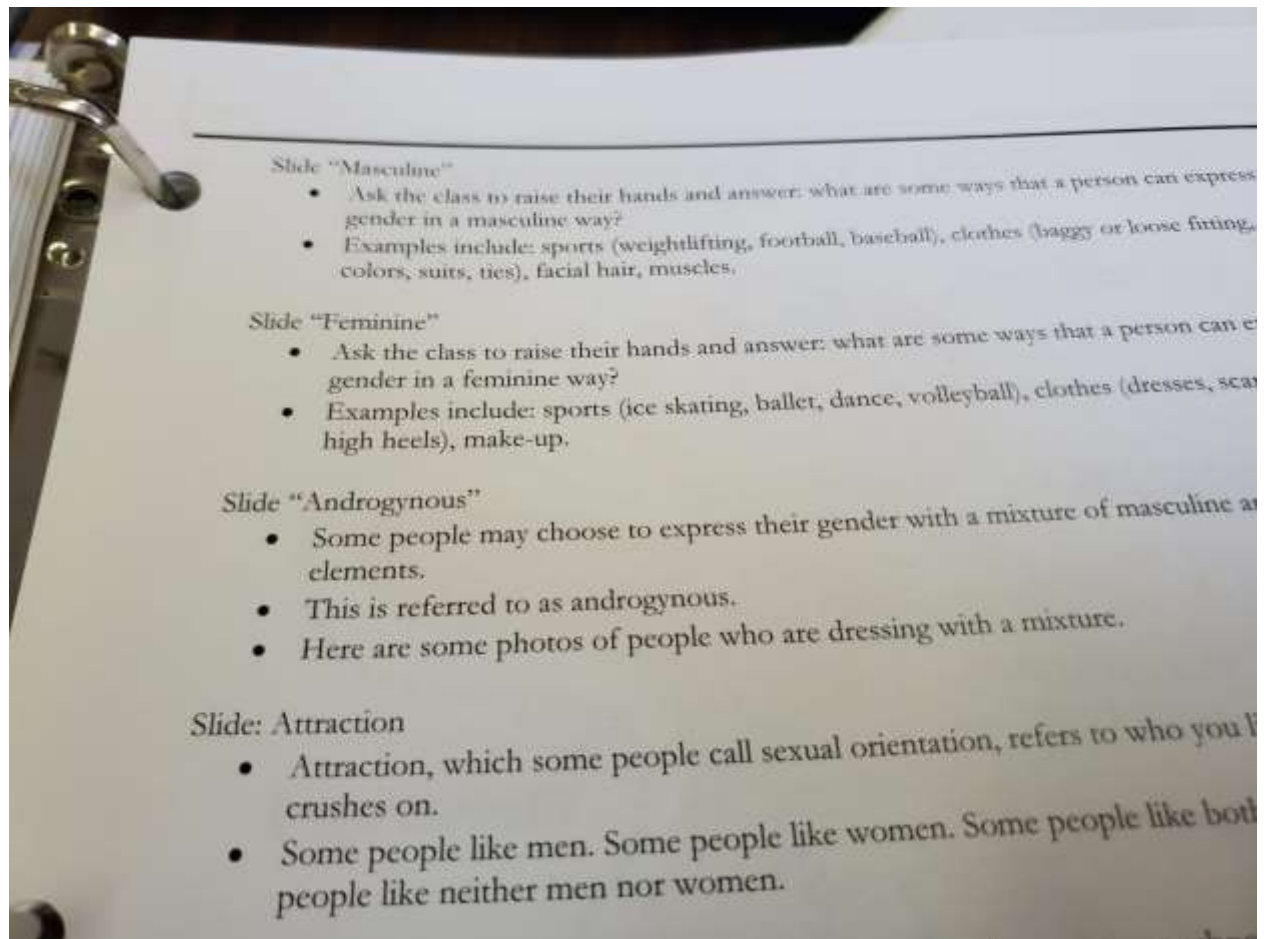
You first need to decide that not having sex is the right choice for you and your personal values. Discuss your decision with your partner so that they will be clear about your boundaries and support you. Then avoid contact between the penis, vagina, and anus. 58% of high school students report never having had sex. ³²

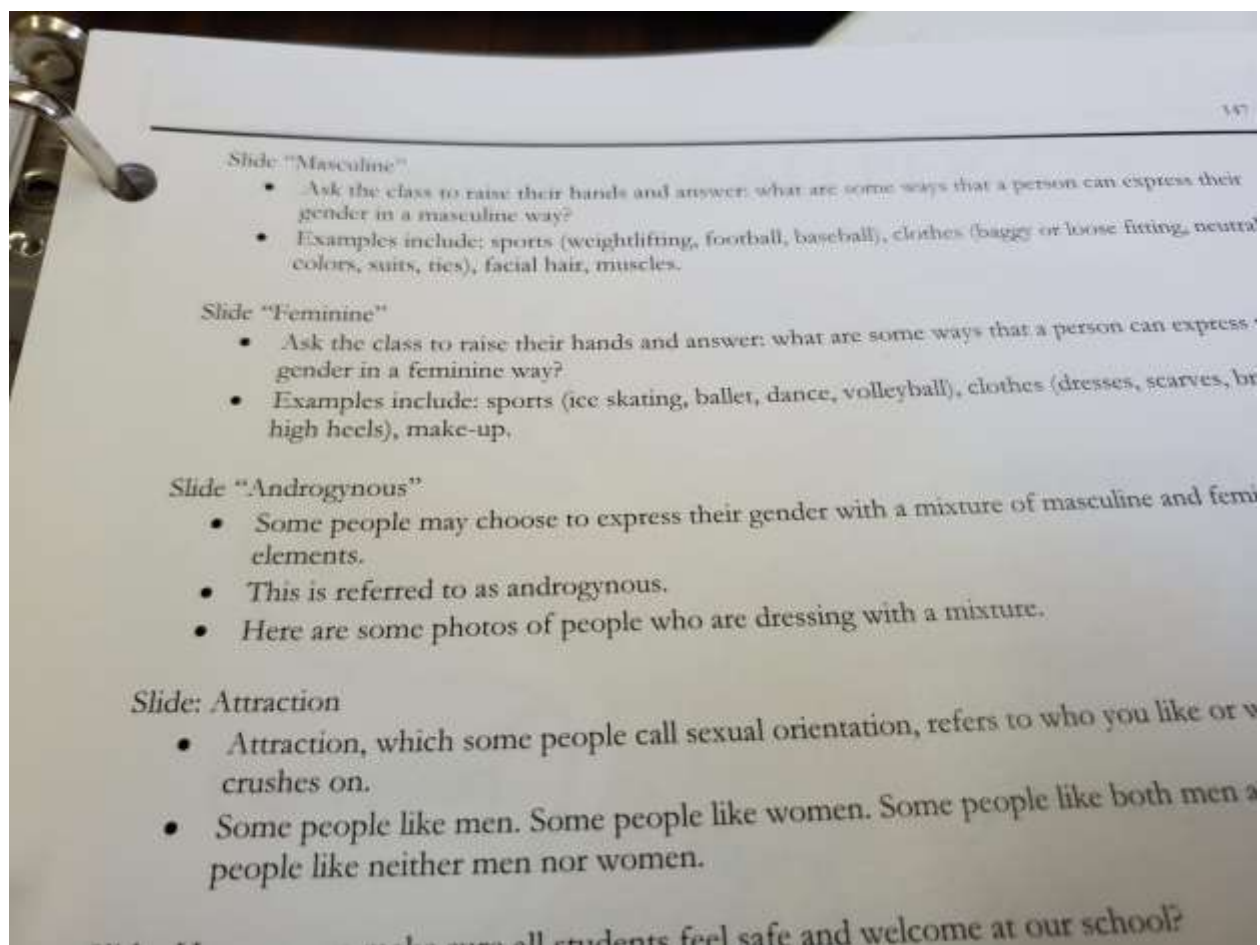


Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood

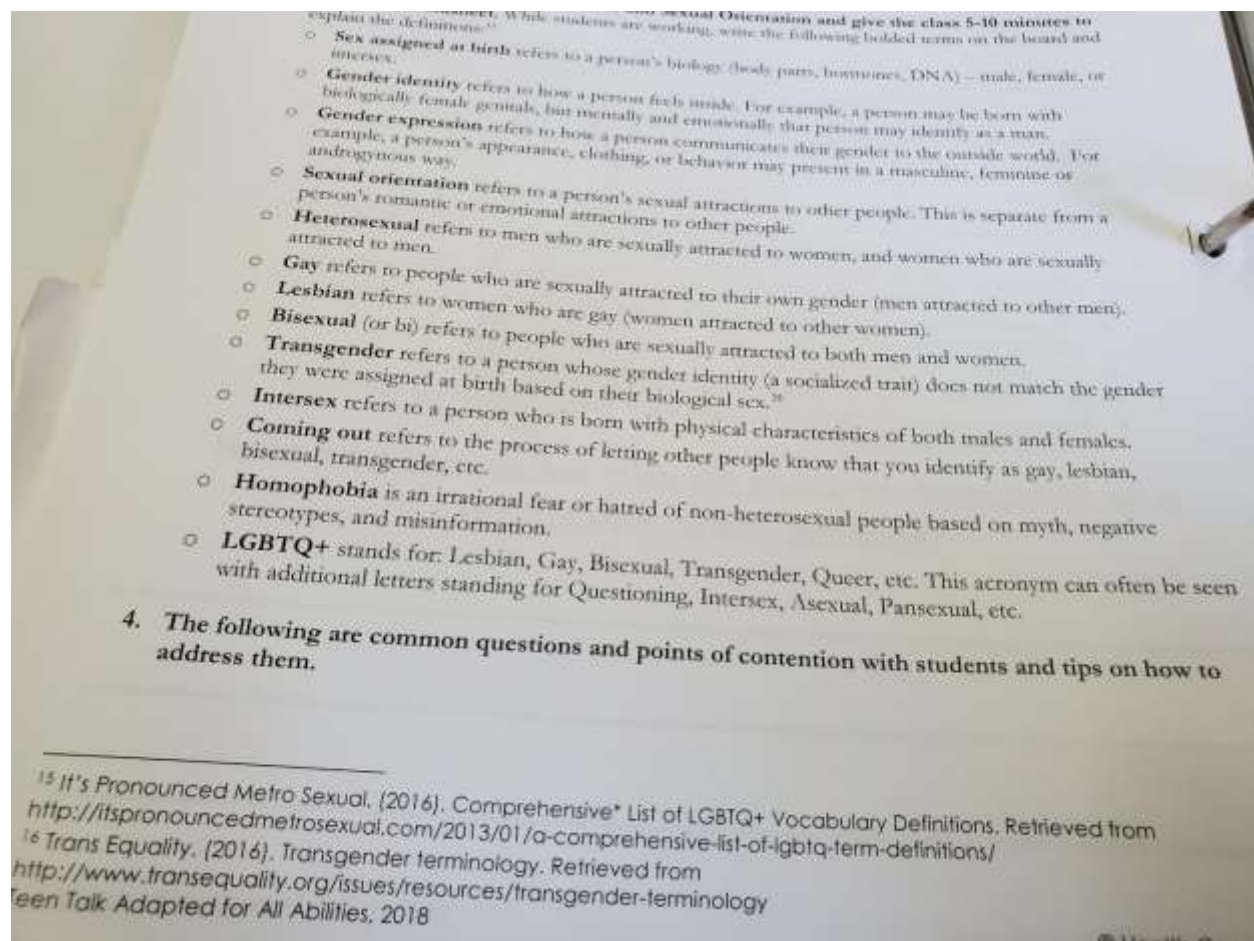


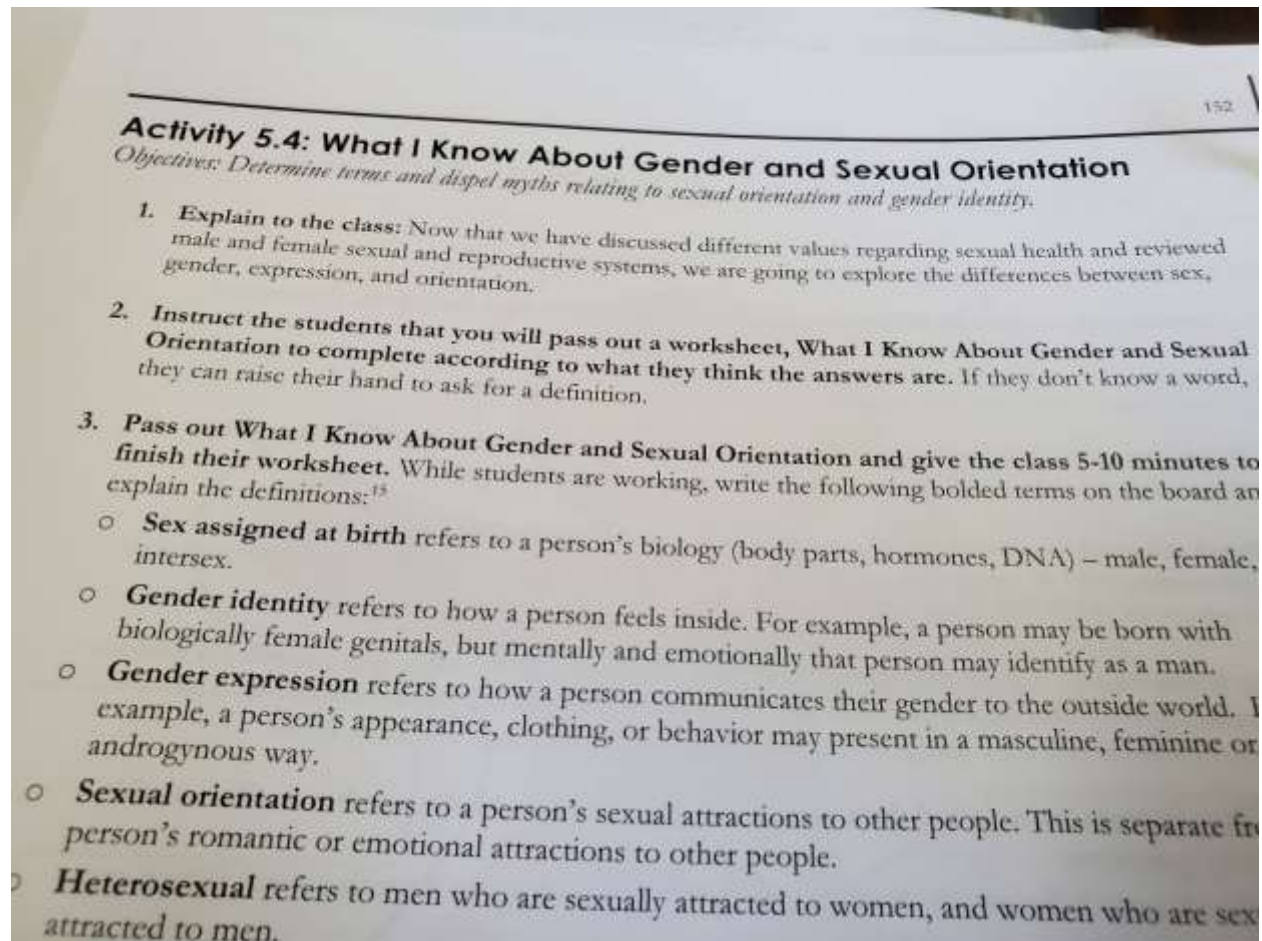


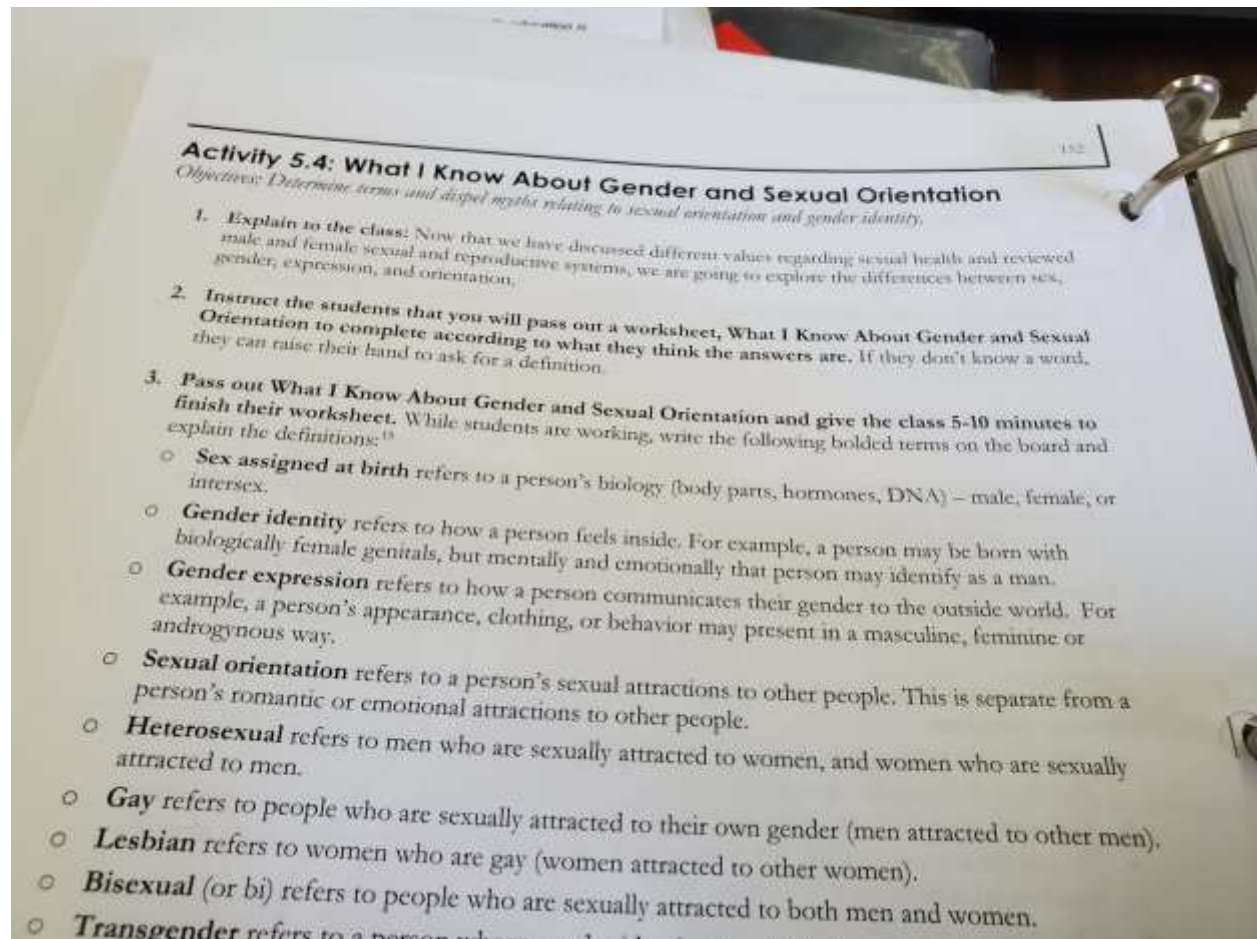












Teen Talk Adopted for All Abilities, 2018.

GENDERBREAD PERSON

1. Expression
2. How you express your gender
3. Masculine
Feminine
In Between

1. Gender
2. How you feel inside
3. Man
Woman
Transgender

1. Sex
2. Private body parts
3. Male
Female
Mix

1. Attraction
2. Who you like
3. Heterosexual
Gay/Lesbian
Bisexual

© HHS

© Health C

GENDERBREAD PERSON

1. Expression
2. How you express your gender
3. Masculine
Feminine
In Between

1. Gender
2. How you feel inside
3. Man
Woman
Transgender

1. Sex
2. Private body parts
3. Male
Female
Mix

1. Attraction
2. Who you like
3. Heterosexual
Gay/Lesbian
Bisexual

en Talk Adapted for All Abilities, 2018

Lead Authors

Kris Popplewell Ahmed, MPH, CHES

Shanti Jensen

Perryn Reis

Anacely Vazquez-Carrillo

Medical Review Team

A review of Teen Talk High School to ensure
medical accuracy was completed by:

Sharon Pao, MD

Anne Hsui, MD

Contributing Authors

The following individuals have contributed to the
continued development of Teen Talk High School

Contributing Authors

The following individuals have contributed to the continued development of Teen Talk High School:

Justin Balido
Hannah Brown
Leah Chalofsky
Christine Clark, MPH
Kathryn Davis
Hannah Day, MPH, CHES
Kehau Gunderson
DaShanna Jones, MA
Abigail Karlin-Resnick
Vanessa Kellam
Bianca Maldonado
Shelly Masur

Kelly McNinch
Creagh M. Miller, MPH, CHES
Katie Murphy
Wendy Oji-Kaplan, MPH
Deanna Quan
Jennifer Rogers, MA
Jacqueline Samayoa, RN
Avry Schellenbach, MA
Natalie Scrima
Sandra Sotiriadis, MA
Nickolas Sumpter, CHES
Jason Vaudrey, MPH

© 2018 Health Connected
480 James Avenue
Redwood City, CA 94062

curricula/teaching materials and decide if their child will participate. If a parent does not want their child to participate, it is the responsibility of the parent to notify the school and the child should be given an alternative assignment. The law states that districts/schools may not send out a permission slip or "opt-in" letter. A parent/guardian notification letter that you may adapt is located in the Appendix.

Minors' Sexual and Reproductive Rights in California

At the printing of this edition of Teen Talk HS, minors of **ANY AGE** in California may consent for treatment related to the prevention or treatment of pregnancy (California Family Code Section 6925). That includes consenting to birth control and abortion services. However, minors must be 12 years of age or older to get their own STI testing and treatment (California Family Code Section 6925). Additionally, public schools in California may **not** require parent permission to excuse a minor during school hours for confidential appointments for sexual and reproductive services. (66 Ops. California Atty. Gen. 244 (1982); California Atty. Gen. 168 (2004).)

Teen Talk HS includes information on youth sexual and reproductive health resources and clinics for all geographic regions of the San Francisco Bay Area in California (Peninsula, San Francisco, East Bay). It is an essential part of any good comprehensive sexuality education program to provide students with information on where to obtain sexual and reproductive health care, such as birth control, pregnancy testing, STI treatment, etc. If you live outside of the Bay Area, please create your own list of local sexual and reproductive services (including name, location, phone number, and website if available), while paying close attention to friendly clinics or clinics that are tailored to the specific needs of adolescents.

In California, teens qualify for Family Planning, Access, Care and Treatment, or Family PACT. Family PACT is a state-sponsored insurance that provides no-cost family planning services. Be sure to tell your student about how to obtain these services, but also that these services are often free, confidential, and do not require a referral.

Teen Talk AAA is also based on the large body of research by Douglas Kirby, who identified consistent among curriculum-based programs that are effective at preventing teen pregnancy. Connected used Kirby's 17 Characteristics as a guide to develop Teen Talk AAA.

Target Population and Need

Teen Talk AAA has been developed over many years of working directly with high school students in Alameda County, a large socioeconomically and racially diverse county in the San Francisco Bay Area. That young people have access to medically accurate information that allows them to make informed decisions about their sexuality, Teen Talk AAA seeks to address several important ongoing sexual health challenges.

osenstock, I.M., Strecher, V.J., & Becker, M.H. (1988). Social learning theory and the health belief model. *Journal of Health Behavior*, 15, 155-183.

as, J. M., et. al. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, VA: National Center for Education and Curriculum Development.; What is SEL? (2017). In CASEL: Educating Hearts. Inspiring Minds.. Retrieved from <https://casel.org/what-is-sel/>.

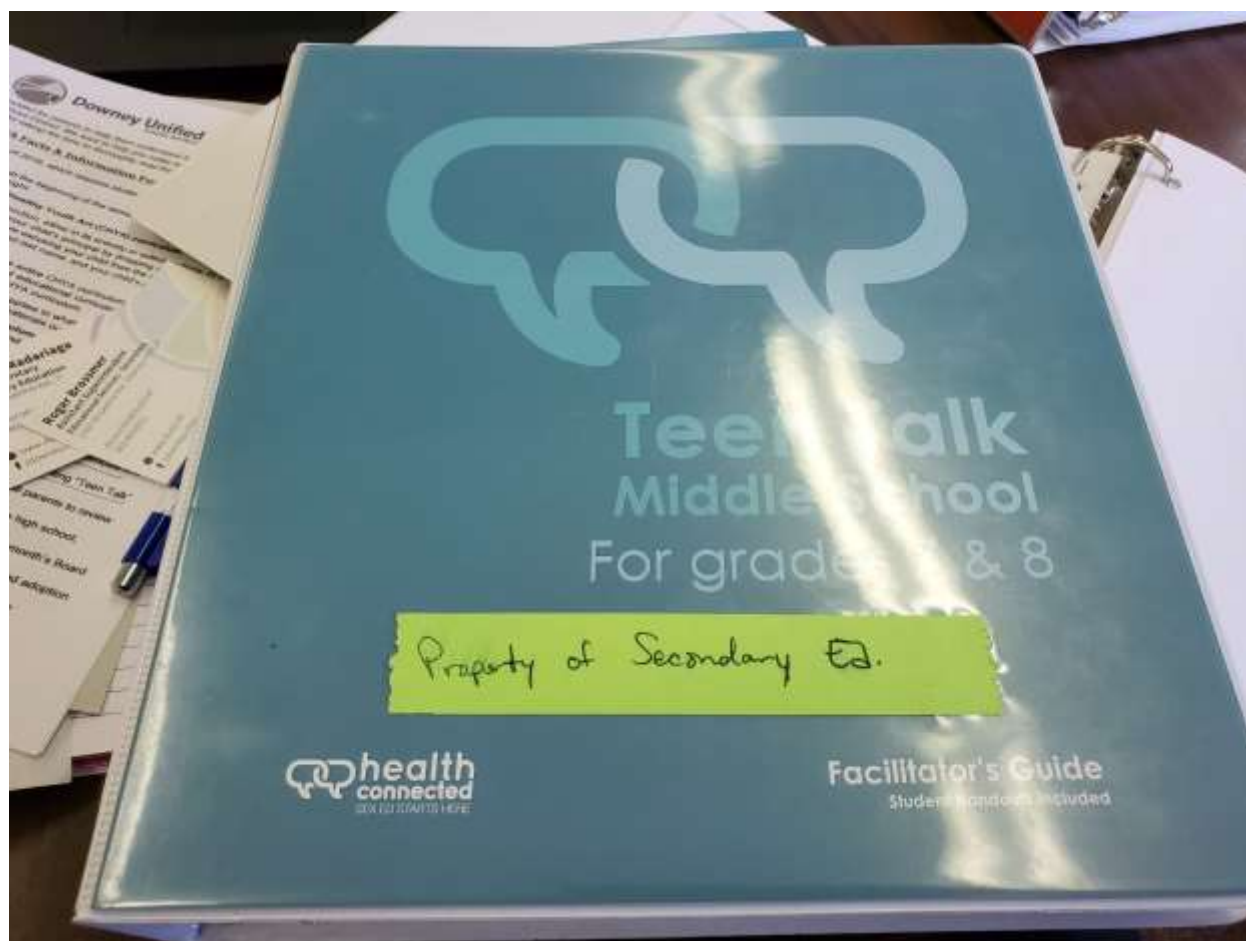
py, D. (2007). *Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy*. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.

Teen Talk Adapted for All Abilities, 2018

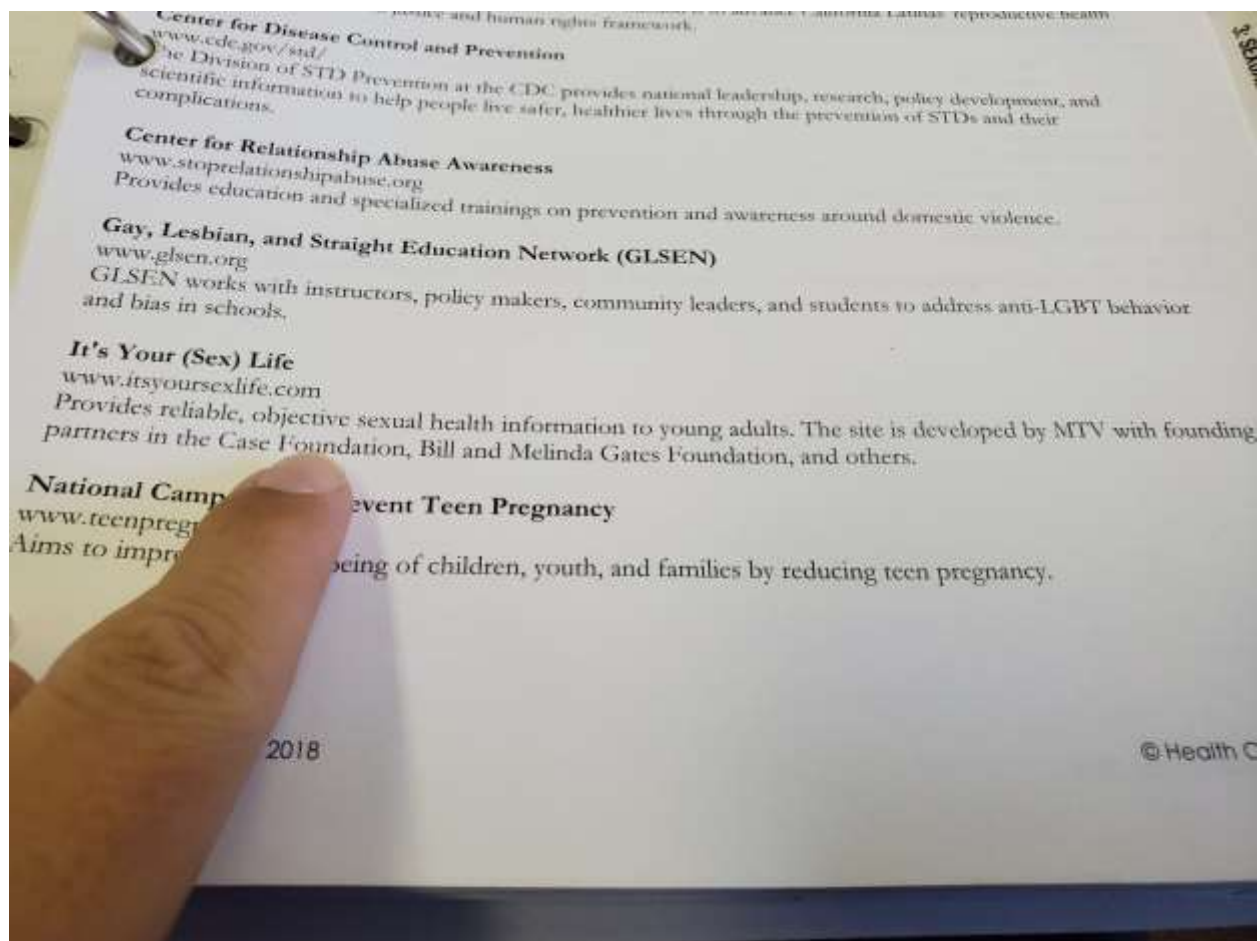
Acknowledgements

Teen Talk Adapted for All Abilities would not have been possible without significant individuals for their help with editing, content development, translation, graphic design: Giuliana Cerrutti, Silvia Hortelano, Carla Rich, Kimberly Gillette, Jason Carney, Jan Fawnda Nguyen, Sergi Carefoot, Jenna Peterson, Bich Phan, Monica Woodworth, I Vandroff RN, MSN, Mike Cobb, Carrie Doolittle, Marisha Dixon, Daniella Florant, Tasha L. Dean, Ed. D., Scott Kirk, Jen Larson, Lana Tilley and many other teachers and community members who support Health Connected's work.

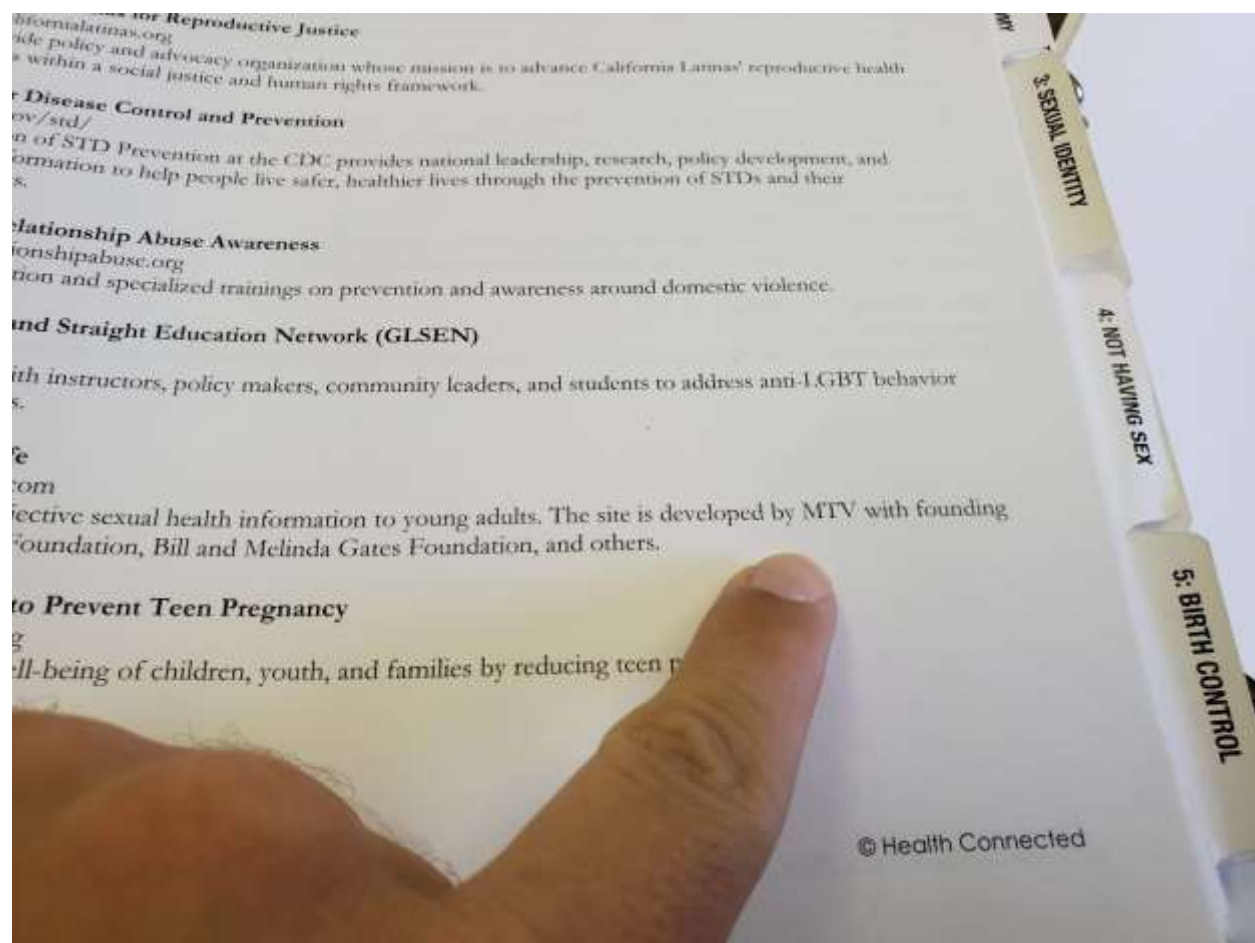
We are also grateful for support and resources from the following organizations and individuals: San Mateo County Office of Education, Sequoia Union High School District, TR School, Compass School, ETR and for the financial support of the Goldman Foundation.

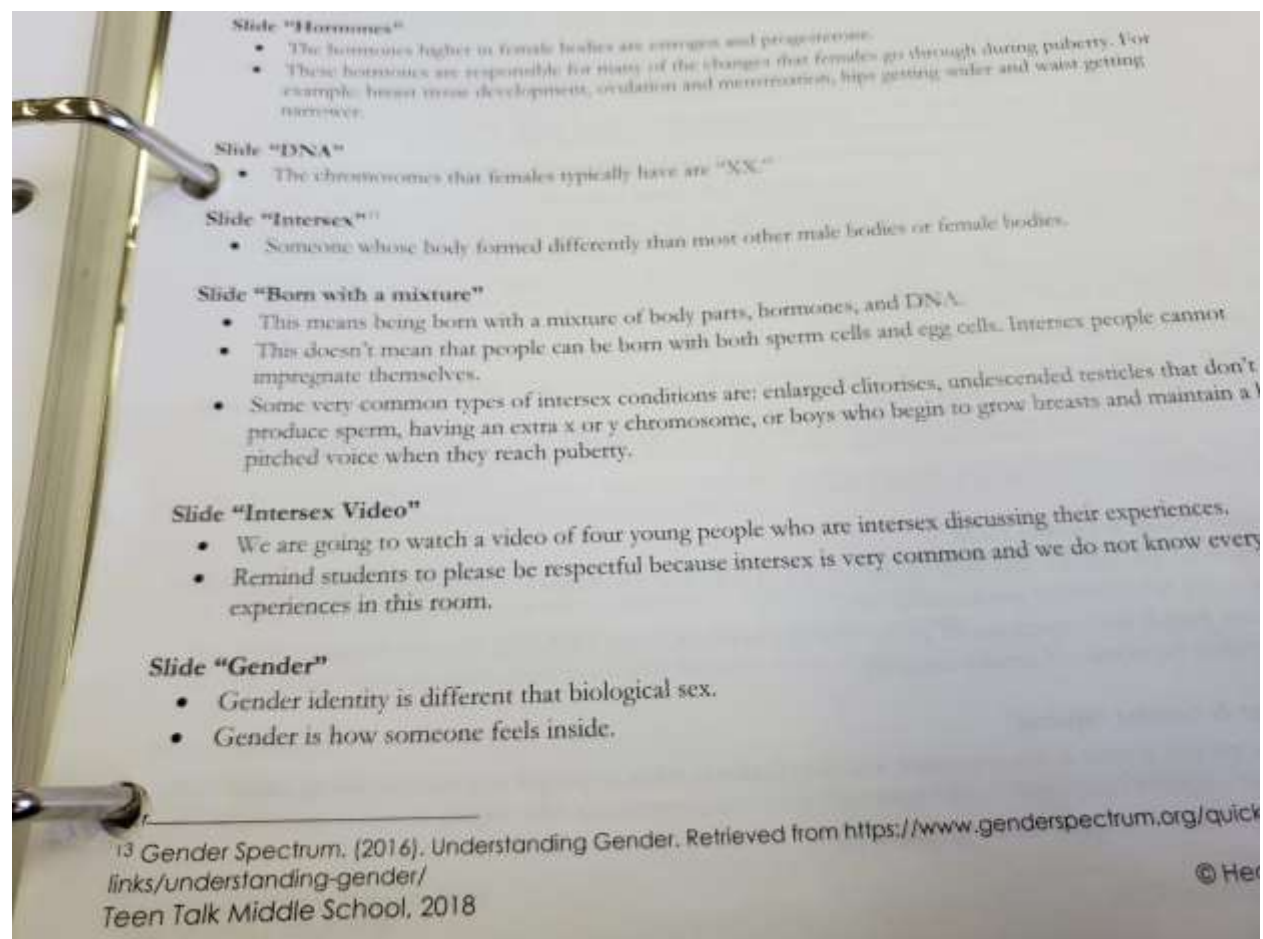


Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood



Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood





Slide "Hormones"

- The hormones higher in female bodies are estrogen and progesterone.
- These hormones are responsible for many of the changes that females go through during puberty. For example: breast tissue development, ovulation and menstruation, hips getting wider and waist getting narrower.

Slide "DNA"

- The chromosomes that females typically have are "XX".

Slide "Intersex"

- Someone whose body formed differently than most other male bodies or female bodies.

Slide "Born with a mixture"

- This means being born with a mixture of body parts, hormones, and DNA.
- This doesn't mean that people can be born with both sperm cells and egg cells. Intersex people cannot impregnate themselves.
- Some very common types of intersex conditions are: enlarged clitorises, undescended testicles that don't produce sperm, having an extra x or y chromosome, or boys who begin to grow breasts and maintain a pitched voice when they reach puberty.

Slide "Intersex Video"

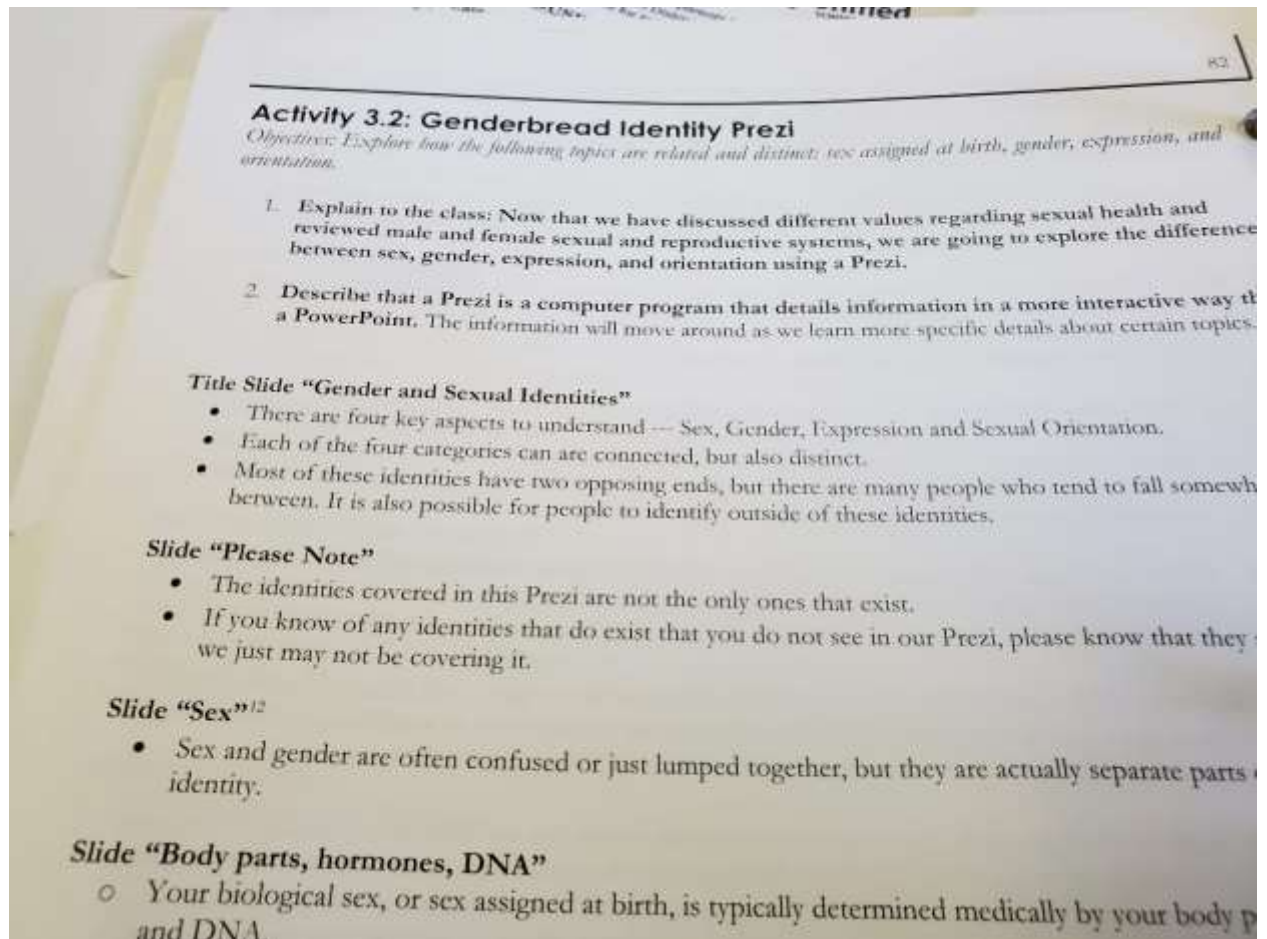
- We are going to watch a video of four young people who are intersex discussing their experiences.
- Remind students to please be respectful because intersex is very common and we do not know every experiences in this room.

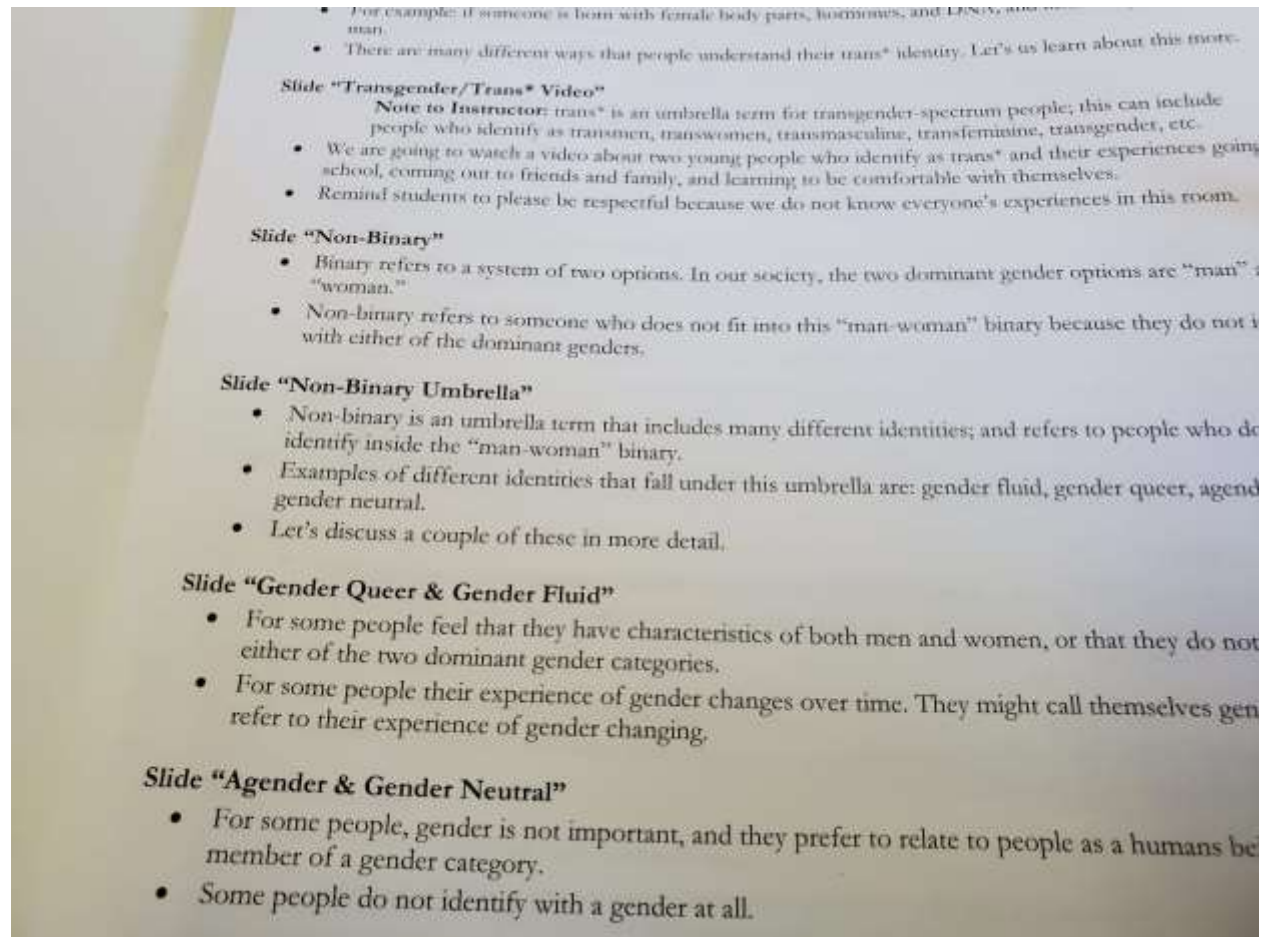
Slide "Gender"

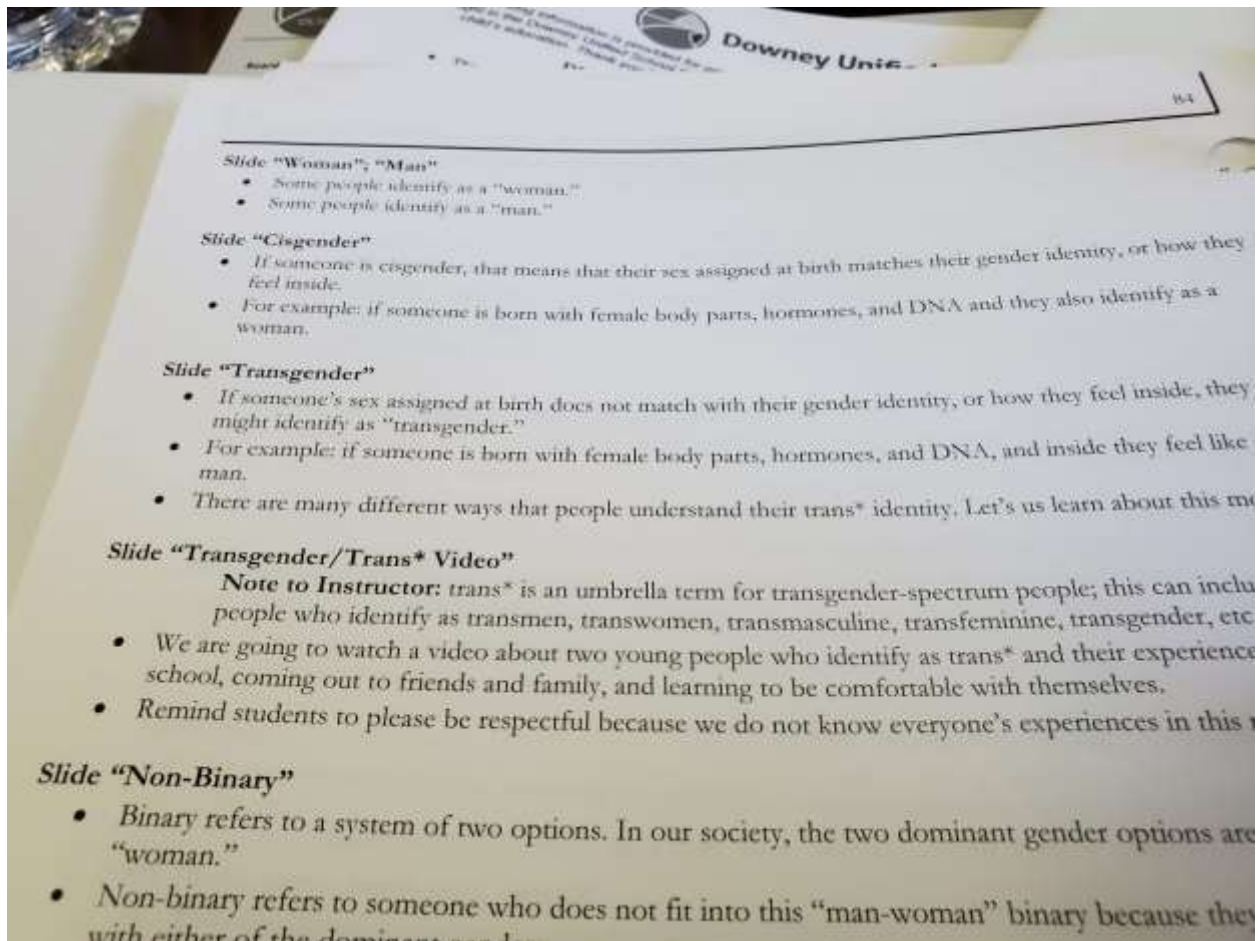
- Gender identity is different than biological sex.
- Gender is how someone feels inside.

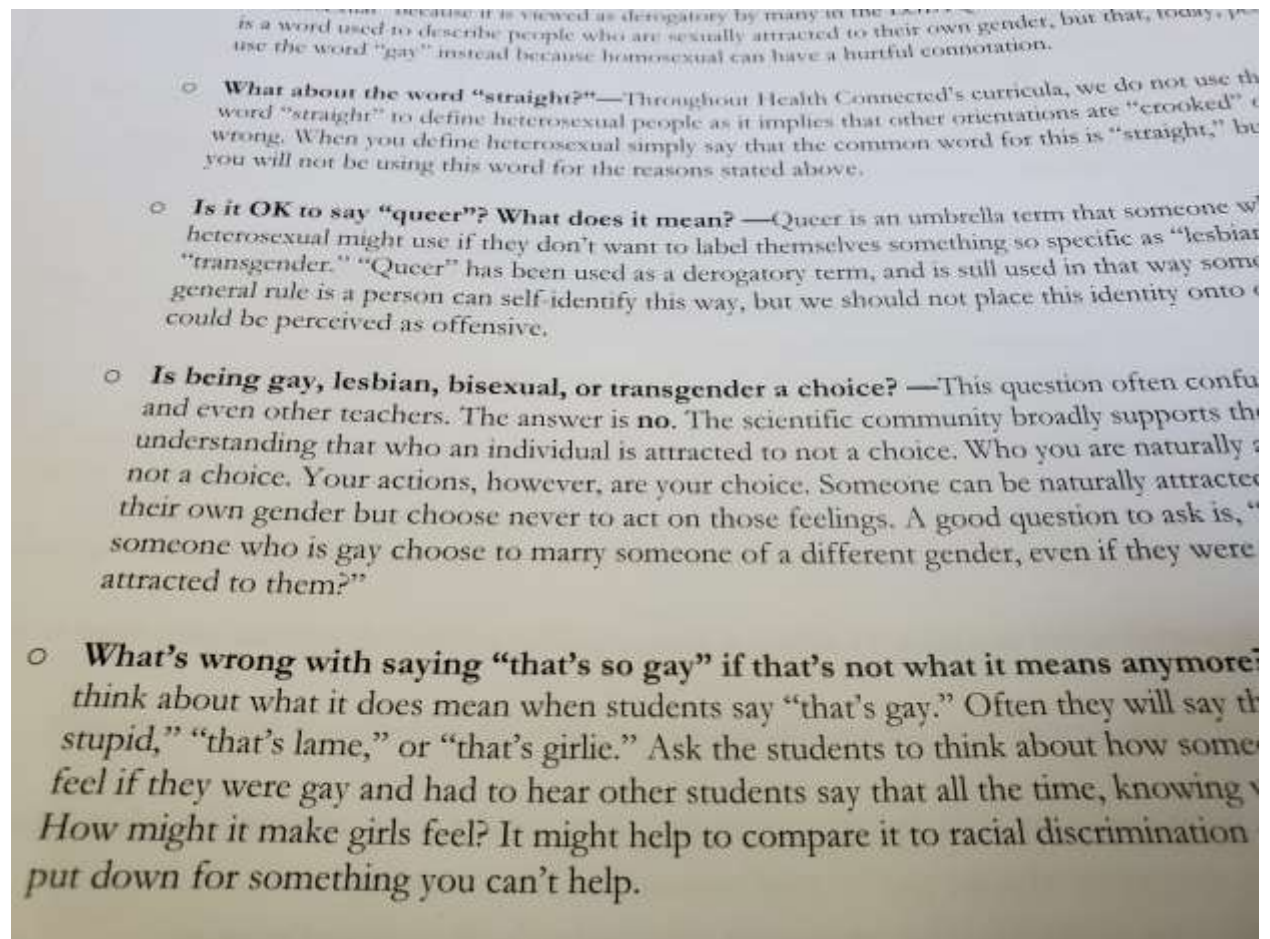
¹³ Gender Spectrum. (2016). Understanding Gender. Retrieved from <https://www.genderspectrum.org/quick-links/understanding-gender/>
Teen Talk Middle School, 2018

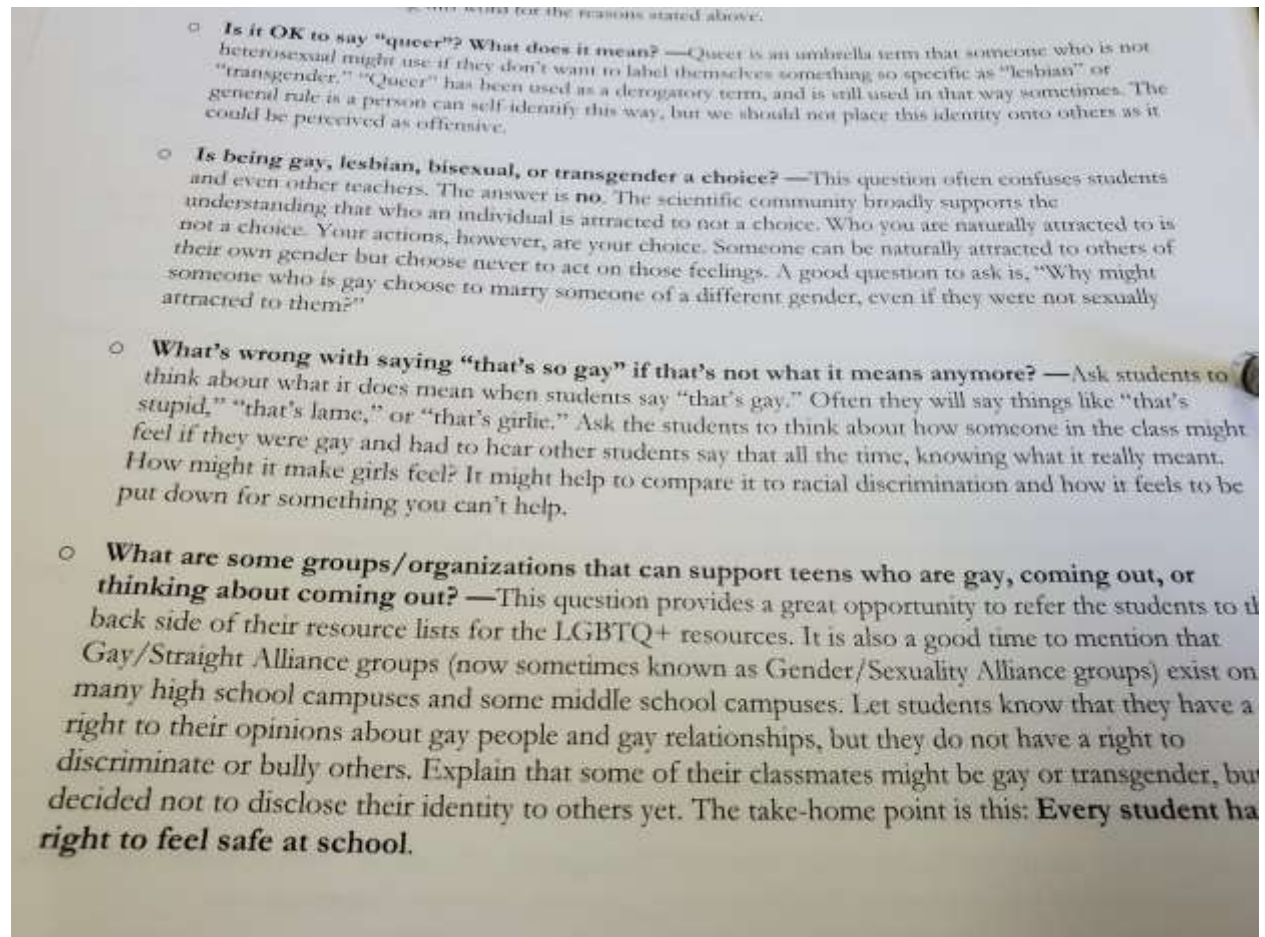
© Her

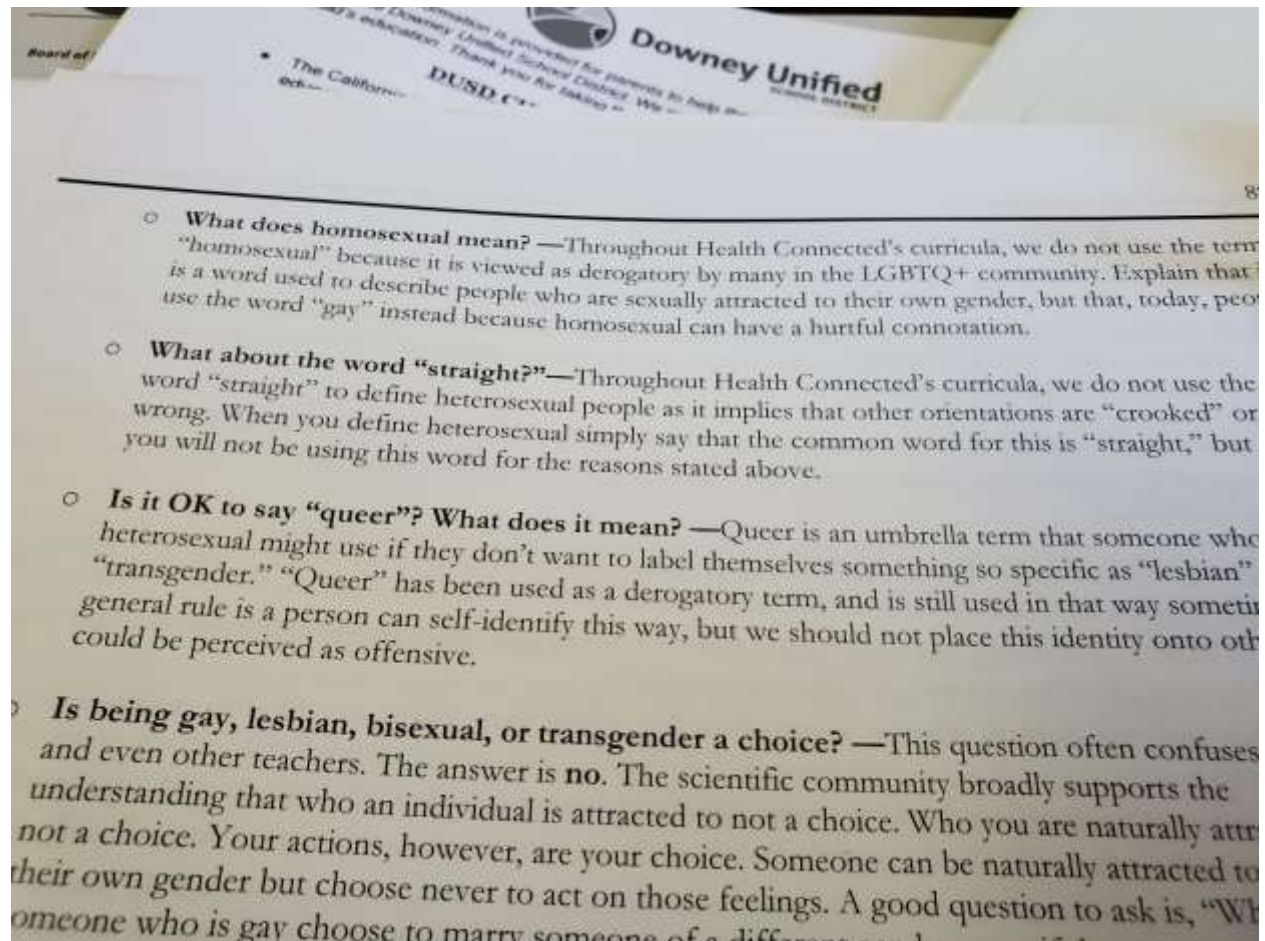


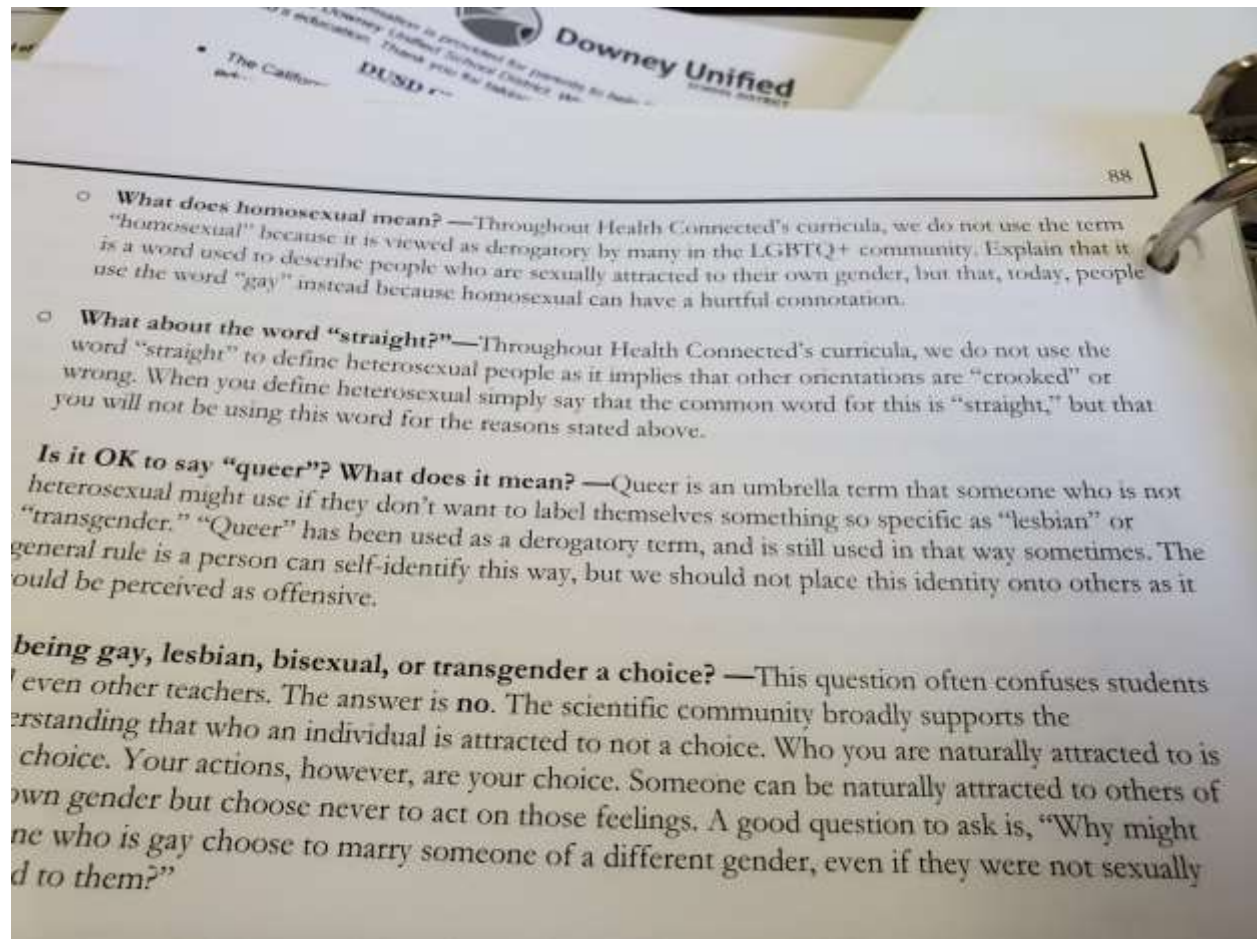


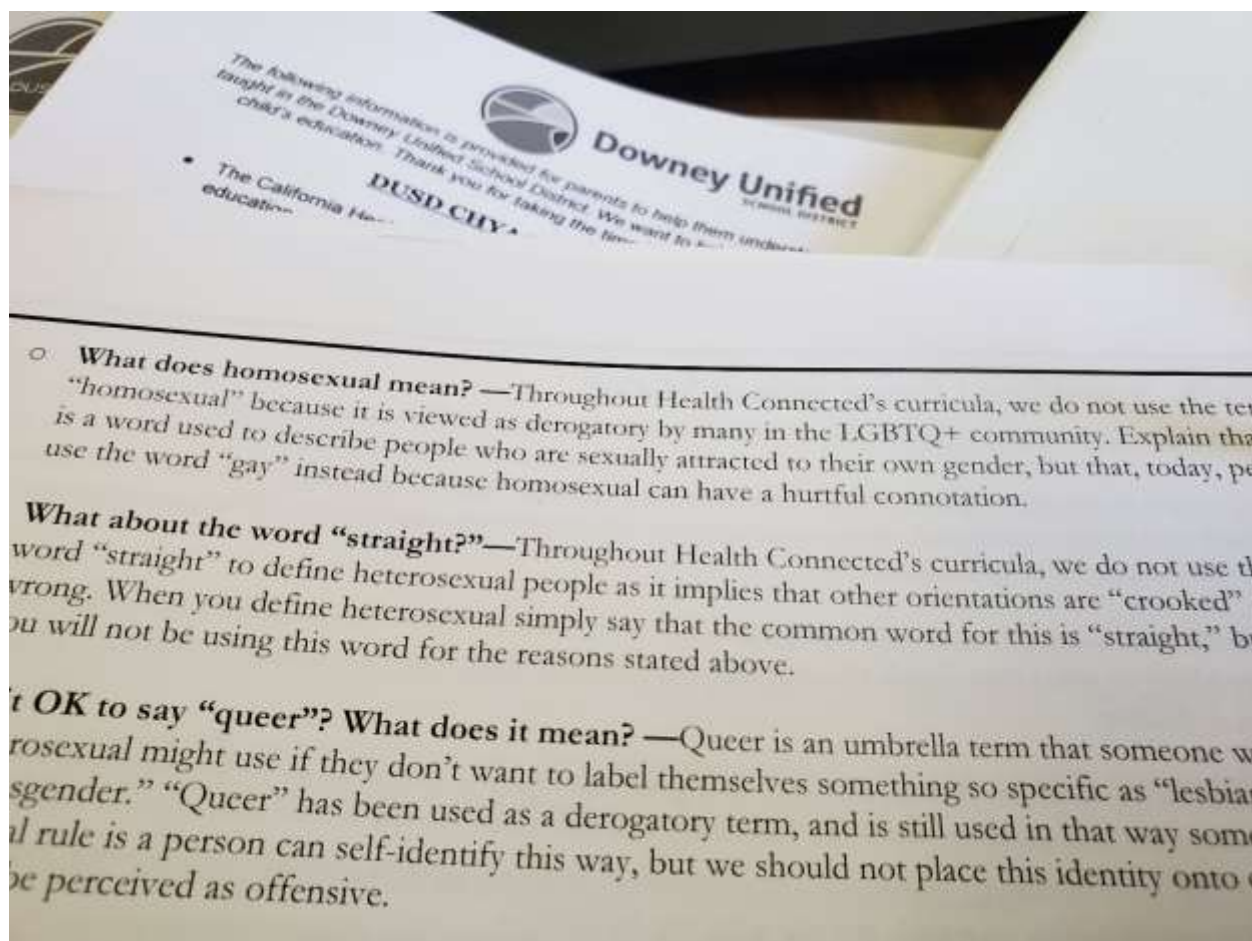












- **Redirect:** Address *every* question in some way. Do your best to redirect to a safe topic, such as how to use condoms, ways to avoid pregnancy, and that people always have to ask permission to touch or do something sexual with someone.
- **Be Real:** If you don't know the answer to a question, simply say so. You lose credibility if you make up information or only tell half the story. Acknowledge that you cannot completely understand what it's like to be a pre-teen today. Instead of trying to be "cool," ask students for more information about specific slang and issues that they face. If a question is about a situation that would require reporting to CPS, tell the students that they have the right to report that behavior to you or another trusted adult. Remind them that you are there to help protect them and that no one should have to deal with that situation alone.
- **Be Inclusive:** Use nonjudgmental language. Answer questions as if you know there is at least one student who: never plans to have kids; never plans to get married; is LGBTQ+; doesn't know their biological parents; is sexually active; has been raped or sexually assaulted, etc. Be aware of your verbal and nonverbal reactions to questions like laughing, shaking your head, or saying "You're too young to ask that." You could be communicating powerful judgments and assumptions. Instead of belittling questions, try to affirm and legitimize the questions. You can say, "Many people ask that question," or "This is an important question."

Session 4: Not Having Sex: Abstinence

stand what risks can be associated with specific types of sex
that not having sex (abstinence) is the most effective way to prevent against pregnancy and STI

is session, students will be able to:

oral, anal, and vaginal sex.

and articulate at least 2 benefits of abstinence.

ways to deal with pressure to have sex and alternatives to having sex.

Important?

des a basic introduction to three types of sex. It helps to establish these definitions c
ctly what you are talking about during later discussions. Certainly, there are other w
ession, we will focus on these three to discuss how to reduce the risk of pregnanc

to mention that some STIs can be spread even without having sex such as thro
in-to-skin contact (HPV, genital warts, genital herpes). HIV can be transmitted

t NO SEX (abstinence) is the only certain way to prevent unintended pregn

105

WHAT IS SEX? Answer Key

Type of Sex	Is there a risk of pregnancy? (YES / NO)	Is there a risk of getting an STI? (YES / NO)
Oral sex	NO	YES
Vaginal Sex	YES	YES
Anal sex	YES*	YES

NOT HAVING SEX is the only 100% effective method to prevent pregnancy and/or lower the risk of contracting an STI.

GENITAL SKIN-TO-SKIN CONTACT can still pose a risk for pregnancy or STIs, even without having any type of sex.

List as many ways as you can think of to show love or affection to a partner without having any type of sex.

Possible answers: hugging, holding hands, watching a movie together, cuddling

Type of Sex	Is there a risk of pregnancy? (YES / NO)	Is there a risk of getting an STI? (YES / NO)
Oral sex	NO	YES
Vaginal Sex	YES	YES
Anal sex	YES*	YES

NOT HAVING SEX is the only 100% effective method to prevent pregnancy and/or lower the risk of contracting an STI.

GENITAL SKIN-TO-SKIN CONTACT can still pose a risk for pregnancy or STIs, even without having any type of sex.

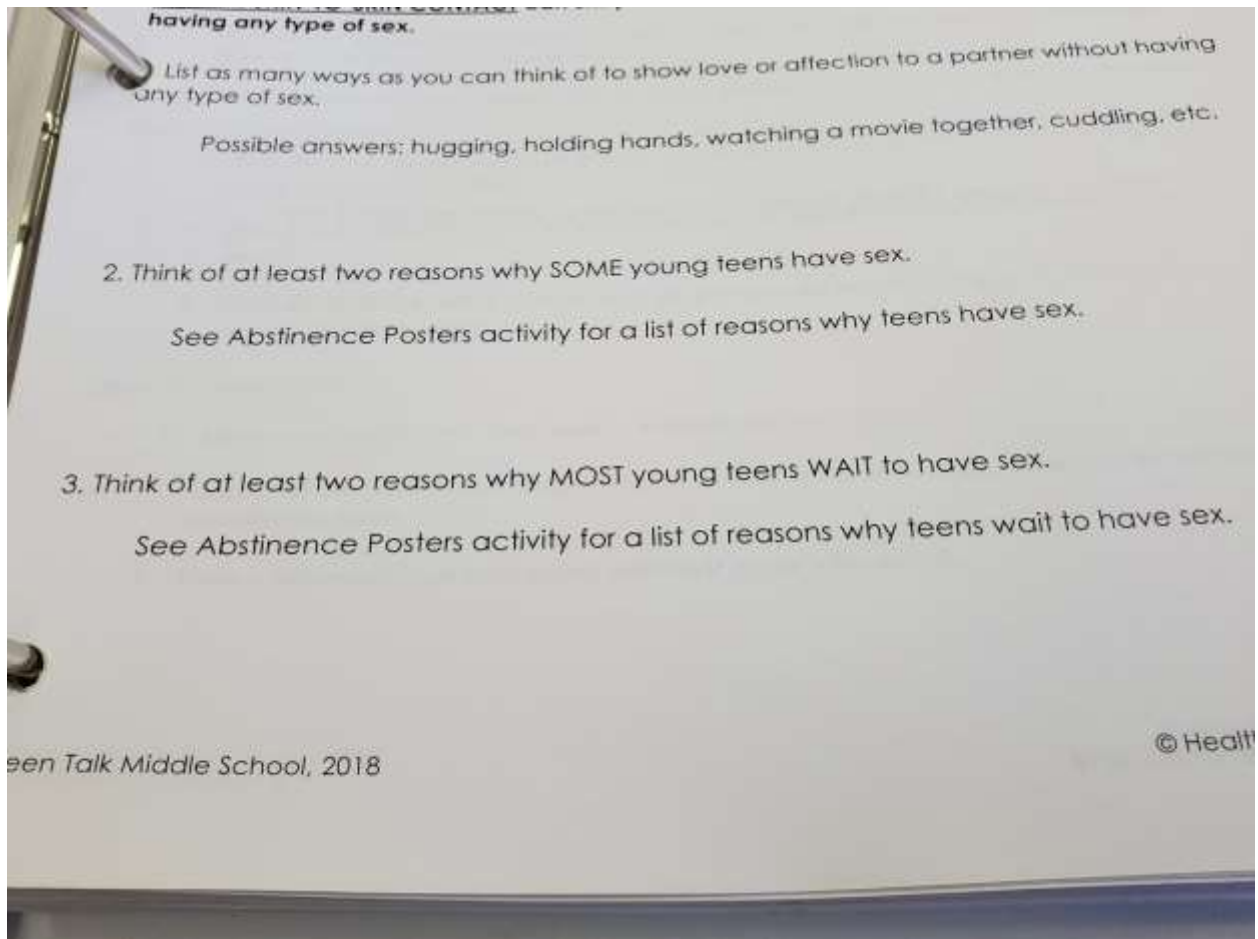
List as many ways as you can think of to show love or affection to a partner without having any type of sex.

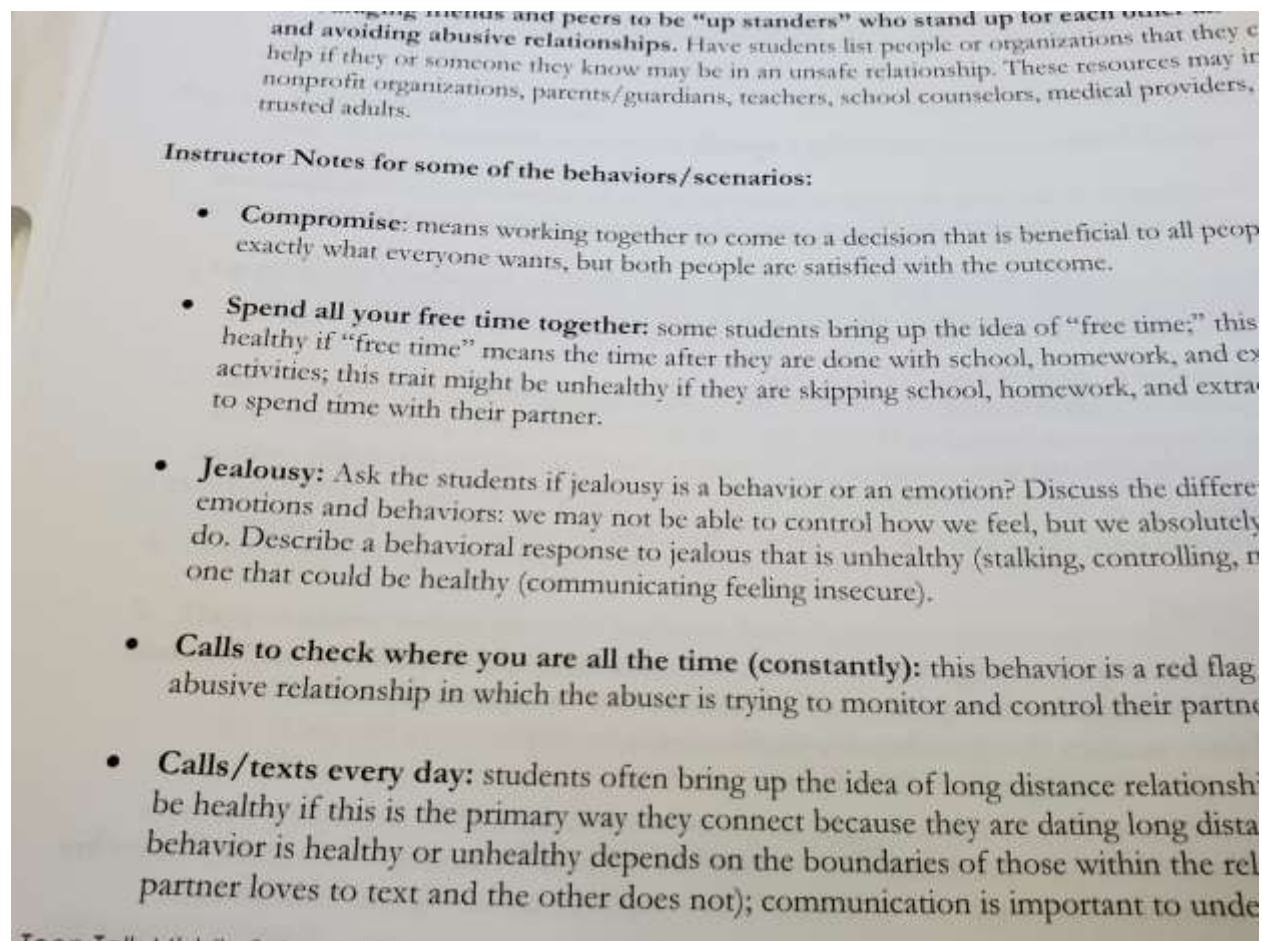
Possible answers: hugging, holding hands, watching a movie together, cuddling, etc.

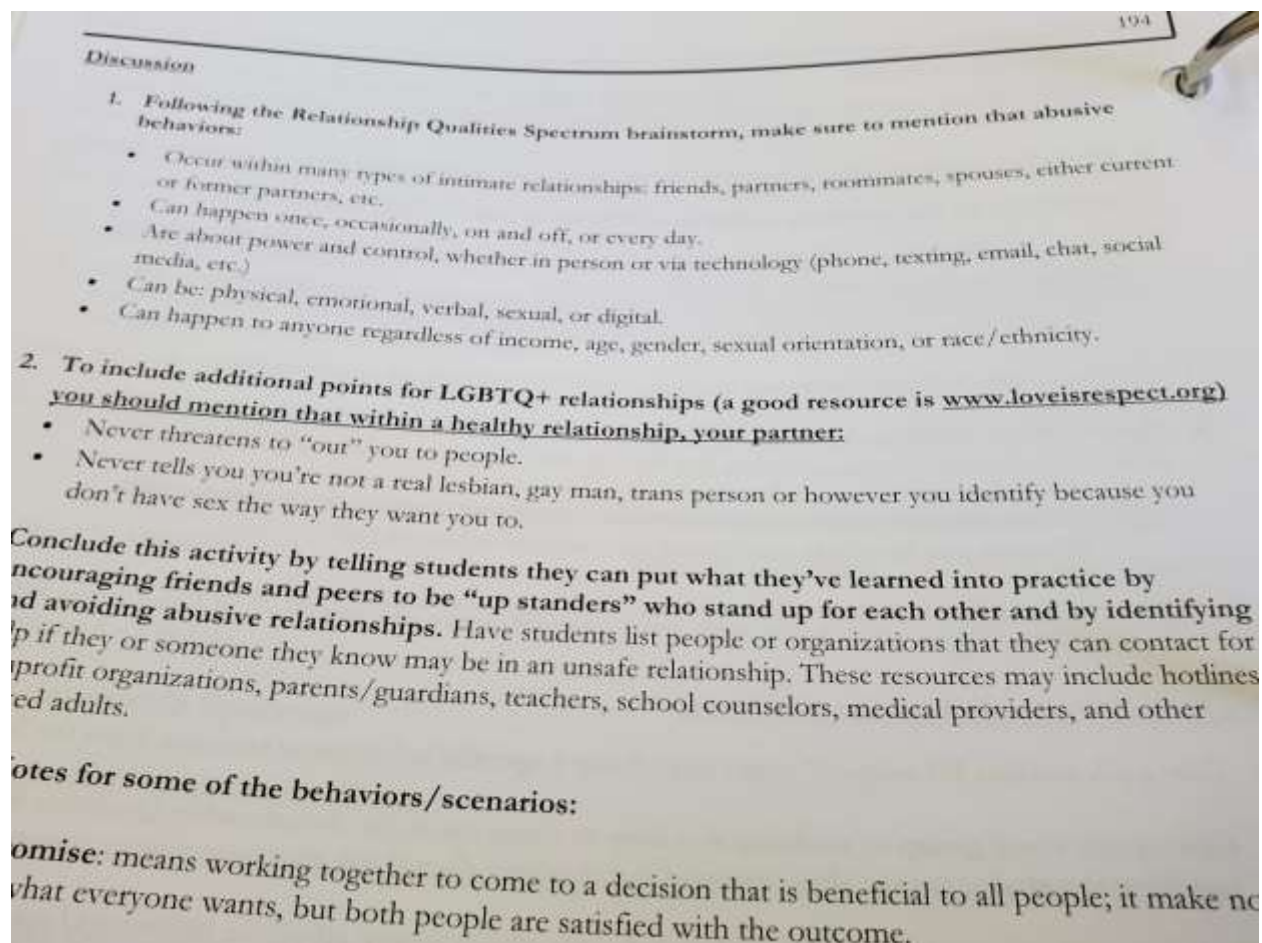
2. Think of at least two reasons why SOME young teens have sex.

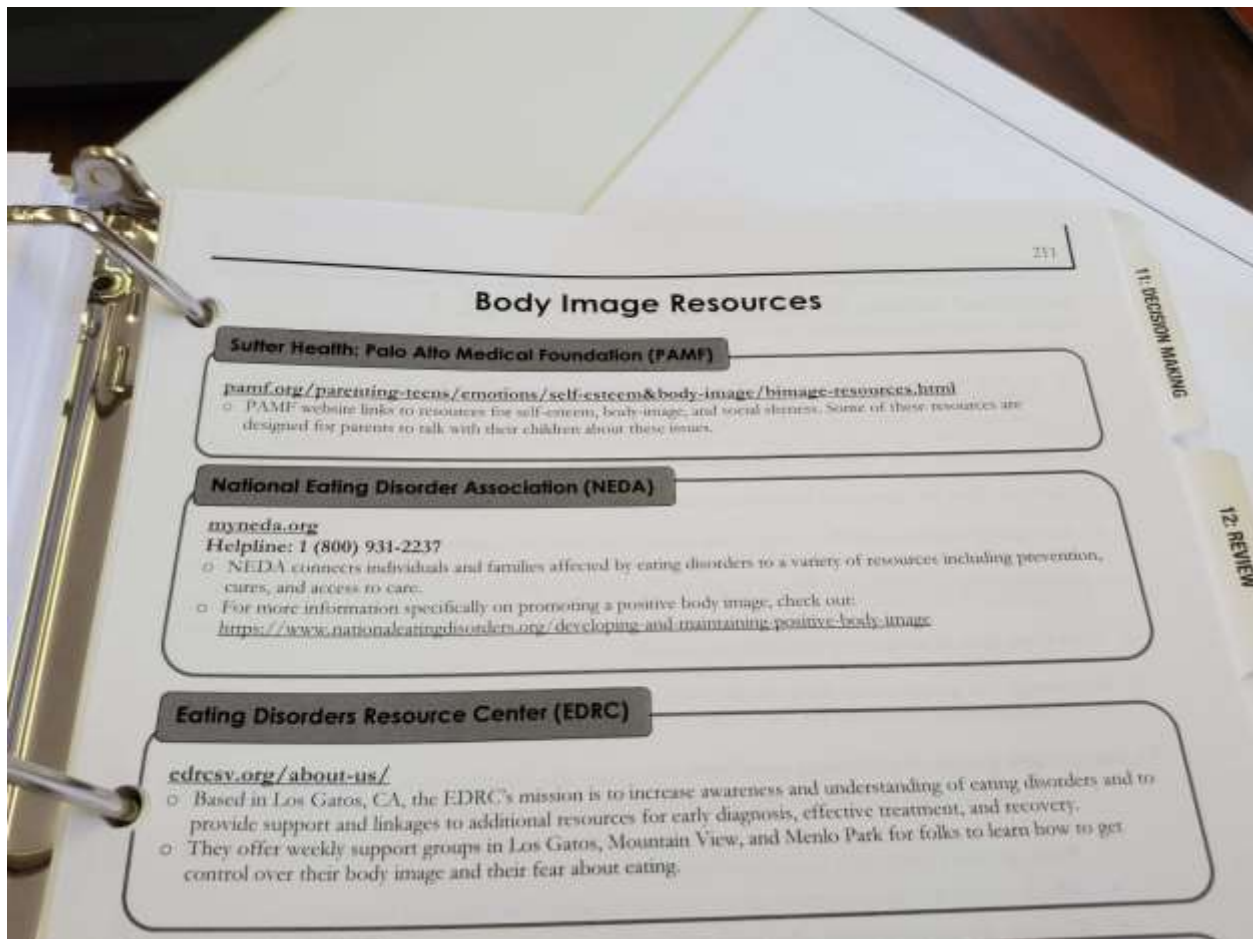
See Abstinence Posters activity for a list of reasons why teens have sex.

MOST young teens WAIT to have sex.

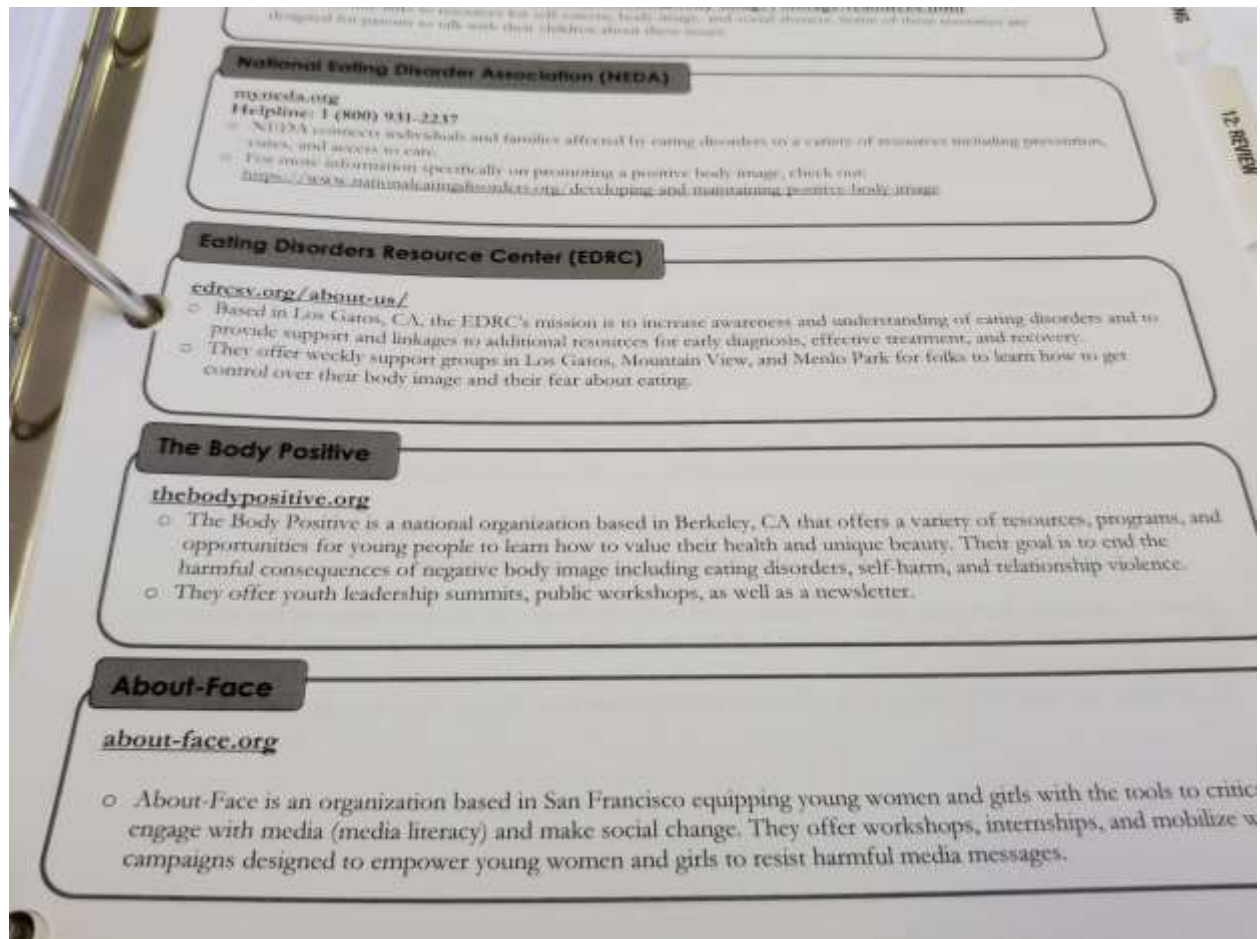


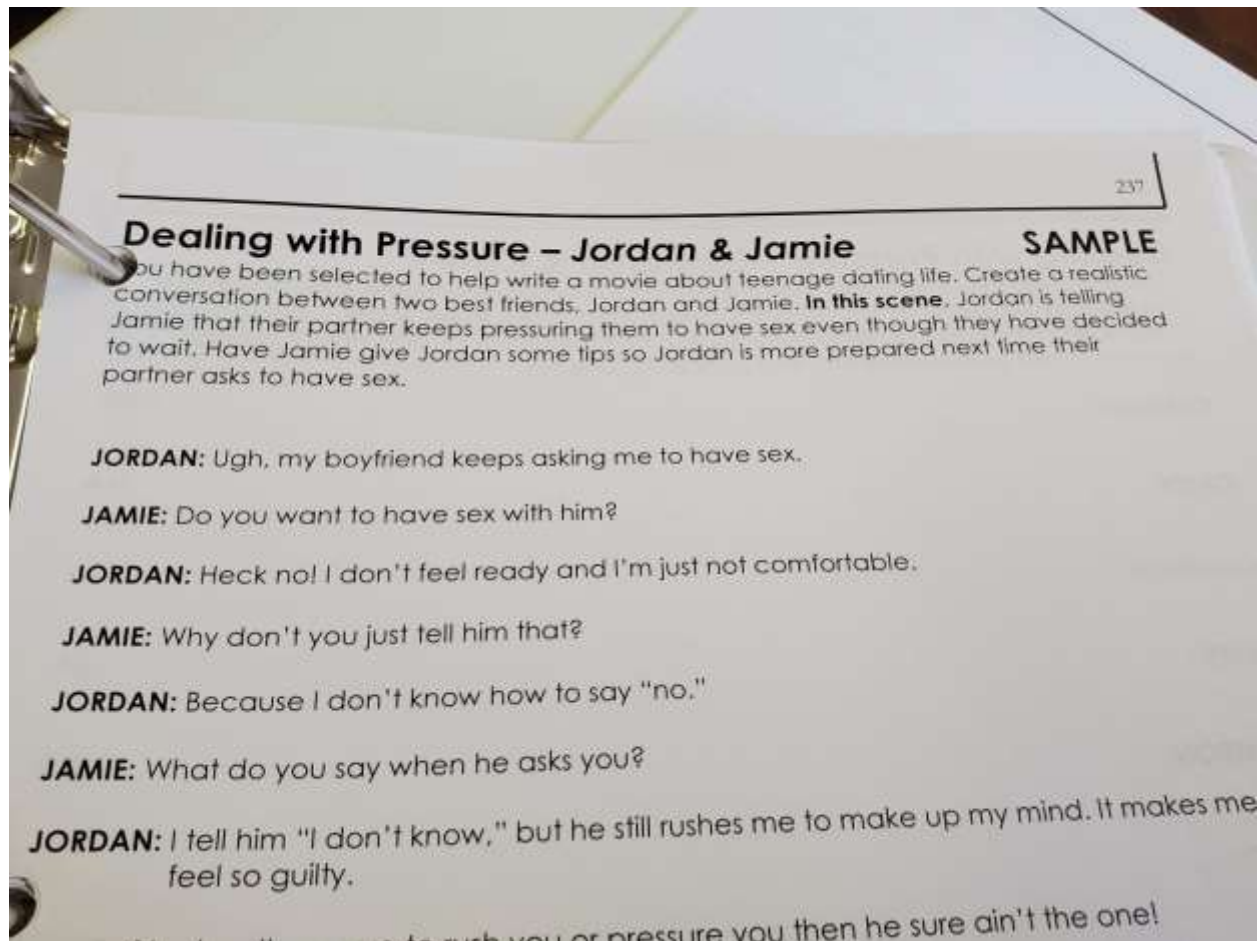


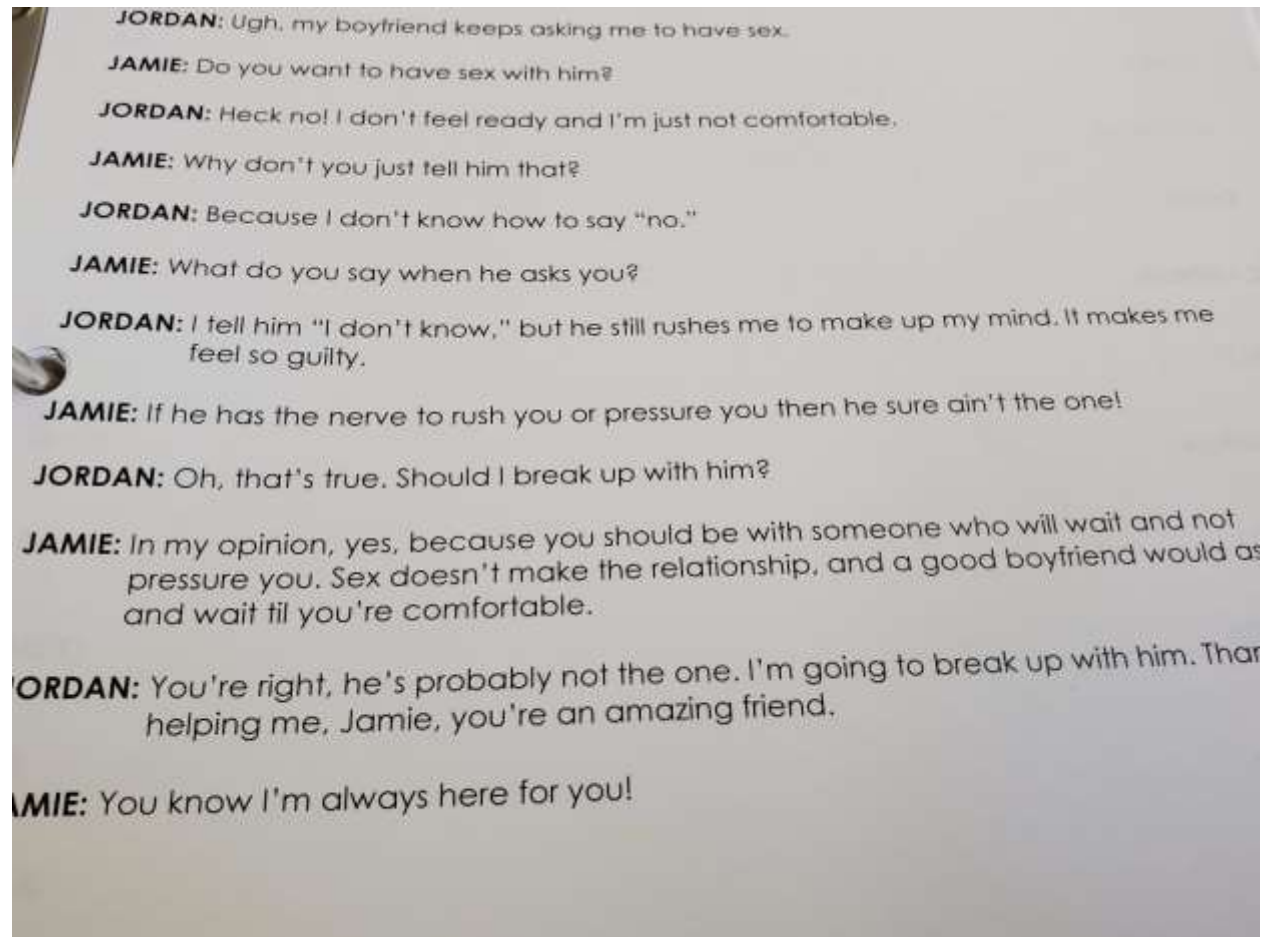


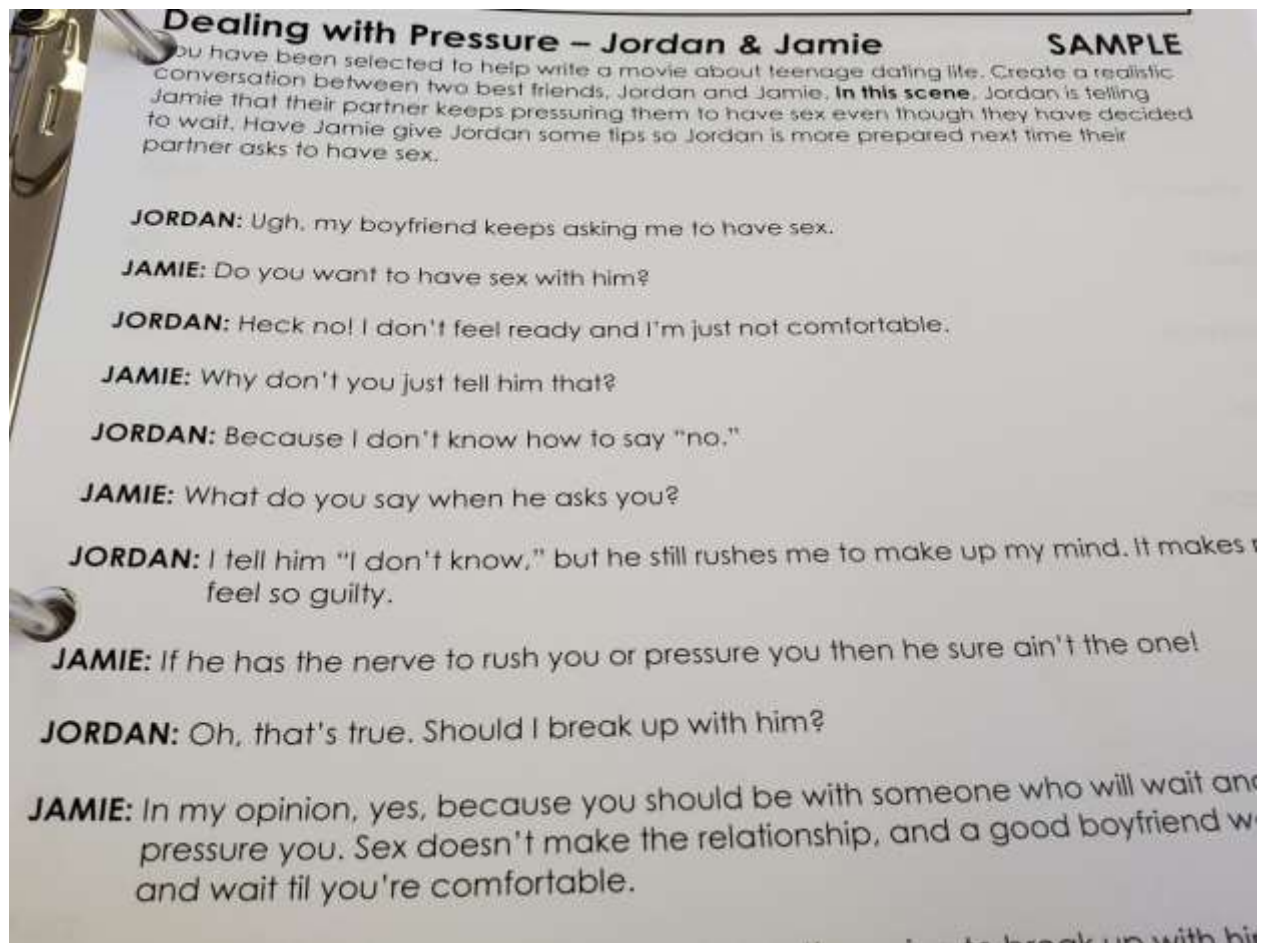


Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood









Dealing with Pressure – Sam & Skylar

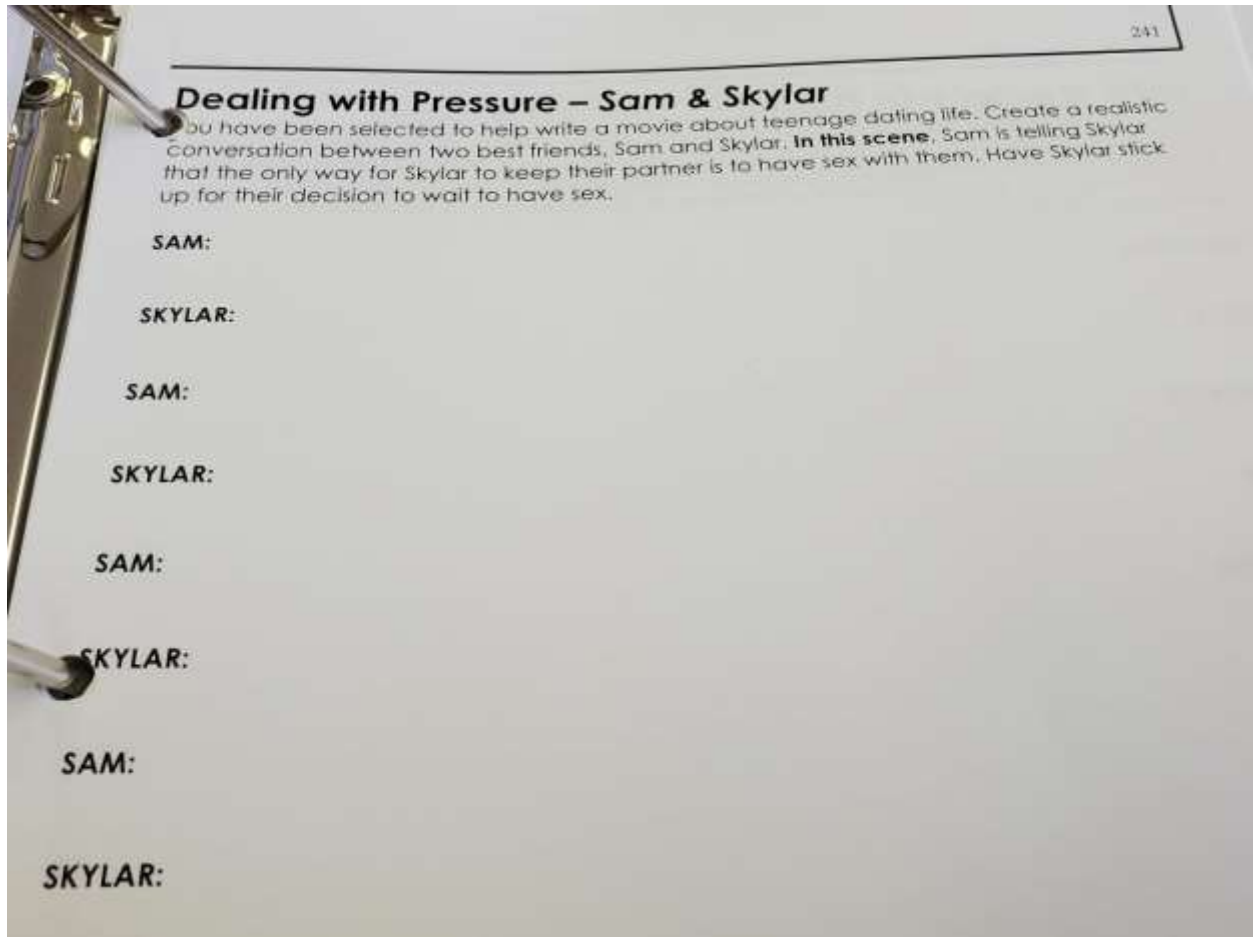
You have been selected to help write a movie about teenage dating life. Create a conversation between two best friends, Sam and Skylar. **In this scene**, Sam is telling that the only way for Skylar to keep their partner is to have sex with them. Have Skylar respond for their decision to wait to have sex.

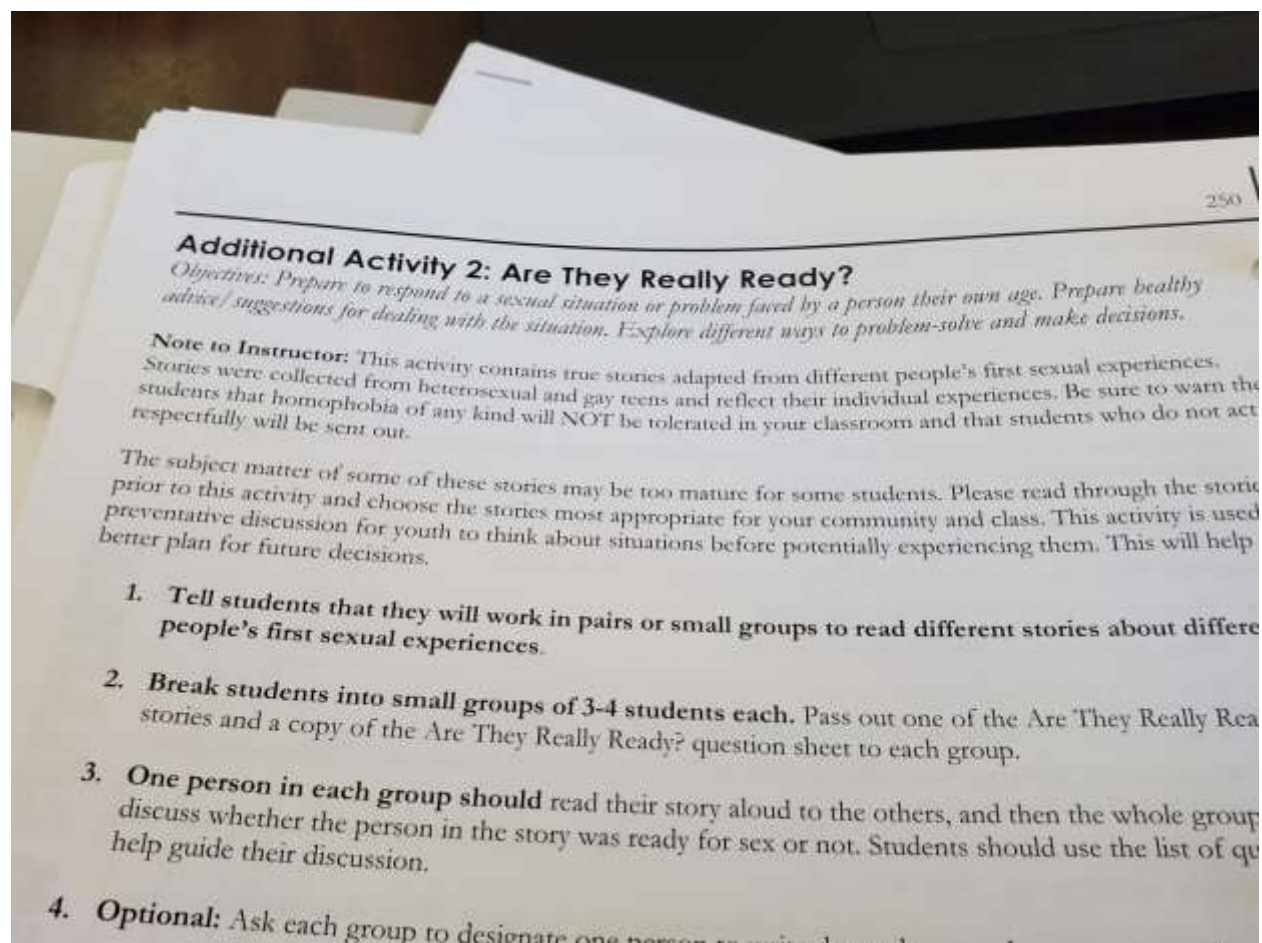
SAM:

SKYLAR:

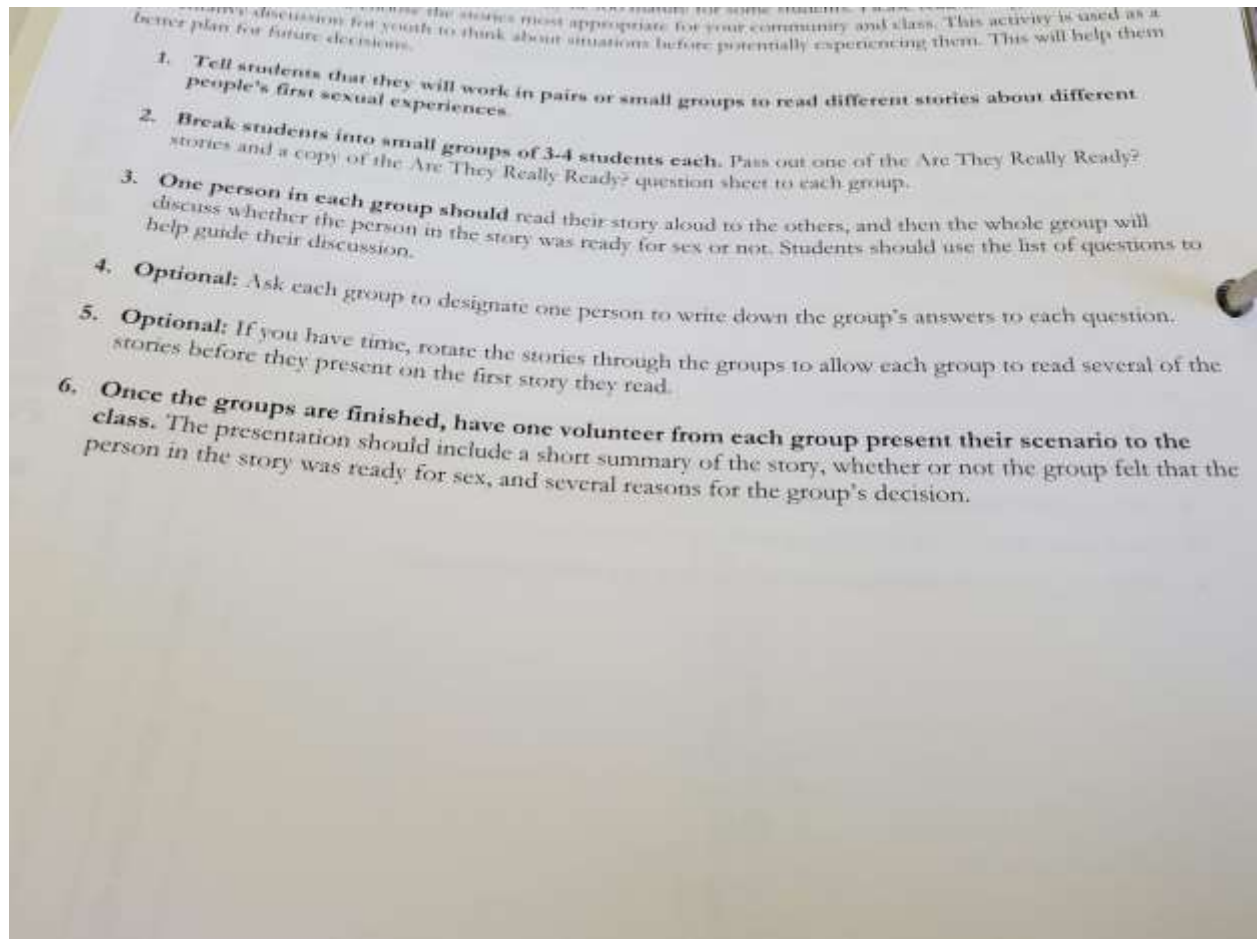
SAM:

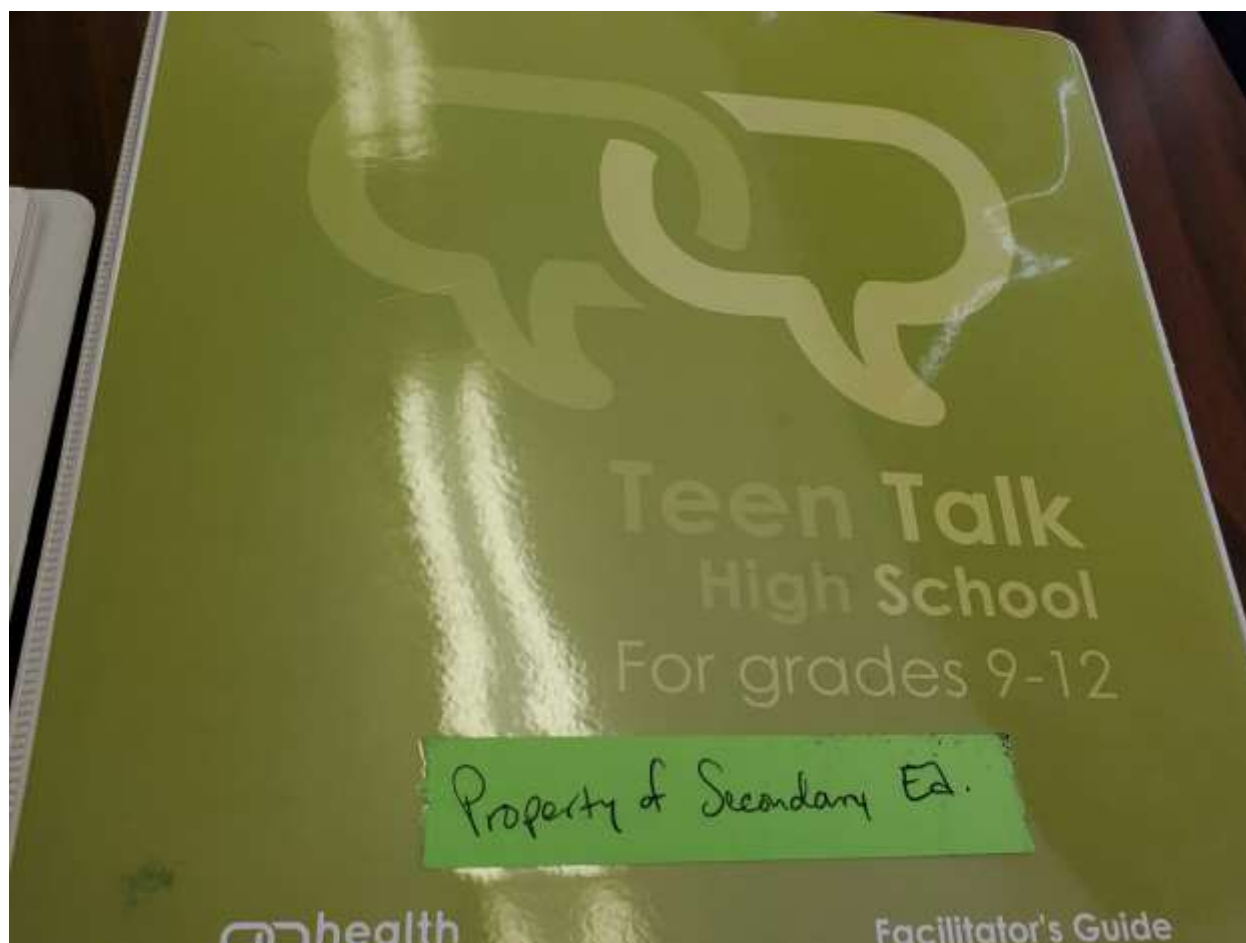
SKYLAR:





Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood





214

- Explain how the cycle works by drawing the cycle on the board as you describe it. Draw a parallel between the cycle and Brenton's Story and you describe it.

Cycle of Violence


CALM

"eggshells" / tension building

"honeymoon" / apologies and gifts

INCIDENT

- **Hearts:** typically, relationships start off at the 'honeymoon' phase where they like to spend a lot of time with one another. Then things settle into a **calm** (write this word between the hearts and eggshells stages).
 - **Brenton and Taylor** were so excited to text and hang out at the beginning
- **Eggshells:** in an abusive relationship, tension starts building. The abuser begins to criticize, make fun of, or demean their partner. Perhaps they start controlling who they talk to, what they do, and for victims and survive



INCIDENT

- **Hearts:** typically, relationships start off at the 'honeymoon' phase where they like to spend a lot of time with one another. Then things settle into a **calm** (write this word between the hearts and eggshells stages).
 - **Brenton and Taylor were so excited to text and hang out at the beginning**
- **Eggshells:** in an abusive relationship, tension starts building. The abuser begins to criticize, make fun of, or demean their partner. Perhaps they start controlling who they talk to, what they wear, where they can go. This tension builds and builds, and for victims and survivors it feels like they have to walk on eggshells in order to not make their partner mad.
 - **Taylor started to criticize Brenton. Then Taylor would get upset if Brenton didn't text right away. Brenton finally stopped seeing her friends in order to prevent Taylor's anger.**
- **Explosion:** this is the incident. There is some form of intense emotional, psychological, physical, or sexual abuse.
 - **There are potentially two incidents: Taylor deleting Brenton's Instagram account and the sexual assault/potential rape.**
- **Hearts:** back to hearts – the abuser apologizes for their behavior; they may even assure the partner this will never happen again. Often these apologies are not sincere and can even place blame on victims and survivors for causing the abuse in the first place: "If you didn't talk to other guys, I wouldn't be so jealous"
 - **Taylor's pseudo-apology to Brenton, which places the blame on Brenton for not having sex with Taylor enough.**
- **Calm:** things go back to being calm for a while.

215

"eggshells" / tension building

Cycle of Violence

INCIDENT

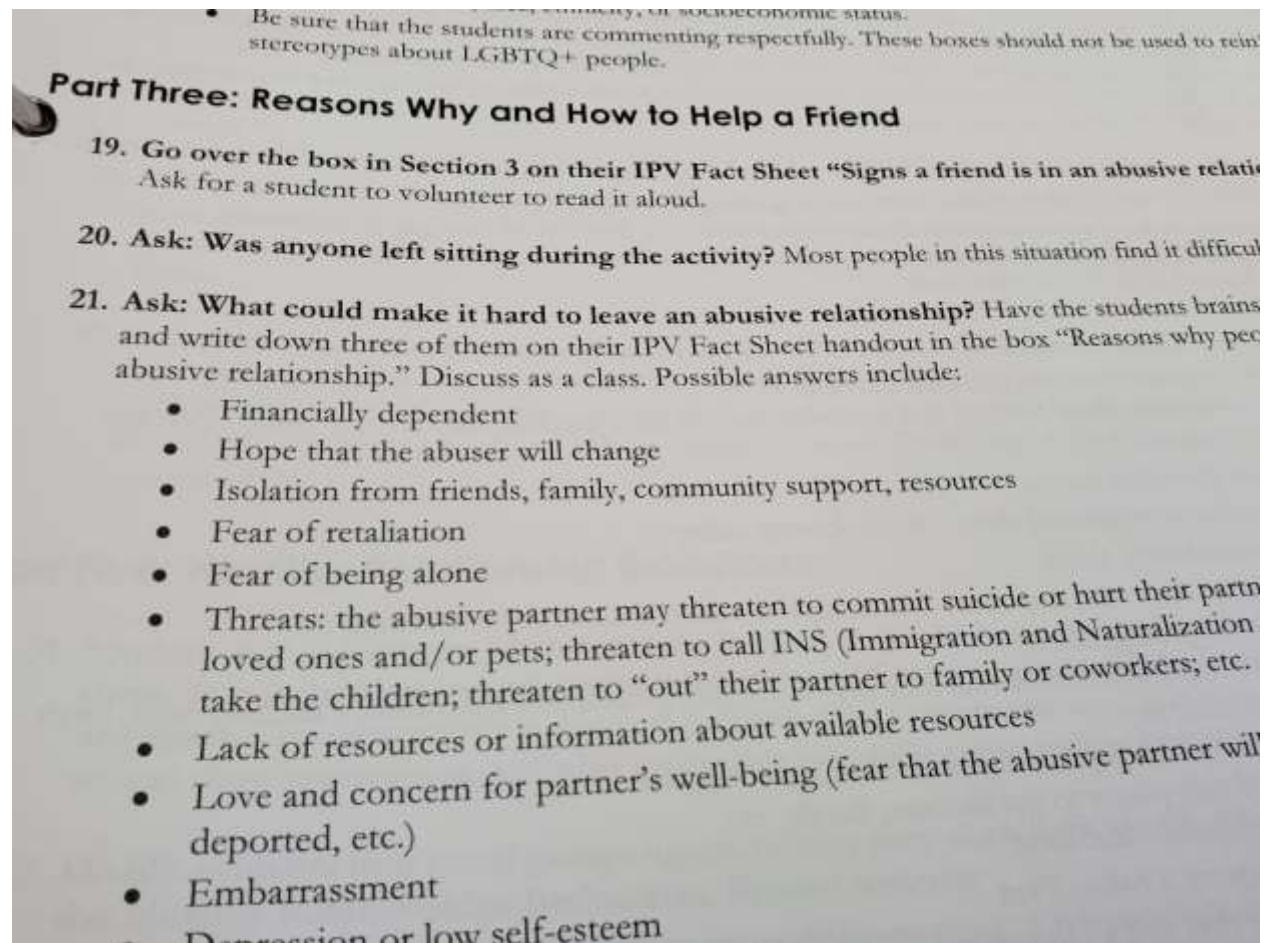
18. Ask for a volunteer to read the two boxes (one left and one right of the cycle of violence) in 2 of their IPV Fact Sheet about LGBTQ+ intimate partner violence

- Make sure to emphasize that abuse can happen in any relationship, regardless of gender, orientation, culture, race, ethnicity, or socioeconomic status.
- Be sure that the students are commenting respectfully. These boxes should not be used to perpetuate stereotypes about LGBTQ+ people.

Part Three: Reasons Why and How to Help a Friend

19. Go over the box in Section 3 on their IPV Fact Sheet "Signs a friend is in an abusive relationship." Ask for a student to volunteer to read it aloud.

20. Ask: Was anyone left sitting during the activity? Most people in this situation find it



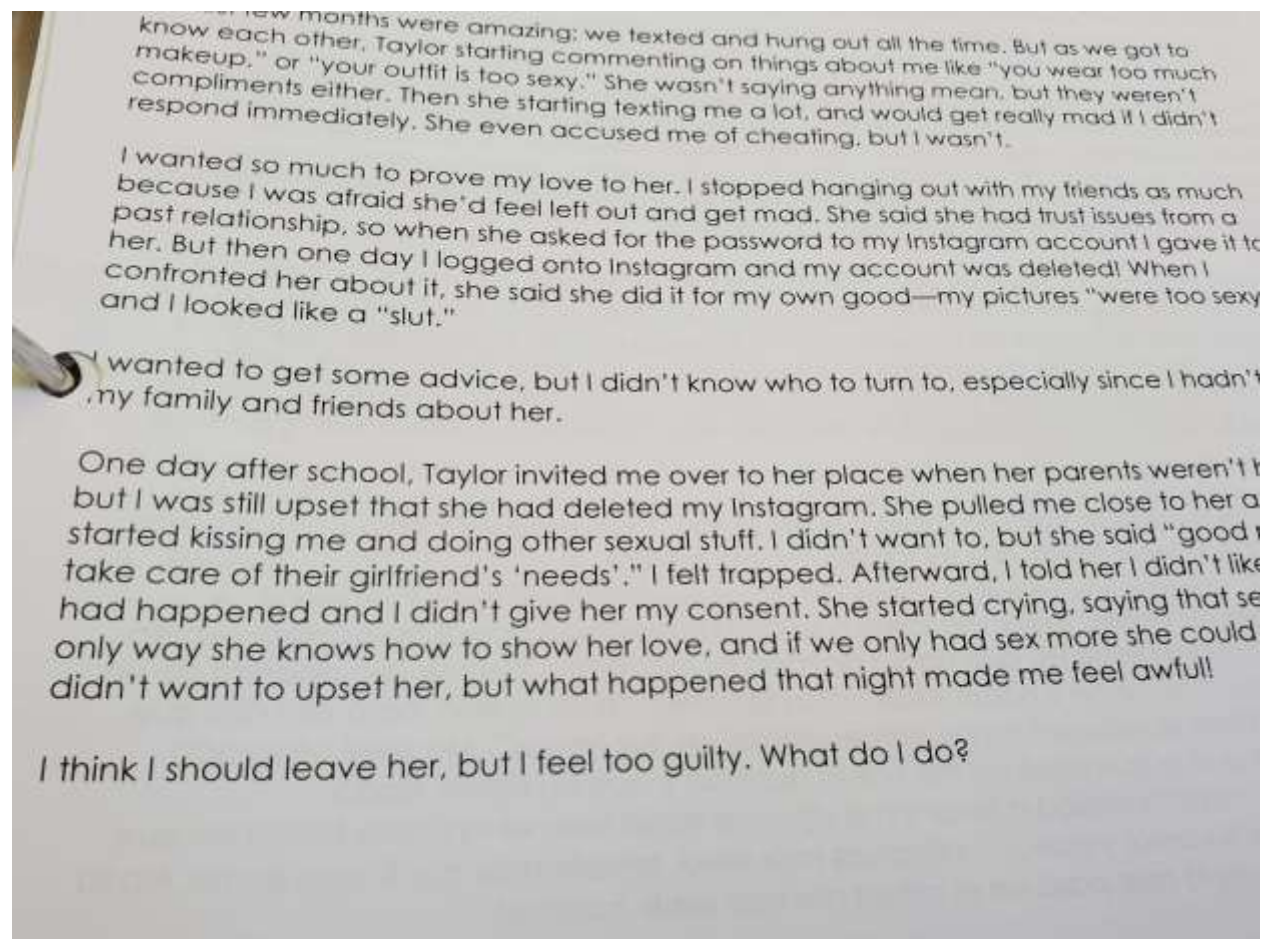
Brenton's Story

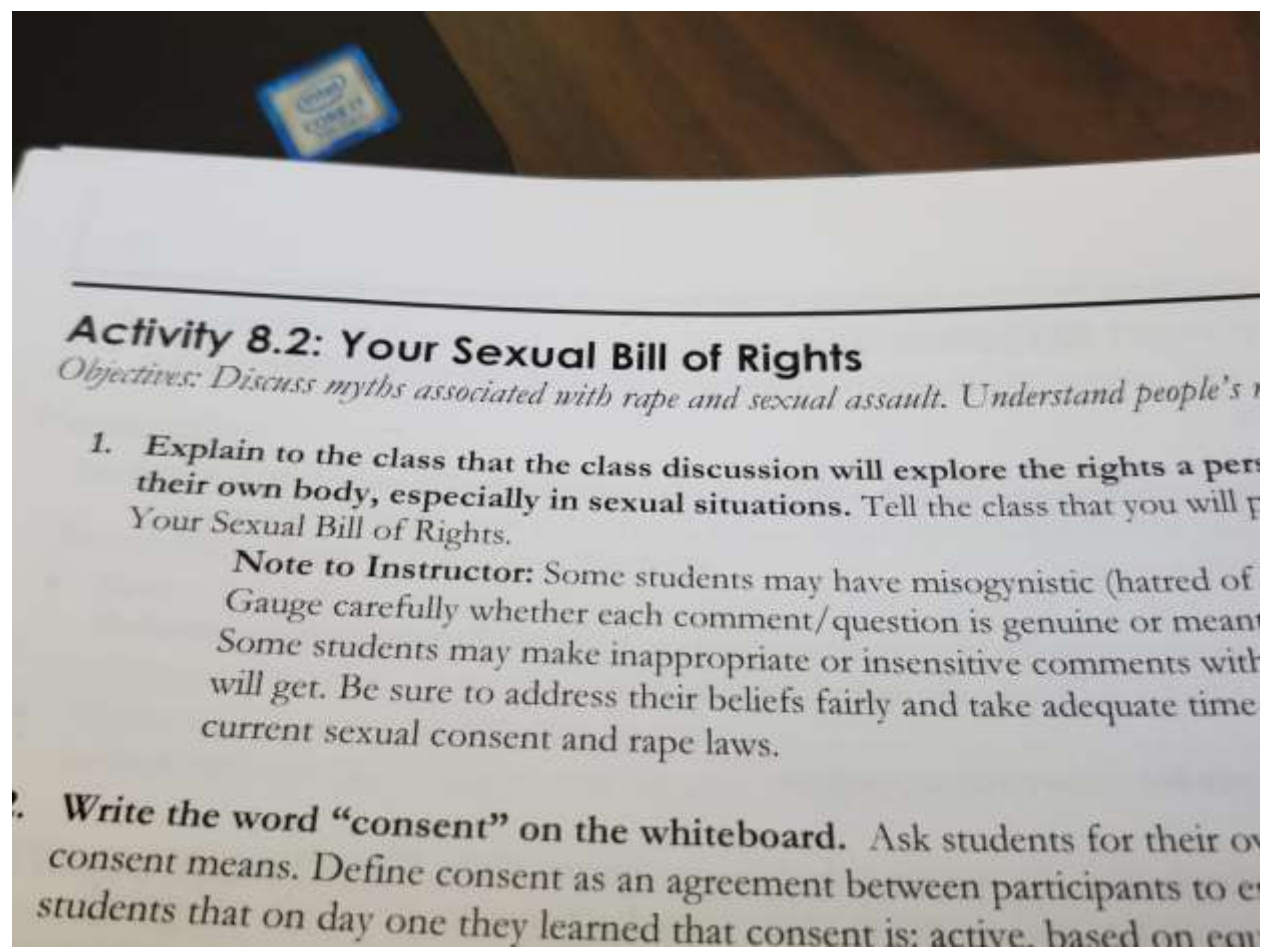
I met Taylor my first day of high school. I was immediately attracted to her; she was older and had so much confidence. I've had crushes on other girls before, but never dated one. When she asked me out, I was so excited! On our date, she said she had come out to her family as lesbian, but they weren't supportive. It broke my heart to see how hurt she was. She thought it was best to keep our relationship a secret from our families and friends.

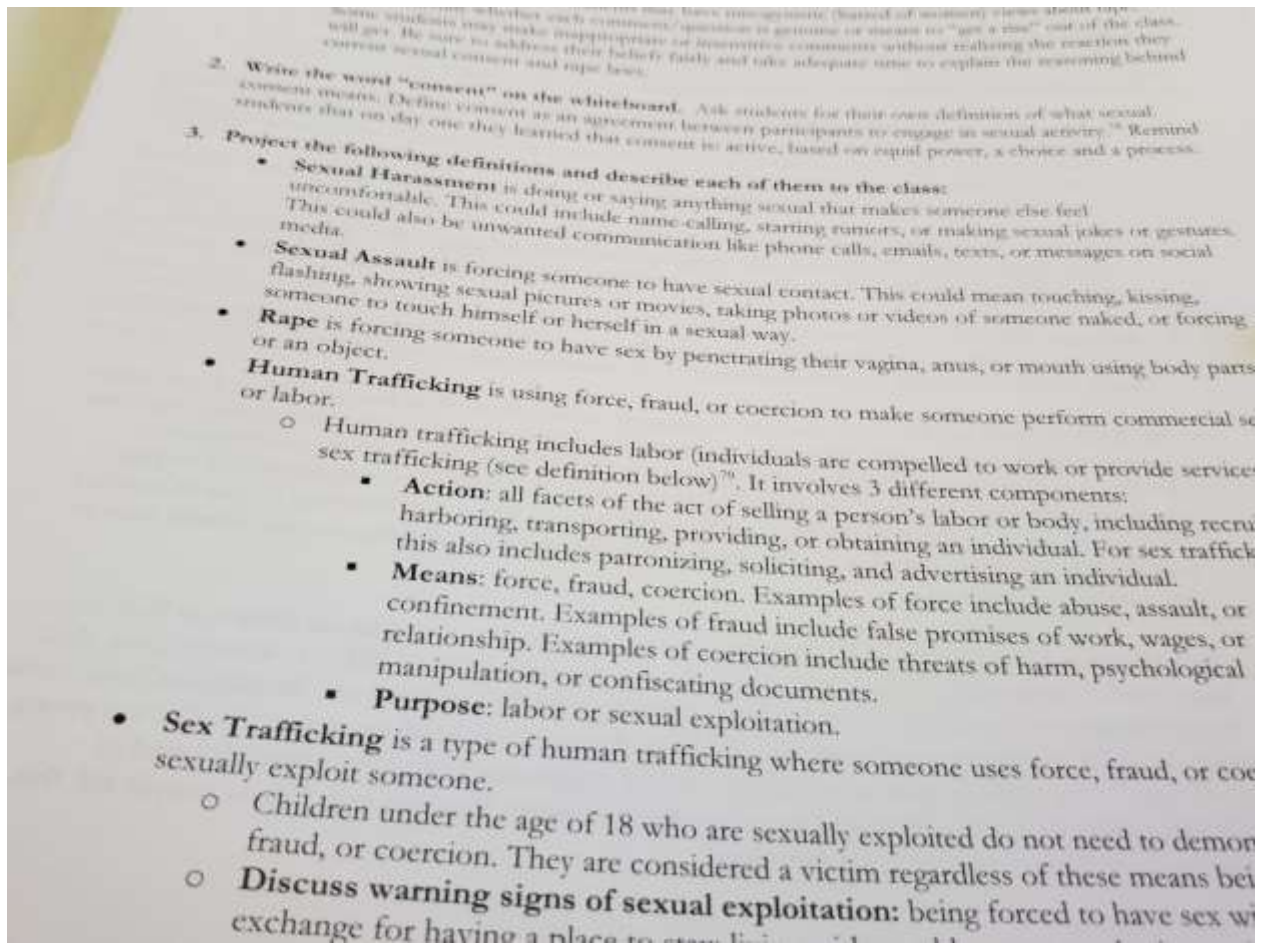
The first few months were amazing; we texted and hung out all the time. But as we got to know each other, Taylor started commenting on things about me like "you wear too much makeup," or "your outfit is too sexy." She wasn't saying anything mean, but they weren't compliments either. Then she started texting me a lot, and would get really mad if I didn't respond immediately. She even accused me of cheating, but I wasn't.

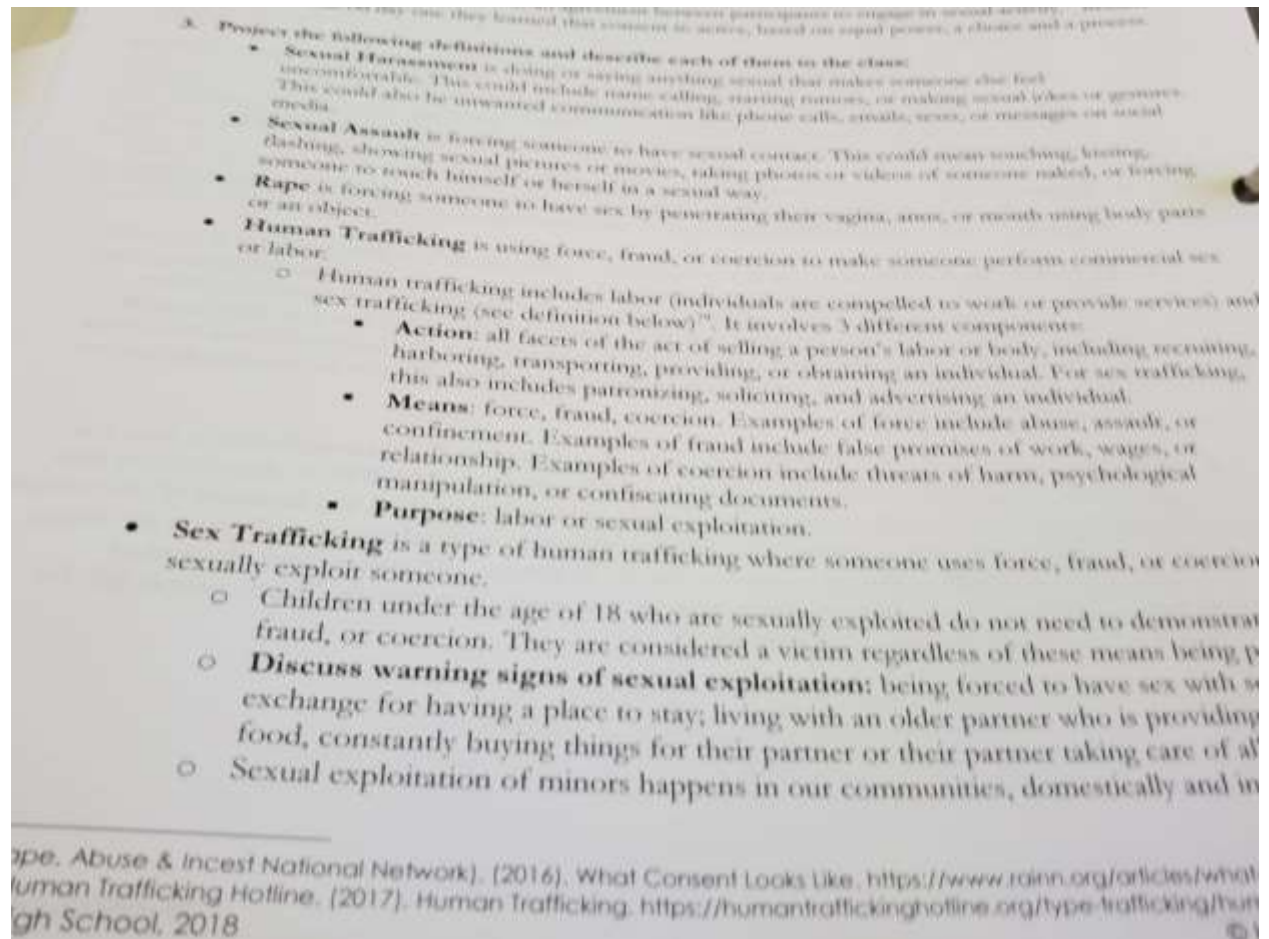
I wanted so much to prove my love to her. I stopped hanging out with my friends as much because I was afraid she'd feel left out and get mad. She said she had trust issues from a relationship, so when she asked for the password to my Instagram account I gave it to her. But then one day I logged onto Instagram and my account was deleted! When I confronted her about it, she said she did it for my own good—my pictures "were too sexy" and looked like a "slut."

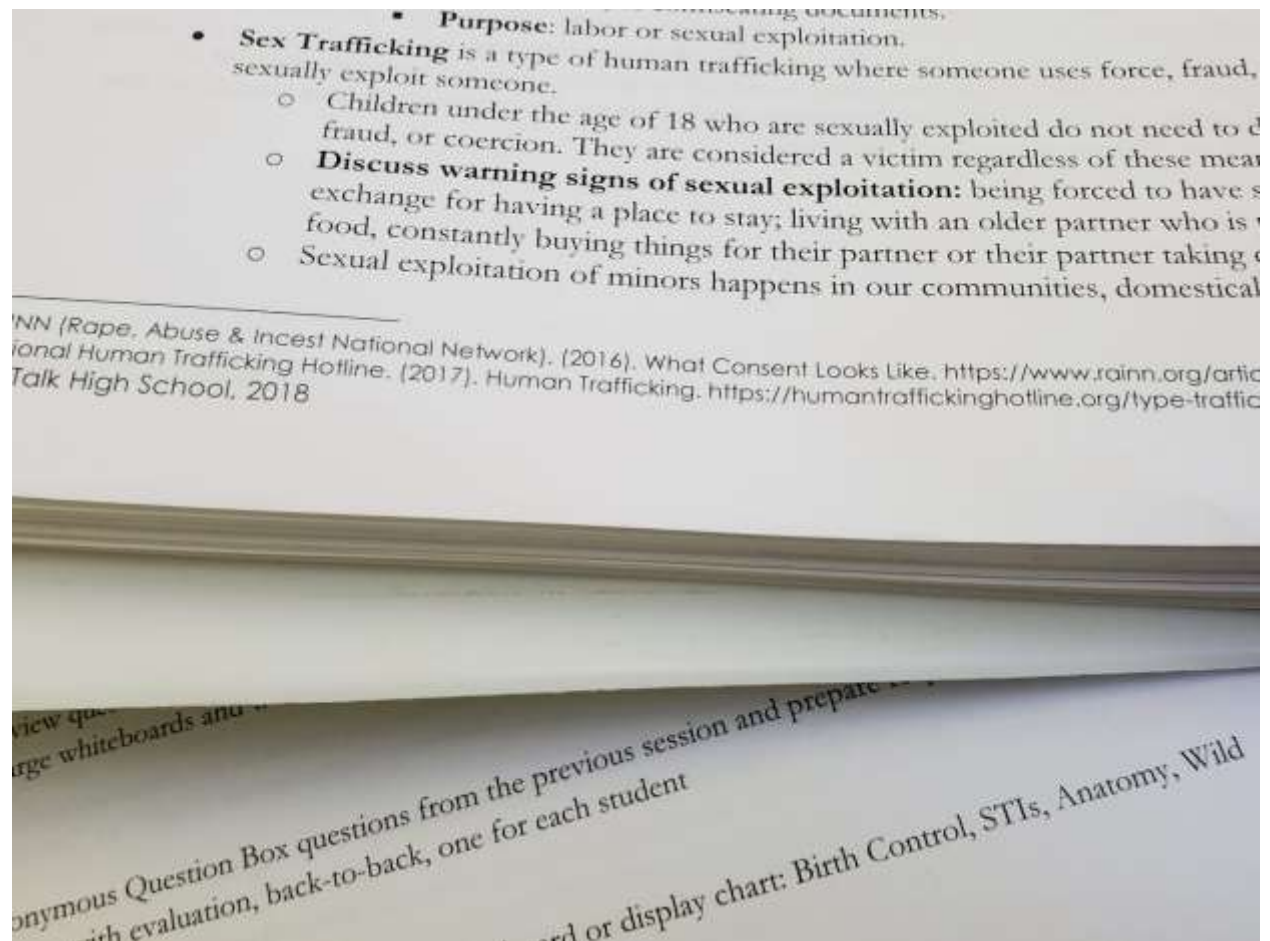
I didn't know what to turn to, especially since I hadn't

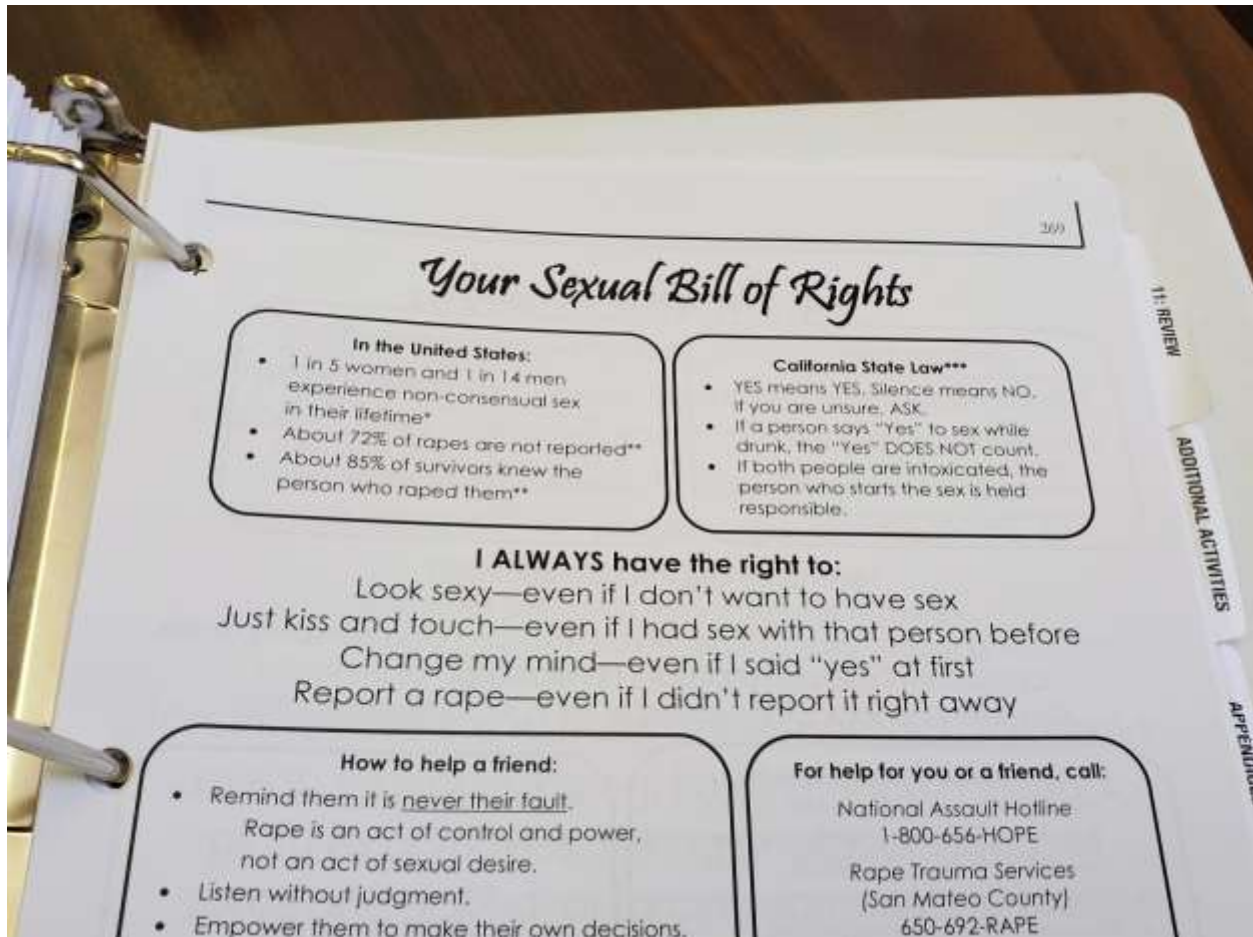












...women and 1 in 14 men experience non-consensual sex in their lifetime*

- About 72% of rapes are not reported**
- About 85% of survivors knew the person who raped them**

California State Law***

- YES means YES; Silence means NO. If you are unsure, ASK.
- If a person says "Yes" to sex while drunk, the "Yes" DOES NOT count.
- If both people are intoxicated, the person who starts the sex is held responsible.

I ALWAYS have the right to:

- Look sexy—even if I don't want to have sex.
- Just kiss and touch—even if I had sex with that person before.
- Change my mind—even if I said "yes" at first.
- Report a rape—even if I didn't report it right away.

How to help a friend:

- Remind them it is never their fault. Rape is an act of control and power, not an act of sexual desire.
- Listen without judgment.
- Empower them to make their own decisions.
- Ask if they feel safe.
- Encourage them to report, by visiting a local hospital or calling 911.

For help for you or a friend, call:

National Assault Hotline
1-800-656-HOPE

Rape Trauma Services
(San Mateo County)
650-692-RAPE

National Human Trafficking
Resource Center
1-888-373-7888

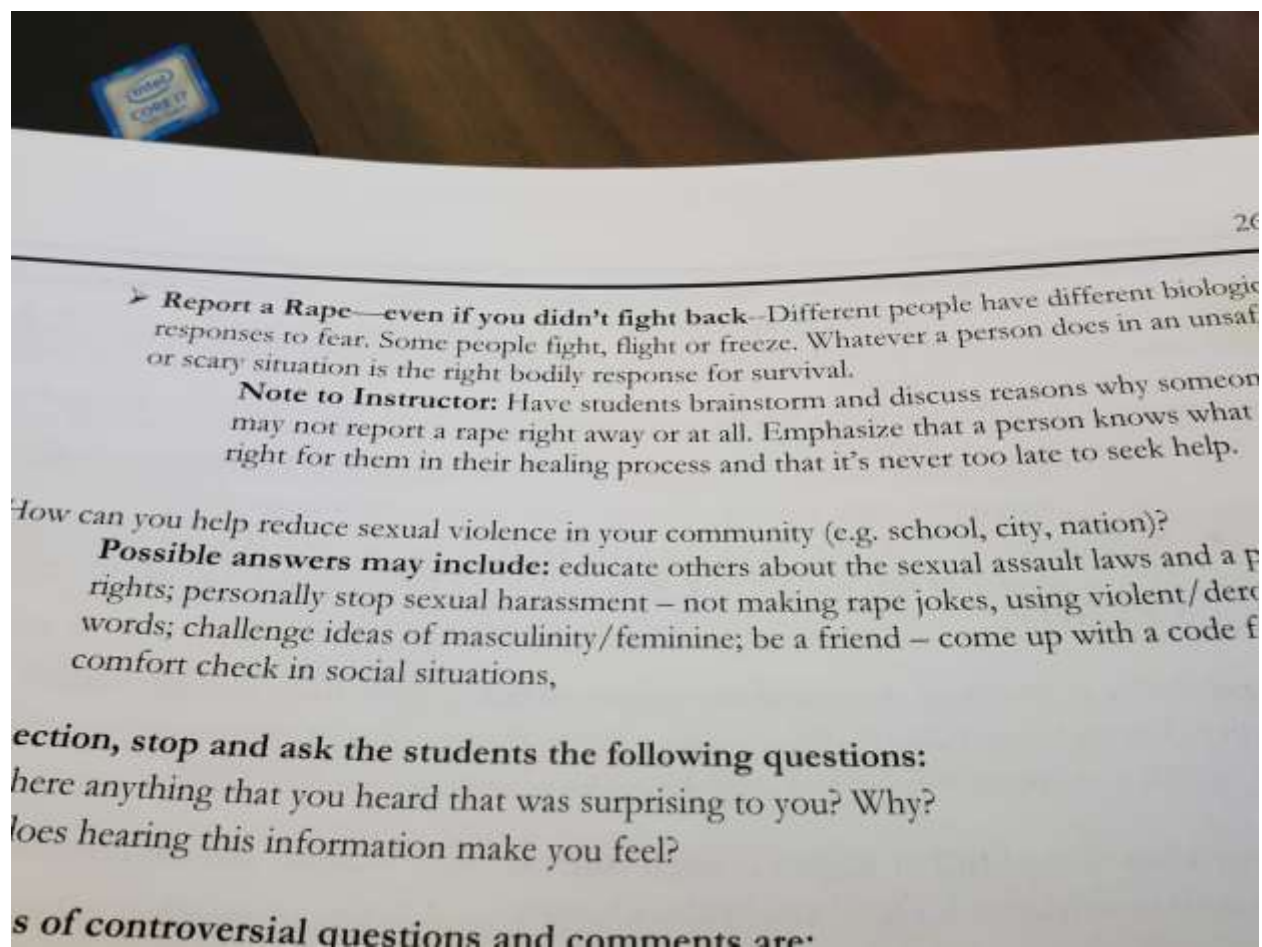
How can you help reduce sexual violence in your community?

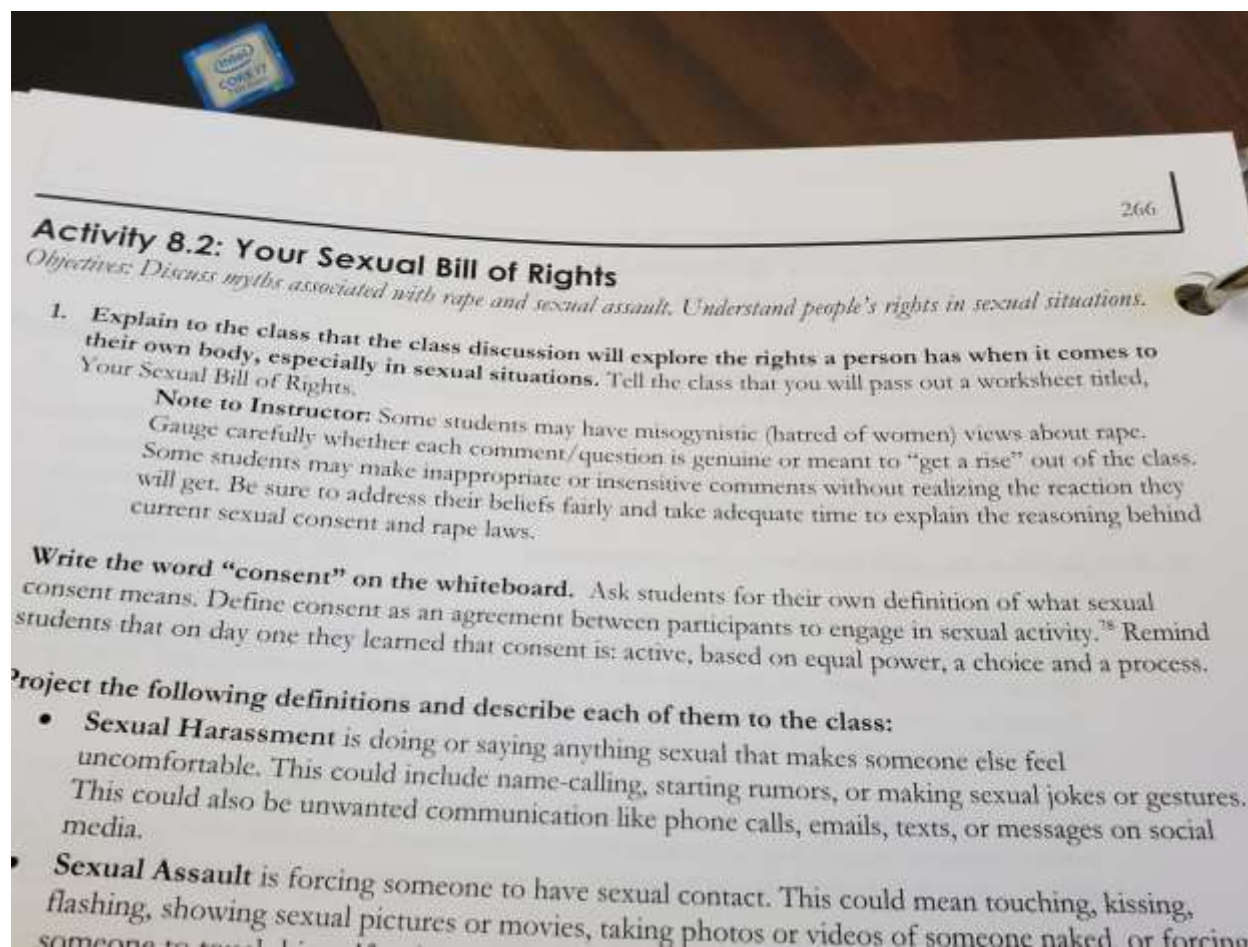
Sources Cited:
*Smith, S.G., et al. (2015). Atlanta, GA: National Intimate Partner and Sexual Violence Survey (available at: www.cdc.gov/violenceprevention/pdf/2015-data-brief.pdf)

ADDITIONAL ACTIVITIES

APPENDICES

9. Downey





Your Sexual Bill of Rights

In the United States:

- 1 in 5 women and 1 in 14 men experience non-consensual sex in their lifetime*
- About 72% of rapes are not reported**
- About 85% of survivors knew the person who raped them**

California State Law***

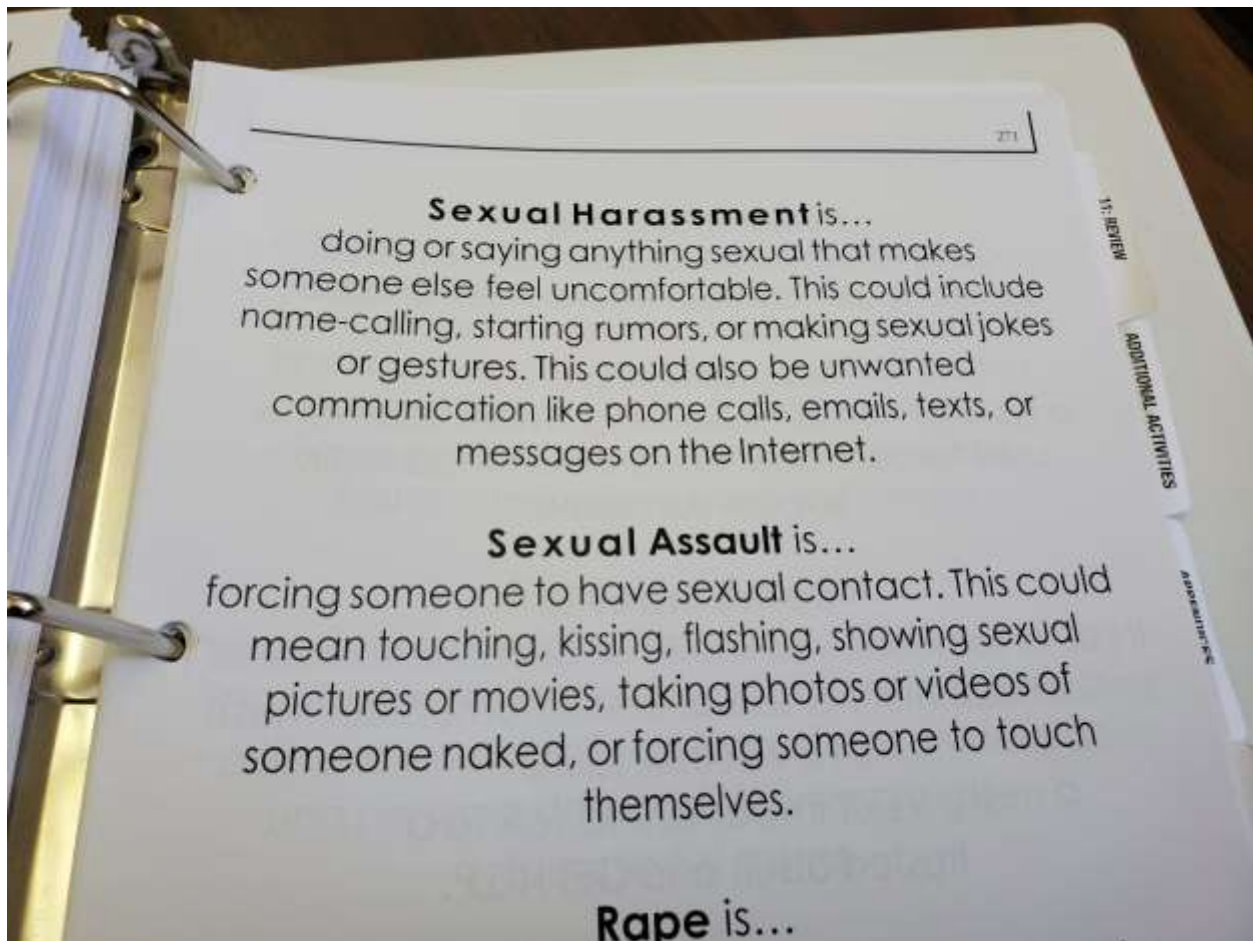
- YES means YES. Silence means NO. If you are unsure, ASK.
- If a person says "Yes" to sex while drunk, the "Yes" DOES NOT count.
- If both people are intoxicated, the person who starts the sex is held responsible.

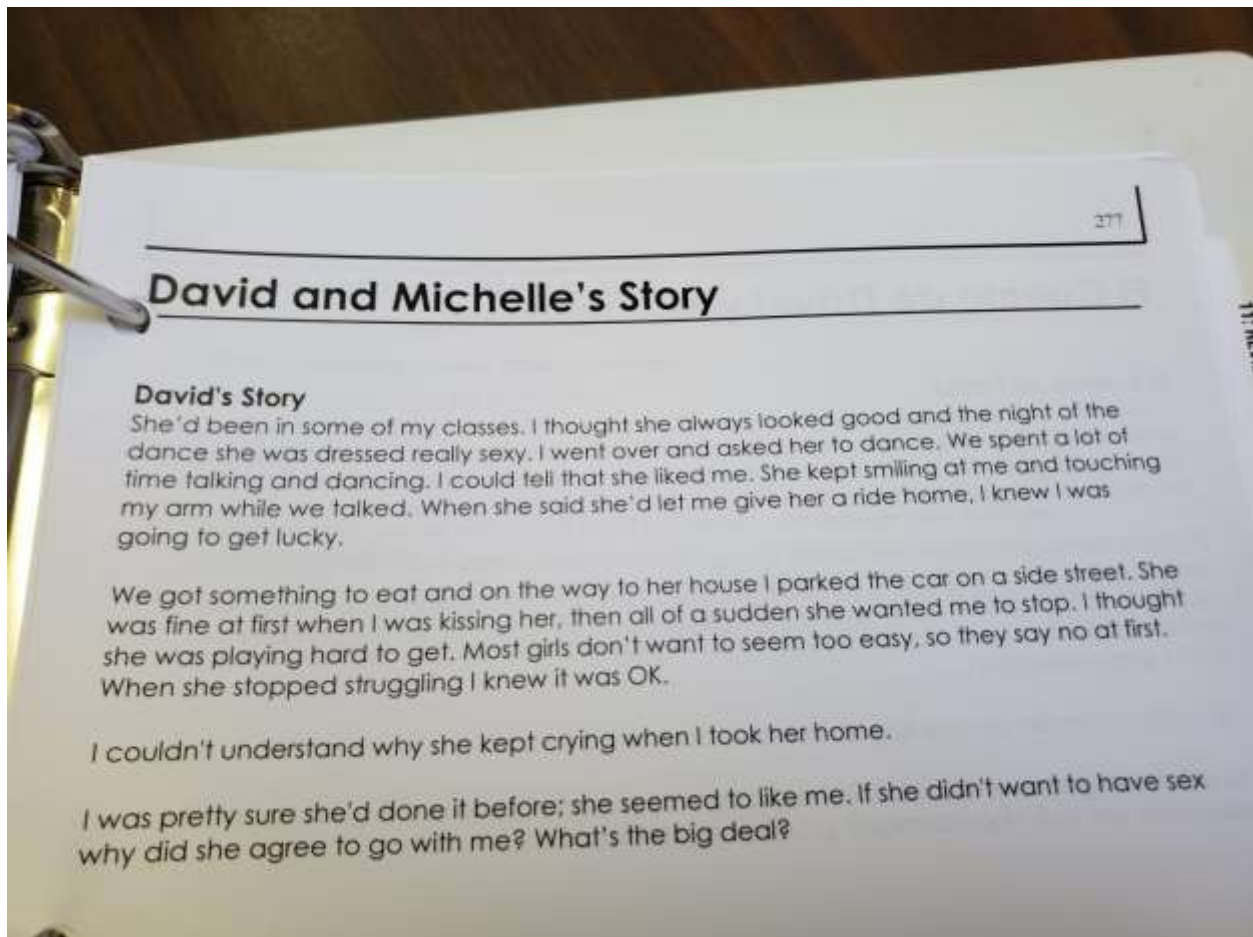
I ALWAYS have the right to:

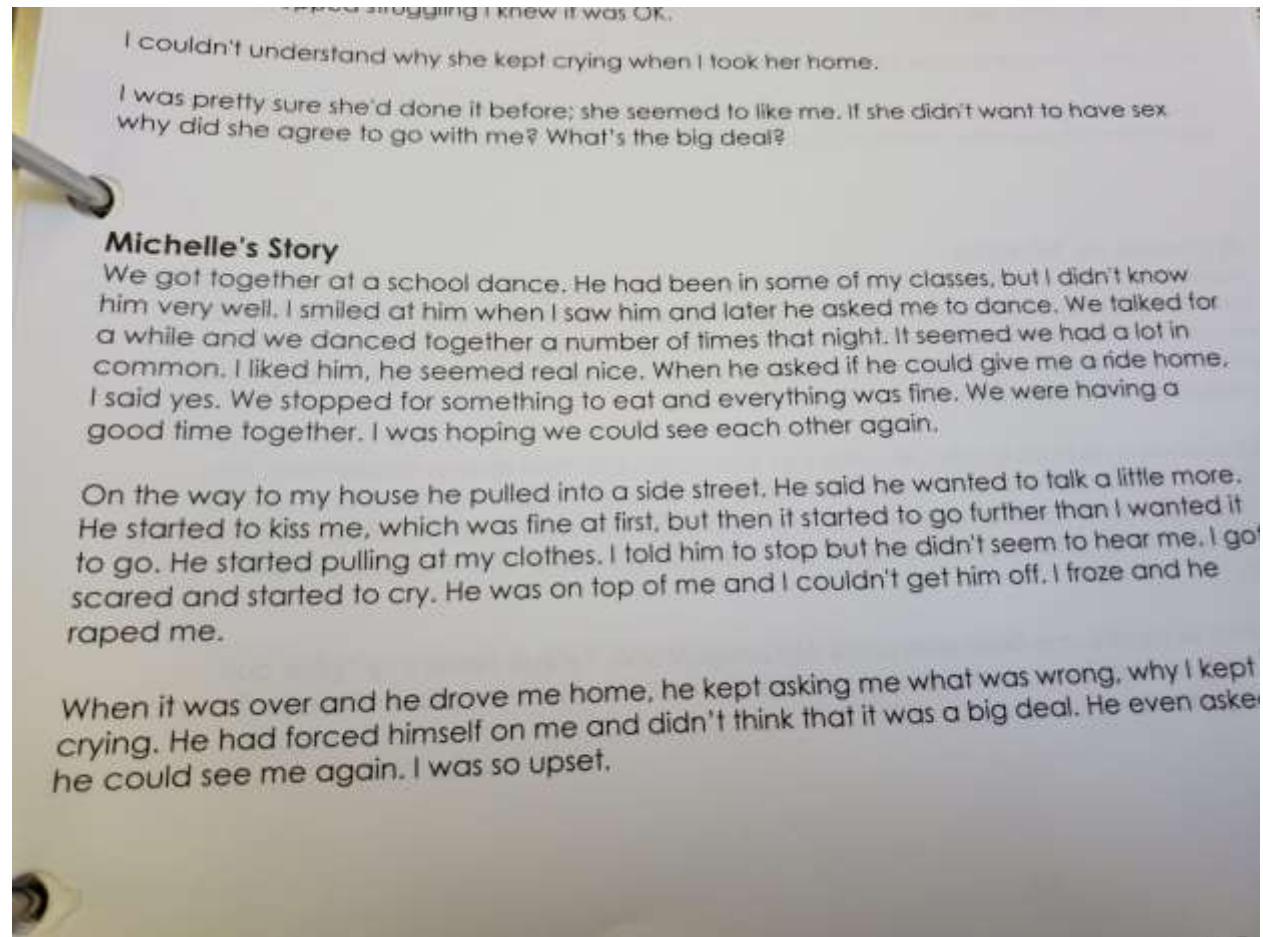
Look sexy—even if I don't want to have sex
Just kiss and touch—even if I had sex with that person before
Change my mind—even if I said "yes" at first
Report a rape—even if I didn't report it right away

How to help a friend:

For help for you or a friend, call







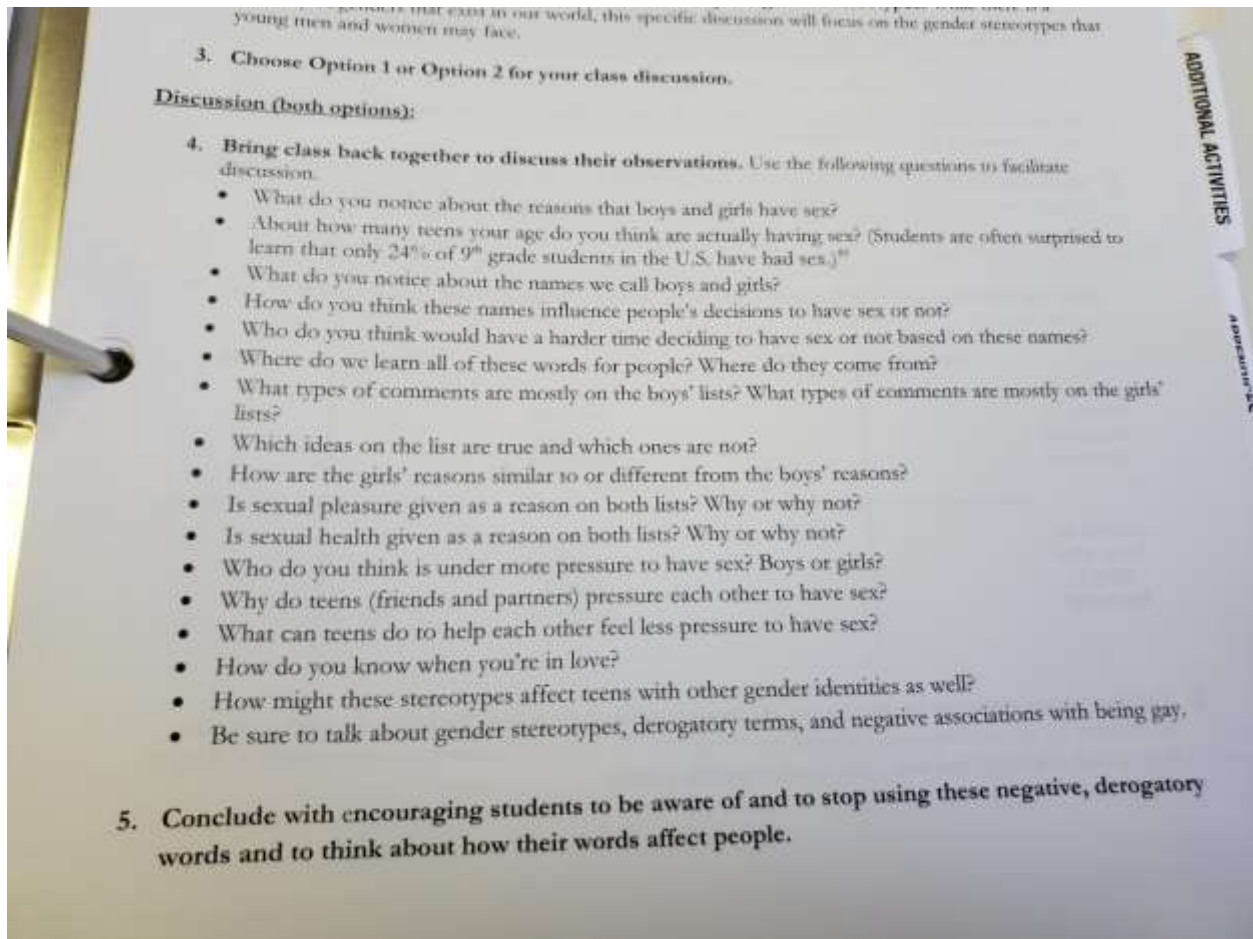
Activity 9.2: Players and Prudes

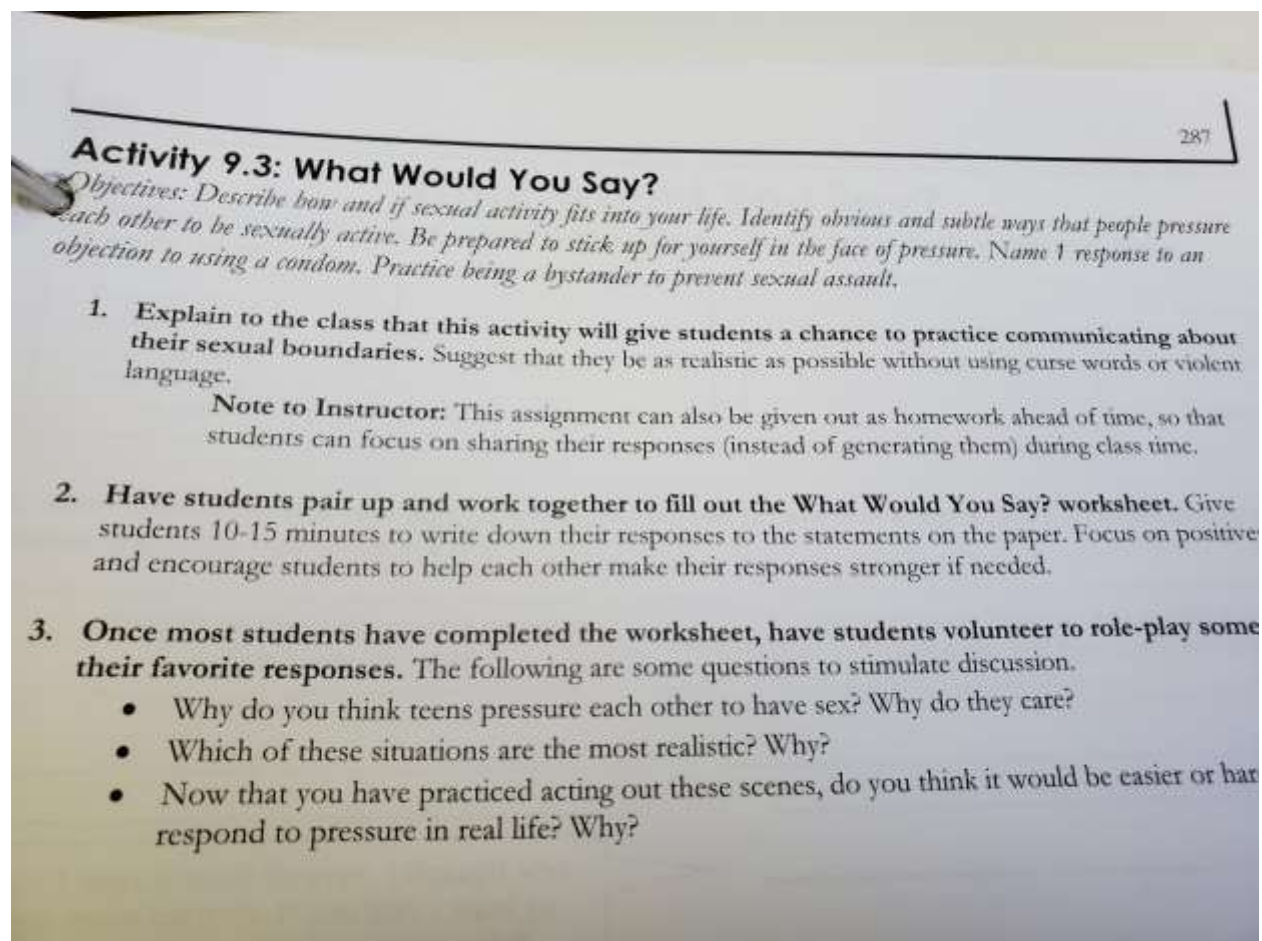
Objectives: Explore gender stereotypes around sexuality. Acknowledge important reasons for teens not to have sex.

1. Introduce the activity by saying that the decision to have sex or not have sex is complicated and can involve many factors, including what other people think. This activity is a way for us to think about the different pressures that people face about sex.
2. Explain to the class that the following activity will explore gender stereotypes. While there is a diversity of genders that exist in our world, this specific discussion will focus on the gender stereotypes that young men and women may face.
3. Choose Option 1 or Option 2 for your class discussion.

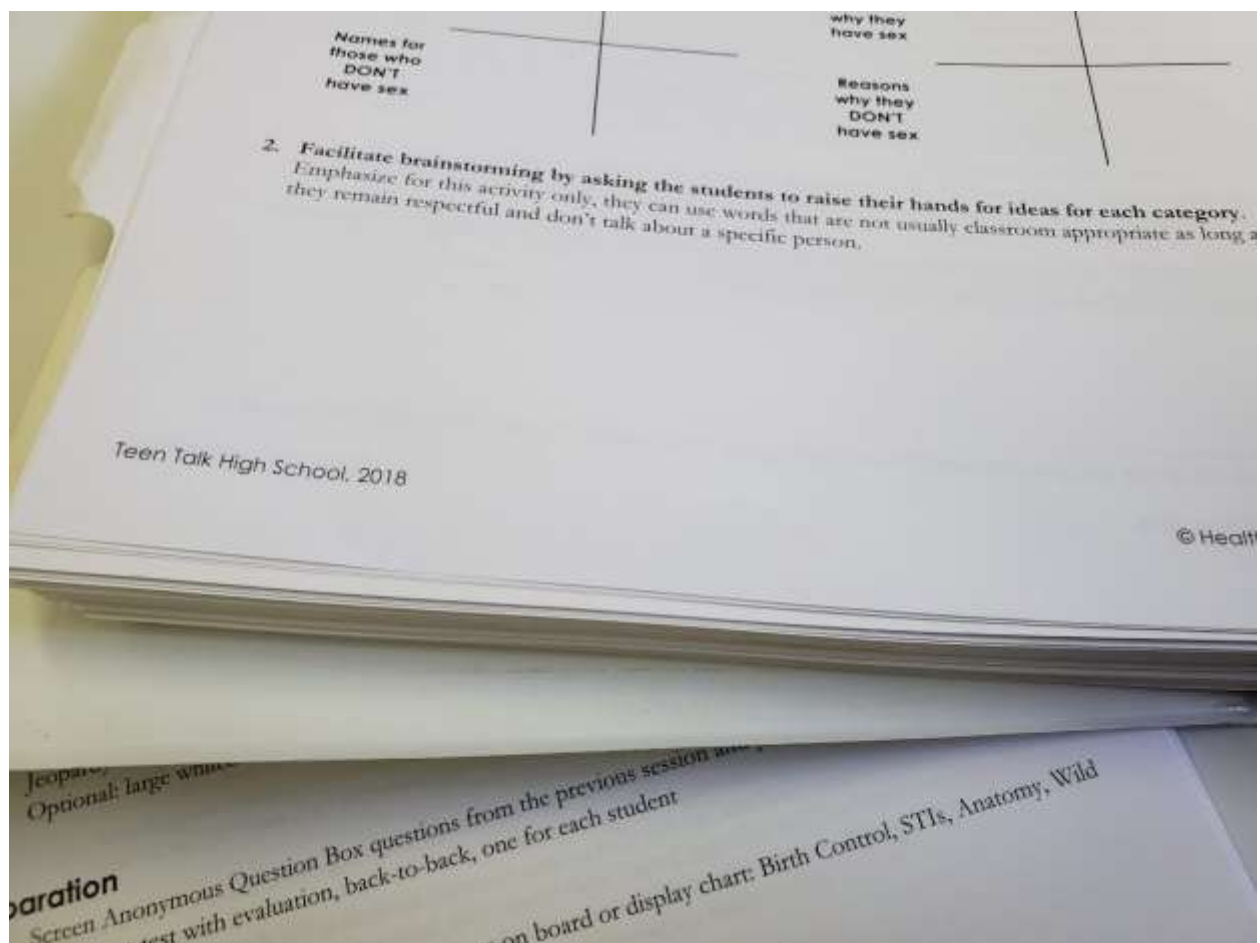
Discussion (both options):

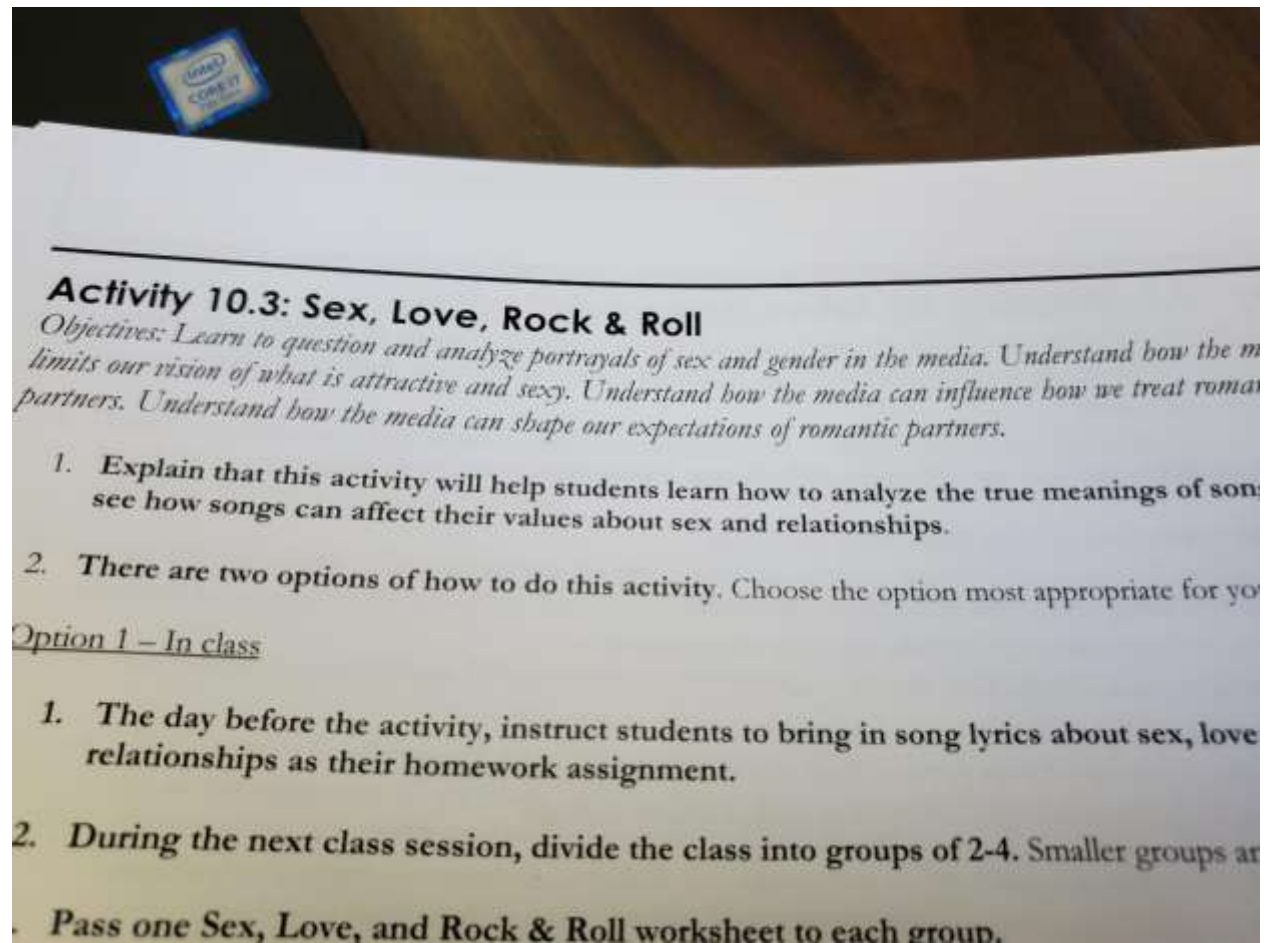
4. Bring class back together to discuss their observations. Use the following questions to facilitate discussion.
 - What do you notice about the reasons that boys and girls have sex?
 - About how many teens your age do you think are actually having sex? (Students are often surprised to learn that many teens are having sex.)

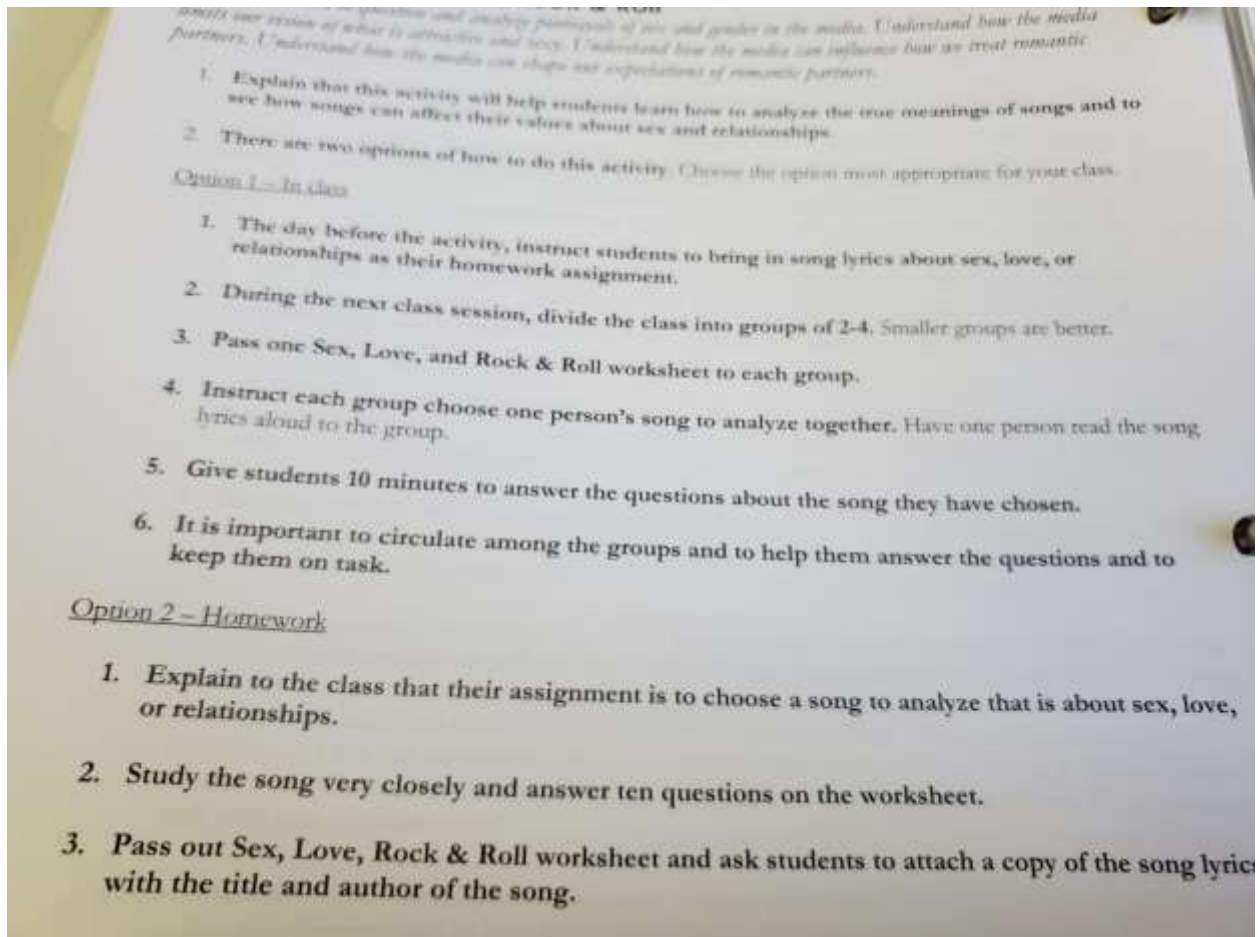




Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood







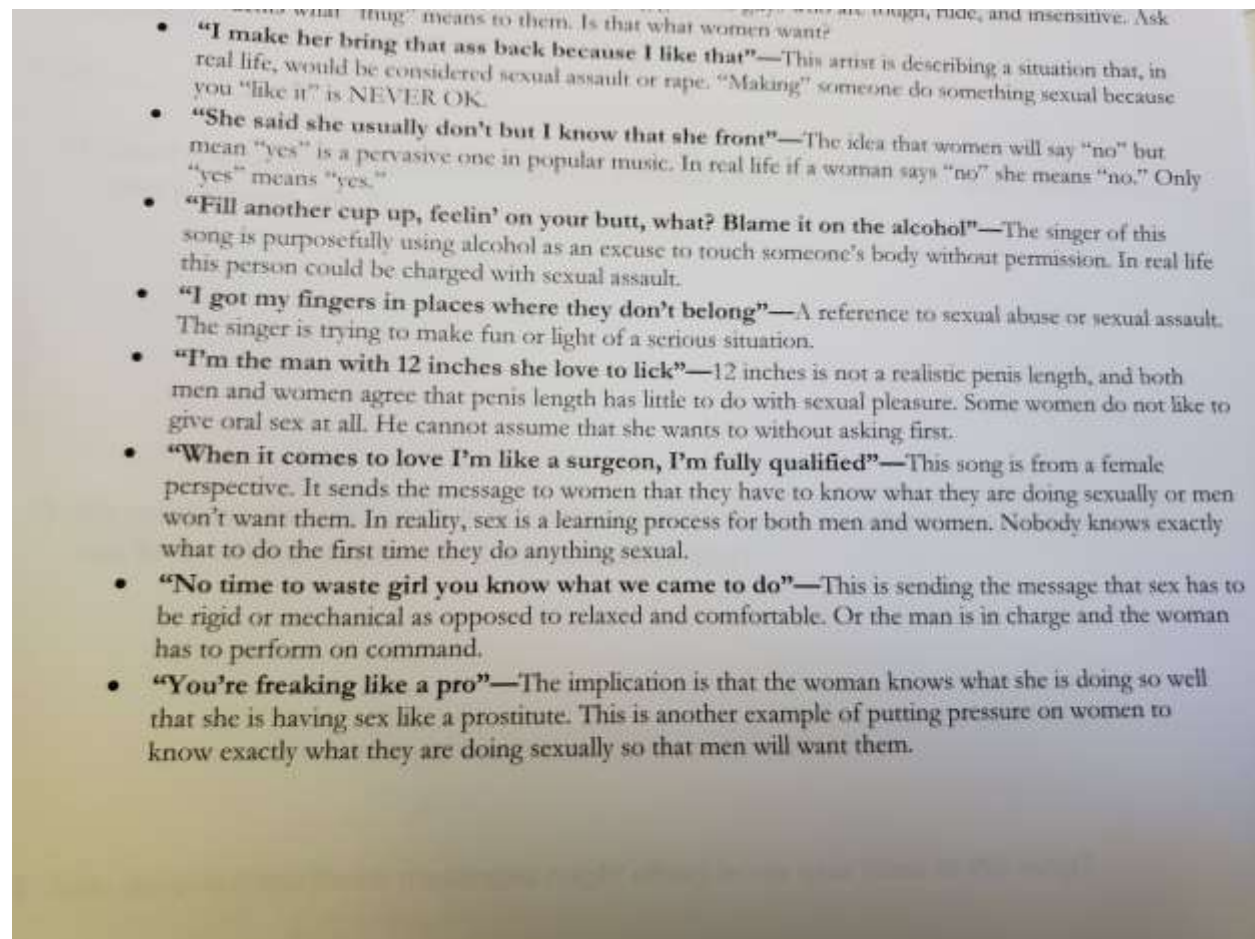
The following are some examples of phrases from real songs:

- **"Why does love always feel like a battlefield?"**—Love should feel secure and stable, not like a battlefield. These lyrics imply an abusive relationship.
- **"Can I hit it from the back?"**—Using words like "hit" and "pound" and "take it" for sex make it seem like sex is supposed to be rough or violent.
- **"Baby, I don't care what your man is like..."**—Many songs talk about cheating and make it seem OK—Ask students, "Is cheating OK with you?"
- **"Shawty wanna thug"**—Lil Wayne is saying girls like guys who are tough, rude, and insensitive. Ask students what "thug" means to them. Is that what women want?
- **"I make her bring that ass back because I like that"**—This artist is describing a situation that, in real life, would be considered sexual assault or rape. "Making" someone do something sexual because you "like it" is NEVER OK.
- **"She said she usually don't but I know that she front"**—The idea that women will say "no" but mean "yes" is a pervasive one in popular music. In real life if a woman says "no" she means "no." "yes" means "yes."
- **"Fill another cup up, feelin' on your butt, what? Blame it on the alcohol"**—The singer of the song is purposefully using alcohol as an excuse to touch someone's body without permission. In this person could be charged with sexual assault.
- **"I got my fingers in places where they don't belong"**—A reference to sexual abuse or sexual assault. The singer is trying to make fun or light of a serious situation.
- **"I'm the man with 12 inches she love to lick"**—12 inches is not a realistic penis length, and men and women agree that penis length has little to do with sexual pleasure. Some women do

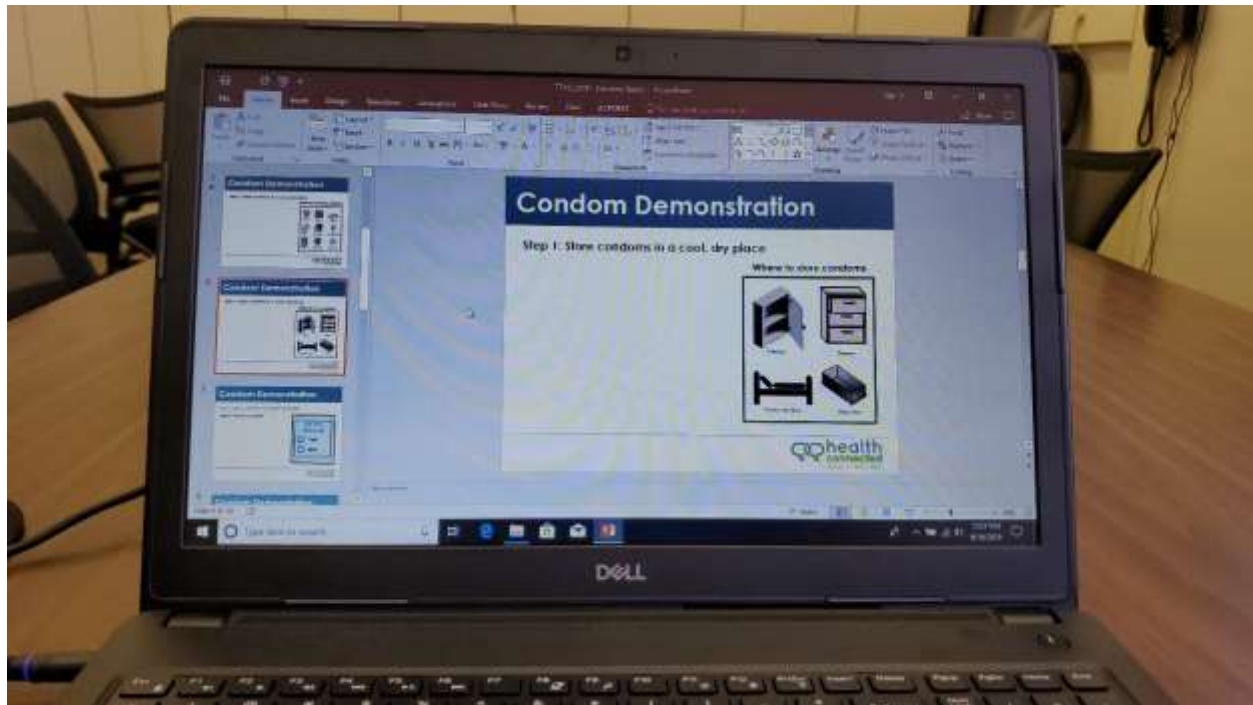
...always feel like a battlefield?"—Love should feel secure and stable, not like a battlefield. These lyrics imply an abusive relationship.

- **"Can I hit it from the back?"**—Using words like "hit" and "pound" and "take it" for sex make it seem like sex is supposed to be rough or violent.
- **"Baby, I don't care what your man is like..."**—Many songs talk about cheating and make it seem OK—Ask students, "Is cheating OK with you?"
- **"Shawty wanna thug"**—Lil Wayne is saying girls like guys who are tough, rude, and insensitive. Ask students what "thug" means to them. Is that what women want?
- **"I make her bring that ass back because I like that"**—This artist is describing a situation that, in real life, would be considered sexual assault or rape. "Making" someone do something sexual because you "like it" is NEVER OK.
- **"She said she usually don't but I know that she front"**—The idea that women will say "no" but mean "yes" is a pervasive one in popular music. In real life if a woman says "no" she means "no." Only "yes" means "yes."
- **"Fill another cup up, feelin' on your butt, what? Blame it on the alcohol"**—The singer of this song is purposefully using alcohol as an excuse to touch someone's body without permission. In real life this person could be charged with sexual assault.
- **"I got my fingers in places where they don't belong"**—A reference to sexual abuse or sexual assault. The singer is trying to make fun or light of a serious situation.
- **"I'm the man with 12 inches she love to lick"**—12 inches is not a realistic penis length, and both men and women agree that penis length has little to do with sexual pleasure. Some women do not like to give oral sex at all. He cannot assume that she wants to without asking first.
- **"When it comes to love I'm like a surgeon, I'm fully qualified"**—This song is from a female perspective. It sends the message to women that they have to know what they are doing sexually or men won't want them. In reality, sex is a learning process for both men and women. Nobody knows exactly what to do the first time they do anything sexual.
- **"No time to waste girl you know what we came to do"**—This is sending the message that sex has to be rigid or mechanical as opposed to relaxed and comfortable. Or the man is in charge and the woman has to perform on command.
- **"You're freaking like a pro"**—The implication is that the woman knows what she is doing so well that she is having sex like a prostitute. This is another example of putting pressure on women to

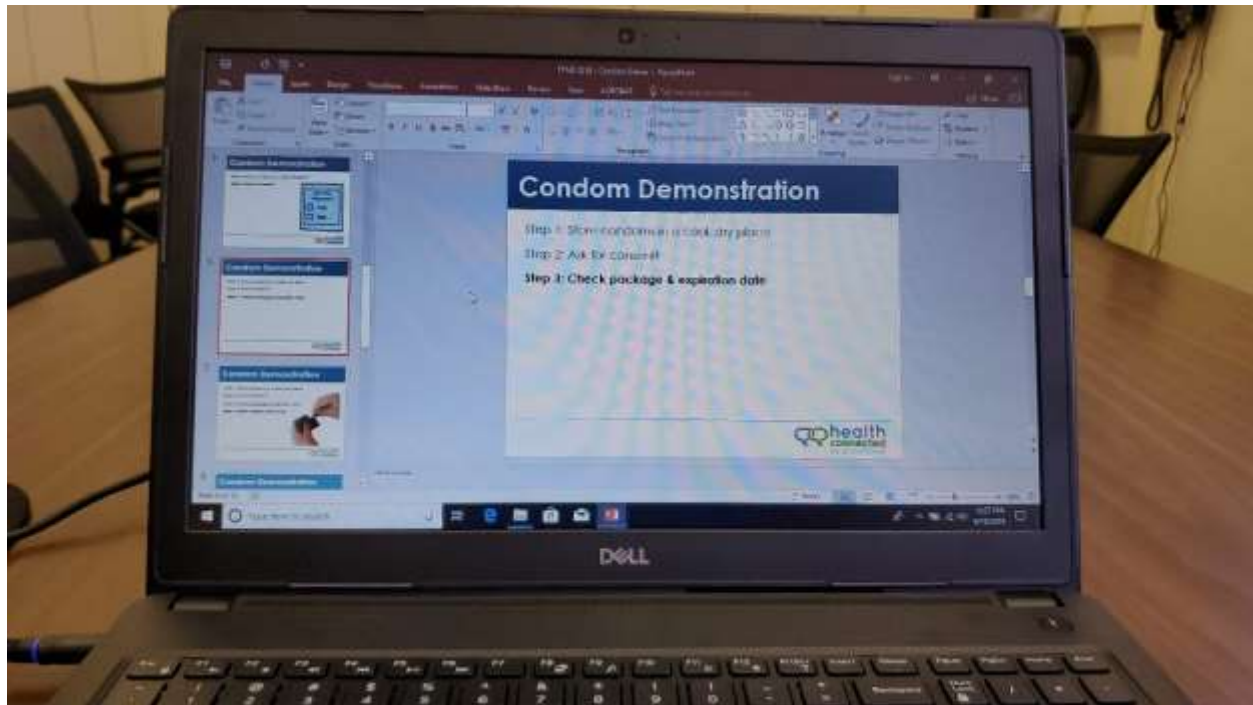
REVIEW

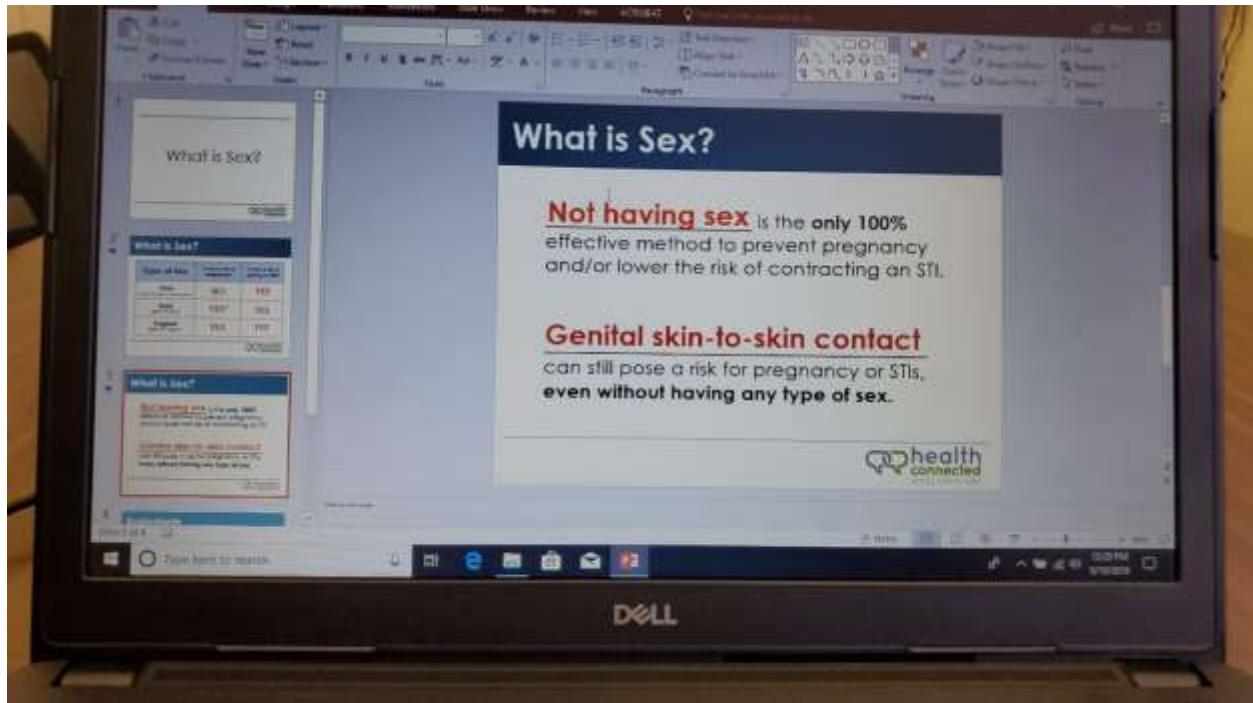


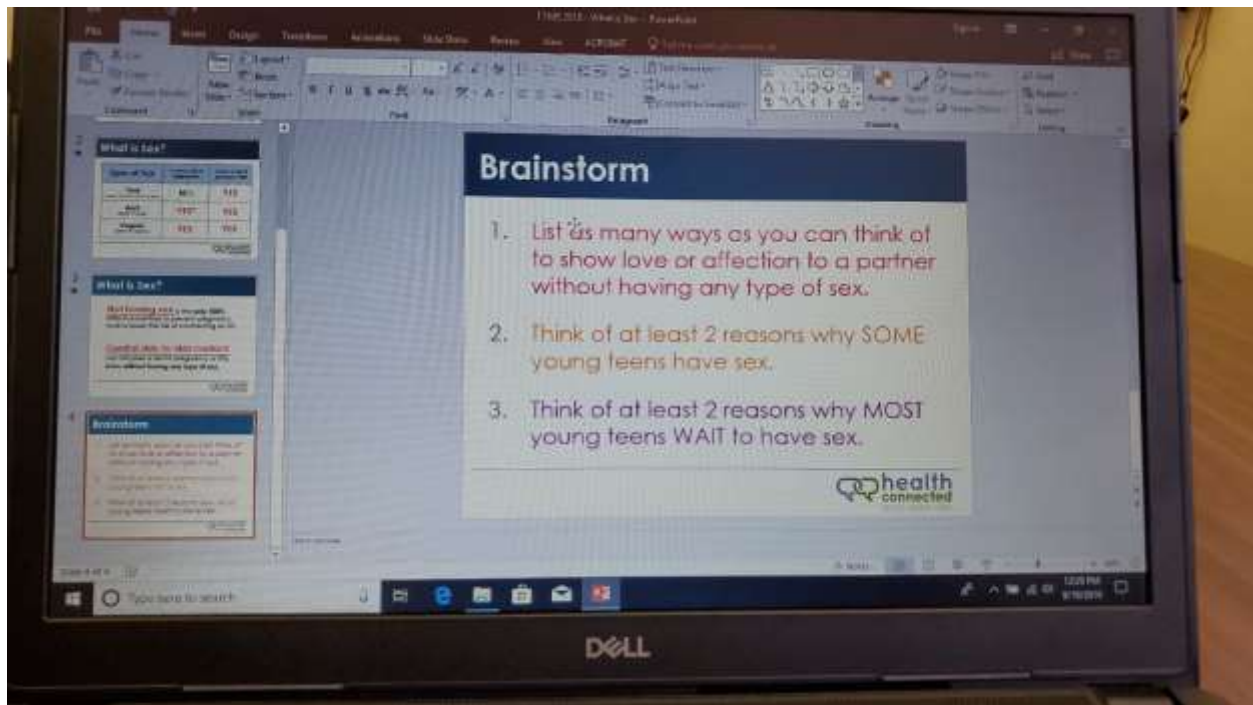
Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood

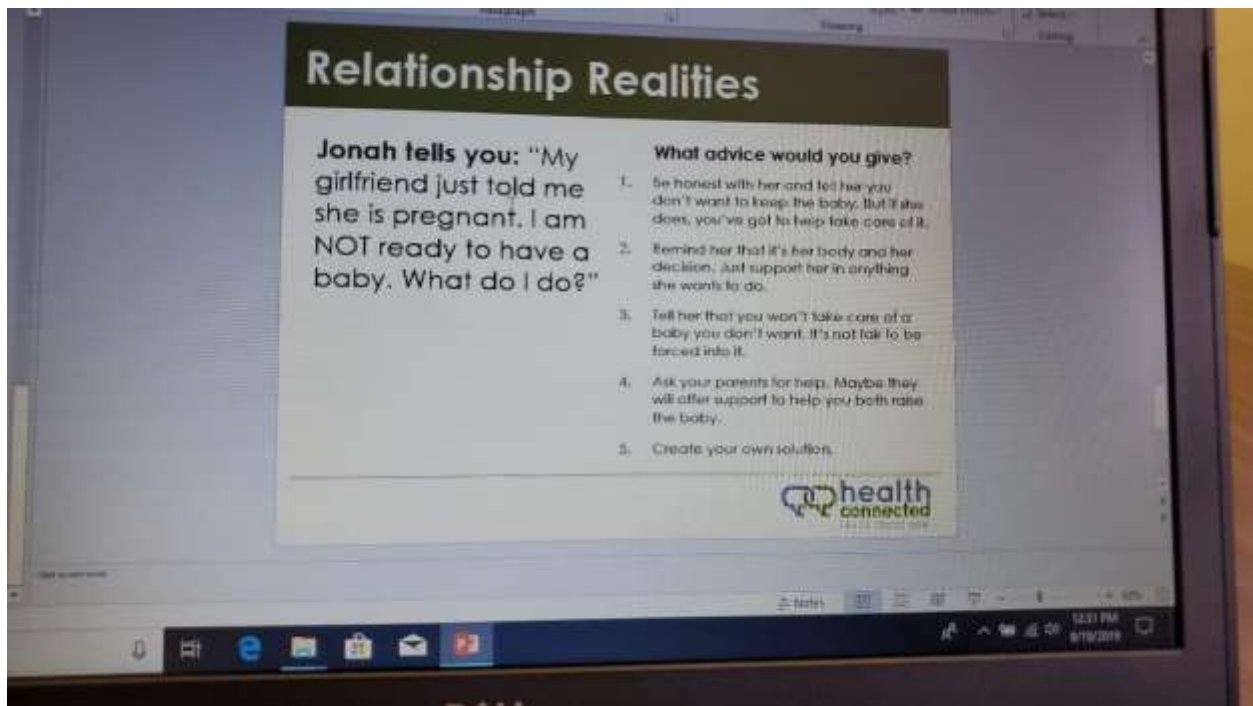
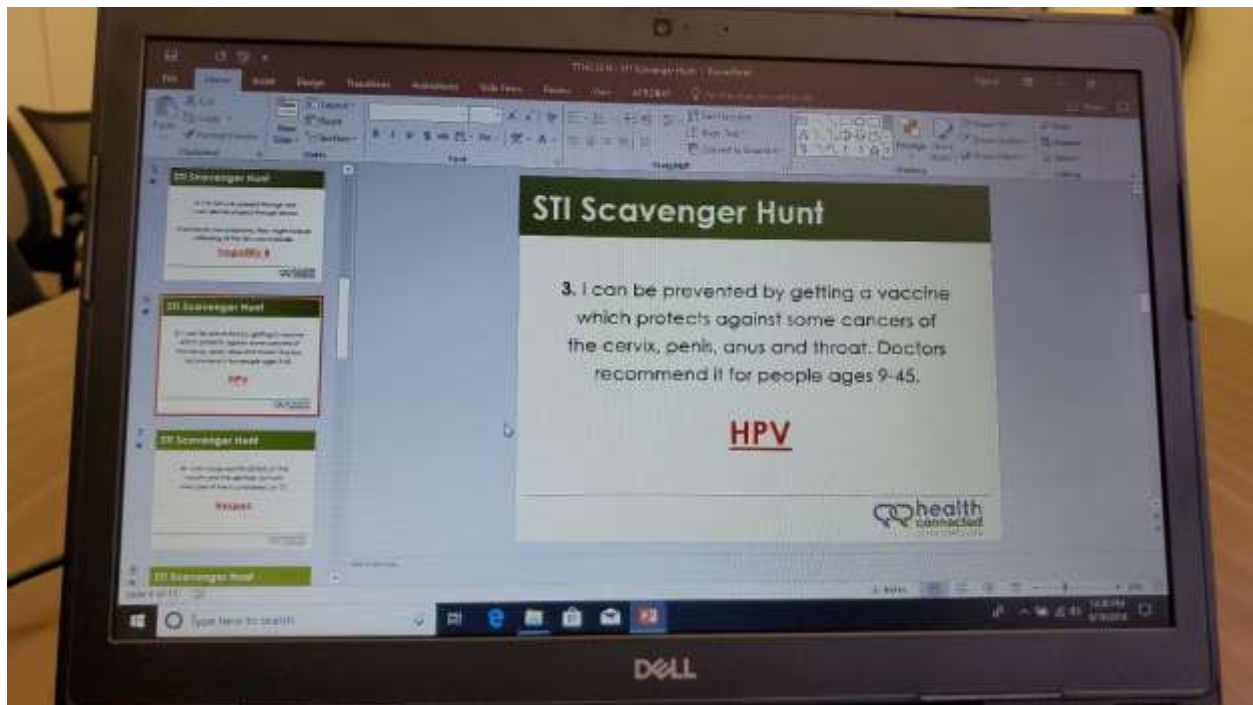


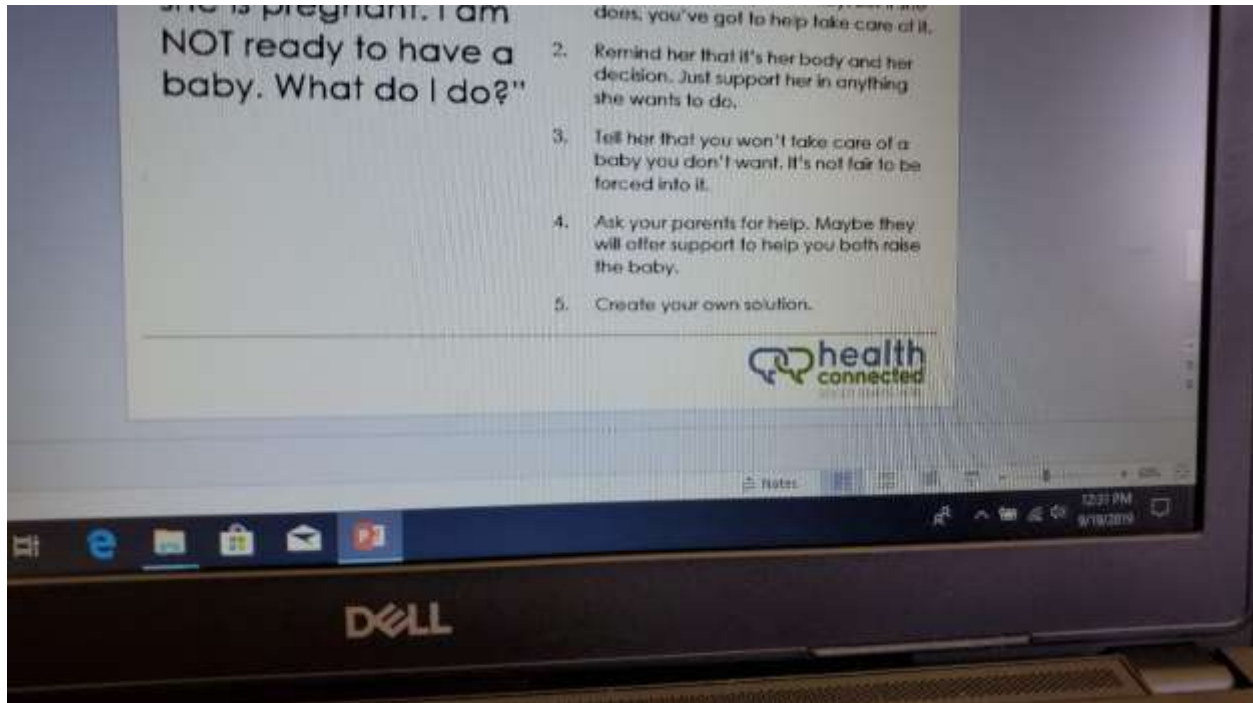
Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood

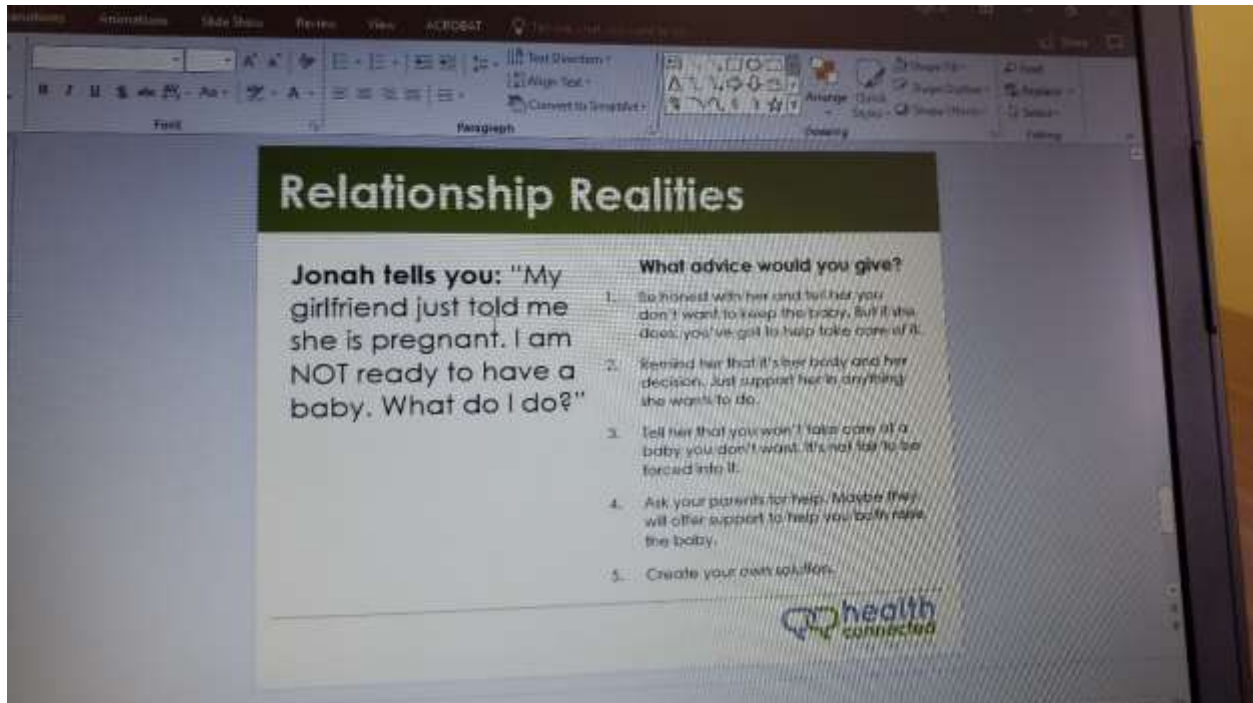




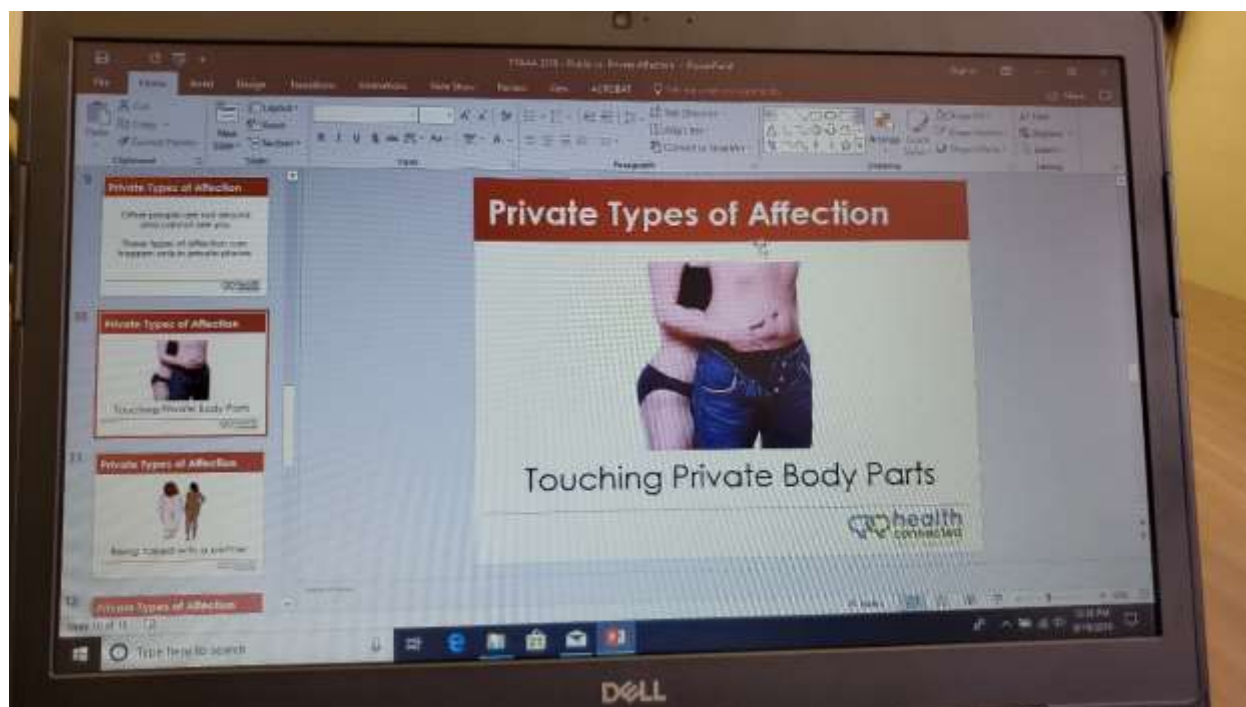








Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood



Full Dossier of Photos from Downey USD Teen Talk Sex-Ed Curriculum by Planned Parenthood

