OUTLINE FOR TODAY

1. Old “frames” — or ways of thinking about — “sex ed”
2. “Developmentally-based” human sexuality education: *What does it mean to “put the child at the center,” not “sex”?*
3. Pedagogical *double standards* we continue to apply to sexuality education, why, and the profound consequences for children
4. Skillful, truly age appropriate teaching about sexuality: *What does it look like in Lower School?*
5. Partnering *authentically* with parents as co-nurturers
6. Implementation strategies: “Getting Ready To Be Ready”
TELL YOUR STORY!

YOUR FIRST EXPERIENCE WITH “SEX ED” IN SCHOOL
Why don’t we—even in our schools—“lean in” and embrace this topic like all others?
“Puritan Speak”

That’s my job.

But what if they try it?

They’re just not “ready.”

That’s too much too soon.

They’re too young to know that.

Won’t they lose their innocence?

But, what if my child isn’t ready?

But what if they tell other children?

Don’t you have to wait until they ask?

But what if they keep on asking questions?

You’re just trying to put ideas in their heads!
WHAT ELSE KEEPS US STUCK?

- DISCOMFORT with the topic
- DIDN’T EXPERIENCE sexuality education as a child
- FEW ROLE MODELS professionally or personally
- NOT SEEN IT DONE—few program models; “no time”
- PERSISTENT IGNORANCE of established benchmarks
- MISPLACED FEARS/ANXIETIES THAT WE USE TO JUSTIFY the status quo
SEX IS DISCONNECTED FROM LIFE.
LIFE IS DISCONNECTED FROM SEX.
The Intellectual Toll: SABOTAGE

Children in America grow up....

- Absent the *scaffolding* needed to learn and think critically about sex, gender, and reproduction
- Confused, ignorant, embarrassed, and misinformed about their *genital parts* and their *gender parts*
- Not knowing the difference between their *inside parts* and their *outside parts*
- Not knowing the difference between *body parts* and *body systems*
- Believing that the *urinary, digestive, and reproductive* systems are interconnected
- Believing *that sex=intercourse=reproduction*
- Thinking that *talking and learning about sex in school, especially with adults, is bad; turning to “default options” for “education”*
Sexuality EXISTS within THE CHILD

• Sexuality does not reside in a “box of knowledge” external to the child that adults hold onto until the “right” moment.
• Children—inherently—are sexual and gendered beings from the moment of birth (and even before).
• Children go to “sex and gender school” every day of their lives.
• Sexuality is an intrinsic aspect of every child’s ongoing physical, social, emotional, and cognitive development.
• The role of adults is not “gatekeeper,” but ongoing engagement in the process of nurturing healthy sexual and gender development, and sexually literate children and teens.
Our Current “Frame”

SEX
CREATING AN ENTIRELY NEW FRAME

HUMAN SEXUALITY

THE DEVELOPING CHILD

SOUND PEDAGOGY
REIMAGINING OUR PURPOSE

• FROM “PREVENTION EDUCATION”: “The parts you have, what they do, the trouble they can get you into, and how to keep that from happening”

• TO “SEXUAL WELL BEING”: Nurturing young people in becoming secure, happy, healthy, ethical, and caring (sexual) human beings
MOVING FORWARD

• Thinking **PEDAGOGICALLY AND DEVELOPMENTALLY** – *not emotionally* – about human sexuality education

• Creating **AUTHENTIC PARTNERSHIPS** with parents

• Establishing – **FIRMLY** – truly age and stage appropriate benchmarks, PreK-6

• Designing a spiraling, **“IN-CONTEXT”** curriculum

• Intentionally **IMAGINING, BUILDING, SUSTAINING, AND PROTECTING** your program
CULTIVATING SKILLED TEACHING

• Cast the subject matter “net” broadly.
• Think holistically.
• Imagine curriculum within an evolving spiral where key information is “front loaded”
• Think “remedially,” and be prepared to play “catch-up.”
• Find and create logical contexts.
• Look for natural, organic “ways in.”
• Be self-aware and lean into curiosity.
• Impart correct information and direct terminology.
• Expect to be surprised.
Our current unit in science class has us doing some really interesting work with animal adaptations, and predators and prey. Today in science we examined skeletons of a chicken, a dog, a cat, a human, and the skull of a cow. We were exploring how evidence we get from examining skulls (teeth and eyes) and bones can help us to infer if an animal is a predator or prey. We also looked at similarities and differences between the different species. Both groups wondered if bones were the same in boys and girls (I use the terms males and females), and an examination of the human skeleton led to questions about babies, where they grow, and how they “get out.” I showed them (roughly) on the skeleton that there was a special place, called a uterus, where a baby develops and grows. In one group “How does it get out?” and “Does it come out where the poop does?” followed, and I told them there was one way out of the body where the poop (feces) comes out and a separate way out, called the vagina, where the baby comes out of the uterus. One child also shared the general idea of a Cesarean section. The question, “How does the baby get in there?,” commonly asked by this age group, did not yet arise. I also broadened the conversation and moved it away from humans to say that all living things have their own ways of having offspring (they know this means babies). I tend to use language like biological mother, feces, uterus, offspring, male, female...because I feel that it important for the kids to think in the same way scientists do and know that the words we choose to use are important. They may not necessarily grasp or even remember the vocabulary first time around, but it is important to introduce the words they use as these issues come up. I was really proud of the kids; how they were able to ask questions and listen to each other and talk about ideas without being silly or embarrassed. The discussion may lead to conversation amongst your kids or comments/questions to you. I am happy to talk more about today if anyone wants to email me. Laura
Epiphany (e-piph-a-ny)

(n) A moment of sudden revelation, a poignant, sudden, profound understanding of something.

LaWhimsy//Word Nerd
LOOKING AT THE SAME PAGE

5:5

The Five Needs/
Five Roles Paradigm
FIVE NEEDS/FIVE ROLES PARADIGM

1. Affirmation
2. Information
3. Clarity about Values
4. Limit Setting
5. Anticipatory Guidance
The 5:5 Paradigm

1. Validate.

2. Give a fact.

3. Name a value.

4. Set a limit or boundary.

5. Offer guidance.
“Just the other evening I watched a young mother traveling home with her son (two and a half, she told me) on a commuter train from work and pre-school. Effortlessly, and with no conscious awareness, she was nurturing up a storm on their long ride home.

‘You can only have two apricots,’ she cautioned, ‘and they’re really big so you have to take little bites’ (limits). ‘Great,’ she said, her eyes full of delight. ‘You remembered the stop after Farragut North’ (affirmation). ‘Let’s see how many more stations you can learn!’ (information).

‘What did you like best about school today?’ she asked (values). ‘Be careful getting down off the bench. It’s really high” (guidance).

And so it went, on and on like this, non-stop, for miles.”
James climbs into Dad’s car after school. Glancing in the rear view mirror, Dad notices the troubled look on his face.

“Not such a great day, huh?,” he says to James (affirmation). “No,” says James. “Ellie just said something really mean to Jonathan in the carpool line about his two moms. She said he couldn’t have two moms because babies have to have a mom and a dad. Then she told him having two moms was weird and stupid. Jonathan started crying really hard. I wanted to stick up for him but, Dad, how can that be true? Don’t you need a man and a woman?”
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“Well, first of all, I can understand why he was so upset. There are all kinds of families. What matters is that they love and take good care of each other (values). All families should be treated with respect (values), and not put down (limit setting). I’m proud of you for knowing that (affirmation).

And, about your question, remember we’ve talked about how a sperm from a man and an egg from a woman have to join together to start a baby? The most common way for that to happen is through sexual intercourse, but there are other ways that I can explain to you. In fact, we have a book about it at home that we can look at later (information). Now, let’s think together about some ways you can be a supportive friend to Jonathan (anticipatory guidance).
The Five Needs/Five Roles Paradigm

NEED #1: AFFIRMATION

We affirm children’s worth by:

• Holding them in our hearts with unconditional love and acceptance for who they are

• Providing ongoing attention/acknowledgement/validation which communicates that they exist, they matter, they are valued, and that they are valuable; “holding up the mirror”

• Taking into account their unique developmental stage and perspective; remembering to look at the world from behind their eyes

• Understanding and acknowledging that children are sexual and gendered human beings from birth on
The Five Needs/Five Roles Paradigm

NEED #2: INFORMATION

- Young children’s bodies are their very first classrooms; children learn about the world, literally, from the inside out.

- Out of natural curiosity, and due to their ever-increasing cognitive sophistication, young children often guide their own learning about sexuality by asking predictable questions in sequence.

- Children typically receive new information about sexuality in a very matter-of-fact way, while adults tend to think of these topics as unusually sensitive, difficult to talk with them about, and difficult for them to understand.
Developmental Themes

• Ages 4-6: “Origins” and “Differences”
  -- Geography, Transportation, Causation
• Grade 2: “All Things Gender”
  – Boys and girls are fundamentally different, even opposites.
  – There is a right/wrong way to be a boy or a girl.
  – Being the right kind of girl or boy is very important.
  – Boys Will Be Boys/ “Femi-phobia” /Homophobia/Transphobia
  -- Girls/Women are “less than”
• Grade 3: “Society”
• Grade: 4-5: “Metamorphosis” and “Anticipatory Socialization”
• Grade 6: “Discovery” and “Transition”
NEED #3: VALUES

- **Naming** the values we want our children to value
- **Naming** the values at the base of our sexuality education programming
- **Differentiating** Core/Universal Values, Controversial Value-Laden Issues, and Personal Values
- **Articulating**, clearly and proactively, the school’s policy regarding the religious diversity that exists within the community
We already know how to...

- Create AUTHENTIC PARTNERSHIPS with parents.
- Reach, teach, and engage THE WHOLE CHILD.
- Stand on CORE ETHICAL PRINCIPLES that we pledge to cultivate in our students.
- Insist on SOUND PEDAGOGY and critical thinking.
THE Bottom Line

✓ As independent schools, we can do this.
✓ Since we can, we should. The need is clear.
✓ We already know how! Nurturing healthy sexuality is the same, not different.
✓ The “new” paradigm we need is the old paradigm we rely on around everything else.
Adults as INFORMATION “gatekeepers”

• Sexuality is *external* to, and exists *outside* of, the child.

• Grownups, the keepers of all knowledge about sexuality, gradually turn it over to “innocent,” unknowing children when they are “ready,” since “too much, too soon” could be harmful.
Misplaced and misguided anxieties cause us to neglect critical opportunities for truly age-appropriate education, and as a result, we turn children over to the default options of peers and media.

Most schools, yes, including our schools, are 3-7 years late teaching COGNITIVE benchmarks, even about the process of reproduction.

If parents and schools do not proactively reach out to pre-school and elementary children by third grade, much or most of what we attempt to teach beyond that point will be fundamentally remedial.

Despite radical changes in society in recent decades, most lower schools are still doing “same old, same old” around these topics.
The Five Needs/Five Roles Paradigm

NEED #4: CLEAR LIMITS AND BOUNDARIES

• Limits and boundaries are the brackets adults put around children’s lives to keep them safe and healthy; as we move the boundaries out, we turn them over to themselves in ways big and small.

• Independence is earned. The disappearing boundaries between the child’s world and the adult’s world make this harder to remember.

• All adults working in a school building need to place clear limits and boundaries around behavior that is disrespectful toward sexuality or gender.

• American culture promotes a strict, binary understanding of GSD that restricts ALL children’s healthy sexual and gender development.
Dear Parents,

A month or so ago, in conjunction with a conversation about stereotypes, we visited a middle school photo display outside of the Lower School Library. The exhibit was created by middle school students who held handwritten signs in the photos stating how they defied particular stereotypes. ("I'm a guy and I like hot pink," "I'm a girl and I'm strong.") We had talked about stereotypes before visiting the exhibit, brainstormed some examples (mostly around age and gender), and have been using this working definition: "a too simple picture or opinion about a person or group of people."

We recognized that sometimes people fit stereotypes and sometimes they don't, and we have become accustomed to breaking apart assumptions that pop up in class. For example, getting really curious about what is meant by the term "girly" or trying to find out what assumptions lie behind the statement "all the girls are going to love this fairy book" (How can one know that every girl will like that book? Might any boys might be interested in it as well?).

This week we had a few comments from children that brought us back to our ongoing conversation about gender differences and similarities ("Can boys have boobs?" and--during a brainstorm during math workshop about things that come in twos--"balls!"). The gesture involved with the "balls" idea made it clear that the child was referring to testicles, so I provided vocabulary and confirmed, that "yes, testicles usually come in pairs." ("What are testicles?" wondered another child...)
Today we read, *Who Has What? All About Girls' Bodies and Boys' Bodies*, a Robie H. Harris book geared toward young children that names body parts and confirms that boys and girls are not opposites, but both humans that have bodies that are mostly the same with a few key anatomical differences. We talked a bit about why words like "nipples," "penis," and "vagina" make some people giggle/uncomfortable, yet "elbows" and "knees" don't.

We also talked about the connection between bellybuttons and umbilical cords, and the fact that babies grow in a uterus (not a stomach). We also talked about how most people are born with a boy body or a girl body, but very rarely, someone might be born with a body that is intersex, having some combination of boy and girl body parts.

A child in the class also shared that a family friend was born in a girl body but identified as a boy; eventually she decided to have surgery to change her body into a boy body and now identifies as a man. I assured the children that it is normal to wonder and ask questions about bodies and gender, and that parents and teachers are their best sources for accurate information (and that other kids, TV, and other forms of media might not have the most accurate messages or information). I encourage you to explore these topics with your children at home, as well, establishing yourself as their trusted and primary source of information.

Have a wonderful weekend, and Happy Mothers' Day!

Kristin
Dear Second Grade Parents,

There have been some very good questions asked by parents about our class conversations concerning sexuality. The children and I have had some great talks, and I want to give you some background based on the FACA project *Human Sexuality In The Lower School*, chaired by Debbie R and Jenny H, to help you understand my approach to teaching this subject. For more about what came out of that FACA, please see the attached document.

First of all, we believe that it is important for adults to model and encourage open, respectful, and safe dialogue about sexuality, and also that we adults become their most important source of information about this topic. We know that if we do not engage in this conversation with children, they will get their information through their interactions with other children or from the media. Even when we don’t realize that they are absorbing information, they are forming concepts about their bodies and about sexuality all the time, information that may include many misconceptions. If we avoid these conversations, we won’t be the ones to “get there first” with correct information, and we won’t be able to correct misconceptions as they develop.

Parents may wonder whether we should wait until children ask questions to give them information. Just as we do in all areas of study, our work is a combination of the questions children bring to the classroom and what we adults know is appropriate to bring up at differing stages of develop. In the second grade, for instance, children commonly wonder about “plumbing,” about how reproduction works. They want to know, just as a child in our class asked, “How does the sperm get up there?” Another child in our class responded to that question by saying that the man puts his penis in the woman’s vagina. He also went on to say, “The man pees the sperm into the vagina.” I’m glad I was a part of this conversation and could correct this misconception. The children were much relieved to know that sperm is not in pee; they were curious about what it is in, if not pee – a good question, I thought!
A parent may also reasonably ask, “What if other children want to know things my child hasn’t thought of and isn’t ready to know?” For children, “the facts of life” are very matter-of-fact. Their readiness follows along these lines:

**Four year olds** tend to ask, “Where did I come from,” which is not about sex or reproduction per se but is about their new understanding that they were born into this world and about their desire to know, literally, where they were before they were born. The answer, “Babies grow inside their biological mother’s body in a special place called the **uterus,**” is the kind of answer they are seeking.

**Five year olds,** by nature, are fascinated by movement through time and space, and that is why they often ask, “How did I get out of there?” A helpful response is that there is a connecting space between the uterus and the outside world called the vagina, and that is how the baby gets out.

**Six and seven year olds** are newly cause and effect thinkers, and also are capable of grasping the idea that they have not always existed. Those new intellectual capacities often prompt them to wonder, and want to know, “How did I got in the uterus in the first place? Or, in other words, “How was I made?” One good answer is that a sperm from a man and an egg from a woman must combine. Many children will be naturally curious about how something inside one body can make its way inside another body. An explanation of intercourse, the joining of the penis and the vagina, will help them to understand how this can happen. To young children none of this has anything to do with what adults think of as “sex.” These questions are in reality about “geography,” “transportation,” and “causation,” three concepts that four through eight year olds are focused on about the world in general.
We know that children will be exposed to the curiosity and ideas of other children; it is part of the learning process and applies equally to this topic. There is nothing problematic at all about children hearing stage appropriate information that they haven’t thought of themselves as yet, especially if an adult is there to guide the discussion.

In other words, we believe that we should treat sexual knowledge the same way we do other subject matter. Parents and teachers constantly provide new information to children and go beyond the questions children ask. We proactively bring up subjects we think will be important for them to know in order to begin to build a foundation of concepts they will need as their understanding grows in the coming years. When I am teaching about the parts of the body and their functions, I listen to children’s questions and respond to them as they come up. All questions are important and all questions can be answered.

Sometimes parents worry that “too much” information is not a good thing. Decades of research, in fact, demonstrates that children who are raised in an atmosphere of openness about sexuality are more likely to postpone involvement in sexual activity in relation to their less informed peers. Already, in our classroom, we have had a bubbling up of interesting questions, and the children think of this as part of their science education, not a titillating subject to giggle about. This is a big change from the first time I brought up the subject, and I am very pleased with the tone of their conversations; they are open and curious in a very matter-of-fact way.

If you want to hear more about these issues and the meaning of young children’s questions, be sure to attend one of Debbie Roffman’s Sexuality Seminars for Lower School parents next year.

Sincerely,
Marilyn
ENDLESS CONFUSIONS

Urinary/Digestive/Reproductive Systems
Homosexual/Transgender/Intersex/Bisexual
Uterus/Stomach/Abdomen  Chromosomes/Hormones
Sperm/Semen  Menstrual Periods/Menstrual Cycles
STD Prevention/Pregnancy Prevention  Vagina/Vulva
HIV/STD  Orgasm/Ejaculation  Ejaculation/Erection
HIV/AIDS  Birth Control/Birth Control Pills
Puberty/Pubescence/Adolescence
Sex=Intercourse=Reproduction
Tweens
Are They Growing Up Too Fast?
What Parents Can Do
Landing Soon...
More
Shopping Options

Baltimore/Washington
True beauty is curved.

The revolutionary curved Samsung SF notebook.

Where’s her face, mommy?
Debbie

Dave
Making microprocessors is a tricky business.
The tiniest speck of dust is the equivalent to a two-ton boulder around
our microscopic transistors. This is why our clean rooms are 10,000 times
cleaner than a hospital operating room. It’s also why our workers must
wear those silly-looking outfits. Learn more at sponsorsoftomorrow.com.
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The friendship rules #squadswear by

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FOR ALL BOYS

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A. ROUS

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What do children learn in contemporary American culture about *Gender Role Diversity*?

1. I am a boy/girl. Therefore, there is a certain way I am **obliged** to live my life.


3. “Girl” means “not boy” and “boy” definitely means “not girl,” because **being male has higher status and value**.

4. Boys and girls are “opposites,” but not **equal** opposites.

5. Gender is **POLITICAL**: “Real Boyism” and “Girlism” prevail.
TOLLS TAKEN

• **Relationships** between and within genders suffer.
• **Boys/girls develop a limited number of responses and coping skills.**
• **Gender correctness and gender policing rule the day.**
• **Boys are demeaned, and girls are devalued.** Neither recognizes mistreatment for what it is.
• **Boys lose self respect. Girls lose self esteem.**
• **Girls change. Boys remain the same.**
The Five Needs/Five Roles Paradigm

NEED #1: AFFIRMATION

1. Education around Gender and Sexual Diversity (GSD) is for EVERYONE in a school community. Everyone has a unique “Sexual and Gender Profile.”

2. Comprehensive Sexual and Gender Diversity Education has six components: sex, as in behavior; biological sex; gender roles; gender expression; gender identity; and sexual orientation.

2. Unless adults intervene, interrupt, educate, and re-educate, the stage is set during the preschool and lower school years for anti-gay, anti-girl, anti-trans language and other forms of sexual and gender-based bullying and mistreatment.

3. This is unhealthy for ALL children, not simply those children.
13 Good Ideas to Live By

1. Humans have diverse qualities. Difference is a good thing.
2. Boys and girls are not “opposites.” We are all humans.
3. There are more than two sexes: male, female, and intersex.
4. No sex or gender is better than any other sex or gender. We all have equal worth.
5. Calling a boy a “girl” or calling a girl a “boy” as a put down is not OK.
6. There is no “right” way or “wrong” way to be a girl. There is no “right” way or “wrong” way to be a boy.
7. There are no “boy things” and “girl things.” Anyone can like anything.
8. Some males understand themselves to be girls on the inside. Their bodies and who they are don’t match.
9. Some females understand themselves to be boys on the inside. Their bodies and who they are don’t match.
10. Individuals can be attracted romantically to people of the same or different gender or biological sex.
11. Some children have two dads, some have two moms. All families are OK just the way they are.
12. Making other people feel bad about their body, their gender, who they are attracted to, or who their parents are is not OK.
13. Gender is not a measure of people’s worth. It’s just a part of who they are.
“the binary”
## Opposite and unequal

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<th>GIRLS/WOMEN</th>
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AlterNet Comics: Matt Bors on Sexism in Sports

"You throw like a girl..."

"Son, you throw like a girl raised in a patriarchal society that discourages women from participating in sports."
The Five Needs/Five Roles Paradigm

NEED #3: VALUES

• Tolerance does not mean acceptance of behavior, language or speech that is disrespectful, offensive, or hurtful.

• Tolerance does not mean “promotion.”

• Dealing with parents/trustees who essentially want to take the school hostage over sexuality issues

• How schools make decisions:
  ✓ Clear and present student need
  ✓ Shared community values
  ✓ Best available science
  ✓ Sound educational philosophy
Preschool: Policies and Practices

body parts and body differences touching
gender equity “gender variance” answering
children’s question appropriate language
formal and informal curricula bathroom use
diapering clothing rules parent education self-
pleasuring body exploration with other children
behaviors of concern dress up communicating
with parents identifying and reporting sexual
abuse gender typed toys/books different types
of families, structures, and roles origins and
babies
The Five Needs/Five Roles Paradigm

NEED #5: ANTICIPATORY GUIDANCE

As children and adolescents take ownership for larger and larger aspects of their lives—i.e., as we gradually turn them over to themselves—they need intentional input and guidance from the immediate, caring adults in their lives.
PARENTING IS A FIVE-PIECE SUIT

Information
Anticipatory Guidance
Affirmation
Limit-setting
Values
Thinking Pedagogically about Sexuality Education in PreK-6 Classrooms

- Recognizing the “other” sexual double standard, the one that exists in our schools and classrooms
- Realizing that the “new” sexuality education paradigm we need is the “old” one we use for teaching everything else
- Re-Framing the curriculum, for EVERYONE in the community
- Disappearing misplaced anxieties around “sex education”
- Reacting non-defensively to resistance or pushback
- Articulating, clearly, the values-base of your program
- Enlisting effective, explicit, ongoing administrative support
Getting the **Support** You Need and Deserve

- *Be proactive:* front-load as much information about your purpose, goals, and values as possible.
- Remember, always, **who owns the curriculum.**
- Remember, always, that parents *don’t like to be surprised* about sexuality education.
- Know the **pedagogically/developmentally-based reasoning** behind what you say and do, even though you might say it or do it very differently next time.
- Know the differences between *reluctance, resistance, flat out opposition, and “organized opposition.”*
- Expect explicit, ongoing support—including specific training—for doing this work.
- *Defer to administrators* when dealing with persistent/unpleasant resistance; also know when they should be deferring to you.
TODAY IS ABOUT…..

- **MAKING THE CASE** for a “culture shift” in our schools around sexuality education
- **THE “MAGIC OF FRAMING”** in creating school change
- **STRATEGIC IMPLEMENTATION** of a truly age-appropriate, comprehensive human sexuality curriculum
The Five Needs/Five Roles Paradigm

NEED #1: AFFIRMATION

- Sex and gender are *fundamental* to who we are and how we live our lives from the moment of birth on.

- Infants, children, and adolescents go to “Sex and Gender School” every day of their lives.

- Sexuality Education does not start with the film in the fourth or fifth grade about puberty!
Five Needs/Five Roles:
The 5:5 Paradigm

- A way of reminding and enabling all adults to focus on children’s needs, rather than adult needs.

- A tool for defining yourself and your purpose before others have the opportunity to define them ahead of you.

- A ready-made context for managing controversy and values-based conflicts around sexuality education for (young) children.

- A framework for defining the unique but complementary roles for families and schools as authentic, de facto partners in nurturing healthy sexual and gender development.
• Ask: How young were you? What was it like? Locked the door; 4th grade questions
• Role of adults as “gatekeeper”
• Series of compartmentalized “talks”: “birds and bees”; good touch/bad touch—about which have serious reservations; GSD talk; puberty; birth control; STI; consent talk
• Default options: powerful imagery; 4th graders-pornography, prostitutions, estimate 20-80; images, supermarket, respect for boundaries, why would someone rape on a date (do in the morning) ADS had to have OS? MAP? GENDER ROLES; PAM PLATT? Images of women with no boundaries; baseball
• Illiterate: X how to think; 4, 5, 6 (from within)
• Role of nurturer: we play five roles in their lives as we nurture them from td to ti
• Affirmation: sexuality is within the child; questions
• Information: Images of women with no boundaries
• Clarity about Values; what’s important; values we want them to bring
• Limit Setting and respect for boundaries
• Anticipatory Guidance: situations you will be in
1. Ask: How young were you? What was it like? Locked the door; 4th grade questions

2. Role of adults as “gatekeeper”

3. Series of compartmentalized “talks”: “birds and bees”; good touch/bad touch—(about which have always had serious reservations); GD talk, often in isolation; puberty; birth control; STI; consent talk; versus the ongoing spiral; betrays the purpose of all education as we understand it in IS education: CrTh and application. SEXUAL ILLITERATE: X how to think;

4. 3-7 years late (not old enough): Make the case that this is malpractice: Default options: A. Powerful, inescapable imagery of women with no boundaries, 1990s saturation point—no escape; B. 4th grade boys: pornography, prostitutions, estimate 20-80, 1990s tipping point; supermarket, disrespect respect, disregard for boundaries C. 5th grade boys why would someone rape someone on a date? D. had to have OS? Do it in the morning? MAP? PAM PLATT? E. (COLLAGE) GENDER ROLES: Boys Life; Images of advertising that promote rape culture. E. Baseball—blueprint for sexual assault

5. Give up our assumptions and change how we perceive our roles. 4, 5, 6 (from within);

Role of nurturer: we play five roles in their lives as we nurture them from td to ti

Affirmation: sexuality is within the child; questions

Information: Images of women with no boundaries

Clarity about Values; what’s important; values we want them to bring

Limit Setting and respect for boundaries

Anticipatory Guidance: situations you will be in