#Metoo to #Howto

Creating a legacy of empowering teens to build healthy intimate relationships
Cindy Pierce
Social Sexuality Educator, Author, Speaker & Comic Storyteller

“Shaming those who watch pornography will only make this complex issue worse. Love, understanding, and true connections are what we need to see more of if we’re serious about decreasing the harms of pornography.”

DR. GAIL DINES: Leading the Revolution Against the "Pornification of Our Culture"

CLAY OLSEN
CEO & CO-FOUNDER FIGHT THE NEW DRUG
The average teenager is exposed to nearly 14,000 references to sex each year on television.
What?

Planning Paradigm

Entry Point

Design & Do

Community Needs

Pedagogy

Inquiry

Reflect & Reiterate

Stephanie Ferri 2020
To be anti-porn or not to be, that is the question?

March 15, 2019 | Stephanie Ferri
WHY? “Until young people, girls, as well as boys, are better educated about gender socialization, sexual consent, ethical engagement, mature relationships, and diverse orientations, we will be stuck in damage control mode.

-Peggy Ornstein
How?
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THE ART OF TEACHING

Purposeful Design

Reflective & Responsive

Skillful Teaching

Intentional Relationships

Malia McClurg

Stephanie Ferri 2020
How would you describe the effectiveness of sex education at your school?
For sex education to be accessible to all, we must work to redefine and reimage how people think and feel about it.

- Shafia Zaloom
CIRCLES OF SEXUALITY

- SENSUALITY
- BIOSexual BEHAVIOR AND PRACTICES
- VALUES, POWER & AGENCY
- INTIMACY
- REPRODUCTIVE HEALTH
- GENDER IDENTITY

- SEDUCTION
- GENDER
- RISK TAKING
- VULNERABILITY
- CARING
- LIKING
- MEDIA MESSAGES
- TRUST
- BEHAVIORS
- VALUES
- REPRODUCTIVE SYSTEMS
- ATTITUDES
- SEXUAL ORIENTATION
- BODY IMAGE
- FLIRTING
- ANATOMY
- BELIEFS
- SHARING
- LOVE
- GENDER ROLES
What does sexuality mean to you?

1. Place a check next to each term you think is part of your sexuality.
2. Use the words you selected to form a definition of what sexuality means to you and write it in the space provided.
3. What did this activity illuminate for you?
My sexuality is who I love/trust and how much I am willing to share with them.
My sexuality is what gender I identify as and who I choose to love and care for in my life.
In my mind, sexuality comes up as gender, boundaries, and trust. I chose these words because my gender reflects on how I interact with relationships. Friends, family, and others see me as.

My sexuality is what I have experienced throughout my life, and who I can share those experiences with. This connects to who I love, care for, and socialize with.
Summary

- Sexuality is part of everyone’s identity
- Reframe sexuality from taboo to normal
Designing and teaching based on your community’s needs and your determined entry point.
Intentionally Designed Curriculum:

- Gain information between grade levels and classrooms
- Avoid repetition and identify gaps in curriculum
- Meet accreditation requirements
- Align to targeted standards throughout school(s)
- Engage faculty in clear and productive communication
- Modernize curriculum and assessment design
Only 29 states are mandated to teach some form of sex education.
Only 17 states require that the information be medically accurate.
Only 8 states require the importance of consent to sexual activity to be covered.
Comprehensive Sex Education

1. Gender
2. Sexual and reproductive health and HIV
3. Sexual rights and sexual citizenship
4. Pleasure
5. Violence
6. Diversity
7. Relationships
Sex positive sex education addresses:

- Values
- Dignity
- Relationships
- Pleasure
- Sex as a healthy, enjoyable part of life
- Diverse sexual practices & relationships
- Acceptance of sexual orientations & lifestyles

Sex positive sex education is not about:

- Stigma or shame
<table>
<thead>
<tr>
<th>Address</th>
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<tbody>
<tr>
<td>1. Freedom from unwanted activity</td>
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<td>2. Consent and ethical conduct</td>
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<td>3. Accurate information</td>
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<tr>
<td>4. Safety</td>
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<tr>
<td>5. Relationship skills</td>
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<td>6. Agency</td>
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<td>7. Lifelong learning</td>
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<td>8. Resiliency</td>
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<td>9. Open Communication</td>
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<td>10. Healthy vs. unhealthy relationships</td>
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<td>11. Self-acceptance</td>
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<td>12. Sex can be pleasurable</td>
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<td>13. Parental and societal values</td>
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<td>14. Boundaries</td>
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<td>15. Media’s Influence</td>
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The International Journal of Sexual Health
Grab a resource from the table and read it.

What is this resource illuminating about your schools’ approach to sex education?

When prompted, discuss your findings with your table.
Summary

- Use contemporary resources to identify content
- Use a sex positive approach to your teaching
- Match resources with your community needs

Planning Paradigm

- Entry Point
- Design & Do
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- Inquiry
- Community Needs
Engaging students in their learning through Inquiry
Inquiry Driven Sex Education

Letting students’ queries guide instruction
Answering Difficult Questions

It is important to acknowledge ALL questions. This model can help facilitate answering questions. If you do not know the answer, it is okay to say “I don’t know.”

Affirm the person asking the question.

Identify the type/components of the question. This is usually a silent process.

Answer the factual part of the question.

Explore the range of beliefs.

Requests for Information

- “Why don’t boys have periods?”
- “How does the baby come out of the mom?”
- “Why do boys have nipples?”
- “How are twins made?”

“Am I Normal?”

- “Is it ok to have a boner in the morning?”
- “How big should a guys penis be?”
- “Is it ok for one boob to be bigger than the other?”
- “What if someone doesn’t have a crush at this age, is that ok?”

Permission Seeking

- “Is it ok to have a crush at this age?”
- “Is it ok to masturbate?”

Personal Questions: Experiences or values

- “How old were you when you went through puberty?”
- “When did you get your period?”
- “Do you think it is ok for girls to use tampons?”
- “Is it wrong to be gay?”

“Can I trust you?”

A student may ask a question they already know the answer to in order to see if you are willing to answer their question honestly and accurately. They may also ask questions to see how you will react in order to determine if you are trustworthy.

“A girl I know told her mom she likes girls. Her mom got mad, what do you think?”

Shock

- “Can a person have sex with an animal?”
- “Can a man have a baby?”

Sometimes questions that may appear to be shock questions may actually be information seeking questions. Be cautious not to dismiss questions because they shock you; the student may just be looking for information. Ask follow up questions if possible to figure out what the student really wants to know.
Starting the conversation about sexual harassment, consent, and #METOO.
The Ethics Institute Ethical Decision-Making Method

1. Study and understand the situation.
2. Identify the values that are involved on all sides.
3. Identify the ethical dilemma – right vs. right.
4. Identify the values that influence your position.
5. Communicate effectively and respectfully a decision that demonstrates the ability to apply the facts, identify values that inform your position, and can refer to other sources or stakeholders.
You hear three seniors from your class talking in the cafeteria—Michael, Steve, and Kevin. They don’t know you’re there. Jane, another senior, walks by and Michael says he “hit that last week.” Sounding unimpressed, Steve replies, “a lot of guys have hit that.”

Kevin says that he doesn’t want to go to a party that Saturday night at Kathy’s house. He just broke up with Kathy, and he doesn’t want to see her “hooking up with other guys.” Michael tells him to go and make her jealous. “Go crazy. Hit on all of her friends. A couple of them are sluts.”
Reflection consider context: your school, students, and culture.

- What values are in tension in this scenario?
- What would you do in this scenario? Would you interject and/or talk to Michael, Steve, and Kevin about their conversation?
- What SHOULD you say or do in this scenario? What is the “ideal” response?
Summary

- Create a safe space for student inquiry
- Let students’ questions guide you
- Use scenarios to prepare students to be ethical upstanders
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What did you do? Did it help? What needs tweaking?
Domain 1: Context for Comprehensive Sex Education

Understanding the positive impact that sex education has on young people can help educators guide their teaching and maintain enthusiasm. Before taking on classroom instruction, educators also need to understand state and local policies that govern sex education in their state and school district.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>How would you rate your CAPABILITY to do this?</th>
<th>What is your COMFORT level in doing this?</th>
<th>Do you need a refresher in this area?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> - Describe three health (physical, social, and/or emotional) and/or academic benefits of sex education for young people.</td>
<td>□ High □ Moderate □ Low</td>
<td>□ High □ Moderate □ Low</td>
<td>□ Yes □ No</td>
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<td><strong>1.2</strong> - Describe state and/or district laws, policies and standards that relate to sex education where one teaches.</td>
<td>□ High □ Moderate □ Low</td>
<td>□ High □ Moderate □ Low</td>
<td>□ Yes □ No</td>
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Does every student have an adult at the school they would feel comfortable talking to if they were worried?

Do school staff routinely intervene when students use sexually degrading language like "bitch" or "slut" or use expressions for sex like "I hit that?"
Summary

- Reflect to refresh
What I am teaching right now....

- Toxic masculinity
- Refusal skills
- Teaching about love vs. infatuation
- How to break up with somebody
It is time to create #HOWTO experiences that set the standard of having meaningful, mutual, and positive sexual experiences and relationships.
Thank you!!

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→ Go to the workshop listing
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→ Provide valuable feedback
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