

# TEACH IN 2022

# Sex (Un)Education

Presented by the  
GVSU Women's Commission

# Session Agenda

Welcome & Introductions

Pop Quiz!

Sex Ed Models

Lit Review & Reflection

Voter Education

Resources

# Introductions

## Facilitator Introductions

**Kristen Evans**

Assistant Director, Housing & Residence Life

**Emily Frigo (she/her/hers)**

Head of Professional Programs, University Libraries

**Jennifer Jameslyn**

Director, Brooks College Advising

## Table Introductions

Share your name, pronouns, major and what made you choose to attend this Teach-In session

# Pop Quiz!

Sex Ed Myths busting

AT YOUR TABLE SELECT A TEAM CAPTAIN TO SUBMIT YOUR  
ANSWERS TO SEX ED TRIVIA VIA POLL EVERYWHERE

# Sex Ed Models

## Abstinence Only

- Sexual risk avoidance - teaches abstinence as only option for unmarried people, provides limited (if any) information about contraceptives and STDs

## Abstinence Plus

- Sexual risk reduction - emphasizes abstinence but includes information about contraceptives and STDs

## Comprehensive Sex Education

- Focus on information, values & decision-making - abstinence as best option to avoid pregnancy and STDs but also includes thorough education about contraceptives and STDs

[https://www.uua.org/files/documents/advocatesyouth/sexed\\_definitions.pdf](https://www.uua.org/files/documents/advocatesyouth/sexed_definitions.pdf)

<https://www.advocatesforyouth.org/resources/fact-sheets/sex-education-programs-definitions-and-point-by-point-comparison/>

# Michigan Standards

- Michigan schools are **not required** to teach sex education. However, HIV/AIDS education is required.
- Curriculum is not required to be comprehensive.
- Curriculum must stress abstinence as a positive lifestyle.
- Curriculum is not required to include instruction on sexual orientation or gender identity.
- Curriculum is not required to include instruction on consent. However, curriculum must include instruction on refusal skills.
- Parents or guardians must receive written notice of any sex education class and can remove their children from any part of the instruction. This is referred to as an “opt-out” policy.
- HIV/AIDS education must be medically accurate. If a school chooses to teach sex education, curriculum cannot be medically inaccurate.

<https://sexeducationcollaborative.org/states/michigan>  
[https://siecus.org/state\\_profile/michigan-state-profile/](https://siecus.org/state_profile/michigan-state-profile/)

# Your Experience

**Did your K-12 sex ed curriculum include information about...**

- Pregnancy Prevention?
- Sexually Transmitted Infections?
- Reproductive Anatomy?
- Healthy Relationships?
- Consent?
- Gender Identity & Sexual Orientation?
- Childbirth, Adoptions & Abortion?
- Human Trafficking?
- Youth Rights & Community Resources?

SEX ED TO-GO FOR PROFESSIONALS  
by Planned Parenthood

# here in Allendale

*"The city of Allendale received pushback in 2019 after parents advocated for sex education curriculum to be science-based and inclusive of topics related to sexual orientation and gender identity. After intense debate largely dominated by community members opposed to updating the curriculum, the school district removed all mention of sexual orientation and gender identity from course materials regardless of the subject."*

The screenshot shows a news article from the NPR WGVU Public Media website. The header includes the NPR logo and the station identifier 'WGVU Public Media'. A red 'DONATE' button is in the top right. The main title of the article is 'Let's Talk About Sex' and the subtitle is 'When The Conversation Doesn't Include You: LGBTQ+ Sex Ed In A Small Town'. The date 'April 1, 2019 · 5:48 PM ET' and the note 'Heard on All Things Considered' are below the title. The hosts 'ALYSSA EDES' and 'AILSA CHANG' are mentioned with their Twitter icons. A large blue button at the bottom left says '12-Minute Listen' with a play icon, and a small three-dot menu icon is in the bottom right corner of the blue bar.

# Comprehensive Sex Ed

Comprehensive sex education refers to K-12 programs that cover a broad range of topics related to:

- Human development, including puberty, anatomy, sexual orientation, and gender identity
- Relationships, including self, family, friendships, romantic relationships, and health care providers
- Personal skills, including communication, boundary setting, negotiation, and decision-making
- Sexual behavior, including the full spectrum of ways people choose to be, or not be, sexual beings
- Sexual health, including sexually transmitted infections, birth control, pregnancy, and abortion
- Society and culture, including media literacy, shame and stigma, and how power, identity, and oppression impact sexual wellness and reproductive freedom

# International Models

## Sweeden

- Required with little to no opposition since 1955
- Includes facts about anatomy, sexual orientation, STIs, abortion and contraceptives as well as discussion about attitudes, norms, and values about love, sex, and relationships

## Netherlands

- Sexuality education including information about health, tolerance, and assertiveness required starting at age 4



**Teacher: "Or you can kiss, yes."**

<https://www.rfsu.se/om-rfsu/om-oss/in-english/national-work/sexuality-education/about-swedish-sexuality-education/>

<https://www.studyinternational.com/news/sex-education>

<https://www.theatlantic.com/family/archive/2018/08/the-benefits-of-starting-sex-ed-at-age-4/568225/>

<https://www.un.org/youthenvoy/2016/03/comprehensive-sexuality-education/>

# Knowledge as power

Books

THEN & NOW

# WOMEN and THEIR BODIES a course



Published 1970

Cost 75 cents

Boston Women's  
Health Collective

<https://www.ourbodiesourselves.org/about-us/our-history/>

“

"The purpose of this paper is then to help us learn more about our anatomy and physiology, to begin to conquer the ignorance ... when we felt we didn't know what's happening to us. **The information is a weapon without which we cannot begin the collective struggle for control over our own bodies and lives.**"

Boston Women's Health Collective as cited in Wells, S. P. D. (2010). *Our Bodies, Ourselves and the Work of Writing*. Stanford University Press.

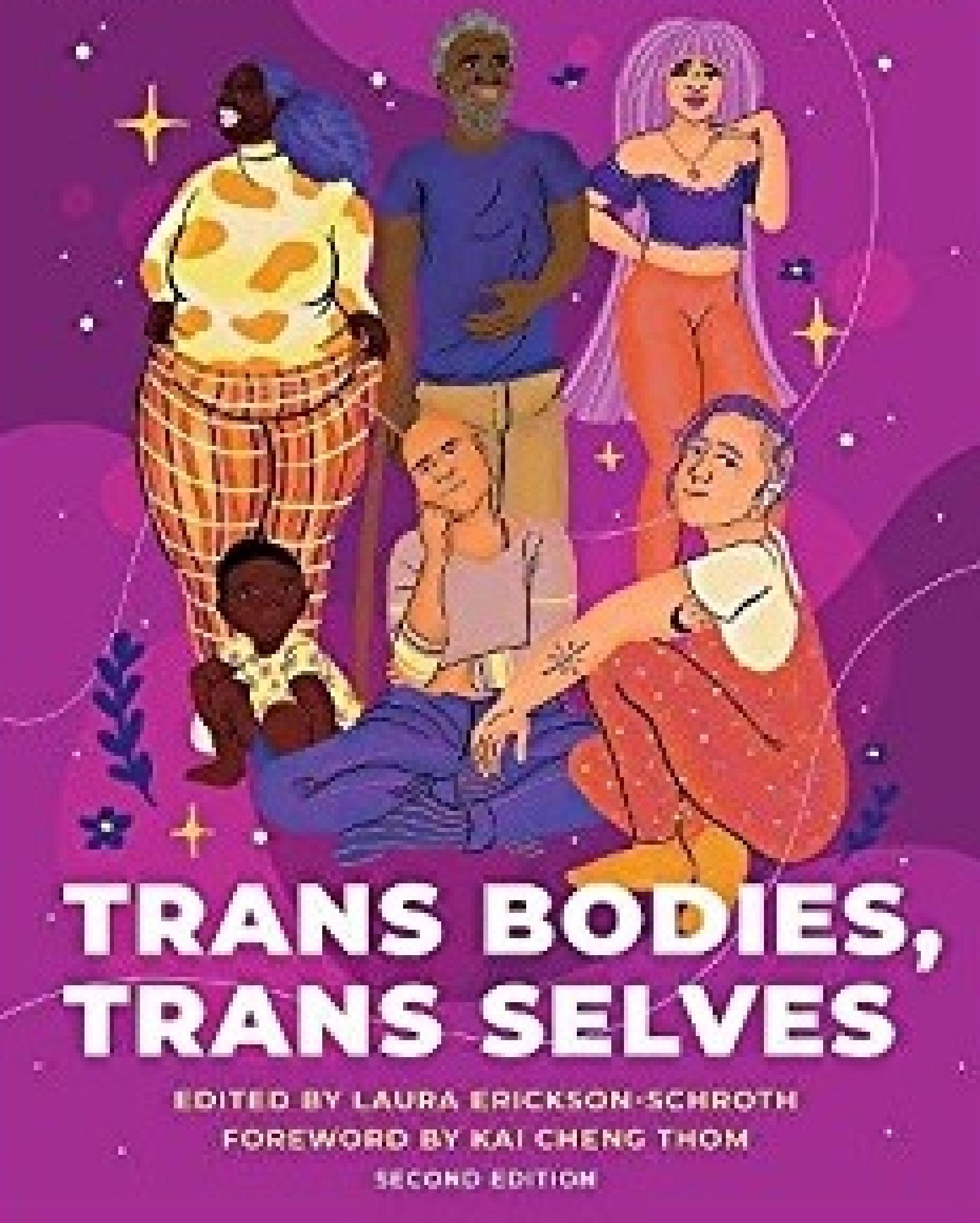
“

**"It was the first time, for many of these women, to learn about their bodies, their desires, their choices, without a gatekeeper withholding information or framing possibilities or judging; to understand the possibilities of the body, and to make choices about what is best for that body. For a woman? In that time and place? Revolutionary."**

“Our Bodies, Ourselves: Agency, Autonomy, and Embodiment.” (2022, July 6). The Sarah Isom Center for Women and Gender Studies, University of Mississippi.

<https://sarahisomcenter.org/isom-news/2022/7/6/our-bodies-ourselves-agency-autonomy-and-embodiment>

A RESOURCE BY AND FOR TRANSCENDER COMMUNITIES



First published in 2014

2nd edition 2022

Written by and for  
transgender and gender  
nonconforming people

# TRANS BODIES, TRANS SELVES

EDITED BY LAURA ERICKSON-SCHROTH

FOREWORD BY KAI CHENG THOM

SECOND EDITION

<http://transbodies.com/>

# Book Titles: what is in a name?

- Human Reproductive Biology
- New Joy of Sex
- Girl Sex 101
- Let's Talk about S-E-X
- Angry Birds, Killer Bees
- Our Bodies, Ourselves
- Trans Bodies, Trans Selves

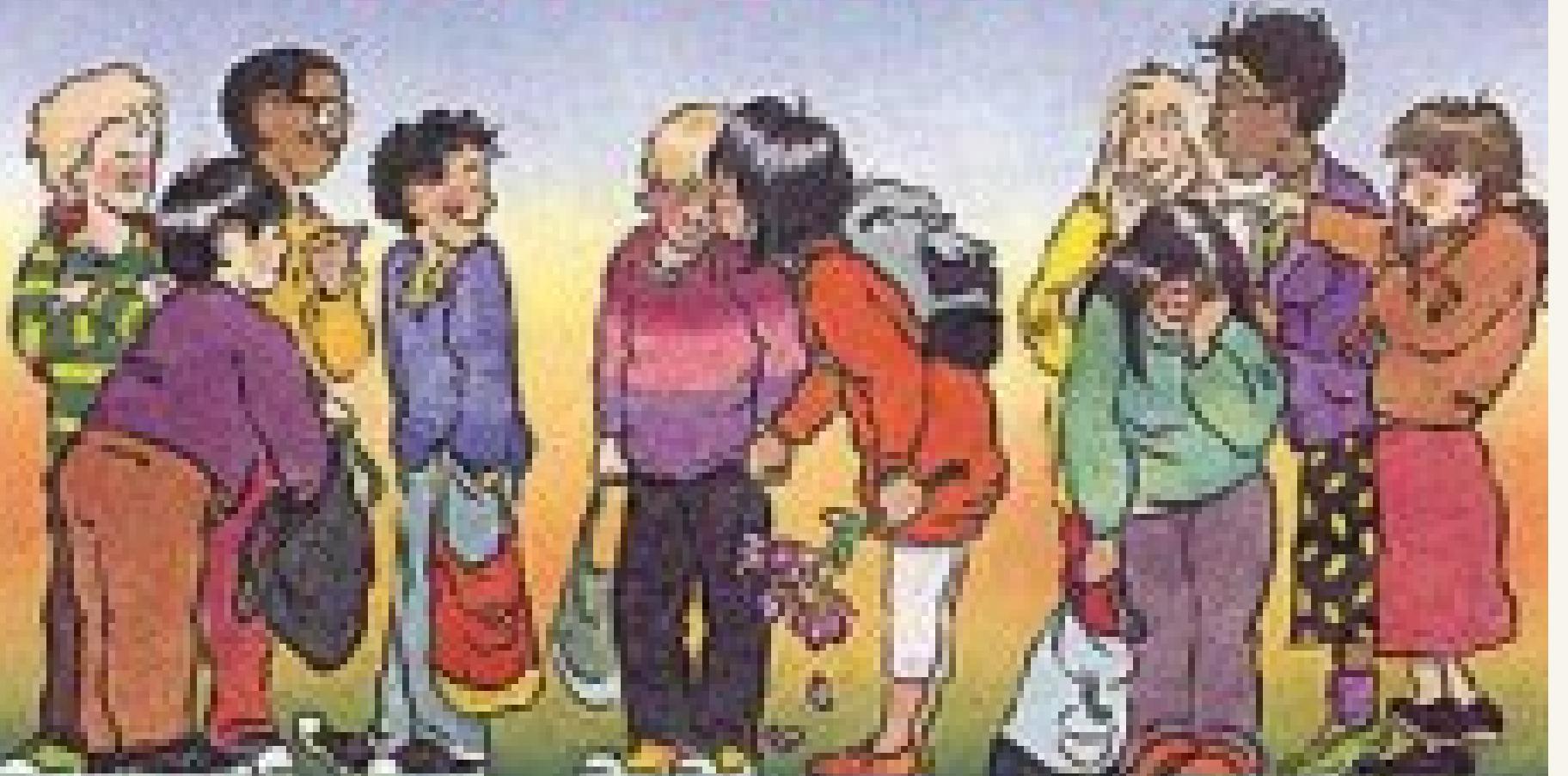


"...and understand, plus pictures they will enjoy." — ANN LANDERS

# CHANGING BODIES, GROWING UP. SEX & SEXUAL HEALTH



# It's Perfectly Normal



ROBIE H. HARRIS illustrated by MICHAEL EMBERLEY

First published in 1994

Most recent edition  
2021

10 years older and up

Accurate information,  
drawings

# THE TRAVELS OF THE EGG: Menstruation



At puberty the brain tells the ovaries to produce oestrogen, which tells the eggs to mature.



And then, about once a month, an egg leaves an ovary and pops into a Fallopian tube.



“

**"How can we not write about those very experiences that have meaning for our children? How can we not write honestly? How can we hold back writing about powerful feelings, or not include certain information children crave and have the right to know, simply because we are afraid? If we do that, children will sense that we are not being honest and they will not read or listen to the books we write. But if we are honest, our books may be banned."**

<https://pen.org/robie-harris-on-the-banning-of-her-books/>

# Reflec<sup>tion</sup> Roundables

You have until 3:30pm to rotate through three reflection exercises in your own time.

# Literature Review

Browse the books,  
taking care to notice:

- Book title
- Cover art
- Table of Contents
- Year Published

# Reflection Notes

Use the sticky notes  
to respond to the  
prompts:

- What you learned  
in K-12 sex ed
- What you didn't  
learn

# Resource Review

Click on the QR code  
or visit

[www.gvsu.edu/wcom](http://www.gvsu.edu/wcom)  
mission and click on  
the "Events" menu to  
review resources and  
curriculum examples

# Individual Reflection

# Vo<sup>er</sup> Education

**Michigan codified reproductive rights on Election Day.**

- *How is voter education impacted by K-12 sex education models and standards?*
- *Who has access to accurate and relevant information?*
- *Who is silenced or invisible?*

# Resources



Women's Commission Teach-In Page

HAVE A RECOMMENDED ADDITION?

Contact us at [wcommission@gvsu.edu](mailto:wcommission@gvsu.edu)

Thank you  
for joining  
us today.

**Please complete the  
session evaluation**