

~~~~ IMPLEMENTATION GUIDE ~~~~

for

SEX RESPECT®: The Option of True Sexual Freedom Educational Program

A Positive New Approach to Lowering the Incidence
of Teenage Sexual Activity

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This booklet is designed for those considering implementation of the **SEX RESPECT®** program **who have already read** the **SEX RESPECT®** manuals and have seen the introductory video tape which outlines the philosophy of the course in terms of sexual health.

The **SEX RESPECT® Implementation Guide** is divided into two sections:

I. An informational background

II. A process you may follow to get the SEX RESPECT® program implemented into your school district.

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How Did The SEX RESPECT® Program Originate?

Coleen Kelly Mast, the author of the **SEX RESPECT®** curriculum, is a sensitive teacher in tune with the needs of teens. Through ten years of teaching family life education she discovered current sex education courses were not meeting the real needs of teens who were trying to lead a healthy life. Throughout her evening studies in graduate school, she found many other health teachers also were dissatisfied or uncomfortable with their public school sex education units. In response, she entitled her Masters curriculum project, **SEX RESPECT®**, and in the fall of 1983 developed a curriculum guide for teachers. Word-of-mouth interest was generated from state to state. She published her proven successful course which motivated teens to practice and even turn the peer pressure toward chastity. It was that same semester that her 16-year-old high school students formed a traveling squad called McNamara Ambassadors of Sexual Health (MASH) and began traveling nationally to teach these concepts to younger teens. This generated additional attention toward her teaching content, style and methods, and national interest became widespread. Schools and health care facilities have not stopped calling. Originally implemented in the Midwest, the **SEX RESPECT®** program quickly has grown from coast to coast, and is presently being used in all 50 states and 23 foreign countries.

GOALS AND OBJECTIVES

SEX RESPECT®: The Option of True Sexual Freedom

IMPLEMENTATION:

The **SEX RESPECT®** text is adaptable to junior or senior high school curricula in personal health classes, sex education, family life education, ethics and values clarification, environmental health, anatomy, biology, sociology, community health, social concerns, or growth and development.

Learning opportunities are designed to provide the instructor with ample material to fill a two week unit which meets daily.

LONG RANGE GOAL:

To enable each individual to progressively develop responsible behavior, positive self-esteem, and respect for others as he/she makes decisions involving the use of his/her sexual freedom.

EXPECTED OUTCOMES:

1. Recognize that sexual freedom is not the same as sexual impulsiveness.
2. Define human sexuality.
3. Identify various influences on sexual decision making.
4. Compare and contrast human procreation and animal reproduction.
5. Explain the physical, emotional, and psychological risks associated with premarital sexual activity
6. Examine the physical, emotional, and psychological benefits of a teen lifestyle free from genitally arousing activity.
7. Describe various ways for teens to say “no” to sex.
8. List some of the responsibilities involved in dating.
9. Explore some of the responsibilities of parenthood.
10. Explain why adoption is a healthy alternative to abortion.

OVERALL OBJECTIVE:

Realize that true sexual freedom includes the freedom to say
“no” to sex outside of marriage.

WHY THE SEX RESPECT® PROGRAM?

Without a doubt, today there is a growing interest in developing better sex education programs. However, the wealth of new curricula being offered can make the task of choosing an effective and acceptable program seem overwhelming. What does the **SEX RESPECT®** program have to offer that sets it apart from other sex education programs? Is there really a need for another approach to sex education? And how effective has this **SEX RESPECT®** program been so far?

SEX RESPECT® PROGRAM IS DIFFERENT

One distinguishing feature of the **SEX RESPECT®** text is that it teaches teens that sexual self-control can bring them freedom, confidence, maturity and good health. The focus is on abstinence, not on contraception. People today are showing renewed interest in teaching abstinence to teens and growing disenchantment with school clinics and an emphasis on contraception.

WE NEED A HEALTHY APPROACH

In a study that Stan E. Weed and Joseph A. Olsen conducted for the independent Institute for Research and Evaluation in Salt Lake City, it was found that greater teenage participation in family-planning clinics “led to lower teen birthrates. However, the impact on abortion and total pregnancy rates was exactly opposite the stated intentions of the program. The original problems appear to have grown worse...the programs are more effective at convincing teens to avoid birth than to avoid pregnancy.” Among recommendations made by these researchers is that future sex education programs should put more emphasis on the teenagers sense of self-determination and control with respect to sexual behavior.¹

Ray Kerrison, columnist for the New York Post, also has pointed out the would-be solution to the teen pregnancy problem, providing clinics and contraceptives, “is singularly lacking in care for the child’s long-term welfare.” Instead, he asserts, we need “a school program to educate children in the need for sexual discipline.”²

Kerrison’s assessment of the usual approach to sex education is echoed by former Secretary of Education William J. Bennett, who has urged school board leaders to insist that sex education courses teach abstinence, and to avoid programs “suggesting that pleasure or getting pregnant or avoiding disease are ‘the only things that matter about sexual activity’.” Bennett further pointed out that parents have voiced a strong need for sex education programs that teach students to practice sexual self-control. “Why not say in schools to students exactly what most parents say at home?...Why isn’t this message being taught in more classrooms?” Indeed, Bennett pointed out that “nine out of ten of the girls under sixteen surveyed by a teen services program at Atlanta’s Grady Memorial Hospital ‘wanted to learn how to say no’.”³

Teachers, too, have recognized that the approach to sex education in common use now—teaching biology and anatomy, discussing contraception and family living—has not proven effective. It was to meet needs such as these, expressed by parents, educators, and teens, that the **SEX RESPECT®** curriculum was developed.

HEALTH EDUCATION TO MEET ADOLESCENTS NEEDS

Health Education is aimed at imparting knowledge which will improve healthy attitudes and change unhealthy behavior. Today’s teens have been raised in a culture that has encouraged self-indulgence, while parents struggle to provide discipline. Adolescents have a real need for a community atmosphere which assists them in making healthy choices.

Many teenagers are experiencing family conflicts, depression, and loneliness. Their need for love is great. A society which allows them to believe that premarital sex will satisfy their needs only sends them out to multiply their problems.

In order for education to have a positive impact on their lives, health programs must aim to help simplify the emotional problems of adolescents so they can pursue further education and training. Sexual activity outside of marriage only contributes to emotional tension and daily stress. Thus, educating for healthy, chaste relationships, can not only encourage more “good clean fun,” but can save emotional energy which needs to be used for more productive educational activities.

PROGRAM DIRECTION

As in all other areas of health education, the **SEX RESPECT®** program provides a direction toward good health. Just as our drug programs, nutrition lessons, and smoking units are clear in their objectives for influencing healthy behavior, so is the **SEX RESPECT®** program directional.

Teens need a consistent, clear message from all responsible adults proclaiming, “Sex should be saved for marriage.”

A program which teaches how to say no (abstinence) and then teaches how to say yes (birth control) can only serve to confuse the children who already have enough trouble deciding what color socks to wear in the morning.

At what age level should we implement the SEX RESPECT® curriculum?

Written for 8th and 9th grade readers, the **SEX RESPECT®** textbooks are now successfully being used in grades 7, 8, 9 and 10. Some schools are repeating the course in two years since the level of understanding and experience is enhanced with increased age.

FREEDOM OF RELIGION

Because of the freedom of religion in our country it is extremely important that the sex education program avoid those issues which disturb morality (as outlined on page 13 of the parent text).

No major religion is against teen sexual abstinence. Most religions have parallel teachings. Even some states mandate this teaching due to the current AIDS epidemic. The principles taught to students in the **SEX RESPECT®** course do not contradict religion, but allow the freedom for the religious values to be taught at home and in the church of their choice. The course itself focuses on the personal and public health reasons for saving sex until marriage. The **SEX RESPECT®** program has won praise from members of most major American religions.

PARENTS SUPPORT SEX RESPECT®

Parent response has also been favorable. Parental involvement is an integral part of the **SEX RESPECT®** program, which confirms the parents’ right and need to protect and guide their children’s health. The Parent’s Guidebook informs parents of the contents of the **SEX RESPECT®** program by duplicating the student text and offering guidelines, encouragement, and home assignments to enhance parent/teen communication. Among the strong points parents saw in the **SEX RESPECT®** texts were that the program “reinforces what we are trying to live and teach; covers information that I don’t feel he (the teen) would have come to us about; and has given me ideas and ways to help my children have a healthy respect for sex.”

WHY INVOLVE THE PARENTS?

Research has shown that parental involvement reduces teen pregnancies. Communication between teens and parents about dating, sex, and family life can also increase the bonds of trust between family members. By stressing parental involvement in the course, school officials can be enhancing the responsibility of the family, rather than usurping parental authority.

Rather than saying to the teens, “just talk to your parents” the **SEX RESPECT®** program provides parents with their own manual, hints for discussion at home, and a parent session at school before the class begins, as well as a set of student pages in their manual to work along with their teen. The **SEX RESPECT®** program has no secrets from the parents, but rather encourages that the parents take on the main responsibility for instilling and encouraging these values. The school then, takes a supportive role, as educational systems follow in line to parental authority.

“The time has come to stop blaming the problem of teen pregnancy on the incorrigibility of our children or the ills of society. Our children have only us for guidance; and we are responsible for the condition of our society. The real path back to a sane and effective policy to prevent teen pregnancies is not an easy one, but it is the only one that will work. It is also the only one that most of us would choose for our own sons and daughters. This path does not circumvent the family, but leads straight to the heart of it. It encourages communication between parents and children and is built on the firm foundation of parents’ values, beliefs, and ambitions for their children.” — U.S. House Select Committee Report

TEACHERS RESPOND ENTHUSIASTICALLY

Teachers also have been enthusiastic in their response to the **SEX RESPECT®** program. “It gives me confidence in myself,” one teacher commented after a teacher training session, “that I can go back to the students and give them this program with the understanding that it will work if they want it to.” Many teachers felt renewed excitement and confidence as a result of the training session, and expressed the belief that the **SEX RESPECT®** program “will make a great deal of difference in how the kids make their decisions about premarital sex.” Another educator appreciated that the **SEX RESPECT®** curriculum is “quite the opposite of the programs I have become familiar with over the last five years. It’s different in the sense of encouraging teens to abstain from sex until marriage instead of saying, ‘If you want to, here’s what you can use to prevent pregnancy.’ I love this program.”

SEX RESPECT® TEACHES SELF-CONTROL INSTEAD OF BIRTH CONTROL

Birth control gives that double message to teens on “How to Say Yes.” It would be contradictory to the healthy messages in the **SEX RESPECT®** text. To think that birth control information would decrease teenage pregnancy when it increases teenage sexual activity, is simply an error in the reasoning process. Teaching teens that birth control will protect them is a theory that ignores the emotional and psychological bonding involved in human sexual relationships.

NOTES

¹“Sex Education: A Lesson in saying ‘No,’” *The Philadelphia Inquirer*, 29 June 1986, Sect. 1, p. 1.

²Stan Weed, “Curbing Births, Not Pregnancies,” *Wall Street Journal*, 14 October 1986.

³Bennett, William J., “Sex and the Education of Our Children,” *AMERICA*, 14 February 1987, p. 124.

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Section II

Getting the SEX RESPECT® curriculum into the schools

WHAT'S THE NEXT STEP?

Since many school districts have already spent much time and money on developing sex education programs which were only criticized by parents, they are pleased to find out how simple and acceptable the SEX RESPECT® program is to implement.

Urban and suburban areas have more complex systems of approval which involve committees and a hierarchy of decision making. These are not insurmountable, however. It is necessary to follow the proper chain of command for your school district. With parent support generally being so great, the committees usually move quickly and confidently toward implementing the SEX RESPECT® program.

Smaller town schools usually have less people on their decision-making boards, but still need complete information before deciding to adopt the program. Approach them with confidence.

Suggestion: Make this a community project. The more community involvement and support you have, the easier it is for teens to get the same message repeated and enforced, which is reassuring to them and develops confidence no matter what media says.

The following step-by-step outline may help you along the way:

1. Access community need.

- Gather statistics on teen pregnancy and venereal disease in your community.
- Become familiar with what is already being done to discourage teens from having premarital sex.
- Informally discuss the SEX RESPECT® philosophy with parents, students, teachers, and whomever may be interested in supporting the program.

2. Involve others who share your concerns for teens.

- Talk to parents, grandparents and organizations that would be receptive; get letters of support from them.
- Meet with church leaders, supportive community groups and political leaders, health care and medical personnel.
- Circulate petitions (Appendix A).

3. Approach the proper school decision makers.

- Include presentation of the books and tape to the superintendent of schools, the principal, curriculum director, health and home economic teachers.

4. Determine which school department should provide the actual course work and which will provide supportive information.

- Health Education, Home Economics and Life Sciences are the most common sections for implementation.
- Directly related departments should meet to discuss and propose ways they can present similar information as a part of their course efforts to provide chastity education.
- Indirectly related department, (literature, social studies, consumer education) can study the texts and present ways that their department can contribute to the **SEX RESPECT®** philosophy through their own classroom discussions.
- All school personnel can begin discussing other areas of respect: language, authority, property, etc.

5. Select the grade level for initial introduction of the SEX RESPECT® program. (See page 7.)

6. Present implementation suggestions to proper communities, boards and administration for approval

7. Determine budget and obtain funding.

- Provide new workbooks each year so that students get personally involved in their own writing, and have the book at home for reference in later months and years.
- Estimate initial teacher training costs.
- Develop an annual budget based on the number of students at that grade level, and estimated number of new teachers.
- Identify possible funding sources (listed on page 15).
- Try to obtain on-going funding from stable sources.
- Determine the long term savings in decreased physical, emotional and psychological consequences of premarital sex.

8. Obtain formal approval from appropriate school authorities.

- Order books and materials.
- Register teachers and administrators for training sessions.

9. Decide the amount of time needed to implement a successful unit.

- Course time seems rushed in less than a three-week daily unit.
- Some schools, especially when using in grades 7 or 8 spend ten weeks in order for understanding to grow.
- As a health unit, the **SEX RESPECT®** curriculum can be used as a base for expanded lessons on drugs, alcohol, diet, cleanliness, maturity (emotional, physical, social), responsibility, sexually transmitted diseases, etc.
- Conversely, specific chapters from the **SEX RESPECT®** text, especially chapters 5 and 6, may be incorporated in larger class presentations on above mentioned topics.

10. Publicize the program.

- Get the adults talking about it with one another.
- Encourage parents and grandparents to discuss the **SEX RESPECT®** curriculum with their children and grandchildren.

- Let the teens know that the adults care about them and their future.

11. Have adults attend the SEX RESPECT® one-day training session.

- All teachers who will be presenting the classroom material should attend training session.

12. Seek parent permission for students involved in the course. (Appendix B)

13. Hold local parent information session before the course begins.

- Individually invite all parents of children in the course.
- Publicize the session and invite all other parents of the district to attend through news articles, the pulpit, radio, posters, etc.
- Encourage grandparents, counselors, youth workers, health care and medical personnel, religious ministers and others who may be interested to attend.

14. Encourage local businesses to provide incentives.

- Awards for **SEX RESPECT®** poster or bumper sticker contests.
- Ask them to develop local advertising for chastity.
- Ask them to display posters.

15. Request that churches in the district present the moral issues regarding sexuality while the schools are teaching the public health aspect.

- Ask that churches provide sexual moral teachings to the parents who can pass them on to the children during the **SEX RESPECT®** homework discussions.
- Request that Sunday school teachers have supportive discussions during the weeks following the units in school.

16. Provide the follow-up meetings for parents.

- Discuss and set guidelines which will be followed and supported by parents that will lessen the opportunity for unmarried sexual activity in the future years. Parents in other **SEX RESPECT®** communities have proposed the following:

Common dating curfews, open support of group dating versus single dating/ steady dating; support of defensive dating (planning time frame for activities so that there is no empty, unplanned time)

- Brainstorm on ways that the community can assist parents and teens in living the **SEX RESPECT®** philosophy.

17. Evaluate this year's program in order to make improvements for next year.

HOW CAN WE GET FUNDING?

Many schools finance the **SEX RESPECT®** program in the same way that other workbooks are purchased for the curriculum, through the budget or through book fees.

Other communities have found such enthusiastic support for the **SEX RESPECT®** program within the community that parents and local citizens have offered to fund the program for the schools. Parents interested in finding funding may be encouraged to contact service clubs, private donors, senior citizen groups, foundations, supportive churches, local business sponsors and parent teacher organizations. One school in the Midwest obtained book and training fees from a large corporation in the area. Another Sex Education teacher from a rural town received all necessary support from their Booster Club.

GOVERNMENT ASSISTANCE

Most local and state health agencies have already provided funds for teenage sexuality programs that did not solve the problems of teen sexual activity. These same organizations and sources may now be interested in funding a program that does work, one that is more healthy and wholesome, one that can provide a better solution at a lesser cost. They also may be interested in forming supportive counseling which will encourage abstinence for individual clients, as well as provide community education programs and media campaigns to promote virginity for unmarried young men and women. This will increase the effectiveness of your school program without increasing its cost.

SEX RESPECT TEACHER TRAINING SEMINARS

Teachers, parents and religious leaders who have attended the **SEX RESPECT®** training seminars have found them “affirming,” “uplifting,” and “extremely helpful in implementing the course.”

Besides the classroom teachers, attendance is encouraged for school administrators, public health nurses, counselors, parents and ministers. It is quite helpful for at least two parents to attend so that they can coordinate the community-parent meeting.

A one-day on-site training in your own community would include a certified trainer and training materials at a cost of \$500.00. Travel and accommodations for the trainer would be provided by your school district or organization. Contact Respect Incorporated at 815/932-8389 to schedule a training date.

THE SEX RESPECT® PROGRAM IS COST EFFECTIVE

Once the teachers have been trained, the annual cost is less than \$20 per family. The values that remain in the family and community are priceless and are yours forever.

This seems like a real bargain compared to the \$125 per student cost of a school-based clinic, not to mention the costly \$86 billion rehabilitative treatment programs.

Even if the **SEX RESPECT®** program’s educational efforts only cut the national teen sexual activity rates by 10%, millions will be saved in medical costs, welfare costs, venereal disease treatments and counseling of emotionally disturbed teens and the counseling and support of unwed mothers.

More positively, the contributions to society from children who have been trained in self-discipline will far outweigh any dollars spent. It is an investment in the future!

COSTS OF BOOKS FOR THIS YEAR

_____ Students @ \$10.00 = _____

_____ Parents @ \$10.00 = _____

_____ Teachers @ \$14.00 = _____

— APPENDIX A —

RESPECT INCORPORATED

TO: CURRICULUM BOARD OF _____ SCHOOL DISTRICT

We, the undersigned, recognize the growing problems with teenage premarital sex which is leading to an ever-increasing epidemic of sexually transmissible diseases, of teenage abortions and of illegitimate birth rates. We believe the time is now to provide a positive, healthy solution to this national disgrace.

We demand that a similar program, consistent with the current, “Say No to Drugs and Alcohol” programs being promoted throughout the country, be implemented instructing our youth that saying “no” to premarital sex is their right, is in their own and society’s best interests, and is in the spirit of true sexual freedom.

We have examined the material used for the **SEX RESPECT®** course, and we believe that it will provide a sound foundation for this program, and a viable positive solution to the problems associated with teenage premarital sex. We therefore propose that the **SEX RESPECT®** curriculum be used in our public school system.

NAME **SIGNATURE** **ADDRESS** **PHONE**

— APPENDIX B —

SCHOOL PERMISSION SLIP

I have previewed the **SEX RESPECT®** Program, am aware of the contents of the course, have in my possession a copy of the text and give my approval for my child.

(full name)

in grade _____ to take the **SEX RESPECT®** course.

Signed _____

(Parent Signature)

Date _____

