

ABSTINENCE EDUCATION IN SCHOOLS

ABSTINENCE EDUCATION IN SCHOOLS: A CRITICAL EXAMINATION OF ITS IMPLICATIONS

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PUBLISHED BY THE JOURNAL OF PUBLIC HEALTH POLICY

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INTRODUCTION: ABSTINENCE EDUCATION IN SCHOOLS – A COMPLEX ISSUE

THE DEBATE SURROUNDING ABSTINENCE EDUCATION IN SCHOOLS IS A LONGSTANDING AND DEEPLY CONTENTIOUS ONE. PROponents ARGUE IT'S A MORAL IMPERATIVE, PROMOTING ABSTINENCE AS THE ONLY SURE WAY TO AVOID UNINTENDED PREGNANCY AND SEXUALLY TRANSMITTED INFECTIONS (STIs). CONVERSELY, CRITICS CONTEND THAT ABSTINENCE-ONLY EDUCATION IS INEFFECTIVE, POTENTIALLY HARMFUL, AND IGNORES THE REALITIES OF ADOLESCENT SEXUALITY. THIS ARTICLE WILL DELVE INTO THE VARIOUS IMPLICATIONS OF ABSTINENCE EDUCATION IN SCHOOLS, EXAMINING ITS IMPACT ON PUBLIC HEALTH, SOCIETAL ATTITUDES, AND THE BROADER EDUCATIONAL LANDSCAPE. THE CORE QUESTION WE EXPLORE IS: DOES ABSTINENCE-ONLY EDUCATION, AS CURRENTLY IMPLEMENTED IN MANY CONTEXTS, ACHIEVE ITS STATED GOALS, OR DOES IT INADVERTENTLY CREATE GREATER RISKS?

H1: THE EFFECTIVENESS OF ABSTINENCE-ONLY EDUCATION

NUMEROUS STUDIES HAVE ASSESSED THE EFFECTIVENESS OF ABSTINENCE-ONLY EDUCATION. THE OVERWHELMING CONCLUSION IS THAT THESE PROGRAMS, WHEN IMPLEMENTED WITHOUT COMPREHENSIVE SEX EDUCATION, ARE LARGELY INEFFECTIVE IN DELAYING THE ONSET OF SEXUAL ACTIVITY OR REDUCING RATES OF TEEN PREGNANCY AND STIs. IN FACT, SOME STUDIES SUGGEST A CORRELATION BETWEEN ABSTINENCE-ONLY EDUCATION AND INCREASED RATES OF TEENAGE PREGNANCIES AND STIs, POTENTIALLY BECAUSE IT FAILS TO EQUIP ADOLESCENTS WITH THE KNOWLEDGE AND SKILLS TO PROTECT THEMSELVES IF THEY CHOOSE TO ENGAGE IN SEXUAL ACTIVITY. THIS LACK OF COMPREHENSIVE INFORMATION CAN LEAVE YOUNG PEOPLE VULNERABLE AND ILL- PREPARED TO NAVIGATE THE COMPLEXITIES OF SEXUAL RELATIONSHIPS.

H2: THE SOCIETAL IMPACT OF ABSTINENCE EDUCATION IN SCHOOLS

THE SOCIETAL IMPACT OF ABSTINENCE EDUCATION EXTENDS FAR BEYOND INDIVIDUAL HEALTH OUTCOMES. BY FOCUSING SOLELY ON ABSTINENCE, THESE PROGRAMS OFTEN REINFORCE SOCIETAL STIGMA SURROUNDING SEXUALITY AND SEX EDUCATION. THIS CAN LEAD TO A CLIMATE OF SILENCE AND SHAME, MAKING IT DIFFICULT FOR YOUNG PEOPLE TO DISCUSS SEXUAL HEALTH CONCERNS WITH PARENTS, TEACHERS, OR HEALTHCARE PROVIDERS. THIS LACK OF OPEN COMMUNICATION CAN HAVE SIGNIFICANT NEGATIVE CONSEQUENCES, LEADING TO DELAYED OR AVOIDED HEALTHCARE SEEKING, POTENTIALLY RESULTING IN MORE SERIOUS HEALTH ISSUES. FURTHERMORE, ABSTINENCE-ONLY EDUCATION OFTEN FAILS TO ADDRESS LGBTQ+ ISSUES, LEAVING A

SIGNIFICANT PORTION OF THE STUDENT POPULATION WITHOUT RELEVANT AND NECESSARY INFORMATION.

H3: ABSTINENCE EDUCATION AND THE INDUSTRY OF SEXUAL HEALTH

THE PREVALENCE OF ABSTINENCE-ONLY EDUCATION HAS SIGNIFICANT IMPLICATIONS FOR THE SEXUAL HEALTH INDUSTRY. IF ABSTINENCE PROGRAMS WERE DEMONSTRABLY SUCCESSFUL, THE NEED FOR CONTRACEPTION, STI TESTING, AND RELATED SERVICES WOULD THEORETICALLY DECREASE. HOWEVER, GIVEN THE LACK OF EFFECTIVENESS, THIS INDUSTRY CONTINUES TO PLAY A VITAL ROLE IN MANAGING THE CONSEQUENCES OF ADOLESCENT SEXUAL ACTIVITY. THIS RAISES ETHICAL CONCERNS ABOUT THE ALLOCATION OF RESOURCES. SHOULD MORE FUNDING BE DIRECTED TOWARDS COMPREHENSIVE SEX EDUCATION PROGRAMS PROVEN TO BE EFFECTIVE, RATHER THAN ABSTINENCE-ONLY APPROACHES THAT HAVE DEMONSTRATED LIMITED SUCCESS?

H4: THE ROLE OF COMPREHENSIVE SEX EDUCATION

COMPREHENSIVE SEX EDUCATION, IN CONTRAST TO ABSTINENCE-ONLY EDUCATION, PROVIDES ADOLESCENTS WITH A BROADER RANGE OF INFORMATION, INCLUDING ABSTINENCE, CONTRACEPTION, AND STI PREVENTION. STUDIES CONSISTENTLY SHOW THAT COMPREHENSIVE SEX EDUCATION IS MORE EFFECTIVE IN DELAYING SEXUAL ACTIVITY, REDUCING TEEN PREGNANCY RATES, AND LOWERING THE INCIDENCE OF STIs. THIS APPROACH ACKNOWLEDGES THE REALITIES OF ADOLESCENT SEXUALITY WHILE EMPOWERING YOUNG PEOPLE TO MAKE INFORMED AND RESPONSIBLE CHOICES. IT FOSTERS OPEN COMMUNICATION AND CREATES A SUPPORTIVE ENVIRONMENT WHERE YOUNG PEOPLE FEEL COMFORTABLE SEEKING INFORMATION AND HELP.

H5: POLICY IMPLICATIONS AND FUTURE DIRECTIONS FOR ABSTINENCE EDUCATION IN SCHOOLS

THE DEBATE OVER ABSTINENCE EDUCATION IN SCHOOLS HAS SIGNIFICANT POLICY IMPLICATIONS. FUNDING DECISIONS, CURRICULUM DEVELOPMENT, AND TEACHER TRAINING ARE ALL INFLUENCED BY PREVAILING ATTITUDES TOWARDS THIS APPROACH. A SHIFT TOWARDS COMPREHENSIVE SEX EDUCATION REQUIRES NOT ONLY POLICY CHANGES BUT ALSO A SOCIETAL REEVALUATION OF HOW WE APPROACH DISCUSSIONS ABOUT SEXUALITY AND SEXUAL HEALTH. MOVING FORWARD, IT IS CRUCIAL TO PRIORITIZE EVIDENCE-BASED APPROACHES THAT PRIORITIZE THE HEALTH AND WELL-BEING OF ADOLESCENTS, RATHER THAN PERPETUATING INEFFECTIVE AND POTENTIALLY HARMFUL PROGRAMS.

CONCLUSION:

ABSTINENCE EDUCATION IN SCHOOLS REMAINS A HOTLY DEBATED TOPIC WITH FAR-REACHING CONSEQUENCES. WHILE PROMOTING ABSTINENCE IS A VALID GOAL, THE EVIDENCE CLEARLY SHOWS THAT ABSTINENCE-ONLY EDUCATION IS INEFFECTIVE IN ACHIEVING ITS STATED OBJECTIVES. A SHIFT TOWARDS COMPREHENSIVE SEX EDUCATION, WHICH INCLUDES INFORMATION ON ABSTINENCE, CONTRACEPTION, AND STI PREVENTION, IS CRUCIAL TO IMPROVE ADOLESCENT SEXUAL HEALTH OUTCOMES AND CREATE A MORE INFORMED AND RESPONSIBLE GENERATION. INVESTING IN EVIDENCE-BASED APPROACHES IS NOT ONLY A MATTER OF PUBLIC HEALTH BUT ALSO AN ETHICAL IMPERATIVE.

FAQs:

1. WHAT IS THE DIFFERENCE BETWEEN ABSTINENCE-ONLY AND COMPREHENSIVE SEX EDUCATION? ABSTINENCE-ONLY EDUCATION EMPHASIZES ABSTINENCE AS THE ONLY ACCEPTABLE METHOD OF PREVENTING PREGNANCY AND STIs. COMPREHENSIVE SEX EDUCATION PROVIDES A BROADER RANGE OF INFORMATION, INCLUDING ABSTINENCE, CONTRACEPTION, AND STI PREVENTION.
1. IS ABSTINENCE-ONLY EDUCATION LEGAL IN ALL STATES? THE LEGALITY AND IMPLEMENTATION OF ABSTINENCE-ONLY EDUCATION VARY WIDELY ACROSS STATES AND EVEN WITHIN SCHOOL DISTRICTS.
1. WHAT ARE THE POTENTIAL HARMS OF ABSTINENCE-ONLY EDUCATION? POTENTIAL HARMS INCLUDE INCREASED RATES OF

TEEN PREGNANCY AND STIs, DELAYED HEALTHCARE SEEKING, AND REINFORCEMENT OF SOCIETAL STIGMA SURROUNDING SEXUALITY.

1. WHAT ARE THE BENEFITS OF COMPREHENSIVE SEX EDUCATION? BENEFITS INCLUDE DELAYED SEXUAL ACTIVITY, REDUCED TEEN PREGNANCY RATES, LOWER INCIDENCE OF STIs, AND INCREASED KNOWLEDGE ABOUT SEXUAL HEALTH.
1. HOW CAN PARENTS GET INVOLVED IN THEIR CHILD'S SEX EDUCATION? PARENTS CAN COMMUNICATE OPENLY WITH THEIR CHILDREN ABOUT SEX, DISCUSS SCHOOL CURRICULA, AND SUPPLEMENT CLASSROOM LEARNING WITH ADDITIONAL RESOURCES.
1. WHAT ROLE DO TEACHERS PLAY IN SEX EDUCATION? TEACHERS PLAY A VITAL ROLE IN DELIVERING ACCURATE AND AGE-APPROPRIATE INFORMATION ABOUT SEXUAL HEALTH, CREATING A SAFE AND SUPPORTIVE ENVIRONMENT FOR DISCUSSION.
1. HOW IS SEX EDUCATION FUNDED IN THE US? FUNDING FOR SEX EDUCATION VARIES SIGNIFICANTLY, WITH SOME STATES AND SCHOOL DISTRICTS RECEIVING FEDERAL FUNDING WHILE OTHERS RELY ON LOCAL RESOURCES.
1. ARE THERE EFFECTIVE ABSTINENCE-PLUS PROGRAMS? SOME PROGRAMS COMBINE ABSTINENCE PROMOTION WITH INFORMATION ABOUT CONTRACEPTION AND STI PREVENTION, SHOWING SLIGHTLY BETTER RESULTS THAN ABSTINENCE-ONLY APPROACHES. HOWEVER, THEY STILL FALL SHORT OF THE EFFECTIVENESS OF COMPREHENSIVE SEX EDUCATION.
1. HOW CAN WE IMPROVE SEX EDUCATION IN THE US? IMPROVEMENT REQUIRES INCREASED FUNDING FOR COMPREHENSIVE SEX EDUCATION, TEACHER TRAINING, AND COMMUNITY ENGAGEMENT TO DESTIGMATIZE CONVERSATIONS ABOUT SEXUAL HEALTH.

RELATED ARTICLES:

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📖 **abstinence education in schools: Sex Education in Schools** Kekla Magoon, 2010 Examines the issue of sex education in schools.

abstinence education in schools: Abstinence Education United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies, 1997

abstinence education in schools: Standards for Sexuality Education in Europe : a framework for policy makers, educational and health authorities and specialists Bundeszentrale für Gesundheitliche Aufklärung, 2010

abstinence education in schools: Sex Education Maureen C. Kenny, 2014 This is a contemporary book that addresses global issues in adolescent sexuality education. With chapters from international experts in sexuality, this book provides comprehensive coverage of issues including effective sexuality education, abstinence programs, and risk prevention efforts, drawing on research currently being conducted in schools and agencies across the globe. Emphasising developmentally appropriate sex education, readers will learn about adolescents' preferences for sources of sex education, as well as the timing and topics that are critical to include. Given an increasing use of social media and technology by teens, the book addresses the intersection of sexuality and technology. This includes topics such as sexting and on line victimisation, and youth exposure to sexually explicit on line material. Strategies for both school and parents to implement to safe guard their youth are provided. With the wealth of knowledge from the international

contributors to this book, culture and diversity are addressed throughout but especially in chapters on gender expansiveness, sexual minority youth, and youth with disabilities. Recommendations are made for how schools can implement sex education with adolescents in a way that will be meaningful and effective. Adapting evidenced based curriculum to local settings, as well as conducting evaluations is addressed so that program planners can ensure adolescents are receiving accurate and comprehensive knowledge and skills to make informed decisions. The latter part of this book addresses the issue of the training that is required of teachers who implement sexuality curriculums. In order for programs to be successful, those who deliver them need proper training and support. Readers of this book are sure to gain essential knowledge necessary to design, implement and evaluate inclusive and effective sexuality education with a large range of youths.

abstinence education in schools: *What Should Schools Teach?* Alka Sehgal Cuthbert , Alex Standis, 2021-01-07 The design of school curriculums involves deep thought about the nature of knowledge and its value to learners and society. It is a serious responsibility that raises a number of questions. What is knowledge for? What knowledge is important for children to learn? How do we decide what knowledge matters in each school subject? And how far should the knowledge we teach in school be related to academic disciplinary knowledge? These and many other questions are taken up in *What Should Schools Teach?* The blurring of distinctions between pedagogy and curriculum, and between experience and knowledge, has served up a confusing message for teachers about the part that each plays in the education of children. Schools teach through subjects, but there is little consensus about what constitutes a subject and what they are for. This book aims to dispel confusion through a robust rationale for what schools should teach that offers key understanding to teachers of the relationship between knowledge (what to teach) and their own pedagogy (how to teach), and how both need to be informed by values of intellectual freedom and autonomy. This second edition includes new chapters on Chemistry, Drama, Music and Religious Education, and an updated chapter on Biology. A revised introduction reflects on emerging discourse around decolonizing the curriculum, and on the relationship between the knowledge that children encounter at school and in their homes.

abstinence education in schools: *When Sex Goes to School: Warring Views on Sex--and Sex Education--Since the Sixties* Kristin Luker, 2007-04-17 It is difficult to imagine a juicier subject, or a more thoughtful, fluent, trustworthy guide for its exploration.—San Francisco Chronicle A chronicle of the two decades that noted sociologist Kristin Luker spent following parents in four America communities engaged in a passionate war of ideas and values, *When Sex Goes to School* explores a conflict with stakes that are deceptively simple and painfully personal. For these parents, the question of how their children should be taught about sex cuts far deeper than politics, religion, or even friendship. The drama of this book comes from watching the exceptionally thoughtful Luker try to figure [sex education] out (Judith Shulevitz, New York Times Book Review). In doing so, Luker also traces the origins of sex education from the turn-of-the-century hygienist movement to the marriage-obsessed 1950s and the sexual and gender upheavals of the 1960s. Her unexpected conclusions make it impossible to look at the intersections of the private and the political in the same way.

abstinence education in schools: *International technical guidance on sexuality education* UNESCO, UNAIDS, UNFPA, UNICEF, UN Women, WHO, 2018-01-15

abstinence education in schools: *The Quick Guide to Classroom Management* Sutthiya Lertyongphati, Richard James Rogers, 2021-01-30 This is the much anticipated Third Edition of the original award-winning volume. Fully indexed and updated, this edition covers the same topics as the First and Second editions but with new information for 2021 onwards. The book begins by examining key mistakes teachers make in the 'direct realm' - i.e. when interacting face-to-face with students. These first three chapters cover rapport-building, active-engagement and behavior management as it applies in a high-school setting. Following this, the book expansively covers a range of tips, techniques and tools to engage advanced, exam-level learners and to effectively enhance the teaching process via the use of technology. The book concludes with an often

overlooked sphere of teaching: how to work effectively with colleagues and parents (very powerful when strategized correctly). Bonus material on the unique challenges of teaching overseas is provided in a plenary chapter. This edition of the book has been exhaustively proofread and indexed, and is of a much-higher quality than can be attributed to the First and Second editions.

abstinence education in schools: Sex Ed for Caring Schools Sharon Lamb, 2015-04-25

While arguments for and against teaching abstinence, the use of contraceptives, and sexual identity are becoming more and more polarized, most people agree that students must learn to navigate an increasingly sexual world. Sex Ed for Caring Schools presents a curriculum that goes beyond the typical health education most students receive today. As part of a critical pedagogy movement that connects education to social justice enterprises, this book and the corresponding online curriculum encourage students to talk, write, and think about the moral and relational issues underlying sex in society today. Addressing the real concerns of today's teens, this book includes lessons on pornography, prostitution, media objectification, religion, and stereotypes.

abstinence education in schools: Risky Lessons Jessica Fields, 2008-06-03 Curricula in U.S. public schools are often the focus of heated debate, and few subjects spark more controversy than sex education. While conservatives argue that sexual abstinence should be the only message, liberals counter that an approach that provides comprehensive instruction and helps young people avoid sexually transmitted diseases and pregnancy is necessary. Caught in the middle are the students and teachers whose everyday experiences of sex education are seldom as clear-cut as either side of the debate suggests. Risky Lessons brings readers inside three North Carolina middle schools to show how students and teachers support and subvert the official curriculum through their questions, choices, viewpoints, and reactions. Most important, the book highlights how sex education's formal and informal lessons reflect and reinforce gender, race, and class inequalities. Ultimately critical of both conservative and liberal approaches, Fields argues for curricula that promote social and sexual justice. Sex education's aim need not be limited to reducing the risk of adolescent pregnancies, disease, and sexual activity. Rather, its lessons should help young people to recognize and contend with sexual desires, power, and inequalities.

abstinence education in schools: Teenagers in the United States, 2004

abstinence education in schools: Beyond Birds and Bees Bonnie J. Rough, 2018-08-21 A provocative inquiry into how we teach our children about bodies, sex, relationships and equality--with revelatory, practical takeaways from the author's research and eye-opening observations from the world-famous Dutch approach Award-winning author Bonnie J. Rough never expected to write a book about sex, but life handed her a revelation too vital to ignore. As an American parent grappling with concerns about raising children in a society steeped in stereotypes and sexual shame, she couldn't quite picture how to teach the facts of life with a fearless, easygoing, positive attitude. Then a job change relocated her family to Amsterdam, where she soon witnessed the relaxed and egalitarian sexual attitudes of the Dutch. There, she discovered, children learn from babyhood that bodies are normal, the world's best sex ed begins in kindergarten, cooties are a foreign concept, puberty is no big surprise, and questions about sex are welcome at the dinner table. In *Beyond Birds and Bees*, Rough reveals how although normalizing human sexuality may sound risky, doing so actually prevents unintended consequences, leads to better health and success for our children, and lays the foundation for a future of gender equality. Exploring how the Dutch example translates to American life, Rough highlights a growing wave of ambitious American parents, educators, and influencers poised to transform sex ed--and our society--for the better, and shows how families everywhere can give a modern lift to the birds and bees. Down to earth and up to the minute with our profound new cultural conversations about gender, sex, power, autonomy, diversity, and consent, Rough's careful research and engaging storytelling illuminate a forward path for a groundbreaking generation of Americans who want clear examples and actionable steps for how to support children's sexual development--and overall wellbeing--from birth onward at home, in schools, and across our evolving culture.

abstinence education in schools: The Sex Education Debates Nancy Kendall, 2013 Educating

children and adolescents in public schools about sex is a deeply inflammatory act in the United States. Since the 1980s, intense political and cultural battles have been waged between believers in abstinence until marriage and advocates for comprehensive sex education. In *The Sex Education Debates*, Nancy Kendall upends conventional thinking about these battles by bringing the school and community realities of sex education to life through the diverse voices of students, teachers, administrators, and activists. Drawing on ethnographic research in five states, Kendall reveals important differences and surprising commonalities shared by purported antagonists in the sex education wars, and she illuminates the unintended consequences these protracted battles have, especially on teachers and students. Showing that the lessons that most students, teachers, and parents take away from these battles are antithetical to the long-term health of American democracy, she argues for shifting the measure of sex education success away from pregnancy and sexually transmitted infection rates. Instead, she argues, the debates should focus on a broader set of social and democratic consequences, such as what students learn about themselves as sexual beings and civic actors, and how sex education programming affects school-community relations.

abstinence education in schools: Domestic Abstinence-only Programs United States. Congress. House. Committee on Oversight and Government Reform, 2009

abstinence education in schools: Emerging Answers Douglas Kirby, 2001 This report summarizes three bodies of research on teenage pregnancy and programs to reduce the risk of teenage pregnancy. Studies included in this report were completed in 1980 or later, conducted in the United States or Canada, targeted adolescents, employed an experimental or quasi-experimental design, had a sample size of at least 100 in the combined treatment and control group, and measured the impact on sexual or contraceptive behavior, pregnancy, or childbearing. Six chapters focus on: (1) Making the Case for Prevention Efforts: Adolescent Risk-Taking Behavior and Its Consequences; (2) Looking for Reasons Why: The Antecedents of Adolescent Sexual Behavior; (3) Assessing the Evidence: Factors Affecting the Strength of Research Results; (4) Emerging Answers: The Behavioral Impact of Programs To Reduce Adolescent Sexual Risk-Taking; (5) Looking Forward: Conclusions about the State of Research and the Effectiveness of Programs; and (6) Bringing It Home: Applying These Research Results in Communities. (Chapters contain references.) (SM)

abstinence education in schools: Abstinence Education: Assessing the Accuracy and Effectiveness of Federally Funded Programs Marcia Crosse, 2008-10 Among the efforts of the Dept. of Health and Human Services (HHS) to reduce the incidence of sexually transmitted diseases and unintended pregnancies, the agency provides funding to states and organizations that offer abstinence-until-marriage education. This testimony discusses efforts by: (1) HHS and the states to assess the scientific accuracy of materials used in abstinence-until-marriage education programs; and (2) HHS, the states, and researchers to assess the effectiveness of abstinence-until-marriage education programs. Also discusses a Public Health Service Act requirement regarding medically accurate information about condom effectiveness. Illustrations.

abstinence education in schools: Jenny Lives with Eric and Martin Susanne Bösche, 2023-05-26 It can never be wrong to live with someone you are fond of. 5-year-old Jenny lives happily with her dad Martin and his partner Eric. From celebrating birthdays and eating breakfast in bed to playing board games and reading bedtime stories, their weekends are spent the same way as everyone else's. Well-received in Denmark, 'Jenny Lives with Eric and Martin' sparked a major debate when it was published in Britain two years later, resulting in a ban that prohibited teaching school children about homosexuality. Therefore, it is the ideal book for early readers as it serves as great educational material for those interested in learning about family structures that differ from their own. A beautiful story celebrating diversity and difference, 'Jenny Lives with Eric and Martin' is a perfect starting point for conversations about various family structures. Susanne Bösche (b. 1953), a self-taught writer, has been writing ever since she discovered that letters make words and words make stories. Her writing often aims to celebrate differences and the idea that you shouldn't be afraid of the unknown. This is present in her first books, 'Nede i Anitas kælder' ('Anita's Basement') and 'Er vi venner eller hvad' ('Are We Friends or Not'), which centre around the themes of youth,

sexuality, and friendships. In 1981 she published the picture book 'Mette bor hos Morten og Erik' (Mette Lives with Eric and Martin') which caused great controversy in Britain after its release.

abstinence education in schools: Too Hot to Handle Jonathan Zimmerman, 2016-09-13 The first comprehensive history of sex education around the world Too Hot to Handle is the first truly international history of sex education. As Jonathan Zimmerman shows, the controversial subject began in the West and spread steadily around the world over the past century. As people crossed borders, however, they joined hands to block sex education from most of their classrooms. Examining key players who supported and opposed the sex education movement, Zimmerman takes a close look at one of the most debated and divisive hallmarks of modern schooling. In the early 1900s, the United States pioneered sex education to protect citizens from venereal disease. But the American approach came under fire after World War II from European countries, which valued individual rights and pleasures over social goals and outcomes. In the so-called Third World, sex education developed in response to the deadly crisis of HIV/AIDS. By the early 2000s, nearly every country in the world addressed sex in its official school curriculum. Still, Zimmerman demonstrates that sex education never won a sustained foothold: parents and religious leaders rejected the subject as an intrusion on their authority, while teachers and principals worried that it would undermine their own tenuous powers. Despite the overall liberalization of sexual attitudes, opposition to sex education increased as the century unfolded. Into the present, it remains a subject without a home. Too Hot to Handle presents the stormy development and dilemmas of school-based sex education in the modern world.

abstinence education in schools: You're Teaching My Child What? Miriam Grossman, 2009-08-04 If you think sex education is still about the birds and the bees, think again. And it's not about science either. In her shocking exposé, *You're Teaching My Child What?*, Dr. Miriam Grossman rips back the curtain on sex education today, exposing a sordid truth. Today's sex ed programs aren't based on science; they're based on liberal lies and politically correct propaganda that promote the illusion that children (yes, children) can be sexually free without risk. As a psychiatrist and expert on sexual education, Dr. Grossman cites example after example of schools and organizations whitewashing—or omitting altogether—crucial information that doesn't fit in with their PC agenda. Instead, sex educators only tell teens the facts of life that promote acceptance, sexual exploration, and experimentation. What sex educators call an education, scientists would call a scam:

- Sex educators won't tell girls their bodies are biologically and chemically more susceptible to STDs; they will only say 3 million girls have a sexually transmitted infection
- Educators say it's natural for children to explore their sexuality from a young age and only they can decide when it's right to have sex—the real truth is neurobiologists say teen brains are not developed to fully reason and weigh consequences, especially in the heat of the moment
- Teens are told condoms, vaccines and yearly testing provide adequate protection, without being told that studies now show condoms are no match for herpes, HPV and gonorrhea

In *You're Teaching My Child What?*, Dr. Grossman reveals biological truths that you won't find in today's classrooms. *You're Teaching My Child What?* is critical reading for parents with teens and instrumental in teaching children the truth about sex.

abstinence education in schools: Sexuality in School Jen Gilbert, 2014-04-01 From concerns over the bullying of LGBTQ youth and battles over sex education to the regulation of sexual activity and the affirmation of queer youth identity, sexuality saturates the school day. Rather than understand these conflicts as an interruption to the work of education, Jen Gilbert explores how sexuality comes to bear on and to enliven teaching and learning. Gilbert investigates the breakdowns, clashes, and controversies that flare up when sexuality enters spaces of schooling. Education must contain the volatility of sexuality, Gilbert argues, and yet, when education seeks to limit the reach of sexuality, it risks shutting learning down. Gilbert penetrates this paradox by turning to fiction, film, legal case studies, and personal experiences. What, she asks, can we learn about school from a study of sexuality? By examining the strange workings of sexuality in schools, Gilbert draws attention to the explosive but also compelling force of erotic life in teaching and learning. Ultimately, this book illustrates how the most intimate of our experiences can come to

shape how we see and act in the world.

abstinence education in schools: Values in Sex Education Mark Halstead, Michael Reiss, 2003-09-02 Sex education is rarely out of the news. Despite this, there exist surprisingly few studies of the principles, policies and practice of sex education. This book provides such an examination, focusing on the values to which children are exposed in sex education. Sex education inevitably involves the transmission of values, regardless of whether this is intended by teachers. Throughout the book, academic and professional literature on both values and sex education is reviewed and discussed. The authors look at the implicit liberal values, which underpin programmes of sex education, and at the challenges presented by the diversity of values in contemporary society. The book also considers: * Why values are central to sex education * Children's voices and children's values * Religious and family values * Achievable aims for school sex education * How to help young people to reflect critically on the influences to which they are exposed and on their own developing sexual values * How to build values into practical approaches to sex education at both primary and secondary levels. This timely book will help all those involved in sex education to steer a path between controversial and often opposing views and will be essential reading for students on PGCE and BEd courses. It will also be a valuable resource for teachers and professionals involved in teaching sex education such as teachers of personal and social education, form tutors, heads of year, school nurses, health workers and academics.

abstinence education in schools: Sexuality Education Clint E. Bruess, Jerrold S. Greenberg, 2004 Sexuality Education: Theory and Practice, Fourth Edition is designed to prepare future sexuality educators and administrators, as well as seasoned teachers about sexuality and also aims to clarify the false assumptions related to sexuality education. This one-of-a-kind resource provides comprehensive coverage of information and issues related to sexuality education and the skills needed to prepare sexuality educators.

abstinence education in schools: Sex and Society Marshall Cavendish Corporation, 2010-09 Moving beyond a partial view of only biology and psychology, this work also examines the wide sociological dimensions of sex.

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impartial information to be able to choose services which further their goals rather than governmental policies. Examples of different types of state manipulation are provided, and demographic, biomedical, and reproductive health paradigms of contraceptive delivery programs are described. Chapter 2 identifies the binding obligations imposed on governments by the international principle that women have a right to appropriate reproductive health information. The third chapter provides a global overview of such topics as health expenditures, fertility rates, infertility, literacy and education, infant and child mortality, maternal mortality, child spacing, contraceptive usage, unmet need, abortion, HIV/AIDS, and sexually transmitted diseases (STDs). Chapters 4-13 present country reports for Algeria, Brazil, Chile, Ireland, Kenya, Malawi, Pakistan, the Philippines, Poland, and the US. The country reports reveal the overwhelming need of women to have access to this information and the innumerable ways in which governments control such access. The country reports also describe factors such as religion, culture, tradition, state of development, and influence of foreign donors which have an impact on access to information. Each country report ends with specific recommendations, and the concluding chapter defines seven obligations of national governments imposed by the right to information contained in international law and contains recommendations of ways nongovernmental organizations can use these obligations to lobby governments for improvements.

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David C. Berliner, Gene V Glass, 2014 Two of the most respected voices in education and a team of young education scholars identify 50 myths and lies that threaten America's public schools. With hard-hitting information and a touch of comic relief, Berliner, Glass, and their Associates separate fact from fiction in this comprehensive look at modern education reform. They explain how the mythical failure of public education has been created and perpetuated in large part by political and economic interests that stand to gain from its destruction. They also expose a rapidly expanding variety of organizations and media that intentionally misrepresent facts. Many of these organizations also suggest that their goal is unbiased service in the public interest when, in fact, they represent narrow political and financial interests. Where appropriate, the authors name the promoters of these deceptions and point out how they are served by encouraging false beliefs. This provocative book features short essays on important topics to provide every elected representative, school administrator, school board member, teacher, parent, and concerned citizen with much food for thought, as well as reliable knowledge from authoritative sources. "Berliner and Glass are long-time critics of wrong-headed education reforms. *50 Myths and Lies* continues their record of evidence-based truth-telling. Joined by 19 young scholars in identifying 50 of the worst ideas for changing our nation's schools, they are able to sort through the cacophony of today's all too often ill-informed debate. Anyone involved in making decisions about today's schools should read this book." —Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford University "This book is true grit. It's the gritty reality of hard data. It's the irritating grit that makes you shift in your seat. And it's the grit that sometimes makes you want to weep. Well argued, well written—whether you agree or disagree with this book, if you care about the future of public education, you mustn't ignore it." —Andy Hargreaves, professor, Thomas More Brennan Chair in Education, Lynch School of Education, Boston College "50 Myths and Lies is a powerful defense of public education and a discerning refutation of the reckless misimpressions propagated by a juggernaut of private-sector forces and right-wing intellectuals who would gladly rip apart the legacy of democratic schooling in America. It is a timely and hard-hitting book of scholarly but passionate polemic. The teachers of our children will be grateful." —Jonathan Kozol, educator, author of *Fire in the Ashes* "What do you get when two world-class scholars and a team of talented analysts take a hard look at 50 widely held yet unsound beliefs about U.S. public schools? Well, in this instance you get a flat-out masterpiece that, by persuasively blending argument and evidence, blasts those beliefs into oblivion. Required reading? You bet!" —W. James Popham, professor emeritus, UCLA David C. Berliner is an educational psychologist and bestselling author. He was professor and dean of the Mary Lou Fulton Institute and Graduate School of Education at Arizona

State University. Gene V Glass is a senior researcher at the National Education Policy Center and a research professor in the School of Education at the University of Colorado Boulder. Their Associates are the hand-picked leading PhDs and PhDs in training from their respective institutions.

abstinence education in schools: Investigating School Psychology Michael I. Axelrod, Stephen Hupp, 2024-06-03 Investigating School Psychology provides a fascinating exploration of the field of school psychology through the lens of pseudoscience and fringe science. Contributions from leaders in the fields of school psychology, clinical psychology, and education honor the role of science in the field while also exploring and guarding against the harms that pseudoscience can cause. School psychology and, more broadly, the field of education are particularly susceptible to pseudoscience, fads, and maintaining the status quo by resisting the adoption of new ideas. Using an exhaustive review of the current literature, this book discusses various concepts in school psychology that have been largely discredited and many practices that continue to exist with little to no scientific support. Each chapter helps differentiate between dubious and evidence-based approaches while providing a useful resource for practicing school psychologists and educators to distinguish between science and pseudoscience in their everyday work with children. The book's discussion of the harmful nature of pseudoscience in school psychology is inclusive of all students, such as students with disabilities, those diagnosed with neurodevelopmental disorders, those with academic problems, and all other children in schools. Investigating School Psychology is valuable supplemental reading in undergraduate and graduate courses in education and school psychology and is also a beneficial reference for practicing school psychologists to distinguish between science and pseudoscience in their practice.

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abstinence education in schools: The Purity Myth Jessica Valenti, 2010-02 The United States is obsessed with virginity - from the media to schools to government agencies. This panic is ensuring that young women's ability to be moral agents is absolutely dependent on their sexuality. Jessica Valenti, executive editor of Feministing.com and author of Full Frontal Feminism and Yes Means Yes, addresses this poignant issue in her latest book, The Purity Myth. Valenti argues that the country's intense focus on chastity is extremely damaging to young women. Through in depth analysis of cultural stereotypes and media messages, Valenti reveals that powerful messages - ranging from abstinence curriculum to "Girls Gone Wild" commercials - place a young woman's worth entirely on her sexuality. Morals are therefore linked purely to sexual behavior, as opposed to values like honesty, kindness, and altruism. Valenti approaches the topic head-on, shedding light on chastity in a historical context, abstinence-only education, pornography, and public punishments for

those who dare to have sex, among other critical issues. She also offers solutions that pave the way for a future without a damaging emphasis on virginity, including a call to rethink male sexuality and reframing the idea of "losing it." With Valenti's usual balance of intelligence and wit, *The Purity Myth* presents a powerful and revolutionary argument that girls and women, even in this day and age, are overly valued for their sexuality, and that this needs to stop.

abstinence education in schools: Health Education: Creating Strategies for School & Community Health Glen G. Gilbert, Robin G. Sawyer, Elisa Beth McNeill, 2010-10-25 The skills necessary to plan and deliver efficient health education programs are fundamentally the same, whether it's in a classroom, workplace, hospital, or community. *Health Education: Creating Strategies for School & Community Health*, Third Edition provides the tools to make appropriate programming decisions based on the needs of the clients and the educational settings. It encourages the systematic development of sound, effective, and appropriate presentation methods and demonstrates the evolving state of health education. The philosophy presented in this text is based on the premise that the core of health education is the process of health education. It is a must-have resource for health education methods courses. Important Notice: The digital edition of this book is missing some of the images or content found in the physical edition.

abstinence education in schools: *Senate Report* , 1987

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ADDITIONAL RESOURCES

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ABSTINENCE-BASED EDUCATION: SEXUALITY EDUCATION THAT INCLUDES ABSTINENCE AS THE ...

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ABSTINENCE IS THE SUREST WAY TO AVOID THE RISK OF STDs AND UNWED CHILDBEARING. ABSTINENCE EDUCATION “TEACHES ABSTINENCE FROM SEXUAL ACTIVITY OUTSIDE MARRIAGE AS THE EXPECTED STANDARD ...

COMPARISON TO COMPREHENSIVE SEXUALITY ...

IN ADDITION TO DESCRIBING THE OUTCOMES OF THE DIFFERENT APPROACHES TO SEX EDUCATION, WE EXAMINE THEIR FOUNDATIONAL PREMISES AND ASSUMPTIONS, WITH THE INTENT TO CLARIFY NOT ONLY WHAT DOES OR DOES ...

COMPREHENSIVE SEXUALITY EDUCATION OR ABSTINENCE-ONLY ...

ABSTINENCE-BASED EDUCATION: SEXUALITY EDUCATION THAT INCLUDES ABSTINENCE AS THE FIRST AND BEST CHOICE FOR PREVENTING PREGNANCY AND SEXUALLY TRANSMITTED DISEASES, INCLUDING HIV, BUT ALSO ...

COMPREHENSIVE V. ABSTINENCE-ONLY SEX EDUCATION IN PUBLIC ...

ABSTRACT: WHILE THERE IS LITTLE DISAGREEMENT REMAINING OVER THE PRESENCE OF SEXUAL EDUCATION IN PUBLIC SCHOOLS IN THE UNITED STATES, THE NATION IS STILL DIVIDED OVER ONE KEY ISSUE.

ABSTINENCE EDUCATION PROGRAMS DEFINITION, FUNDING, AND ...

MAY 1, 2018 • MANY SCHOOLS AND COMMUNITY GROUPS HAVE ADOPTED PROGRAMMING THAT INCORPORATES ABSTINENCE FROM SEXUAL ACTIVITY AS AN APPROACH TO REDUCE TEEN PREGNANCY AND STI RATES.

ABSTINENCE EDUCATION IN SCHOOLS - UNITEDFAMILIES.ORG

ONE EFFECTIVE METHOD OF ARMING OUR CHILDREN WITH IMPORTANT INFORMATION IS THROUGH ABSTINENCE EDUCATION PROGRAMS AT SCHOOLS. SCHOOLS IN THE U.S. GENERALLY BEGIN TEACHING SOME TYPE OF ...

THE CONTENT OF FEDERALLY FUNDED ABSTINENCE...

AT THE REQUEST OF REP. HENRY WAXMAN, THIS REPORT EVALUATES THE CONTENT OF THE MOST POPULAR ABSTINENCE-ONLY CURRICULA USED BY GRANTEEES OF THE LARGEST FEDERAL ABSTINENCE INITIATIVE, SPRANS ...

THE TRUTH ABOUT ABSTINENCE-ONLY PROGRAMS - ADVOCATES...

ACCURATE, BALANCED SEX EDUCATION – INCLUDING INFORMATION ABOUT CONTRACEPTION AND CONDOMS – IS A BASIC HUMAN RIGHT OF YOUTH. SUCH EDUCATION HELPS YOUNG PEOPLE TO REDUCE THEIR RISK OF POTENTIALLY ...

ABSTINENCE-ONLY SEX EDUCATION IN PUBLIC SCHOOLS: A SPECIAL ...

ABSTINENCE ONLY UNTIL MARRIAGE (AOUM) PROGRAMS, ALSO KNOWN AS SEXUAL RISK AVOIDANCE (SRA) PROGRAMS, ARE NON-COMPREHENSIVE, RELIGION AND VALUES-BASED PROGRAMS THAT ARE STILL WIDELY USED, ...

SHOULD WE TEACH ONLY ABSTINENCE IN SEXUALITY EDUCATION? S

THE BEST SEX EDUCATION BEGINS WITH ABSTINENCE AS A STARTING POINT, BOTH ENCOURAGING IT FOR YOUNG PEOPLE WHO ARE NOT READY FOR SEX AND SUPPORTING THOSE WHO CHOOSE IT FOR WHATEVER REASON.

THE IMPACT OF ABSTINENCE-ONLY SEX EDUCATION PROGRAMS IN...

EXAMINE THE IMPACT OF ABSTINENCE-ONLY SEX EDUCATION PROGRAMS ON ADOLESCENT SEXUAL OUTCOMES. THE PHRASE “SEXUAL OUTCOMES” REFERS TO ATTITUDES, BEHAVIORS, AND EXPERIENCES OF ADOLESCENTS AS ...

THE POLITICS OF ABSTINENCE EDUCATION: FROM REAGAN’S TITLE XX...

TITLE V ABSTINENCE EDUCATION HAS CREATED INTENSE CONTROVERSY. THE FAR RIGHT SEES TITLE V AS A PROGRAM WHOSE TIME HAS COME. MANY HEALTH OFFICIALS AND SEXUALITY EDUCATORS SEE THE PROGRAM AS ...

ABSTINENCE EDUCATION: WEIGHING PROS AND CONS

PROponents OF ABSTINENCE-ONLY EDUCATION BELIEVE TEACHING TEENS ABOUT BIRTH CONTROL AND SEXUALLY-TRANSMITTED

INFECTIONS ENCOURAGES THEM TO TRY SEX EARLIER, WHILE CRITICS FEEL THAT TEACHING TEENS ...

POSITION PAPER ABSTINENCE-ONLY EDUCATION POLICIES AND...

ABSTINENCE-ONLY EDUCATION PROGRAMS PROVIDE INCOMPLETE AND/OR MISLEADING INFORMATION ABOUT CONTRACEPTIVES, OR NONE AT ALL, AND ARE OFTEN INSENSITIVE TO SEXUALLY ACTIVE TEENAGERS.

ABSTINENCE EDUCATION CHANGES PERCEPTIONS OF MIDDLE SCHOOL...

ORIGINALLY DEVELOPED FOR USE IN SCHOOLS WITH A HIGH PROPORTION OF AFRICAN AMERICANS, THEY WERE ADAPTED FOR USE IN SCHOOLS WITH A HIGH PROPORTION OF LATINOS. OVER 1000 STUDENTS FROM NINE ...

UNCONSTITUTIONAL ENTANGLEMENTS: THE RELIGIOUS RIGHT, THE...

AS THE NAME INDICATES, ABSTINENCE-ONLY EDUCATION TEACHES THAT ABSTINENCE OUTSIDE OF MARRIAGE IS THE ONLY ACCEPTABLE BEHAVIORAL OPTION FOR ALL PEOPLE, AND DOES NOT TEACH STUDENTS ABOUT ...

THE HISTORY OF FEDERAL ABSTINENCE-ONLY FUNDING - ADVOCATES ...

FOR OVER A QUARTER CENTURY, THE FEDERAL GOVERNMENT HAS SUPPORTED ABSTINENCE-ONLY EDUCATION PROGRAMS THAT CENSOR INFORMATION TO YOUTH. FEDERAL SUPPORT OF SUCH PROGRAMS BEGAN IN 1982 WITH ...

AN EVALUATION OF A THREE-YEAR ABSTINENCE EDUCATION...

OTHER RESEARCHERS (WILSON, GOODSON, PRUITT, BUHI, DAVIS-GUNNELS, 2005) REVIEWED 21 DIFFERENT PROGRAMS THAT PROMOTE ABSTINENCE INCLUDING CURRICULA SUCH AS CHOOSING THE BEST, WORTH THE ...

IMPACT OF THE CHOOSING THE BEST PROGRAM IN COMMUNITIES ...

STATES VARY IN STANDARDS FOR SEX EDUCATION, SOME REQUIRING AN EMPHASIS ON ABSTINENCE. SCHOOLS SEEK TO IDENTIFY CURRICULA THAT REFLECT LOCAL COMMUNITY VALUES AND MEET STATE STANDARDS. CHOOSING ...

COMPREHENSIVE SEX EDUCATION: RESEARCH AND RESULTS

STRICT ABSTINENCE-ONLY DEFINITION WERE THE ONLY TYPE OF SEX EDUCATION ELIGIBLE FOR FEDERAL FUNDING; NO FUNDING EXISTED FOR COMPREHENSIVE SEX EDUCATION, WHICH STRESSES ABSTINENCE BUT ALSO PROVIDES ...

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