



SEX, LIES & STEREOTYPES: QUOTES FROM ABSTINENCE-ONLY CURRICULA

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Legal Momentum's research exposes gender-biased information taught in abstinence-only classes, such as:

"Men, typically, respond in a more impersonal manner, though their need for intimacy is as great as women's need. It is easier for men to depersonalize sex. Women have a greater need to offset sexual intimacy with affirmation and a sense that 'this is love.'"

Rose Fuller & Janet McLaughlin, *FACTS and Reasons* (Northwest Family Services 2000) (Senior High Curriculum), p 30.

"A young man's natural desire for sex is already strong due to testosterone, the powerful male growth hormone. Females are becoming culturally conditioned to fantasize about sex as well."

Coleen Kelly Mast, *Sex Respect: The Option of True Sexual Freedom: Student Workbook* (Respect Inc. 2001), p 11.

"Ask the class if they notice a difference in the way most guys look at their fingernails and the way most girls look at their fingernails. (Boys usually look at their fingernails with their fingers curled toward the palm. Girls look at their nails by holding their hands out-stretched in front of them.)"

Bruce Cook, *Choosing the Best Way: leader guide* (Choosing the Best Publishing 2001), p 14.

"Deep down, you know that your friend's plunging necklines and short skirts are getting the guys to talk about her. Is that what you want? To see girls who drive guys' hormones when a guy is trying to see her as a friend? A guy who wants to respect girls is distracted by sexy clothes and remembers her for that one thing. Is it fair that guys are turned on by their senses and women turned on by their hearts? Well, we didn't invent hormones, so let's accept the differences and help one another learn respect."

Coleen Kelly Mast, *Sex Respect: The Option of True Sexual Freedom: Student Workbook* (Respect Inc. 2001), p 94.

"Ask the students to give examples of responsibilities a mother and father may have in order to help a family run smoothly. Examples may include keeping the house clean, cooking meals, employment, paying bills, fixing breakfast, getting the children ready for school, etc. . . Explain to the students that some activities may be done by both parents, but ask which parent is more likely to cut grass, wash clothes, decorate the home, etc."

Kris Frainie, *Why Know Abstinence Education Programs: Teacher's Manual* (Marcia Swearingen & Pam Sulser, eds., AAA Women's Services 2002), p 4.

"In the age of women's lib, this tradition [of men being responsible for the protection of their wives and marriage vows] doesn't sit well. However, there is much to be said for the man who provides for his family."

Kris Frainie, *Why Know Abstinence Education Programs: Teacher's Manual* (Marcia Swearingen & Pam Sulser, eds., AAA Women's Services 2002), p 61.