



SEX, LIES & STEREOTYPES: PROFILES OF FEDERALLY FUNDED ABSTINENCE- ONLY GRANT RECIPIENTS

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NORTHWEST FAMILY SERVICES

“If men want to play basketball, they call their male friends. If women want to ‘enjoy’ a shopping or a sports activity, they call their female friends. There are important issues and activities which are enjoyed most when shared with friends of the same sex.”

- *FACTS and Reasons (Senior High School Curriculum)*¹

Northwest Family Services (NWFS) began as a church-based abstinence-only program in Oregon over two decades ago. As a result of generous and consistent federal financial support, NWFS is now one of the leading abstinence-only curricula providers nationally. The FACTS (Family Accountability Communicating Teen Sexuality) curriculum uses out-dated gender stereotypes, misleading information and scare tactics to teach abstinence-only and continues to be taught in numerous schools across the country.

What You Should Know – Overview

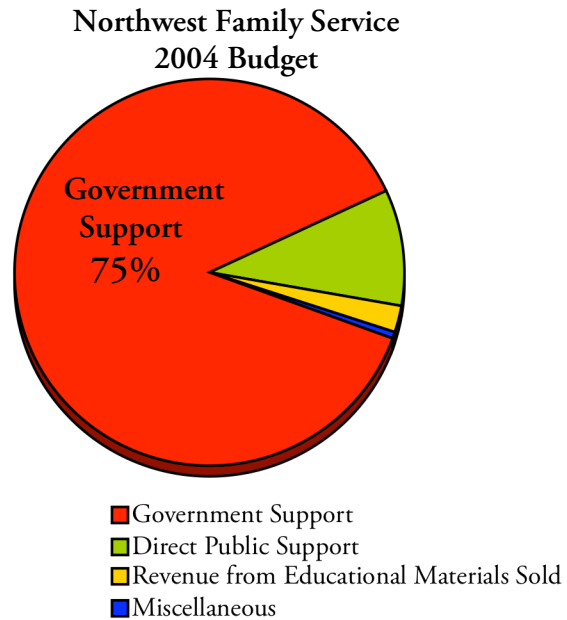
Founded: 1983

Budget: \$1,381,363²

Government Contributions or Grants: \$1,039,993³

Website: <http://www.nwfs.org>

Religious Affiliation: None avowed though they produce a faith-based curriculum and other religious publications, including such titles as Chastity Chat, Keeping Your Kids Catholic, Why Humanae Vitae Was Right and Follow the Pathway to God.



Key Programs: Youth Solutions Program (Volunteer Youth Facilitators Program); Abstinence Teacher Trainings (Curriculum Training and Implementation Program); Abstinence Assembly Programs

Key Publications: The FACTS Abstinence-Only Curriculum: I'm in Charge of The FACTS (Middle School Curriculum); FACTS About Me (Fifth Grade Curriculum); FACTS and Friends (Sixth Grade Curriculum); I'm In Charge of the FACTS (Seventh and Eighth Grade Curriculum); FACTS and Reasons (Senior High School Curriculum); Datos (Spanish language translation of the FACTS curriculum)

Project Genesis Faith-Based Abstinence-Only Curriculum: We are Gifts from God (Kindergarten Curriculum); We Grow in God's Love (First Grade Curriculum); God is the Light Within Us (Second Curriculum); God Created Families (Third Grade Curriculum); Follow the Pathway to God (Fourth Curriculum); Loving God, Loving Family (Fifth Grade Curriculum); Love and Friendship: The Heart of the Catholic Church (Sixth Grade Curriculum); An Image of God Loves God, Family and Friends (Seventh Grade Curriculum); The Truth Will Set You Free (Eight Grade Curriculum)

History

NWFS began as a natural family planning program based out of St. John the Baptist Church in Portland, Oregon. Today, NWFS provides a wide range of additional services including premarital and marital counseling as well as abstinence education, for which it consistently receives large amounts of federal funding. In addition to providing abstinence-only education in selected public schools, NWFS produces two abstinence-only curricula: FACTS (Family Accountability Communicating Teen Sexuality), a widely-used abstinence-only curriculum for use in public schools, and Project Genesis, a faith-based curriculum. The FACTS curriculum, first published with federal funding support in 1991, is for students in fifth grade through high school. NWFS also publishes Datos, a Spanish-language translation of the FACTS curriculum. Though the FACTS curriculum is used in public schools in several states, including Arizona, Kansas, Nebraska, Oregon, Utah and West Virginia, it has been severely criticized for its factual inaccuracy and gender-biased content.⁴

Key Staff

Rose Fuller, Executive Director

Fuller helped found the NWFS abstinence-only program and authors most of NWFS's abstinence-only materials.

In Their Own Words

Gender Roles

"In deciding to have intercourse, women are more likely than men to be in love, want a mutually satisfying relationship, and are interested in what their partner feels and thinks. Women also have a

greater desire for a long-term relationship. Men, true to the stereotype, are more likely to engage in sex with a warning to the woman that there will be no commitment. Men are more likely to desire sex with a great many partners – and to engage in sex because of their interest in a woman’s good looks or ‘great body,’ or because they are sexually attracted and feel that’s sufficient.’ Men are more likely to see sex as a challenge, a pursuit, and to want their partners to know they’re great lovers.”

- *FACTS and Reasons (Senior High School Curriculum)*⁵

“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.’”

- *FACTS and Reasons (Senior High School Curriculum)*⁶

“[S]exual differences affect one’s communication styles... ‘Girls both form and end friendship through talk. Best girlfriends share secrets that bind them together. And girls are much freer than boys in discussing their feelings – love, hate, anxiety, sadness.’... Meanwhile, boys ‘tend to play in larger, more organized groups, and these groups place a higher premium on status and dominance. Their conversation is filled with orders...and with ridicule.... They also inclined to threats or boasts.... Further, they tend to be much more argumentative than girls. While girls use words as a bridge, boys more often than girls use them as weapons or instruments of dominance.’”

- *FACTS and Reasons (Senior High School Curriculum)*⁷

“Men may:

- Become sexually aroused more easily.
- Become sexually aroused through sight – what he sees.
- Focus on genital activity and intercourse as the goal.
- Use ‘love’ to get sex, e.g., tell a girl he loves her, so she will do things sexually.

Women may:

- Not become sexually aroused as easily.
- Become sexually aroused through hearing – words can affect her.
- Focus more on sharing feelings.
- Use ‘sex’ to get ‘love,’ e.g., do something sexually to ‘hold on to’ the boy.”

- *I’m in Charge of the FACTS (Middle School Curriculum)*⁸

Anti-Abortion Bias

“At conception, the baby came into being. Even though he or she was the size of a pencil dot, the baby was a separate, genetically unique individual.”

- *I’m in Charge of the FACTS (Middle School Curriculum)*⁹

“Embryo: the newly developing person from conception until 8 weeks”

- *FACTS About Me (Fifth Grade Curriculum)*¹⁰

“Conception: the union of the sperm from the man and the egg from the woman. This is when life begins and is also known as fertilization.”

- *FACTS About Me (Fifth Grade Curriculum)*¹¹

Contraceptives

“It is true that consistent and correct use of condoms may reduce the risk of contracting HIV/AIDS or an STD, but the risks are still there. It is not a guarantee. And there are no products which prevent the emotional risks of premarital sex.”

- *FACTS and Reasons (Senior High School Curriculum)*¹²

“There is no such thing as ‘safe’ or ‘safer’ premarital sex. There are always risks associated with it, even dangerous, life threatening ones. Using contraception does not change this. It may make it somewhat less dangerous, but all of the risks are still there.”

- *FACTS and Reasons (Senior High School Curriculum)*¹³

Sexuality

“Homosexual: a persistent and predominant attraction of a sexual-genital nature to persons of one’s own sex.”

- *I’m in Charge of the FACTS (Middle School Curriculum)*¹⁴

“Sexual attraction is innate between men and women. There are clear anthropologic images which show there is a longstanding understanding of the duality of the sexes and a yearning for union which we know manifests itself in sexual attraction...”

- *FACTS and Reasons (Senior High School Curriculum)*¹⁵

“Whether transmitted by genes or acquired through the environment, sexual identity is not fully established until the late teens or early twenties. Sexual abstinence for both heterosexual and homosexual teens is the recommendation. Young persons may sense affection and even infatuation for a member of the same sex. This is not the same thing as ‘being’ a homosexual. Any same sex ‘sexual experimentation’ can be confusing to a young person and should be strongly discouraged.”

- *I’m in Charge of the FACTS (Middle School Curriculum)*¹⁶

Sex Outside of Marriage

“What are some of the good aspects of sex? The traditional purposes of sex include love, bonding, and children. What are some of the ways we have gotten away from these traditional purposes of sex? (Have the class give examples: premarital sex, pornography, prostitution, child abuse, rape, or any other time another person is being used.)”

- *FACTS and Reasons (Senior High School Curriculum)*¹⁷

Sources

¹ Rose Fuller and Janet McLaughlin, *FACTS and Reasons: Senior High School Curriculum (Teacher's Manual)*, 28 (2000).

² *IRS 990 Form, FY 2004: Northwest Family Services, available at*

<http://www.guidestar.org/FinDocuments/2004/930/841/2004-930841022-01b1a619-9.pdf>.

³ *Id.*

⁴ *The Content of Federally-Funded Abstinence Education Programs, Prepared for Rep. Henry A. Waxman*, Comm. on Government Reform (Minority Staff), U.S. House of Rep., Dec. 2004; see also *SIECUS Curriculum Review: FACTS, available at* <http://www.communityactionkit.org/reviews/FACTS.html>.

⁵ *Supra* note 1.

⁶ *Id.* at 30.

⁷ *Id.* at 30.

⁸ *Id.* at 29; Rose Fuller and Janet McLaughlin, *I'm in Charge of the FACTS: Middle School Curriculum (Teacher's Manual)*, 77 (2000).

⁹ Rose Fuller and Janet McLaughlin, *I'm in Charge of the FACTS: Middle School Curriculum (Teacher's Manual)*, 23 (2000).

¹⁰ *FACTS About Me: a Character-Based Health Curriculum, Fifth Grade (Student Manual)*, 99 (2000).

¹¹ *Id.*

¹² *Id.* at 30.

¹³ *Id.* at 116.

¹⁴ *Id.* at 72.

¹⁵ *Supra* note 1 at 30.

¹⁶ *Supra* note 9 at 72.

¹⁷ *Supra* note 1 at 139.