

Sex Education in Public Schools  
Abstinence or Comprehensive Sex

Student's Name Goes Here  
Gathering Information  
Semester Goes Here  
Comparative Study – Analysis Report

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## **Sex Education in Public Schools Abstinence or Comprehensive Sex**

### **Introduction**

Of the 15 million new cases of Sexually Transmitted Diseases (STDs) each year, 10 million occur in people between the ages of 15 and 24. Each year, more than 800,000 teenage women become pregnant, and about 80% of these pregnancies are unintended. Since 1973 there have been 43 million abortions. In 2000, there were nearly 3,600 abortions per day, which translates to approximately 149 abortions per hour.

When the AIDS epidemic began to expand into America's schools in the 1980s, parents and teachers decided to teach their children about the reality of sex and the disease. Since then, policymakers have been struggling with this issue because the problem is not whether or not to teach sex-education in public schools, but what to teach - - and what not to teach.

This comparative study will examine what sex-education programs should be taught in schools. Should it be based on abstinence-only, comprehensive sex, or should schools teach both abstinence and comprehensive sex. This report will also study who is responsible of teaching children about sex: schools, parents, or both schools and parents. This study will find out who is responsible for producing the sex-ed curricula for schools, and how involved the government is in this issue. The study will also examine the opinions of young adults and adults about sex-ed, as well as examine which sex-ed program, such as abstinence-only or comprehensive sex, will help to decrease the rate of pregnancies and abortions among teenagers.

### **Sources and Methods**

The information for this report was gathered from different sources including: the Internet, books, magazines, newspapers, statistical data, institutional data, databases, and experts interviews. The majority of information was very easy to find because there are a number of private associations, as well as government agencies, working on this issue. However, statistics from 2000 until now for my comparative study were difficult to find. Most statistics were from 1990s until 2001.

The best sources of information found were from the articles gathered from the Internet. The article *Abstinence-Only Sex Education Embeds Religious Ideas in Public Schools* by the American Humanist Association provided the view of people against abstinence-only, explaining that this program was a religious-based curriculum, so programs in public

schools should reflect shared ethical values and not the values of a particular group, in this case, Christian ideology. Another important article was *Sex Education that Works* by AVERT, an international AIDS charity. This article provided detailed information on my topic. It explained the meaning of sex education, the aims of sex education, what information, according to them, should be given to young people, when should sex-ed be introduced to young adults, as well as who should provide sex-ed.

Some great information was gathered from the article *Bush Budget Fuels Debate over Sex Ed* by Kelly Beaucar Vlahos from Fox News. In this article, Beaucar explained that President Bush proposed to increase abstinence instruction funding as well as the points of view of both pro abstinence-only and against abstinence-only. According to Beaucar, those in favor of the comprehensive sex education believe that to teach about contraceptives is very important for teens who decide not to delay sex until they get married. On the other hand, those in favor of the abstinence-only believe that teens should only be taught that the more they delay sex, the better off they will be for the rest of their lives.

The Alan Guttmacher Institute wrote an article that was very useful for my study on sex education. The article named *Sex Education: Politicians, Parents, Teachers and Teens* gave some statistics and information on a study the institute did. The report explained the type of sex education policy adopted by schools districts by regions in the United States, the type of information most teachers are giving to their students about sex and the teachers' opinion on what should they be teaching, and parents' opinions about what they believe their children should learn about sex. In addition, they reported what students want to learn in schools about sex as well as a report of the public's opinion on the topic.

Another important article was *What Do Parents Want Taught In Sex Education programs?* by the Heritage Foundation. This article was based on a study the foundation did on sex education. The Heritage Foundation reported that according to their study, most parents want their children to be taught that sex should be linked to marriage, love, intimacy, and commitment; that abstinence is the best; and that sex at an early age, with many partners, and casual sex have harmful consequences.

Studies results from both the Heritage Foundation and the Alan Guttmacher Institute were very useful for my research because the studies reported different results. For example, the Heritage Foundation found that most parents want sex education be focused on abstinence-only while the Alan Guttmahcer Institute found that most parents, students and teachers believe that abstinence is important to teach, but also comprehensive sex – which includes teaching about contraceptives.

Important information that was gathered, as the mentioned before, was the expert interviews. I located two experts; one was Tom Wagner, coordinator of the Texas Education Agency, and LeAnna Benn co-founder and national director of Teen-Aid, Inc. The Texas Education Agency was referred by the U.S. Department of Education which was located through Using Government Information Sources. Tom Wagner said that the district is responsible in creating the curriculum. All districts have to follow the Texas

Education code, which means that local curriculum has to offer abstinence, but also include contraceptives, and preventions for STDs, depending on the students and the community values.

LeAnn Benn, co-director of Teen-Aid, Inc was the next person to be interviewed. One of the questions in the interview was, “Who should be responsible in teaching sex to our children?” Benn answered “First, it should be what is legal under state law regarding age consent, statutory rape laws, age of marriage, etc. Second, it should be what is achievable by the consumer. Can the consequences of the behavior be handled by the child w/o tax dollars or adult intervention? Third, parents should be included as part of the equation in all SE program from the permission letter that should be opting children into a program to open viewing of all components of the curriculum at the parent’s leisure.”

One source that I also found useful for my study was the book *Sex Education* written by Tamara L. Roleff, which was located through the UH Library Catalog. This book contained important information. It explained why sex education should be taught in schools, why should it be taught by parents, what values should sex-ed emphasize, and what sex-ed programs are ineffective at reducing teen pregnancy.

The LexisNexis Statistical database offered information on live births by educational attainments, and the percentage of mothers completing 12 years or more of school and 16 years or more of school, by age and race. It also offered information on birth rates for women aged 15-19 years by age and race from 1991-2002. The last statistical information I gathered from the database was the importance of education and other issues to the president and Congress.

In order to discover the importance of teaching sex education in schools, as well as what topics, including abstinence, abortion, STDs, HIV, contraceptives and much more, are the most important for children should be taught in schools, a survey was conducted. A variety of questions were asked from “Where did you learn more about sex” to “Who should be responsible in teaching children about sex?”

### **Finding and Analysis**

Throughout my seven-step research strategy I found some interesting information about sex education. First of all, I found that the birth rate for teenagers decreased in 2002, falling to 43.0 births per 1,000 women ages 15-19 years. According to the Alan Guttmacher Institute, this is happening because most young women are becoming less sexually active, and those who are sexually active are using contraceptives. On the other hand, in a study performed by the Heritage Foundation, 22% out of 60% of parents said that young people should be taught about abstinence and no contraception, compared to 52% who said that abstinence and basic information on contraception should be taught to young people. 23% said that abstinence and encouragement to use contraception should be taught while 2% said that contraception only should be taught.

Education is an important issue for the president and Congress. According to the articles *Bush Budget Fuels Debate Over Sex Ed* by Kelly Beaucar, and *Abstinence-Only: Does It Work?* By Jane E. Brody, in 2004 President Bush asked for \$250 million to increase the abstinence-only program during this year. So, institutions that get money from the government must advocate abstinence until marriage. The Alan Guttmacher Institute found that sexually education policy varies widely by region. More than half of school districts in the South have a policy of teaching that abstinence is the only option for teenagers, compared to 20% of school districts in the Northeast.

Tom Wagner, coordinator of the Texas Education Agency, explained that all districts in the state of Texas have to follow the Texas Education code, which means that local curriculum has to offer abstinence, but also include contraceptives and preventions for STDs, depending on the students and the community values. One of the questions I asked my expert interviewees was who should be responsible in teaching sex to our children. LeAnn Benn, co-founder and national director of Teen-Aid, Inc, said “First, it should be what is legal under state law regarding age consent, statutory rape laws, age of marriage, etc. Second, it should be what is achievable by the consumer. Can the consequences of the behavior be handled by the child without tax dollars or adult intervention? Third, should parents be included as part of the equation in all SE programs? If so, at what point: a permission letter opting to allow children to participate in a sex-ed program to open viewing of all components of the curriculum at the parent’s leisure?”

In the survey conducted for this comparative study, 60% of those polled said that HIV/AIDS should be the number one topic that children should be taught in schools, followed by STDs with 60%, then pregnancy with a 50% and then abstinence with 44%. The survey also reported that 22% believed that parents should be responsible in teaching sex to their children while 78% said that schools and parents should be responsible. In addition to these, 92% of those who polled said that their first sexual experience was before marriage, 42% said they did it under the age of 18 and 46% between the ages of 18 and 25.

The article *Abstinence-Only: Does It Work?* by Jane E. Brody stated that one national study, published by the American Journal of Sociology, found that while some teenagers who promised to remain virgin until marriage, delaying sexual activity by approximately 18 months, they were more likely to have unprotected sex than those who had never pledge virginity in the first place. This article also explained that to many teenage girls, having oral or anal sex means they are still virgins.

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## **Recommendation**

Parents should be responsible for teaching their children about the reality about sex, the consequences, methods of prevention, abortion, and pregnancies. However, most parents are unwilling to do so because they do not know how to talk about it or what to teach their children. This is why is so important to teach sex-education in schools. Schools are one of the places where young adults spend most of their time, and interact with a lot of people.

Parents should be involved in the sex education courses. It means that both schools and parents should work together. There are a number of organizations that offer sex education programs for parents, to help them understand the problems and risks their children are facing now and will face in the future.

Sex education should be comprehensive. Sex-ed programs should teach about abstinence, contraceptives, STDs, HIV, abortion, pregnancy and homosexuality. Even though you teach minors to wait until the right moment comes, some children will do it anyway. Abstinence might work for a small period of time, but for those who decide not to wait, information about contraceptives, abortion and the rest should be given. If teenagers are taught only about abstinence, those who decide to become sexually active or are already sexually active will not receive the necessary information, so they are less likely to use any method of prevention, and more likely to become pregnant or contract any sexually transmitted disease than teenagers who are well informed about condoms and other contraceptive options.

Homosexuality is a topic that most people do not talk about; however, it should be taught in schools, so people can understand each other and realized that homosexual people are human beings too. Homosexual people want to be free, to show who they really are. They should not be discriminated against. All people should learn tolerance for each other, the earlier the age, the better.

Finally, most parents, teachers and students should be involved in the decisions made by the government. All should be involved in creating the curriculum for children about sex-ed.

# Annotated Bibliography

## **BOOKS**

**Marx, Eva; Vicki Harrison and Kandra Strauss Riggs. *Promoting sexual responsibility: a teen pregnancy prevention resource for school employees.* Washington, D.C. : NEA Professional Library: NEA Health Information Network, 2005. Print.**

We preach abstinence in our public school systems, yet the United States has the highest rate of teen pregnancy and birth in the western industrialized world – nine times as high as the Netherlands or Japan, and twice as high as England or Canada. More than 800,000 teenage girls get pregnant each year, most unintentionally. This valuable guide gives school employees the resources they need to help students avoid behaviors that can result in pregnancy, as well as HIV infection and other sexually transmitted diseases. Drawing on current research and practice, this book offers strategies that school employees can use to help students prepare to become responsible adults.

**Roleff, Tamara L. *Sex Education.* Detroit: Greenhaven Press, 1999. Print.**

Grade 9 Up-Teens and Sex presents conservative and liberal perspectives on teen sexuality but it looks at broader, more diverse issues than Teen Sex, such as sexual orientation and teen pregnancy. Professional journalists wrote many of the articles, but some are more personal. The majority of selections were also written by professional journalists, from such publications as the New York Times and the Washington Post, and they use interviews with experts, statistics, and other research for content.

**Scott, Janelle T. *School choice and diversity: what the evidence says.* New York: Teachers College Press, 2005. Print.**

This collection of essays will help readers to disentangle the complex relationship between school choice and student diversity in the post-Brown era. Presenting the views of the most prominent researchers of school choice reforms in the U.S., this book argues that the contexts under which school choice plans are adopted are actually responsible for shaping student diversity within schools.

**Weis, Lois, and Michelle Fines. *Beyond silenced voices: class, race, and gender in United States schools.* Albany : State University of New York Press, 2005. Print.**

This book addresses race, class, gender in education in the United States. It debates the issues of institutionalized power and privilege, and the policies, discourses, and practices that silence powerless groups.

## **EXPERT INTERVIEWS**

**Benn, LeAnna. Telephone interview. 19 June 2005. Co-founder and national**

**director of Teen-Aid Inc. 723 E. Jackson, Spokane, WA 99207. (509) 482-2868 [teenaid@teen-aid.org](mailto:teenaid@teen-aid.org).**

LeAnna Benn stressed the focus of the Teen-Aid organization which is a not-for-profit organization started in 1981 for the specific purpose of reducing premarital sexual activity and its many consequences. The method believed most valuable was abstinence and risk avoidance education, which stresses character development and connection to parents.

**Wagner, Tom. Telephone interview. 19 June 2005. Coordinator of the Texas Education Agency. 1701 North Congress Ave., Austin, TX 78701. (512) 463-9734.**

Tom Wagner spoke about the policies and the guidelines required by the Texas Education Agency. He was very knowledgeable about the state but not outside of the jurisdiction of the state.

### **INSTITUTIONAL DATA**

**Encyclopedia of Association: (professional organization)**  
**United Nations Population Fund (UNFPA), 220 East 42<sup>nd</sup> Street, New York, NY 10017. 1-212-297-5000. Print.**

This is an international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programs to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect. This is an example choice for data.

**Washington Information Directory: (professional org. or government agency)**  
**Planned Parenthood Federation of America, 1001 Connecticut Ave, Washington DC 20036. 1-800-230-7526. Cecile Richards, President. Print.**

This organization provides information on sexual health, birth control, emergency contraception, abortion rights, and more. It provides information on a variety of health topics in addition to news stories on these topics.

**U.S. Government Manual: (government agency)**  
**U.S. Department of Education. 400 Maryland Avenue, SW Washington, DC 20202. 1-800-437-0833. Print.**

This is a great source of information. The down side is that it has multiple areas, which requires some time finding the most pertinent information.

## **INTERNET SITES**

**“Sex Education in America.” *National Public Radio*. 9 May 2005. Web. 4 June 2005. <<http://www.npr.org/templates/story/story.php?storyid=1622>>**

This program discusses the new poll conducted by NPR, the Kaiser Family Foundation, and Harvard’s Kennedy School of Government. The poll revealed that only seven percent of Americans say sex education should not be taught in schools. Moreover, parents are generally content with whatever sex education is content with whatever sex education is offered by their children’s school.

**“Sex Education in Schools.” *Planned Parenthood*. Web. 4 June 2005.  
<<http://www.plannedparenthood.org/pp2/portal/files/portal/getinvolved>>**

This site provides information on sex education in various states, how it is implemented in the educational system, and views of the parents. It is a good site that combines information for various sites.

**“Abstinence-Only Sex Education Embeds Religious Ideas in Public Schools.”  
*American Humanist Association*. 18 January 2003. Web. 8 June 2005  
<<http://www.americanhumanist.org/press/actionalerts/aaSexEd.html>>**

This site focuses on the abstinence choice of sex education. It claims that this opinion is taught in nearly a third of public schools, abstinence-only (or abstinence-only-until-marriage) sex education is deeply rooted in fundamentalist Christian ideology.

**“Sex Education: Politicians, Parents, Teachers and Teens.” *Alan Guttmacher Institute*. Web. 4 June 2005.  
<<http://www.guttmacher.org/pubs/fb-sex-ed02.html>>**

This institute advances sexual and reproductive health worldwide through an interrelated program of social science research, public education and policy analysis. It provides reliable scientific evidence that make a difference in policies, programs and medical practice.

**“Sex Education that Works.” *AVERT*. Web. 8 June 2005.  
<http://www.avert.org/sededu.htm>**

This is an article posted by AVERT, an international charity. It provided detailed information on the topic explaining the meaning of sex education, the aims of sex education, what information should be given to young people.

**Vlahos, Kelly Beaucar. “Bush Budget Fuels Debate Over Sex Ed.” *Fox News*.  
7 April 2004. Web. 4 June 2005.  
<<http://www.foxnews.com/story/0.2933.113509.00.html>>**

This article discusses President Bush's proposed legislation to increase abstinence instruction funding as well as the views of both pro abstinence-only and against abstinence-only.

**“What Do Parents Want Taught In Sex Education Programs.” The Heritage Foundation. Web. 8 June 2005.  
<[http://www.heritage.org/Research/Features/Issues 2004/Abstinence.cfm](http://www.heritage.org/Research/Features/Issues%2004/Abstinence.cfm)>**

This article is based on a study by the foundation which reported that most parents want their children to be taught sex education linked to marriage, love, intimacy, and commitment.

## **MAGAZINES**

### **GENERAL INTEREST**

**Barlow, Dudley. “Abstinence-Only and Hooking Up: Two Risky Choices.” *Education Digest*. 1 Sept. 2004. Vol. 71: Issue 1, p63-66. Print.**

The author of this article discusses the two complete opposite choices facing youth today. It is a difficult decision for any teenager who receives little or no help in sex education classes.

**Rose, Susan. “Going Too Far? Sex, Sin and Social Policy.” *Social Forces*. 12 Dec. 2004. Vol. 84: Issue 2, p1207-1232. Print.**

This paper examines the impact of the Religious Right on American social policy as it relates to family, sexuality and reproductive health. The article focuses on the current debates and practices of abstinence-until-marriage programs vs. comprehensive sex education programs - and the ways in which they reflect and affect cultural attitudes about sexuality, teenagers, parents and rights.

**Samuels, Christina A.. “Sex Education.” *Education*. 08 Feb. 2005. Vol. 25: Issue 22, p8. Print.**

The author discusses the realm of offerings in sex education in public schools across the nation. The article contains interviews with parents with conflicting views of sex education in today's school system.

## **BUSINESS**

**Ferguson, Sue. “Birds, Bees – and Blind Ignorance.” *Maclean's*, 17 May 2004. Vol. 117: Issue 20, p37-38. Print.**

This article discusses the focus on sex education in today's schools and how that impact unprotected teenage sex. It seems that teenagers are either not informed or simply ignore the information.

**Kantrowitz, Barbara and Springen, Karen. "A Teen Health Gap." *Newsweek*. 12 Dec. 2004. Vol. 146: Issue 24, p62-65. Print.**

This article discusses the growing recognition in the medical community that teenagers have health-care needs that aren't always met by pediatricians (who officially treat patients from birth to 21) or doctors specializing in adult care.

**O'Keeffe, Alice. "Teenage Sex: Don't Scoff at Abstinence." *New Statesman*. 10 Nov. 2004. Vol. 132: Issue 4663, p26-28. Print.**

This article discusses a controversial report to be presented at a meeting in the House of Commons this month. The research by Dr David Paton, professor of industrial economics at Nottingham University, has found a link between an increase in sexual health provision and rates of disease contraction - in other words, that the advice and access to contraception championed by those unwilling to appear moralistic about abstinence actually cause higher rates of disease.

#### **PEER REVIEWED**

**Vail, Kathleen. "Teaching About Sexuality." *American School Board Journal*. 1 Nov. 2005, Vol. 192: Issue 11, p18-21. Print.**

This article is directed to everyone who teaches about sexuality and HIV, as well as those who make policy, funding, administrative, and other decisions about sexuality and/or HIV education. This is referred to as the single best resource on this topic in existence for new educators and veterans.

**Vail, Kathleen. "What Do You Teach." *American School Board Journal*. 1 Nov. 2005, Vol. 192: Issue 11, p14-1. Print.**

Certain curriculum topics like evolution and sex education strike more emotional participation from the community than do others. This article discusses how school choice has impacted parental involvement in the decision-making of school boards, and how increasing cultural and religious tensions influence interest in curriculum issues. It also presents examples of lawsuits and issues that have arisen as a result of these tensions.

**Walker, Joy. "Parents and Sex Education – Looking Beyond 'The Birds and The Bees.'" *Sex Education*. 1 Nov. 2004. Vol. 4: Issue 3, p239-25. Print.**

The social and political climate of sex education over the last two decades has dramatically changed, with parents now being encouraged to work in partnership with professionals. This paper seeks to further the argument that involving parents in their child's sex education does matter and can have an impact on their child's future sexual

health. It discusses the reality of parents' roles and skills in providing sex education within the family.

## **NEWSPAPERS**

**Berman, Laura. "Now More Than Ever, Kids Need Effective Sex Ed." *USA Today*. 8 September 2004, sec. A:15. Print.**

A survey this week found that TV shows with sexually-oriented conversations might encourage teens to have sex earlier. The confusion teens experience biologically is only compounded by this vacuum in public schools, particularly those that teach abstinence only (about 25%).

**Bernstein, Elizabeth. "Sex-Ed Class Becomes Latest School Battleground." *The New York Times*. 30 March 2005, sec. 1:3. Print.**

A push to promote sexual abstinence in teens -- backed by a steady increase in federal funding -- is starting to affect the way sex ed is taught in the United States. In middle schools and high schools across the country, sex-ed classes that discuss birth control as a way to prevent pregnancy and sexual diseases are increasingly being replaced or supplemented by curricula that promote abstinence until marriage and discuss contraceptives primarily in terms of their failure rates.

**Brody, Jane E. "Abstinence-Only: Does It Work." *The New York Times*, 1 June 2004, sec. 1:4. *Microfilm*.**

Experts who have spent decades studying teenage sexual activity have gathered ample evidence to refute the basic premise of abstinence-only sex education. They say this approach is not adequate to protect youngsters from unwanted pregnancies and disease.

**Saletan, William. "The Birds and the Plan B's." *The Washington Post*. 2 April 2005, sec. B:03. Print.**

This article discusses President Bush's proposal for additional funding for sex education in public schools. The problem: he is focusing on abstinence only when there are other choices for today's youth.

## **SOCIAL DATA**

### **Charts Obtained from Statistical Abstract of the U.S.**

Birth Rates For Women Aged 15-19 Years, By Age, Race, And Hispanic Origin: United States, Final 1990-97 And Preliminary 1998, And Percent change In Rates, 1991-98, Issued By: National Center for Health Statistics, Publication Date: October, 1999. Print.

### **Charts Obtained from LexisNexis Statistical database**

Live Births By Educational Attainment, And Percent Of Mothers Completing 12 Years Or More And 16 Years Or More Of School, By Age And Race And Hispanic Origin Of Mother: United States, 2002 [Part 01: Total; White; Black, Issued By: National Center for Health Statistics, Publication Date: December, 2003. Web.

Birth Rates For Women Aged 15-19 Years, By Age, Race, And Hispanic Origin: United States, 1991, 2001, And 2002, And Percent Change In Rates, 1991-2002, Issued By: National Center for Health Statistics, Publication Date: December, 2003. Web.

Birth Rates For Women Aged 15-19 Years, By Age, Race, And Hispanic Origin: United States, 1991, 2001, And 2002, And Percent Change In Rates, 1991-2002, Issued By: National Center for Health Statistics, Publication Date: December, 2003. Web.

### **TEACHER'S COMMENTS:**

**Please note that the student only listed the two sources in which he/she was able to get the interview. The other attempts should also be noted here. In all, there should be a minimum of five experts listed: an author, a consultant in the field, an Internet source, someone from the Encyclopedia of Association or Washington Information Directory, and someone from the U.S. Government Manual (or www.usa.gov Web site). It's also important to note that several of the annotations in this bibliography are too brief; they should be between 100-200 words.**

## Appendix A Survey Sample

Private associations and government agencies are trying to implement sex-ed in schools in order to reduce unwanted or unplanned pregnancies and infection with sexually transmitted diseases, and encourage teen abstinence as a preparation to health adult relationship. The controversy of this issue is not whether to teach sex or nor in schools, but what to teach. What information should be given to young people? This survey is to get your opinion of how important is for young people to know about sex.

1. What age group do you belong to?  
Under 18      18-25      26-35      36-45      46-Above
  
2. Are you:      Female      Male
  
3. Where did you learn the most about sex?  
Home      School      On the street
  
4. Have you ever participated in a sex education class?    Yes    No
  
5. Did your parents talk to you about sex?      Yes    No
  
6. Did you have your first sexual experience before or after marriage?  
Before      After      None
  
7. How old were you?  
Under 18      18-25      26-35      36-45      46-Above      None
  
8. Were you peer pressured by your friends to engage a sexual activity?  
Yes      No
  
9. In your opinion, should schools implement sex education?    Yes    No
  
10. If you answered “yes” in question #9, please circle the topics that should be taught in schools about sex in order with 1 being the highest and 10 the lowest.  
  
\_\_\_\_ Pregnancy      \_\_\_\_ Abortion      \_\_\_\_ Contraception  
  
\_\_\_\_ The Pill After      \_\_\_\_ Abstinence      \_\_\_\_ Homosexuality  
  
\_\_\_\_ HIV/AIDS      \_\_\_\_ STDs (Sexually Transmitted Diseases)
  
11. Who should be responsible in teaching children about sex?  
Parents      Schools      Both

## Appendix B Survey Results

Private associations and government agencies are trying to implement sex-ed in schools in order to reduce unwanted or unplanned pregnancies and infection with sexually transmitted diseases, and encourage teen abstinence as a preparation to health adult relationship. The controversy of this issue is not whether to teach sex or not in schools, but what to teach. What information should be given to young people? This survey is to get your opinion of how important is for young people to know about sex.

1. What age group do you belong to?

Under 18	18-25	26-35	36-45	46-Above
	<i>19 38%</i>	<i>18 36%</i>	<i>8 16%</i>	<i>5 10%</i>

2. Are you:            Female (*32 64%*)    Male (*18 36%*)

3. Where did you learn the most about sex?

Home (*6 12%*)            School (*20 40%*)            On the street (*24 48%*)

4. Have you ever participated in a sex education class? Yes (*34 68%*) No (*16 32%*)

5. Did your parents talk to you about sex?            Yes (*32 64%*) No (*18 36%*)

6. Did you have your first sexual experience before or after marriage?

Before	After	None
<i>46 92%</i>	<i>2 4%</i>	<i>2 4%</i>

7. How old were you?

Under 18	18-25	26-35	36-45	46-Above	None
<i>21 42%</i>	<i>24 48%</i>	<i>1 2%</i>	<i>1 2%</i>	<i>1 2%</i>	<i>2 4%</i>

8. Were you peer pressured by your friends to engage a sexual activity?

Yes (*8 16%*)            No (*42 84%*)

9. In your opinion, should schools implement sex education?

Yes	No
<i>50 100%</i>	<i>0 0%</i>

10. If you answered “yes” in question #9, please circle the topics that should be taught in schools about sex in order with 1 being the highest and 10 the lowest.

<i>25 50%</i> Pregnancy	<i>19 38%</i> Abortion	<i>18 36%</i> Contraception
<i>7 14%</i> The Pill After	<i>22 44%</i> Abstinence	<i>12 24%</i> Homosexuality
<i>32 6</i> HIV/AIDS	<i>30 60%</i> STDs (Sexually Transmitted Diseases)	

11. Who should be responsible in teaching children about sex?

Parents	Schools	Both
<i>11 22%</i>		<i>39 78%</i>

## **Appendix C**

### Survey Analysis

**Purpose:** To determine how important was to teach sex-ed in schools and what information was the most important to teach our children.

**Survey Method:** Written multiple choice, e-mailed survey and passed hand to hand. Eleven questions were posed. The survey was conducted during June 2005.

**Research Design:** Cross-sectional, the survey was administered just once.

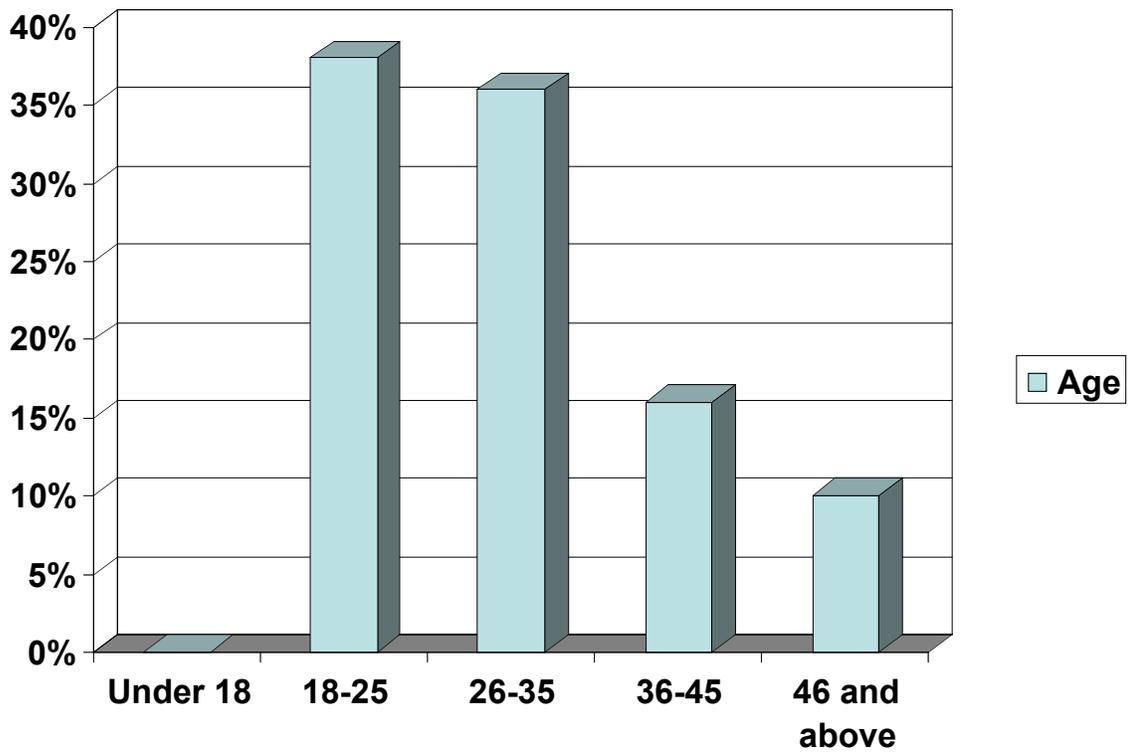
**Rate of Response:** A 100% rate was obtained with 50 surveys e-mailed and handed out and 50 returned. Respondents were mainly people from work, family, friends, and my friends' family and friends.

**Results:** Most of respondents learned about sex on the street a total of 48% while 40% learned about sex in schools and 32% at home. 64% of respondents talked to their parents about sex while 36% did not. 92% confessed they had sex before marriage, 4% said after, 4% still are virgins. 84% of respondents were never peer pressured to engage a sexual activity, but 16% said yes. 100% responded that schools should teach children about sex-ed. 64% of respondents believe that the most important topic to discuss in schools is HIV/AIDS, followed by STDs with a 60%, then pregnancy with a 50%, and in the for the place was abstinence with a 44%. Most respondents believe that schools and parents should be responsible in teaching sex to our children with a vote of 78% while 22% said that should be responsible for it.

**Conclusions:** Most of the people said that sex education in schools is very important, and that they should teach about, HIV, STDs, pregnancy and abstinence, the four topics that got high rate compared to the rest in the question.

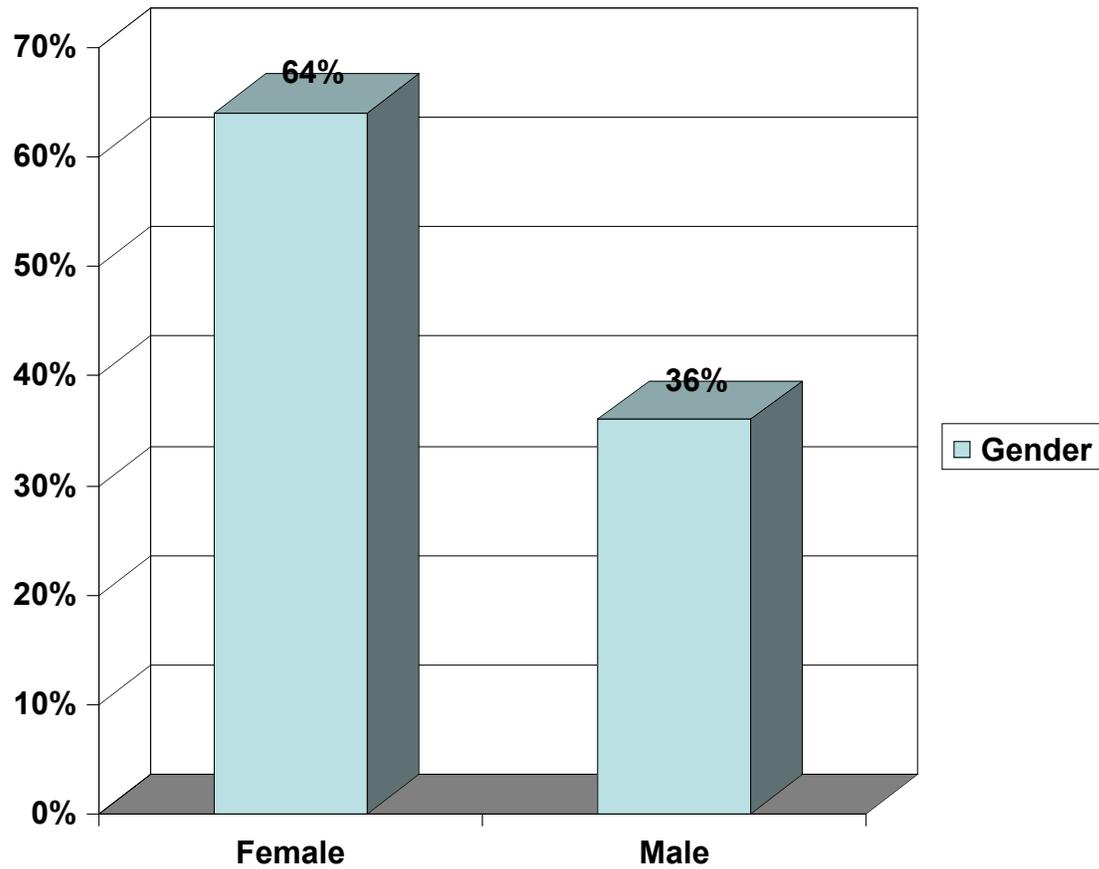
**Appendix D  
Survey Question 1**

**Question 1: What age group do you belong to?**



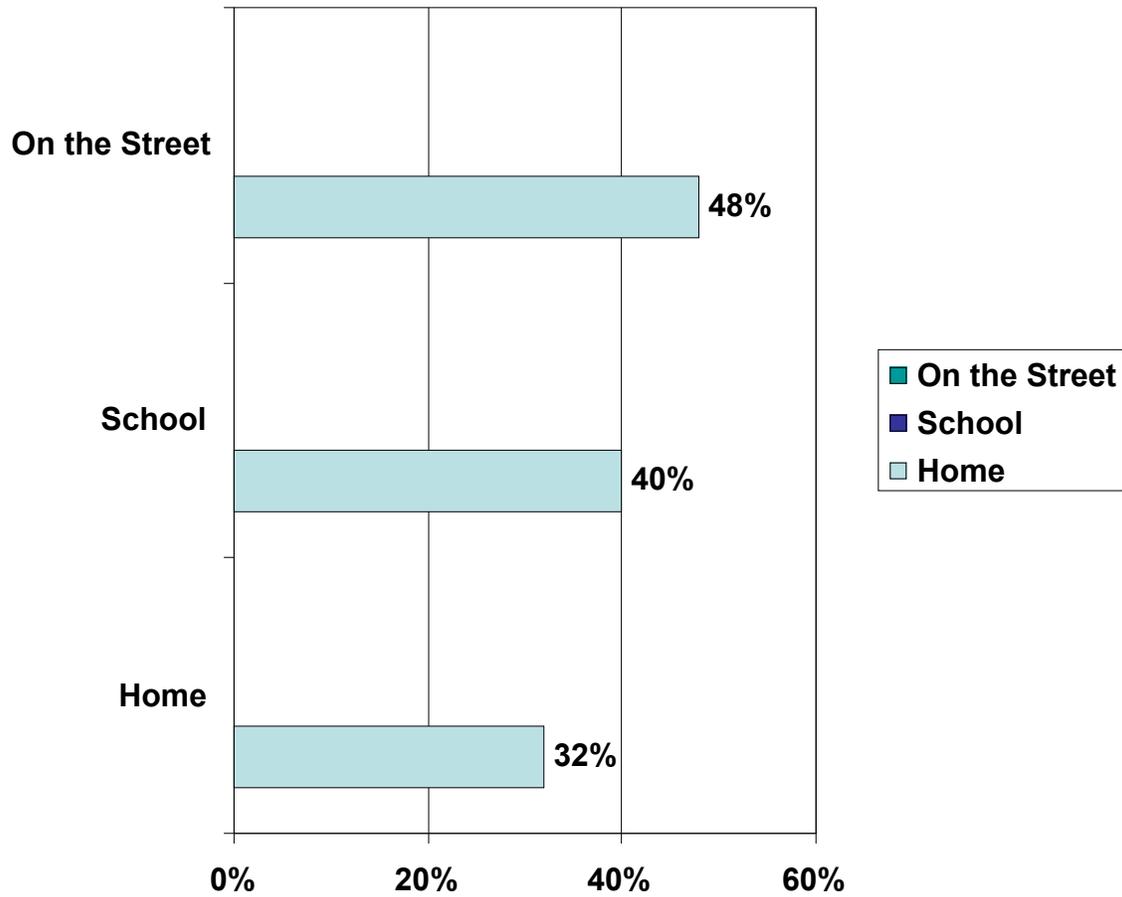
## Appendix E Survey Question 2

### Question 2: Gender



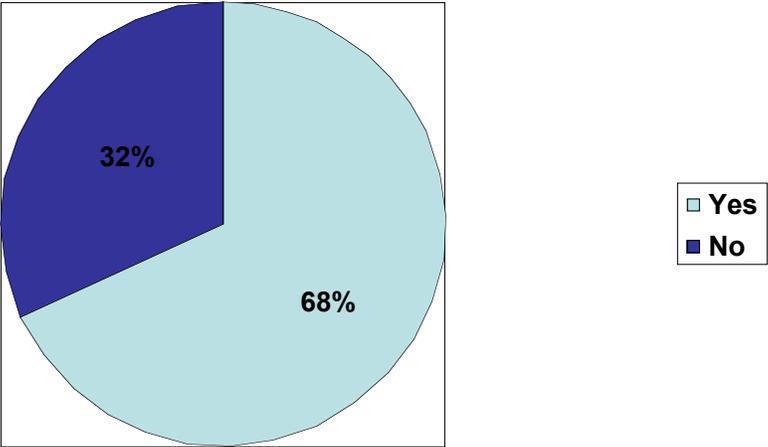
## Appendix F Survey Question 3

**Question 3: Where did you learn the most about sex?**

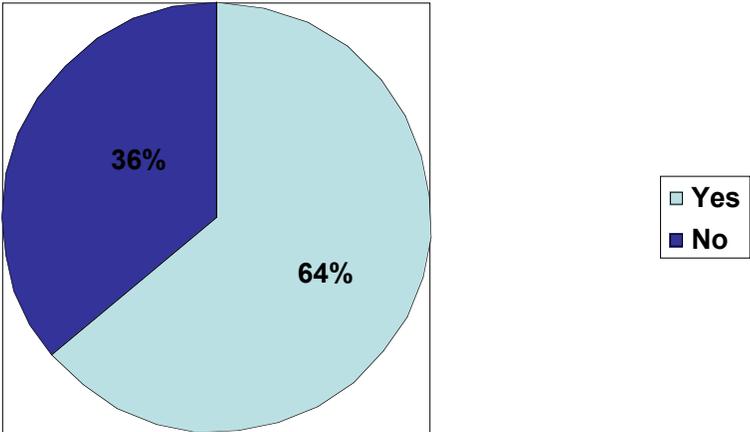


**Appendix G**  
**Survey Questions 4 and 5**

**Question 4: Have you ever participated in a sex education class?**

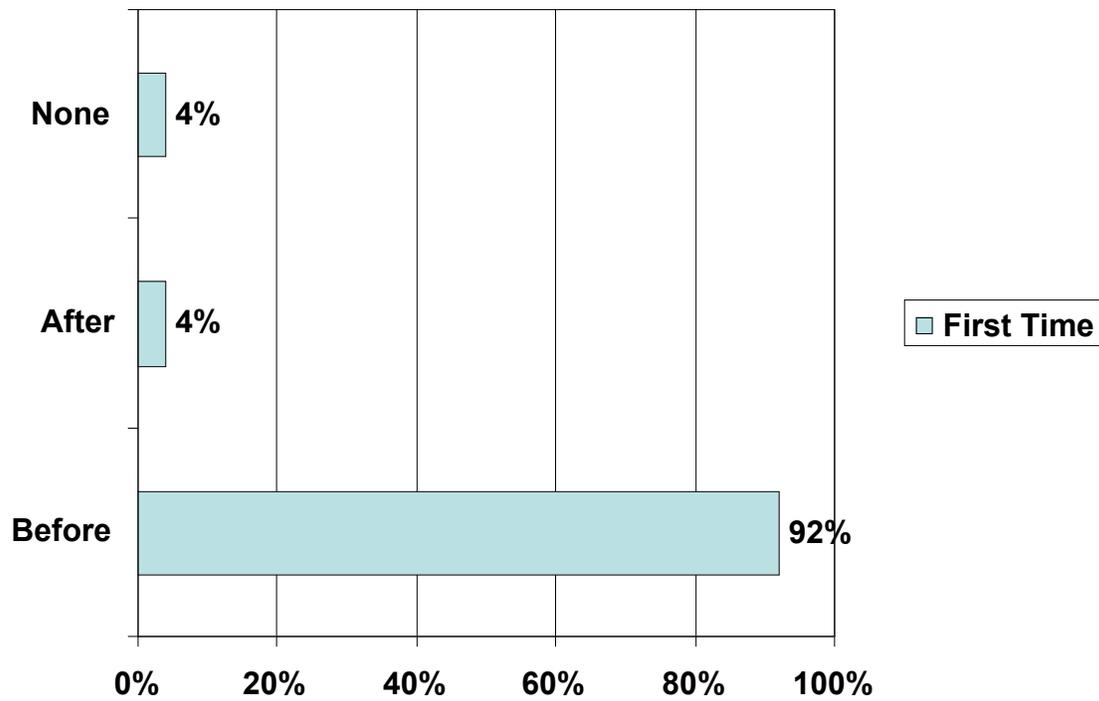


**Question 5: Did your parents talk to you about sex?**



## Survey Question 6

**Question 6: Did you have your first sexual experience before or after marriage?**



**Appendix I**  
**Survey Question 7**

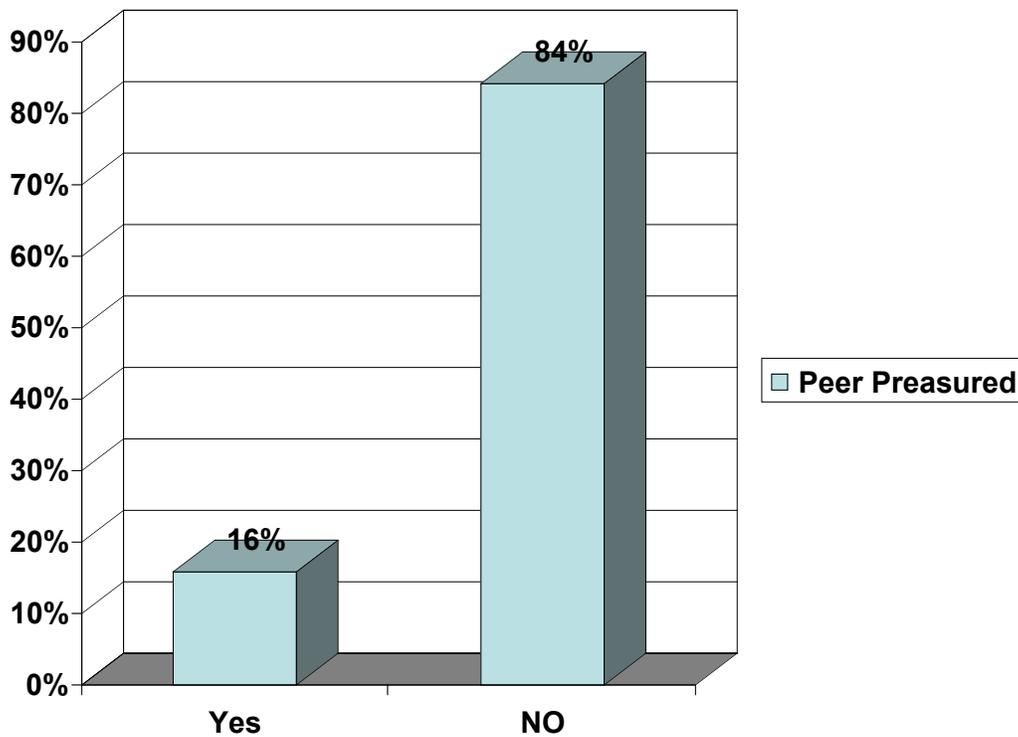
**Question 7: How old were you?**

<b><u>Under 18</u></b>	<b><u>18-25</u></b>	<b><u>26-35</u></b>	<b><u>36-45</u></b>	<b><u>46+</u></b>	<b><u>Abstain</u></b>
<b>42%</b>	<b>46%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>4%</b>

***NOTE: Almost half of the people surveyed had sex before turning 18***

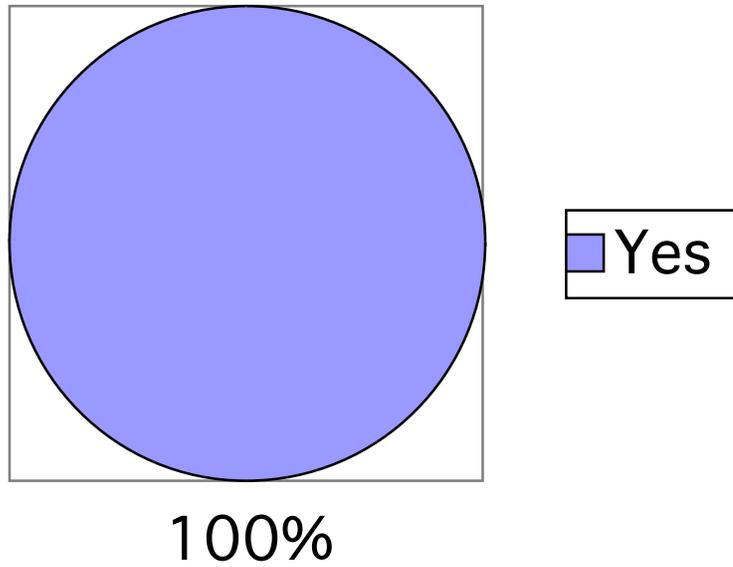
## Appendix J Survey Question 8

**Question 8: Were you ever peer pressured by your friends to engage a sexual activity?**



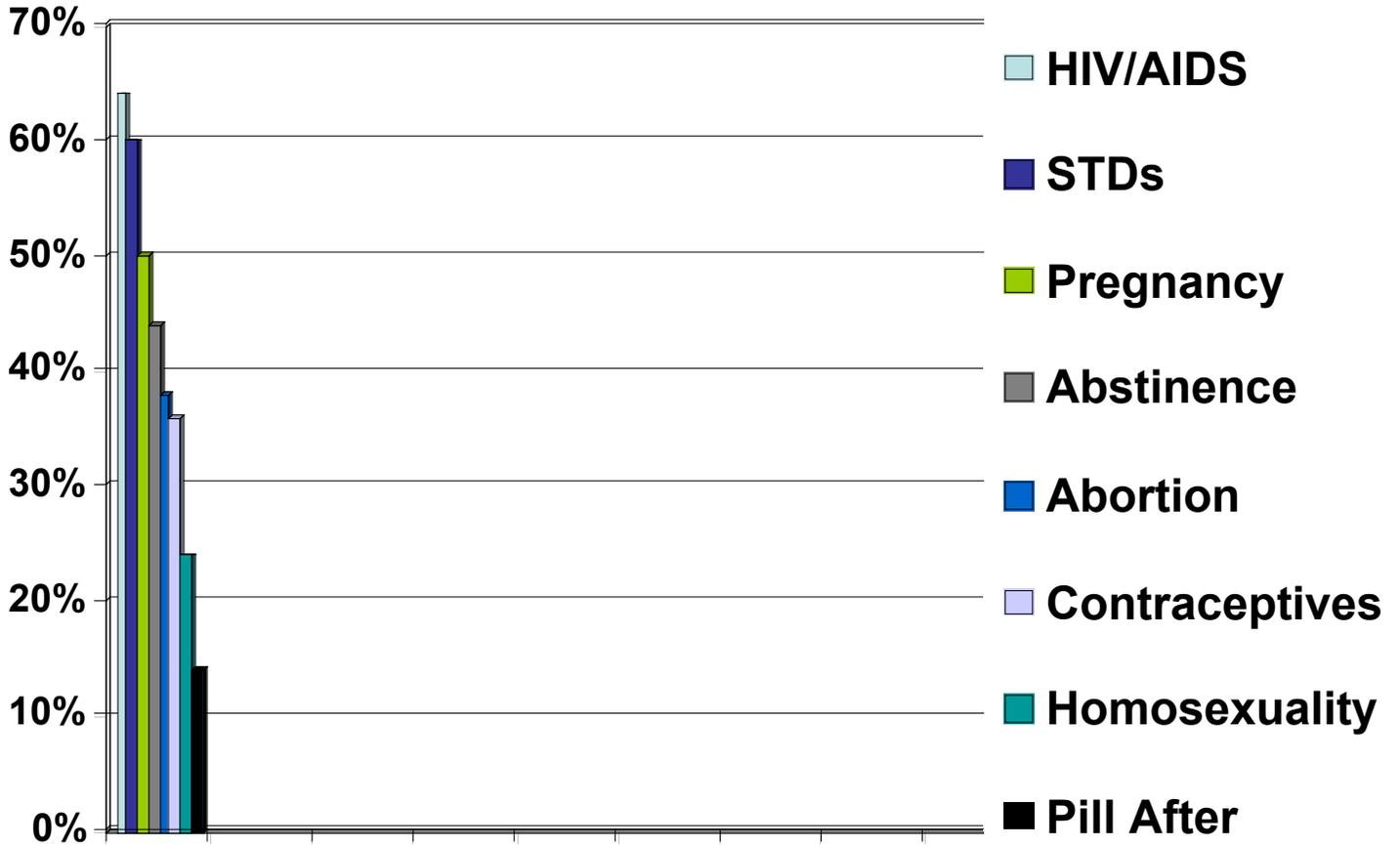
**Appendix K**  
**Survey Question 9**

**Question 9: In your opinion, should sex education be taught in schools?**



**Appendix L**  
**Survey Question 10**

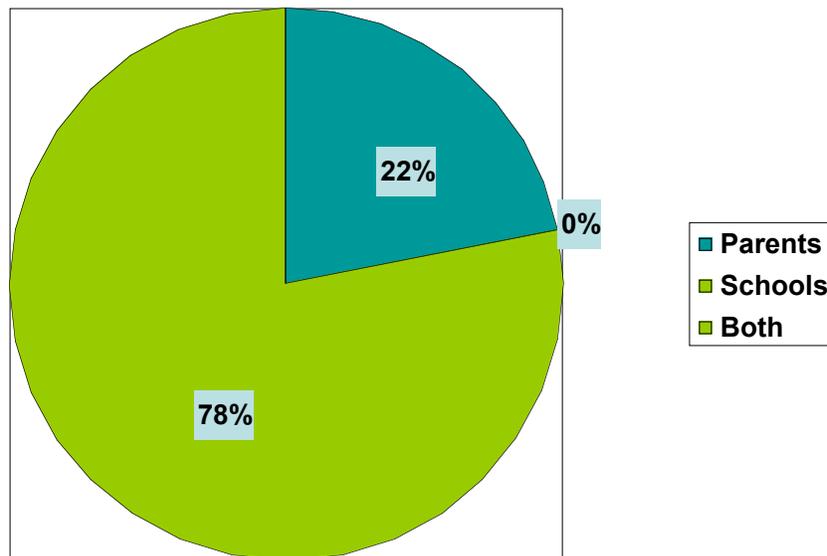
**Question 10: What should be taught in schools?**



## Appendix M

### Survey Question 11

Who should be responsible for teaching sex education?



## Appendix N

### School District Sex Education by Region

	<i>North-East</i>	<i>South</i>	<i>Midwest</i>	<i>West</i>
<b>Abstinence only</b>	20%	58%	37%	28%
<b>Abstinence / Contraceptives Effective</b>	78%	40%	50%	47%
<b>Abstinence as one option</b>	12%	2%	13%	19%

## Appendix O

**Birth rates for women aged 15-19 years.**

