

**SisterLove, Inc.**

# Comprehensive Sex Education in Georgia

*Advocacy Training Packet*

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## About this Training:

This Advocacy Training Packet was created to be used jointly with SisterLove, Inc.'s Advocacy Training presentation. The goals of the presentation are to (1) discuss the different sex education curriculums, (2) inform you about Gwinnett County Public School's sex education program, and (3) collaborate ways to stay informed and ask for change. While the presentation and this packet has information specific to Gwinnett County Public Schools, it was created so that it could be easily transferred to other public school systems throughout the state of Georgia.

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## Breakout Activity 1: Getting on the Same Page

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### Option 1: Large Groups

- Supplies
  - 4 different colored papers or candy & bag
  - Markers
  - Post-its
  - 4 Posters w/one of the following words on it: abstinence, comprehensive sex education, HIV/AIDS/STI Prevention, healthy relationships - hanging on different areas of the room
- Instructions
  1. Have participants choose a colored paper from a bag
  2. Have each group go to a poster w/markers and post-its
  3. Each individual writes on the post-it words related to the word on the poster
  4. Rotate after 5 minutes
  5. Repeat until all groups have completed writing on each of the posters
  6. Come together as a group and discuss the words on each poster

### Option 2: Smaller Groups

- Supplies
  - Poster Board: divided into four w/each block having one of the four words (abstinence, comprehensive sex education, HIV/AIDS/STI Prevention, healthy relationships) on it
  - Marker
- Instructions
  1. Come up with words related to each of the four words as a group
  2. Discuss where you've heard the terms used, what connotation each word has, what actually the words mean in the context of sex education



## Breakout Activity 2: Encouraging Healthy Relationships

### Supplies

- Video from AMAZE:  
[https://www.youtube.com/watch?time\\_continue=74&v=UB9anEZx9LU](https://www.youtube.com/watch?time_continue=74&v=UB9anEZx9LU)
- Speakers for sound
- Volunteer 1: to play an askable adult/parent
- Volunteer 2: to play a young person/child

### Instructions

1. Play the video to the whole group.
2. Have Volunteer 1 & Volunteer 2 play out a scenario where Volunteer 1 discusses with Volunteer 2 about the video.
  - a. Suggested openings and questions
    - i. What do you think about what we just watched?
    - ii. Is there anyone special in your life?
    - iii. What do you think are some healthy relationships in your life?
    - iv. What do you think are important aspects in a healthy relationship?
3. Repeat the role play changing the demographics of the young person and adult.



## “Are you an Askable Parent”<sup>1</sup>

“As a parents or caregiver, it is very important for you to be *askable*. What does that mean? How do adults become *askable*?”

To be *askable* means that young people see you as approachable and open to questions. Being *askable* about sexuality is something that most parents and caregivers want but that many find very difficult. Adults may have received little or no information about sex when they were children. Sex may not have been discussed in their childhood home, whether from fear or out of embarrassment. Or, adults may worry about:

- Not knowing the *right* words or the *right* answers;
- Being *out of it* in the eyes of their young people;
- Giving too much or too little information; or
- Giving information at the wrong time.

Being *askable* is important. Research shows that youth with the least accurate information about sexuality and sexual risk behaviors may experiment more and at earlier ages compared to youth who have more information.<sup>[1,2,3,4,5]</sup> Research also shows that, when teens are able to talk with a parent or other significant adult about sex and about protection, they are less likely to engage in early and/or unprotected sexual intercourse than are teens who haven't talked with a trusted adult.<sup>[6,7,8,9]</sup> Finally, youth often say that they want to discuss sex, relationships, and sexual health with their parents—parents are their preferred source of information on these subjects.<sup>[10,11]</sup>

Because being *askable* is so important and because so many adults have difficulty initiating discussions about sex with their children, adults may need to learn new skills and become more confident about their ability to discuss sexuality. Here are some tips from experts in the field of sex education.

### Talking with Young People about Sexuality

1. **Acquire a broad foundation of factual information from reliable sources.** Remember that sexuality is a much larger topic than sexual intercourse. It includes biology and gender, of course, but it also includes emotions, intimacy, caring, sharing, and loving, attitudes, flirtation, and sexual orientation as well as reproduction and sexual intercourse.
2. **Learn and use the correct terms for body parts and functions.** If you have difficulty saying some words without embarrassment, practice saying these words, in private and with a mirror, until you are as comfortable with them as with non-sexual words. For example, you want to be able to say "penis" as easily as you say "elbow."
3. **Think through your own feelings and values about love and sex.** Include your childhood memories, your first infatuation, your values, and how you feel about current sex-related issues, such as contraceptives, reproductive rights, and equality with regard to sex, gender, and sexual orientation. You must be aware of how you feel before you can effectively talk with youth.
4. **Talk with your child.** Listen more than you speak. Make sure you and your child have open, two-way communication—as it forms the basis for a positive relationship between you and your child. Only by listening to each other can you understand one another, especially regarding love and sexuality, for adults and youth often perceive these things differently.
5. **Don't worry about—**
  - Being "with it." Youth have that with their peers. From you, they want to know what you believe, who you are, and how you feel.

<sup>1</sup> <http://www.advocatesforyouth.org/publications/475-are-you-an-askable-parent>



- Being embarrassed. Your kids will feel embarrassed, too. That's okay, because love and many aspects of sexuality, including sexual intercourse, are highly personal. Young people understand this.
- Deciding which parent should have this talk. Any loving parent or caregiver can be an effective sex educator for his/her children.
- Missing some of the answers. It's fine to say that you don't know. Just follow up by offering to find the answer or to work with your child to find the answer. Then do so.

## Talking with Young Children

1. **Remember that if someone is old enough to ask, she/he is old enough to hear the correct answer and to learn the correct word(s).**
2. **Be sure you understand what a young child is asking.** Check back. For example, you might say, "I'm not certain that I understand exactly what you are asking. Are you asking if it's okay to do this or why people do this?" What you don't want is to launch into a long explanation that doesn't answer the child's question.
3. **Answer the question when it is asked.** It is usually better to risk embarrassing a few adults (at the supermarket, for example) than to embarrass your child or to waste a teachable moment. Besides, your child would usually prefer it if you answer right then and softly. If you cannot answer at the time, assure the child that you are glad he/she asked and set a time when you will answer fully. "I'm glad you asked that. Let's talk about it on the way home."
4. **Answer *slightly* above the level you think your child will understand,** both because you may be underestimating him/her and because it will create an opening for future questions. But, don't forget that you are talking with a young child. For example, when asked about the differences between boys and girls, don't get out a textbook and show drawings of the reproductive organs. A young child wants to know what is on the *outside*. So, simply say, "A boy has a penis, and a girl has a vulva."
5. **Remember that, even with young children, you must set limits.** You can refuse to answer personal questions. "What happens between your father and me is personal, and I don't talk about it with anyone else." Also, make sure your child understands the difference between values and standards relating to his/her question. For example, if a child asks whether it is bad to masturbate, you could say, "Masturbation is not bad; however, we never masturbate in public. It is a *private* behavior." [values *versus* standards] You should also warn your child that other adults may have different *values* about this subject while they will hold to the same *standard*; that is, they may believe it is wrong and a private behavior.

## Talking with Teens

1. **Recall how you felt when you were a teen.** Remember that adolescence is a difficult time. One moment, a teen is striving for separate identity and independence, and the next moment urgently needs an adult's support.
2. **Remember that teens want mutually respectful conversations.** Avoid dictating. Share your feelings, values, and attitudes *and* listen to and learn about theirs. Remember that you cannot dictate anyone else's feelings, attitudes, or values.
3. **Don't assume that a teen is sexually experienced or inexperienced, knowledgeable or naive.** Listen carefully to what your teen is saying and/or asking. Respond to the teen's actual or tacit question, not to your own fears or worries.
4. **Don't underestimate your teen's ability to weigh the advantages and disadvantages of various options.** Teens have values, and they are capable of making mature, responsible decisions, especially when they have all the needed facts and the opportunity to discuss options with a supportive adult. If you give your teen misinformation she/he may lose trust in you, just as



he/she will trust you if you are a consistent source of clear and accurate information. Of course, a teen's decisions may be different from ones you would make; but that goes with the territory.

Being *askable* is a lifelong component of relationships. It opens doors to closer relationships and to family connections. It's never too late to begin!

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# “Choosing the Best” (Abstinence-based education)

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## Middle School Programs

### *Choosing the Best WAY*

**Grade 6.** Nearly 1 in 10 kids reports losing virginity before age 13. Early intervention is crucial to lifelong health, and these six lessons teach sexual delay as the best way to show respect for yourself and others.



### *Choosing the Best PATH*

**Grade 7.** One in 5 Americans aged 12 and up contract genital herpes. Assertiveness training in these eight lessons engages students in learning how to say “NO” to teen sex and “YES” to healthy relationships.



### *Choosing the Best LIFE*

**Grade 8.** One-fourth of new STDs occur in boys and girls aged 15-19. Eight lessons emphasize the straight facts about health risks — and give students the emotional strength and self-discipline to commit to delay having sex.



## High School Programs

### *Choosing the Best JOURNEY*

**Grades 9-10.** The percentage of students who've had sex increases from 24 to 50 percent between 9th and 11th grade. These inspiring eight lessons motivate students to set goals, make good decisions, develop healthy relationships, and choose to delay having sex.



### *Choosing the Best SOUL MATE*

**Grades 11-12.** A majority of young people believe it is a good idea to live together before getting married. Five lessons reveal widespread myths about cohabitation and teaches the benefits of marriage, valuable relational skills needed to make marriage last, and the importance of sexual delay.





# “Family Life and Sexual Health” or “FLASH” (Comprehensive-sex education)

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## Sample Lessons

See for yourself how FLASH works.

- **Elementary (Gr. 4-6):** [Self-Esteem \(Lesson 3\)](#)

In this lesson, students learn the meaning of self-esteem through a treasure chest analogy. They solve riddles to explore key elements of self-esteem, and identify situations that can damage self-esteem as well as situations that can build self-esteem.

- **Middle School (Gr. 6-8):** [Preventing STDs \(Lesson 5\)](#)

In this lesson, students review STD transmission by doing a True/False activity. Working in pairs or triads, they use a persuasion map to develop convincing argument about preventing STDs. Then pairs/triads create STD prevention Public Service Announcements for social media and share them with the class.

- **High School (Gr. 9–12):** [Abstinence \(Lesson 9\)](#)

In this lesson, students define abstinence and learn the steps to refusing effectively. Then, in small groups, they practice using refusal skills and observe their peers modeling effective refusal skills.

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# “3Rs - Rights, Respect, and Responsibility” (Comprehensive-sex education)

## SCOPE AND SEQUENCE

Hover over each lesson title for an overview of the lesson objectives.

### Lesson Plans Sequence K-5

Grade	Sequence	Lesson Title
K	Lesson 1	Different Kinds of Families
K	Lesson 2	Understanding Our Bodies - The Basics
K	Lesson 3	My Space, Your Space
K	Supplement	Paper People
K	Supplement	Star of the Week
1	Lesson 1	Friendships
1	Lesson 2	Gender Roles
1	Lesson 3	The Circle of Life
2	Lesson 1	Understanding Our Bodies
2	Lesson 2	Bullying is Never OK!
2	Lesson 3	Cut It Out! Making Teasing & Bullying Stop
2	Lesson 4	Seeking Help
3	Lesson 1	Respect for All
3	Lesson 2	Teasing, Harassment and Bullying
3	Lesson 3	Feeling SAFE!
3	Supplement	Personal Timeline
4	Lesson 1	Making Sense of Puberty
4	Lesson 2	Figuring Out Friendships
4	Lesson 3	Your Body, Your Rights
4	Lesson 4	Taking a Stand Against Bullying
5	Lesson 1	Sexual and Reproductive Anatomy
5	Lesson 2	Puberty and Reproduction
5	Lesson 3	Learning About HIV
5	Lesson 4	What is Love Anyway?
5	Lesson 5	Being Clear with Your Friends

### Lesson Plans Sequence 6-8

Grade	Sequence	Lesson Title
6	Lesson 1	Change Is Good
6	Lesson 2	Gender Roles, Gender Expectations
6	Lesson 3	Understanding Boundaries
6	Lesson 4	Communicating about a Sensitive Topic
6	Lesson 5	More Than Friends: Understanding Romantic Relationships
6	Lesson 6	Liking and Loving: Now and When I'm Older
6	Lesson 7	Being a Sex Ed Sleuth
7	Lesson 1	Everyones' Got Body Parts - Part One
7	Lesson 2	Everyones' Got Body Parts - Part Two
7	Lesson 3	Reproduction Basics
7	Lesson 4	Great Expectations
7	Lesson 5	Protecting Your Health: Understanding and Preventing STDs
7	Lesson 6	I Am Who I Am
7	Lesson 7	Blue is for Boys, Pink is for Girls...Or Are They?
7	Lesson 8	Making SMART Choices
7	Lesson 9	Let's Talk about Sex
7	Lesson 10	Being the Change You Want to See in the World
7	Lesson 11	Being Smart, Staying Safe Online
8	Lesson 1	Creating a Safe School: Celebrating All
8	Lesson 2	The World Around Me
8	Lesson 3	Healthy or Unhealthy Relationships?
8	Lesson 4	Choose Your Words Carefully
8	Lesson 5	We Need to Talk
8	Lesson 6	Talking without Speaking: Texting in Relationships
8	Lesson 7	Warning Signs: Understanding Sexual Abuse and Assault
8	Lesson 8	Birth Control Basics
8	Lesson 9	Using Condoms Effectively
8	Lesson 10	STD Basics: Reducing Your Risks



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Lesson Plans Sequence 9-12

Grade	Sequence	Lesson Title
9	Lesson 1	They Love Me, They Love Me Not
9	Lesson 2	How Well Do I Communicate with Others?
9	Lesson 3	It Wasn't My Fault
9	Lesson 4	Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am
9	Lesson 5	Understanding Gender
9	Lesson 6	Decisions, Decisions
9	Lesson 7	Sexual Decision Making
9	Lesson 8	Planning and Protection: Avoiding or Managing STDs
9	Lesson 9	What If...?
9	Lesson 10	STD Smarts
9	Lesson 11	Creating Condom Confidence
10	Lesson 1	Rights, Respect, Responsibility
10	Lesson 2	Know Your Options
10	Lesson 3	We All Have Rights
10	Lesson 4	Let Me Tell You
10	Lesson 5	Using Technology Respectfully and Responsibly
10	Lesson 6	Our Space, Safe Space
10	Lesson 7	Trust It or Trash It? Finding Accurate Sex Ed Info
11	Lesson 1	How Do You See Me?
11	Lesson 2	My Boundaries
11	Lesson 3	Is It Abuse If...?
11	Lesson 4	Wanted: Qualified Parent
11	Lesson 5	Gender and Sexual Orientation: Understanding the Difference
12	Lesson 1	What Are My Reproductive Rights?
12	Lesson 2	My Life, My Decisions
12	Lesson 3	Sexual Rights: Who Decides?
12	Lesson 4	Getting Savvy about STD Testing
12	Lesson 5	Fantasy or Reality?



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## Georgia Law

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### § 20-2-143

(a) Each local board of education shall prescribe a course of study in sex education and AIDS prevention instruction for such grades and grade levels in the public school system as shall be determined by the State Board of Education. Such course of study shall implement either the minimum course of study provided for in subsection (b) of this Code section or its equivalent, as approved by the State Board of Education. Each local board of education shall be authorized to supplement and develop the exact approach of content areas of such minimum course of study with such specific curriculum standards as it may deem appropriate. Such standards shall include instruction relating to the handling of peer pressure, the promotion of high self-esteem, local community values, the legal consequences of parenthood, and abstinence from sexual activity as an effective method of prevention of pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome.

(b) The State Board of Education shall prescribe a minimum course of study in sex education and AIDS prevention instruction which may be included as a part of a course of study in comprehensive health education for such grades and grade levels in the public school system as shall be determined by the state board and shall establish standards for its administration. The course may include instruction concerning human biology, conception, pregnancy, birth, sexually transmitted diseases, and acquired immune deficiency syndrome. The course shall include instruction concerning the legal consequences of parenthood, including, without being limited to, the legal obligation of both parents to support a child and legal penalties or restrictions upon failure to support a child, including, without being limited to, the possible suspension or revocation of a parent's driver's license and occupational or professional licenses. A manual setting out the details of such course of study shall be prepared by or approved by the State School Superintendent in cooperation with the Department of Public Health, the State Board of Education, and such expert advisers as they may choose.

(c) The minimum course of study to be prescribed by the State Board of Education pursuant to subsection (b) of this Code section shall be ready for implementation not later than July 1, 1988. Each local board shall implement either such minimum course of study or its equivalent not later than July 1, 1989. Any local board of education which fails to comply with this subsection shall not be eligible to receive any state funding under this article until such minimum course of study or its equivalent has been implemented.

(d) Any parent or legal guardian of a child to whom the course of study set forth in this Code section is to be taught shall have the right to elect, in writing, that such child not receive such course of study.



# State Department of Education Guideline

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## **160-4-2-.12 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM PLAN.\***

### (1) DEFINITIONS.

(b) Disease prevention education – a planned program of instruction that provides information on how to prevent chronic and infectious diseases, including sexually transmitted diseases.

(d) Sex education/AIDS education – a planned program that shall include instruction relating to the handling of peer pressure, promotion of high self-esteem, local community values, and abstinence from sexual activity as an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. This instruction shall emphasize abstinence from sexual activity until marriage and fidelity in marriage as important personal goals.

### (2) REQUIREMENTS.

(a) The local board of education shall develop and implement an accurate, comprehensive health and physical education program that shall include information and concepts in the following areas.

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education
7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health careers
13. Family living
14. Motor skills
15. Physical fitness
16. Lifetime sports



17. Outdoor education

18. Fitness assessment

(b) Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education.

(c) Each school containing any grade 6-12 shall make available instruction in health and physical education.

(d) Each school containing any grade K-12 shall provide alcohol and other drug use education on an annual basis at each grade level.

(e) Each local board of education shall develop procedures to allow parents and legal guardians to exercise the option of excluding their child from sex education and AIDS prevention instructional programs.

1. Sex education and AIDS education shall be a part of a comprehensive health program.

2. Prior to the parent or legal guardian making a choice to allow his or her child or ward to take the specified unit of instruction, he or she shall be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and nonprint. Any parent or legal guardian of a child to whom a course of study in sex education is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

(f) Each local board of education shall establish a committee to review periodically sex/AIDS education instructional materials and make recommendations concerning age/grade level use. Recommendations made by the committee shall be approved by the local board of education before implementation. The committee shall be composed primarily of nonteaching parents who have children enrolled in the local public schools and who represent the diversity of the student body augmented by others such as educators, health professionals and other community representatives. The committee shall also include a male and female student currently attending the 11th or 12th grade in the public schools.

\*only relevant portions included



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# Gwinnett County Comprehensive School Health and P.E. Program Plan

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“The Board recognizes that a proactive, preventive and comprehensive health and physical education program is essential for student success. The Superintendent shall designate staff to collaborate with parents and the community to provide a health and physical education program that emphasizes direct instruction that meets state and local standards and a healthy and safe learning environment. This program shall include information and concepts in the following areas:

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
- 6. Sex education / AIDS education**
7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health concerns
13. Family living
14. Motor skills
15. Physical fitness
16. Lifetime sports
17. Outdoor education

The Board shall establish a committee to review periodically sex education/AIDS prevention instructional materials and make recommendations concerning age/grade level use. Recommendations made by the committee shall be approved by the Board before implementation. The committee shall be composed primarily of non-teaching parents who have children enrolled in local public schools and who represent the diversity of the student body augmented by others such as educators, health professionals and other community representatives. The committee shall also include a male and female student currently attending the 11th or 12th grade in local public schools. Staff shall develop procedures to allow parents and legal guardians to exercise the option of excluding their child from sex education and AIDS prevention instructional programs.”



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## Resources

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### General Information

- Sexuality Information and Education Council of the United States (SIECUS) | [Siecus.org](http://Siecus.org)
- SisterLove, Inc. | [Sisterlove.org](http://Sisterlove.org) | 404-254-4734

### To help communicate with your children

- AMAZE: [AMAZE.org](http://AMAZE.org)
- Advocates for Youth: [advocatesforyouth.org](http://advocatesforyouth.org)

### How to become involved

- Attend the Gwinnett County School Board Meetings (Meetings held monthly during school year)
- Register to Vote: [mvp.sos.ga.gov](http://mvp.sos.ga.gov)
- Stay connected with the campaign for CSE in Gwinnett County! To receive email updates and advocacy opportunities from the Campaign, sign up here: <http://bit.ly/2FsCLII>



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