COMMUNICATION MIXTAPE:

An inclusive, affirming sexuality curriculum for our communities.

WoC SHN
WOMEN of COLOR SEXUAL HEALTH

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Introduction

In 1981 Gloria E. Anzaldúa wrote an open letter to women of color. In that letter she wrote: “Write with your eyes like painters, with your ears like musicians, with your feet like dancers. You are the truthsayer with quill and torch. Write with your tongues of fire. Don’t let the pen banish you from yourself. Don’t let the ink coagulate in your pens. Don’t let the censor snuff out the spark, nor the gags muffle your voice. Put your shit on the paper.”

We put our shit on paper in New Orleans at the inaugural WOCSHN (Women of Color Sexual Health Network) Curriculum Lab® in October of 2017. We gathered at the SisterSong Let’s Talk About Sex Conference. The goal of the WOCSHN Curriculum Lab® is to create spaces for educators of color to write their labor and work in a lesson plan, reach wider communities, get published, and to sell for profit.

WOCSHN knows first hand how limited opportunities are for publishing curricula and lesson plans, especially for people of color writers who write for communities of color. We are often shut out and rarely welcomed into such spaces. Some people and organizations have created a monopoly on the sexuality education curricula development and we are here to remind them they do not have one, especially when it comes to the education of communities of color! For three hours we shared space, ideas, and challenges as we agreed to write a communications curriculum on a variety of topics for middle school aged to adult participants. For the month that followed trainer and WOCSHN foundress Bianca I Laureano, the editor of the curricula, worked with individual writers to edit and support the writers as they each completed their lesson plans.

Our process was simple yet impactful: Train educators and facilitators on some basics of writing learning objectives and outcomes, updates on the legal issues of copyright, writing, discussing pricing, and naming the curriculum. In three hours we had solid drafts of lesson plans for 50-minute classes!

We are sexuality educators, counselors, workers, with all levels of expertise and years in the field. Collectively, the writers of this curriculum have over 100 years of experience in the US sexuality field. In the past, we have used evidence based curricula, complementary curricula, and created our own activities to ensure our work is effective for the youth it was expected to reach. Oftentimes the evidence based curricula are exclusive, anti-Black, imperialist, color-free, inaccessible, ableist, elitist, uphold a gender binary, and the list goes on! Yet, we are expected to use these curricula to educate our communities. We know better. And so we do and are better. This
curriculum attempts to bridge the research-to-practice gap that exists in evidence-based interventions by incorporating evidence-informed practice (Nevo & Slonim-Nevo, 2011; Flowers, 2016).

Found in this curriculum are eight lesson plans written by sexuality educators, workers, or counselors of color. Each lesson plan was originally created for 50-minute sessions; however each lesson plan is thoughtful and engaging enough to cover sessions that can exceed two hours. We allow the facilitator to make the decision of how to use the activities and give suggestions of when to wrap up a lesson plan and continue at another part.

Our theme was communication because we believe this is just one way to start these conversations. These are the conversations that can save our lives! Knowing the rates of suicide and death in our communities, we chose to be unapologetic in creating liberatory lesson plans that center the Black, Brown, and Indigenous bodies of the people we are connected to and with whom we collaborate.

Anzaldúa reminds us “[t]he act of writing is the act of making soul, alchemy,” in these lesson plans you will find pieces of our collective and individual brilliance; our alchemy. This same brilliance has been denied, pushed out, shut down, blocked, and attempted to silence because they are attached to our Brown, Black, Indigenous, fat, disabled, trans, spiritual, working class, queer, immigrant bodies. So we are forging our own way! Get ready or get out of the way! We are already here and we are building our own archive for each other!

The WOCSHN Curriculum Lab© was proposed to several large US-based sexuality conferences that have a long history in the field. None of them wanted to engage this project. One major conference who has supported us in the past completely ignored communication about this project. Two years later, Foundress Bianca I. Laureano, an award-winning sexuality educator, sexologist, and curriculum writer, created and implemented the first full WOCSHN Curriculum Lab©. SisterSong was the first organization hosting a conference that allowed us this space. Next is the Association of Black Sexologists and Clinicians (ABSC). Do you see the pattern?

We show up for each other and this curriculum is proof! We may not be famous, but we have notoriety.

If you wish to host your own WOCSHN Curriculum Lab© contact us at wocshn@gmail.org. If you wish to host your own Curriculum Lab facilitated by Bianca I Laureano contact her directly at Bianca.Laureano@mac.com for availability and rates.
Dedication

- To ourselves, our families, our ancestors, our future:
- To the future sex educators, workers, and counselors of color:
- To youth of color:

We have always been here and never left or forgot about you. Together we found a way to get you what we all need. It took longer than any of us expected. We are all here now. This archive we leave for you as evidence of our love.

Peace,

Abeni, Ashleigh, Bianca, Elicia, Lacette, Mariotta & Sara
About WoC SHN
WOMEN of COLOR SEXUAL HEALTH

MISSION
The Women of Color Sexual Health Network (WOCSHN) creates opportunities for inclusion and retention of women and gender expansive people of color in the field of sexuality, sexual science, and sexology, and challenges the white supremacy the field was built upon.

VISION
WOCSHN is a collective membership organization with a focus on the sexual and reproductive needs of women and gender expansive people of color. We charge our colleagues and ourselves to respect our existence, our expertise, and our legacy in the field.

GOALS
• Provide spaces where voices of people of color are centered
• Mentor emerging sex professionals and public intellectuals
• Provide access to resources (publishing, presentations, public speaking)
• Extend partnerships, collaborations, and networks to reach more inclusive communities
• WOCSHN Foundresses and Executive Board provide technical assistance, evaluation, and critical commentary

CITATION & ATTRIBUTION
Each person who has written a lesson plan in this curriculum has earned the opportunity to be first author. We are purposefully disrupting the expectation that comes with citation and attribution.

We believe in a space and practice where people of color are cited for the work and labor we do. Join us as we push for just attribution and citation by selecting one of the following citations below or suggested citations at the end of each lesson plan.

On the next page are examples in APA, MLA, and Chicago formats for suggested citations for this curriculum.

APA
Please follow the suggested citation below for APA citation of the curriculum and lesson plans.
All Contributors

Editor

One Contributor

MLA
Please follow the suggested citation below for MLA citation of the curriculum and lesson plans.

All contributors
Last name, first name; first name, last name (continue for all authors or choose et al as a last resort!). Title. Publisher. Date.


Editor

One Contributor

CHICAGO
Please follow the suggested citation below for Chicago citation of the curriculum and lesson plans.

All Contributors
First Name and Last Name (list each full name), Communication MixTape: Speak On It Vol 1. (New Orleans, LA: Women of Color Sexual Health Network, 2017), page numbers.

Editor

**One Contributor**

Biographies of Authors

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Mariotta is a foundress of WOCSHN and a 3rd generation social justice agitator. She’s a sexologist, AASECT certified sexuality educator, and has presented across the US. With over 20 years of collaboration and lifting a culturally specific sexual health education, equity and justice, Mariotta is committed to communities of color and their optimal sexuality and sexual health outcomes. Contact her at sexualscholar@gmail.com.

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Abeni Jones is a Black trans communications professional, educator, workshop facilitator, artist, designer, poet, and writer in New Orleans, LA by way of California. Abeni co-authored two lesson plans, wrote one, and designed this curriculum. Find more about Abeni at her website abenijones.net.
BIANCA I. LAUREANO, MA, CSE

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ASHLEIGH SHACKELFORD

Ashleigh is a Black fat femme storyteller, multidisciplinary artist, and cultural producer based in Atlanta, Georgia. She is the founder and creator of Free Figure Revolution, focusing on anti-Black body violence, and The Fat Census to radicalize research and provide tangible data to name the violence fat people experience. Find out more information at AshleighShackelford.com.
Community Agreements

Community Agreements are the behaviors that the group agrees to follow as you engage with one another. These help guide your conversations, create boundaries for participants and facilitator, and allow for accountability and responsibility in a collective way. Many people come prepared with a few essential agreements they desire for the space and allow the group to guide the conversation.

Writer Elicia Gonzales shared this script for facilitating the creation of Community Agreements: “We know that sexuality is sometimes a topic that we don’t get to spend enough time exploring together as a group. So it might make some people feel nervous or embarrassed - and that sometimes can come out through laughter, comments, or silence.

“To make sure that this space is good for conversation and learning, let’s make some Community Agreements together.” On a piece of newsprint write “Community Agreements.”

Ask participants, “Who has an agreement to add? (repeat this until you have a list - if these are not added, be sure the list includes: It’s Ok to Pass, Don’t Yuck My Yum, Be Respectful, Confidentiality, One Mic, WAIT/WANT - why am I talking, why am I not talking).

Finish by saying, “Everyone can re-visit these agreements at any time if they feel like someone in the room isn’t honoring one of them.”
Media Literacy

Media Literacy has existed for decades. With Net Neutrality being a core area of focus for all of us for at least a decade, we encourage all educators to incorporate a conversation and the core questions of being a media literate consumer. With this foundation, conversations, rage, and action for the dissolution of Net Neutrality can be established.

There are many online resources that can support and provide guidance on how to introduce Media Literacy to groups of various ages and abilities. Media Literacy allows us to be more conscious consumers of the media we are exposed to on a regular basis. There are five core questions that Media Literacy asks as part of this understanding:

1. Who created this?
2. What creative techniques are used to get my attention?
3. How might different people with different perspectives / experiences interpret this media differently than me?
4. What lifestyles, values, and points of view are presented?
5. What is omitted and why?

Visit the Center for Media Literacy http://www.medialit.org for more information and suggestions on lesson plans and activities.
Accessibility

This curriculum was written in 11 and 12 point font. It is provided as a PDF so that people can view the writing through a PDF reader program and amplify the font. An 8th grade reading level was the goal for the level of each lesson plan and handout. We worked hard to push each other to imagine different ways of discussing concepts and avoid using ableist language and classroom facilitation strategies.

This is a lifelong process of learning and unlearning that WOC SHN welcomes. Some of these commitments to unlearning ableism in curriculum writing included reimagining the use of terminology and replacing concepts such as “brainstorm” or “ideas cluster” which assumes our brains work in the same way and we receive and process information similarly.

There are some kinesthetic activities which we choose to include and share phrases such as “if it is comfortable for the group ask them to raise their hands if.../ take a deep breath” to allow for the facilitator to assess their group needs and make the best decision or if there is another option to include all participants. This is an example of accountability and responsibility we offer to facilitators in understanding who their participants are and to challenge each of us to be more inclusive.

One of the areas where some facilitators may struggle with making more accessible their lesson plan facilitation is if they choose media that is not subtitled. Media literacy is possible for many of us. We ask you consider using a variety of media for discussing Media Literacy. If you are watching a clip, watch it without the sound, or have students first listen to the media with sound and their eyes closed. Then have them watch it with the sound and discuss what they heard and saw differently from what they imagined. These are also Media Literacy skills and allow a more inclusive discussion of Media Literacy for all bodies.

We also use gender neutral language in the lesson plans and when discussing bodies we do so in a way that acknowledges a binary has been created, sex has been assigned at birth, and that people have bodies and none of those bodies are wrong. You will read terms such as “for people who have a vulva...” versus using gendered terminology for body parts. We also do not assume that participants are heterosexual, living HIV negative, speak English as a first language, or that the facilitator is the person in the room with the most knowledge. We ask that you do the same as you implement these lesson plans.
This curriculum is not perfect. There are many ways we did not do enough to make this more accessible to more communities. We welcome suggestions on how to make future curricula more accessible. Please share your suggestions and ideas with editor Bianca I Laureano at Bianca.Laureano@mac.com.
Educators of color have been creating lesson plans and curricula that have always already been rooted in social emotional learning (SEL) competencies. For generations we have known that empathy, compassion, self-awareness, and collaboration are central to our communities survival and knowledge production.

CASEL established five core competencies in the mid-90s and it is these we have implemented in this curriculum. Find out more at the CASEL website, www.CASEL.org and read about the five core competencies the lesson plans may include.

**Self-awareness:** The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

**Self-management:** The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

**Social awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

**Responsible decision-making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
LESSON PLANS
Types of Propaganda

**Writer:** Bianca I. Laureano, MA, CSE

**NOTE TO EDUCATORS:**
This lesson plan is created to begin a discussion on media and propaganda. There may be additional forms of propaganda you may wish to include that are not included. Be sure to be comfortable with an unbiased approach to presenting these topics to allow participants to come to their own understandings of bias during the lesson.

**LEARNING OBJECTIVE:**
In this lesson, participants will discuss and examine various forms of propaganda.

**LEARNING OUTCOMES:**
By the end of the lesson participants will be able to:

- Identify what form of propaganda is being used in a print advertisement
- Discuss the different types of propaganda

**SOCIAL EMOTIONAL LEARNING COMPETENCIES (CASEL):**

**Self-awareness:** The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

**Self-management:** The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

**Social awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

**Responsible decision-making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
MATERIALS:

- Magazines for participants to cut up
- Poster board or newsprint for participants to display work
- Newsprint
- Markers

PREPARATION:

- Review the Glossary terms and be comfortable facilitating a discussion around the terms and definitions.
- Gather a diverse and varied stack of magazines to share with participants. This is important as they need to have different options to choose from for their assignment.

Activity 1: Introduce topic (5 min)

Write on the board “What forms of media do you consume?” Encourage participants to think of social media as media and to go beyond books and films to music, billboards, advertisements on radio and in print media, news sources, etc. If you wish to have a longer session with participants, take time to explore “media” and what participants believe is included in that term and how they are consuming those forms. This can relate back to the Media Literacy questions in the Introduction.

Activity 2: Introduce Propaganda (10-15 min)

After a discussion of media, write on newsprint, or the board “propaganda.” Invite participants to share some of their definitions and examples of propaganda. Be ready for negative terms and explanations, and for some participants to be silent or not know what to share. Move from participants sharing by examining the term “Propaganda” on the board and ask participants what other words look like or remind them of “propaganda.” You may hear examples of “props,” “agenda,” and “pro.” Affirm participant responses and remind participants that sometimes when there are words we don’t know we can spend time looking at it and thinking of other similar words to help define the term.

Define propaganda as a type of media and form of communication; the information shared may be biased or created to influence the consumer. Note that the definition isn’t always negative and propaganda can be viewed and used for “good.” Examples of “good” propaganda could be advertisements encouraging people to enroll in the Affordable Care Act so they can have health insurance, reminders to vote (but not for a particular candidate), and televised fundraisers or concerts for charity.
Activity 3: Types of Propaganda (15-30 min)

To introduce the different types of propaganda write each term on a separate sheet of newsprint. It is important that participants are able to see what you write and can compare and contrast in their own time the ways you are discussing the terms “testimony,” “transfer,” “name-calling,” and “glittering.” Begin by distributing sticky notes to participants and inviting them to write at least one item per term on the sticky note. They are then instructed to put their sticky note on the newsprint with the term.

After all four terms have sticky notes on them, start with the ideas that came about for Testimony. After reviewing all of the ideas on the sticky notes introduce the definition of Testimony and an example like the one below.

Invite participants to offer their own examples to demonstrate they are clear about this term. Do the same with the other three terms following the definitions and examples below. Invite participants to offer more examples as you move along. This section may take the remainder of the session time.

Testimony: Uses a person we like or respect to use the product and sell it based on their endorsement

Example: Singer Rhianna uses her own line of makeup called Fenty; Model Amber Rose wears her own design for Reebok sneaker; Oprah and weight watchers

Transfer: Uses a person we like or respect to sell a product. They do not have to have used it like in testimony, but we transfer their reputation onto the product.

Example: Athletes selling pain relief muscle treatments; a celebrity driving the car they are advertising (note it is only transfer if we see the car but only hear the celebrity’s voice and do not see them using the vehicle)

Name-Calling: Using language in a particular way to isolate or identify others in a negative or positive way.

Example: Political ads may call opponents “liars”

Glittering: Using words and images to spark an emotional response

Example: the SPCA ad with Sara McLaughlin singing, advertisements that use the safety or protection of children and elders.

Activity 4: Magazine Propaganda (15-30 min)

If the definitions and examples of Propaganda took the remainder of the last session, remind participants of the terms and the discussion
by putting the newsprint on display for all to see and be reminded. Do a brief overview of the four terms and share that participants will be doing a more creative project this time to demonstrate their understanding of the four different forms.

Break participants into groups of four. Assign one type of propaganda to each participant in the group so that all four types are included. Assign magazines to participants. Instruct participants to find an ad that is an example of the type of propaganda they were assigned.

Have participants ready to present their examples to the larger group. Participants are encouraged to speak to each other for support to discuss the examples they are seeking. If participants struggle with finding an example, encourage them to create their own example using the magazines. They too may be media makers in this activity.

The goal is to have participants demonstrate they understand their assigned example of propaganda. Invite the groups to present to the larger group and take any comments or suggestions from the group. If there are duplicates among the different forms of propaganda facilitate a conversation to help distinguish what forms are being used. It is possible for media to use more than one form of propaganda.

Another way to do this activity is to assign participants to do this individually and provide examples of all four forms of propaganda discussed and present to the larger group.

**Activity 5: Reflective Writing Prompt (5 min)**

To wrap up this session, invite participants to think about which form of propaganda has been most effective for them and write about why. Remind participants that the ways media attempt to get their attention may very well be to in line with different types of propaganda.

**Glossary**

**Propaganda**: a type of media and form of communication; the information shared may be biased or created to influence the consumer.

**Testimony**: uses a person we like or respect to use the product and sell it based on their endorsement.

**Transfer**: uses a person we like or respect to sell a product. They do not have to have used it like in testimony, but we transfer their reputation onto the product.

**Glittering**: using words and images to spark an emotional response.

**Name-Calling**: Using language in a particular way to isolate or identify others in a negative or positive way.

**Suggested APA Citation**