

HOW

Welcome PUT ON A SOCK Chlamydia garino female condons Diaphragm Hep. B Cervical Cap Shield Herpes warts

an interactive sex ed tour of the United States



HIGHEST RATES OF TEEN PREGNANCY

in the industrialized world

HIGHEST RATES OF STI CONTRACTION

in the industrialized world

AND YOU UNDERSTAND WHY

when you look at the laws, and the lessons

EVERYONE HAS A SEX ED STORY

and the United States' story is worse than most

CONTEXT

The recent extreme attacks on teaching in schools live in the lineage of decades of sexuality education restrictions



middle school were inadequate at best.

"They separated men and women in two different rooms," she told NBC News. "If we discussed with someone from the opposite sex what we saw, we would be suspended. I thought, 'What could they possibly be showing the boys that I couldn't know about?'"

Arizona bill seeks further restrictions on sex ed in schools By Howard Fischer Capitol Media Services Feb 18, 2021 Full Frontal With Samantha Bee HOW "NO PROMO HOMO" LAWS TARGET SEX ED IN ARIZONA 6 MIN School sex education programs may be great for learning how to use protection during banana intercourse, but in states like Arizona, they're severely lacking when it comes to important topics like gender identity and sexual orientation. ORIGINALIY AIRED: JUNE 9, 2021

'Don't Say Gay' bill: Florida Senate passes controversial LGBTQ school measure

Republican Gov. Ron DeSantis has signaled he would sign the bill, which would ban "classroom discussion about sexual orientation or gender identity" in primary schools.

Georgia legislators introduce a Florida-style 'Don't Say Gay' bill

Georgia is one of at least five states where legislation has been introduced to limit classroom discussions about gender identity and sexual orientation this year.

Forbes

Mar 13, 2022, 03:27pm EDT | 3,547 views

More States Are Considering Laws Modeled On Florida's "Don't Say Gay" Law.

FiveThirtyEight

Politics Sports Science Podcasts Video

JUL. 12, 2021, AT 6:00 AM

First It Was Sex Ed. Now It's Critical Race Theory.

The GOP has long made school curricula part of the culture wars.

Republican attacks on cultural issues within America's public schools follow a familiar pattern. First, they're usually in response to a vague idea of what *might* happen — that is, teaching sexual health *might* lead to more schoolaged teenagers having sex (although there's actually been a decline in the percentage of American high schoolers having sex since the early 1990s). Second, when there is a debate over teaching often taboo, complex social issues, like racism, evolution and sex, elected school board members can exert an outsized amount of control. Considering school board members are more likely to be white and are often partisan, Republicans' political agenda can get a disproportionate amount of weight in school board decisions. And if the contemporary Republican Party has taught us anything as of late, it's that "anti-wokeness" is political catnip for its base, so it's unlikely that this crusade goes away any time soon.

HOW TO PUT ON A SOCK takes the audience on a cross-country tour of U.S. 9th grade sex ed laws and lessons.

Jumping state to state and featuring actual, in-use sex ed curricula from the California liberal to the Christian conservative, HOW TO PUT ON A SOCK exposes the highs, lows, and in-betweens of what teens — and us all — are and are not taught about sex today.

Leading the way is sex ed teacher MX. M and two 9th grade students, V and MEHL.



MX. M

The teacher everyone loves, who's been tapped to teach sex ed because it's the subject every other teacher hates.

The lesson plans are dictated by the school board; Mx. M does the best they can with the material they've been given.

THE STUDENTS

V and MEHL

9th graders chosen by Mx. M to assist with the lessons. They're learning sex ed and helping with it, at the same time.

They're into each other in a young (read: confusing) way. So these lessons could be really useful to them. Or not.

As we crisscross the country, experiencing curricula from different states





three performers rotate through all three rolls capturing a spectrum of gender, sexuality, and power











Production Photo from HOW TO PUT ON A SOCK, 2017

SEX ED CURRICULA ARE EXTREMELY **PARTICIPATORY**

and HOW TO PUT ON A SOCK embraces that participation, getting the audience to engage through real sex ed activities featuring index cards (see left), post-it notes, paper people, dice games, and even Family Feud.

AND THE AUDIENCE GETS ANOTHER WAY IN, TOO

Throughout HOW TO PUT ON A SOCK, the audience is invited to text in anonymous questions and answers around a range of sex and sex ed topics. Content is aggregated and shared in real-time, creating an immediate snapshot of our individual and collective stories



Do you know a teen who has contracted an STI?

Do you know a teen who has had an unwanted pregnancy?

Highlighting the continuing consequences of the sex ed lessons we were taught

What is your definition of consent?

Who experiences the negative consequences of sex most?

and what we all still need to learn

Are you happy with your current relationship status?

Do you feel comfortable talking about sex here?





DEVELOPMENT HISTORY



HOW TO PUT ON A SOCK was first developed and produced at Carnegie Mellon University through its MFA Directing program, was further developed through a creative residency at Town Stages, and is currently being developed through a Beatrice Terry Residency at The Drama League.

It's received support from the GuSH Research Fund and was featured in the 2019 Prague Quadrennial.









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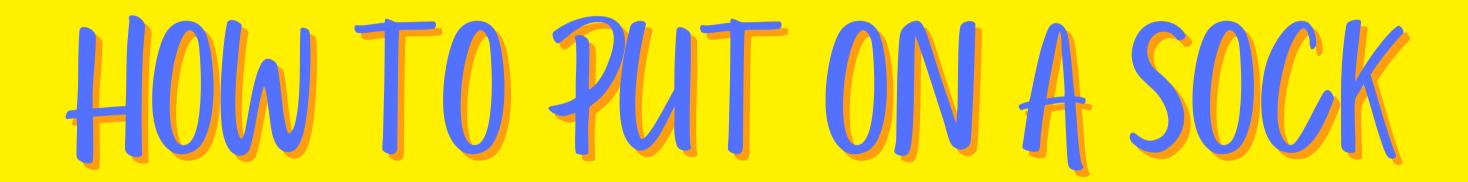
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RACHEL GITA KARP

writes and directs performances about U.S. politics and public policy.

Rachel has developed and directed new performances through The Drama League, Clubbed Thumb, New Georges, Mabou Mines, Ars Nova, Brooklyn Arts Council, Irondale, the Center for Artistic Activism, the Pennsylvania Center for Women and Politics, Actors Theatre of Louisville, LaGuardia Performing Arts Center, The Wild Project, The Brick, The Flea, IRT, Dixon Place, Philly Fringe, PlayPenn, Incubator Arts Project, Women Center Stage, SPACE on Ryder Farm, Barn Arts, Orchard Project, the Powerhouse and Samuel French Festivals, University of North Carolina-Chapel Hill's Process Series, Chatham University, Columbia University's graduate and undergraduate schools, and Carnegie Mellon University's School of Drama.

She received her BA from Columbia and her MFA from Carnegie Mellon. At Carnegie Mellon she was a John Wells Directing Fellow, which supported her academics, and a Milton and Cynthia Friedman Fellow, which supported her work in policy research in Washington, D.C. Rachel works as the Director of the Center for Artistic Activism's Unstoppable Voters program, infusing pro-voting and reproductive justice work around the country with innovation and creativity.



(THE SOCK IS A CONDOM)