

CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool¹ was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)² curricula and materials. For more information, visit www.stopcse.org.

Analysis of *Auntie Stella (Zimbabwe)* Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 13 OUT OF 15

Auntie Stella contains 13 out of 15 of the harmful elements typically found in CSE curricula or materials. The presence of **even one of these elements indicates that the analyzed materials are inappropriate for children**. Having several of these elements should disqualify such materials for use with children.

Program Description: “*Auntie Stella: Teenagers talk about sex, life and relationships ...* is an interactive toolkit targeted at young people in east and southern Africa aged 12-19 years, both in and out of school. The pack uses a series of 42 letters, each written in the style of a missive to a newspaper agony aunt, covering topics such as physical and emotional changes in adolescence, relationships with parents, peers and members of the opposite sex, social and economic pressures to have sex, gender roles, unwanted pregnancy, STIs, HIV and AIDS.” (Cover page)

Target Age Group: Ages 12-19

International Connections: HIVOS, John Snow International (Europe), UK Department for International Development (DFID), SAIH (Norway) and SIDA (Sweden)

For the complete text of *Auntie Stella* see:

https://drive.google.com/file/d/1FNJ07wJ2DqzF7g0Z3JZfDz1lKrTI29RF/view?usp=drive_link

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
1. SEXUALIZES CHILDREN <i>Normalizes child sex or desensitizes children to sexual things. May give examples of children having sex or imply many of their peers are sexually active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.</i>	“The <i>Auntie Stella</i> pack aims to: create a relaxed atmosphere where youth freely discuss issues related to their bodies, feelings, relationships, sexual health and behaviour .” (Facilitator’s Guide, p. 6) “Drama and stories: These can be prepared by each group and then presented for the bigger group – you give the topic or situation (for example, teenage pregnancy or whether to go for an HIV test) but no details. Follow both drama and stories with discussion. Leave time for everyone to do their presentation – use two sessions if necessary but also set a time limit.” (Facilitator’s Guide, p. 24) “Many people are uncomfortable discussing sexuality but we really need to try.

¹ The CSE Harmful Elements Analysis Tool was created by Family Watch International. Family Watch is not responsible for the way in which the tool is used by individuals who do independent analyses of CSE materials. Visit www.stopcse.org for a blank template or to see analyses of various CSE materials.

² CSE programs are often labeled as comprehensive sex education, sexual education, sexuality education, anti-bullying programs, sexual and reproductive health education, Welcoming Schools programs, and even family life, life skills or abstinence plus education programs, etc. Regardless of the label, if program materials contain one or more of the 15 harmful elements identified in this analysis tools, such materials should be categorized as CSE and should be removed from use in schools.

It seems difficult at first but gets easier each time.” (Facilitator’s Guide, p. 26)

“I am a 15-year-old boy and I lodge in the town close to my school. My parents work in a mine about 40 kms away. Sometimes my parents are late in sending me money to pay the rent and then **the landlord's wife comes into my room asking me for sex**. I am scared that if I say no she will throw me out and I won't have anywhere to stay. So far I’ve always managed to make excuses to get her out of my room before she gets too ‘hot’ but things are getting worse. I can't tell anyone about this and I don't know what to do. If the landlord finds her in my room I am sure he will blame me.” (Q&A Cards PDF, p. 40)

“Dear Auntie Stella, I am a guy about to turn 14 and there is a problem which is really bothering me. It’s my penis which is too small. I am worried because it is not growing like others I have seen and that this will affect my life when I have sex later. Please tell me, Auntie, **what is the correct size penis for a 14-year-old boy** because this is making me miserable. Peter” (Q&A Cards PDF, p. 4)

“Talking Points:

- ...**Why do boys have different size penises?** What does it depend on:
 - their age?
 - their physical build (if they’re heavy or light, solid or skinny)?
 - the penis size of their father or brothers?
 - whether they have had sex or not?
 - other causes?
- Is there a ‘correct’ size for a 14-year-old boy like Peter?
- Do you think the size of a man’s penis affects how he can **satisfy his partner when they have sex?** What else is important?” (Q&A Cards PDF, p. 5)

“After one of these lessons the teacher asked me to stay behind to help clear up the charts. As soon as my friends had gone **he began to touch my private parts and tell me that he loved me**. I was too embarrassed and scared to tell him to stop.” (Q&A Cards PDF, p. 16)

“Dear Auntie Stella, I feel really terrible and have nobody to talk to. When I was younger my uncle always hugged us children nicely and gave us presents. But last year, when I was twelve, **he sometimes followed me into the bush when I was fetching water, and touched my breasts and under my skirt**. I was frightened but he said it must be our secret or we would both get into trouble. Then this weekend he came for a funeral and everyone was drinking beer. In the night, when I came back from the toilet, he was waiting. **He grabbed me, pushed me down and had sex in me**. It was so painful but he hit me when I cried. Afterwards he said it was my fault because I was wearing a bra and that made him need sex.” (Q&A Cards PDF, p. 32)

“Dear Auntie Stella, I am a girl aged 16 and I was going out with my boyfriend for four months. **He always wanted to have sex and I said no**. But then one time it happened. I didn’t even enjoy it. That was two months ago and I haven’t seen

my period since then. We only had sex once, without a condom, but my friends say I can't get pregnant from this. Is that true? I also heard some girls **talking about a 'morning after' pill** that can stop pregnancy if you have sex by mistake or are forced. Is it too late for me to take it? I don't want to do anything dangerous." (Q&A Cards PDF, p. 54)

"QUIZ: Pregnancy – Which of these statements are true, and which are false? (Check the answers at the bottom of the page.)

1. A girl can't get pregnant **the first time she has sex**.
2. You don't get pregnant if you have sex standing up.
3. You can't get pregnant **if the man pulls out before he comes** (ejaculates).
4. You can't get pregnant if you wash or wee (pass urine) straight after sex.
5. The girl can't get pregnant if she hasn't started her periods.
6. You can't get pregnant if the boy is under 15." (Q&A Cards PDF, p. 55)

"My good friend, Loveness, who is 16, was in my class until last month. Last term, our maths teacher offered her extra lessons because she wasn't doing well. But after a few lessons **he proposed love to her. She couldn't say no** – he was her teacher and she was afraid he'd blame her. She fell pregnant and was expelled from school. But the teacher hasn't been punished at all." (Q&A Cards PDF, p. 58)

"Dear Auntie Stella, I got married two years ago when I was 19 and my husband was 22. We were madly in love and now we have a beautiful baby... Then I found out he had been visiting a woman just two streets away and at last Thulani **admitted he had a girlfriend**. He said he would break up with her because he only really loves me. But when I said I **wouldn't have sex with him until he went for HIV testing**, he refused." (Q&A Cards PDF, p. 60)

"Why do men and women **look for sex outside their marriages**? Make a list of reasons and think of solutions for each one." (Q&A Cards PDF, p. 61)

"Have a debate on one of the following topics:

- A girl should **sleep with her boyfriend if he buys her things**.
- 'Love without sex is like a garden without flowers.' Do you agree?
- It is not okay to have sex before marriage." (Q&A Cards PDF, p. 109)

"Do some research and find out the **laws about sex workers** and also about their customers in your country and others. What protection and rights do sex workers have in different countries? What do you think should happen?" (Q&A Cards PDF, p. 119)

"In pairs or with your small groups, **make up a song to show your ideas about sugar daddies**. Arrange a time to sing it to the whole group." (Q&A Cards PDF, p. 157)

"Ask **two members of your group to act out** the conversation between Zandile

and her boyfriend. Zandile says that she loves him but doesn't want to have sex. Her boyfriend **tries to convince her she should have sex with him**. At the end of the roleplay, ask the actors what it felt like to be in their situation. Did they resolve their differences? If not, ask them to go back into their roles and try to find a solution." (Q&A Cards PDF, p. 3)

"Zandile's boyfriend says he'll go blind if he has to stop half-way. What does he mean by 'half-way'? What other things do boys say will happen if they:

- a. **Get sexually excited from touching and kissing** and then stop before having sex and
- b. Don't have sex?

Which of these things are true? Do people say similar things about girls?" (Q&A Cards PDF, p. 3)

"I am a 16-year-old boy in Form 3 at a boarding school. My problem is this: I know many girls but I would like a proper girlfriend **so we can enjoy love together**. All my friends **boast when they speak about having sex** and I would also like to be doing this." (Q&A Cards PDF, p. 12)

"Work in pairs. One of you is Similo, one is a **man who wants to pay her to have sex with him**. (Maybe she wants him to use a condom, but he disagrees.)

- a. Have a conversation.
- b. Afterwards, tell the group what was said in your conversation.
- c. Also say how you felt when you were acting this out.
- d. Finally, discuss anything you learnt from doing this." (Q&A Cards PDF, p. 35)

"Dear Auntie Stella, I am a girl of 16 years. I dropped out of school because I want to be a model. My boyfriend is a businessman and also owns a big farm. I met him three months ago when I was at his store and he proposed love to me. My friends told me to agree because he had the three Cs: cash, car and cellphone. They said sugar daddies give you clothes and proper food like chicken. At first **he gave me presents** and said he would help me become a model. He even gave my brother a job on his farm. We went in his car and even stayed at hotels. **But now he only wants to have sex and go**. He shouts if I ask for anything and calls me a prostitute. Last week I asked him to use a condom because it was safer but he got angry and hurt me when we had sex. He says if I want presents **I must give him sex without wrappers**." (Q&A Cards PDF, p. 72)

"In pairs, draw a picture of a sugar daddy and his girlfriend. If you like, add labels to give more details. Explain your pictures to the whole group. Why do older men like to have young girlfriends like Nyarai? **Why do some teenage girls like to have sugar daddies?** Are some reasons good and others bad?" (Q&A Cards PDF, p. 73)

"I have a steady boyfriend called Michael. He is my age and my family knows and really likes him. **We started having sex about a year ago**. A few months ago the shop manager, Amon, began to take an interest in me. He's about 15 years older than me but very nice and often gives me money or presents from the shop. I

	<p>have grown to like him and we are now having sex. He knows about my boyfriend but says he doesn't mind as long as I give him his fair share of attention and love." (Q&A Cards PDF, p. 84)</p> <p>"List the reasons why young women may have more than one sexual relationship at the same time. Then list the reasons why young men do this." (Q&A Cards PDF, p. 85)</p> <p>"As I reached my teens I became attracted to girls and turned a deaf ear to what my father said. I started to propose love to girls and had sex with one of them. Now this girl has told me she is pregnant and says she will be coming to stay with me as my wife." (Q&A Cards PDF, p. 20)</p> <p>"Write your own motto – about sex, life and relationships. Whose is the coolest?" (Q&A Cards PDF, p. 25)</p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get "consent" from other children to engage in sexual acts with them.</i></p> <p><i>Note: "Consent" is often taught under the banner of sexual abuse prevention. While this may be appropriate for adults, children of minor age should never be encouraged to "consent" to sex.</i></p>	<p>"Participants act out a given situation, as themselves or as somebody else, for example, a girl trying to get her boyfriend to use a condom, or a boy pressuring his girlfriend to have sex. The focus is what happens in the conversation and how it relates to real life, not how well people act." (Facilitator's Guide, p. 23)</p>
<p>3. PROMOTES ANAL AND ORAL SEX</p> <p><i>Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i></p>	<p>No evidence found.</p>
<p>4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR</p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations,</i></p>	<p>"Increase awareness of stigma and discrimination – for example, against girls, people living with HIV or AIDS, gays and lesbians and people from other cultures." (Facilitator's Guide, p. 34)</p> <p>"Dear Auntie Stella, I'm a 15-year-old boy, and I've got a good friend called Misheck. I've known him for ages. We live in the same area, we're in the same</p>

sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.

class and we both play football for the first team in school. **Last week he told me that he's gay and that he loves me and he wants me to be his boyfriend.** I just couldn't believe it!" (Q&A Cards PDF, p. 18)

"What ideas do people you know **have about gay men and women?** What names do they have for them? Are most of the ideas positive or negative? Which ones do you think are true?" (Q&A Cards PDF, p. 19)

"Choose one or more of these roleplays.

- Samuel tells everyone about Misheck (four or more people)
- Samuel tells Misheck he can't be his friend any more (two people)
- Samuel tells Misheck that he'll still be his friend, but not his boyfriend (two people)

At the end, all the actors must say how they felt in their roles. Then all discuss **which solution was best.**" (Q&A Cards PDF, p. 19)

"Try to imagine how he feels and let him talk to you about being gay – he's probably quite lonely if people around are against gays. If he doesn't already know other **gay people and organisations, encourage him to make these contacts.** Whatever you decide about your friendship with Misheck, you mustn't tell anyone else – only he can decide who he wants to tell and when. Your society and schoolmates may be very negative so not many gay people want to 'come out'. But Misheck is your friend and needs your support." (Q&A Cards PDF, p. 102)

"Imagine **everyone is homosexual (gay)** and you are the only heterosexual (straight) person. What would people say to you? How would you **convince people that your sexuality is natural?** How do you know? How would you feel when people tell you your feelings are unnatural?" (Q&A Cards PDF, p. 103)

"If you're straight (not gay), **do you need to learn more about gay people?** What else do you need to make you more understanding? And what can you do, individually and as a group, to change the way people think about gays and behave towards them? Make a list and **get extra ideas from a gay-friendly organisation.** Report back to your group after two weeks." (Q&A Cards PDF, p. 103)

"I'm 16 years old and I have a terrible problem. **I can only fall in love with other girls.** I don't like boys at all. When I was in Form One I had a boyfriend so that I would be like the other girls but I didn't even want him to kiss me, so we broke up. I'm afraid and ashamed to tell anyone. My parents would beat me and chase me away. I can't talk to anyone at church because the pastor says that men who like men, and women who like women (**we are called gays** but I feel so sad!) are Satanic and evil. My friends wouldn't understand – they already laugh at me because I don't wear dresses or have a boyfriend." (Q&A Cards PDF, p. 68)

"Do you think there are young people in your community like Alice, **who like people of the same sex?** Do they have to hide their feelings? Why? **If you're gay**

	<p>or have a gay friend and would like to talk about it, tell the group about your or your friend’s experiences.” (Q&A Cards PDF, p. 69)</p> <p>“Quiz: Gay people – Which statements are facts and which are opinions?</p> <ul style="list-style-type: none"> • It is wrong to have sex with someone of the same sex. • There are gay people in every society all over the world. • The constitutions of some countries in southern Africa support the rights of gay people. • Gay people will harm our children.” (Q&A Cards PDF, p. 69) <p>“There is nothing wrong with being gay. People who say it goes against their culture or religion don’t understand. Do not feel ashamed about it. The first step is to accept who you are. Talk to someone who can help you be more confident. You are not alone. Gay people exist in all societies. If you hide your feelings because you’re afraid of other people laughing at you, others probably do the same.” (Q&A Cards PDF, p. 152)</p> <p>So the second step is to find other gay people. It isn’t hard: ask, listen, read newspapers and magazines. Most major cities have gay organisations. Contact them. You’ll feel good when you meet people who feel the same as you! Also, many gays find that their family and friends don’t reject them. In private, people often understand and accept. Remember, when you tell people something like this, wait until they’re relaxed and practise your ‘speech’ before to give you confidence. Some pastors are more tolerant than yours. They feel that if God created gays, the church should accept them. So, don’t feel so bad. Find out which organisations give advice and support to gay people. Ask someone from there to come and talk to your group and answer your questions.” (Q&A Cards PDF, p. 152)</p>
<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>Teaches children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>“Also, the size of your penis has little to do with how much pleasure you give your partner when you have sex. The secret is how you use your penis and other parts of your body to make your partner and you feel good. Women generally like a lot of touching and kissing before the penis goes inside, as they get sexually excited more slowly than men. People also enjoy sex more if they’re with someone who cares about them and finds out what they like and dislike.” (Q&A Cards PDF, p. 88)</p> <p>“You deserve the same as everyone else – love, relationships, sexual pleasure, marriage and children.” (Q&A Cards PDF, p. 128)</p> <p>“Are there other ways that people can give each other sexual pleasure without the boy’s penis going inside his partner? Would you recommend these?” (Q&A Cards PDF, p. 3)</p>
<p>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</p> <p><i>While masturbation can be part</i></p>	<p>“Dear Auntie Stella, I am a guy aged 15 doing Form 2. My problem is that when I see a nice girl or just think about sex, my penis becomes erect and uncontrollable and I am afraid people can notice it. Some of my friends tell me to masturbate but others say that you can go blind, or you will never have</p>

of normal child development, encourages masturbation at young ages, which may make children more vulnerable to pornography use, sexual addictions or sexual exploitation. May instruct children on how to masturbate. May also encourage children to engage in mutual masturbation.

children if you do it. I am also worried because some church people say that it is sinful and people will be punished if they do this thing. In the first place, **is masturbation good?** I would be glad if you could tell me its effects before I do it.” (Q&A Cards PDF, p. 22)

“**What is masturbation?** How would you describe it to a younger brother or sister who asked you? How do you think it can help young people?” (Q&A Cards PDF, p. 23)

“**Quiz: Masturbation** – Mark each statement True, False or Not Sure.

1. Masturbation makes people want to have sex all the time.
2. Masturbation is a **safe and natural way to relieve sexual desire** and get to know your body.
3. Boys who masturbate use up their sperm, so they can’t make someone pregnant.
4. Masturbation will make you go blind or crazy.
5. Girls can’t masturbate.
6. If you masturbate, hair will grow on your hands.
7. If you masturbate, you’ll never be able to have sex properly with a partner.” (Q&A Cards PDF, p. 23)

“Don’t worry. It’s normal for boys to have strong sexual desires and frequent erections when they think about sex. **Masturbation is an easy and safe solution** to this but only do it in private.” (Q&A Cards PDF, p. 106)

“**Masturbation** is rubbing your own sexual organs so you feel good, get sexually excited and often **have an orgasm**. (It’s also called ‘coming’, ‘climaxing’ or ‘release’.) This makes waves of contractions in your sexual organs and often over your body. When a boy has an orgasm, sperm is pushed out of his penis. When a girl has an orgasm, her vagina swells and gets moist.” (Q&A Cards PDF, p. 106)

“Both boys and girls can enjoy touching themselves. Couples who want to **have safer sex also masturbate** (stroke and rub each other’s sexual parts) to give their partners pleasure. Masturbating has NO bad effects on your body or your mind. It helps to relieve sexual tension and is a **healthy way of exploring your body**. People of all ages (single or married) masturbate.” (Q&A Cards PDF, p. 106)

7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS

May inappropriately eroticize condom use (e.g., emphasizing sexual pleasure or "fun" with condoms) or use sexually explicit methods (i.e., penis and vagina models, seductive role plays, etc.) to promote condom use to children. May provide medically

True or False: “**Using a condom** is the only way to avoid getting STIs.” (Q&A Cards PDF, p. 27)

Note: *The program notes that abstinence is also safe, but condom failure rates are not discussed.*

“**ROLEPLAY:** In pairs (a boy and a girl) a boy proposes love to a girl who says **she’s got condoms and can help him to put one on**. What happens? Do the roleplay again, but swop [sic] roles so the boy acts the girl and the girl acts the boy. Is it the same? Then discuss why girls as well as boys who are sexually active should carry condoms.” (Q&A Cards PDF, p. 139)

inaccurate information on condom effectiveness and omit or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.

“QUIZ: The female condom – Which of these statements are True and which are False? Check answers at the bottom of the page.

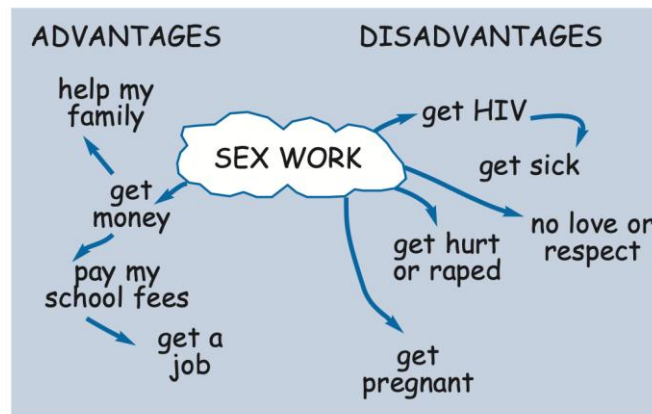
1. Female condoms protect men and women from pregnancy, STIs and HIV.
2. Female condoms are more expensive than male condoms.
3. A female condom can make a noise when used. To prevent this, put it into your vagina **a few hours before you have sex**.
4. It’s better to use a spermicidal cream with a female condom.” (Q&A Cards PDF, p. 139)

8. PROMOTES PREMATURE SEXUAL AUTONOMY

Teaches children they can choose to have sex when they feel they are ready or when they find a trusted partner. Fails to provide data about the well-documented negative consequences of early sexual debut. Fails to encourage sexually active children to return to abstinence.

“Is it right to have sex for money because I can’t think of any other way to complete my education? In this place there are many men who will pay for sex, but I am afraid of this work. My friend who does it told me that sometimes the men refuse to pay enough and one man also beat her up. Please, Auntie, help me to solve this problem.” (Q&A Cards PDF, p. 34)

“Draw a flow chart, like the one below, to show all the advantages and disadvantages of doing sex work for someone in Similo’s situation. **Is the money worth the risks?**” (Q&A Cards PDF, p. 35)



(Q&A Cards PDF, p. 35)

“Quiz: Are we ready for sex? – **Do this alone or with your partner.** Answer Yes, No, or Not Really.

1. Do we know each other well and trust each other?
2. Are we good friends?
3. Can we talk easily about sex and how far we want to go?
4. Have we talked about and agreed how we will protect each other from pregnancy, STIs and HIV?
5. Have we discussed having an HIV test before we start having sex?
6. Have we talked about what we will do if the girl gets pregnant?

Answers: If you answered No or Not Really to any of these questions, maybe you and your partner aren’t ready to have sex yet. **It’s a big decision.**” (Q&A Cards PDF, p. 87)

“In your group, write down **all the reasons** some young people **go ahead and have sex.**” (Q&A Cards PDF, p. 87)

	<p>“Deciding to have sex with someone means you have responsibilities to each other. You must never put your partner in any danger so it’s important to tell your girlfriend and protect her from the risk of a complicated and dangerous illness. You and your girlfriend need to discuss using condoms every time you have sex. This is the only way to avoid STIs. Stick to one partner and, since you’ve had unprotected sex, think about going for an HIV test.” (Q&A Cards PDF, p. 134)</p> <p>“When you eventually decide to have sex, do it for love and not for money. And make sure you know all about male and female condoms, contraceptive pills, and other ways to protect yourself from pregnancy, STIs and HIV.” (Q&A Cards PDF, p. 118)</p>
<p>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</p> <p><i>Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing. May teach children that all sexual activity—other than “unprotected” vaginal and oral sex—is acceptable, and even healthy. May present abstinence and “protected” sex as equally good options for children.</i></p>	<p>“Give plenty of information but avoid lecturing and judging. For example, don’t tell them not to have sex – rather give them the skills to decide themselves.” (Facilitator’s Guide, p. 36)</p> <p>“This is your choice but whatever you decide, when you do have sex, stay safer by using a male or female condom.” (Q&A Cards PDF, p. 27)</p> <p>“I broke up with my boyfriend a few months ago because I knew he was sleeping with other girls. Then a week ago he came to say that he has an STI (sexually transmitted infection) and that I should go for a check-up in case he gave it to me.” (Q&A Cards PDF, p. 14)</p> <p>“Dear Auntie Stella, I’m 18 and my boyfriend is 20. We’ve been having sex for four months now. In the beginning we used condoms but my boyfriend didn’t like them. After two months he said we should trust each other and stop using condoms, so I decided to go on the pill because I didn’t want to get pregnant. Now I’ve found out that one of his previous girlfriends is sick with AIDS. I’m terrified that my boyfriend has this sickness and that he’s given it to me!” (Q&A Cards PDF, p. 28)</p> <p>“How often do people act like Florence and her boyfriend, where they start using condoms but then stop? Why do they do this? What are the dangers?” (Q&A Cards PDF, p. 29)</p> <p>“Dear Auntie Stella, I am a schoolboy aged 17. I have a girlfriend and we started to sleep with each other a few months ago. During the last holidays I went to visit my uncle in Bulawayo and there I met another young lady outside the beerhall. We had sex together only once. After returning home I developed an STI.” (Q&A Cards PDF, p. 50)</p> <p>“How would you feel if your boyfriend or girlfriend slept with someone else? What would you do?” (Q&A Cards PDF, p. 51)</p> <p>“Are there special groups for HIV positive people? ... I don’t feel sick at all, but I’m so worried that I can’t eat or sleep properly. It feels as if my life is already</p>

over. I wanted to have an ordinary life – find someone to love, have children – but of course that can't happen now. And **must I stop having sex?**" (Q&A Cards PDF, p. 26)

"Dear Auntie Stella, I'm a young guy of 18 years and I really love my girlfriend. We've been going out now for 10 months. We haven't slept together yet but we touch and kiss a lot. **I know we're going to have sex soon – we both want to.** But I have a problem. I am a religious person and my pastor says that condoms are wrong and nobody must use them, even in marriage. He says I shouldn't have sex before I get married. I don't agree with him because we're definitely going to marry later. Before I found the Lord **I already slept with a few girls.** I know that was wrong but now I'm in love for real and I want to show it." (Q&A Cards PDF, p. 66)

"Dear Auntie Stella, I am a boy at school **and I want to have sex with my girlfriend.** I buy her lunch at school, pay bus fare and sometimes even give her gifts but she won't have sex with me. My friends say that other girls do this. Why can't she **give me sex to say thank you** for the things I do for her?" (Q&A Cards PDF, p. 24)

"Do you know about U=U (Undetectable = Untransmittable)? It is now accepted that if you take your ARVs exactly as you are told (important!), there will be so little of the HIV inside your body (it will be undetectable) that **you'll be able to have sex without giving the virus to your partner!**" (Q&A Cards PDF, p. 113)

"If you and your girlfriend **decide to sleep together**, weigh up the advantages and disadvantages of using condoms." (Q&A Cards PDF, p. 150)

"Research shows that circumcised men are much **less likely to get HIV through unprotected sex** with an infected partner." (Q&A Cards PDF, p. 166)

"Recently I met Thando at the choir I joined. I like him and he is proposing love to me. But now I am so worried. I don't want to tell him that I am positive because he won't want me for a girlfriend... At my support group they say **it is fine to have sex if we use condoms**, but I am still afraid. Is it better to wait for a boyfriend who is also HIV positive so he will understand and not blame me?" (Q&A Cards PDF, p. 44)

"In your opinion, how many **young people in your area have sex** without knowing their partner's HIV status – a few, some, a lot? When is this very risky, and **when is it less risky?**" (Q&A Cards PDF, p. 45)

"However, many young people believe that once you start touching and kissing you end up having sex, so it's better to spend time together with friends, instead of alone cuddling and kissing. In the end young people must decide what is right for them without pressure from anyone else. Talk to your boyfriend. If he truly loves you, he will understand. **If you decide to have sex later**, be sure to use a condom." (Q&A Cards PDF, p. 86)

	<p>“The more often you have STIs, the more likely you are to become infertile and the greater your risk of HIV. So, in future, use a condom every time you have sex.” (Q&A Cards PDF, p. 98)</p> <p>“If he refuses to use condoms – male or female – and won’t stick to completely safe sex, then sex is OUT, however nice he is.” (Q&A Cards PDF, p. 128)</p>
<p>10. PROMOTES TRANSGENDER IDEOLOGY</p> <p><i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>No evidence found.</p>
<p>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</p> <p><i>Presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. May teach children they have a right to abortion and refer them to abortion providers.</i></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p>“Dear Auntie Stella, I’m 16 years old, still at school and pregnant! I want to kill myself. I only had sex with my boyfriend a few times and yet it still happened. I told my boyfriend but he just says how does he know it’s his. He won’t even talk to me. If I tell my parents they’ll kick me out. My mother works hard to pay my school fees. She’ll be so angry that I have done this. I really don’t want this baby and I don’t want to end my studies. I’m desperate but I can’t tell anybody. The only solution I can think of is to find someone who can get rid of the pregnancy, but I’m scared and I don’t have any money to pay. Please help me decide what to do. Priscilla” (Q&A Cards PDF, p. 64)</p> <p>“Priscilla is thinking about getting rid of the baby. What are the dangers of illegal abortions?” (Q&A Cards PDF, p. 65)</p> <p>“The ‘morning after’ pill is a special combination of contraceptive pills available from a clinic or pharmacy. It prevents pregnancy but only if you take it within 72 hours after having sex.” (Q&A Cards PDF, p. 138)</p> <p>“Are any of these organisations advocating for abortion to be legalised in your country? Ask them to come and talk to you about their work.” (Q&A Cards PDF, p. 149)</p> <p>“What do you know about the ‘morning after’ pill, what it does and how you can get it?” (Q&A Cards PDF, p. 55)</p>

**12. PROMOTES PEER-TO-PEER
SEX ED OR SEXUAL RIGHTS
ADVOCACY**

May train children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. May recruit children as spokespeople to advocate for highly controversial sexual rights (including a right to CSE itself) or to promote abortion.

“What ways have you found to **work together for change?**” (Facilitator’s Guide, p. 22)

“Sometimes it was so hard to discuss some of the cards. **I felt so embarrassed because I was very shy.** If it was not for my partner i think I would have walked out of some sessions The out of school youth were very free to talk and even use vulgar words. But I was glad to hear what they experienced in life.’ **-youth educator**” (Facilitator’s Guide, p. 26)

“Urge them to **find organisations they can work with** to achieve a better life for young people.” (Facilitator’s Guide, p. 37)

“Look at this list of **teenage rights in sex and relationships** and talk about the questions below.

1. Nobody should touch you or make you have sex when you don’t want to.
2. It should be **easy to get contraceptives and information on sexual health** and adolescence.
3. All staff working at places like clinics or police stations should be well-informed, helpful and sympathetic.
4. There should be good testing, counselling, and treatment of HIV and AIDS, as well as available and affordable drugs.
5. Pregnant girls have the right to education.
6. If you have HIV or AIDS, nobody should treat you differently or rudely.
7. Everyone – male, female, young, old, poor, rich, black, white, fat, thin, gay, disabled – should be treated with respect.
8. Young people **have a right to organise** to get better health care and services.
 - What do you think of this list? Is there anything you would add or take out?
 - Do they all apply to boys and girls equally?
 - Give your community a mark out of 10 for **how well they protect the rights of young people.**
 - Give yourself a mark out of 10 for how well you respect the rights of other youth.” (Q&A Cards PDF, p. 125)

“**Draw a picture of a youth-friendly clinic**, making it clear why the clinic is youth-friendly. Compare your picture with the clinic you visit. Do you think your clinic treats young people with respect? If not, how can you and other people in your community work together to make it more youth-friendly?” (Q&A Cards PDF, p. 127)

“Are there any problems you have at your school or organisation or in your community which you want to change? Work together to make a plan. Decide **what you want to change and who can help you.**” (Q&A Cards PDF, p. 143)

“How do people in your community view masturbation – for example, as a safe and natural part of sexual life or as something bad? Is it the same for boys and girls? Are people mostly open about it or is it like a secret? **If you think more young people should think positively about masturbation, discuss how you can**

	<p>make that happen.” (Q&A Cards PDF, p. 107)</p>
<p>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</p> <p><i>May encourage children to question their parents’ beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i></p>	<p>“Encourage them to assess which information and values passed on to them are relevant and helpful and which are harmful. For example, assessing information about adolescence and sexuality (cards 1 and 21), or cultural practices and respect for elders (card 3).” (Facilitator’s Guide, p. 37)</p> <p>“Many traditional cultural practices in southern Africa relate to young people and sex, such as sexual initiations, virginity testing, wife inheritance and others. Make your own list. Then discuss what you like and dislike about these traditions. For example, which of them prevent and which encourage the spread of HIV?” (Q&A Cards PDF, p. 91)</p> <p>“How can you work with traditional leaders and elders to change practices that are harmful to young people today? Who else can help you?” (Q&A Cards PDF, p. 91)</p> <p>“Every community is influenced not only by our traditions, but also by new ideas that come from outside. Draw a picture (or make a list) to show what you like best about traditional AND non-traditional modern culture. Can you take the best from both cultures to guide you through your life?” (Q&A Cards PDF, p. 91)</p> <p>“Have a debate on this topic: ‘You can be religious but still have your own different opinions about things that affect your life and relationships.’” (Q&A Cards PDF, p. 151)</p> <p>“‘Respect your elders’– do you think young people should always respect their elders, even if their elders ask them to do something dangerous or harmful?” (Q&A Cards PDF, p. 7)</p> <p>“Although some religious groups say masturbation is wrong, others let individuals decide for themselves.” (Q&A Cards PDF, p. 106)</p> <p>“What does your religion teach about sex and relationships? Make a list. Do you agree with everything? What do you disagree with and why?” (Q&A Cards PDF, p. 67)</p> <p>“Many religious organisations encourage people to abstain from sex until they are married and do not encourage the use of condoms. But people in all religions are changing; they believe it is better to use a condom to prevent HIV. Some say that sex outside marriage may be a sin, but sex without a condom – risking your partner’s life – is also a sin because it goes against the commandment ‘Thou shalt not kill’.” (Q&A Cards PDF, p. 150)</p>
<p>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</p> <p><i>May instruct children they have rights to confidentiality and</i></p>	<p>“Everything you hear is confidential (secret).” (Facilitator’s Guide, p. 10)</p> <p>“Guidelines for Talking and Action Points: Use open-ended rather than yes/no questions: What difficulties do you have with your parents? NOT Do you have difficulties with your parents?” (Facilitator’s Guide, p. 37)</p>

privacy from their parents. May teach children about accessing sexual commodities or services, including abortion, without parental consent. May instruct children not to tell their parents what they are being taught about sex in school.

"I'm an 18-year-old boy and my problem is that **my parents are interfering in my life**. They keep telling me who I can have as my friends and warning me all the time about not having sex before marriage. They are so busy telling me what I can and cannot do that I don't feel like I can ask them any questions or share my problems with them. My uncle lives very far away so I don't have anyone older I can talk to and ask for advice. What can I do?" (Q&A Cards PDF, p. 48)

"Do most teenagers you know **get on well or badly with their parents**? What about you? How do you get on with your mother and your father? Do you find it easy to talk freely to them? **What difficulties are there** between you and them?" (Q&A Cards PDF, p. 49)

"Many teenagers **can't communicate with their parents**, especially about personal issues like sex and relationships." (Q&A Cards PDF, p. 132)

"Roleplay: In pairs, choose a common area of **disagreement between parents and teenagers**. Take turns to play the role of the parents in an argument, then tell the group what it felt like." (Q&A Cards PDF, p. 133)

15. REFERS CHILDREN TO HARMFUL RESOURCES

Refers children to harmful websites, materials or outside entities. May also specifically refer children to Planned Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)

Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.

(For more information on how Planned Parenthood sexualizes children for profit see www.WaronChildren.org and www.InvestigateIPPF.org)

"*Auntie Stella* is also available on the web at the TARSC site, www.tarsc.org or www.auntistella.org..." (Facilitator's Guide, p. 7)

"**By visiting local services like clinics** young people gain the confidence to ask questions and use the services later. Invite local services and organisations to be part of the *Auntie Stella* programme, so they will be helpful and informed. Encourage participants to **contact appropriate organisations** and individuals." (Facilitator's Guide, p. 25)

"We recommend the following additional resource material:

- **Choices: A guide for young people...** If you can afford only one book, this is the top of young people's lists. It covers a range of sensitive issues in a lively, positive style. It's easy to read, has varied activities and an attractive design.
- **ABC of all the questions we never dare to ask...** Presented as questions from young people, with straightforward answers. It's easy to read, realistic, attractive and includes a lot of useful information.
- **Bodywise: Sex education, health and advice for South African youth...** This is an interesting and informative book with easy to read and relevant stories and opinions from young people, good cartoons and pictures.
- **You, your life, your dreams: A book for adolescents...** A large book which is packed with valuable information on issues related to growing up.
- **You asked... We answered! Answers to questions on HIV and AIDS asked by youth in Southern Africa!**... Three booklets in question and answer form about different aspects of HIV and AIDS.
- **Stepping stones...** This is an excellent training manual on HIV and AIDS,

communication and relationship skills for women and men of all ages.”
(Facilitator’s Guide, p. 30)

“Find out which organisations give advice and support to gay people. Ask someone from there to **come and talk to your group** and answer your questions. You can write questions if you’re shy to ask them directly.” (Q&A Cards PDF, p. 153)

“Draw a community **map of all the places you know where young people can get condoms**. For each place on your map, mark the answers to these questions:

- Are the condoms free or do you have to pay?
- How old do you have to be to get them?
- Do they give them to girls?
- Do they give out the female condom?
- Are they polite to youth?” (Q&A Cards PDF, p. 135)