

## CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool<sup>1</sup> was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)<sup>2</sup> curricula and materials. For more information, visit [www.stopcse.org](http://www.stopcse.org).

### Analysis of

## ***Rights, Respect, Responsibility: A K-12 Curriculum***

***Revised December 2017***

**Based on 15 Harmful Elements Commonly Included in CSE Materials**

### **CSE HARMFUL ELEMENTS SCORE = [15 OUT OF 15]**

***Rights, Respect, Responsibility* contains [15 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:** *Rights, Respect, Responsibility* is one of the most explicit curricula available. Because it is a K-12 program, it begins at a young age to sexualize children and normalize sexual behavior. It uses explicit methods to teach about condoms. It teaches youth about sexual pleasure, masturbation, and anal and oral sex. It promotes abortion as a perfectly acceptable response to a pregnancy. *Rights, Respect, Responsibility* promotes transgender ideology by using terms such as 'gender assigned at birth' and 'person with a uterus'. This program also teaches students how to advocate in their schools regarding sexual issues.

One of the most dangerous aspects of this curriculum is the way it normalizes pornography use by describing it as a normal activity for teens. One twelfth grade lesson shows sexually explicit photos to students in a PowerPoint presentation. This program even goes so far as to approve of pornography use as long as both partners in a relationship consent. Given the dangerously addictive nature of pornography and the harmful effects it has on the brain, it shows that Advocates for Youth will do just about anything to sexualize children and create new customers for Planned Parenthood.

**Target Age Group:** This is a K-12 curriculum for ages 5-18.

**Planned Parenthood Connections:** Two of the three authors, Elizabeth Schroeder and Nora Gelperin, worked for Planned Parenthood. As you can see in Harmful Element #15, students are frequently referred to Planned Parenthood as a resource for sexual health services.

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<b>1. SEXUALIZES CHILDREN</b> <i>Normalizes child sex or</i>	"So a <b>person with a vulva</b> has three holes between their legs and a very sensitive little area at the top called the <b>clitoris</b> ." (Grade K, Lesson 2, p. 2)  <b>Note:</b> <i>The PowerPoint slides for Kindergarten Lesson 2 have nude illustrations that the</i>

<sup>1</sup> 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](http://www.stopcse.org) for a blank template or to see analyses of various CSE materials.

<sup>2</sup> 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.

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.

children use to label reproductive body parts. More detailed illustrations are used in Grade 2, Lesson 1.

“The vagina has great elasticity, and **can adjust to the size of a penis**” (Grade 2, Lesson 1, p. 4)

“The penis is made up of nerves, blood vessels, fibrous tissue, and three parallel cylinders of spongy tissue. It does NOT have any bones in it, but when people **talk about an erection as a ‘boner,’** they’re mistaken.” (Grade 2, Lesson 1, p. 4)

“Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells **leaves the penis (ejaculation) and enters the vagina through sexual intercourse.**” (Grade 5, Lesson 2, p. 3)

“Max and Julia spend a lot of time together now that they’re a couple. When they find some private time alone, they like to kiss a lot. Max really wants to do something more, and so the next time they’re alone together, he tries to **pull Julia’s shirt up and reach for one of her breasts.**” (Grade 6, Lesson 3, p. 4)

“Ask the students to share the characteristics from their worksheet that describe this romantic relationship and write them beneath the words “Romantic Relationship.” Facilitate the discussion for these possible responses, proposing them if they are not mentioned: **Kiss and do other sexual things**” (Grade 6, Lesson 5, p. 2)

“Vaginal sex, sometimes called sexual intercourse, is when an **erect penis is inserted into a lubricated vagina.**” (Grade 7, Lesson 3, p. 6)

“Your boyfriend or girlfriend says: ‘I really want to know what it feels like, don’t you? What if we **do it just once just to see what it feels like,** and then we don’t have to do it again if we don’t want to?’” (Grade 7, Lesson 8, p. 7)

“Malik **watches porn sometimes when he’s home alone** and is nervous about whether he’ll know what to do.” (Grade 8, Lesson 2, p. 7)

**Note:** *This curriculum normalizes the viewing of pornography. It is extremely irresponsible to indirectly encourage youth to view something so damaging and addictive.*

“Leah’s **best friend has had sex,** but he goes back and forth as to whether he thinks Leah should, saying, ‘I think it’s different for guys.’” (Grade 8, Lesson 2, p. 5)

“A girl tells her partner that they’re in a one-on-one relationship, but she is **having sex with other people.**” (Grade 8, Lesson 3, p. 18)

“A guy and a girl have been together for six months and **are having sex.**” (Grade 8, Lesson 3, p. 20)

“Kyle and Erika have been together since the beginning of 8th grade. They’ve made out a lot and know how to make each other feel good and haven’t really had any complaints about that part of their relationship. It’s almost the end of 9th grade, and they both **feel ready to start having sex.** Neither of them has ever had sex with anyone else before, although Erika **performed oral sex** on the guy she liked before Kyle (she didn’t tell Kyle because she doesn’t think that’s really sex).” (Grade 9, Lesson 6, p. 8)

Students participate in an activity where exchanging signatures means they **had a sexual encounter** with the other people they exchanged signatures with. The activity is meant to show how quickly STDs can spread. “If you have a ‘U’ on your card, it means you did not use any condoms or other latex barriers during your sexual encounter – meaning the sex was ‘unprotected’ – so you have to remain standing. If you have a blank index card, it means you were using alcohol or drugs during the encounter and can’t remember what happened, including whether you used any kind of latex barrier – so you need to remain standing.” (Grade 9, Lesson 8, p. 3)

“STDs are a very real part of our world today. And considering 1 in 4 teens will end up with an STD **once they start having some kind of sex**, teens – and people of all ages – have a responsibility to know how to practice ways to reduce their chances of getting an STD.” (Grade 9, Lesson 8, p. 5)

Role Play Scenario B: “You’ve been with person 1 for three months and haven’t had sex together, but you really think it’s time. You love the other person and will do almost anything to keep the relationship going and make them happy. You just really are nervous about **being naked and having sex**. You like the way your sexual relationship is now and don’t see any reason to make a change.” (Grade 10, Lesson 1, p. 4)

Role Play Scenario C: “You think you know what person 2 wants – that’s the way your relationship has always been. You’re more outgoing, they’re more quiet and reserved and they expect you to take charge and make decisions. That’s how it is where you’re from. So you’re going to let them know that tonight is the night – **you’re going to have sex together for the first time.**” (Grade 10, Lesson 1, p. 5)

Role Play Scenario D: “You love being in a relationship with person 2! You two seem like you were made for each other – you finish each other’s sentences, like the same thing, like each other’s friends, and are on the same page when it comes to what you do together sexually. You **want to try something you’ve never done before** with them but figure you should talk with them about it first.” (Grade 10, Lesson 1, p. 5)

“Both Stephanie and Victor **had previous sex partners** before they became a couple, but neither has ever been tested for STDs.” (Grade 10, Lesson 3, p. 4)

“Divide the class into pairs. Once they are settled, say, ‘For the purposes of this activity, I’m going to ask you to **pretend you are in a romantic and sexual relationship.**’” (Grade 10, Lesson 4, p. 3)

“You and partner one haven’t yet had sex, but have been talking about it. Your partner has only had one partner before – and although you **told them that you’d only had one partner before, you actually have had four others**. You just didn’t want to tell them because you were worried they wouldn’t want to be with you.” (Grade 10, Lesson 4, p. 6)

“You just met partner one at a party, and you are totally into each other. You are in a room away from the rest of the party and have been making out and are pretty sure you two are going to **have some kind of sex**. You’ve **had sex before**, but don’t like using condoms because it doesn’t feel the same. You had chlamydia last year, took medicine to clear it up, and don’t think STDs are a big deal. You do, however, **definitely want to have sex right now with this person!**” (Grade 10, Lesson 4, p. 6)

“You and partner two have been in a relationship for about four months. You have had **several different kinds of sex** and have used condoms most of the time. When they went away with their family for a long weekend, you **had sex with someone else** and didn’t use condoms. You really care about your partner – this other person means nothing to you, it just happened.” (Grade 10, Lesson 4, p. 7)

“Another student at school has started asking your friends about you. You think they’re kind of cute and might be interested in something with them, but you’re not quite sure. Somehow, they get your cell number and text you, ‘Hey.’ You’re not expecting that, so you text back, ‘Who is this?’ The answer you get is, ‘It’s me,’ **followed by a naked picture of them**. What should you do?” (Grade 10, Lesson 5, p. 4)

“You’re in a relationship with someone, and you’re really into each other. Part of your relationship is to **send sexy texts** back and forth, talking about how attracted you are to each other. One day, your partner texts, ‘How about sending me something I can look at and think of you?’ You don’t see anything wrong with it, especially since things are so good between you. **You send a naked pic** with the text, ‘Just 4 you, k?’ They text back how much they love it. The next day, three different people tell you how hot they thought your picture was. What should you do?” (Grade 10, Lesson 5, p. 4)

“You and your partner have been together for 3 months. You like each other’s friends, you like spending time together, you’re really in sync with what you do and don’t like sexually. You have **sexted each other a few times, both texts and sexy photos**. Neither of you has shared your pictures with anyone else and promised you never would. As the school year goes on, you meet someone you click with instantly. You’re instantly hooked, and feel you need to be the one to tell your partner that it’s over. Unfortunately, they find out from someone else and freak out. They go to their Instagram account, and start **posting the naked photos they have of you** online. What should you do?” (Grade 10, Lesson 5, p. 4)

My Boundaries Worksheet: “Instructions: Please indicate whether you agree or disagree with the following statements by circling the appropriate response below. Please do NOT put your name on this worksheet!

- I think **having some form of sex** is what makes a relationship a relationship.
- I think if one person really wants to **try something new sexually**, the other person should at least be willing to try it once.
- I think that if you’re in a relationship with someone you kind of ‘belong’ to each other. I should be able to touch them, and they should be able to touch me – whenever – and wherever – we want.” (Grade 11, Lesson 2, p. 5)

Examples given of sexual abuse: “Rape; Forcing the other person to do anything sexual they don’t want to do; Making the other person **watch porn**; Sharing **sexy photos** of the other person without their consent; Refusing to **practice safer sex**” (Grade 11, Lesson 3, p. 3)

Student worksheet: “Is It Abuse If...

- ...an 18-year-old has sex with a 14-year-old?
- ...one partner says they want to have sex. Their partner says they’re not ready, but after talking about it, **gives in and has sex anyway**, even though they really don’t want to?” (Grade 11, Lesson 3, p. 5)

“An unofficial tradition at their school is something called ‘Senior Send-Off,’ in which graduating seniors compete to see **who can have sex with the youngest student** they

can find at the same school.” (Grade 12, Lesson 3, p. 4)

“The 17-year-old student has been helping a first-year student with their homework. That first-year student seems to look up to - perhaps even like? – the 17-year-old. The 17-year-old decides to try something sexual, just a kiss, and the first-year responds positively. They make out for a while and **end up having sex**. They are both happy afterwards, but for different reasons.” (Grade 12, Lesson 3, p. 4)

Students role play a statutory rape scenario with the following roles:

- “First-Year Student: You are really upset and offended by what happened with the other student. You **did consent to have sex with them**, but you certainly would not have had you known in advance that this was part of some contest. You feel humiliated, and since everyone now knows what happened to you, you want the Senior to pay.
- 17-Year-Old Senior: You are the 17-year-old student. You cannot believe everyone is freaking out about this. You thought this was between you and the first-year student. You both **wanted to have sex**, and you thought that since they liked you, they wouldn’t mind helping you win the contest. You don’t see what the big deal is and you certainly don’t want this to affect your future.
- Prosecuting Attorney: You interpret the law as meaning this was rape, even though they both consented to it. But the age difference means that the younger person was not able to **consent to the sex act**, legally. Because it was part of a game, you really want to make the older person out to be a predator with no positive characteristics. This will make an example of the senior and serve as a warning to others.
- Defense Attorney: You want to demonstrate as much as possible that the first-year student is smart enough to know the difference between whether they **wanted to have sex** or not. You believe the school itself is to blame because they should have known about the tradition and stopped it. You do not think your client should be convicted of rape-in fact you think this should be seen as a simple high school misunderstanding that is nobody else’s business but the two people who had sex. You think the first-year student’s parents are blowing it out of proportion and are just angry because they’re uncomfortable with the idea of their child having sex.
- Judge: Your job is to LISTEN. Think about the arguments each “person” makes, talk amongst yourselves, and reach your verdict. All you have to decide are two things: First, was this rape, according to the law; and second, regardless of whether you decide it was or was not, what consequence(s), if any, should there be for any of the people involved? Things you might consider include whether the senior should be allowed to finish school, whether the senior council bears any responsibility, whether the school itself should be punished, whether the parents carry any responsibility, etc.” (Grade 12, Lesson 3, pp. 5-6)

Students discuss **sexually explicit magazine covers** and what those images say about our culture and what is found attractive. The teacher is then instructed to “ask what they think the potential impacts of these expectations are on romantic and sexual relationships. This discussion will vary from class to class, but you will want to probe for:

- People may expect sex to go a certain way and feel unprepared for or vulnerable when it does not go as expected
- People may assume that because a person looks a particular way they are more or less sexual
- People may not think about **contraception or safer sex** because it is rarely discussed or depicted in the media

	<ul style="list-style-type: none"> <li>• People may expect their or their partner’s body to respond in a certain way sexually and be concerned if it does not because that is how it’s depicted in the media</li> <li>• People may engage in behaviors they might not otherwise have done because they <b>consider porn and the media ‘to do’ lessons</b> rather than fantasies</li> <li>• People may be disappointed by <b>how their partner looks naked</b> or be worried that their own body will disappoint their partner based on what they have <b>seen in porn</b> and other media.” (Grade 12, Lesson 5, p. 3)</li> </ul>
<p><b>2. TEACHES CHILDREN TO CONSENT TO SEX</b></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>“What is <b>explicit consent</b>? (Answer: A clear, voluntary agreement to do something sexual)” (Grade 8, Lesson 7, p. 3)</p> <p>“<b>Mutual consent</b> is essential in any relationship. It’s when both people actively say what they want, and both people agree to any behavior that they are going to do together. When we are talking about doing something sexual in nature, you need to ask your partner if they want to do it.” (Grade 8, Lesson 7, p. 5)</p> <p>“Communicating about sex carries a bit more responsibility with it – it’s a big decision to make, even if one or both people have already had sex before. Each decision with a partner is a new decision – so it’s important to know and <b>communicate what you are and aren’t interested in doing</b>, and to respect where the other person is if it’s different from where you are.” (Grade 9, Lesson 2, p. 4)</p> <p>Teacher’s Guide - Steps to Putting on a Condom: “Make sure you both <b>consent to whatever you plan to do sexually</b>. We often see examples in the media of people spontaneously having sex – but regardless of whether either or both people have had sex before, with each other or anyone else, each new sex act is an opportunity to <b>talk about what you do and don’t want to do</b>. If you haven’t clearly told the other person you want to have sex, and they haven’t told you, you shouldn’t have sex – regardless of whether you plan to use condoms!” (Grade 9, Lesson 11, p. 5)</p> <p>“Start class by asking students, “<b>What does the word ‘consent’ mean?</b> What does it mean to ‘give consent?’” Ask for a few students to respond, probing for the following concepts:</p> <ul style="list-style-type: none"> <li>• It’s when someone says they want to do something</li> <li>• When someone gives permission to another person</li> <li>• Saying ‘yes’ to or being okay with something” (Grade 10, Lesson 1, pp. 1-2)</li> </ul> <p>“This is also a good example of how talking about consent at a party – where there’s alcohol – isn’t the best place or time to bring it up. What impact could alcohol or other drugs have on someone’s <b>ability to give consent</b>? What impact could alcohol or other drugs have on a person’s ability to clearly understand what someone is communicating to them? It’s good to remember that <b>anything but a clear ‘yes’ means no.</b>” (Grade 10, Lesson 1, p. 3)</p> <p>“Your goal: Reach <b>agreement on what you plan to do</b> so you both feel okay about doing whatever you decide to do sexually and about their concerns about STDs.” (Grade 10, Lesson 4, p. 6)</p> <p>“Your goal: Talk with your partner about <b>what you think should happen in the relationship</b> and figure out what you should do about figuring out your STD risk and protecting both of you moving forward, especially if you plan to stop using condoms.” (Grade 10, Lesson 4, p. 7)</p>

	<p>“Recognizing your own boundaries is one thing, but to make <b>certain that you have consent</b>, it’s equally important to know what your partner’s boundaries are, and that takes communication.” (Grade 11, Lesson 2, p. 2)</p> <p>“Ask, ‘<b>What does getting consent mean?</b>’ Take a few responses and say, ‘If you haven’t communicated about what you each feel comfortable doing, sometimes even if you have, you need to ask for consent each and every time. <b>Silence does not mean yes. Only yes means yes.</b>’” (Grade 11, Lesson 2, p. 3)</p> <p>“<b>Always ask for consent.</b> An absolute yes and an absolute no are usually easier to understand than a “sometimes.” If you or your partner are sometimes okay doing something, and sometimes not okay, how will you be able to tell when that is? Only by asking.” (Grade 11, Lesson 2, p. 3)</p> <p>“Relationships of all kinds – family relationships, friendships, etc. – require good communication. However, when it comes to intimate and sexual relationships, communication is even more important. Although we all communicate in different ways, it’s <b>important to communicate before, during, and after a sexual encounter.</b>” (Grade 11, Lesson 2, p. 3)</p> <p>“This story is about statutory rape – although they both said they wanted to have sex, the law says that the first-year student is <b>too young to agree or consent to have sex.</b> Do you agree? Was this rape? At what age do you think a person is capable of knowing whether they’re ready to have sex? Why?” (Grade 12, Lesson 3, p. 3)</p> <p>“Viewing sexually explicit media in relationships should be considered a behavior that <b>needs consent from both partners</b> or they should agree not to view it – both people need to want to do it in order for it to be consensual.” (Grade 12, Lesson 5, PowerPoint)</p>
<p><b>3. PROMOTES ANAL AND ORAL SEX</b></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>“Tell the students that for this next activity you are going to focus on abstinence from sexual behaviors. That means waiting to have vaginal, <b>oral or anal sex.</b>” (Grade 6, Lesson 4, p. 3)</p> <p>“One behavior that people your age should wait to do together until they are older is ‘sexual intercourse.’ How many people have heard this term before? What have you heard it means?” Have a few students respond, validating what is correct. Say, “Other behaviors include: <b>oral sex</b>, which is contact between one person’s mouth and another person’s genitals; <b>anal sex</b>, which is when a person’s penis goes inside a person’s anus; and vaginal sex, which is when a person’s penis goes inside a person’s vagina.” (Grade 6, Lesson 6, p. 2)</p> <p>High Risk for STDs: Unprotected vaginal, <b>anal, or oral sex</b> (Grade 7, Lesson 5, p. 33)</p> <p>Low Risk for STDs: Vaginal, <b>anal or oral sex</b> using a condom correctly (Grade 7, Lesson 5, p. 33)</p> <p>Assertive Communication Worksheet: “Why don’t we just have <b>oral sex</b>? You can’t get STDs from it.” (Grade 7, Lesson 9, p. 7)</p> <p>“Explain that condoms are extremely effective when they are used correctly – that means, every time a couple has <b>oral, anal</b> or vaginal sex, from the beginning of the act to the end.” (Grade 8, Lesson 9, p. 2)</p>

“Say, ‘People have referred to this condom as a ‘female’ condom, but this can be used by someone of any gender for either penis-vagina sex **or during anal sex if the couple removes the interior ring.**” (Grade 8, Lesson 9, p. 3)

“Ask students, ‘When do you think someone is ready to have sex – either **oral, vaginal or anal** - with their partner?’” (Grade 9, Lesson 7, p. 1)

Learning Objectives: “Explain why having **oral, anal** or vaginal sex with an infected partner puts a person or couple at risk for STDs.” (Grade 9, Lesson 8, p. 1)

STD Smarts game question: “Which one is riskiest if done with a partner who has an STD?

- **Performing oral sex** on another person, **receiving oral sex** from another person, having penis-vagina sex with a condom. Answer: **Performing oral sex** on another person
- Having unprotected penis-vagina sex in a swimming pool, having **protected oral sex**, mutual masturbation. Answer: Having unprotected penis-vagina sex
- Unprotected **oral sex**, penis-vagina sex with a condom, unprotected **anal sex**. Answer: Unprotected **anal sex**” (Grade 9, Lesson 10, p. 4)

“Having unprotected sex of any kind carries high risk for STDs. When it comes to oral sex, the person **performing oral sex** is at higher risk because their mouth is coming into contact with the other person’s genitals. People can reduce their STD risk further by **using flavored condoms** or other barriers.” (Grade 9, Lesson 10, p. 4)

“Different STDs can be detected in tests after different time periods after exposure to an infected partner. The most important thing is to not have sex again until you can get tested to avoid possibly transmitting an STD to the other person. It’s also a good reminder to use condoms or other latex barriers for every act of **oral, anal and vaginal sex!**” (Grade 9, Lesson 10, p. 5)

“Since you can’t tell by looking at someone, it’s best to use condoms and other latex barriers every time you have **oral, anal or vaginal sex.**” (Grade 9, Lesson 10, p. 8)

“Warts do not need to be visible to pass HPV on to another person. This is why using latex condoms and other barriers with every act of **oral, anal or vaginal sex** is so important.” (Grade 9, Lesson 10, p. 9)

“You must use one condom per sex act. This includes if you’re having more than one kind of sex during one encounter. For example, a penis that goes **inside an anus** should not go inside a vagina without taking that condom off and starting with a fresh one. That’s to avoid getting bacteria from the rectum inside the vagina.” (Grade 9, Lesson 11, p. 5)

“Marcus is a really hard worker and in the top 10th percentile in the junior class. He is also really cute, but super shy and hasn’t had a serious relationship yet. He hooked up one time and **had oral sex**, but got his heart broken so he’s been hesitant to put himself out there again.” (Grade 10, Lesson 2, p. 9)

“You just met partner two at a party, and you are totally into each other. You are in a room away from the rest of the party and have been making out and are pretty sure you two are going to have some kind of sex. You’ve **had oral sex before**, but no other



	<p>kind of sex.” (Grade 10, Lesson 4, p. 6)</p>
<p><b>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</b></p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.</i></p>	<p>“Who can remember one type of family that we just learned about from the book? Note to the Teacher: Family structures described in the book include... <b>same gender parents</b>” (Grade K, Lesson 1, p. 2)</p> <p>“Discuss that the rainbow flag represents <b>pride of gay and lesbian people.</b>” (Grade 3, Lesson 1, p. 3)</p> <p>“Sometimes, we will have these feelings for people who are our same gender. This is called being <b>‘gay.’</b> Some gay women will call themselves <b>‘lesbians.’</b> And sometimes we might have feelings for people of all genders. This is called being <b>‘bisexual.’</b> Explain that our understanding of which gender or genders we feel love and attraction for is called our <b>‘sexual orientation.’</b>” (Grade 5, Lesson 4, p. 3)</p> <p>“Note to the Teacher: The ‘Dylan and Olivia’ example is intentionally gender neutral. This can provide a good opportunity to discuss <b>same-sex relationships.</b>” (Grade 6, Lesson 5, p. 3)</p> <p>“What is <b>‘Sexual Orientation?’</b> The gender(s) of the people to whom we are attracted, physically and romantically (<b>may include more than one gender.</b>)” (Grade 7, Lesson 6, PowerPoint)</p> <p>“Current Categories for Sexual Orientation: <b>Heterosexual, Lesbian or Gay, Bisexual, Queer</b>” (Grade 7, Lesson 6, PowerPoint)</p> <p>“A <b>girl notices her girlfriend</b> is getting a lot of attention from two different people at school.” (Grade 8, Lesson 3, p. 3)</p> <p>“Introduce the topic by explaining that birth control, sometimes called contraception, is a way to prevent a pregnancy if a <b>different sex couple</b> has vaginal sex.” (Grade 8, Lesson 8, p. 2)</p> <p>“Note to the Teacher: If two <b>cisgender, heterosexual</b> boys end up randomly being assigned to each other, it is possible they will have a <b>homophobic response</b> that could include refusing to do the work or speaking or making gestures that mimic their understanding of gay male stereotypes.” (Grade 9, Lesson 2, p. 4)</p> <p>“What names do we have for various categories of sexual orientation? Straight, <b>Gay, Lesbian, Homosexual, Bi or Bisexual, Queer, Pansexual, Asexual</b>” (Grade 9, Lesson 4, p. 2)</p> <p>Role Play Scenario, <b>Terence:</b> “You date girls you like, but haven’t done much sexually with them; you’ve kissed a couple of them, but didn’t find it very exciting. Now you feel very attracted to Morgan. When you <b>kissed him</b> last week, it felt wonderful, but also</p>

confusing. You just can't stop thinking about Morgan and imagining his touch. You think you want to have sex with him, but you don't want your family or friends to find out, because they would disapprove." (Grade 9, Lesson 7, p. 5)

The class brainstorms a list of reasons why a person may want to use birth control for either sexual or non-sexual reasons. Then the teacher says, "Which of these could apply to people in **same-sex relationships**? We typically tend to think of different-sex couples as being the only ones at risk for pregnancy. But some of these concerns apply to all people regardless of their sexual orientation or gender. Please keep that in mind as we go through the lesson." (Grade 10, Lesson 2, p. 2)

"Be sure to highlight, however, that while this resource targets cisgender girls and women in different-sex relationships; much of the information applies to **people of all genders and orientations**." (Grade 10, Lesson 2, p. 3)

"Louise is a huge supporter of environmental issues and is president of the high school environmental awareness club. She is a distance runner, eats only organic food and rarely takes medicine since she believes the natural approach is best. **She's always been attracted to girls** but recently she's been **flirting with this guy** that just transferred to her school. She thinks he likes her too but doesn't know where this all might lead." (Grade 10, Lesson 2, p. 7)

Learning Objective: "Identify at least two things their school does well around **LGBTQ inclusion**, and at least two things they could improve upon." (Grade 10, Lesson 6, p. 1)

"We're going to look specifically at the school environment around being a safe, welcome space for students and family members of **all sexual orientations** and gender identities." (Grade 10, Lesson 6, p. 3)

The class is to brainstorm ways their school could improve on being more **inclusive of all sexual orientations and gender identities**. "Note to the Teacher: These lists will vary based on the school you are in, but sample efforts that students may say their school could improve on include:

- We **don't have a GSA** [Gay Straight Alliance club]
- There are no all-gender bathroom signs
- There are celebrations for different historical months and weeks, but nothing for LGBTQ people (pride)
- There is a lesson in Social Studies on **historical LGBT people**
- The policy around the prom and other school events only allows different-sex couples to attend together
- There is a dress code, which requires people to wear a particular uniform even though they identify as a different gender
- There is a lot of homophobic language in the hallway (e.g., "you're so gay" and more)" (Grade 10, Lesson 6, p. 3)

"**Sexual orientation** has to do with the gender or genders of the people to whom we are attracted, both physically and romantically. This is different from our sense of what our gender is. We all have both a gender identity and a sexual orientation." (Grade 11, Lesson 5, p. 3)

Students brainstorm the pros and cons of **being the following sexual orientations**: "Heterosexual Woman, Heterosexual Man, Lesbian, Gay Man, Bisexual Woman, and Bisexual Man" (Grade 11, Lesson 5, p. 4)

<p><b>5. PROMOTES SEXUAL PLEASURE</b></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>“The clitoris, located between the top of the labia minora and the clitoral hood, is a small body of spongy tissue that is highly sensitive.... The clitoris and surrounding tissue contain many nerve endings, <b>making the entire area very sensitive to indirect and direct touch.</b>” (Grade 2, Lesson 1, p. 4)</p> <p>Crossword puzzle clue for ‘clitoris’: “My only function is that I <b>feel very sensitive when I’m touched!</b>” (Grade 7, Lesson 1, p. 4)</p> <p>“Condoms can help <b>make sex last longer.</b>” (Grade 8, Lesson 8, p. 11)</p> <p>Role Play Scenario, Marina: “You’re in heaven because Graham is such a nice, caring and sensitive guy. He’s the first American you’ve ever dated, but your parents don’t like him. They don’t want you dating at all. When you and Graham kiss and touch each other, <b>it feels great. You want to have sex.</b>” (Grade 9, Lesson 7, p. 6)</p>
<p><b>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</b></p> <p><i>While masturbation can be part 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.</i></p>	<p>“No Risk for STDs: <b>Mutual masturbation, Solo Masturbation</b>” (Grade 7, Lesson 5, p. 33)</p> <p>STD Smarts game question: “Which one is riskiest if done with a partner who has an STD?</p> <ul style="list-style-type: none"> <li>• Tongue kissing, <b>mutual masturbation</b>, using a public toilet. (Note to the Teacher: Be sure to clarify that ‘<b>mutual masturbation</b>’ refers to two people touching each other’s genitals). Answer: Tongue kissing</li> <li>• Abstinence, <b>mutual masturbation</b>, dry sex. Answer: Dry sex</li> <li>• Having unprotected penis-vagina sex in a swimming pool, having protected oral sex, <b>mutual masturbation</b>. Answer: Having unprotected penis-vagina sex” (Grade 9, Lesson 10, p. 4)</li> </ul>
<p><b>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</b></p> <p><i>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 inaccurate information on condom effectiveness and omit or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.</i></p>	<p>“Condoms can <b>help make sex last longer.</b>” (Grade 8, Lesson 8, p. 11)</p> <p>“After students have worked for five minutes, have your <b>wooden penis model or banana and several condoms</b> in front of you.” (Grade 8, Lesson 9, p. 2)</p> <p>“As each step is read in the correct order, <b>model doing that step.</b> Show the students, for example, where the expiration date is on the condom wrapper; demonstrate which way is the right way up to <b>place the condom on the head of the penis</b>, and so on. Be sure to highlight that you have several external condoms with you, which is a good idea in general; if one were to tear, fall on the floor, etc., you couldn’t re-use it.” (Grade 8, Lesson 9, p. 2)</p> <p>Students are given the following cards and asked to put them in order <b>from the beginning to the end of the sex act:</b></p> <ul style="list-style-type: none"> <li>• Check expiration date on condom</li> <li>• Have erection</li> <li>• Take condom from wrapper</li> <li>• Put condom right side up on head of penis</li> <li>• Pinch the tip</li> <li>• Roll condom down penis</li> </ul>

- Begin intercourse
- Ejaculation
- Withdraw penis from partner, holding condom on at the base
- Remove condom from penis
- Throw condom away in trash (Grade 8, Lesson 9, p. 3)

“Take the **plastic pelvic model and internal condom**. Explain that while there are fewer steps to using the pouch, it is still important to do them correctly.” (Grade 8, Lesson 9, p. 3)

“Hold up the pouch and check the expiration date. Open the pouch and hold it up for the students to see. Gently squeeze the smaller ring, explaining what you are doing as you do it, and place the ring inside the vaginal opening of the pelvic model. Hold the model up so the students can see how the pouch is inside the vagina, and what is left hanging outside. Explain that once intercourse is over the pouch should come out of the vagina. Twisting once or twice, pull the pouch from the model and talk about throwing it away.” (Grade 8, Lesson 9, p. 3)

“Condoms offer extremely effective protection against most STDs. Having unprotected sex of any kind carries high risk for STDs. When it comes to oral sex, the person performing oral sex is at higher risk because their mouth is coming into contact with the other person’s genitals. People can reduce their STD risk further by **using flavored condoms or other barriers**.” (Grade 9, Lesson 10, p. 4)

Grade 9, Lesson 11 “Materials Needed:

- Latex condoms – enough for each student in the class to have one, plus a good number of extras just in case
- One **wooden penis model for the teacher** (optional; you can also use a banana)
- Bananas – enough for half the class (alternatively, you can purchase low-cost, **Styrofoam penis models for the entire class**)
- Teacher’s Guide: Steps to Putting on a Condom – one copy
- Handout: Steps to Putting on a Condom – one per every two students
- One **small tube of water-based lubricant**, any type
- Hand wipes – one per student
- Homework: Creating Condom Confidence – one per student” (Grade 9, Lesson 11, p. 1)

Condom demonstration procedure: “Walk into the room, **hold up the wooden penis model or banana and condom** you will be using in a moment and announce, ‘Today’s the day!’” (Grade 9, Lesson 11, pp. 1-2)

“Take one condom out and either a **banana or the wooden penis model**. Go through the steps on the teacher’s guide one at a time, holding up the condom and/or model to make sure all students can see.” (Grade 9, Lesson 11, p. 2)

“When you open the condom at the beginning of the demonstration, say, ‘You’ll notice that **condoms come coated with a kind of liquid** – that’s called ‘lubricant.’ As you’ll see in a minute, this can make the condoms kind of slippery. Most condoms come like this. Some, however, are unlubricated. If you were to have an unlubricated condom, you can add some of this [hold up the tube of lubricant], which is a **lubricant made specifically to use during sex**. There are lots of different kinds of lubricant; whatever you use should be water-based. Do NOT use hand lotion or Vaseline or anything else with oil in

it as a lubricant, as the oil will break down the latex in the condom and can cause it to break.” (Grade 9, Lesson 11, p. 2)

“Divide the class into pairs. **Distribute a banana and two condoms to each pair**, as well as the Steps to Putting on a Condom handout. Decide who will go first, and have the other person follow along on the steps sheet while the first person tries to go through the steps in order as you just demonstrated, doing their best to recall each step and in the correct order. Instruct the **second person to gently remind the first person of a missed step**, but that they should give the first person a chance to try to remember what they can. Tell students that if anyone were to drop or tear a condom by accident, they should raise their hand for a replacement.” (Grade 9, Lesson 11, p. 2)

“Say, ‘I said earlier that having condoms doesn’t mean anything if you don’t know how to use them. Well, knowing how to use condoms doesn’t mean anything if you don’t actually have them in the first place! **What are some places you know of where you can get condoms?** If you know whether these are free or whether you need to buy them, let’s be sure to add that.’ Record responses on the board, adding in any or all of these as they apply to your school or area.” (Grade 9, Lesson 11, p. 3)

“Before the next class, you need to **visit one of these places and get a condom**. In each situation, **you must interact with at least one adult**. For example, if it’s here at school, you can’t just grab a condom from the basket and run off. You have to at least say to an adult, ‘May I have some condoms, please?’ Now, I don’t want you to spend any money, so if you were to go to a store, just go up to someone who works in the store and ask where the condoms are, go to the section, and look through them. You can even take a picture of them with your phone if you want. If an adult looks at you funny make a note of it on your worksheet and you can also show the adult your homework if that would help. Again, you don’t need to spend any money. I am going to give you a sheet with some questions on it about your experience doing this. Complete the sheet and bring it with you to the next class.” (Grade 9, Lesson 11, pp. 3-4)

“Teacher’s Guide: Steps to Putting on a Condom

1 - **MAKE SURE YOU BOTH CONSENT TO WHATEVER YOU PLAN TO DO SEXUALLY**. We often see examples in the media of people spontaneously having sex – but regardless of whether either or both people have had sex before, with each other or anyone else, each new sex act is an opportunity to talk about what you do and don’t want to do. If you haven’t clearly told the other person you want to have sex, and they haven’t told you, you shouldn’t have sex – regardless of whether you plan to use condoms!

2 - **MAKE SURE YOU HAVE MORE THAN ONE CONDOM** (hold up a few). Condoms can be slippery, and if you only have one and it falls on the floor, you can’t rinse it off and use it, you have to throw it away and get a new one.

3 - **CHECK THE EXPIRATION DATE**. On each condom pack, there is an expiration date based on when the condom was made. If it is past the expiration date, do NOT use the condom.

4 - **CAREFULLY OPEN THE CONDOM** using the jagged edge as your guide. Do NOT use your teeth.

5 - **CHECK WHETHER IT’S RIGHT SIDE UP**. The condom will only roll one way, so you want to make sure it’s right side up. (Walk around the room with the condom in your hand to demonstrate this). If you were to put it on the wrong side up, it’d be best to throw that condom away and start fresh. That’s because a penis produces a small amount of fluid called “pre-ejaculate” that can transmit STDs, and may sometimes contain sperm. If that gets into the condom’s other side, it will get into the other person’s body.

	<p>6 - <b>GENTLY PINCH THE TIP OF THE CONDOM</b> to get air out. This will create space for the semen during ejaculation.</p> <p>7 - <b>PLACE THE CONDOM ON THE HEAD OF AN ERECT PENIS.</b> If a person is uncircumcised, you may need to gently pull back their foreskin as needed before putting the condom on.</p> <p>8 - <b>ROLL THE CONDOM ALL THE WAY DOWN THE PENIS.</b> If you only roll down part of the way, you risk the condom coming off – and you expose both partners to more skin-to-skin contact, which is a higher STD risk if one partner has an infection.</p> <p>9 - <b>SEX ACT – ORGASM AND EJACULATION.</b> You must use one condom per sex act. This includes if you’re having more than one kind of sex during one encounter. For example, a penis that goes inside an anus should not go inside a vagina without taking that condom off and starting with a fresh one. That’s to avoid getting bacteria from the rectum inside the vagina.</p> <p>10 - <b>PULL THE CONDOM-COVERED PENIS OUT AND AWAY FROM THE OTHER PERSON’S BODY.</b> Especially as someone is just learning how to use condoms, they may be a little clumsy handling them. You want to avoid removing a condom over a partner’s body to avoid spilling the contents on or inside them.</p> <p>11 - <b>PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE.</b> Never flush a condom down the toilet as it can clog the toilet. If you are someplace where you do not necessarily have privacy, you can wrap the used condom in some toilet paper to be more discrete about it before throwing it away.” (Grade 9, Lesson 11, p. 5)</p> <p>“Homework: Do You Have Condom Confidence?  Instructions: Please respond honestly to the following questions and hand your assignment in during our next class period. Your answers will NOT be shared with the class. (Remember, you can’t just ask a friend or family member for one or to get one for you!)</p> <ul style="list-style-type: none"> <li>• <b>Where did you go to get your condom?</b> If it was a store or clinic, please put down the name and address here.</li> <li>• On what date did you get your condom?</li> <li>• <b>Who did you talk with</b> at the office/clinic/store about condoms?</li> <li>• How did this person react to you when you asked for condoms or asked where they were located?</li> <li>• How did it feel to experience getting/asking about condoms? How do you think doing this may help you in the future?” (Grade 9, Lesson 11, p. 7)</li> </ul>
<p><b>8. PROMOTES PREMATURE SEXUAL AUTONOMY</b></p> <p><i>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.</i></p>	<p>“We talked today about some of the things that can happen as a result, of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person <b>know when they’re ready to have sex?</b>” (Grade 6, Lesson 6, p. 4)</p> <p>“Leah has been with Malik for almost a year. Malik has been bringing up whether they should start having sex, and Leah’s <b>trying to figure out whether the time is right.</b>” (Grade 8, Lesson 2, p. 5)</p> <p>“After spending a lot of time together, <b>a couple wants to start having sex.</b> They talk about safer sex and decide to use condoms every time.” (Grade 8, Lesson 3, p. 7)</p> <p>“External condoms (sometimes called male condoms) are worn on a penis. <b>Anyone can buy them at the store (including 8th graders)</b>” (Grade 8, Lesson 8, p. 4)</p> <p>“<b>Anyone of any age and gender can buy emergency contraception</b> from a drugstore like Target, CVS, Rite Aid or Walgreens.” (Grade 8, Lesson 8, p. 19)</p>

“Here are some questions to answer before **making a decision to have sex** (oral, anal or vaginal) with a partner:

- **Am I comfortable being vulnerable** in front of my partner, for example being naked with them?
- What do I expect sex to be like? What if it’s bad and I don’t enjoy it?
- What will I do to prevent STDs? (Grade 9, Lesson 7, p. 4)

“There is **no minimum age for getting a pregnancy test**. As long as you can pay for it, you have the right to purchase one at a store or get one from a clinic or doctor’s office. Don’t let anyone tell you otherwise!” (Grade 9, Lesson 9, p. 2)

A homework assignment is given where students need to go somewhere in the community where they can access condoms. The teacher is instructed to say, “Now, one thing I am going to give you a heads up about. I am very intentional about you going as 9th graders because some adults might have a reaction to you, as ninth graders, asking about condoms. You need to know there is **no minimum age at which you can get condoms** – you have a right to access them at any age. So if any adult were to make a comment about your age, be sure to tell them that you know that using condoms is the responsible thing to do and that you have the right to get them if you wish.” (Grade 9, Lesson 11, p. 4)

“Do teens have the right to **buy external or internal condoms at a store no matter their age**? Yes. Some adults may disagree with the idea of young people having sex, rather than **being impressed by how responsible they are being** by knowing they need to use condoms of some kind to protect against STDs and/or pregnancy. If a store owner were to say, ‘No, you’re too young’ to someone under the age of 18, that person needs to clearly, but respectfully, inform that person that they have a **legal right to purchase condoms** – there is no minimum age requirement.” (Grade 10, Lesson 3, p. 6)

Homework Assignment: STD Testing – What Are My Options?

“Instructions: Please **find one place in your community that does STD testing**, and describe the process below. NOTE: You do NOT need to actually get tested, you just need to find out what someone needs to do in order to get tested.

- Name and address of testing site
- How far is the clinic from home? What about from school? What are directions to get there from both?
- What are the days of the week and hours the clinic is open?
- How much does it cost?
- Do they take insurance?
- Who would you bring with you to get tested? Why?
- If you were to test positive (meaning, you had an STD), who would you go to for support? What would you want/need from them?” (Grade 10, Lesson 4, p. 8)

A video about sexting is shown on YouTube. The host says that if both parties consent to it, “**sexting is just another aspect of normal human sexual behavior.**” (Grade 10, Lesson 5, p. 1)

**Note:** The lesson does go on to say that sexting is illegal if you are under 18, but the above video gives a mixed message to teens.

“**Physical boundaries** include not only whether you have any kind of physical contact with another person, but how much.... You may not be interested in having sex with

	<p>someone, but you <b>might be okay doing other sexual things</b> with that person.” (Grade 11, Lesson 2, p. 2)</p> <p>“No matter how old you are, if you <b>choose to become a parent</b>, it is a HUGE responsibility and a ton of work. It can be a wonderfully rewarding experience – but, people of all ages do better when they have some support in their lives.” (Grade 11, Lesson 4, p. 3)</p> <p>Learning Objective: “Identify at least two other factors that have an impact on <b>sexual decision-making</b>.” (Grade 12, Lesson 2, p. 1)</p> <p>“It feels a bit simplistic to say that, above all, <b>what you want and what you think is right is the most important thing</b> – but it’s actually true. In the end, you are the one who benefits from your positive decisions, and you’re the one who has to deal with the negative consequences if there are any. So no matter what you hear, or what you think you know about others, you have the right to think and <b>make decisions for yourself</b>.” (Grade 12, Lesson 2, p. 3)</p>
<p><b>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</b></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.</i></p> <p><i>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>“Since this is just a typical menstrual cycle and we know that everyone is unique, if someone <b>chooses to have vaginal sex</b> but does not want to become pregnant/get their partner pregnant, it is most effective to either postpone vaginal sex or to use an effective form of birth control consistently and correctly.” (Grade 7, Lesson 3, p. 4)</p> <p>“If the couple is <b>not using a contraceptive method</b>, like condoms or the pill, the sperm in the semen can join with an egg, if one is present.” (Grade 7, Lesson 3, p. 6)</p> <p>“External condoms (sometimes called male condoms) are worn on a penis. Anyone can buy them at the store (including 8th graders) and they are very effective at preventing pregnancy when used consistently (<b>meaning every time a couple has vaginal sex</b>) and correctly.” (Grade 8, Lesson 8, p. 4)</p> <p>“Say, ‘It’s great to think this through and to create a plan for yourselves. But what about the other person with whom <b>you may end up having sex</b>? How would you know whether they had an STD? What can you do to find out?’” (Grade 8, Lesson 10, p. 4)</p> <p>Activity to show how quickly STDs spread: “Of those who are standing, if you have an ‘A’ on your card, you may sit down. An ‘A’ means you chose to remain abstinent – you did <b>no-risk sexual things together</b> or didn’t do anything sexual together after all.” (Grade 9, Lesson 8, p. 3)</p> <p>“Probe for the fact that only abstinence offers 100% effective protection against STDs, but that <b>condoms and other latex barriers offer extremely effective protection</b> if they’re used correctly with <b>every single sexual encounter</b>.” (Grade 9, Lesson 8, p. 4)</p> <p>“Probe for how it’s best to not have <b>unprotected sex</b> with multiple partners to reduce the chances of STDs spreading.” (Grade 9, Lesson 8, p. 4)</p> <p>“Probe for how, <b>if you’re going to have any kind of sex</b>, it’s important to use condoms or other barriers correctly and every time.” (Grade 9, Lesson 8, p. 4)</p> <p>“Probe for how if a person were to find out <b>they had had some kind of sex with someone who has an STD</b> they would need to get tested and to tell anyone else they may have been in a sexual relationship with that they need to get tested, too.” (Grade</p>



9, Lesson 8, p. 4)

“**If you are having sex**, it is a good idea to get tested and to ask your partner(s) to get tested, too. Some couples will go to get tested together, which reinforces the care they have for each other.” (Grade 9, Lesson 8, p. 4)

“Different STDs can be detected in tests after different time periods after exposure to an infected partner. The most important thing is to **not have sex again until you can get tested** to avoid possibly transmitting an STD to the other person. It’s also a good reminder to use condoms or other latex barriers for every act of oral, anal and vaginal sex!” (Grade 9, Lesson 10, p. 5)

“A person has never had sex before. **Their partner has, but only once**. Do they need to use condoms?

ANSWER: YES! If someone **has vaginal, oral or anal sex with another person**, they could have been exposed to an STD.” (Grade 9, Lesson 10, p. 7)

“A couple is making out and it **looks like they may have sex**. One partner takes out a condom and the other says, ‘I don’t use those.’ What should the other partner do?

ANSWER: Stop making out and say, clearly, ‘I do – **we can’t have sex without them**.’ If the other person still refuses, the partner needs to either say what they are or aren’t willing to do that doesn’t include oral, anal or vaginal sex – or leave.” (Grade 9, Lesson 10, p. 7)

“A couple is about to **have sex for the first time**. They know they need to use condoms but don’t want to be seen buying them in a store. What are two other places they can go to get condoms?

ANSWER: A doctor’s office, Planned Parenthood or other sexual and reproductive health clinic, the department of health, pharmacy, grocery store or ask a friend or family member. (can also get them online)” (Grade 9, Lesson 10, p. 7)

“A couple is **having penis-vagina sex**, and the condom slips off. They don’t have any more condoms with them.

ANSWER: They need to stop what they’re doing. **If they wish to continue to have sex**, they need to get some additional condoms (this is why you should always have extras on hand!).” (Grade 9, Lesson 10, p. 7)

“A person notices small red bumps on the outside of their genitals. They don’t look like the gross slides they saw in science class at school so maybe it’s a heat rash. They’ve **had sex before** and used condoms a few times.

ANSWER: They need to get tested for STDs. They also need to tell their partner, and they need to start using condoms **every time they have any kind of sex** moving forward.” (Grade 9, Lesson 10, p. 7)

“Stephanie is in the 10th grade. She has been in a relationship with Victor since the beginning of the school year, and they have been **having sex almost since the beginning**, and while they’ve both really been enjoying it, Stephanie’s really worried about getting pregnant since they have not been using birth control.” (Grade 10, Lesson 3, p. 4)

“You and partner two haven’t yet had sex, but have been talking about it. You and your partner **each have had one partner before and have used condoms**. You need to talk about **what you’re going to do sexually** and what steps you’re going to take to avoid

	<p>STDs (and pregnancy, if that’s an issue).” (Grade 10, Lesson 4, p. 6)</p> <p>“You and partner one have been in a relationship for about four months. <b>You have had several different kinds of sex</b> and have used condoms most of the time. You are monogamous – meaning, you only have sex with each other, no one else. Neither of you has ever had an STD – but you’ve also never talked about it. You think it’s time for you two to <b>stop using condoms altogether so you can really feel close to each other all the time</b>. You really want to be with your partner, no matter what, and are committed to being in it together.” (Grade 10, Lesson 4, p. 7)</p> <p>“You have been on the pill for a few months because you had some issues with acne. You and partner two have been together for a while and been <b>having sex and using condoms.</b>” (Grade 10, Lesson 4, p. 7)</p> <p>“Tammy has had several boyfriends, but has <b>always been careful about pregnancy and STDs</b>. She is on the pill, and she generally refused to have sex unless her partners use condoms. She was getting over being sick recently and was on antibiotics, and didn’t know they can reduce the effectiveness of the pill. So when <b>several of her partners</b> said they didn’t feel like they needed to use condoms with her anymore, she agreed – and found out a few weeks later that she was pregnant. <b>But by whom?</b> Tammy has decided she wants to keep the baby, and wants to be sure the biological father helps out financially.” (Grade 12, Lesson 1, p. 6)</p> <p>“Ask, ‘What are some of the reasons why someone might choose to get tested?’ Write these on the board beneath the first heading, probing for:</p> <ul style="list-style-type: none"> <li>• Because they <b>had unprotected sex with someone</b> and are now thinking they should get tested.</li> <li>• Because they thought they and their partner were in a monogamous relationship (<b>only having sex with each other</b>) and found out later that their partner was <b>having sex with other people</b>.</li> <li>• Because they started to experience some symptoms and didn’t know if that meant they had an STD.” (Grade 12, Lesson 4, p. 2)</li> </ul>
<p><b>10. PROMOTES TRANSGENDER IDEOLOGY</b></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</i></p>	<p>“While we use the terms ‘male’ and ‘female’ when referring to particular anatomy (the ‘male’ or ‘female’ reproductive systems, for example), it is important to remember that <b>someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl.</b>” (Grade 5, Lesson 1, p. 1)</p> <p>“You may notice language throughout the curriculum that seems less familiar – using the pronoun ‘they’ instead of ‘her’ or ‘him’, using gender neutral names in scenarios and role-plays and referring to ‘<b>someone with a vulva</b>’ vs. a girl or woman. This is intended to make the curriculum <b>inclusive of all genders and gender identities.</b>” (Grade 6, Lesson 1, p. 1 and throughout curriculum)</p> <p>“Fact: A person can <b>look like a boy or a man and feel on the inside like they are a girl or a woman.</b>” (Grade 7, Lesson 6, p. 5)</p> <p>“We’ve been talking during class about messages boys and girls get – but as many of you know, there are also people who <b>don’t identify as boys or girls</b>, but rather as <b>transgender or gender queer</b>. That means that even if they were called a boy or a girl at birth and may have body parts that are typically associated with being a boy or a girl, on the inside, they feel differently.” (Grade 7, Lesson 7, p. 3)</p>

*with mental health intervention.*

“Note to the Teacher: If you have a student in class who is **openly trans**, this could be a wonderful opportunity for that student to share first-hand experience of how they have been responding to gender messages. If you ask this student to speak to their experience, be sure to talk with them ahead of class, don’t put them on the spot without asking for their permission first.” (Grade 7, Lesson 7, p. 3)

“What we call ourselves is called our **‘gender identity.’** And while you may assume that someone who looks a particular way on the outside identifies the same way on the inside, that may not necessarily be the case.” (Grade 9, Lesson 5, p. 4)

“From the time we are born, we are told how we are supposed to act, dress and speak based on the **sex we are assigned at birth** – just as if we had been given a script and asked to follow it throughout our lives. In the space below, please provide examples of some of the messages you or people close to you have received about how we are supposed to behave based on whether someone is **assigned ‘male’ or ‘female’ at birth.**” (Grade 9, Lesson 5, p. 6)

Role Play Scenario, Sydney: “You were **assigned male at birth** but have never identified as a boy or a man. You are a girl, but not a ‘girly’ girl. You really like the fact that Zee is kind of androgynous, but you aren’t sure how to get things started.” (Grade 9, Lesson 7, p. 7)

Role Play Scenario, Zee: “Biologically you were **assigned female at birth** but you hate all of the boxes that society puts people in and identify as genderqueer. You **work hard to have a gender-nonconforming appearance and style.** You enjoy **gender-bending** and you feel like with Sydney you have finally met someone who really ‘gets you’.” (Grade 9, Lesson 7, p. 7)

“**People with a cervix** are tested for HPV when they get pap tests; how are **people with a penis tested?** Answer: ...There is no HPV test for a penis – a person with a penis will only know if they have it if they notice visible warts or a sexual partner notifies them of possible exposure.” (Grade 9, Lesson 10, p. 5)

“Since most birth control is geared towards **people with ovaries and a uterus**, how might someone who doesn’t have those body parts feel about accessing and using contraception?” (Grade 10, Lesson 2, p. 4)

“Can a **transgender minor** begin taking hormones without a parent’s permission? No. A parent or caregiver must consent to a transgender minor - a person under 18 - beginning hormones that will help that young person transition **from the sex they were assigned at birth to their true gender identity.**” (Grade 10, Lesson 3, p. 7)

The class is to brainstorm ways their school could improve on being **more inclusive of all sexual orientations and gender identities.** “Note to the Teacher: These lists will vary based on the school you are in, but sample efforts that students may say their school could improve on include:

- We **don’t have a GSA** [Gay Straight Alliance Club]
- There are **no all-gender bathroom signs**
- There are celebrations for different historical months and weeks, but nothing for **LGBTQ people (pride)**
- There is a lesson in Social Studies on **historical LGBT people**
- The policy around the prom and other school events only allows different-sex couples to attend together

	<ul style="list-style-type: none"> <li>• There is a dress code, which requires people to wear a particular uniform even though they <b>identify as a different gender</b></li> <li>• There is a lot of homophobic language in the hallway (e.g., “you’re so gay” and more)” (Grade 10, Lesson 6, p. 3)</li> </ul> <p>“In most cases, babies are born with one of the two scenarios I just described, and are called either ‘boys’ or ‘girls.’ In most cases, as a child starts to grow up, this biology matches how they feel on the inside. A person will look in the mirror and see a penis and testicles or breasts and a vulva and feel on the inside, ‘I’m male’ or ‘I’m female.’ <b>When what someone is called at birth matches how they feel on the inside, that person is called ‘cisgender.’</b>” (Grade 11, Lesson 5, p. 3)</p> <p>“Sometimes, however, what a person sees in the mirror doesn’t match how they feel on the inside. They might see a penis and testicles and think, ‘but I’m not a boy.’ That person may call themselves ‘transgender,’ or simply, ‘female’ if that is how they feel. <b>However we feel on the inside – whether it matches our bodies or not – is our gender identity.</b>” (Grade 11, Lesson 5, p. 3)</p> <p>“A person whose <b>biology at birth was characterized as ‘female’</b> and who also feels female on the inside [write a woman symbol on the board] who is attracted only to people whose biology at birth was characterized as ‘male’ and who also feel male on the inside [write a man symbol on the board, followed by an equal sign] will likely identify as heterosexual. If she does, the fact that she identifies as a woman [circle the woman symbol] and that the partners she’s attracted to identify as men [circle the man symbol] – <b>these are their gender identities</b>. The fact that they’re attracted to each other [circle heterosexual in a different color] is their sexual orientation.” (Grade 11, Lesson 5, p. 3)</p> <p>“Based on these magazine covers, what would you say the dominant US culture finds attractive in men? ...in women? ...in <b>transgender people</b>?” (Grade 12, Lesson 5, p. 4)</p>
<p><b>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</b></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>“<b>Birth control, if used correctly and consistently</b>, prevents the sperm and egg from uniting by either blocking the sperm or preventing an egg from leaving the ovary in addition to other ways.” (Grade 7, Lesson 3, p. 4)</p> <p>“Once a person confirms they are pregnant, they need to decide <b>whether they are going to have the baby</b> and become a parent, have the baby and let someone adopt it, or <b>end the pregnancy</b> (at its earliest stage).” (Grade 7, Lesson 4, p. 1)</p> <p>“Introduce the topic by explaining that birth control, sometimes called contraception, is a way to prevent a pregnancy if a different sex couple has vaginal sex. There are <b>many different kinds of birth control</b> that work by preventing the sperm and egg from joining in a variety of ways, if they are used consistently and correctly.” (Grade 8, Lesson 8, p. 2)</p> <p>“The <b>birth control pill, the patch and the ring</b> all contain hormones that are very effective at preventing pregnancy.” (Grade 8, Lesson 8, p. 4)</p> <p>“<b>Most IUDs, the shot and the implant</b> contain hormones that are very effective at preventing pregnancy for anywhere between a few months (3 months for the shot) and many years (up to 10 for some IUDs).” (Grade 8, Lesson 8, p. 4)</p> <p>“<b>Emergency contraception</b>, often called Plan B, is medicine that is taken after</p>

unprotected vaginal sex to prevent pregnancy and the sooner it is taken after vaginal sex, the more effective it is.” (Grade 8, Lesson 8, p. 4)

“Contraceptive methods like the pill are **great for pregnancy prevention**, but don’t protect against STDs.” (Grade 9, Lesson 8, p. 4)

“Say, ‘In the video we just saw, Emily finds out she’s pregnant and they both just kind of assume she’s going to have the baby and they’re going to become parents.’ Write ‘Become a parent’ on the white board. Say, ‘Many people do make this choice, regardless of whether they’re teens or adults. There are also two other choices someone who is pregnant has the right to consider – what are they?’ Probe for and write on the board, ‘Place the baby for adoption’ and ‘**Have an abortion.**’” (Grade 9, Lesson 9, p. 3)

Students discuss the pros and cons of becoming a parent, putting a baby up for adoption, and **having an abortion**. “Each of these options has reasons why someone would want to do it, and reasons why someone would not want to do it. In the end, however, it is every pregnant person’s right to choose what they do about their pregnancy.” (Grade 9, Lesson 9, p. 3)

“Now, if they choose not to continue the pregnancy and **have an abortion**, they also need to do that as early in the pregnancy as possible. Up to 49 days or 7 weeks, they can have an abortion by taking medication; after 49 days or 7 weeks, they need to go to a doctor or clinician. **In some states, they can only have an abortion up until a certain point in the pregnancy.** Each state is different, so it’s important to know what the law is wherever you’re living.” (Grade 9, Lesson 9, p. 3)

“Today we’re going to look at **contraception or birth control** such as abstinence, the pill, condoms, the shot, etc. Specifically, we’re going to look at what might affect a person’s decision to use birth control, whether to prevent pregnancy and/or for the other reasons that have nothing to do with sex. Let’s start by brainstorming why a person **might want to use birth control** for either sexual or non-sexual reasons.” (Grade 10, Lesson 2, pp. 1-2)

“This time a ‘wrench’ will be thrown into your teen’s plans to use birth control. So take a look at your teen, the methods recommended for them and the wrench or thing that could get in the way of using the methods. Then figure out how your teen could deal with that wrench **in order to successfully use birth control**. The ideas must be realistic for teens in your community and not a Hollywood movie ending!” (Grade 10, Lesson 2, pp. 2-3)

Students are tasked with **finding the best birth control method** for the following scenario: “Aimee has been in a steady and loving relationship for the past six months. For Aimee, going to college would be huge since she’d be the first in her family. Aimee and her partner help each other study and support each other in their respective team sports. Aimee **wants to make sure she does not get pregnant until after college**. She’d love to find a way to not have to deal with her periods anymore.” (Grade 10, Lesson 2, p. 8)

Students are tasked with **finding the best birth control method** for the following scenario: “Marcus is a really hard worker and in the top 10th percentile in the junior class. He is also really cute, but super shy and hasn’t had a serious relationship yet. He hooked up one time and **had oral sex**, but got his heart broken so he’s been hesitant to

	<p>put himself out there again. Marcus knows there will be a big party after the home game tonight and he hopes the person he’s been crushing on for a while will be there too so he can make a move. He <b>wants to be ready just in case</b> things go well and he hopes he doesn’t chicken out from talking to them.” (Grade 10, Lesson 2, p. 9)</p> <p>Students are tasked with <b>finding the best birth control method</b> for the following scenario: “Ashley has been dating Felix for almost the entire school year and they just <b>started having vaginal sex</b> last week. Ashley is really, really worried that her parents will find out. Even though they like Felix, they would freak out if they found out she was having sex. Ashley is the oldest of five siblings, and since both her parents work, they rely on her to help with getting the kids to and from school, their homework, meals and more. She knows that getting pregnant right now would affect everyone in her family, not just her.” (Grade 10, Lesson 2, p. 10)</p> <p>“Stephanie decides to <b>go on birth control</b> without telling Victor. She goes to her family doctor, who she’s been seeing since she was a child, and asks for a prescription for birth control pills.” (Grade 10, Lesson 3, p. 4)</p> <p>“Stephanie decides the <b>best decision for her is having an abortion</b>. She does not feel like she can tell Victor, because he will definitely be against it. So she looks online and finds a clinic near her called ‘LifeSupport.’” (Grade 10, Lesson 3, p. 4)</p> <p>“If a teen becomes pregnant, who has the right to <b>decide what the outcome of the pregnancy will be</b>? Answer: The pregnant teen.” (Grade 10, Lesson 3, p. 6)</p> <p>“Up until when in a pregnancy does someone <b>have the right to have a legal abortion</b>? Answer: <b>It is legal in the first trimester</b>, and in some states, into the second trimester. Nationwide, abortion is legal through the first 12 weeks or first trimester of pregnancy. Different states, however, have different laws about when after that abortion can no longer be done – or when it can be done but requires a second physician to be involved in the procedure. This often depends on what’s called ‘fetal viability,’ or when a fetus could survive on its own outside of the uterus.” (Grade 10, Lesson 3, p. 6)</p> <p>“Damien and Belinda are both 16 and live in Idaho. Belinda gets pregnant, decides she is too young to be a parent, and <b>doesn’t want to carry a pregnancy to term</b> if she’s not going to parent the baby. She doesn’t want to place the baby for adoption because she doesn’t think she’d be able to deal with knowing that her baby was out there if she isn’t going to raise it. Damien is really against abortion and tells her he’d raise the baby if she didn’t want to; she refuses.” (Grade 12, Lesson 1, p. 4)</p>
<p><b>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</b></p> <p><i>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</i></p>	<p>PowerPoint presentation on finding accurate website sources of sexuality information: “What Am I Looking For in a Website? Does it believe <b>I have a right to info about sexuality?</b>” (Grade 6, Lesson 7, PowerPoint)</p> <p>“The most important thing to keep in mind is that every person <b>has a right to express their gender</b> as it makes most sense to them.” (Grade 7, Lesson 7, p. 4)</p> <p>“Say, ‘It’s not always easy to make change, but it is possible. You all just came up with some simple steps that can be taken at school to make this the best school environment possible. In the seventh grade, you may not always be able to <b>change how the school works</b> – but we can take your ideas and pass them along to the principal, which I plan to do.’” (Grade 7, Lesson 10, p. 10)</p>

*CSE itself) or to promote abortion.*

“Today we are going to be talking about sexual orientation and gender identity and our school environment to see how well we make school feel like a welcome place for people of all orientations and genders. We’ll also look at where we see room for improvement; and **how we would propose making some changes**. Note to the Teacher: Depending on your school environment, this can be a one-day assignment, or be turned into a **class or even school-wide project**.” (Grade 8, Lesson 1, p. 2)

Referring to gender identity: “People **have the right to call themselves whatever they wish** – even if it may not make sense to others.” (Grade 9, Lesson 4, PowerPoint)

“Assign each group one of the five categories. Tell them they will have 10 minutes to work together to **create a commercial** for that statement or something that has to do with that statement, which they will then **act out for the class**.” (Grade 9, Lesson 8, p. 4)

A homework assignment is given where students need to go somewhere in the community where they can access condoms. The teacher is instructed to say, “Now, one thing I am going to give you a heads up about. I am very intentional about you going as 9th graders because some adults might have a reaction to you, as ninth graders, asking about condoms. You need to know there is no minimum age at which you can get condoms – you **have a right to access them at any age**. So if any adult were to make a comment about your age, be sure to tell them that you know that using condoms is the responsible thing to do and that you **have the right to get them if you wish**.” (Grade 9, Lesson 11, p. 4)

Learning Objectives: “Describe at least three laws in their state relating to **minors’ rights and sexual and reproductive health**.” (Grade 10, Lesson 3, p. 1)

Homework – Spreading the Word: “Instructions: Lots of students don’t know the information we went over in class today. Your job is to find four different people your age between now and next class and **share two things about sexting you remember from class with them**. Then complete the table below and hand it in next class.” (Grade 10, Lesson 5, p. 5)

Learning Objective: “Demonstrate an understanding of **what advocacy and lobbying are**, and how they can be used to **make change at school**.” (Grade 10, Lesson 6, p. 1)

Learning Objective: “Demonstrate how to make a **persuasive argument for policy change**.” (Grade 10, Lesson 6, p. 1)

PowerPoint slide: “**What is advocacy?** Supporting and believing in an issue and trying to get others to support and believe in the same issue” (Grade 10, Lesson 6, PowerPoint)

PowerPoint slide: “**What is lobbying?** A form of advocacy; Conducting activities aimed at influencing decision-makers” (Grade 10, Lesson 6, PowerPoint)

PowerPoint slide: “**Lobbying the Principal**

- Introduce yourself and who you represent
- Thank the principal for the meeting
- State your position clearly, specifically what is wrong and why you think that
- Make a specific ask (“We would like...”)
- Provide informational materials and ask if you can count on their support
- Thank the principal again and then go back and meet with your group to decide how you might need to follow up” (Grade 10, Lesson 6, PowerPoint)

	<p>PowerPoint slide: <b>“What should you do if the principal agrees with you?”</b></p> <ul style="list-style-type: none"> <li>• Thank them for their support</li> <li>• Ask for a timeline for the change to happen</li> <li>• Ask them to take a larger role by publicizing this change to the entire school” (Grade 10, Lesson 6, PowerPoint)</li> </ul> <p>PowerPoint slide: <b>“What should you do if the principal disagrees with your position?”</b></p> <ul style="list-style-type: none"> <li>• Determine the reasoning for their opposition (concern about parents’ reactions, the proposed change would cost money that wasn’t budgeted, personal/political values, the school board, etc.)</li> <li>• Remain calm, do not become angry</li> <li>• Thank the principal for meeting with you” (Grade 10, Lesson 6, PowerPoint)</li> </ul> <p>PowerPoint slide: <b>“What should you do if the principal is indecisive?”</b></p> <ul style="list-style-type: none"> <li>• Present your case clearly</li> <li>• Ask about the principal’s own viewpoint</li> <li>• Ask about specific questions the principal has and/or who they’d like to hear from to get more information about the issue</li> <li>• Keep in touch” (Grade 10, Lesson 6, PowerPoint)</li> </ul> <p>PowerPoint slide regarding homework assignment instructs students to gather information on the following <b>before trying to lobby the principal:</b></p> <ul style="list-style-type: none"> <li>• “Info on the impact of GSAs (Gay Straight Alliance clubs) on all students</li> <li>• Info on school safety issues for LGBTQ students</li> <li>• Examples of schools that have made positive changes in their schools and the impact of doing that</li> <li>• Stories of <b>opposition to making this type of change</b> that was then overcome, and how</li> <li>• List of 3 to 5 organizations that support schools in making these changes</li> <li>• Fact sheets about this issue” (Grade 10, Lesson 6, PowerPoint)</li> </ul> <p>Learning Objective: “Describe at least three <b>inherent rights teens have relating to their sexual and reproductive decision-making.</b>” (Grade 12, Lesson 1, p. 1)</p> <p>Learning Objective: “Describe the <b>rights young people have regarding STD testing</b> including confidentiality and the quality of care they should receive from the provider.” (Grade 12, Lesson 4, p. 1)</p>
<p><b>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</b></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>“Regardless of your own religion, a faith-based organization <b>may have biases based on their own beliefs and teachings</b> that may limit the extent of the sexuality-related information.” (Grade 6, Lesson 7, PowerPoint)</p> <p>Lesson Objectives: “Name at least two stereotypes associated with <b>why many people value the gender binary of ‘boys’ and ‘girls.’</b>” (Grade 7, Lesson 7, p. 1)</p> <p>Lesson Objectives: “Analyze at least two sources of gendered messages and expectations <b>that exist within their culture.</b>” (Grade 7, Lesson 7, p. 1)</p> <p>“As students identify their sources of messages, feel free to ask whether <b>other parts of the culture provide messages about gender</b>, too. For example, if no one mentions religious institutions, ask whether they can think of any examples. If they can’t, ask</p>



	<p>whether anyone is Catholic, and then whether women can be priests.” (Grade 7, Lesson 7, p. 2)</p> <p>“Say to students, ‘No one has the right to tell someone else how they are supposed to express their gender. Society will continue to give messages – whether that’s in the media or from family or culture or religious groups. But in the end, <b>every person has the right to discover who they are and to let others know in ways that feel right to them.</b>’” (Grade 9, Lesson 5, p. 4)</p> <p>Role Play Scenario: “Marina and Graham have been going out for four months. Marina’s family immigrated from Russia five years ago. Marina speaks English well, thinks of herself as American, and <b>argues constantly with her parents about many of their beliefs</b>, which she finds old-fashioned.” (Grade 9, Lesson 7, p. 6)</p> <p>Homework Instructions: “Visit each of the following websites by copying and pasting the web address listed below. One site provides accurate information that respects teens, and the other tries to <b>scare and shame teens out of doing anything sexual</b> with another person until they’re married. Then answer the questions follow.” (Grade 9, Lesson 10, p. 10)</p> <p>“It feels a bit simplistic to say that, above all, <b>what you want and what you think is right is the most important thing</b> – but it’s actually true. In the end, you are the one who benefits from your positive decisions, and you’re the one who has to deal with the negative consequences if there are any. So no matter what you hear, or what you think you know about others, you have the right to think and make decisions for yourself.” (Grade 12, Lesson 2, p. 3)</p>
<p><b>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</b></p> <p><i>May instruct children they have rights to confidentiality and 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></p>	<p>“Leah <b>doesn’t feel like she can talk with her mom</b> about this stuff, because her mom was <b>brought up in a pretty conservative household</b> and they’ve never talked about sex or sexuality. Leah does, however, have a good relationship with her mom’s best friend, who she’s known since Leah was a baby, and feels like she can talk with her about anything.” (Grade 8, Lesson 2, p. 5)</p> <p>“Malik’s parents are <b>very devout Catholics</b>, and they don’t talk about sex or sexuality except to talk about abstinence and waiting for marriage.” (Grade 8, Lesson 2, p. 7)</p> <p>“Say to students, ‘No one has the right to tell someone else how they are supposed to express their gender. Society will continue to give messages – whether that’s in the media or from family or culture or religious groups. But in the end, <b>every person has the right to discover who they are</b> and to let others know in ways that feel right to them.’” (Grade 9, Lesson 5, p. 4)</p> <p>“True or False: Minors (age 18 and younger) must have a parent or guardian’s consent to be tested for STDs. Answer: FALSE! You <b>do not need parental permission</b> to get tested for STDs. There are some other sexual health services that may need a parent or guardian’s permission – so you always want to ask before going into a clinic or when you make an appointment.” (Grade 9, Lesson 10, p. 5)</p> <p>“Now let’s brainstorm some of the factors that might impact whether a person or a couple uses birth control. Note to the Teacher: Write these on the board in the other column making sure to include the following if students don’t suggest them:</p> <ul style="list-style-type: none"> <li>• <b>Afraid of parents/caregivers finding out</b></li> <li>• <b>Falsely believe they need parental permission</b> to get birth control” (Grade 10,</li> </ul>

	<p style="text-align: center;">Lesson 2, p. 2)</p> <p>Situation: A female student wants to start birth control but is “<b>afraid of parents/caregivers</b> finding out.”  Recommended solution: “<b>Look at methods that are not visible</b>, such as the IUD, shot, ring and condoms, so there would not be anything for parents to find.” (Grade 10, Lesson 2, p. 12)</p> <p>“Do teens have the right to get birth control from a clinic <b>without parent permission or notification</b>? It depends how the clinic is funded. Most states have laws that permit minors (people under the age of 18) to obtain contraceptive methods <b>without parental consent or notification</b>.... If a clinic receives Title X funding they must provide contraception without a parent/ caregiver’s consent. It’s always a good idea to ask, when making an appointment or when you arrive at the clinic, what their policy is about parental consent.” (Grade 10, Lesson 3, p. 6)</p> <p>“Does a teen <b>have the right to get tested for STDs at a clinic without their parents’ permission</b> or consent? Yes. A teenager should always ask the clinic’s policy on consenting to a service and confidentiality of test results. The only thing a teen needs to keep in mind is that if they plan to pay for their tests using their parents’ or caregivers’ health insurance, the parent(s) or caregiver(s) will know that the test has been done. Many clinics will offer low-cost or free testing to teens and will make sure the services done are completely confidential.” (Grade 10, Lesson 3, p. 7)</p>
<p><b>15. REFERS CHILDREN TO HARMFUL RESOURCES</b></p> <p><i>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.)</i></p> <p><i>Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.</i></p> <p><i>(For more information on how Planned Parenthood sexualizes children for profit see <a href="http://www.WaronChildren.org">www.WaronChildren.org</a> and</i></p>	<p>Students are directed to the following websites:  <a href="http://www.sexetc.org">www.sexetc.org</a>  <a href="http://www.plannedparenthood.org/learn/birth-control">www.plannedparenthood.org/learn/birth-control</a>  <a href="http://www.plannedparenthood.org/teens">www.plannedparenthood.org/teens</a>  <a href="http://www.stayteen.org">www.stayteen.org</a>  <a href="http://www.iwannaknow.org/teens/index.html">www.iwannaknow.org/teens/index.html</a>  (Grade 6, Lesson 7, pp. 1 and 16)</p> <p>Homework: “Have students visit <a href="http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/">http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/</a> and complete the three questions on their homework worksheet.” (Grade 8, Lesson 1, p. 4)</p> <p>Homework Instructions: “Answer the questions below, using any of the following three websites. Be sure to include the link to where you found the information!  <a href="http://www.plannedparenthood.org/teens/">http://www.plannedparenthood.org/teens/</a>  <a href="http://www.plannedparenthood.org/learn/pregnancy/prenatal-care">http://www.plannedparenthood.org/learn/pregnancy/prenatal-care</a>  <a href="http://sexetc.org/">http://sexetc.org/</a>” (Grade 9, Lesson 9, p. 8)</p> <p>Student Handout: “Accurate and Reliable Sexual Health Resources for Teens:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.sexetc.org">www.sexetc.org</a> - Sexual health information written by teens, for teens</li> <li>• <a href="http://www.scarleteen.com">www.scarleteen.com</a> - Sexual health information on a wide range of topics</li> <li>• <a href="http://youthresourceafy.tumblr.com">youthresourceafy.tumblr.com</a> - Sexual health information for gay, lesbian and bisexual teens</li> <li>• <a href="http://www.factsaboutcondoms.org">www.factsaboutcondoms.org</a> - Information about preventing STDs and safeguarding sexual health</li> <li>• <a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a> - Information to find Planned Parenthood in your community</li> <li>• <a href="http://www.itsyoursexlife.org">www.itsyoursexlife.org</a> - Sexual health information including birth control and STDs” (Grade 10, Lesson 7, p. 8)</li> </ul>

**Note:** Many of the above websites contain graphic sexual discussions and other material many parents would find objectionable. This curriculum refers students to websites run by Planned Parenthood, Advocates for Youth, and the American Sexual Health Association, all of which have a clear agenda for increasing sexual activity among young people.

“This lesson was inspired by “**Setting Sexual Limits**” from Filling the Gaps – [http://www.siecus.org/\\_data/global/images/filling\\_the\\_gaps.pdf](http://www.siecus.org/_data/global/images/filling_the_gaps.pdf).” (Grade 8, Lesson 4, p. 4)

“The Where Do I Stand? Activity was adapted from the **GLSEN Guide** to Think B4 You Speak.” (Grade 7, Lesson 10, p. 5)

“Consent chart adapted from an activity in the curriculum ‘Sexual Violence in Teenage Lives: A Prevention Curriculum.’ **Planned Parenthood of Northern New England**, 1994.” (Grade 8, Lesson 7, p. 6)

Students are given a homework sheet about a young lady who receives STD testing and free birth control pills at Planned Parenthood. “**At Planned Parenthood** I got tested confidentially and inexpensively. Plus, they were **really supportive and informative** when I went to them.” (Grade 8, Lesson 10, p. 6)

Learning Objectives: “Name **one health clinic or center in their area that provides STD testing** and treatment for teens.” (Grade 9, Lesson 8, p. 1)

Homework Worksheet: “Investigative Reporting – students will go around for the next week interviewing people about what they know and think about safer sex, as well as finding information about **where someone in their community can go for STD testing and treatment.**” (Grade 9, Lesson 8, p. 5)

“Name **two types of places where people can go to get tested for STDs.** Answer: A doctor’s office, a sexual or reproductive health clinic (like **Planned Parenthood**) or the Department of Health. Some school-based health centers will do STD testing, too, and several major pharmacy store chains carry an at-home HIV test.” (Grade 9, Lesson 10, p. 5)

“A couple is about to have sex for the first time. They know they need to use condoms but don’t want to be seen buying them in a store. What are **two other places they can go to get condoms?**

ANSWER: A doctor’s office, **Planned Parenthood** or other sexual and reproductive health clinic, the department of health, pharmacy, grocery store or ask a friend or family member. (can also get them online)” (Grade 9, Lesson 10, p. 7)

Homework Assignment: Students are instructed to watch a YouTube clip entitled “Pam Stenzel: Sex Still Has a Price Tag” and answer the following questions:

- “How do you know this speaker doesn’t respect teens?”
- How do you feel about how she addresses boys vs. girls?
- What is something she says in the video that makes you wonder **whether she is telling the truth?**” (Grade 9, Lesson 10, p. 10)

**Note:** The biased nature of this curriculum is clearly evident in the preceding homework assignment. Pam Stenzel is a Christian speaker who advocates for abstinence only until

*marriage. She, and by extension her beliefs, are clearly maligned by these questions. Students are taught what to think, not how to think.*

Advance Preparation for Lesson [Condom Demonstration]: “If you **have a health center in your school that makes condoms available**, you may wish to let them know you will be covering this topic so that they are prepared for a possible increase in questions and/or requests for condoms.” (Grade 9, Lesson 11, p. 1)

“Homework: Students will **find one place where they can get tested in person for STDs and HIV** and explain the process. (Note to the Teacher: Once you have collected the homework, you may wish to combine the responses and **create a resource for your students** to take home as a resource so they know the full spectrum of options for STD testing and treatment in your community.)” (Grade 10, Lesson 4, p. 5)

Students are directed to the following websites to help in a project where they **advocate for LGBTQ students**:

- <http://www.glsen.org>
- <http://www.safeschoolscoalition.org>
- <http://tolerance.org/lgbt-best-practices>
- <http://www.apa.org/pi/lgbt/programs/safe-supportive/default.aspx>

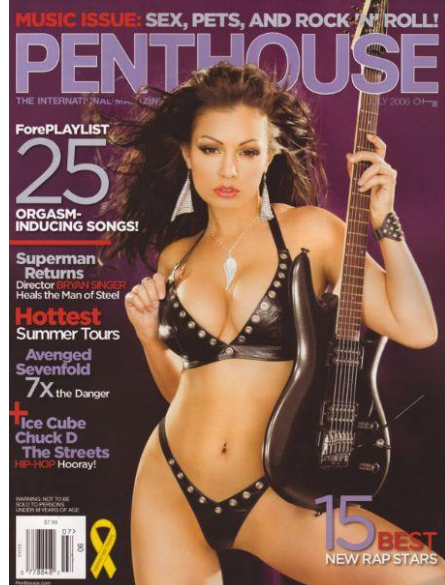
(Grade 10, Lesson 6, PowerPoint)

Students are directed to <https://gettested.cdc.gov/>. “Then write down **two possible locations nearby where a teen could get tested for STDs**. They should also write the name and location of the two STD testing sites on their group’s worksheet.” (Grade 12, Lesson 4, p. 3)

“Viewing sexually explicit media is **not considered a negative by everyone** but people should keep in mind that it is fantasy and not reality.” (Grade 12, Lesson 5, PowerPoint)

**Note:** *The preceding quote is at the end of a PowerPoint presentation that includes the following images. It is important to note that the curriculum does not consider the following images to be sexually explicit (see Teacher’s Note on Grade 12, Lesson 5, p. 1).*







For the complete text of *Rights, Respect, Responsibility*, see <https://3rs.org/3rs-curriculum/>.