

CSE Harmful Elements Analysis Tool

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

Analysis of

Rights, Respect, Responsibility - 2021 Lessons

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = [13 OUT OF 15]

Rights, Respect, Responsibility - 2021 Lessons contains [13 out of 15] of the harmful elements typically found in CSE curricula or materials. The presence of **even one of these elements indicates that the analyzed materials are inappropriate for children**. Having several of these elements should disqualify such materials for use with children.

Program Description: This is a series of additional lessons to be used with the original *Rights, Respect, Responsibility* curriculum, one of the most explicit CSE curricula available. Because it is a K-12 program, it begins at a young age to sexualize children and normalize sexual behavior. These additional lessons have a heavy focus on promoting radical gender ideology, discussing sexual pleasure, and encouraging students to advocate for sexual rights. They also incorporate elements of Critical Race Theory by teaching students that racism and so-called systemic oppression prevent “marginalized populations” from accessing sexual health services and exercising their sexual agency.

Target Age Group: Ages 5-18

Planned Parenthood Connections: The publisher, Advocates for Youth, is a major partnering organization with Planned Parenthood. Two of the three authors, Elizabeth Schroeder and Nora Gelperin, worked for Planned Parenthood. Students are frequently referred to Planned Parenthood as a resource for sexual health services.

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<p>1. SEXUALIZES CHILDREN</p> <p><i>Normalizes child sex or desensitizes children to sexual things. May give examples of children having sex or imply many of their peers are sexually active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage</i></p>	<p>“Tell them they will each get a chance to play each role, but they should each decide who is going to be the grown-up first, and who is going to be the young person. Once they’ve decided, explain to the student playing the young person that they should pretend a different adult touched them in a way that made them feel uncomfortable. Tell the student pretending to be a trusted adult that they should respond to their partner in a way they think would make them feel good about coming to them. Explain that the pairs should have a conversation, not just state that this happened and then respond. Ask them to talk together until you have called time, about 2 minutes.” (Grade 1, My Body, p. 4)</p>

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

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

discussion of sexual experiences, attractions, fantasies or desires.

Note: *This is a completely inappropriate activity for 6-year-olds. They are being asked to make up a story about being the victim of sexual touching and tell it to another student who pretends to be an adult and give advice. The two are then to have a conversation for two minutes about how to handle sexual touching. Six-year-olds are in no way mature enough to participate in this activity.*

Students discuss the physical changes that happen during puberty, including: **“spontaneous erections, wet dreams.”** (Grade 4, Making Sense of Puberty, p. 31)

“When penises stand up by themselves it’s called an ‘erection.’ This has been happening since infancy and is totally normal. But during puberty and beyond, it can happen more often and can be more noticeable. Also, the **erections can last longer.** During puberty, erections can happen out of nowhere, or spontaneously. They don’t even have to be thinking about or looking at anything in particular. While this can be embarrassing, they also tend to go away on their own after a short period.” (Grade 4, Making Sense of Puberty, p. 33)

“During puberty, testicles start producing sperm, which as you just heard can cause a pregnancy if it meets an egg in the uterus. Sperm come out of the penis inside a fluid called ‘semen.’ It’s normal for this semen to come out sometimes while sleeping. **This is called a ‘nocturnal emission’ or a ‘wet dream.’**” (Grade 4, Making Sense of Puberty, p. 33)

Students write down what they will do in the following situations and **share their answers with a classmate:** “I get **spontaneous erections in front of other people.** I have a wet dream.” (Grade 4, Making Sense of Puberty, p. 35)

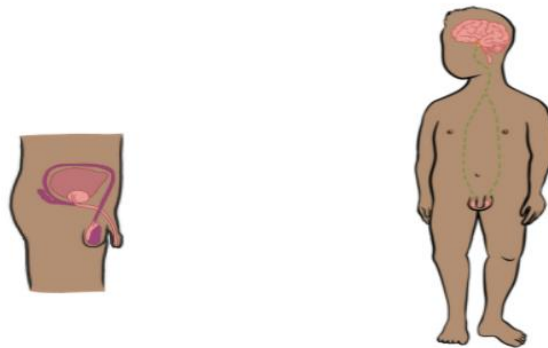
“Wet dreams – For people who have testicles, one of the first signs that puberty is beginning is possibly having a wet dream, or ‘nocturnal emission.’ This is when the penis releases semen, the sticky fluid that will eventually contain sperm, during sleep. This can feel embarrassing because people think this means they’ve wet the bed, but that’s not the case. It’s a normal part of growing up.” (Grade 5, It’s All About the Hormones, p. 5)

Note: *While erections and wet dreams are biological realities, discussing them in a mixed-gender classroom of children is not age appropriate. This kind of lesson and students discussing these topics with their peers can desensitize them to sexual topics.*

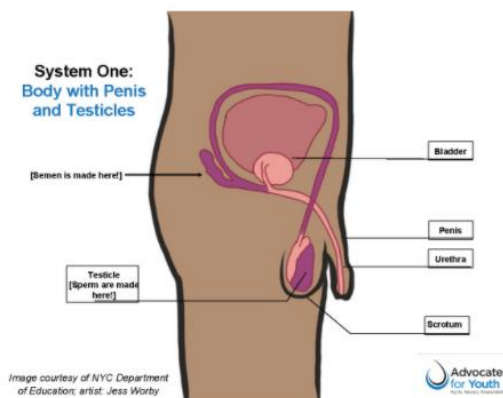
“A student in the class has an older sibling who they hang out with after school while their parents are at work. The older sibling **watches porn in the living room and shows it to their younger sibling** sometimes.” (Grade 6, Image Overload PowerPoint, p. 3)

“Using a white board marker, draw the steps of fertilization and implantation in the following order: **‘Sperm from the testicles get inside the vagina.’**” (Grade 5, So That’s How Babies Are Made, p. 2)

Note: In order to correctly draw how the sperm gets into the vagina, a child will have to draw an inappropriately graphic picture of a penis entering a vagina.



(Grade 5, Sexual and Reproductive Anatomy PowerPoint, slide 4)



(Grade 5, Sexual and Reproductive Anatomy PowerPoint, slide 5)

Diagram 3
Body with a Vulva

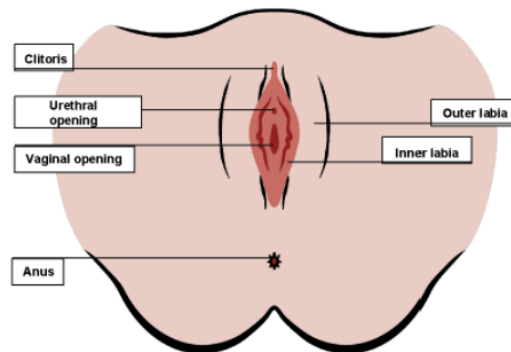


Image courtesy of NYC Department of Education, artist: Jess Worby



(Grade 5, Sexual and Reproductive Anatomy PowerPoint, slide 8)

“You and your best friend are at the school basketball game. The person you have a crush on keeps looking at you which is very exciting. Your crush’s friend starts making fun of them for looking at you and loudly tells them to walk over and kiss you if they like you. You and your crush are uncomfortable and embarrassed. Your crush’s friend then starts talking loudly about **what they**

should do with your body sexually and making motions to simulate sexual acts.” (Grade 7, Harassment Prevention – The Basics, p. 9)

“A 15-year-old student started dating a 17-year-old student. They met online... The younger student lied and said that they were 17 years old. The two are in love. The 15-year old’s parents are not supportive of the relationship and told their child they are not allowed to date the older student. The two teens continue to see each other and even make plans to attend prom. After the dance, **the 15-year old’s parents find the two having sex at a local party.** The parents have pressed charges against the 17-year-old student.” (Grade 7, Pre-Law, p. 6)

“Who someone is attracted to does not mean they will act on that attraction. A person can be attracted to someone and just want to be friends, have a romantic relationship, **a sexual relationship, or some combination of any of these.**” (Grade 7, So Attractive, p. 2)

“Show students the selected and approved video, ... AMAZE.org’s Porn: Fact or Fiction: <https://amaze.org/video/porn-fact-fiction/>.” (Grade High School, Consent, Sexting, & the Law, p. 2)

Note: *At the 0:30 mark, the film says that “being curious about sex and looking at pictures or films of naked bodies, or people engaging in sexual behaviors, is perfectly normal.” The illustrated video also shows enhanced breasts, a couple having sex under covers, and a man using his extremely long penis to “lasso” an attractive woman. It is an extremely distasteful film which normalizes the viewing of pornography.*

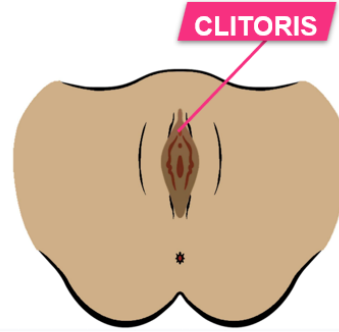
“Person A and Person B have been dating for 3 years. **Both partners have sex with other people even though their relationship is not open.** Each time one partner cheats, the other person does it too in order to keep things even. Both partners say they will get married eventually and that they love each other.” (Grade High School, Power and Privilege, p. 4)

“The clitoris also **becomes erect when someone with a vulva is aroused,** similar to what happens with a penis. We’ll learn more about the sexual response in the next lesson.” (Grade High School, Sexual Systems I: Parts, p. 4)

Note: *The continued use of terms like “someone with a vulva” and “a person with a penis” shows that this curriculum is focused on pushing radical gender ideology and denying the reality of biological sex.*

Path A: Clitoris

- The clitoris is a highly sensitive part that is made of tissue that can become erect during arousal
- The clitoris is very small on the outside but extends into the body along the side of the vagina



(Grade High School, Sexual Systems I: Parts PowerPoint, slide 8)

Note: *The clitoris is addressed in a mixed-gender classroom, the only possible reason for which is to discuss sexual pleasure with a group of minors.*

“The word ‘plateau’ really means a leveling off – but in terms of sexual arousal it’s really about the **feeling of being aroused.**” (Grade High School, Sexual Systems II: Processes, p. 2)

“For men, **orgasm is actually two different experiences** that happen very close together: Emission and expulsion. ...[T]he semen comes out (which is expulsion). Sometimes, it will shoot out all at once; sometimes it will come out in spurts; other times it will flow out more like lava oozing down the side of a volcano. Like with women, there is much diversity here – and **the type of orgasm and ejaculation can differ from act to act.**” (Grade High School, Sexual Systems II: Processes, p. 3)

“The fourth phase of this cycle is ‘Resolution.’ This basically means that everything goes back to its pre-aroused state; **anything that was engorged with blood no longer is and returns to their previous sizes.** Heart rate and blood pressure return to normal resting rate. Skin flush starts to go away, and the skin will return to its typical color or tone.” (Grade High School, Sexual Systems II: Processes, p. 3)

“Men will enter what is called the ‘refractory period,’ a period of time during which **he cannot get another erection.** This can last from several minutes to several days, depending on his age, **amount of desire he has for his ongoing partner,** interest in sex, etc.” (Grade High School, Sexual Systems II: Processes, p. 3)

“Everyone is different – some kind of touch will **produce a lot of pleasure for one person** and maybe another type will not. The media would lead us to believe that people **have orgasms every time they have sex** – but that’s not true for all people. We are all different and that is normal.” (Grade High School, Sexual Systems II: Processes, p. 3)

Myth or Fact: “People of any gender can **experience multiple orgasms.** Fact.

While it is **less common for people with penises to have multiple orgasms**, it is possible. And not everyone with a vulva can have them or have them during every sex act.” (Grade High School, Sexual Systems II: Processes, p. 6)

Myth or Fact: “If someone with a penis has an erection and does not ejaculate, blood in the testicles will be constricted, causing slight swelling and a bluish tint to the testes (‘blue balls’). Myth. This is one of the oldest stories in the book – and it’s often used as a pressure line if someone’s partner changes their mind, **leaving a person with a penis all erect with nowhere to go!** Although it can feel achy and uncomfortable for someone of any gender to **get into the excitement and plateau phase without reaching orgasm** and releasing the tension that’s built up, it doesn’t do any physical harm.” (Grade High School, Sexual Systems II: Processes, p. 6)

Myth or Fact: “A **person with a penis wakes up most mornings with an erection**. Fact. There are different explanations for why this happens – but they’re all physiological... It does not mean the person needs to have sex. Usually, this erection will go away by itself – **or the person can masturbate if they wish.**” (Grade High School, Sexual Systems II: Processes, p. 7)

Myth or Fact: “It is a good idea for **someone with a penis who wants to last longer during sex** to take Viagra just before, particularly the younger they are. Myth. No! No! No! No one, of any age, should take Viagra, or any other medication, without it being medically necessary. While some people might hear, **‘Wow, an erection that lasts four hours or longer?’ and think ‘Awesome!’** – it can actually be quite painful, and sometimes requires a trip to the ER to remedy.” (Grade High School, Sexual Systems II: Processes, p. 7)

Myth or Fact: “**If someone’s vagina does not become lubricated enough naturally**, it is a good idea to use vegetable oil or Vaseline to make sex feel better. Myth. While there are ways to add lubricant to a vagina, oil-based lubricants are not a good idea... Water-based lubricants, such as K-Y Jelly will not break down the condom. **Prolonged kissing and touching can also increase vaginal lubrication.**” (Grade High School, Sexual Systems II: Processes, p. 7)

“Stage One: Excitement

- As **bodies start to experience arousal** (get turned on), blood rushes into different body parts, especially the pelvis.
- When a **penis or clitoris fills with blood**, it becomes erect. Vaginal walls also start **producing a lubricating fluid.**” (Grade High School, Sexual Systems II: Processes PowerPoint, slide 4)

“Stage Two: Plateau

- **As kissing, sexual touching or some kind of sex continues, both bodies will become more aroused.**
- Blood also rushes to the chest and face, and people with fairer skin may turn noticeably pink or red in these areas.
- Heart and breathing rates increase. Although ‘plateau’ implies leveling

	<p>out, shortly into this phase the physical changes increase and become more intense." (Grade High School, Sexual Systems II: Processes PowerPoint, slide 5)</p> <p>"Stage Three: Orgasm</p> <ul style="list-style-type: none"> • The sexual feelings and tension increase, and then are released in orgasm. If someone has a penis, orgasm is often accompanied by ejaculation, or the release of semen. • There is more variety for people with vaginas. Their orgasms can vary from person to person. Some may also ejaculate during orgasm, although not all can or do." (Grade High School, Sexual Systems II: Processes PowerPoint, slide 6) <p>"Stage Four: Resolution</p> <ul style="list-style-type: none"> • During this final stage, the body returns to its unaroused state: heart rate returns to normal, blood flow moves away from sexual body parts. People who have a penis will experience a 'refractory period,' during which they cannot experience another erection. This can last minutes, hours or days. • People with vaginas may reach resolution later; some can have multiple orgasms, while others are no longer aroused after one." (Grade High School, Sexual Systems II: Processes PowerPoint, slides 7-8)
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get "consent" from other children to engage in sexual acts with them. While this may be appropriate for adults, children of minor age should never be encouraged to "consent" to sex.</i></p> <p><i>Note: "Consent" is often taught under the banner of sexual abuse prevention.</i></p>	<p>"Consent is a skill where a person asks permission to interact with another person's space or body. What we are looking for is affirmative consent where unless the other person provides a complete yes, the answer is no. This means that silence, not saying no, or saying maybe would all be a NO to the request. Consent can be applied to any ask that a person would make but today we are going to look at sexual consent." (Grade 6, Consent: It Goes With Everything, p. 2)</p> <p>"How would you explain sexual consent to a peer that isn't in class?' Motivate students to explain sexual consent as asking another person to interact with them in a sexual nature." (Grade 6, Consent: It Goes With Everything, p. 3)</p> <p>Students are instructed to list as many answers as possible to the following prompts:</p> <ul style="list-style-type: none"> • "Sexual consent is... • Sexual consent is not... • You know for sure someone has given sexual consent when... • It can be hard to know if someone has given sexual consent when... • A person needs to get sexual consent when... • If a person does not get sexual consent before doing something the following consequences can happen..." (Grade 6, Consent: It Goes With Everything, p. 2) <p>"After allowing the students to define sexual consent, present the following question to the class, 'How is a person able to give sexual consent?' Allow the</p>

	<p>class to brainstorm and share answers as a full class. Take notes on the board as students provide answers to the question. Motivate students to think critically and aim for answers such as: think clearly, no drugs and/or alcohol, understand what the behavior is, trust, respect, knowing what works best for their body." (Grade 6, Consent: It Goes With Everything, p. 3)</p> <p>"Remember, consent means that both people are able and willing to provide a yes to the ask. Silence or the absence of a no is never consent and a person who is under the influence can never provide consent." (Grade 6, Consent: It Goes With Everything, p. 5)</p> <p>"This lesson also includes information about consent, often missing from conversations about pornography, to emphasize the importance of consenting to all sexual behaviors, including the creating and sharing of sexually explicit media." (Grade High School, Consent, Sexting & the Law, p. 1)</p> <p>"Consent is always a crucial part of sexual experiences, and that includes taking, sending, posting or sharing a nude image." (Grade High School, Consent, Sexting, & the Law, p. 2)</p> <p>"Why is consent so important when it comes to sexting?</p> <ul style="list-style-type: none"> • Consent is always important when it comes to sexting, even though it is not often present in sexually explicit media. • The person pictured in a sext may have not consented to the image being taken or shared." (Grade High School, Consent, Sexting, & the Law, p. 3) <p>"Ask students to write a one-paragraph reflection on why getting consent is so important before sharing any sexually explicit images or videos." (Grade High School, Consent, Sexting & the Law pp. 4-5)</p> <p><i>Note: This lesson implies that exchanging and sharing "sexts" is acceptable if consent has been given. That is an erroneous idea to present to young people. Sexting among minors can hold serious legal consequences related to child pornography in addition to causing serious emotional and mental harm.</i></p>
<p>3. PROMOTES ANAL AND ORAL SEX</p> <p><i>Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i></p>	<p>No evidence found in these additional lessons. However, the original <i>Rights, Respect, Responsibility</i> curriculum used with these additions has many examples of harmful content in this area.</p>
<p>4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR</p>	<p>"We can have things in common with other people. We might be the same age. We might have the same color hair, or the same skin tone. We might have the same number of siblings, or both have two moms or two dads, or like to watch</p>

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.

the same tv show.” (Grade 2, Respect, p. 2)

“If appropriate, ask students for different examples of different types of families. Examples may include numbers of siblings, living with one parent or two parents, **same or different gender parents**, living with grandparents, foster families, adoption, different race/ethnicity of parents, etc.” (Grade 3, Respect for All, p. 1)

“**Discuss that the rainbow flag represents pride of gay and lesbian people.** Hold one up or show a picture of one for students to see. Ask if students can think of other symbols that people use to show their pride in their heritage or culture or some other trait about them? Examples are parades, books or movies and religious symbols.” (Grade 3, Respect for All, p. 3)

“Our understanding of which gender or genders we **feel romantic love and attraction for is called our ‘sexual orientation.’**” (Grade 5, What Is Love Anyways, p. 5)

“Sometimes, people will have these feelings for people who are the same gender as they are. **This is called being ‘gay.’** Gay women are also sometimes called ‘lesbians.’” (Grade 5, What Is Love Anyways, p. 5)

“Some people might have **romantic feelings for people of all genders.** This is called being ‘bisexual.’” (Grade 5, What Is Love Anyways, p. 5)

“During puberty, it’s common to have feelings for people of your same gender, of another gender, or of all different genders. Sometimes, that’s part of understanding your sexual orientation. Sometimes, it’s not, and you’ll have feelings that come and go. So, **you may not know what your orientation is right away, or until you’re older – and that’s okay.**” (Grade 5, What Is Love Anyways, p. 5)

“Tell the students that you are going to be talking about respect in class today – particularly as it pertains to respecting people whose **gender or sexual orientation may be different from yours.** Remind the students about the **differences between gender and sexual orientation.**” (Grade 7, Be the Change, p. 1)

“Sometimes a person **might want to explore their sexual orientation**, or who they are attracted to sexually so they can identify themselves as **gay, straight, bisexual, asexual, the list goes on.** This is a personal choice for each person and not something a person needs to do.” (Grade 7, So Attractive, p. 2)

Students watch a video from Amaze.org entitled “What is Sexual Orientation?” The video **introduces them to various sexual orientations including pansexual, asexual and demisexual.** (Grade 7, So Attractive, p. 2)

“After the activity say, ‘Okay as a class we are going to reset and everyone is back to their own personal opinions about all topics and we are back to focusing

	<p>on the facts here at school and the fact is that a person’s sexual orientation is not a choice and cannot be controlled or changed.” (Grade 7, So Attractive, p. 4)</p> <p>“Before we get started let’s quickly review two terms, sexual orientation and gender identity. Can anyone tell the class what sexual orientation is?” Write both definitions on the board for students to reference for the remainder of class. Please make sure the following is stated in the definition provided by the student: Sexual orientation is how a person identifies the gender or genders they find sexually attractive.” (Grade High School, Influencers for Life, p. 2)</p> <p>“The assignment was to read the case study and answer the questions that followed but take a moment to reflect and think if your brain automatically assigned a gender to the people mentioned in the case study. Did your brain automatically imagine if the people in the case study identified as straight, gay, asexual, queer?” (Grade High School, Influencers for Life, p. 2)</p> <p>“Explain that what we know about the lived experiences of lesbian, gay, queer, bisexual, pansexual, and people with other non-straight sexual orientations, is that support from peers, families, schools, and communities can positively impact their health and well-being.” (Grade High School, Sexual Orientation Facts and Info: Finding and Assessing Credible Sources Online, p. 2)</p>
<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>May teach 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>“Sex can and should feel good, both physically and emotionally.” (Grade 8, Pregnancy Basics, p. 3)</p> <p>“To assure there’s a general understanding, use the piece of newsprint labeled, ‘Sexual Agency’ to have the class share examples of what sexual agency would look like. Below are some examples to include: ... freedom to experience pleasure.” (Grade High School, Sexual Agency, p. 3)</p> <p>Students watch a clip from the movie “When Harry Met Sally” where the female character talks about faking an orgasm and then proceeds to act out what a female orgasm looks and sounds like. “Okay – so clearly they’re talking about the idea of someone faking orgasm during a sexual relationship – what we’re going to be talking about today is what actually goes on in the body when someone is experiencing all the stuff that made her behave the way she did. There’s got to be some common experience, because most people got that she was imitating sexual arousal and orgasm.” (Grade High School, Sexual Systems II: Processes, p. 2)</p> <p>“There aren’t many noticeably new signs like in the excitement phase, it’s more that these signs continue to grow and become more pronounced. For example:</p> <ul style="list-style-type: none"> • Heart rate and blood pressure continue to rise • Breathing becomes faster • Muscle tension builds; involuntary contractions in the feet and hands may occur – this is normal!” (Grade High School, Sexual Systems II: Processes, p. 2)

	<p>“The orgasm phase is the peak of sexual tension, when it’s all released. In men, this usually comes with ejaculation; with women, the various muscles of the uterus and inside the vagina and elsewhere will contract in different ways. For some girls and women, ejaculation is possible as well.” (Grade High School, Sexual Systems II: Processes, p. 2)</p> <p>“Explain that one of the most common questions people ask is what an orgasm feels like. Explain that how it feels will depend on the individual. Say, ‘For some women, the tension builds up to a release that feels almost explosive – one big burst. For others, there may be more of a rolling feeling – a series of contractions. Other people may experience it altogether differently. It also can happen one way during one sex act, and differently during another sex act.’” (Grade High School, Sexual Systems II: Processes, p. 2)</p> <p>“Use the piece of newsprint labeled ‘Systemic Oppression’ to have the class share examples of what obstacles to sexual agency would look like... Below are some examples to include: ...sex education focused on ‘risk’ and illness and leaving out pleasure.” (Grade High School, Sexual Agency, p. 5)</p>
<p>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</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>Myth or Fact: “A person with a penis wakes up most mornings with an erection. Fact. There are different explanations for why this happens – but they’re all physiological... It does not mean the person needs to have sex. Usually, this erection will go away by itself – or the person can masturbate if they wish.” (Grade High School, Sexual Systems II: Processes, p. 7)</p>
<p>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</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</i></p>	<p>No evidence found in these additional lessons. However, the original <i>Rights, Respect, Responsibility</i> curriculum used with these additions has many examples of harmful content in this area.</p>

or deemphasize failure rates.
May imply that condoms will provide complete protection against pregnancy or STIs.

8. PROMOTES PREMATURE SEXUAL AUTONOMY

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

“To simplify the definition to one sentence would be to say that **sexual agency** is when we believe that a person **should and can make the best decisions for their own bodies.**” (Grade 6, Consent: It Goes With Everything, p. 4)

“While there is no fact that identifies whether and when a person should engage in sexual behaviors, there are factors that are important to consider when making a decision like that... Around the room you will find several posters with factors (Healthy Relationship; Protection ex: condoms; Consent; Personal beliefs; Peers/Friends; Family; Media) to consider **when deciding whether and when to engage in sexual behaviors.** I am going to place you all in seven small groups and then your groups will visit at least three posters and identify whether each factor is or is not important in **making a decision on whether and when to engage in sexual behaviors.**” (Grade 6, When Should a Person, p. 1)

“Making a **choice to engage in a sexual behavior with another person is a big decision** and you know what is best for your body, so you get to be the person to make that decision. It can be helpful to identify a trusted adult who can listen, support you, and answer any questions you might have. It is also very important to make sure that the person who you are interested in **is equally as interested and has provided consent**, that you have discussed your sexual history and methods to protect against STDs and unintended pregnancy as well as gotten tested for STDs.” (Grade 6, When Should a Person, p. 3)

“Sexual agency includes: the ability to give consent to participate in and/or decline sexual behaviors; to choose whether or not to engage in sexual behaviors in a specific way, with a specific person, and/or at a specific time and place; the ability to **choose safer sex practices**, including contraception; and the right to **choose to define one’s sexuality, sexual orientation, and gender.**” (Grade 6, Consent: It Goes With Everything PowerPoint, slide 5)

Definition of sexual agency:

- “ability to identify, communicate and negotiate one’s sexual needs
- ability to **initiate behaviors that allow for the satisfaction of those needs**
- aids in the **development of their own sexual identities** and practices
- sexual assertiveness
- feelings of entitlement to pleasure
- sexual satisfaction” (Grade High School, Sexual Agency, p. 3)

“To assure there’s a general understanding, use the piece of newsprint labeled ‘Sexual Agency’ to have the class share examples of what sexual agency would look like. Below are some examples to include:

- freedom to determine your sexual identity
- freedom to express your gender
- freedom in your gender identity

	<ul style="list-style-type: none"> • freedom to make decisions about your sexual health • freedom to enjoy and celebrate your body • freedom to engage in sexual behaviors with consent and without coercion or exploitation • freedom to choose whether or not to engage in sexual behaviors • freedom to stop or refuse any sexual activities • healthy relationships • being able to communicate your sexual needs • freedom to experience pleasure • healthy negotiation between partners • policies and procedures that affirm sexual autonomy around sexual and reproductive wellness • healthy families • healthy communities • live without fear of abuse and harm” (Grade High School, Sexual Agency, p. 3)
<p>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</p> <p><i>Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing.</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>“After a moment for reflection say something like, we all have priorities in life and there are priorities we should consider before deciding whether to have sex with someone. For example, if being in a healthy relationship is a priority for someone before having sex, that will help a person make a decision.” (Grade 6, When Should a Person, p. 3)</p> <p>“Making a decision on whether and when to have sex is a big decision and you are the best person to make that decision for your body. Using all the information you have and making a decision based on that information will set you up for success no matter what your decision might be.” (Grade 6, When Should a Person, p. 4)</p> <p>“PrEP is a preventative medication that if taken daily can significantly reduce a person’s chances of contracting HIV. PrEP is to be taken every single day in order to work. This is just like medication that a person might take if they have high blood pressure. They would take their medication daily to make sure that they continue to be as healthy as possible. The best way to make sure you understand new information is to teach it to someone else. Take the next five minutes to write a short commercial ad for social media using the information from the video and including what you learned. Your commercial should be able to explain what PrEP is and how it prevents HIV.” (Grade 7, Preparation is Prevention, p. 2)</p> <p>Note: <i>This activity has 12-year-olds creating a commercial to promote a product used by people who are consistently sexually active.</i></p>
<p>10. PROMOTES TRANSGENDER IDEOLOGY</p> <p><i>Promotes affirmation of and/or</i></p>	<p>“Materials needed: Two identical greeting cards for a new baby, one that is clearly intended for a cisgender boy, and the other for a cisgender girl.” (Grade 1, Pink, Blue and Purple, p. 1)</p>

exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.

“Learning objectives: **Define gender, gender identity** and gender role stereotypes.” (Grade 1, Pink, Blue and Purple, p. 1)

“**Gender identity is that feeling of knowing your gender.** You might feel like you are a boy, you might feel like you are a girl. You might feel like you’re a boy even if you have body parts that some people might tell you are ‘girl’ parts. You might feel like you’re a girl even if you have body parts that some people might tell you are ‘boy’ parts. **And you might not feel like you’re a boy or a girl, but you’re a little bit of both.** No matter how you feel, you’re perfectly normal!” (Grade 1, Pink, Blue and Purple, p. 2)

“If someone is transgender, that means they may have a vulva and ovaries and start going through puberty – but it doesn’t make sense to them, because **they know that they’re not female, they’re male or non-binary or another gender.** How do you think it might make someone who is not cisgender feel when their body does this?” (Grade 5, It’s All About the Hormones, p. 3)

“Explain that **for young people who are not cisgender, there are medications they can take that basically stop their body from going through puberty.** Go to slide #5 and explain that these medications are called ‘puberty blockers.’ These medications stop the testicles or ovaries from making testosterone or estrogen and then the young person can **take the hormone for the gender they know themselves to be.** For example, someone assigned female at birth but who knows inside that he’s a boy could take puberty blockers to stop their body from making estrogen, and then begin to take testosterone so **their body will develop physically as a boy.**” (Grade 5, It’s All About the Hormones, p. 3)

“Watch the Amaze.org video, ‘*Puberty and Transgender Youth*’ available here - <https://amaze.org/video/puberty-and-transgender-youth/>. Discuss what you learned with a trusted adult.” (Grade 5, It’s All About the Hormones, p. 3)

Note: This video normalizes gender dysphoria and gives a child the knowledge of where to go to get hormone blockers (from an endocrinologist). It also normalizes diverse gender identities with the message that “whether you identify as male, female, gender queer, or something else, you’re perfectly normal.”

“**Wet dreams** – For **people who have testicles**, one of the first signs that puberty is beginning is possibly having a wet dream, or ‘nocturnal emission.’” (Grade 5, It’s All About the Hormones, p. 5)

“Our gender has to do with being **male, female, a combination of the two or neither.**” (Grade 5, What Is Love Anyways, p. 3)

“Our gender has to do with our maleness, femaleness and/or **combination of the two.** The name that reflects what we know our gender to be is our gender identity. This might be **male, female, transgender, nonbinary, or another name.**” (Grade 5, What Is Love Anyways, p. 5)

“Say something like, ‘Stereotyping people is wrong because it means we are

making assumptions about them based on what we see on the outside. While we sometimes guess correctly – for example, when we see a person with long hair **who identifies as female** – we cannot then assume that all people with long hair **identify as female**, or that only girls can have long hair?” (Grade 5, Thinking Outside the Box, p. 4)

“Gender stereotypes have also been used to limit people, mostly those who do not **identify as cisgender boys or men**. Can anyone think of examples of when they or someone they know were told they couldn’t do something because of their gender identity or expression?

- **Cisgender girls** being told they can’t play football or baseball or other stereotypically ‘male’ sports;
- School dress codes that require students to wear a certain uniform based on the **sex they were assigned at birth**;
- **Cisgender boys** being told they are supposed to be tough and never show their emotions.” (Grade 5, Thinking Outside the Box, p. 4)

“**Gender identity**: What a person knows their gender to be. This might or might not match what their genitals look like.” (Grade 5, Thinking Outside the Box, p. 4)

“**Cisgender**: When what you know your gender to be matches the sex you were assigned at birth.” (Grade 5, Thinking Outside the Box, p. 7)

“**Sex Assigned at Birth**: The name – boy, girl or intersex – someone is given at birth based on what their genitals look like.” (Grade 5, Thinking Outside the Box, p. 8)

“**Gender Expansive**: People who live their lives showing that there are many ways to be a girl, boy, both or neither.” (Grade 5, Thinking Outside the Box, p. 9)

“**Transgender**: Describes a range of identities when someone’s sex assigned at birth is different from what they know their gender to be.” (Grade 5, Thinking Outside the Box, p. 10)

“**Gender**: All the social stuff that goes with gender identity; like how people are told they’re supposed to dress or act.” (Grade 5, Thinking Outside the Box, p. 11)

“**Gender Nonbinary**: Someone who doesn’t feel like the words ‘girl’ or ‘boy’ describe who they are. They may feel like both or neither.” (Grade 5, Thinking Outside the Box, p. 12)

““Your mom told me to use they/them pronouns when I talk to you, and I think that is silly. You aren’t old enough to make those kinds of decisions and it is irresponsible for your mom to allow you to think so.’ Len’s cousins all come to their defense and the uncle backs down and walks away. **Len’s cousins all support them by saying how much they respect their decision to be who they are.**” (Grade 6, Consent: It Goes With Everything, p. 4)

“Students will learn about the importance of and practice ways to demonstrate respectful communication and messages of support for transgender and nonbinary people, **including using their correct pronouns and names**. Affirming a student’s gender by using the name and pronouns that align with their identity has been shown to improve mental health outcomes.” (Grade 7, Being Respectful About Gender Identity: Pronouns and Practice, p. 1)

“Note to the Teacher: Teaching about transgender and nonbinary people from the expectation that **you have transgender and nonbinary students in your class**, and people with transgender and nonbinary friends and family members, is critical. This means using phrases like ‘this lesson is important because we have transgender and nonbinary students and staff at our school that can really benefit from our support and kindness.’ These small and simple **affirmations of the existence and presence of transgender people** can have a positive impact on your students and your school climate.” (Grade 7, Being Respectful About Gender Identity: Pronouns and Practice, p. 3)

Students watch **two videos about preferred pronouns** and then discuss the following:

- “Can you share an example of how to respectfully ask for someone’s pronouns?”
- Pronouns can refer to genders and **can be gender neutral**
- Never assume you know someone’s pronouns
- Asking about pronouns can be really easy and simple, even if it feels like a new question to ask for some people
- Getting someone’s pronouns right is respectful
- **If you get someone’s pronouns wrong**, offer a really short apology and then use the correct one! (Grade 7, Being Respectful About Gender Identity, p. 4)

“Note to the Teacher: There is an interactive website that lets you **try out using new pronouns that you may not be familiar with**.” (Grade 7, Being Respectful About Gender Identity, p. 5)

“The goal of each of the art projects is to address one or more of the following things:

- **Respectfully ask a friend’s pronouns**
- Respectfully correct someone who uses an old name of a friend
- Respectfully correct someone who uses the wrong pronoun for a friend
- **Tell a friend you have a new pronoun** you’d like them to use
- Tell a friend you have a new name you’d like them to use
- Stand up for a friend when someone says something unkind about their gender identity or expression” (Grade 7, Being Respectful About Gender Identity, p. 6)

“Go online and read about International Pronouns Day. Reflect on why this could be a powerful and positive event for transgender and nonbinary people. Write a journal entry about **why schools should consider celebrating**

International Pronouns Day." (Grade 7, Being Respectful About Gender Identity, p. 8)

"Referring to people **by the pronouns they determine for themselves is basic to human dignity**. Being referred to by the wrong pronouns particularly affects transgender and gender nonconforming people. Together, **we can transform society** to celebrate people's multiple, intersecting identities." (Grade 7, Being Respectful About Gender Identity: Pronouns and Practice, p. 8)

"While a large number of reported cases of sexual harassment are where a **person with a vulva** is the target of the harassment, anyone can be the target of sexual harassment." (Grade 7, Harassment Prevention – The Basics, p. 4)

"We've intentionally been very thoughtful about our language throughout this curriculum. You may notice language that seems less familiar, for example, **using the pronoun 'they' instead of 'her' or 'him'** and simply referring to the body parts and processes we are teaching about rather than **unnecessarily gendering them.**" (Grade High School, Showing Kindness and Support, p. 2)

"Be sure to share that correct and consistent use of chosen pronouns and names is an important way to show kindness and respect. **Misgendering is commonly reported by trans and nonbinary people** and can have large negative impacts on mental health and safety. When names and pronouns are used correctly, they have a protective impact on mental health! It's an important and intentional way we can all show up for trans and nonbinary people." (Grade High School, Showing Kindness and Support, p. 4)

"Your cousin privately pulled you aside and **came out to you as trans** at your Auntie's birthday BBQ. She said she's been thinking about it for a long time and is planning to tell her mom this week and **ask her to start using her new name (Josie) and to use she/her pronouns**. She thinks it will probably be OK (her mom has a trans friend at work she sticks up for a lot) but she's really nervous anyway. She hasn't told anyone else yet. What are FOUR texts you could send after you get home to show support and kindness?" (Grade High School, Showing Kindness and Support, p. 8)

"A good friend you have known since second grade has been having a hard time at school. **They are nonbinary and they get misgendered** (people use the wrong pronouns) all the time by teachers and other people at school. You can see how much it hurts them and how they just don't have the energy to always correct people. What are FOUR texts you could send to them to show support and kindness?" (Grade High School, Showing Kindness and Support, p. 8)

"Your sibling has been really withdrawn and depressed and you're worried. You used to be really close but now it seems harder to hang out. You find a letter written to you explaining what's been going on. **He comes out to you as a trans man and asks you to use his new name (Luke)** and asks you if you'd go with him to tell your mom. What could you write back to show him support and kindness?" (Grade High School, Showing Kindness and Support, p. 9)

“A new friend from your summer recreation program has become a really good friend. You text, call, and write to each other a lot. You notice that they have become suddenly withdrawn from you and you’re worried. You had such an easy connection and it seems harder now. You get a letter explaining what’s been going on. **They come out to you as transgender and want you to start using their new name** (Luke). What could you write him back to show him support and kindness?” (Grade High School, Showing Kindness and Support, p. 9)

“‘Who can define gender identity?’ Please make sure the following is stated in the definition provided by the student: **Gender identity is a person’s internal sense of who they are.**” (Grade High School, Influencers for Life, p. 2)

“We have also used a variety of **gendered and gender-neutral pronouns** and names to be sure we are actively including various gender identities, sexual orientations, and relationships in our activities and discussions. This commitment to inclusiveness across our lessons is **aimed at building new habits within our classrooms** related to actively and more seamlessly representing a broader range of genders, orientations, and lived experiences. (Grade High School, Sexual Orientation Facts and Info, p. 2)

“Path A refers to a person **assigned ‘female’ at birth**, and Path B refers to a person **assigned ‘male’ at birth**. The intent is to be as inclusive as possible to all bodies, including bodies born with different variations of internal and external anatomy (intersex). Referring to people with particular body parts or being specific if you’re talking about the functions of body parts (**such as ‘a person with a vulva,’ ‘a person who menstruates,’ or ‘a person who creates sperm’**) will create a more inclusive classroom than ‘female anatomy.’” (Grade High School, Sexual Systems I: Parts, pp. 1-2)

“Sometimes babies are born intersex, meaning they have internal or external genitals, chromosomes, or hormones that **don’t fit the definitions of ‘male’ or ‘female.’** Examples: Someone is born with a pronounced clitoris; Someone is born with genitals that **appear to be a vulva on the outside** but have internal anatomy that’s typical of someone assigned male at birth. **All of it is normal!**” (Grade High School, Sexual Systems I: Parts PowerPoint, slide 4)

***Note:** This lesson tries to equate “intersex” as a third gender when it is actually a Disorder of Sexual Development. This is medically inaccurate.*

“**A 27-year-old transgender man needed to visit the doctor to get birth control.** When he called to make the appointment, the receptionist said, ‘I don’t understand what you’re asking to get an appointment for - you want birth control?’ When the patient clarified that they were asking to be seen for a long-acting birth control method, the receptionist paused, and then said, ‘Okay, but your paperwork says that you’re male?’ The patient was then forced to explain that **because they were a trans man, they still menstruated, and needed access to birth control to prevent pregnancy.** The receptionist was able to finally make

an appointment but had to write all of this as ‘special note’ since the paperwork **only had a checkbox for ‘male’ or ‘female.’**” (Grade High School, Making the Unconscious Conscious: Impacts of Stigma and Bias on Healthcare, p. 9)

“Leslie is a **transgender woman who is dating a cisgendered man** named Eli. They have been dating for 3 months and really like each other.” (Grade High School, Power and Privilege, p. 4)

“You’re going to be filling out two worksheets on the sexual and reproductive systems. You’ll notice that one worksheet says ‘Path A’ and **has inside and outside parts of what you may have heard as ‘female’ before**. The other worksheet has ‘Path B’ and shows inside and outside parts of **what you may have heard as ‘male’ before**. I’m calling them Path A and Path B since these are what’s typically expected for bodies to look like. Although it’s not often talked about, there’s actually a third path (or Path C), which we call Intersex. Someone who’s intersex has sexual or reproductive characteristics that are variations of Path A and Path B and are unique and specific to them. **These variations are perfectly natural**. We’re going to go over what everything means during the lesson including **sex assigned at birth, intersex, and other terms you may have heard**.” (Grade High School, Sexual Systems I: Parts, p. 2)

“...I want to explain **what I mean when I say ‘sex assigned at birth.’** A person’s biological sex is usually made up of their chromosomes, hormones, and the genitals, and is often declared by a healthcare provider right when the baby is born. The health care provider will often look down at the genitals and say, ‘It’s a boy!’ or ‘It’s a girl!’ But **people delivering babies can’t tell what chromosomes or internal body parts look like just by looking at the outside of a baby’s body**, so we often don’t know the whole story about a baby’s biological sex just by looking between their legs. That’s why we say ‘sex assigned at birth.’” (Grade High School, Sexual Systems I: Parts, p. 3)

***Note:** This explanation is convoluted, at best. They seem to be erroneously implying that inconsistencies between internal and external sexual organs are so prevalent that doctors cannot reasonably know a child’s sex by looking at their external genitalia.*

“Due to the biological focus of the human sexual response cycle, this lesson will be conducted **using the language of the male-female gender binary**. Please remember that a person’s **gender identity is not determined by, and may not match, their biology**.” (Grade High School, Sexual Systems II: Processes, p. 1)

“Use the piece of newsprint labeled ‘Systemic Oppression’ to have the class share examples of what obstacles to sexual agency would look like... Have the participants determine what roadblocks could exist for communities of color as well as other oppressed identities. Below are some examples to include:

- sex education focused on ‘risk’ and illness and leaving out pleasure
- **sex education leaving out oppressed identities, including sexual and gender identity**

	<ul style="list-style-type: none"> schools, etc. not having gender-neutral restrooms" (Grade High School, Sexual Agency, p. 5)
<p>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</p> <p><i>Presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. May teach children they have a right to abortion and refer them to abortion providers.</i></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p>"Scenario #1: Nina is at her annual checkup with her healthcare provider when she communicates that she would like to start birth control. The nurse practitioner asks Nina if she would like to get an IUD to prevent unintended pregnancies. Nina is not interested in an IUD and would prefer birth control pills. The nurse practitioner rolls their eyes and says, 'You are young and forgetful. If you take birth control pills it will not work as well because I am positive you will forget to take them. Just get the IUD because I can't trust that you are responsible enough for birth control pills.'" (Grade 6, Consent: It Goes With Everything, p. 4)</p> <p>"Say, 'In the video we just watched there were three options mentioned if a person were to learn that they are pregnant. Can anyone remind us of those three options?' As the students shout out answers push them to say the following three options: parenthood, adoption, and abortion." (Grade 8, Pregnancy Basics, p. 3)</p> <p>"Let's take a closer look at these three options and identify what a person should consider with each option. For example, with the option of abortion a person should consider if abortion is available in their local area or would require them to travel." (Grade 8, Pregnancy Basics, p. 3)</p> <p>"Abortion is when a pregnant person decides to end the pregnancy by accessing a safe medical procedure or medication to remove the pregnancy from the person's uterus." (Grade 8, Pregnancy Basics, p. 5)</p> <p><i>Note: This definition of abortion is intentionally misleading. Abortion does not "remove a pregnancy." Abortion ends the life of an unborn baby.</i></p> <p>"What is Reproductive Justice? Everybody has the right to:</p> <ul style="list-style-type: none"> Their options for preventing and/or terminating a pregnancy. Body autonomy, control of their own body and self-expression, free from all forms of sexual and reproductive oppression." (Grade High School, What is Reproductive Justice PowerPoint, slide 6)
<p>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</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>"Slide 9 is an example of structural racism because it involves multiple schools across a district. Redlining is a historically common practice in US history and, in this instance, affected this young person's ability to receive comprehensive sex ed." (Grade 8, What's Racism Got to Do With It, p. 3)</p> <p>"In order to assist students as they determine the issue they would like to advocate for, feel free to share the following list by writing it on the board. It is important to clearly communicate that the list is just a starting point but not inclusive of all issues.</p> <ul style="list-style-type: none"> Birth control access Health education

<p><i>CSE itself) or to promote abortion.</i></p>	<ul style="list-style-type: none"> • Affordable health services • Health inequity • LGBT inclusivity” (Grade High School, Advocate Graduate, p. 3) <p>“Cue the video on Advocates for Youth – Free the Pill Youth Activist to provide an additional example of young people championing change to impact the lives of others.” (Grade High School, Advocate Graduate, p. 3)</p> <p>Note: <i>This Advocates for Youth website encourages young people to advocate for over-the-counter access to birth control.</i></p> <p>“Sexually explicit media rarely shows partners asking for consent, or considering the needs of the other people, or even mutual respect. The issue with this is if watching sexually explicit media is a person’s only understanding of sex it could negatively impact what a person thinks it should be like. So, what now? How could we change this and reduce the risk? Push students to advocate for more sex education, increased communication with partners, mutual respect of partners, etc.” (Grade High School, Not Made for TV, p. 3)</p> <p>“Reproductive Rights: Focuses on legal protections for reproductive health services, including education. Examples: access to contraception, comprehensive sex ed, restrictions to abortion” (Grade High School, Reproductive Justice PowerPoint, slide 3)</p> <p>“While this lesson is beneficial, it is important to infuse discussions of sexual and reproductive justice within daily instruction. Quality comprehensive sexuality education for all is reproductive justice. We will have a greater impact when we are explicit and clear about our stance on reproductive justice throughout any curriculum rather than one solitary lesson.” (Grade High School, Reproductive Justice – Past, Present, Future, p. 3)</p> <p>Note: <i>Students are introduced to “Reproductive Justice” in this lesson, which is defined as the combination of social justice and reproductive rights. In other words, students are taught to fight perceived inequities regarding reproductive rights like CSE and abortion.</i></p>
<p>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</p> <p><i>May encourage children to question their parents’ beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i></p>	<p>““Can you think of other marginalized groups who may be impacted by inequality?’ Students should provide examples of marginalized groups in the U.S. at this time. Examples of marginalized groups that students may mention include but are not limited to the following: People with trans identities, people with LGBTQI+ identities, people who identify with non-Christian faiths (specifically people who practice Islam).” (Grade High School, The Impact of Racism and Inequality on Sexual Health, pp. 2-3)</p> <p>“Briefly explain that many transgender young people often face stigma and discrimination in school, from classmates and teachers, and from their family. Be sure to explicitly state that being transgender isn’t the problem at all! It is the behaviors, words, and attitudes of people who are unkind, unfair, and uninformed that negatively impact transgender youth and can lead to things like</p>

	<p>feeling depressed, alone and even suicidal.” (Grade High School, Showing Kindness and Support, p. 4)</p>
<p>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</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>“Around the room you will find six different influencers who impact our personal beliefs, attitudes and thoughts. These influencers are our peers, family, media, society, culture, and our own identities. Take about 3 minutes to walk around to each station and reflect on how each influence impacts the way you think and specifically the way you think about gender identity and sexual orientation.” (Grade High School, Influencers for Life, p. 3)</p> <p>Note: <i>Students then analyze whether their parents and other “influencers” have a positive, negative, or neutral influence on their views about gender identity and sexual orientation.</i></p>
<p>15. REFERS CHILDREN TO HARMFUL RESOURCES</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 www.WaronChildren.org and www.InvestigateIPPF.org)</i></p>	<p>“Recommended Websites: Gender and Gender Identity</p> <ul style="list-style-type: none"> • Trans Student Educational Resources – transstudent.org • GLAAD – glad.org • Trans Lifeline – translifeline.org • The Trevor Project – thetrevorproject.org • National Center for Transgender Equality – transequality.org • Gender Spectrum – genderspectrum.org/stories • The Trans Youth Equality Foundation – transyouthequality.org • Minus18 – minus18.org.au” (Grade 7, Being Respectful About Gender Identity, p. 8 <p>“We have identified multiple innovative approaches to HIV prevention. One of the largest barriers people have to these innovative approaches is knowing how and where to access them. If people are unable to access these prevention tools then they are less likely to use them. So, let’s do some research and identify where and how people can find these tools that assist in prevention.” (Grade 7, Preparation is Prevention, p. 3)</p> <p>“...[W]e are going to research how to locally access PrEP in our community and find at least one place that provides PrEP to those interested. You should find the name, address, and phone number for one place that provides PrEP. Please locate an elbow partner to work with to complete this task and then once everyone is done, we will be able to put together a resource guide for our community.” (Grade 7, Preparation is Prevention, p. 3)</p> <p>Students watch an Amaze.org video entitled “So You Think You’re Pregnant.” The video refers them to Planned Parenthood and discusses abortion as one of three options for a pregnant woman to consider. (Grade 8, Pregnancy Basics, p. 3)</p>

“Move on to slide 8 to discuss **how racism is connected to sexual health**. Say, ‘Racism can affect the overall wellness of communities of color. **That means our sexual health too!**’ Go over slides, ask the class which type of racism each example is, and their reasons behind their answer.” (Grade 8, What’s Racism Got to Do With It, p. 3)

***Note:** Students are introduced to concepts of Critical Race Theory in these lessons. Below are additional examples.*

“We all deserve the right to determine our sexual agency. We are all capable of making and enforcing decisions about bodies and sexuality. However, **there are systems put in place that cause barriers to our ability to make those decisions**. They predominantly affect communities of color, Black people in particular.” (Grade High School, Sexual Agency, p. 4)

“Systemic oppression: **Intentional disadvantage of groups of people based on their identity** while advantaging members of the dominant group (race, gender, sexual orientation, language, size, ability, etc. (Grade High School, Sexual Agency, p. 4)

“It is necessary for us to understand that sexual agency, what we’ve agreed to as a right, has been positioned as a privilege. For sexual agency to be a right for all, we need to center communities of color and acknowledge issues will look different for everyone, especially with **those who live at the intersection of multiple oppressions**.” (Grade High School, Sexual Agency, p. 6)

“Explain that in this lesson we will be talking about ways we can support LGBTQ people and **how to find credible sources of information about sexual orientation** online. State that being online can be affirming and positive for many people and can also be a difficult and hurtful place for some. What we’ll be focusing on today is **how we can access accurate and supportive resources online**.” (Grade High School, Sexual Orientation Facts and Info: Finding and Assessing Credible Sources Online, p. 2)

“Explain that now we’ll be doing a group activity that is a **scavenger hunt for credible information online about sexual orientation**. One of the ways we can show support to LGBTQ people is to educate ourselves and **know how to find trustworthy information about sexual orientation**. We will be focusing not only on finding credible information, but also on finding positive stories about LGBTQ people thriving and showing resilience.” (Grade High School, Sexual Orientation Facts and Info: Finding and Assessing Credible Sources Online, p. 3)

“Check out the **tools and resources from Project Look Sharp**, specifically, their Pride & Protest post. Take some time to specifically reflect on the ‘dual moral imperatives of anti-racism protests and the ongoing health crises related to COVID-19’ as a backdrop of **LGBTQ activism and pride events**.” (Grade High School, Sexual Orientation Facts and Info: Finding and Assessing Credible Sources online, p. 6)

Students are to find and document the following online:

- “Find a first-person story or short video about being lesbian, gay, bisexual, asexual, and/or queer.
- **Locate an online support group for LGBTQ youth.**
- **Find hotline numbers or text/chat services** that offer support to LGBTQ youth.
- Find some good news! **There are some great parts about being LGBTQ!** Find a fun, positive, funny, or lighthearted story or video about being LGBTQ.” (Grade High School, Sexual Orientation Facts and Info: Finding and Assessing Credible Sources Online, pp. 8-9)

As a homework assignment, students are given the opportunity to **learn more about erections** by watching a graphically illustrated video from Amaze.org – “Can Anyone Get an Erection?” (Grade High School, Sexual Systems I: Parts, p. 5)

***Note:** Accessing this video on YouTube leads students to the Amaze.org YouTube page where they can find graphic videos on any imaginable sexuality topic.*

“Ask students if they have heard of the Disclosure documentary? If yes, have students share briefly what the documentary is about. In addition to any student descriptions, share that **the Disclosure documentary is a Netflix documentary with leading transgender actors, writers, and thinkers sharing their personal experiences and analysis** about Hollywood’s impact on the transgender community.” (Grade High School, Showing Kindness & Support to Transgender and Nonbinary People, p. 3)

Students are given the following **printed and online resources about transgender ideology:**

- I Think I Might Be Transgender – <https://www.advocatesforyouth.org/resources/health-information/i-think-i-might-be-transgender/>
- A Guide to Being an Ally to Transgender and Nonbinary Youth – <https://www.thetrevorproject.org/resources/guide/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth/>
- The Trans Gaze – <https://www.youtube.com/watch?v=eXxuAm6Bn2I>
- Translash – <https://translash.org/>
- Black Trans Femmes in the Arts - <https://www.instagram.com/btfacollective/>
- Black Trans TV – <https://www.blacktranstv.com/>
- Femmepremacy – <https://www.instagram.com/femmepremacy/>
- By Us For Us – https://www.instagram.com/bufu_byusforus/?hl=en
- Transgender Media Portal – <https://www.transgendermediaportal.org/>

(Grade HS, Showing Kindness & Support to Transgender and Nonbinary People, p. 7)