

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

Draw the Line/Respect the Line, Grades 6 & 7

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 11 OUT OF 15

***Draw the Line, Grades 6 & 7* contains 11 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: *Draw the Line/Respect the Line, Grade 6* has very little sexual content. Instruction focuses on setting limits in other areas and dealing with peer pressure. *Draw the Line/Respect the Line, Grade 7* begins to deal with sexual pressure situations. The curriculum has 12- and 13-year-olds negotiate role play situations where decisions may end in sex. Abstinence is the goal for these role plays, but students are also taught that condoms are essential for those who choose to engage in sexual intercourse. Anal and oral sex is taught throughout the program.

Students are taught to set their own personal limits for sexual behavior and decide how far they are willing to go between holding hands, kissing, touching, and having sex. Students also research STD clinics and where to go for treatment.

The research done on this curriculum revealed the following: “The curriculum was effective in delaying sexual initiation for boys, but not girls.” (Grade 7 Facilitator Manual, p. xi)

Target Age Group: Ages 11-13

Planned Parenthood Connections: *Draw the Line/Respect the Line* is published by ETR Associates, the publishing arm of Planned Parenthood. *Draw the Line/Respect the Line* was written by Karin K. Coyle and Cynthia Gomez. Gomez was on the board of directors of Planned Parenthood Federation of America from 2001-2004.

HARMFUL CSE ELEMENTS

EXCERPTED QUOTES FROM CSE MATERIAL

1. SEXUALIZES CHILDREN

Normalizes child sex or desensitizes children to sexual

“James has some friends who are always **bragging about sexual stuff they've done with girls**, or talking about what they want to do.” (Grade 7 Student Workbook, p. 5)

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.

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.

“James and Alana are alone in the living room. James leans over and kisses Alana. She kisses him back. James feels this **incredible surge of sexual energy**. He wraps his arms around Alana and **lies down on top of her**. He thinks this is probably the most exciting moment in his entire life.” (Grade 7 Student Workbook, p. 5)

“Alana likes kissing James. It feels good to be close to him. **She lets him start touching her body**. She feels excited, and her stomach feels all mixed up from it. James really likes Alana. **Touching her feels great**. He wonders if now is the right time to actually have sex, but he also wonders if he might be pressuring Alana.” (Grade 7 Student Workbook, p. 5)

Students fill in thought bubbles to show what Tina and Marco are thinking one day, two days, and three weeks **after having unprotected sex**. (Grade 7 Student Workbook, p. 7)

“Marco and his friends had been **talking about ‘doing it’ tonight**. Marco joined in the talk even though he knew he wasn’t ready to do anything.” (Grade 7 Student Workbook, p. 13)

“Tina and Marco went into the bedroom. **Soon they were lying on the bed, kissing and touching**. They didn’t really talk about having sex. **It just happened**. After they did it, Tina and Marco found their friends and went home.” (Grade 7 Student Workbook, p. 17)

“You are at the movies with someone you really like. You are by yourselves in the back row. During the movie, **this person starts to put his/her hand under your clothes**.” (Grade 7 Student Workbook, p. 41)

“You are at a boyfriend/girlfriend’s house. Nobody else is home. You are watching TV together and start to kiss. **Things start to go a little further**.” (Grade 7 Student Workbook, p. 41)

“Students **write their own endings to a story about 2 teens who have sex**. They discuss possible consequences, then rewrite the ending assuming the teens did not have sex.” (Grade 7 Facilitator Manual, p. 31)

Lesson 2 Objectives: “Students will be able to:

- Compare the **emotional consequences of having sex** with the emotional consequences of not having sex.
- Personalize the emotional consequences of having or not having sex.” (Grade 7 Facilitator Manual, p. 31)

“Sex can mean a lot of different things. But, in this lesson, we’re talking about vaginal sexual intercourse – **when a penis is put in a vagina**. Penis and vagina might also be called genitals or sex organs. Some people refer to them as private parts.” (Grade 7 Facilitator Manual, p. 35)

Role play of a situation that could lead to sex: “Sam and Dana meet at a party.

	<p>They dance and talk together. Some couples have gone upstairs to make out. Dana takes Sam’s hand to go upstairs, but Sam doesn’t really want to go.” (Grade 7 Facilitator Manual, p. 78)</p> <p>Students read a story about a sexually active teen named Shannon and answer the following questions:</p> <ul style="list-style-type: none"> • “What problem does Shannon have? (itching and a sore on her genitals, genital herpes) • How did she get the STD? (by having sex with Armand) • Who did he get the STD from? (his ex-girlfriend)” (Grade 7 Facilitator Manual, pp. 93-94) <p>Lesson 6.3 Purpose: “To review information on STD; identify consequences, including emotional consequences, of having sex; and identify ways to handle sexual pressures without having sex.” (Grade 7 Facilitator Manual, p. 109)</p> <p>Talk Show Script: “In one of our recent shows, the topic was STD. We heard a story about a teenage couple ... Shannon and Armand decided to have sex. Do you remember what happened to them? (Shannon got a sore on her genitals.) Shannon called the STD hotline and then went to a clinic.” (Grade 7 Facilitator Manual, p. 115)</p> <p>Talk Show Script: “He wants me to have sex, but I’m not sure. He said if I loved him I would do it.” (Grade 7 Facilitator Manual, p. 117)</p> <p>Talk Show Script: “Well, this girl is pressuring me to have sex with her and I don’t want to. She leaves me notes in my locker and texts me all the time. All the guys I hang with say I should go for it.” (Grade 7 Facilitator Manual, p. 119)</p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. 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>“A major focus of the curriculum is on the development and practice of skills involved in limit setting, including communication of one’s limits and the ability to protect those limits.” (Grade 7 Facilitator Manual, p. x)</p>

3. PROMOTES ANAL AND ORAL SEX

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.

“Most STDs pass from one person to another during sexual intercourse,’ the nurse explains. ‘That includes **vaginal, oral or anal intercourse.**” (Grade 7 Student Workbook, p. 29)

“If you do choose to have sex, always use a latex condom. Condoms help prevent STD. But you have to use one every time you have intercourse or even for **oral sex.**” (Grade 7 Student Workbook, p. 29)

“An STD can be passed from one person to another during sex. Some STDs are passed through sexual intercourse (**vaginal, oral or anal**).” (Grade 7 Student Workbook, p. 33)

“Teacher note: If it is appropriate for your class, you may want to define other types of sexual intercourse as well:

- **oral sex** – when a person’s mouth touches another person’s genitals
- **anal sex** – when a penis is put in another person’s anus” (Grade 7 Facilitator Manual, p. 36)

The terms STD and STI “describe illness [sic] caused by the transmission of pathogens (germs) from one person to another through intimate sexual contact, such as **vaginal, oral or anal intercourse**, or genital touching.” (Grade 7 Facilitator Manual, p. 87)

“Ask students how a person can get a sexually transmitted disease (by sexual contact, which includes having **vaginal, oral or anal sexual intercourse**, but also can happen if any part of a person’s body touches an infected person’s genitals).” (Grade 7 Facilitator Manual, p. 91)

“The best way to prevent an STD is to choose not to have sex (**vaginal, oral or anal**) and to avoid genital contact.” (Grade 7 Facilitator Manual, p. 96)

“You can get an STD from having sex (**vaginal, oral or anal**) with someone who is infected.” (Grade 7 Facilitator Manual, p. 115)

4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR

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.

“Teacher Note: During the roleplay practice, students may roleplay sexual pressure situations with classmates of a different **or the same gender**. This may be awkward for teens who are sensitive to the suggestion of same-sex romance, for teens **who identify as gay or lesbian**, or for teens who are transgender or gender nonconforming. It’s important to address this situation directly and proactively.” (Grade 7 Facilitator Manual, p. 73)

“Explain that they need to take their roles seriously because **teens of all sexual orientations and gender identities need to learn how to draw the line to resist sexual pressure** and protect themselves. This will help ensure that they and their classmates get the most out of the roleplay activities.” (Grade 7 Facilitator Manual, p. 74)

“Recognize that trauma can arise from power differences due to culture, gender

	<p>and sexual orientation. Use inclusive language that empowers diverse populations. Avoid stigmatizing particular groups of youth or reinforcing limiting stereotypes.” (Grade 7 Facilitator Manual, p. 144)</p>
<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>Teaches children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>No evidence found.</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>No evidence found.</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 or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.</i></p>	<p>No evidence found.</p>

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.

“*Draw the Line/Respect the Line* teaches young people how to **set their own limits**, and helps them build the cognitive skills to decide to wait to have sex, or to always protect themselves from unplanned pregnancy, HIV and other STD **if and when they choose to become sexually active.**” (Grade 6 Facilitator Manual, p. vii)

“The *Draw the Line/Respect the Line* curriculum helps students **develop personal sexual limits** and practice the skills needed to **maintain those limits** when challenged.” (Grade 6 Facilitator Manual, p. vii)

“The curriculum asks students to **decide on their personal sexual limits**, and gives them the experience of having a limit and maintaining it in the face of pressure.” (Grade 6 Facilitator Manual, p. viii)

“However, because **some youth will choose** or be coerced into **sexual activity**, a secondary message of the program is that condoms must be used for intercourse to reduce the risk of HIV, other STD and unplanned pregnancy.” (Grade 6 Facilitator Manual, p. x)

“If you do **choose to have sex**, always use a latex condom. Condoms help prevent STD. But you have to use one every time you have intercourse or even for oral sex.” (Grade 7 Student Workbook, p. 29)

“**Where do you draw your line?** Look at the four actions below. Write in the circle which ones **you will and won’t do**.

- hold hands
- kiss
- touch
- have sex” (Grade 7 Student Workbook, p. 43)

“**Students can set sexual limits** ... The curriculum asks students to **decide on their personal sexual limits** and gives them the experience of having a limit and maintaining it in the face of pressure.” (Grade 7 Facilitator Manual, p. viii)

“On one side of the circle are the things you want to do, **which are comfortable for you given your values and choices**. On the other side are things that are not comfortable for you ... Clarify, if needed, that the line divides the things you will do from the things you don’t want to do. **Each person decides what he or she will or will not do and needs to draw the line for himself or herself.**” (Grade 7 Facilitator Manual, p. 20)

“Using condoms can reduce the risk of some STDs **if people choose to have sex.**” (Grade 7 Facilitator Manual, p. 96)

“Explain question 4 by telling students it’s now **their turn to decide where they draw the line regarding relationships and sex**. Tell them there are 4 categories listed for question 4: (1) hold hands, (2) kiss, (3) touch, (4) have sex. They need to decide where they draw the line regarding these 4 things.” (Grade 7 Facilitator

<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>Manual, p. 137)</p> <p>“<i>Draw the Line/Respect the Line</i> teaches young people how to set their own limits, and helps them build the cognitive skills to decide to wait to have sex, or to always protect themselves from unplanned pregnancy, HIV and other STD if and when they choose to become sexually active.” (Grade 6 Facilitator Manual, p. vii)</p> <p>Characteristic of successful HIV prevention curriculum: “Basic, accurate information about risks of unprotected intercourse and ways to avoid intercourse or use protection against pregnancy and STD.” (Grade 6 Facilitator Manual, p. x)</p> <p>“Shannon is worried. She and her boyfriend Armand started having sex 2 months ago. They used condoms at first. But, after a few times, it seemed like a big hassle, so they stopped.” (Grade 7 Student Workbook, p. 27)</p> <p>“If you do choose to have sex, always use a latex condom. Condoms help prevent STD. But you have to use one every time you have intercourse or even for oral sex.” (Grade 7 Student Workbook, p. 29)</p> <p>“You can make choices so you don’t get STD. These are the things you can do:</p> <ul style="list-style-type: none"> • Don’t have sex. This means don’t have vaginal, oral or anal intercourse. It also means you should avoid close, skin-to-skin contact with someone’s genitals. • Use condoms. If you are going to have sex, use a new latex condom every time. • Have sex with only one person who only has sex with you. This only works if neither of you has an STD. If either of you has had sexual partners in the past, there is always some risk of having an STD. Before having sex, you should both be tested for STDs to be sure. • Get a vaccine. Both girls and boys can be vaccinated against HPV (the virus that causes genital warts). The vaccine helps protect you from the most common kinds of HPV.” (Grade 7 Student Workbook, p. 35) <p>“<i>Draw the Line/Respect the Line</i> has the specific focus of helping youth develop and maintain healthy sexual limits to reduce their risk for HIV, other STD and unplanned pregnancy.” (Grade 7 Facilitator Manual, p. ix)</p> <p>Note: <i>Abstinence eliminates the risk of HIV, other STDs and unplanned pregnancy. Terms like “reduce their risk” imply promotion of safer sex practices instead of or in addition to abstinence.</i></p> <p>“Using condoms can reduce the risk of some STDs if people choose to have sex. There are vaccines that can help prevent hepatitis B and some kinds of HPV. It’s recommended that young people be vaccinated for HPV at age 11 or 12, before they have had sex.” (Grade 7 Facilitator Manual, p. 96)</p>
<p>10. PROMOTES TRANSGENDER</p>	<p>“Use of mixed-gender groups can help promote gender equity, build</p>

<p>IDEOLOGY</p> <p><i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>understanding of different perspectives, and increase inclusivity for transgender and gender nonconforming students." (Grades 6 and 7 Facilitator Manual, p. 7)</p> <p>"Be sensitive, too, to any students who may be transgender or gender nonconforming. This can be an opportunity to increase all students' awareness of issues surrounding gender identity and gender equity." (Grade 7 Facilitator Manual, p. 23)</p> <p>"Recognize that trauma can arise from power differences due to culture, gender and sexual orientation. Use inclusive language that empowers diverse populations. Avoid stigmatizing particular groups of youth or reinforcing limiting stereotypes." (Grade 7 Facilitator Manual, p. 144)</p>
<p>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</p> <p><i>Presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. May teach children they have a right to abortion and refer them to abortion providers.</i></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p>"Use condoms. If you are going to have sex, use a new latex condom every time." (Grade 7 Student Workbook, p. 35)</p> <p>"Using condoms can reduce the risk of some STDs if people choose to have sex." (Grade 7 Facilitator Manual, p. 96)</p>
<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 CSE itself) or to promote</i></p>	<p>"It's recommended that facilitators work with a small group of youth to review the roleplays and other activities and suggest minor changes to increase relevance before implementation." (Grades 6 and 7 Facilitator Manual, p. 6)</p>

<p><i>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>No evidence found.</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>“If people think they have an STD, they should get checked right away. In most states, teenagers can get medical care for STD on their own, often for free. They don't need to tell their parents unless they want to.” (Grade 7 Student Workbook, p. 35)</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>Students research STD clinics. Using a website or hotline, they find answers to STD questions. (Grade 7 Student Workbook, p. 31)</p> <p>“If people think they have an STD, they should get checked right away ... Teens can go to:</p> <ul style="list-style-type: none"> • a health clinic • a special STD clinic • a teen or school clinic • their regular doctor or health care provider” (Grade 7 Student Workbook, p. 35) <p>Students are referred to www.cdc.gov/std for research. This website has an option to find locations for STD testing. Planned Parenthood locations are recommended. (Grade 7 Facilitator Manual, p. 97)</p>

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

For more information on *Draw the Line/Respect the Line, Grades 6 & 7*, see <https://www.etr.org/ebi/programs/draw-the-line/>.