

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

Get Real: Comprehensive Sex Education That Works

8th Grade

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = [15 OUT OF 15]

***Get Real, Grade 8* contains [15 out of 15] of the harmful elements typically found in CSE curricula or materials. The presence of even one of these elements indicates that the analyzed materials are inappropriate for children. Having several of these elements should disqualify such materials for use with children.**

Program Description: Get Real is a middle school curriculum produced by Education, Training and Research (ETR) and Planned Parenthood League of Massachusetts (PPLM). It is targeted at children in Grades 6, 7 and 8, or 11-14 year olds. Children are encouraged to think about and discuss sex and sexuality in a number of ways. Lessons include a lot of open discussion of a variety of sexual behaviors. Children are taught about condoms and, optionally, how to use them. Masturbation is encouraged through extensive discussion of the practice and frequent assurance that “it’s okay.”

While a number of activities are ostensibly designed to prompt family discussion and include parents, the very same activities encourage students to form their own values, emphasizing that those values may be different from their parents’. The teacher also provides information about “other resources” to answer their questions. Resources listed in the curriculum include Planned Parenthood and similar graphic resources.

Target Age Group: 8th grade (generally 13-14 year olds)

Planned Parenthood Connections: This curriculum refers students to Planned Parenthood as a valuable resource. The curriculum uses worksheets copyrighted by Planned Parenthood League of Massachusetts (PPLM). ETR Associates, the publisher of this curriculum, has a member of Planned Parenthood Federation of America on their Board of Directors. According to an endorsement on getrealeducation.org, PPLM provides teacher training for the implementation of this curriculum.

HARMFUL CSE ELEMENTS

EXCERPTED QUOTES FROM CSE MATERIAL

1. SEXUALIZES CHILDREN

Normalizes child sex or

“What were some of the things you listed under “**Fun things to do on a date (nonsexual)**”?” (*8th Grade Teacher’s Manual, p. 8-14*)

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.

<p><i>desensitizes children to sexual things. May give examples of children having sex or imply many of their peers are sexually active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.</i></p>	<p>“Sexual expression doesn't have to include sexual intercourse. There are other lower risk activities that people may choose to engage in to explore sexual feelings, by themselves or with others.” (8th Grade Teacher’s Manual, p. 8-23)</p> <p>Family Letter 8.4: “Sexuality is a normal, healthy, natural part of being human at every stage of life.” (8th Grade Teacher’s Manual, p. 8-41)</p> <p>“Note that having fewer sexual partners and longer periods of time between different sexual partners can reduce the chances of contracting HIV or other STIs.” (8th Grade Teacher’s Manual, p. 8-48)</p> <p>Role Play Scenario: “Anton has never had sex. But his friends say they've had several sexual experiences already, and Anton is sick of being the only one who hasn't. One day, Maria sends him a text with a sexy picture and invites him over.” (8th Grade Teacher’s Manual, p. 8-71)</p> <p>Role Play Scenario: “Veronica and Isaac just started dating. Isaac knows that Veronica has had sexual relationships before, and assumes that she will want to have sex with him too.” (8th Grade Teacher’s Manual, p. 8-71)</p> <p>Scenario: “You are a girl who decides to have vaginal intercourse with your partner.” (8th Grade Teacher’s Manual, p. 8-79)</p> <p>Scenario: “You got pretty buzzed at a party and were having lots of fun. You'd heard a lot about oral sex but had never had it before. When the opportunity presented itself at the party, you decided you were having so much fun...why not? You figured that it wasn't really sex, and everyone was wasted and hooking up.” (8th Grade Teacher’s Manual, p. 8-79)</p> <p>“True or False: There are many low-risk sexual activities people can engage in. (True)” (8th Grade Teacher’s Manual, p. 8-99)</p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p>	<p>“Stress that any sexual behavior (talking, touching, sex) should be mutually consensual.” (8th Grade Teacher’s Manual, p. 8-13)</p> <p>“After Leanna and her partner agreed they were ready for sex, Leanna told her partner she would stop by the clinic and get them condoms so they could be safe.” (8th Grade Teacher’s Manual, p. 8-16)</p> <p>Teacher’s Guide: “Q: What's the right age to have sex? A: People have sexual intercourse for different reasons and at different times in their lives. There is no "right" age to have sex. It's important that the two people involved have agreed and given their mutual consent to engage in sexual intercourse.” (8th Grade Teacher’s Manual, p. 8-109)</p> <p>Teacher’s Guide: “Facts to Know: The acronym HERRC, standing for "honesty, equality, respect, responsibility, consent," may be useful here.” (8th Grade Teacher’s Manual, p. 8-111)</p> <p>Teacher’s Guide: “The following are some talking points on consent:</p> <ul style="list-style-type: none"> • Any sexual behavior (talking, kissing, touching, intercourse) should be mutually consensual. This means both people have agreed to engage in

	<p>the behavior.</p> <ul style="list-style-type: none"> • Sexual consent requires a sober and enthusiastic "yes" from both partners. • Consent is an active decision, which means that people cannot give consent if they are drunk, asleep or high. • "Yes" means yes. "No" means no. If a person has not clearly said yes to something, then their answer should be considered "no." Silence should be considered a "no." • People can change their minds and stop consenting at any time. Partners should check in with each other. Language such as, "Is this OK?" or "Does this feel good?" or "Tell me what you want" or "I like... but I don't like... " can be used to communicate comfort and boundaries. Consent should be given each and every time. Just because people say OK to something once, doesn't mean they're consenting for the future. • Consent can be sexy and caring. • Consent means doing something because a person wants to, not because a person feels pressured or manipulated. Consent should never be hesitant or coerced. If both partners are not enthusiastically on the same page, they should slow down and check in with each other." (<i>8th Grade Teacher's Manual, p. 8-112</i>) <p>Teacher's Guide: "A healthy relationship is one that is mutually consensual, honest, equal, respectful and responsible." (<i>8th Grade Teacher's Manual, p. 8-137</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>"There are many activities outside of sexual intercourse (define if needed as oral, vaginal and anal) where teens can explore these feelings with much lower risk to themselves and their partners." (<i>8th Grade Teacher's Manual, p. 8-26</i>)</p> <p>"What questions should people ask themselves before they decide to have vaginal, anal or oral sexual intercourse?" (<i>8th Grade Teacher's Manual, p. 8-32</i>)</p> <p>"What is a method [of protection] used for oral sex only? (Dental dam)" (<i>8th Grade Teacher's Manual, p. 8-33</i>)</p> <p>Family Letter 8.4: "Sexual behavior includes many different ways of touching. It can range from holding hands or massage to masturbation or intercourse (vaginal/oral/ anal)." (<i>8th Grade Teacher's Manual, p. 8-41</i>)</p> <p>Family Activity 8.4: "Dental dams used during oral sex reduce the risk of STIs." (<i>8th Grade Teacher's Manual, p. 8-42</i>)</p> <p>"The use of dental dams and latex condoms can reduce the risk of STI transmission during oral sex." (<i>8th Grade Teacher's Manual, p. 8-48</i>)</p> <p>Teacher's Guide: "Many students are already aware that vaginal and anal intercourse are high-risk activities. A lot of students have questions about STI risk associated with oral sex." (<i>8th Grade Teacher's Manual, p. 8-123</i>)</p>

<p>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.</i></p>	<p>“Sexuality changes and grows throughout a person's life. It includes sexual behaviors, sexual relationships and intimacy; but also includes...sexual orientation (heterosexual, homosexual, bisexual or any other sexual orientation).” (8th Grade Teacher’s Manual, p. 8-41)</p> <p>Role Play Scenario: “Will and Todd have been seeing each other for the past year. Will just found out that his family is planning on moving before he enters high school. They both enjoy the sexual part of their relationship....” (8th Grade Teacher’s Manual, p. 8-71)</p> <p>Role Play Scenario: “Erica and Ashley are in a serious relationship. They've been almost inseparable since meeting 6 months ago and share lots of interests, views and values. Erica and Ashley have enjoyed kissing and touching....” (8th Grade Teacher’s Manual, p. 8-71)</p> <p>Teacher’s Guide: “Two of the scenarios are written about a relationship between characters of the same sex, which may cause students to struggle. If this happens, it is the perfect opportunity to remind students of the messages from Lesson 7.3 and Lesson 7.4 about becoming an ally and creating a safe school environment.” (8th Grade Teacher’s Manual, p. 8-133)</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>“Sexual expression doesn't have to include sexual intercourse. There are other lower risk activities that people may choose to engage in to explore sexual feelings, by themselves or with others.” (8th Grade Teacher’s Manual, p. 8-23)</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>“Sexual expression doesn't have to include sexual intercourse. There are other lower risk activities that people may choose to engage in to explore sexual feelings, by themselves or with others.” (8th Grade Teacher’s Manual, p. 8-23)</p> <p>“Other sexual behaviors (masturbation, kissing or touching a partner) are much safer.” (8th Grade Teacher’s Manual, p. 8-24)</p> <p>Family Letter 8.4: “Sexual behavior includes many different ways of touching. It can range from holding hands or massage to masturbation or intercourse (vaginal/oral/anal).” (8th Grade Teacher’s Manual, p. 8-41)</p> <p>“True or False: You can't get an STI from masturbating. (True)” (8th Grade Teacher’s Manual, p. 8-100)</p> <p>Teacher’s Guide: “Masturbation is defined as touching, rubbing, and/or fondling one's own sex organs for pleasure and stimulation. There are no medical or safety concerns for people who choose to masturbate. It is a personal decision and a normal behavior for people of all ages.” (8th Grade Teacher’s Manual, p. 8-</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>108)</p> <p>“Review the steps to correct condom use:</p> <ol style="list-style-type: none"> 1. Discuss with partner the decision to have sex. 2. Discuss protection methods with partner. 3. Check expiration date on condom. 4. Check the package of the condom for holes, tears, or any sign of damage. 5. Carefully open condom package and remove condom. 6. Penis is erect. 7. Place condom on the head of the penis. 8. Hold the tip of the condom to squeeze out any air. 9. Roll the condom down to cover the entire penis. 10. Use lubricant. 11. Have vaginal, oral or anal sex. 12. Keep condom on penis until done (whether ejaculation occurs or not). 13. Hold on to the rim of the condom at the base of the penis. 14. Withdraw the penis. 15. Carefully take the condom off the penis. 16. Throw the condom in the garbage. 17. Use a new condom if both partners want to have sex again.” (8th Grade Teacher’s Manual, p. 8-35) <p>Teacher’s Guide: “The teacher should first demonstrate the steps using a condom and a demonstration tool, then give students a handout with the steps they can use. Have students pair off and take turns demonstrating putting a condom on a demonstration tool.” (8th Grade Teacher’s Manual, p. 8-120)</p>
<p>8. PROMOTES PREMATURE SEXUAL AUTONOMY</p> <p><i>Teaches children they can choose to have sex when they feel they are ready or when they find a trusted partner. Fails to provide data about the well-documented negative consequences of early sexual debut. Fails to encourage sexually active children to return to abstinence.</i></p>	<p>“It is up to each individual person to decide what feels comfortable sexually and what the personal limits are.” (8th Grade Teacher’s Manual, p. 8-26)</p> <p>“Explain that in the future, many of them may choose to become sexually active.” (8th Grade Teacher’s Manual, p. 8-32)</p> <p>“What are four methods that require no doctor's prescription and have no age limit for purchase? (Any of the following are acceptable answers: abstinence, external/male condom, internal/female condom, dental dam, Plan B, spermicide.)” (8th Grade Teacher’s Manual, p. 8-33)</p> <p>“Which methods can be purchased at most drugstores and supermarkets? (External/male condom, internal/female condom, spermicide, emergency contraception)” (8th Grade Teacher’s Manual, p. 8-34)</p> <p>Role Play Scenario: “Micah and Celia have been in a relationship for 6 months, and recently decided to have vaginal intercourse.” (8th Grade Teacher’s Manual, p. 8-71)</p> <p>“As of summer 2014, some pills are available on pharmacy shelves or from a health clinic for anyone of any age to purchase.” (8th Grade Teacher’s Manual, p. 8-77)</p>

	<p>Scenario: “You and your partner decided to have sex for the first time. You talked together about which protection methods to use and planned accordingly, so you both felt comfortable with your choice of protection.” (<i>8th Grade Teacher’s Manual, p. 8-79</i>)</p> <p>“Which of the following methods can be purchased at a pharmacy without a prescription?</p> <ul style="list-style-type: none"> a. Birth control pills b. NuvaRing c. IUD d. Plan B emergency contraception” (<i>8th Grade Teacher’s Manual, p. 8-90</i>)
<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>“Acknowledge that different people might have their own definitions of abstinence, but for this activity, abstinence is defined as avoiding sexual behaviors that could lead to pregnancy or STI (i.e., refraining from vaginal, oral and anal sex, and genital contact that can transmit STI).” (<i>8th Grade Teacher’s Manual, p. 8-24</i>)</p> <p>“True or False: Abstinence means never having sex. False. Abstinence means to not do something. It can refer to smoking, doing drugs or drinking. When it comes to sexual activity, abstinence or postponement is a choice that means not having sex at this time in someone's life.” (<i>8th Grade Teacher’s Manual, p. 8-29, 8-30</i>)</p> <p>Scenario: “You are about to have sex with your partner and realize that neither of you has a condom. Your partner wants to go ahead and use the pull-out method, but you don't want to risk it. You decide not to have sex until you can get a condom.” (<i>8th Grade Teacher’s Manual, p. 8-79</i>)</p> <p>Teacher’s Guide: “If people decide to engage in sexual activity, they need to use protection. Protection could include condoms and hormonal methods of contraception.” (<i>8th Grade Teacher’s Manual, p. 8-137</i>)</p>
<p>10. PROMOTES TRANSGENDER IDEOLOGY</p> <p><i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme</i></p>	<p>Family Activity 8.1 (copyrighted by Planned Parenthood League of Massachusetts): “How do you think life would be different if you were a different gender?” (<i>8th Grade Teacher’s Manual, p. 8-9</i>)</p> <p>Note: A suggested resource is www.seriouslysexuality.com which is published by SIECUS and has a section teaching diverse gender identities.</p>

<p><i>gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></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>“Why is it important for people to protect themselves during sexual intercourse? (Unplanned pregnancy, STI transmission.)” (<i>8th Grade Teacher’s Manual, p. 8-32</i>)</p> <p>“What method works to prevent pregnancy for up to 120 hours after unprotected sex? (Emergency contraception)” (<i>8th Grade Teacher’s Manual, p. 8-33</i>)</p> <p>“Review samples of protection methods: Show samples from the Protection Methods Kit to students as you introduce each method, and pass the samples around the class so students can see and handle them. In addition to showing samples, review facts and places where these methods can be obtained.” (<i>8th Grade Teacher’s Manual, p. 8-34</i>)</p> <p><i>*Methods covered are abstinence, male condom, female condom, dental dam, emergency contraception, birth control pills, the shot, the patch, the ring, implant, and IUD.</i></p> <p>“True or False: Condoms are often available for free in clinics and doctor's offices. (True)” (<i>8th Grade Teacher’s Manual, p. 8-99</i>)</p> <p>Teacher’s Guide: “A possible extra-credit assignment for this lesson could be to have students write or perform their own TV scripts that involve condom use and protection. Ask: 'What should a conversation between characters on TV really sound like in order to promote healthy sexual relationships?'" (<i>8th Grade Teacher’s Manual, p. 8-119</i>)</p> <p>Teacher’s Guide: “Reinforce that correct and consistent condom use (male or female condom) is an effective means of HIV prevention.” (<i>8th Grade Teacher’s Manual, p. 8-128</i>)</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 abortion.</i></p>	<p>“What rights do you need to have in order to feel safe talking about body changes and sexual health?” (<i>8th Grade Teacher’s Manual, p. 8-2</i>)</p> <p>End of Course projects are recommended and teachers are encouraged to “consider having students present their work to the school during a special assembly or activity period.” (<i>8th Grade Teacher’s Manual, p. 8-84</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>"Ask students to brainstorm all the components of sexuality and sexual health they learned about in sixth and seventh grade. Examples should include SEL skills, values, puberty, anatomy, feelings, STI protection, pregnancy prevention, relationships, etc. Write these examples on the board." (<i>8th Grade Teacher's Manual, p. 8-4</i>)</p> <p>"All people need to make informed choices about sexual activity based on their own values, boundaries and life situations, as well as factual information." (<i>8th Grade Teacher's Manual, p. 8-30</i>)</p>
<p>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</p> <p><i>May <u>instruct children they have rights to confidentiality and privacy from their parents.</u> <u>May teach children about accessing sexual commodities or services, including abortion, without parental consent.</u> May instruct children not to tell their parents what they are being taught about sex in school.</i></p>	<p>"Discuss places where teens can obtain protection methods for free or little cost. Explain that these services are confidential and do not require parental permission." (<i>8th Grade Teacher's Manual, p. 8-36</i>)</p> <p>"Explain that many places offer free and confidential testing for youth, and there are rapid HIV tests that give results within 15 minutes." (<i>8th Grade Teacher's Manual, p. 8-49</i>)</p> <p>"True or False: You need parental permission to obtain birth control. (False)" (<i>8th Grade Teacher's Manual, p. 8-99</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</i></p>	<p>This curriculum aligns to the National Sexuality Education Standards. The advisory board of these standards includes members from Planned Parenthood Federation of America, SIECUS, Advocates for Youth, and GLSEN.</p> <p>Family Letter 8.1: "Good information and other resources can also be found on the Planned Parenthood League of Massachusetts parent education website. Just visit www.pplm.org/education and click on 'Parent Education.'" (<i>8th Grade Teacher's Manual, p. 8-7, Letter is copyrighted by PPLM</i>)</p> <p>Family Letter 8.2 encourages parents to sign up for <i>The Parent Buzz</i>, put out by PPLM. "The Parent Buzz is a bimonthly newsletter that contains strategies for talking with kids about sex and sexuality. It offers an easy way for parents to get helpful tips, current information about sex and sexuality, links to useful websites, and facts about how children and teens develop." (<i>8th Grade Teacher's Manual, p. 8.21</i>)</p> <p>Family Letter 8.5 gives parents the contact information for Planned Parenthood, SIECUS, and Advocates for Youth as helpful resources in talking to children about sexuality. (<i>8th Grade Teacher's Manual, p. 8-53</i>)</p> <p>Family Letter 8.5 recommends obscene material such as <i>It's Perfectly Normal</i> as resources for pre-teens and adolescents. (<i>8th Grade Teacher's Manual, p. 8-54</i>)</p>

Planned Parenthood sexualizes children for profit see www.WaronChildren.org and www.InvestigatePPF.org

Teacher's Guide: "Use the Frequently Asked Student Questions section of **www.getrealeducation.org** for hundreds of **vett**ed answers to student questions." (*8th Grade Teacher's Manual, p. 8-108*)

Teacher's Guide: "Lesson 8.1 Resources - **Planned Parenthood Teen Talk**: www.plannedparenthood.org/teen-talk" (*8th Grade Teacher's Manual, p. 8-110*)

For more information on *Get Real* see <https://www.etr.org/ebi/programs/get-real/>.