

## CSE Harmful Elements Analysis Tool

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

### Analysis of *It's Your Game...Keep It Real!* Levels I & II Based on 15 Harmful Elements Commonly Included in CSE Materials

#### CSE HARMFUL ELEMENTS SCORE = 9 OUT OF 15

*It's Your Game...Keep It Real!* contains 9 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 program is called “abstinence-plus” by its developers, who also produce an abstinence-only version. While it carries a noticeable theme of encouraging children to delay sex, that delay is a nebulous “later” with plenty of discussion of contraceptives and condoms. Since this program is aimed at middle school children and some scenarios feature older teenagers, students could come away thinking that “later” means in high school. While it includes encouragement to discuss topics with parents and clearly addresses potential emotional, physical and social consequences of sex, it also employs detailed descriptions and roleplays of sexual encounters, which many parents may find objectionable.

**Target Age Group:** Middle school students (generally ages 12-14)

**Planned Parenthood Connections:** American Life League’s STOPP International reports: “All four developers of 'It’s Your Game' have connections to Planned Parenthood, including being listed as 'investigators' in a project that has the University of Texas Prevention Research Center (UTPRC) partnering with Planned Parenthood Gulf Coast in a project based on the theme, 'From Healthy Children to Healthy Adults.' This project is listed as the Core Activity of UTPRC, where all the developers of 'It’s Your Game' work as professors.”

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<b>1. SEXUALIZES CHILDREN</b> <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</i>	Student role play script: “Jazmine: Ok, well last night <b>my sister told me that she thinks she’s pregnant</b> . Gaby: Really? Isn’t she only 15? Jazmine: Yeah, and she doesn’t know what to do. Her boyfriend broke up with her, and she can’t tell our mom because she’ll be mad.” (Level I, p. 39)  Computer Activity: “Using a lighthearted animation, students see the changes that occur in the male and female body during puberty. This animation also

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

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

active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.

focuses on the emotional changes experienced during puberty. Animated scenes also demonstrate the development of a girl's body from age eight through puberty and an eight-year-old boy's body through puberty." **Without access to the digital curriculum, we have no idea how explicit this animation is.** (Level I, p. 122)

"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.**" (Level I, p. 146)

**Note:** Several role plays on pages 187-193 discuss sexual behavior. Although they are set in the context of using strategies to avoid intercourse, some parents may object to the level of description and normalization of other sexual behavior.

Role Play Scenario: "Yeah, hi. Well, I was at a party a couple of weeks ago, and I, ah, **ended up having sex with this guy.** The guy looked healthy, I mean, he was really cute and dressed nice and everything. Since the party, I've heard some stuff about this guy. And well, I feel fine, but I'm a little worried now about STIs and don't know what to do." (Level II, p. 72)

Computer Activity: "Students see the conclusion of the serial, in which Manuel respects Shannon's rule to **use condoms anytime they decide to have sex.**" (Level II, p. 122)

Story Script: "Marcus is 17, and his girlfriend, Monique, is 14. **Marcus has had several girlfriends and has had sex before.** Monique has never had a real boyfriend and is a little nervous about what Marcus expects from her. She likes to kiss and hug him, but he's been trying to touch her under her clothes, which makes her nervous. Monique has decided to wait until she's older and finds someone really special before she has sex. She's afraid to make Marcus mad because she doesn't want him to dump her, but she's not ready to go all the way." (Level II, p. 141)

Multiple video dramas show **teenagers kissing and discussing whether or not to have sex.** (Level II, p. 145)

Students have to indicate **whether or not they intend to have sex**, then they are shown a video either emphasizing abstinence or encouraging condom use depending on the inclination of the students in the class. (Level II, pp. 145-146)

Talk Show Script: "When I got to school on Monday everyone kept telling me how she was kissing this guy and **letting him touch her.**" (Level II, p. 161)

Talk Show Script: "The other day we were **kissing, touching, and things started heating up** [Prop person holds up the oohh sign]." (Level II, p. 163)

Video dramas show teenagers **pressuring each other to have sex** and negotiating these situations. (Level II, p. 174)

## 2. TEACHES CHILDREN TO

"A dating relationship is healthy when two people trust, respect, and listen to each other, and both people support each other's **right to say yes** or no at any

<p><b>CONSENT TO SEX</b></p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. 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>time for any reason.” (Level II, pp. 154-155)</p> <p>“A real friendship is when two people trust, respect, and listen to each other, and both people support each other’s right <b>to say yes</b> or no at any time for any reason.” (Level I, p. 37)</p> <p><b>Note:</b> <i>Is it healthy for 12 to 14 year-olds to be saying “yes” to sex?</i></p>
<p><b>3. PROMOTES ANAL AND ORAL SEX</b></p> <p><i>Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i></p>	<p>Computer Activity: “Students watch a video in which an expert hosts a candid discussion about sex and reproduction. The expert provides a definition of sex, <b>including vaginal, oral, and anal sex</b>, and explains the consequences of having sex.” (Level I, p. 123)</p> <p>Video drama of six older teenagers. In this serial, Manuel and Shannon finally get together. Shannon is hesitant about having sex without condoms or other birth control, so Manuel suggests <b>they have oral sex instead</b>, and Shannon agrees to this. (Level II, p. 54)</p> <p>After watching the serial, the students will evaluate the social, physical, and emotional consequences of <b>having oral sex</b>. (Level II, p. 55)</p> <p>Explain to students that there are three different ways that a sexually transmitted infection is passed: 1. Direct Contact with infected skin, sores, blisters, or warts around or on the genitals (penis or vagina) or mouth during <b>oral, vaginal, or anal sexual contact</b> 2. Exchange of Infected Blood, Semen, and Vaginal Fluids during <b>oral, vaginal, or anal sexual contact</b> (Level II, p. 61)</p> <p>“68% of 9th graders, or teens your age, have chosen not to have sex. But if you decide to have <b>oral, vaginal, or anal sex</b>, using a condom will reduce your risk of getting an STI.” (Level II, p. 67)</p>
<p><b>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</b></p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate</i></p>	<p><b>No evidence found.</b></p>

<p>information about homosexuality or homosexual sex.</p>	
<p><b>5. PROMOTES SEXUAL PLEASURE</b></p> <p><i>Teaches children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p><b>No evidence found.</b></p>
<p><b>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</b></p> <p><i>While masturbation can be part of normal child development, encourages masturbation at young ages, which may make children more vulnerable to pornography use, sexual addictions or sexual exploitation. May instruct children on how to masturbate. May also encourage children to engage in mutual masturbation.</i></p>	<p><b>No evidence found.</b></p>
<p><b>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</b></p> <p><i>May inappropriately eroticize condom use (e.g., emphasizing sexual pleasure or "fun" with condoms) or use sexually explicit methods (i.e., penis and vagina models, seductive role plays, etc.) to promote condom use to children. May provide medically inaccurate information on condom effectiveness and omit or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.</i></p>	<p>Computer Activity: “In a lighthearted animation, students watch a story about Marvin, a guy who doesn’t know how to use condoms correctly. This animation focuses on the <b>correct ways to use a condom</b>. Students then answer a few short questions about the correct ways to use a condom.” (Level II, p. 121)</p> <p><b>Note:</b> No further detail is given on what the demonstration includes, but a review from American Life League’s STOPP International reports that a talking condom that is the “platoon leader” says, “Being a condom is a fulfilling career—a career of service and protection. We cover your needs.” The program then describes various types of condoms, including glow-in-the-dark.</p> <p>Computer Activity: “Students watch a video in which <b>an expert demonstrates the correct way to use a condom</b>.” (Level II, p. 121)</p> <p><b>Note:</b> No further detail is given on what the demonstration includes.</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.*

*Note: Rather than discouraging teen sex, some of the instructions teach children that it's ok to have sex as long as they are making a "smart, responsible" decision (i.e. a decision to use condom) when they do it.*

"Explain to students that **keeping it real about sex means being true to yourself by making smart, responsible decisions about sex.**" (Level II, p. 22)

The **teens discuss that if they choose to have sex**, condoms or another form of contraception must be used to reduce the risk of getting HIV or another STI or getting pregnant." (Level I, p. 168)

Computer Video: "The teens also talk about the importance of using contraception to reduce the risk of HIV, other STIs, and pregnancy, **if one chooses to have sex.**" (Level II, p. 122)

"Maria, you and your boyfriend are keeping it real by **respecting your personal rule regarding sex – to wait until you're older.**" (Level II, p. 164)

"Explain to students that in this role-play, the character has **SELECTED the personal rule** to have sex only if a condom is used." (Level II, p. 187)

"Explain to students that in the section 'It's My Game...' they are to list and write down **three personal rules they want to live by** in order to keep their game real. Remind students that one of these rules should be about sex." (Level II, p. 210)

*Note: Throughout the curriculum, rather than being guided to delay sex at least until they are adults, middle school students are instructed to set their own personal rules about sex.*

**9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD**

*Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing.*

*May teach children that all sexual activity—other than "unprotected" vaginal and oral sex—is acceptable, and even healthy. May present abstinence and "protected" sex as equally good options for children.*

"Responses should include: the choices people make about having sex can affect their risk or chance of getting pregnant, people can lower their risk for pregnancy by choosing not to have sex **or choosing to use some method of birth control** every time when having sex, a couple's chance of getting pregnant increases if they have sex without using some type of birth control." (Level II, p. 26)

"What personal rules about sex do you think Miguel or Rosa should have selected? Possible answers include: Not to have sex. To only make-out. **To always use a condom and another contraceptive method when having sex** or not to have sex." (Level II, p. 32)

"Q: What are two ways to reduce the chances of getting an STI? A: There are a few different things a person can do to reduce the risk: (1) not having oral, vaginal, or anal sex (2) **using condoms when having sex** (3) getting tested for STIs with every new sex partner and making sure they have been tested too (4) **having sex with only one person who only has sex with you**" (Level II, p. 81)

"Video drama of six older teenagers. In this serial, students see that Shannon and Manuel have decided to keep dating. Shannon decides she will only **have sex if they use a condom.**" (Level II, p. 121)

"A healthy dating relationship for teens is a relationship that **doesn't have to**

	<p><b>include having sex.”</b> (Level II, p. 165)</p> <p>“Ask students why it would be a good idea for someone <b>not to have sex if a condom isn’t going to be used.</b>” (Level II, p. 183)</p> <p>Role Play Set-up: <b>“You have selected a personal rule about sex: you will have sex only if a condom is used.</b> You have talked with your partner about sex and have told him/her about your personal rule. One Saturday afternoon the two of you are alone and start making out. Things start to get serious so you tell your partner to get a condom.” (Level II, p. 196)</p>
<p><b>10. PROMOTES TRANSGENDER IDEOLOGY</b></p> <p><i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p><b>No evidence found.</b></p>
<p><b>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</b></p> <p><i>Presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. May teach children they have a right to abortion and refer them to abortion providers.</i></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p>Computer Activity: “Students have the option to <b>learn more about condoms and other contraceptive methods</b> (birth control pills, spermicides, patch, ring, Depo-Provera). Basic information such as what the method is, how the method is used, where one can obtain it, and what the failure rates are will be presented.” (Level I, p. 169)</p> <p>“Ask students what they think it means for them to 'keep it real about sex.' Write responses on the board...<b>Using condoms and birth control if you decide to have sex...</b>” (Level II, p. 22)</p> <p>Students watch a video of an expert <b>hosting a candid discussion about condoms.</b> The expert explains that when a couple decides to have sex they need to use condoms to reduce the risk of getting HIV, getting other STDs, or becoming pregnant. (Level II, p. 121)</p>
<p><b>12. PROMOTES PEER-TO-PEER</b></p>	<p>“Explain to students that they now have a chance to practice protecting their</p>

<p><b>SEX ED OR SEXUAL RIGHTS ADVOCACY</b></p> <p><i>May train children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. May recruit children as spokespeople to advocate for highly controversial sexual rights (including a right to CSE itself) or to promote abortion.</i></p>	<p>rules regarding sex <b>by working in pairs on a role-play.</b>" (Level I, p. 181)</p> <p>Students <b>roleplay to negotiate various sexual situations.</b> (Level II, pp. 182-188)</p>
<p><b>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</b></p> <p><i>May encourage children to question their parents' beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i></p>	<p><b>No evidence found.</b></p>
<p><b>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</b></p> <p><i>May instruct children they have rights to confidentiality and privacy from their parents. May teach children about accessing sexual commodities or services, including abortion, without parental consent. May instruct children not to tell their parents what they are being taught about sex in school.</i></p>	<p><b>"Everything discussed in this class will be kept confidential except for three things:</b> If you tell me you are going to hurt yourself; If you tell me you are going to hurt someone else; If you tell me about past or present physical, sexual or emotional abuse or neglect. By law, I cannot keep these things a secret. I am required to report them. NOTE: If a student asks, explain to them that you will have to report this information to appropriate school administration." (Level I, p. 18, and multiple other pages)</p> <p><b>Note:</b> <i>This statement implies that the teacher will not discuss with parents any disclosure of sexual activity by their students, or other information which may be important for parents to know. Students may also infer by the first sentence that they are not supposed to tell their parents what is discussed in class about sex.</i></p>
<p><b>15. REFERS CHILDREN TO HARMFUL RESOURCES</b></p> <p><i>Refers children to harmful websites, materials or outside entities. May also specifically refer children to Planned Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms,</i></p>	<p><b>No evidence found.</b></p>

*contraceptives, gender hormones, STI testing and treatment, abortions, etc.)*

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

*(For more information on how Planned Parenthood sexualizes children for profit see [www.WaronChildren.org](http://www.WaronChildren.org) and [www.InvestigateIPPF.org](http://www.InvestigateIPPF.org))*

For more information on *It's Your Game...Keep It Real* see <https://sph.uth.edu/tprc/its-your-game/>.