

## 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 ***Our Future, Grades 8-9*** ***Sexuality and Life Skills Education for Young People*** Based on 15 Harmful Elements Commonly Included in CSE Materials

**CSE HARMFUL ELEMENTS SCORE = 14 OUT OF 15**

***Our Future, Grades 8-9* contains 14 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:** Published and distributed by the International HIV/AIDS Alliance, this series of three books was developed in the Chipata District of Zambia, with the Zambian Ministry of Education, Planned Parenthood Association of Zambia and Young, Happy, Healthy and Safe.

**Target Age Group:** Ages 13-15 (Grades 8-9)

**Planned Parenthood Connections:** Planned Parenthood Association of Zambia (PPAZ) helped develop and implement this curriculum.

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<p><b>1. SEXUALIZES CHILDREN</b></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 discussion of sexual experiences, attractions, fantasies or desires.</i></p>	<p>“Sexuality is about all parts of our sexual lives. It is about our bodies, feelings, thoughts, behaviour and desires as young men and women towards ourselves and each other. It is about the way we dress, walk and talk, dance and express our sexual feelings and the things we enjoy as sexual beings. <b>We are born as sexual beings</b> and sexuality is an important part of our personality throughout our lives from the time we are born to the time we die. We can enjoy feeling and expressing our sexuality in different ways through our lives. We do not need to have sexual intercourse to enjoy our sexuality.” (p. 1)</p> <p>“Sexual intercourse is the physical act of a man <b>putting his penis into his partner’s vagina or anus and moving together</b>. This is also called ‘having sex.’” (p. 2)</p> <p>“Each group talks about how their chosen age group might feel and express their</p>

<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.

sexuality. Each group tells the whole class **their ideas about sexuality** in the age group they discussed.” Proposed age groups: a baby boy and girl, a boy and girl aged 6 years, a boy and girl aged 15 years; a married man and woman aged 22 years; a woman and a man with a baby; an elderly man and woman.” (p. 3)

Examples of how this age group expresses their sexuality: “Baby: boys and girls enjoy being touched, tickled, cuddled, cleaned, sucking the breast and **touching their genitals**, boys get erections...” (p. 3)

Examples of how this age group expresses their sexuality: “Boy or girl of 6 years: play mummies and daddies, enjoy dressing as a girl or boy, learning how to dance, **may play-act sexual intercourse if they have seen others doing it...**” (p. 3)

Examples of how this age group expresses their sexuality: “Boy or girl of 15 years: enjoying dancing, talking with others, wearing attractive clothes, **wet dreams, feeling sexy near others**, interested in being a girl or boy, **masturbation**, daydreams...” (p. 4)

Examples of how this age group expresses their sexuality: “Elderly couple: don’t have to worry about pregnancy, maybe free from hard work, enjoy each other as man and woman, enjoy dancing, singing, caressing each other, **having sexual intercourse...**” (p. 4)

Home activity: “Write a story about a pupil who told the class something about **his or her sexual life**. Write about the good and bad things that happened during and after the class.” (p. 6)

“Pupils worry about the teacher’s behaviour during and after sexuality lessons. They fear that the **teacher will propose pupils**, take advantage of them or punish them for talking about sexuality.” (p. 10)

“We should not **touch breasts or private parts**, or propose each other.” (p. 11)

“Boys should not use class discussions as a way of **proposing girls**.” (p. 11)

“Teachers should not take advantage of a pupil’s situation or secrets to **convince them to have sex**.” (p. 11)

“I was walking home from school when a boy jumped out and dragged me into the bushes. He told me not to scream or he would hit me. He said I was too proud of being a virgin and needed a lesson to know that men are in charge. **He raped me and ran off**.” (p. 31)

“There is a teacher at my school who always liked me and asked me about my work. In my exam year she said that she could give me extra help with my maths, but that it would be better if we did this at home so she could do her household chores and then teach me. I was worried about this, but I went anyway. After two of these lessons, I got more relaxed, and on the fourth lesson she started to ask me personal questions about my girlfriends. She said that she could help with my results if I could make her feel nice. Then **she started to**

**touch me.** I told her it wasn't right but she said all boys have to **learn about sex from older women.** She said I was behaving like a girl and I would never be a real man if I didn't practise. She said she could really help me with my studies. In the beginning, I felt I had no choice, but soon I was going to her house regularly and **having sex with her.** She has given me books and clothes, and I always get good marks. I worry about HIV and AIDS, but she says we **don't need to use condoms** because I am young." (p. 32)

"Martha was 15 years old. Her teacher asked her to go to his house with some books. When she reached his house, he was alone, sitting on his bed. He said he **wanted to love her.** She told him that he was an old man and it wasn't right for him to try to do **this to a schoolgirl.** Then he grabbed her. He wouldn't let go, so she shouted as loudly as she could to get attention." (p. 33)

"As we get older, we start to have closer one-to-one friendships and romances. These may be with people of the same or opposite sex. We feel sexually attracted to others and **may form sexual friendships.**" (p. 37)

"Ngoza kept away from school **because of wet dreams.** He did not want to share this problem with anyone." (p. 41)

"Esther was worried about initiation because she had been told that after initiation an old man would come to **test her skills in sex** and she feared HIV." (p. 41)

"Ovulation occurs around 14 days before the first day of menstruation. Therefore, females with a short menstrual cycle can be impregnated **when having sexual intercourse** during menstrual bleeding." (p. 44)

Role play scenario: "The teacher asks you to be his or her **special friend** and says he or she can help you a lot. You know that this teacher has asked other pupils the same thing. You talk to your friends about it." (p. 48)

Role play scenario: "Your family is very poor and struggling to get enough to eat. Your friends say that it's easy to make some money from big men in town **by having sex with them,** or waiting until they are drunk and stealing their wallets." (p. 48)

"I wouldn't want my children to suffer as I have – looking after myself by going with **sugar daddies.** I only want 2 or 3 so I can care for them well and myself too." (p. 53)

"Girls are often asked to take on more responsibilities than boys; for example, in domestic work, caring for sick parents, and **bringing money into the house through sexual transactions.**" (p. 55)

"In single sex groups, make a grid like the one below. Write all the jobs you might do down one side. Include **selling sex,** if that happens in your community. Discuss the advantages and disadvantages of different ways of making a living ... Consider the factors about each job and score them with points from 1 to 3,

depending on how they will benefit you. Add up the scores to see which are the best jobs for you.” (p. 58)

“Dear Auntie Matilda, I am trying to be a responsible girl but I can’t seem to cope, however hard I try. I want to do well at school so I can get a job and help my family. But I never finish my homework because I have to fetch water and help my mother who is sick. I have a boyfriend at school who helps me, but **he wants to have sex**. Is that responsible? Also my parents have no money for my fees. The teacher says he will pay my fees and give me good marks if I **become his special friend**. My mother thinks I should agree so he will help the family. But is it responsible to be a girlfriend to your teacher?” (p. 59)

“In pairs or small groups, do role-plays to show different situations that may influence young people **into having sex**. In class, discuss the role-plays one by one, and find ways that young people can protect themselves in these situations.” (p. 70)

“A boy or girl does not need to engage in sexual intercourse when they get sexually aroused. They can do the following: talk affectionately with each other, hold hands, hug each other, kiss, **stroke each other**.” (p. 70)

“In single sex groups, **share some of the sexual attraction experiences of yourself** or a friend. Discuss how the person dealt with the situation.” (p. 70)

“In pairs, draw spider charts to show why husbands and wives **might have lovers outside their marriage** and what could help them to stay only with each other.” (p. 77)

“People may **express their sexuality with someone of the same sex** at certain times of their lives, or in certain situations, without seeing themselves as ‘gay.’ For example, girls and boys in same sex boarding schools may have close friendships and **play with each other sexually**, but still see themselves as people who will get married later.” (p. 81)

“Mabvuto and I were **getting hot for each other**. Mabvuto promised that he would not get me pregnant. He tried to get condoms but the nurse said that he was too young. Mabvuto said that he would ‘pull out’ in time and I would not get pregnant. I didn’t know anything about sex; no one talked to me about it. But Mabvuto sounded as if he knew what he was doing. **We had a nice time**.” (p. 95)

“The next day Peter took me to a motel in the next town. He said that we should rest in a bedroom. **I didn’t want to play sex** but he said I owed him. He gave me a pill so that I would not get pregnant.” (p. 95)

“Young people **have sexual intercourse for many different reasons**, including: strong sexual feelings; wanting to express love; having to pay for essential needs; peer influence; sexual abuse.” (p. 97)

Role play scenario: “A young girl orphan **has a sexual relationship** with an older

	<p>man in exchange for food to feed herself and her younger siblings. She becomes pregnant and the man refuses to help her or pay for the baby. She is only 14 years old and the pregnancy is dangerous.” (p. 99)</p> <p>“Thandi was a Grade 9 pupil. She fell in love with Yohane. Thandi came from a well-to-do family. She invited her darling to go for a picnic in the bush and <b>they had unprotected sex</b>. Two months later, Thandi discovered she was pregnant. She kept quiet about it for as long as she could, but when her belly started to get big she went back to Yohane and told him about what had happened. Yohane, who came from a very poor family, refused to accept his responsibility. Thandi feared that her parents would be angry with her, so she decided to keep quiet <b>and abort</b>. She went to a drug store and bought twelve chloroquine tablets and took them all at once in her room. She collapsed <b>and later died</b>.” (p. 101)</p> <p>“Once there was a boy called Isaki and a girl named Tisankhe. They lived in the village of Chasa. One day they went to a party. Isaki made a plan to <b>propose love</b> to Tisankhe. He drank some kachasu (local alcohol) to make himself brave and began his manifesto to <b>persuade Tisankhe to have sex</b>.” (p. 135)</p> <p>“Sexuality: A person’s ability to experience or <b>express sexual feelings</b>. It refers to a person’s feelings and behaviour, and the way they dress and speak” (p. 143)</p>
<p><b>2. TEACHES CHILDREN TO CONSENT TO SEX</b></p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. 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>Role play scenario: “A discussion between a boy and a girl in which one of them is <b>trying to persuade the other to have sex</b> during the ‘safe’ time in her monthly menstrual cycle.” (p. 45)</p> <p>Students are to write two endings to the following story —one happy and one sad. “Kwempe was 17 years old when he fell in love with his <b>sixth girlfriend</b>, Mwangi. Having <b>experienced sex with his previous five girlfriends</b>, he was very sure that his new girlfriend <b>would enjoy sex as much as he did</b>. One weekend, Kwempe decided to invite Mwangi for a night in his home. She accepted the invitation and prepared herself by <b>carrying some condoms</b> in her handbag. Mwangi was very excited to meet her new love, Kwempe. Having been taught about the importance of condom use during sex, she thought it was an obvious thing, to be agreed by both of them. After a drink or two, Kwempe invited Mwangi into his bedroom so that she could have a look at the picture he had drawn on the wall. They started to kiss and cuddle, and felt very sexy. Mwangi suggested that they use a condom, but Kwempe was not happy about it and <b>tried to convince her</b> they did not need to use one.” (p. 116)</p> <p>“A wife suggests to her husband that they should start using condoms. <b>Role-play what they say to each other</b> and what happens next and later.” (p. 117)</p> <p>“A boy tells his girlfriend that they should start using condoms. She refuses. <b>Role-play what they say to each other</b> and what happens next and later.” (p. 117)</p> <p>“Write a story of how a young person <b>successfully negotiated safer sex</b>.” (p. 117)</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>“Sexual intercourse is the physical act of a man putting his penis into his partner’s vagina <b>or anus</b> and moving together. This is also called ‘having sex.’” (p. 2)</p> <p>“If men do have sexual intercourse with each other (the man <b>puts his penis in the other man’s anus</b>), they must protect themselves from STIs, including HIV, by using condoms.” (p. 81)</p> <p>“Male condoms: This is a thin rubber tube that fits over the hard penis and catches the semen so that it cannot enter the vagina, <b>anus or mouth.</b>” (p. 88)</p> <p>“Abstinence or avoiding sexual intercourse in the vagina, <b>anus or mouth.</b>” (p. 115)</p> <p>“Sexual intercourse: The act of having sex, when the penis enters another person’s vagina <b>or anus.</b>” (p. 143)</p>
<p><b>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</b></p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.</i></p>	<p>“Mary felt confused. Other girls at school were always talking about the boys they liked, but Mary felt different. <b>She felt attracted to another girl</b>, but she didn’t want to say anything to her.” (p. 41)</p> <p>“In most cases, it is women and children who are unfairly treated by gender values. However, men who do not behave in expected ways – for example, <b>homosexuals</b> – are also treated unfairly.” (p. 60)</p> <p>“When we get older, many of us become more interested sexually in people of the opposite sex. But some of us realise that we are <b>attracted to people of the same sex</b>. In some countries, these people call themselves ‘gay’ to show that they are happy to be the way they are. Loving a person of the same sex is called ‘<b>homosexuality</b>,’ while loving someone of the opposite sex is called ‘heterosexuality.’” (p. 81)</p> <p>“A woman who is attracted to women is called a ‘<b>lesbian</b>.’ A man who is attracted to men is called a ‘<b>homosexual</b>,’ a ‘<b>gay man</b>’ or a ‘<b>man who has sex with men</b>.’” (p. 81)</p> <p>“Gay people kiss, caress and cuddle together, <b>having sex in many of the same ways as a man and woman.</b>” (p. 81)</p> <p>“I want to set up an organisation that fights for gay men and lesbians to <b>be open about being gay</b>, to feel good about themselves and to speak out against unfair treatment.” (p. 82)</p> <p>“Are there situations where people of your age and sex might have sex with <b>someone of the same sex?</b>” (p. 82)</p> <p>“What can we do to make sure that people <b>who are attracted to the same sex</b>, or who <b>have sex with people of the same sex</b>, are able to protect themselves and others from HIV?” (p. 82)</p>

## 5. PROMOTES SEXUAL PLEASURE

*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.*

“Mabvuto’s relative gave him arousing herbs and told him to **practise sex with girls**. He had an erection but was worried about HIV, and condoms were all too large.” (p. 41)

“As boys and girls reach puberty, they often start to have sexual feelings. They may feel tingling or warm feelings when they think about or touch a particular person. These feelings can run around the body like an electric current and **arouse strong sensations in the genital area and breasts. Boys may have erections and girls feel wet.**” (p. 69)

“Couples can go on **enjoying their sexual lives** well into old age if they care about each other and make time to be together.” (p. 71)

“Both partners should **enjoy sexual activity together**. If couples **enjoy their sexual life** together, they will find it easy to stay with each other.” (p. 71)

“Men and women should be able to **say what they enjoy and what helps them to reach orgasm.**” (p. 71)

“Couples can **try out new sexual activities**, styles and ways of being together. If they can keep their sexual life exciting, they will feel less need to have sex outside their relationship for a ‘change of soup.’” (p. 71)

Song lyrics: “On **Happy Sexual Life** - Your love Julie, Aye! Aye! It makes me cry! Mmmm! And I get surprised when my body rubs yours. My breathing goes up! up! up! When I touch your body, I get cold! When you look and hold me, my legs start shivering. I even start stammering that Ju! Ju! Juu ...!” (p. 72)

“Problem: Premature ejaculation (when the man reaches very quickly)  
Solutions: Wear a condom to keep blood in the penis, **so the man can go on longer**; The man can **focus on pleasing the woman** rather than on his own pleasure; If the man feels himself coming, he can press the base of the penis to stop.” (p. 84)

“Problem: Lack of erection  
Solutions: Focus on **enjoying romancing and sexual activities** other than intercourse. Forget about intercourse until both partners feel ready; Try local herbs used for arousal.” (p. 84)

“Problem: Small penis size  
Solutions: Size is not important. Men can use sweet talk, romancing, kissing and **stroking the clitoris** to help the woman **reach orgasm**; Women can help by using their vaginal muscles to grip the penis; Use positions where the penis is squeezed in the vagina.” (p. 84)

“Problem: Painful sex  
Solutions: Men need to take time before sexual intercourse to **arouse the woman**, to allow the vagina to become wet. Avoid dry sex; If the woman is afraid, the vaginal muscles may contract and make sex painful. Time and

	<p>tenderness can help the woman to relax.” (p. 85)</p> <p>“Problem: Inability to reach orgasm Solutions: Many women need a caring partner, time, privacy and a <b>skilled lover to reach orgasm</b>; Romance and <b>stroking the clitoris</b> is important.” (p. 85)</p> <p>“Condoms can <b>help a woman to reach orgasm</b> because the man can go on longer before ejaculation.” (p. 89)</p> <p>“Some people think condoms will interrupt sexual activity, but if the woman applies the condom this can <b>become part of lovemaking</b>.” (p. 89)</p> <p>“When women are <b>sexually aroused</b>, the vagina becomes wet. This is normal: it does not mean that the woman has a disease or has many partners. The wetness helps to make sex comfortable and prevent damage to the vagina.” (p. 107)</p> <p>“Kwempe was 17 years old when he fell in love with his sixth girlfriend, Mwangi. Having experienced sex with his previous five girlfriends, he was very sure that his new girlfriend <b>would enjoy sex as much as he did</b>.” (p. 116)</p> <p>“Wet dream: A <b>sexually exciting dream</b> which causes a release of semen from a male’s penis while he is sleeping” (p. 143)</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>Examples of how this age group expresses their sexuality: “Boy or girl of 15 years: enjoying dancing, talking with others, wearing attractive clothes, wet dreams, feeling sexy near others, interested in being a girl or boy, <b>masturbation</b>, daydreams...” (p. 4)</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</i></p>	<p>“How to use a condom properly:</p> <ul style="list-style-type: none"> <li>• Check that the condom is not too old. Look at the expiry date.</li> <li>• Check the condom for cracks, holes, open sides or stickiness. Do not use it if it has any of these.</li> <li>• Always put the condom on <b>when the penis is hard</b>, before having sexual intercourse.</li> <li>• Hold the tip of the condom with one hand while unrolling it all the way down to the base of the penis, towards the body.</li> <li>• The <b>vagina and condom must be wet</b> to prevent the condom from breaking. <b>Romancing before sex</b> makes the vagina wet. If more wetness</li> </ul>



<p><i>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>is needed, use a water-based lubricant or saliva. Never use any kind of oil or Vaseline, because it makes condoms burst.</p> <ul style="list-style-type: none"> <li>• If you feel the condom break, pull out quickly. If the man ejaculated, go for emergency contraception.</li> <li>• After sex, <b>while the penis is still hard</b>, take the penis out while holding the rim of the condom to avoid spilling the semen.</li> <li>• Take the condom off, tie it, wrap it up and throw it in a pit latrine or bury it.” (p. 89)</li> </ul>
<p><b>8. PROMOTES PREMATURE SEXUAL AUTONOMY</b></p> <p><i>Teaches children they can choose to have sex when they feel they are ready or when they find a trusted partner. Fails to provide data about the well-documented negative consequences of early sexual debut. Fails to encourage sexually active children to return to abstinence.</i></p>	<p>Role play scenario: “You have an HIV test and find that you are positive. You are afraid to tell anyone. You meet a boy and like him a lot. <b>You both want to make love</b> and he says that he is so happy not to have to use condoms because a lovely girl like you wouldn’t have HIV.” (p. 48)</p> <p>“To <b>find the right sexual partner</b> you need to be patient.” (p. 72)</p> <p>“Write two proverbs yourselves that talk about <b>qualities that people should show to have happy sexual lives.</b>” (p. 72)</p> <p>“Many young people (and older ones, too!) become pregnant or get an STI or HIV because they have sex without thinking first. One of the effects of sexual situations is to reduce thinking and increase feeling. Knowing this, we can <b>make our decisions</b> before we get into a romantic or sexy situation.” (p. 100)</p>
<p><b>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</b></p> <p><i>Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing.</i></p> <p><i>May teach children that all sexual activity—other than “unprotected” vaginal and oral sex—is acceptable, and even healthy. May present abstinence and “protected” sex as equally good options for children.</i></p>	<p>“Muwema has started hanging around with other young men at the market. They got him to smoke dagga (cannabis) to help him forget his problems. Once, when he was high on dagga, Muwema <b>had unprotected sex</b> with one of the girls at the bar.” (p. 42)</p> <p>“Look at the picture of the menstrual and fertility cycle on page 43. Mark the days when having <b>sexual intercourse might lead to pregnancy</b> and remembering that sperm can survive in the Fallopian tube for up to six days.” (p. 45)</p> <p>“You tell your last boyfriend that you have HIV and it would be good if he has a test. You explain about abstinence and <b>safer sex</b>. Then you gather all your courage and tell your new boyfriend. You explain about the test, abstinence and <b>safer sex.</b>” (p. 49)</p> <p>“Mabvuto and Titamenji were close friends. Both of them felt very sexy but Titamenji was afraid of getting pregnant and Mabvuto was afraid of getting HIV. Mabvuto wanted to use a condom, but the peer educator, Daliso, told him that condoms are too big for his size and would slip off. One night, after cuddling and kissing at an entertainment, they <b>felt very sexy and had sexual intercourse.</b>” (p. 52)</p> <p>“<b>Any sexual activity is good</b> if both people enjoy it and it does not harm them.” (p. 71)</p>

“Most of the time, **couples have sex for enjoyment**, not to make babies. This means that they can enjoy all sorts of sexual activities as well as, or instead of, sexual intercourse.” (p. 71)

Home activity: “Ask older people in your family about other proverbs that talk about **having a happy sexual life**. Discuss the meaning of these proverbs with a friend. Do the proverbs promote good values and qualities in both men and women?” (p. 72)

“**If men do have sexual intercourse with each other** (the man puts his penis in the other man’s anus), they must protect themselves from STIs, including HIV, by using condoms.” (p. 81)

“Nzaliwe was in Grade 9. She fell in love with Kanthonondo, who was working for a bank. She visited Kanthonondo every weekend when they had town privilege. On such occasions, Nzaliwe **had sex with her lover** and went back to school feeling very happy.” (p. 101)

“Thandi was a Grade 9 pupil. She fell in love with Yohane. Thandi came from a well-to-do family. She invited her darling to go for a picnic in the bush and **they had unprotected sex.**” (p. 101)

“All boys and girls can help to protect their fertility by abstaining from sexual intercourse **or using condoms** correctly every time they have sex.” (p. 104)

“When I was 15 years old, I really loved a boy from school called Kasweka and **had sex with him.**” (p. 109)

“Get immediate treatment for an STI... We must advise **all of our sexual partners** to go for treatment. Otherwise, they may get very sick and may be unable to have children later on. We should not have sex until we are cured, **or we must use a condom.**” (p. 111)

“How could you deal with the anger of a partner **if you have given them an STI?** How can you heal the relationship?” (p. 114)

How to prevent STIs: “**Have sex only with each other.** Both partners should have a check-up for STIs and HIV before they have sex without a condom. If they are both free from infection, they can safely have sex without a condom if they both have sex only with each other.” (p. 115)

“Getting correct treatment for STIs quickly, and **avoiding sex during treatment**, also helps to prevent STIs and HIV.” (p. 115)

Advantages of Voluntary HIV Counseling, Testing and Care: “We will know our HIV status and be better able to plan our lives; for example, by **practising safer sex** to protect ourselves and others from infection and by taking informed decisions about having children.” (p. 119)

Advantages of Voluntary HIV Counseling, Testing and Care: “It can free our minds from uncertainty. People who do not have HIV and **have sex only with**

	<p><b>each other</b> can stop using condoms and choose another contraceptive.” (p. 119)</p> <p>Advantages of Voluntary HIV Counseling, Testing and Care: “The counselling helps us to become more aware of <b>our sexual lives</b> and risks, and to make a plan to <b>practise safer sex</b>, whether we decide to take the test or not and whether we are positive or negative.” (p. 119)</p> <p>“Pre-test counselling: This is the counselling that happens before we are tested for HIV. It helps prepare us for the result of the test, <b>practise safer sex</b> even if we don’t take the test and bring our partners for testing.” (p. 120)</p> <p>“Post-test counselling: If the result is negative, the counsellor helps us to make a plan to stay negative. He or she helps us to look at our choices: for example, abstaining from sex; <b>having sex only with an uninfected partner who only has sex with us</b>, or by <b>using condoms</b> if our partner is positive or we do not know their HIV status.” (p. 120)</p> <p>In the case of a positive HIV test: “We can take actions to boost our immune systems so that we stay healthy for many years. We can <b>practise safer sex</b> to avoid re-infection and infecting others.” (p. 121)</p> <p>“Those of us living with HIV can live healthy and happy lives for as long as possible if we abstain from sex, <b>use condoms or practise safer sex</b> to avoid getting more HIV into our bodies and to protect others.” (p. 124)</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</i></p>	<p>“It is a good idea for married people who have sex only with each other to use condoms if they do not know their HIV status. It is also important to <b>use condoms</b> if either of them is not sure that they or their partner <b>can avoid sex outside the relationship.</b>” (p. 76)</p> <p>“When one or both partners have HIV, they should <b>use condoms</b> or enjoy</p>

*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.*

*May encourage the use of contraceptives, while failing to present failure rates or side effects.*

themselves without intercourse to avoid infecting each other.” (p. 76)

“Problem: Fear of pregnancy

Solutions: **Use condoms** to prevent pregnancy and STIs; **Use other contraceptives** such as pills, injections and implants.” (p. 85)

“There are now new ways of preventing pregnancy that allow people to plan when they have a baby and prevent unwanted pregnancy. **These methods are called contraceptives**. They allow people to choose when to have a baby rather than leaving it to chance.” (p. 88)

“**Male condoms**: This is a thin rubber tube that fits over the hard penis and catches the semen so that it cannot enter the vagina, anus or mouth.” (p. 88)

“**Female condoms**: This is made out of plastic and has a ring at each end. It is inserted into the vagina before intercourse. The rings keep it in place.” (p. 89)

“A condom does not allow sperm, HIV and STI germs to pass through the rubber or plastic. **Condoms are scientifically tested and are safe and strong**. If used correctly every time, condoms are about 90 per cent safe.” (p. 89)

“If you feel the condom break, pull out quickly. If the man ejaculated, go for **emergency contraception**.” (p. 89)

“**The diaphragm** is a rubber cap that the woman puts into the vagina to cover the opening to the uterus. This stops the sperm from entering the uterus to fertilise the egg.” (p. 90)

“The diaphragm is covered with spermicidal cream or jelly and then put into the vagina before having sex. It is left in for at least eight hours after sex. **The diaphragm may also protect the woman from some STIs and cancer of the cervix**.” (p. 90)

“Spermicides are creams, foams or jellies containing a chemical that kills sperm. Spermicides are put inside the vagina as foam with a special applicator, or as tablets that are pushed high up inside the vagina. **Spermicides are about 70 per cent reliable** by themselves. It is best to use them with condoms or a diaphragm.” (p. 90)

“**Withdrawal** is when the man takes his penis out of the vagina before he ejaculates. This is not a very reliable method for preventing pregnancy. Sperm can leak out of the penis before he ejaculates and he may not pull out in time.” (p. 90)

“The chemical or hormone in the pill stops the woman from releasing an egg each month so she cannot get pregnant. The hormone also changes the lining of the cervix and uterus so that babies cannot develop there. The pill should be taken at the same time every day. **It is about 99 per cent safe**.” (p. 91)

“**The pill is very reliable**. It makes periods lighter, more regular and less painful.”

(p. 91)

“The loop (IUD) is a **reliable contraceptive (99 per cent)** and the woman can keep it inside the womb for five years. The loop does not interfere with sex.” (p. 91)

“**The injection** contains hormones that prevent a woman from releasing an egg. The hormones are strong chemicals that affect the body for some months but then stop. Young woman [sic] can use Noristerate, which is injected every two months. Depo Provera is better for older women who have had several children.” (p. 92)

“**Implants** are tiny silicon rods which have female hormones inside them. They are inserted during the first five days of the menstrual cycle under the skin of a woman’s upper arm through a small cut. **They are effective for five years** and can be removed at any time. They work like the pill.” (p. 92)

“**Sterilisation** is an operation carried out on a man or woman that stops them ever having children again. The tubes that carry the egg to the womb or the sperm to the penis are cut. This is done when a man or woman is sure that he or she does not want any more children.” (p. 93)

“Which methods [of contraception] are **most suitable for young people** if they are not able to abstain? Why?” (p. 94)

“In same sex groups, role-play a couple who **use modern methods** to prevent pregnancy; in the end, the woman does not become pregnant.” (p. 94)

“If a girl has unprotected sex or a condom breaks, she can go to the clinic immediately to get **emergency contraception**. These are pills that prevent fertilisation. The pills work best the first day after intercourse, but they can be taken in the first 72 hours after sex.” (p. 98)

“If a young woman really wants to **have an abortion**, money for a safe abortion by a health professional will save her life, fertility and health. The father of the baby and both families can **help find money for a safe abortion**.” (p. 100)

Home activity: “Make a map to show **different sources of condoms** in your community. Write the good and bad points about each source.” (p. 114)

“We need to work together to stop sexual abuse and rape, and **make condoms and treatment available to everyone**.” (p. 115)

How to prevent STIs: “**Use a condom**. The couple uses a condom correctly every time they have sex from the time the genital organs are close or touching to the end of intercourse.” (p. 115)

How to prevent STIs: “If either [partner] has an infection, including HIV, they should use condoms. They should also use them if they have sex with another

	<p>person. People who do not know whether they or their partner has an STI or HIV <b>should use condoms</b> or enjoy themselves without sexual intercourse.” (p. 115)</p> <p>“<b>Abortion</b>: Ending a pregnancy before the baby is grown enough to live outside the mother. This can be forced, or happen naturally (miscarriage)” (p. 142)</p> <p>“<b>Condom</b>: A thin rubber covering put over the penis to prevent sperm getting into the female during sex and causing pregnancy. It also prevents HIV and STI germs going from one person to another during sexual intercourse, so helps to prevent HIV and other STIs” (p. 142)</p>
<p><b>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</b></p> <p><i>May train children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. May recruit children as spokespeople to advocate for highly controversial sexual rights (including a right to CSE itself) or to promote abortion.</i></p>	<p>“Our government says that all people, including young people, have a <b>right to information and ways to protect themselves</b> from sickness and death. This means that our parents and teachers should give us <b>correct and full information about sexuality</b> as we grow up.” (p. 2)</p> <p>“The following rights are about sexual and reproductive health. They are based on the ideas that come from different sections of the Convention on the Rights of the Child.</p> <ul style="list-style-type: none"> <li>• The right <b>to be as healthy as possible</b>. Every child and young person has the right to be as healthy as possible and to be able to access the best possible health care services. Whether we have to go alone or with a friend, the health service staff should make us feel comfortable, welcome and safe. They should provide us with all the sexual and reproductive health services that are available and legal in our country. No one should turn us away or stop us from receiving services, or demand that we get someone else’s permission first.</li> <li>• The right to life.</li> <li>• The right to freedom from abuse and exploitation... This includes abuses such as forcing children and young people to have sex or to be touched and treated in a sexual way, as well as forcing children and young people to be used in making child pornography (sexual images) and to be forced into prostitution.</li> <li>• The right to our own body.</li> <li>• The right to privacy and confidentiality.</li> <li>• The right to be protected from harmful practices.</li> <li>• The right to participation.</li> <li>• The right to freedom of conscience.</li> <li>• The right to freedom of expression. Children and young people have the right to think and believe what they like as long as it does not harm anyone else. We have a <b>right to form our own views about sexuality and reproductive health issues</b>.</li> <li>• The right to freedom of association. Children and young people have the right to meet friends and form groups to express ideas as long as it does not break the law. We have a right to demand publicly what we are legally entitled to.</li> <li>• The right to education. All children and young people have the <b>right to information on good health practices</b>. Education should help us to</li> </ul>

	<p>understand our rights and also respect the rights of others. We have the <b>right to information about how our body works, about pregnancy, contraception and STIs</b>. We also have a right to talk to friends about our health.” (pp. 17-18)</p> <p>“As young people, we can analyse whether our sexual and reproductive rights are being upheld or not. Then we can find ways to <b>educate adults and ask them to uphold our rights</b>. We can do this by telling people about what we have learned about rights and by performing dramas, songs or poems to promote our rights within the wider community.” (p. 22)</p> <p>Examples of <b>children’s rights not being upheld</b>:</p> <ul style="list-style-type: none"> <li>• “Young people are refused condoms at the clinic.</li> <li>• Young people are denied information on sexuality.</li> <li>• A girl is sent out by her mother to get money by finding a man for sex.</li> <li>• An old man touches a girl’s breasts ‘to make them grow.’</li> <li>• Pupils are not allowed to meet to plan a drama about sexuality.” (p. 23)</li> </ul> <p>“<b>Talk with your friends at home about what you have learned</b> in this chapter. Answer their questions and encourage them to seek further help if they need it.” (p. 117)</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>“Respect includes honouring the rules of our family or school to make life more orderly and peaceful. However, this does not mean <b>accepting every rule or anything that an older person asks us to do without question.</b>” (p. 10)</p> <p>“In many countries, homosexuality is strongly disapproved of or illegal. People call gay people bad names and say their behaviour is wrong. This forces people who have these feelings to hide them. <b>Society’s disapproval</b> makes it difficult for same sex lovers to stay with a regular partner in a long-term relationship, and this puts them at more risk of HIV. In Zambia, most men who have sex with men also have wives or girlfriends, so the family is at risk too.” (p. 81)</p>
<p><b>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</b></p> <p><i>May <u><a href="#">instruct children they have rights to confidentiality and privacy from their parents.</a></u> May <u><a href="#">teach children about accessing sexual commodities or services, including abortion, without parental consent.</a></u> May instruct children not to tell their parents what they are being taught about sex in school.</i></p>	<p>“Teachers should not discuss our secrets with fellow teachers <b>or parents.</b>” (p. 7)</p> <p>Examples of children’s rights <b>not being upheld</b>: “A guidance counsellor <b>reports to a boy’s parents</b> that he has a girlfriend.” (p. 23)</p>

## 15. REFERS CHILDREN TO HARMFUL RESOURCES

*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.)*

*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.InvestigatethePPF.org](http://www.InvestigatethePPF.org))*

Home activity: "Find out from friends or relatives the names of organisations that **supply different types of contraceptives** in your community. Make a map to show where they are available." (p. 86)

Home activity: "Make a map to show different **sources of condoms** in your community. Write the good and bad points about each source." (p. 114)

Home activity: "In small groups, draw a map showing **where you can go for VCTC** [Voluntary Counseling, Testing and Care for HIV]. Identify any post-test groups in your area. Mark the place where they meet on your map. Learn about the activities they carry out." (p. 123)

**Note:** *Often the clinics that push CSE curricula are the same ones that financially benefit from youth coming in for HIV and STI testing.*

For the complete text of *Our Future, Grades 8-9*, see

[https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/bie\\_alliance\\_our\\_future\\_grades\\_8\\_9\\_554e\\_en.pdf](https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/bie_alliance_our_future_grades_8_9_554e_en.pdf).