

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

Puberty: The Wonder Years

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = [11 OUT OF 15]

Puberty: The Wonder Years contains [11 out of 15] of the harmful elements typically found in CSE curricula or materials. The presence of **even one of these elements indicates that the analyzed materials are inappropriate for children**. Having several of these elements should disqualify such materials for use with children.

Program Description: This program is for students in grades 4-6. It teaches these young students about oral and anal sex and emphasizes condoms and STD testing over abstinence. Students watch a variety of animated videos about sexual activity, STDs, and condom use. The program has a heavy emphasis on radical gender ideology and teaches a variety of sexual orientations. The lessons normalize language such as “people with a penis” and “people with a vulva” because “many boys have vulvas” and “many girls have penises.” Lessons also give “Extension Ideas” for incorporating sex education topics into other subjects like social studies and English.

Target Age Group: 9-12 years old

Planned Parenthood Connections: None found

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
1. SEXUALIZES CHILDREN <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,</i>	“Penis size has no bearing on masculinity, virility, or the ability to give or receive pleasure.” (Appendix A, p. 6) “Sexual Intercourse: This includes three types of sexual behaviors: Vaginal, anal, and oral sex. Vaginal sex (penis-in-vagina) involves the insertion of an erect penis into a vagina. Having a penis-in-vagina sexual intercourse may result in pregnancy if a sperm cell fertilizes an egg cell. Anal sex (penis-in-anus) and oral sex (mouth-to-penis and mouth-to-vulva) do not result in pregnancy. All three forms of sexual intercourse can result in sexually transmitted infections (STIs).” (Appendix C, p. 3) “Clitoris: This sensitive, erectile organ is full of nerve endings that have one

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.

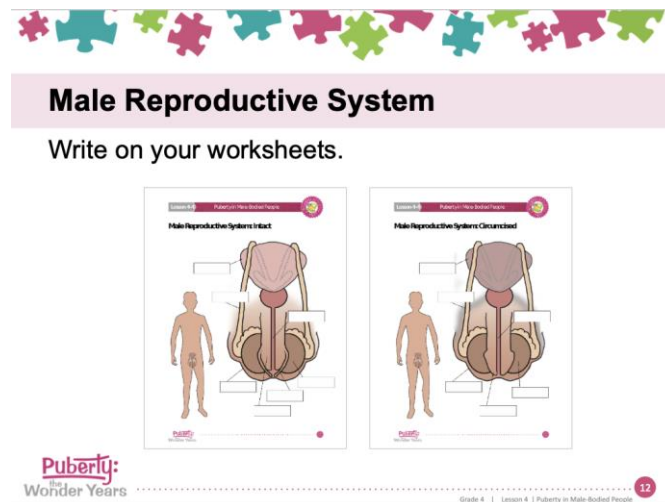
attractions, fantasies or desires.

purpose: pleasure. The clitoral head is located at the front of the vulva where the labia minora meet. Most of the clitoris is inside the vulva and wraps around the openings to the urethra and vagina. It is similar to the penis in the way it **becomes engorged during sexual stimulation.**" (Appendix D, p. 1)

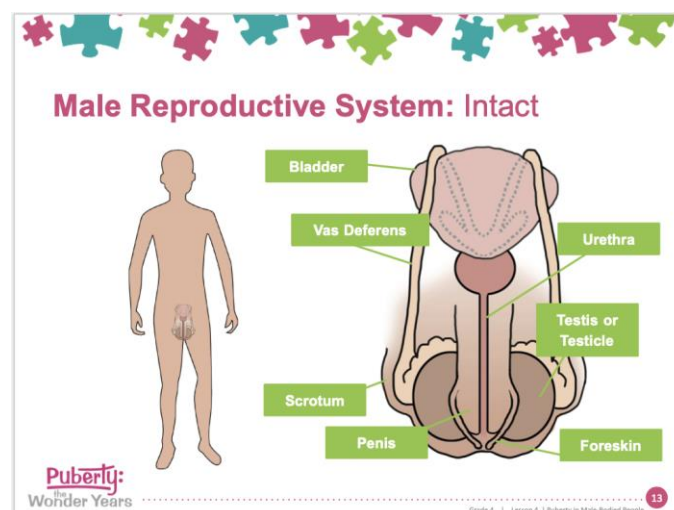
"Usually, sperm get to the egg during **penis-in-vagina sexual intercourse.** **Vaginal sexual intercourse is when an erect penis is inserted into a vagina.** The penis releases millions of sperm cells during ejaculation, and the sperm swim up the vagina to try and fertilize the egg." (Appendix I, p. 2)

"Any time a person who has begun menstruating and **has penis-in-vagina sexual intercourse** with a person who has begun **having wet dreams**, they could get pregnant – even the first time." (Appendix I, p. 2)

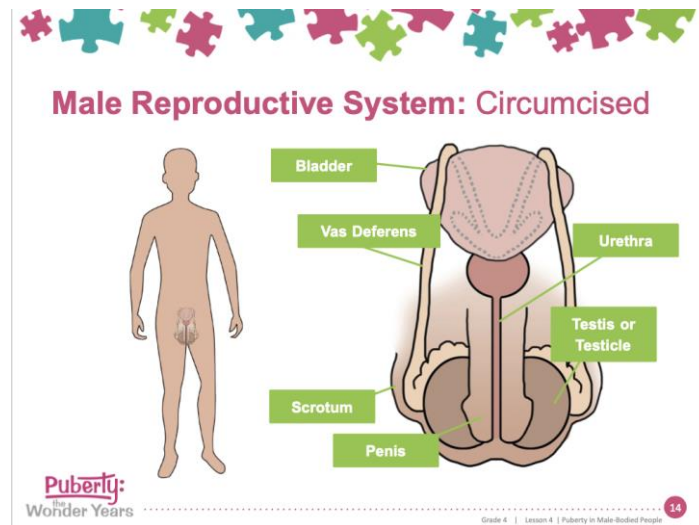
"Sex is slang for sexual intercourse. **Sexual intercourse can be penis-in-vagina sex**, which is when a person with an **erect penis places their penis inside a vagina.** The penis ejaculates, releasing sperm inside the vagina." (Appendix I, p. 3)



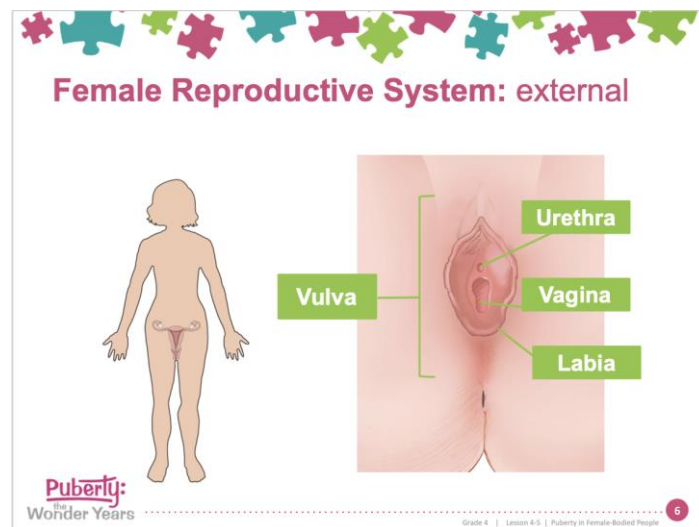
(Lesson 4.4 PowerPoint, slide 12)



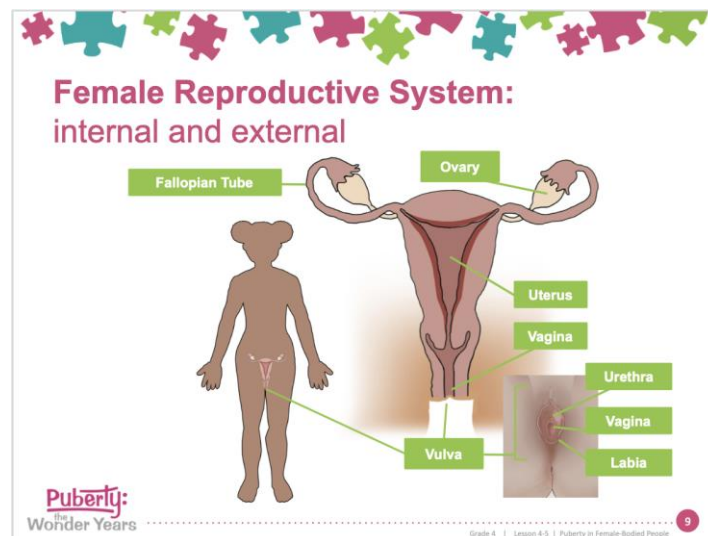
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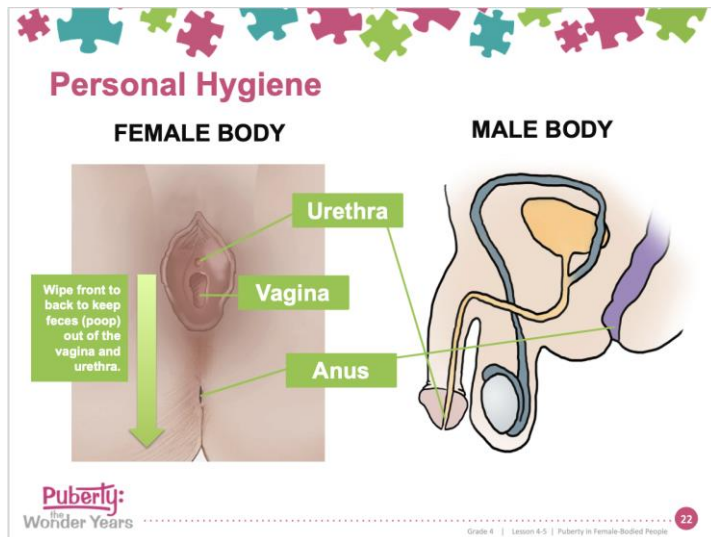
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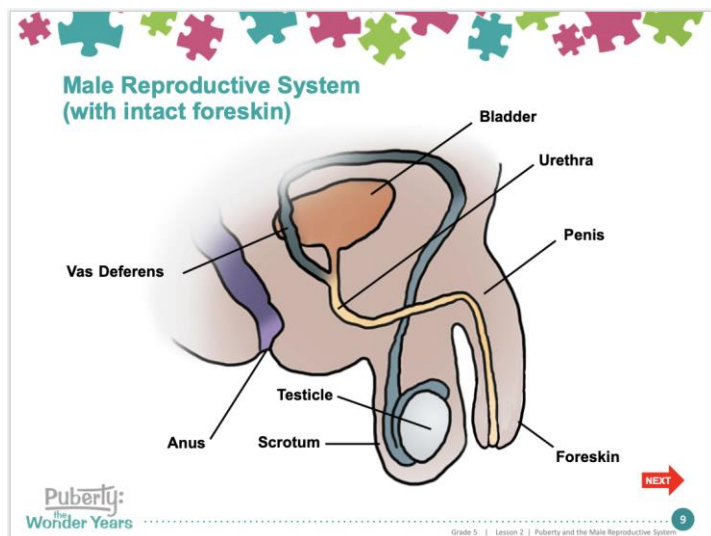
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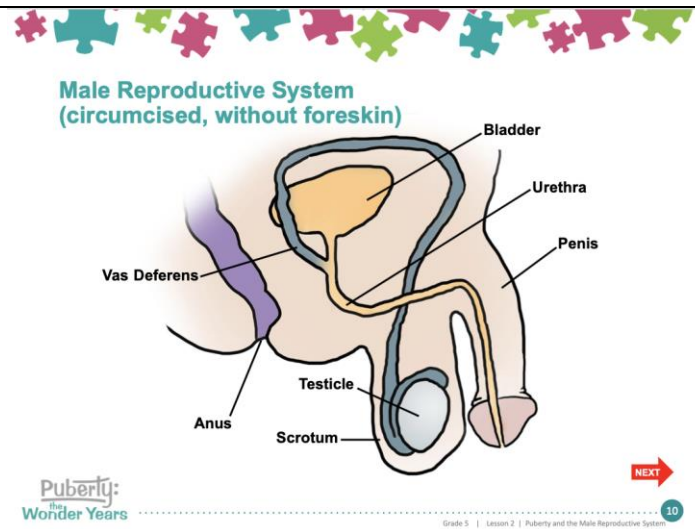
(Lesson 4.5 PowerPoint, slide 22)

“**People with a penis** typically have an **erection every 90 minutes** while sleeping. In fact, **fetuses have erections** before they are born.” (Lesson 5.4, p. 68)

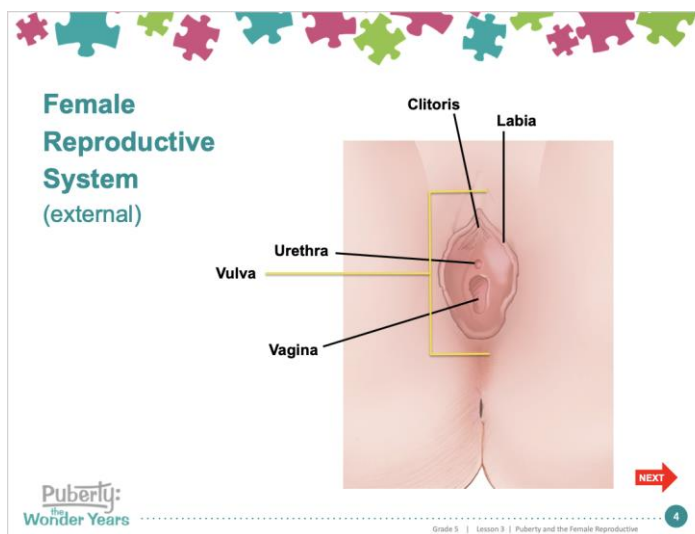
“Every couple of weeks or so males might release semen when they have an erection during sleep. This is called nocturnal emission which means, ‘Nighttime coming out.’ It is also called a **wet dream** because it causes a wet spot on the sheets and sleeping clothes, and it sometimes occurs while dreaming. **A person does not have a nocturnal emission with every erection.** The erection simply goes away.” (Lesson 5.4, p. 68)



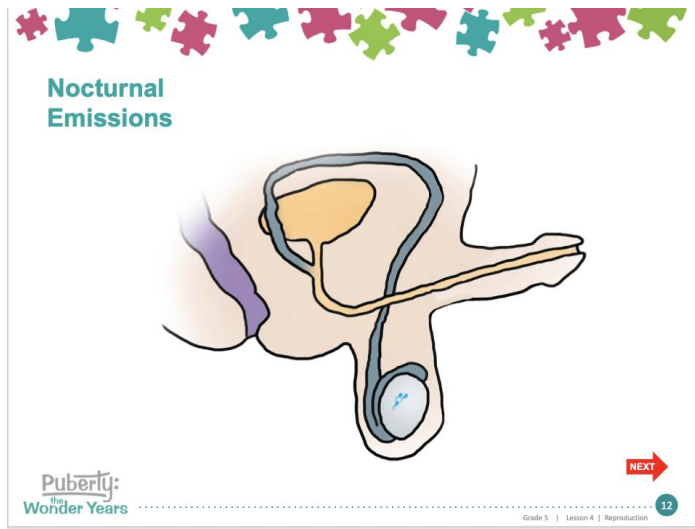
(Lesson 5.2 PowerPoint, slide 9)



(Lesson 5.2 PowerPoint, slide 10)



(Lesson 5.3 PowerPoint, slide 4)



(Lesson 5.4 PowerPoint, slide 12)

“Sensitive erectile organ at the front of the vulva = clitoris” (Lesson 5.4)

PowerPoint, slide 7)

“Romantic relationship traits: Have **intimate physical and/or sexual contact.**”
(Lesson 6.4, Activity Sheet Answer Key, p. 1)

“Reason some teens give for having sex: Curious about how it feels; Seeking love, connection, or intimacy (thinks sex equals love); Want to act adult/grown up or feel mature; To rebel against authority; **They like the way it feels (pleasure, skin hunger)**; Media and culture say ‘**everyone is doing it**’; Already had sex before, so why stop now (due to abuse or previous choices)” (Lesson 6.6, Activity Sheet Answer Key, p. 1)

“Corey feels lonely at their new school. They really want to feel connected. One person in their neighborhood is friendly and invites Corey to hang out after school. Corey thinks **they might feel closer to this new friend if they have sex...** What if Corey has sex with their new friend?” (Lesson 6.6, Activity Sheet, p. 1)

“River likes to hang out with their older brother and his friends. They seem so cool. One of their **favorite topics is sex.** They often talk about the **people they have ‘done it’ with.** River wants to be a grown up and cool as these guys. River wonders if having sex is a way to feel more mature and popular... What if River has sex with someone?” (Lesson 6.6, Activity Sheet, p. 3)

“August is in love! These new feelings are so strong and feel so good. August wants to spend every minute with Cam. Cam feels the same way. Cam says **it’s time for them to have sex...** and that’s how August can prove their love. Cam says their relationship is over if August won’t do it... What if August has sex with Cam?” (Lesson 6.6, Activity Sheet, p. 5)

Taylor loves movies and watches a lot of them. Many of the movies include love scenes where the actors are having sex. They **always moan and act like it feels so good.** Taylor wonders about trying it to see if it feels that good... What if Taylor has sex with someone?” (Lesson 6.6, Activity Sheet, p. 7)

“‘Sex’ is a short way to say sexual intercourse. There are **many other slang terms for sexual intercourse,** too. It is important to know what sexual intercourse is so there is not confusion.” (Lesson 6.6, p. 86)

“Defining sex by using body parts makes is clearer for concrete thinkers. Therefore, use the terms **penis-in-vagina for vaginal intercourse, mouth-to-penis or mouth-to-vulva for oral sex,** and **penis-in-anus for anal intercourse.**” (Lesson 6.6, p. 86)

“**STIs Are Common** – As many as one in four sexually active teens will have an STI.” (Lesson 6.7 PowerPoint, slide 16)

	<p>“What is sexual intercourse? Sex is a slang term for sexual intercourse. Sex can be penis-in-vagina sex, which is when a person with an erect penis places their penis inside a vagina. The penis ejaculates, releasing sperm inside the vagina. If an egg cell is ripe, a pregnancy can result. Sex can also mean mouth-to-penis, mouth-to-vulva, and penis-in-anus sex.” (Add On Lesson G, p. 6)</p> <p>“Even though pregnancy and STIs can result from having sex, some teens still have sex. In your small group, please discuss reasons you think some teens might have sexual intercourse. Leaders, make sure everyone has a chance to share their ideas. Then, decide on one reason to share with the large group.” (Lesson 6.6, p. 87)</p> <p>“What might young people believe about puberty, bodies, and sex if this media or lyric was their only source of information?...</p> <ul style="list-style-type: none"> • Sex is everywhere and everyone is doing it. • To be popular, people must have sexual intercourse. • It is macho when men and boys force women and girls to have sex. • When a person looks attractive or sexy, they are asking for sex. • If someone wants to have sex, they can just do it without asking. • Love involves sex.” (Lesson 6.9, Activity Sheet Answer Key, p. 2) <p>Refusal Practice Scenario: “You are new at school, and you still feel out of place. Riley is the only person who even talks to you. After school, you and Riley are hanging out. Riley says, ‘Hey! I found some hot videos of people doing it. Want to see ‘em?’” (Lesson 6.8 PowerPoint, slide 34)</p> <p>“Curious about how sex feels: Ask questions in sex ed class, read books about puberty and sexuality, ask a trusted adult about your questions.” (Lesson 6.6, Activity Sheet Answer Key, p. 4)</p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention.</i></p>	<p>“Consent: How to ask for permission and answer when asked” (Lesson 6.3, Vision Board Activity Sheet, p. 1)</p> <p>“Sex should always and only be done with consent of the people involved. It is a crime to have sex without consent.” (Add On Lesson G, p. 6 and Appendix I, p. 3)</p> <p>Note: <i>Nowhere does this curriculum teach that children this age cannot legally give consent for sex.</i></p> <p>“Sexual intercourse is something that people do when they agree or consent to it.” (Appendix I, p. 3)</p> <p>“Always ask for consent or permission before touching someone else’s body or possessions. Remember: no one has the right to touch another person without their permission.” (Lesson 5.5, Puberty Pointers, p. 1)</p>

“How do you think consent and bodily autonomy are related? (Because each person gets to decide what happens to their body, **it is important to ask for consent before touching someone else.**)” (Lesson 5.7, p. 91)

“In a moment, I will give each person a card. Your card will have a scenario on it. If you think the scenario on your card **demonstrates consent**, move to the wall with the sign that says, ‘Consent.’ If you do not think your card describes consent, move to the wall with the sign that says, ‘Not Consent.’” (Lesson 5.7, p. 91)

“**Asking for consent or giving an answer when someone asks for your consent** is another useful time to apply our skills for respectful communication.” (Lesson 5.7, p. 92)

“**To practice using consent**, you will have a homework assignment. Create two cartoons. Cartoon #1 will be about someone **asking for consent**. Cartoon #2 will show someone asking for consent and showing respect when they do not get consent.” (Lesson 5.7, p. 92)

“**Consent is an agreement to do something** each time.

- Clear (use words)
- Freely given (never forced or threatened)
- Enthusiastic (if unsure, it is not consent)
- Mutual (both people agree to it)

Consent is a two-way street:

- Someone makes a request and listens for the answer.
- Someone else hears the request and says, ‘yes’ or ‘no.’” (Lesson 5.7 PowerPoint, slide 7)

“Consent involves three parts: **Ask permission before touching a person’s possessions or body**; Listen for the person’s answer; Respect their choice.” (Lesson 6.4, p. 68)

“Points to Make:

- No one has the right to touch or kiss you without asking permission and getting your permission. This is called ‘consent.’
- **Hearing someone willingly say ‘yes’ is the only way to get permission.** Giggling, silence, ‘no,’ or anything other than ‘yes’ means permission has not been given.” (Lesson 6.5, Respect or Disrespect Answer Key, p. 4)

“Partner wants to have sex: Talk honestly about your feelings with your partner, suggest other ways of showing affection for partner, ask partner what having sex means to them, know and **communicate your personal boundaries to your partner**, talk to a trusted adult about your feelings.” (Lesson 6.6, Activity Sheet Answer Key, p. 4)

3. PROMOTES ANAL AND ORAL SEX

Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.

“‘Sex’ is short for sexual intercourse. Sexual intercourse is activity between people that **involves the genitals and penetration**. Three forms of sex:

1. Vaginal sex = penis-in-vagina sex
2. **Oral sex** = mouth-to-penis sex or mouth-to-vagina-sex
3. **Anal sex** = penis-in-anus-sex” (Lesson 6.6 PowerPoint, slide 6)

“Sex can also mean **mouth-to-penis, mouth-to-vulva, and penis-in-anus sex.**” (Appendix I, p. 3)

“What is oral sex? **What is a blow job?** The term ‘blow job’ is slang for oral sex. Oral means mouth, so **oral sex is when mouth of one person is placed on the genitals** – either the penis or vulva – of another person.” (Appendix I, p. 6)

“What is anal sex? The Word ‘anal’ refers to the anus, which is the opening where feces (poop) comes out. **Anal sex, is also called penis-in-anus sex**, is when the penis of a person come [sic] in contact with the anus of another person.” (Appendix I, p. 6)

“Since pregnancy results when a sperm fertilizes an egg, it is a possible consequence of **penis-in-vagina sexual intercourse**. Since sperm cells do not meet the egg cell during **mouth-to-vulva, mouth-to-anus, and penis-in-anus sex**, pregnancy doesn’t happen that way.” (Add On Lesson G, p. 7)

4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR

Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.

“**Gay people are romantically, physically, and emotionally attracted to people of the same gender.**” (Appendix I, p. 7)

“Gay is word that is used for people who are emotionally and/or physically **attracted to others of the same gender**. Some women prefer the word lesbian.” (Appendix I, p. 7)

“Accept the fact that **each child has their own sexuality** from birth on.” (Lesson 6.1, Family Partnership Flyer, p. 1)

“Some people are attracted to people who are a different gender than they are (straight). Some people are **attracted to people of the same gender (gay)**. Some people are attracted to people **regardless of their gender**. Some people don’t feel attraction until they are older or not at all.” (Lesson 6.4, p. 71)

“What is gender? What is sexual orientation?”

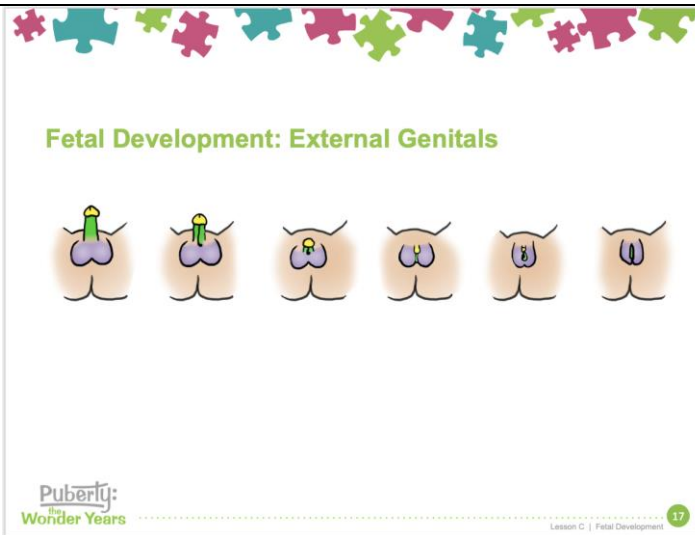
- Sexual orientation is how a **person is attracted to others romantically, physically, emotionally, and sexually**. Sexual orientation usually begins to express itself during puberty when sex hormones are released. When the person comes out to themselves and/or others varies widely.
- When someone is attracted to people of **another gender, their sexual orientation is referred to as ‘heterosexual’ or ‘straight.’**
- When someone is attracted to **people of the same gender, their sexual orientation is referred to as ‘gay’ or ‘lesbian.’** Because the term

	<p>'homosexual' can be weaponized, most people do not use it.</p> <ul style="list-style-type: none"> • Bisexual, asexual, pansexual and other terms are used by people to describe the range of attractions experienced.” (Lesson 6.5, Respect or Disrespect Answer Key, p. 7) <p>“The way people feel or react to other people by having emotional or physical attraction is called sexual orientation. Many people are attracted to someone who is a different gender: boys attracted to girls and girls attracted to boys. They say they are ‘straight.’ This is a pattern, not a rule. Many other people are attracted to someone who is the same gender: boys attracted to boys and girls attracted to girls. They say they are ‘gay.’ Other people are attracted to people of any gender. These people might say they are ‘bisexual,’ ‘queer,’ or some other term. Some people are not attracted to others romantically or physically. These people say they are ‘asexual.’” (Add On Lesson E, p. 9)</p> <p>“Introduce the video ‘Sexual Orientation: A Spectrum of Attraction’ or another approved video: ‘To explain sexual orientation a bit more, we will watch a short video that includes interviews with three people who talk about their sexual orientation.’” (Add On Lesson E, p. 10)</p> <p><i>Note: This is a movie produced by Amaze.org and teaches that each person has their own sexual orientation. Multiple people are interviewed and discuss being asexual, homosexual, pansexual.</i></p>
<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>May teach children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>“Whether gay or straight, people find many ways to show affection and enjoy pleasure. Some people do not have penile-vaginal intercourse, but they have other ways to touch each other that feel good to them.” (Appendix I, p. 7)</p> <p>“Yes, sex can feel good. Whether or not sex feels good depends a lot on what kind of relationship the two people have.” (Appendix I, p. 10)</p> <p>“Positive Consequences: Satisfy curiosity. Might feel pleasurable. Might create feelings of connection to partner. Might feel less lonely for a while. Might gain social status (especially for guys). Might feel relaxed. Might make partner happy.” (Lesson 6.6, Activity Sheet Answer Key, p. 2)</p> <p>“At some point in life, most people decide to have sex. After all, sex can be pleasurable.” (Add On Lesson H, p. 6)</p>
<p>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</p> <p><i>While masturbation can be part of normal child development, encourages masturbation at</i></p>	<p>“Masturbation is when person touches their own genitals in a way that feels good. It is also called self-touch or self-pleasure.” (Appendix I, p. 9)</p> <p>“The truth is that masturbation doesn’t cause harm as long as it isn’t done in excess. Some people masturbate and some don’t; either is normal. Some people think masturbation is wrong, and others don’t. If you have questions</p>

<p><i>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>about whether it is okay for you, talk to a parent or another trusted adult to find out what they think.” (Appendix I, p. 9)</p> <p>“From infancy, many children figure out that touching their genitals feels good. This is a sensual experience, not a sexual experience for this age group. If you are allowed, explain that if a person touches their own genitals because it feels good, that is called masturbation. Some people do it and some don’t. It does not harm the body. Masturbation is an activity for a private place, not to be done in public.” (Lesson 4.4, p. 77)</p> <p>“Want to feel pleasure: Get a massage, ask for a backrub, hug people with their consent, touch self in ways that feel good, take a warm bath or shower, pet a dog or cat, use a heating pad or cuddle in a warm blanket, make a list of what feels good and try those things, talk to a trusted adult about your feelings.” (Lesson 6.6, Activity Sheet Answer Key, p. 4)</p> <p>“Assumptions and Guiding Principles for <i>Puberty: The Wonder Years</i>: Sex is pleasurable, especially when it occurs within optimal conditions including the presence of consent, respect, and communication, and the absence of risks.” (Grade 4 Introduction, p. 9)</p>
<p>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</p> <p><i>May inappropriately eroticize condom use (e.g., emphasizing sexual pleasure or "fun" with condoms) or use sexually explicit methods (i.e., penis and vagina models, seductive role plays, etc.) to promote condom use to children. May provide medically inaccurate information on condom effectiveness and omit or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.</i></p>	<p>No evidence found.</p>

<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>“Adults who care about you would like you to have the best opportunities for a loving relationship that includes pleasurable sex if you choose to. That is most likely to happen if you wait for the right time, with the right person, under the right conditions.” (Lesson 6.6, p. 86)</p> <p>Note: <i>This lesson also includes an activity on postponing sex, but it does not teach students that waiting until marriage and having sex with one committed partner is the safest and most rewarding relationship.</i></p> <p>“Most people wait to have sexual intercourse until they are older. Before anyone decides to have sex, it is important to seriously consider the possible consequences.” (Add On Lesson G, p. 6)</p>
<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>“Most young people in the United States wait until they are older to have sex. In fact, most high school students say they have not had sex yet. Of the high school students who did have sex, most reported that they used a condom.” (Add On Lesson G PowerPoint, slide 27)</p> <p>“The most common symptom of STIs is ... NONE. Get Tested: Once a year if sexually active; Every 3-6 months if having unprotected sex.” (Lesson 6.7 PowerPoint, slide 9)</p> <p>“Show the video, ‘HIV: How to Protect yourself and others’ https://youtu.be/xK-VPgmn-18.” (Lesson 6.7 PowerPoint, slide 13)</p> <p>Note: <i>This video once again equates abstinence with condom use. Instead of emphasizing abstinence to 11- and 12-year-olds in sixth grade, the video says that they can practice abstinence or “use condoms every time to protect yourself.” The video then emphasizes the importance of STI testing for those who are sexually active. It also tells pre-teens about available medications should one acquire HIV.</i></p> <p>“Ways to Prevent HIV Transmission: Get tested before deciding to have sex.” (Lesson 6.7 PowerPoint, slide 14)</p> <p>“Of course, preventing STIs is the first line of defense. Because STIs can be treated or cured, it is import for people to be tested regularly if they have sex. If infected, it is important to get treatment. That way, people can be sure they will not get sicker. They can also avoid giving an STI to others.” (Lesson 6.7, p. 99)</p> <p>“Let’s Watch a Video, ‘The ABC’s of STD’s’ https://youtu.be/oi6uzWxrFFY” (Add On Lesson H PowerPoint, slide 7)</p> <p>Note: <i>This video promotes condom use and STD testing over abstinence. It shows two silhouettes having different forms of sexual intercourse. It teaches students that there are many free clinics for STD testing, and the test results will be kept</i></p>

	<p><i>private. The video states, “If you’re going to have sex, be safe. Use a condom or other latex barrier every time you have vaginal, anal, or oral sex.”</i></p> <p>“Extension Ideas - Watch the video, ‘STD and STI Stigma.’ https://youtu.be/gXqc7kzy9Aw” (Add On Lesson H, p. 11)</p> <p>Note: <i>This video teaches that STDs are incredibly common, and almost everyone who has sex will get an STD at some point in their life. This, of course, is untrue for those who practice abstinence until marriage and have only one committed partner. This video shows two females in bed together and shows an erect penis with a condom on.</i></p> <p>“Watch the video, ‘What is HPV? (Human Papillomavirus)’ https://youtu.be/augcLrV70go” (Add On Lesson H, p. 11)</p> <p>Note: <i>This video promotes STD testing and condoms but never mentions abstinence as a guaranteed way to prevent STDs.</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 gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>“People with a penis: This term is descriptive of the anatomy without assuming gender or reproductive anatomy. Other inclusive terms include ‘penis owners’ or ‘people with a penis.’” (Appendix C, p. 3)</p> <p>“People with a vulva: This term is descriptive of the anatomy without assuming gender or other reproductive anatomy. Other inclusive terms include ‘vulva owners’ or ‘people with a vagina.’” (Appendix D, p. 3)</p> <p>“Display slide #17. Explain intersex: This diagram shows what doctors call typical male genitals on the left and typical female on the right. In between are four drawings of genitals that fall somewhere in between. This is often referred to as ‘intersex.’ All of these genitals are within the range of normal. In fact, about one baby of every 100 babies born is intersex. If you've never heard about this before, that's not surprising. After all, we don't usually talk about other people's personal body parts, right?” (Add On Lesson C, p. 8)</p>



(Add On Lesson C PowerPoint, slide 17)

“Sex Assigned at Birth: Female, Other/Intersex, Male” (Add On Lesson E, p. 1)

“Intersex: Intersex is an umbrella term for a variety of naturally occurring bodily variations that occur in people who are born with a combination of the traits characterized as male or female. This can include external genitalia, internal reproductive organs, secondary sex characteristics, chromosomes, genes, hormones, and hormone receptors.” (Lesson 4.3, Gender Terminology, p. 3)

Note: *This program attempts to normalize “intersex” traits. These are officially known as Disorders of Sexual Development and should not be normalized as a gender alternative to male and female.*

“What is gender? What is sexual orientation?”

- **Gender identity is someone’s deeply internal sense** of being a boy, girl, both or neither, or some other description. This sense is developed at a young age, usually shortly after children develop language, between ages 18 months and 3 years. **Gender identity may or may not match sex assigned at birth.**
- **Gender fluid, gender queer** and other terms are used by people whose gender does not fit society’s **binary view of gender.**” (Lesson 6.5, Respect or Disrespect Answer Key, p. 7)

“Anatomy does not determine gender. While many boys have penises; **many boys have vulvas.** While many girls have vulvas; **many girls have penises...** When discussing anatomy, interchange the terms male, female, and intersex with the terms **‘person with a vulva’** and **‘person with a penis’** to be more inclusive and descriptive.” (Appendix A, p. 2)

“Mixed Gender Instruction. Pros - **Children who are transgender, nonbinary, or questioning** are not assigned to a group or class that doesn’t align with their internal sense of gender (gender identity) or external expression of gender

(gender expression).” (Appendix H, p. 1)

“Gender-Segregated Instruction. Cons – Some students may feel uncomfortable when assigned to a group or class that doesn’t align with their anatomy (**sex assigned at birth**), internal sense (**gender identity**), or external expression of gender (gender expression).” (Appendix H, p. 2)

“Separating children by gender **reinforces a binary notion of sex and gender.**” (Appendix H, p. 2)

“Biological sex is a term that was previously used but isn’t any longer. Since it is **impossible to know enough about a newborn’s biology by looking**, ‘biological sex’ is not accurate.” (Lesson 4.3, Gender Terminology Master Key, p. 1)

“Gender Expression: How a person chooses to show themselves to the world. It is how a person **shows their gender identity to other people**. It is an expression of femininity and/or masculinity or androgyny. It includes clothing, hair styles, jewelry, makeup, and how a person walks and talks.” (Lesson 4.3, Gender Terminology Master Key, p. 1)

“Gender Identity: Who a person feels like on the inside: boy, girl, both, or neither. A person’s inside experience and naming of their gender. This is who a **person feels like inside – whether a boy, a girl, some combination of the who or something else**. This identity might be the same as the person’s sex assigned at birth, or it might not. Use your judgment about including the optional terms below: **cisgender and transgender.**” (Lesson 4.3, Gender Terminology Master Key, p. 1)

“**Gender Non-Binary: A person who identifies as being both boy and girl, some combination of the two, neither, or something else.** Non-binary means that more than two options exist. Therefore, gender non-binary means that gender includes more than only boys. A non-binary person might identify as being both boy and girl, some combination of the two, neither, or something else. **Non-binary can be thought of as a continuum**, a spectrum, a Venn diagram, or other ways to show many ways of being. Other current terms include **gender expansive, genderqueer, and gender diverse**; however, the terms are constantly evolving and individualized.” (Lesson 4.3, Gender Terminology Master Key, p. 2)

“**Cisgender:** ‘Cis’ means ‘on this side [of].’ A cisgender person’s gender identity matches their **sex assigned at birth.**” (Lesson 4.3, Gender Terminology Master Key, p. 3)

“**Transgender:** ‘Trans’ means ‘on the opposite side [of].’ A transgender person’s gender identity is not the same as their assigned sex. Transgender is an umbrella

term for a person whose **gender identity does not match their biological anatomy, or their sex assigned at birth**. This term does not refer to a person's sexual orientation." (Lesson 4.3, Gender Terminology Master Key, p. 3)

"Gender Binary: Bi means 'two,' so binary means two options exist; it's either/or. People who adhere to the gender binary concept believe that there are only two genders, boy or girl, and everyone fits one of the categories." (Lesson 4.3, Gender Terminology, p. 3)

"Gender Diversity: This term has two commonly used meanings. First, gender diversity is the recognition that more than two genders exist. Gender is viewed as non-binary, a spectrum or continuum. Second, gender diversity can also mean that men and women are equally represented in the workplace and other settings." (Lesson 4.3, Gender Terminology, p. 3)

"When Maria came to school, she told her friends she was at a 'gender reveal' party. She told them all about the party, and the cake, and the baby girl that her aunts are expecting. Circle two or three terms her friends might use when they talk to Maria: **Sex Assigned at Birth. Gender Identity. Gender Expression. Gender Non-Binary. Gender Stereotypes.**" (Lesson 4.3, Student Scenario Cards, p. 1)

"Maria's friends could say... How exciting that your aunts are having a baby! The baby will be your cousin! The ultrasound must have shown that the **baby has a vulva, so their sex assigned at birth will be a girl. Since gender is how your new cousin will feel inside, you will have to wait to find out their true gender.** Gender stereotypes are already at work as shown by the pink frosting and plans to buy pink baby clothes. Congratulations on your new cousin!" (Lesson 4.3, Student Scenario Cards Answer Key, p. 1)

"Jasmine could say... Thank you for telling me that you are a girl. I always thought you were boy since your **sex assigned at birth** was male. I've noticed that you are interested in things that don't fit the usual gender stereotypes, and that's always been cool with me. **If your gender identity is a girl, what would you like me to call you? What pronouns do you use?**" (Lesson 4.3, Student Scenario Cards Answer Key, p. 2)



(Lesson 4.3 PowerPoint, slide 9)

“Sex Assigned at Birth: When adults say, ‘It’s a boy!’ or ‘It’s a girl!’ based on first appearances.” (Lesson 4.3, Gender Terminology Cards, p. 1)

“Gender Identity: Who a **person feels like on the inside** – boy, girl, both, or neither.” (Lesson 4.3, Gender Terminology Cards, p. 1)

“Gender Non-Binary: A person who identifies as being both a boy and girl, some combination of the two, neither, or something else.” (Lesson 4.3, Gender Terminology Cards, p. 2)

“Explain the difference between the terms ‘sex’ and ‘gender.’ When a baby is born, **people label it as a male/boy or a female/girl based on the way its private body parts look.** This is the baby’s sex assigned at birth. This label is based on external appearance and may or may not be accurate. Gender is how a person feels inside a boy, girl, both, or neither. This label is based on what a person calls their gender, not by how they look.” (Lesson 4.3, p. 57)

“‘Gender’ is cultural attributes of masculinity or femininity. It is **how a person feels inside about being a boy, girl, both or neither.** Gender is often viewed as a binary system of boy/man or girl/woman but is not accurate. **Gender is a continuum with many changing terms** to describe how people view themselves... Behavior that is compatible with cultural expectations is referred to as gender-normative: behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.” (Lesson 4.3, p. 57)

“The terminology used to **teach reproductive anatomy in an inclusive manner** is constantly changing. Since **all boys do not have male reproductive systems** or male bodies, the terms male-bodied person and person with a penis are substituted from time to time in order to **include students who are intersex, transgender, and/or gender-nonbinary.**” (Lesson 4.4, p. 75)

“The terminology used to **teach reproductive anatomy in an inclusive manner** is

constantly changing. **Since all girls do not have female reproductive systems or female bodies**, the terms female-bodied person and person with a vagina are substituted from time to time in order to include **students who are intersex, transgender, and/or gender-nonbinary.**" (Lesson 4.4, p. 75)

"If you are teaching a gender-segregated class, be **sensitive to those whose sex assigned at birth does not match their gender identity.** Be sure to teach all students about both male and female reproductive systems in order to make sure all students get the information they need." (Lesson 5.2, p. 52)

"Be sure to talk about pregnancy using anatomical terms, not gender-based terms. Be aware that **transgender gestational parents can give birth also.** This is when **trans men become pregnant and give birth.**" (Add On Lesson A, p. 11)



(Add On Lesson E PowerPoint, slide 16)

"Gender Identity: Female/Women/Girl. Male/Man/Boy. Other Gender(s).
Gender Expression: Masculine, Feminine, Other" (Add On Lesson E, Gender Elephant, p. 1)

"When you were born, a doctor or midwife looked at your body and **decided if you were a boy or a girl.** This is called your 'sex assigned at birth.' Most babies are born with genitals that include a penis or a vulva, so they are **considered male, or female based on how they look.** This is a pattern, not a rule. Also, many babies are **born with genitals that are a combination of penis and vulva.** **This is called intersex.** All fetuses start out with the same genitals and can develop in their own way during pregnancy." (Add On Lesson E, p. 6)

"Sex is not the same as gender. For this reason, the terms 'male, female and intersex' have been used instead of 'boy or girl.'" (Add On Lesson E, p. 6)

"Each person has a gender identity. **Gender identity is how a person views**


	<p>themselves as being a boy, a girl, a combination, or neither. Most people view themselves as a boy or a girl, but this is a pattern, not a rule. Many other people view themselves as a blend of boy-girl or not boy-girl... No one can tell by looking at someone what their gender identity is, because it is how a person feels inside.” (Add On Lesson E, p. 7)</p> <p>“Gender expression can be seen by others. It can be a clue about a person’s gender, but it might not. The only way to know a person’s gender is to get to know them and ask.” (Add On Lesson E, p. 8)</p> <p>“In your group, dealers will distribute the cards to all group members. One at a time, you will read the phrase on your cards. Your group will decide if the description is typical for people assigned male at birth (people with a penis), people assigned female at birth (people with a vulva), or everybody.” (Lesson 6.1, p. 44)</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>“Condoms reduce the risk of getting STIs if they are correctly used every time.” (Add On Lesson G, p. 9)</p> <p>Note: <i>This lesson does not discuss condom failure rates.</i></p> <p>“Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STI transmission. Explain ways to eliminate or reduce the risks of unintended pregnancy and sexually transmitted infections.” (Add On Lesson G, p. 4)</p> <p>Note: <i>This program calls abstinence a contraceptive method. Abstinence should always be emphasized as a lifestyle choice and the only way to completely avoid pregnancy and STIs.</i></p> <p>“Use of condoms reduces the risk of STIs and pregnancy. Use of the other forms of contraception reduces the risk of pregnancy but does not protect against STIs.” (Appendix C, p. 3)</p> <p>“Ways to Prevent HIV Transmission: Use condoms or another latex barrier.” (Lesson 6.7 PowerPoint, slide 14)</p> <p>“What is Contraception?</p> <ul style="list-style-type: none"> • Contra- = against • -ception = shortened version of conception • Contraception means against conception. • Contraception is also called birth control.” (Add On Lesson G PowerPoint, slide 14)

Contraception Can Cause
“No Pregnancy Equations”

Equation #1 can result from use of abstinence or spermicide.

SPERM	+	EGG	= PREGNANCY
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Add-On Lesson G | Preventing Pregnancy and STIs 18

(Add On Lesson G PowerPoint, slide 18)

Contraception Can Cause
“No Pregnancy Equations”

Equation #2 can result from use of abstinence or external condom, internal condom, diaphragm, or cervical cap.

SPERM	+	EGG	= PREGNANCY
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Add-On Lesson G | Preventing Pregnancy and STIs 19

(Add On Lesson G PowerPoint, slide 19)

Contraception Can Cause
“No Pregnancy Equations”

Equation #3 can result from use of abstinence or birth control pill, patch, ring, or shot.

SPERM	+	EGG	= PREGNANCY
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Add-On Lesson G | Preventing Pregnancy and STIs 20

(Add On Lesson G PowerPoint, slide 20)



(Add On Lesson G PowerPoint, slide 25)

“Task Three: **Show how contraception methods can cause a ‘no pregnancy equation...’** For each card, ask, ‘Does this method affect the sperm, the egg, or the meeting of the two.’ Place each card according to the ‘no pregnancy equation’ the method causes. Decide which method does not reduce the chance of pregnancy.” (Add On Lesson G, Student Activity Sheet, p. 1)

“Contraception Cards:

- Abstinence – (Person decides not to have sex now)
 - No Birth Control – (Person does nothing to prevent pregnancy)
 - Spermicidal Foam, Lotion, or Gel – (Chemicals kill sperm)
 - **Birth Control Patch** – (Hormones prevent the egg from being released)
 - Birth Control Ring – (Hormones prevent the egg from being released)
 - Birth Control Shot – (Hormones prevent the egg from being released)
 - **Male Condom** – (Barrier prevents sperm from entering the female’s body)
 - **Female Condom** – (Barrier prevents sperm from entering the female’s body)
 - Diaphragm or Cervical Cap – (Barrier prevents sperm from entering the female’s body)
 - **Birth Control Pills** – (Hormones prevent the egg from being released)”
- (Add On Lesson G, Contraception Cards, p. 1)

“List at least **four methods of contraception** that are safe and effective.” (Add On Lesson G, p. 4)

“If people are not ready to become pregnant or cause a pregnancy, they can prevent a pregnancy or **reduce their risk of pregnancy by using contraception.**” (Add On Lesson G, p. 8)

“After a minute, call on three groups to share **one of the contraception cards that will help prevent STIs**: abstinence, external condoms, and internal condoms.” (Add On Lesson G, p. 9)

	<p>Note: This program frequently equates abstinence with other forms of contraception. Abstinence does not “help prevent STIs.” It completely prevents STIs.</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>No evidence found.</p>
<p>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</p> <p><i>May encourage children to question their parents’ beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i></p>	<p>No evidence found.</p>
<p>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</p> <p><i>May instruct children they have rights to confidentiality and privacy from their parents. May teach children about accessing sexual commodities or services, including abortion, without parental consent. May instruct children not to tell their parents what they are being taught about sex in school.</i></p>	<p>No evidence found.</p>
<p>15. REFERS CHILDREN TO HARMFUL RESOURCES</p> <p><i>Refers children to harmful websites, materials or outside</i></p>	<p>“Please note that terms have been used intentionally in this discussion. Terminology related to sex and gender change over time. To learn more about definitions of these and related terms, please read https://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/key-term.pdf and https://www.hrc.org/resources/sexual-orientation-and-gender-identity-</p>

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 and www.InvestigatethePPF.org)

[terminology-and-definitions.](#)" (Appendix H, p. 3)

"For parent resources about puberty and being an 'askable adult,' visit Puberty: The Wonder Years at <http://bit.ly/PWYParentResources>. For information on being an 'askable' parent and tips for talk to children **visit 'I Wanna Know' by the American Sexual Health Association** at <http://bit.ly/ASHA-AskableParent>. For videos to help parents talk to their children about puberty, visit Amaze parents at <http://bit.ly/PWY-ParentVideos>." (Lesson 4.1, Family Partnership Flyer, p. 2)

"[Gender Terminology] definitions adapted from these sources:

- **Human Rights Campaign:** <https://www.hrc.org/resources/glossary-of-terms>
- PFLAG: <https://pflag.org/glossary>
- **Gender Spectrum:** <https://www.genderspectrum.org/the-language-of-gender/>
- Teaching Tolerance: <https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>" (Lesson 4.3, Gender Terminology Answer Key, p. 3)

Source for **defining sex and gender:**

<https://www.apa.org/pi/lgbt/resources/sexuality-definitions.pdf> (Lesson 4.3, p. 57)

"For information for children or adults **on the topic of puberty and sex**, visit <http://kidshealth.org/parent/> <http://familydoctor.org> and type 'puberty' in the search box." (Lessons 5.5, Family Partnership Flyer, p. 2)

For more information about...

- STIs, visit <https://www.cdc.gov/std/default.htm>
- STI testing, visit <https://www.cdc.gov/std/prevention/screeningreccs.htm>
- HPV vaccination, visit <https://www.cdc.gov/hpv/parents/vaccine.html>.
- PrEP, visit <https://www.cdc.gov/hiv/basics/prep.html> and <https://www.hiv.gov/hiv-basics/hiv-prevention/using-hiv-medication-to-reduce-risk/pre-exposure-prophylaxis>
- STI treatment, visit <https://www.cdc.gov/std/treatment/default.htm>
- HIV treatment, visit <https://www.cdc.gov/hiv/basics/livingwithhiv/treatment.html>
- Treatment as Prevention (TasP), visit <https://www.hiv.gov/tasp> and <https://www.cdc.gov/hiv/risk/art/index.html>
- Antiretroviral Therapy (ART), visit <https://www.hiv.gov/hiv-basics/staying-in-hiv-care/hiv-treatment/hiv-treatment-overview>
- Undetectable equals Untransmittable (U = U), visit <https://www.nih.gov/news-events/news-releases/science-clear-hiv-undetectable-equals-untransmittable> and <https://www.preventionaccess.org/>

(Lesson 6.7, Activity Sheet Answer Key, p. 2)

"Teacher Tip: If you would like to read more about attraction **in terms that young people can relate to**, consider reading *Sex Is a Funny Word* by Cory Silverberg (pages 132 to 155) or *It's Perfectly Normal: Changing Bodies, Growing*

Up, Sex, Gender and Sexual Health (2021 ed) by Robie Harris (pages 11-17).”
(Add On Lesson E, p. 9)

“If you have **questions about gender or sexual orientation**, there are people who will help you find the answers. Let’s see how many sources of reliable information we can list.” (Add On Lesson E, p. 10)

Resource for learning about STIs: “**American Social Health Association**:
<http://www.ashaSTI.org/>” (Add On Lesson G, p. 9)

Note: *This organization has changed their website URL. It is now <https://www.ashasexualhealth.org>. The website gives information on oral sex, masturbation, and how to experience sexual pleasure.*

Teacher **resources on transgender and non-binary pregnancies**:

- <https://www.healthline.com/health/pregnancy/transgender-pregnancy-moving-past-misconceptions>
- <https://www.parents.com/pregnancy/my-body/pregnancy-health/trans-and-nonbinary-people-can-be-pregnant-too/> (Add On Lesson A, p. 11)