

CSE Harmful Elements Analysis Tool

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Analysis of *Understanding Self-Identity: A Supplement of Reducing the Risk Building a Supportive Environment for LGBTQ Students* Revised Edition

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = [11 OUT OF 15]

Understanding Self-Identity: A Supplement of Reducing the Risk 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 supplement to the *Reducing the Risk* curriculum aims to make instruction more inclusive of LGBT-identifying youth and address sexual risks unique to that population. The manual states, "This supplement to *RTR* enables school leaders to create greater equity and relevance within the program, and address common myths about the risks of LGBTQ youth. We believe the outcome will be greater impact for LGBTQ youth, and indeed for all students." Like the *Reducing the Risk* curriculum, this supplement emphasizes "safe sex" over abstinence and promotes condoms and birth control. It fully embraces radical gender ideology and sexual experimentation among young people.

Target Age Group: Ages 14-18

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<p>1. SEXUALIZES CHILDREN</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>"LGB youth report greater numbers of sexual partners." (p. 3)</p> <p>"LGBT youth experience higher rates of sexual victimization, forced sex, and survival sex." (p. 3)</p> <p>"LGB youth are more likely to experience earlier onset of sexual behavior, including unprotected intercourse that can lead to STD and unintended pregnancy." (p. 3)</p> <p>"Lesbians and bisexual young women have higher rates of unintended pregnancy than their peers. There is some evidence that this also true of young men who have sex with both males and females. Studies to date have not explored pregnancy risks for transgender youth." (p. 3)</p> <p>"LGBT youth engage in more frequent high-risk sexual behaviors. These include substance use before sex, reduced rates of condom use, and an increased likelihood of being diagnosed with an STD, including (for GBT youth) HIV." (pp. 3- 4)</p>

“In one study, **two out of three teens who reported same-sex partners also had other-sex partners.** In two studies, **most of the sexually active students who reported having only same-sex partners self-identified as heterosexual.**” (p. 4)

“There are a range of ways **people express themselves, sexually** and in other ways. (**Normalize a range of sexual expressions and behavior.**)” (p. 15)

“Sexual attraction is an attraction to someone else that may involve one or more of the following: Romantic feelings; A wish to be emotionally close; A wish to be physically close; **A wish to be sexually close.**” (p. 17)

“Sometimes, **people choose sexual behaviors based on their attractions.** Sometimes, they make choices based on what they believe they’re supposed to do, pressure from peers and partners, or what they believe their families expect.” (p. 18)

“Why is it important for people to know about these different kinds of sexual attractions and identities? To better understand and respect differences among people. To make sure we are including everyone when we talk about the ways people can choose healthy behaviors and **reduce risks for unplanned pregnancy or STD, including HIV.** To understand more about their own and peers’ feelings and behaviors. To be sensitive to the fact that there are many ways people live in and view the world, and to appreciate this diversity.” (p. 19)

“Last weekend, he met Treena at a dance. They spent a lot of time talking, and then **they made out for a long time.** Henry can’t stop thinking about Treena and can’t wait to see her again.” (p. 28)

“Yasmine doesn’t date yet, but once, when **she spent the night with Atiya, they kissed for a long time.** She thinks she might be in love with Atiya, but she’s never dated anyone, so she doesn’t feel sure. Yasmine has talked with her mom about her feelings for Atiya. Her mom says Atiya is a wonderful girl, but she believes someday Yasmine will meet a man she truly loves. **She doesn’t think two girls can be in love. Some of their friends tease them about being so close and say they’re lesbians.**” (p. 28)

“Zoe got to a point where **she wanted to move into a sexual relationship,** but Jordan wasn’t as interested. **They had sex a few times (using a condom),** but Jordan liked the relationship better when they focused on being together. The sex just didn’t do much for him. Zoe broke up with Jordan a couple of months ago.” (p. 30)

“Last weekend, he was hanging out with a new friend, Brian. They started messing around, and then wrestling, and then, suddenly, **Brian was kissing him – and Gabe was kissing back.** The whole thing has been very confusing for Gabe. **He can't stop thinking about kissing Brian,** he’s feeling distant from Kylie, and he can’t figure out why he’s feeling attracted to Brian.” (p. 33)

“His teammates call him ‘The Man,’ and **they’re always trying to get him to tell them whether he’s had sex with Kylie.** He ignores that, but **he can’t imagine what they’d say if they knew he’d been kissing a guy.**” (p. 33)

“His teacher talks to them about how their bodies work and **how to handle it when they want to kiss, touch or have sex.**” (p. 33)

“Remember, pregnancy is a risk even for people who are not in an ongoing relationship. **Someone could get pregnant from having sex one time, or three times, or five times.**” (p. 39)

“This enhances inclusiveness for students who are not having sex and those who might **engage in sexual experimentation** with someone who is not a boyfriend or girlfriend (including LGBTQ youth who might experiment with someone of a different sex).” (p. 39)

“Sometimes **young people have sex to prove they’re not LGBTQ, or to prove that they are.** Some LGBTQ youth **engage in ‘heterosexual’ sex** to cover their identities and preserve their safety, family connections and social network.” (p. 41)

“‘Having sex’ in these facts means **having sexual intercourse.**” (p. 41)

“Over the course of the role-play activities, students will be in a position where they **must role play sexual pressure situations with classmates of both a different and the same gender.** This may be awkward for teens who are sensitive to the suggestion of **same-sex romance, for teens who identify as gay or lesbian, or for teens who are transgender or gender nonconforming.** It’s important to address this situation directly and proactively.” (p. 49)

“Teens who **believe their peers are sexually active and that having sex will increase others’ respect for them** are more likely to become sexually active themselves.” (p. 51)

“Some LGBTQ youth who are sexually active do **have sex with opposite sex partners.**” (p. 52)

2. TEACHES CHILDREN TO CONSENT TO SEX

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

“Role-play activities involving saying no or **negotiating safer sex: To emphasize that communication and negotiation about sexual behaviors** are important skills for everyone.” (p. 36)

“Remind students that even if there is no risk for pregnancy, **people need skills to communicate and create agreements about sex.** This helps them build relationships, stay healthy, avoid STD and avoid pressure.” (p. 39)

<p>never be encouraged to “consent” to sex.</p> <p>Note: “Consent” is often taught under the banner of sexual abuse prevention.</p>	
<p>3. PROMOTES ANAL AND ORAL SEX</p> <p><i>Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i></p>	<p>“She’s really attracted to Dane, and they had oral sex a couple of weeks ago, but afterwards she decided she just didn’t feel ready to make sex part of their relationship. Dane was disappointed, but he says he’s OK with it for now.” (p. 29)</p> <p>“Add a description of how to make and use a ‘cut-down condom,’ which can make oral sex on a female safer. Cut the condom along its length and flatten it out. This makes a flat latex barrier. (Use a non-lubricated condom – lubricated condoms taste terrible.) Mention that people can also use a latex dam (sometimes called a dental dam) for safer oral sex on a female. These barriers reduce, but do not eliminate, the risks of oral sex.” (p. 44)</p> <p>“The teacher can add a risk behavior card for ‘Oral sex on a female using a flat latex barrier...’ Remind students that most of these behaviors could be done by two males, two females, or a male and female. Every couple needs to take steps to prevent HIV and other STDs.” (p. 47)</p>
<p>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.</i></p>	<p>“Trends in youth behaviors have changed somewhat over time, and our society has become more open about the range of sexual identities young people may have. One arena where this change is notable is among lesbian, gay, bisexual and transgender youth, and those who are questioning their sexual orientation or gender identity.” (p. v)</p> <p>“Our national conversation on the lives of LGBTQ youth, adults and families is both more straightforward and more nuanced. Today, we understand that schools and communities can contribute to the success and health of all students by creating responsive and welcoming environments for youth of all sexual orientations and identities.” (p. v)</p> <p>“In the term ‘LGBTQ,’ the LGBT portion stands for Lesbian, Gay, Bisexual and Transgender. The ‘Q’ is sometimes used to mean ‘Questioning’ (one’s attractions, sexual identity or gender, for example). ‘Q’ may also be used to mean ‘Queer,’ a term that was once exclusively derogatory... The meaning of ‘queer’ has also expanded. Today it is used as an umbrella term encompassing not only LGBT individuals, but anyone who expresses sexual identity, sexual orientation or gender identity in ways that vary from the conventional majority. Some people and organizations add an ‘I’ to the acronym for ‘intersex.’ Some add an ‘A’ for ‘ally’ or ‘asexual.’” (p. vi)</p> <p>“LGBTQ stands for lesbian, gay, bisexual, transgender and questioning. Questioning individuals may be questioning their sexual orientation (straight/ gay/bisexual) or exploring their gender identity (man/woman/another</p>

gender). Some people and organizations add an 'I' and an 'A' to the LGBTQ acronym. 'I' stands for *intersex*. Intersex people are born with reproductive or sexual anatomy that doesn't fit typical definitions of female or male. **'A' may stand for ally – a person who speaks and acts in support of LGBTQ people and issues.** It may also stand for *asexual*. People who identify as asexual do not experience sexual attraction or experience it to a different or lesser degree than others, though they may experience romantic and emotional attractions." (pp. 1-2)

"There are many ways teens explore and express their sexual and gender identity. For example, **LGBTQ-identified teens may have friendships as well as romantic or sexual relationships with both males and females.** Some teens who identify as straight or 'mostly straight' have same-sex relationships." (p. 2)

"Mention LGBTQ identity or relationships in classroom discussions. For example, after a health class role-play activity in which a heterosexual couple discusses abstinence or condom use, ask, **'Would this conversation be different if there were two males in this couple? What about two females? What if one of the people in the couple was a transgender person?'**" (pp. 6-7)

"We recommend teaching the class over two sessions if possible. **Complete 'Who Are You?' and 'Sexual Behavior and Identity' in the first class, and 'Stories of Young People: Sexual Identity' in the second.** This allows more in-depth discussions during the activities and gives students an opportunity to spend more time thinking about the learning." (p. 11)

"Tell students that they're going to be **discussing some of the ways people experience and express their sexual identity as part of their gender and their sexual attractions.** While many people keep their romantic and sexual feelings private, others talk openly about them. **People's sexual and gender identity might be something friends and acquaintances learn about over time, or something people keep private.**" (p. 14)

"Explain that attraction includes what kinds of individuals people are attracted to. It can include being attracted to certain features, body types or personality styles. **It also includes being attracted to people of the same gender, a different gender, or both.** Most people call this **sexual orientation.**" (p. 17)

"Ask which group thinks it has the definition card for this term. Have someone in the group read the term. If it's correct, have the student post it under the term. Do this with each of the terms, in this order:

- Straight or Heterosexual: Men who are attracted to women, or women who are attracted to men.
- Gay: People who are attracted to someone of the same gender. This usually refers to men attracted to men but can also refer to women attracted to women.
- Lesbian: Women who are attracted to women.
- Bisexual: People who are attracted to both men and women.

	<ul style="list-style-type: none"> • Questioning: People who are not sure of their sexual attractions or are exploring who they are. • I Describe My Attractions Differently: Some people don't like any of these labels. Nothing quite fits their self-identity, or they feel these labels are too limiting, or they just don't like labels." (p. 18) <p>"He's known he was gay since he was a kid." (p. 31)</p> <p>"Ava also likes to date. She has had boyfriends and girlfriends. She enjoys kissing, touching and cuddling, but she doesn't feel ready for sex yet. She doesn't have a partner right now, but she does have a crush on a girl in her P.E. class." (p. 32)</p> <p>"There are 5 general suggestions that appear repeatedly throughout this discussion guide. By using these, teachers can enhance inclusiveness for LGBTQ students and personalize risks for all students. The 5 general suggestions: Ask questions about gender. Ask questions about sexual identity. Invite students to choose personal terms that work for them. (Terms must be youth friendly and appropriate for your school setting.) Encourage all students to think about consequences. Adapt language to enhance responsiveness, create equity and avoid bias." (pp. 35-36)</p> <p>"Many sexual and reproductive health activities include a 'presumption of heterosexuality' – that is, an unspoken assumption that all students are only engaged in male-female romantic or sexual relationships." (p. 37)</p> <p>"Role-play activities where gender is not explicit: Ask questions about gender. What are the genders of the people in this role play? Who is a young man? Who is a young woman? To encourage students to explore their assumptions about gender roles (for men, for women); to offer students opportunities to consider issues facing people along the full spectrum of sexual and gender identity and expression (including straight, lesbian, gay, bisexual, transgender, questioning, or other); to enhance inclusiveness for all students." (p. 36)</p> <p>"Explain the situation in a matter-of-fact way. Let students know that every student in the class will, at some point, be doing a role play with a classmate of a different gender and with a classmate of the same gender. Most likely, they will do this several times." (p. 49)</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</i></p>	<p>No evidence found.</p>

<p><i>potential outcomes for sexually active children.</i></p>	
<p>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</p> <p><i>While masturbation can be part of normal child development, encourages masturbation at young ages, which may make children more vulnerable to pornography use, sexual addictions or sexual exploitation. May instruct children on how to masturbate. May also encourage children to engage in mutual masturbation.</i></p>	<p>No evidence found.</p>
<p>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</p> <p><i>May inappropriately eroticize condom use (e.g., emphasizing sexual pleasure or "fun" with condoms) or use sexually explicit methods (i.e., penis and vagina models, seductive role plays, etc.) to promote condom use to children. May provide medically inaccurate information on condom effectiveness and omit or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.</i></p>	<p>“Add a description of how to make and use a ‘cut-down condom,’ which can make oral sex on a female safer. Cut the condom along its length and flatten it out. This makes a flat latex barrier. (Use a non-lubricated condom – lubricated condoms taste terrible.) Mention that people can also use a latex dam (sometimes called a dental dam) for safer oral sex on a female. These barriers reduce, but do not eliminate, the risks of oral sex.” (p. 44)</p> <p>“Two females having sex together might use a ‘cut-down’ condom or a latex dam to prevent transmission of STD through oral sex. It’s a good idea for everyone to understand how to use a condom.” (p. 45)</p> <p>“If you’re a girl who has (or expects to have) female partners, you can change ‘condom’ to ‘flat latex barrier’ if you wish. Remember, some women who consider themselves lesbians also have relationships with males. Strategies for negotiating about condoms can be important for them, too.” (p. 47)</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>“Behaviors – not sexual identity – either keep people safe from unplanned pregnancy and STD, including HIV, or put them at risk. In other words, it’s what people do – not who they are – that increases or decreases their risks.” (p. 18)</p> <p>“Affirm that people who are not having sex do not have to think about using condoms at present. However, they will want to know how to use condoms in case they decide to have sex at some future time.” (p. 45)</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>“She has been out as a lesbian at her school for a couple of years and has a girlfriend, Maya. She considers Maya her primary relationship, but she also has a boyfriend, Shawn, whom she calls her ‘friend plus.’ She has safer sex with both of her partners.” (p. 30)</p> <p>“If you are having sex, it may be with someone of the same sex. But you could be at risk for pregnancy if you did have sex with someone of a different sex. And STD, including HIV, is a risk for anyone who is sexually active.” (p. 37)</p> <p>“Remind students that everyone needs to make thoughtful choices about abstinence and sex.” (p. 41)</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</i></p>	<p>“LGBTQ stands for lesbian, gay, bisexual, transgender and questioning. Questioning individuals may be questioning their sexual orientation (straight/gay/bisexual) or exploring their gender identity (man/woman/another gender). Some people and organizations add an ‘I’ and an ‘A’ to the LGBTQ acronym. ‘I’ stands for <i>intersex</i>. Intersex people are born with reproductive or sexual anatomy that doesn’t fit typical definitions of female or male. ‘A’ may stand for ally – a person who speaks and acts in support of LGBTQ people and issues.” (p. 1)</p> <p>“Teens exploring gender identity or coming out as transgender might try out behavior or dress that is more ‘feminine’ or ‘masculine’ at different times.” (p. 2)</p> <p>“Some in the LGBTQ community embrace expanded concepts of gender, moving beyond the traditional binary (male/female) model. Behavior, dress, language, style of speech and personal identity may transcend conventional male/female</p>

health disorder (gender dysphoria) that can be helped with mental health intervention.

norms. People may step outside their assigned gender roles. **Some express fluid gender identity** (feeling more like a girl one day, a boy the next).” (p. 2)

“Language that acknowledges this expanded concept helps demonstrate acceptance and affirmation of youth with diverse gender identities. For example, **instead of referring to ‘male or female gender,’ a teacher might say, ‘male, female, transgender or other gender.’** Instead of saying, ‘a partner of the opposite sex,’ the phrase might be, ‘a partner of another gender,’ or ‘a partner of a different sex.’” (p. 2)

“The term **cisgender** may be helpful in discussions of gender identity. **This describes a person whose physical sex (assigned at birth) and gender identity match – someone who is not transgender.** For example, a cisgender woman was identified as a girl at birth and grew up to be an adult who identifies as a woman.” (p. 2)

“Make sure all students understand: ...That **transgender individuals have gender identities that are different from their sex assigned at birth.** They may not see themselves as strictly male or female; That, as with all people, we cannot assume what their sexual orientation is – they may be straight, gay, lesbian or bisexual.” (p. 6)

“Gender identity is peoples’ inner understanding of what gender they identify with. **It may be male, female, something in between, or something that doesn’t fit these labels.** It may be the same as or different from the sex they were assigned at birth. **Gender identity is unique for each person.**” (p. 16)

“Gender expression is how people express their gender identity to others – the way they dress, speak and act. This may match or be different from others’ ideas or stereotypes about how they should look, or act **based on the sex they were assigned at birth.** People whose gender expression does not meet others’ expectations may be called **‘gender non-conforming.’**” (p. 16)

“**Transgender women and cisgender women are both women. Transgender men and cisgender men are both men.** The use of cisgender helps clarify that gender identity exists in both cisgender and transgender people.” (p. 16)

“Point out that gender identity is not the same as sexual attraction or orientation. **People of any gender identity might be attracted to males, females, both or neither.**” (p. 17)

“Attraction: Some people feel one sort of attraction while they are young (straight, lesbian, gay, bisexual), and that never changes. Other people's feelings of attraction shift at different times in their lives. **It is most common for sexual attraction or orientation to be questioned or shift during adolescence.** During the teen years people are exploring and discovering many things about their identity.” (pp. 18-19)

	<p>“Gender identity: For most people, their awareness of whether they feel masculine or feminine is set early in life, while they are still children. This usually does not change. However, gender expression, transgender identity or gender non-conforming identity may develop later in life. These can be somewhat fluid over time as people are exposed to different ideas and options about gender identity and expression.” (p. 19)</p> <p>“He likes hanging out with Liz and her friends because they all think of him as a guy. In his own school, kids remember when he started dressing and acting as a guy instead of a girl. People don’t usually say anything to him about it, but he knows they find the whole transgender thing confusing. It’s just easier for him to be with Liz.” (p. 29)</p> <p>“She hasn’t ever had a serious relationship but is mostly attracted to boys. Pretty much everyone in her school knows she used to be a guy – or at least, that other people thought of her as a guy. She’s known she was a girl since she was two years old!” (p. 32)</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>“When we discuss facts about protection, we’ll be talking about condoms and contraception. For whom is this information most important? Emphasize that this is important information for anyone who is or might one day be sexually active. Clarify that some people who identify as gay or lesbian have experiences with a different-sex partner. This is information that’s relevant for everyone.” (p. 43)</p> <p>“Why is it important for everyone to understand the myths about protection, such as birth control? Even if people do not need to use birth control now (because they are not having sex or they are in a same-sex relationship), they may be in a relationship in the future where they could have a risk for pregnancy. Knowing about birth control is important for everyone.” (p. 45)</p> <p>“Any couple should be thinking about protection, such as condoms.” (p. 46)</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</i></p>	<p>No evidence found.</p>

<p><i>CSE itself) or to promote abortion.</i></p>	
<p>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</p> <p><i>May encourage children to question their parents' beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i></p>	<p>“Supportive social environments make a difference for LGBTQ youth. Offering inclusive curricula is an important way of providing support. These are curricula that include positive representations of LGBTQ people, history and events... Creating an atmosphere of greater respect and inclusiveness is helpful for all students. At schools that use inclusive curricula: Fewer homophobic remarks are heard at school. Fewer negative remarks about gender expression are heard at school. Fewer LGBTQ students feel unsafe at school. Fewer LGBTQ students miss school because of feeling unsafe. LGBTQ students report feeling more accepted by peers, and greater school connectedness. Both LGBTQ and non-LGBTQ students feel safer and more included in school.” (p. 5)</p> <p>“Nate's parents have had a hard time with him being gay. They belong to a church that thinks being gay is wrong.” (p. 31)</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 entities. May also specifically refer children to Planned Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)</i></p>	<p>“GLSEN (The Gay, Lesbian and Straight Education Network). www.glsen.org Offers research, policy, information backgrounds and links to other resources.” (p. 9)</p> <p>“PFLAG (Parents, Families and Friends of Lesbians and Gays). www.pflag.org Grassroots organization helps promote positive, healthy relationships in families and advocates for greater respect and recognition of LGBTQ people in families, schools, faith communities and society. Offers anti-bullying materials.” (p. 9)</p> <p>“GSA Network (Gay-Straight Alliance Network). http://www.gsanetwork.org Helps LGBTQ students and allies organize GSA clubs focused on activism to create safer schools.” (p. 9)</p> <p>“It Gets Better Project. http://www.itgetsbetter.org Communicates to LGBT youth around the world, aiming to inspire the changes that will make the world better for them.” (p. 9)</p>

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.InvestigateIPPF.org)

“The Trevor Project. <http://www.thetrevorproject.org>
Provides life-affirming resources for LGBTQ youth. Hosts a 24/7 crisis intervention lifeline. Promotes advocacy and educational programs to boost positive environments for everyone. Seeks to end suicide among LGBTQ youth.” (p. 9)

“CDC (Centers for Disease Control and Prevention) Fact Sheets on LGBT Youth www.cdc.gov/lgbthealth/youth.htm This page is updated regularly. It includes background on LGBT youth and their experiences. Click on the link for LGBT Youth Resources to find a list of websites and organizations for LGBT youth, their friends, families and teachers.” (p. 34)