

Examples of Educational Materials Provided by Advocacy Groups

That put school districts in jeopardy of violating constitutional principles and/or parental rights.

The following pages contain examples of materials, lesson plans, classroom activities, etc., that have been recommended or made available by national advocacy groups, including, among others:

- Gay, Lesbian and Straight Education Network (GLSEN)
- National Education Association (NEA)
- Planned Parenthood
- SIECUS (Sexuality Information and Education Council of the United States)

These materials could potentially put schools in danger of violating constitutional principles and/or parental rights because they include statements and activities that may:

- Present negative portrayals of some religions and/or give favorable portrayals of other religious or spiritual beliefs.
- Promote school activities that would single out or ostracize religious and/or socially conservative students.
- Politicize the school environment with lobbying campaigns and one-sided messages on political and controversial issues.
- Sexualize classes with one-sided messages promoting homosexuality, bisexuality, transgenderism, etc., while excluding other viewpoints.

Materials from the Gay, Lesbian and Straight Education Network

Politicizing the School Environment

Lessons for Elementary Schools

GLSEN (the Gay, Lesbian and Straight Education Network) is the nation's largest homosexual advocacy group focused on influencing public school students as young as kindergarten age. Since [GLSEN](http://www.glsen.org) is one of the most far-reaching and well-funded activist groups impacting schools, and has received grants and promotion from the federal government, this resource begins with several examples from the organization.

For instance, below are excerpts from a GLSEN "toolkit" promoted for elementary schools called "Ready, Set Respect!" Problem is, the toolkit doesn't seem to advocate much "respect" for parents who don't want educators promoting topics like same-sex relationships to children without their knowledge or against their will. Below is a sampling of some of the instruction provided in the kit. (Red underscoring added.)

Accessible at: <http://www.glsen.org/readysetrepect>



Write math problems with contexts that include a variety of family structures and gender-expressions. For example, "Rosa and her dads were at the store and wanted to buy three boxes of pasta. If each costs \$.75, how much will all three boxes cost?" or "Darren wants to bake a special cake

Note: The toolkit advises educators to "utilize teachable moments" by incorporating GLSEN materials on "gender, diverse families," etc, into classroom activities. Educators are encouraged to "write math problems" that feature "a variety of family structures and gender-expressions"—such as a girl with two dads at the grocery store. Should math class really become a place to introduce controversial, politicized topics to elementary-age kids?

Note: According to this guide, teachers should avoid any communication that implies that heterosexuality is recognized as the norm. Instead it should be presented as "one of many possibilities." Likewise, the "assumption" that a "boy will grow up and marry a woman" is discouraged as a discriminatory, "hetero-normative" viewpoint.

Make sure the analogies you use when teaching don't rely on hetero-normative or gender-normative images or viewpoints. A hetero-normative viewpoint is one that expresses heterosexuality as a given instead of being one of many possibilities. Such a viewpoint can translate into the development of all kinds of images that reinforce the view. The assumption (reinforced by imagery and practice) that a boy will grow up and marry a woman is based on such a viewpoint. A gender-normative image, on the other hand is one that delimits the

Materials from the Gay, Lesbian and Straight Education Network

Politicizing the School Environment

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It's worth mentioning that the "Ready, Set, Respect!" toolkit does include some points we can all agree with—like protecting children against bullying and stopping name-calling. However, where this "toolkit" crosses the line is an Orwellian type of indoctrination that attempts to redefine the very meaning of "family," "gender," what it means to be a boy or a girl, and familiarize children with transgender behaviors. Below are more excerpts from the kit. (Red underscoring added.)

Accessible at: <http://www.glsen.org/readysrespect>

- Invite students to draw pictures of favorite TV or storybook characters and dress them in clothes that are different colors and styles from what they would typically wear. Invite students to invent stories with one another about their characters and their new adventures based on changing their usual outfits or clothes. (Examples to get them thinking might include Cinderella in a knight's armor, Spiderman wearing a magic tiara, Bob the Builder with a cape, Angelina Ballerina playing football, etc.)
- Assign students with the task of asking a family member to share stories of their own experiences with being told they could not do something because of being a boy or a girl.

Note: The toolkit encourages teachers to promote activities for kids that subtly—or not so subtly—normalize cross-dressing and transgender types of behavior. In the example above, they are encouraged to "invite students" as young as kindergarten, "to draw pictures of favorite... storybook characters and dress them in clothes that are different... from what they would typically wear." Examples provided include "Cinderella in a knight's armor" or "Spiderman wearing a magic tiara."

Note: The toolkit also encourages teachers to reinforce these types of themes by using books that normalize homosexual and transgender issues to kids. Suggested books include *Uncle Bobby's Wedding*, a book featuring two male guinea pigs who get married, and *10,000 Dresses*, about a boy who wears dresses. Notice the language used to introduce these books—this book is listed under ways to begin "exploring non-traditional gender roles."

EXPLORING NON-TRADITIONAL GENDER ROLES

10,000 Dresses

Marcus Ewert (K-3)

Unfortunately, no one wants to hear about Bailey's dreams of magical dresses. Then Bailey meets Laurel, an older girl who is inspired by his imagination and courage. Working together, they make Bailey's dreams come true.



Materials from the Gay, Lesbian and Straight Education Network

Politicizing Students

GLSEN sponsors and promotes several student events in public schools, such as the “Day of Silence,” held annually in mid April. The advocacy group claims these events are all about tolerance and safety. But if you pay close attention to the materials often made available for these promotions and for GLSEN student clubs, it’s clear there is a one-sided political agenda beneath the rhetoric.

Many of GLSEN’s materials have the affect of transforming students into political lobbyists who advocate specific legislation and homosexual-advocacy policy changes at their schools. For example, in its “How to Get What you Want—With an Ask!” sheet, GLSEN has encouraged students to push for things like getting homosexual-themed books in their school libraries, teacher trainings and even a “queer-friendly” prom. See snapshot examples from this instruction sheet below (red underscoring and emphasis marks added). Accessible at <http://www.dayofsilence.org/downloads/r119.pdf>

HOW TO GET WHAT YOU WANT— WITH AN ASK!

“The Day of Silence is a perfect tool for creating change. We wanted a queer-friendly prom, and after showing that many students and staff care—we got a queer friendly prom. We said we wouldn’t be silenced, and we won’t.”

THE DAY OF SILENCE CAN BE A GREAT TOOL TO CATAPULT CHANGE AT YOUR SCHOOL! DO YOU WANT A MORE LGBT INCLUSIVE LIBRARY, TEACHER TRAINING, LGBT INCLUSIVE NONDISCRIMINATION POLICIES OR SOMETHING ELSE? IF YOU WANT SOMETHING TO CHANGE — YOU CAN USE THE DAY OF SILENCE TO HELP WITH YOUR “ASK!”

SO, YOU MIGHT BE WONDERING WHAT TO ASK. LET’S BACK UP FOR A MINUTE. ORGANIZE IN YOUR STUDENT CLUB, TOWARDS A PROBLEM. FOR EXAMPLE, TEACHER AND NAME-CALLING. WITH ANY “ISSUE” WHAT YOU WANT, AND THIS PERSON YOU ASK THE “DECISION-MAKER,” LIKE THE TEACHER TRAINING, THAN YOU HAVE

SO, AN “ASK” IS A VERY SPECIFIC QUESTION THAT GOES TO THE “DECISION-MAKER.” PARTICIPATING IN THE DAY OF SILENCE IS GREAT, BUT WHY STOP THERE? YOU CAN GET A LOT OUT OF THE DAY OF SILENCE AND REALLY CHANGE THE CLIMATE OF YOUR SCHOOL. SO PLAN AN “ASK”! IN ADDITION TO THIS RESOURCE, THERE’S AN ENTIRE SECTION ON PLANNING AN “ISSUE” IN THE DAY OF SILENCE ORGANIZING MANUAL AS WELL AS IDEAS FOR GENERAL AND STATE-SPECIFIC “ASKS” ON WWW.DAYOFSILENCE.ORG— CHECK IT OUT!

Note: Above, GLSEN directly told kids to use Day of Silence to “catapult change at your school.” What kind of change? Promotion of “LGBT”—lesbian, gay, bisexual, transgender—causes. GLSEN revealed the political agenda behind the celebration, with the wording below “Participating in the Day of Silence is great, but why stop there?”

HERE ARE A FEW STEPS TO FOLLOW IN ORDER TO MAKE YOUR ASK A LITTLE BIT EASIER:

I. IDENTIFY YOUR ISSUE! What does your group want to “ask” for with the Day of Silence? With that, your group will want to determine what the problems are and pick one as well as one solution to that problem — this is your group’s “issue.” Strategically, you’ll want to remember the mission of your group and the purpose of the Day of Silence. Don’t be afraid to think too big, but remember you can make change happen in steps. Students in Florida and New York used the Day of Silence to “ask” elected officials to pass the statewide legislation pending in the state legislature. Their “asks” were on the back of the Day of Silence speaking cards as postcards for Day of Silence participants and other students to sign and send to elected officials to show student support for passing laws to protect all students from discrimination and harassment.

Note: The political tone of the event also became apparent when GLSEN encouraged kids to advocate specific legislation on the back of their Day of Silence “speaking cards.”

Materials from the Gay, Lesbian and Straight Education Network

Politicizing the School Environment/ Promoting Homosexuality & Transgenderism

Promotion of Transgenderism

GLSEN has an entire [section](#) on its website dedicated to promotion transgender issues in schools, as well as a site encouraging promotion of the [Transgender Day of Remembrance](#). GLSEN explains that “Transgender” is “often interpreted as an umbrella term to include crossdressers, transsexuals, genderqueers, drag kings and drag queens” (from GLSEN’s Jump-Start Guide for students, Part 7). While GLSEN’s transgender initiatives are often promoted as a way to protest the victimization of transgender-identified people, many of the activities and materials GLSEN wants to be used in public schools clearly cross the line into political activism. For instance, GLSEN encourages students and educators to celebrate transgender heroes. Below is a screen snapshot from a document that lists the heroes GLSEN wants to be celebrated (red emphasis marks, circles and arrows added). Latest version accessible at <http://glsen.customer.def6.com/sites/default/files/trans%20heroes.pdf>

TRANSGENDER DAY OF REMEMBRANCE

Leslie Feinberg is a Jewish transgender activist, speaker, and author. Leslie’s acclaimed writing has galvanized hir place as a transgender icon. Ze wrote several books about the transgender experience: novels *Stone Butch Blues* and *Drag King Dreams* and non-fiction books *Transgender Warriors: Making History from Joan of Arc to Dennis Rodman* and *Trans Liberation: Beyond Pink or Blue*. Ze is known as first coining the term gender warriors. Feinberg continues to write, speak, and dedicate hir time to activism along with hir life partner, poet and artist Minnie Bruce Pratt. Feinberg is a high ranking member of the Workers World Party (WWP), an organization that supports the struggles of all oppressed people and is a managing editor of the Workers World Newspaper.



Note: Many of GLSEN’s materials for students and educators promote the use of “gender-neutral” pronouns. It appears that GLSEN is engaged in a quest to remake the English language in schools to accommodate transgender activism.

In addition to encouraging students and educators to celebrate transgender heroes, GLSEN wants students to sign a [pledge](#), committing among other things, “not to use gender-biased language” and to “Respect the diversity of all gender identities and expressions.” GLSEN also makes available a guide for students (Jump-Start Guide-Part 7) that encourages them to “raise awareness about transgender issues” and teaches them that “transphobia” equates to “Forcing people to select ‘female’ or ‘male’ on forms” and “Having the sex one was assigned at birth printed on one’s driver’s license...” The guide encourages students to have a group discussion about discrimination against transgenderism, using questions such as, “What do your genitals look like?” and “How do you have sex?” For more information on transgender-related activities for students that GLSEN suggests, see the following page.

Materials from the Gay, Lesbian and Straight Education Network

Politicizing the School Environment/ Promoting Homosexuality & Transgenderism

The student guide GLSEN uses to encourage students to promote transgenderism topics (Jump-Start Guide -Part 7) encourages students to play a “pronoun game” to practice using “gender neutral” pronouns, such as “zie,” “hir” and “hirs” instead of “he” or “she” and “his” or “hers.” The guide introduces students to terminology and concepts such as cross-dressers, sexual reassignment surgery and what it means to be a drag queen. See excerpts below (red emphasis marks and arrows added). This information is accessible at <http://www.glsen.org/sites/default/files/Jump%20Start%20Guide%20Part%207.pdf>

GLSEN Activity 7.6

The Pronoun Game

Read... Many transgender people prefer female or male pronouns (“she” and “he”), but others prefer gender-neutral pronouns. Respecting people’s preferred gender pronouns (PGPs) is an important way to be a supportive ally.

Practicing the use of gender-neutral pronouns also tends to stretch people’s minds and thinking around gender in a way that makes it easier to use the pronouns that people prefer, whatever those may be. Even if people are used to using gender-specific pronouns, it can be difficult to get accustomed to using gender-neutral pronouns properly. This is mainly because these pronouns are not used very often in most places. But with a little practice, gender-neutral pronouns can roll off your tongue without much trouble. If you don’t currently know anyone who wishes to use gender-neutral pronouns, chances are that you can find someone. And as an ally it’s valuable to do all that you can to support your friends.

With a little practice, **gender-neutral pronouns** can roll off your tongue without...

Note: Through the “Pronoun Game” exercise, GLSEN introduces students to the idea that one’s male or female gender is changeable according to preference. Students are supposed to practice using a “gender neutral” pronoun—such as “zie”—instead of grammatically correct pronouns like “he.”

Note: GLSEN defines “transgender” as referring to people who “transgress social gender norms,” and engage in activities such as cross-dressing or “sex reassignment surgery.” This is something parents should be aware of when they hear about “transgender” topics being incorporated into school activities in the name of anti-bullying.

Transgender (or trans): A term used to describe people who transgress social gender norms; often used as an umbrella term to include transsexual, genderqueer, gender-nonconforming or cross-dressers. People must self-identify as transgender in order for the term to be appropriately used to describe them.

Transition: The period during which a transgender person begins to live more fully as their true gender, which may include any combination of the following: alterations to dress, hormone therapy or sex reassignment surgery. After transitioning and surgery, some transsexuals identify only as a man or as a woman.

The GLSEN Jump-Start Guide

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Materials from the Gay, Lesbian and Straight Education Network

Politicizing the School Environment/ Promoting Homosexuality & Transgenderism

GLSEN encourages students to “become familiar with relevant terms as you work to expand your thinking about gender.” Some of the terms given to “expand” their thinking include “Androgynous: Used to describe a person whose gender expression/and or identity may be neither distinctly female or male” and “Genderqueer: A term used by people who identify their gender to be somewhere on the continuum in between or outside the binary gender system altogether. Genderqueer people may prefer a gender neutral pronoun.” See excerpts below (red emphasis marks and arrows added). This information is accessible at <http://www.glsen.org/sites/default/files/Jump%20Start%20Guide%20Part%207.pdf>

Note: After giving students many definitions like “Genderqueer,” “Androgynous” and “Transsexual,” the GLSEN student manual lists “Man” and “Woman” as having no definition. The message is perfectly clear: God-designed biological genders have absolutely no meaning, so people can create their own gender and sexuality any way they see fit.

Transsexual:	A person who does not identify with their assigned sex and sometimes alters their body. The transition (formerly called “sex reassignment surgery”) is a multi-step process that may take years and is not limited to, sex reassignment surgery.
Woman:	[no definition]
Ze & hie:	The most common spelling for gender-neutral pronouns. The first is subjective, replacing “she” or “he,” and the second possessive and objective, replacing “her,” “his” or “him.”

Note: This section provides a good summary of the conclusion students are supposed to draw from GLSEN’s materials: “...there really is no good word-based definition for man or woman.” GLSEN’s definitions lead students to conclude that people are not born with a permanent, biological gender—they are merely “assigned” it by a narrow-minded society.

if done correctly, with no cards lost, the word cards for “man” and “Woman” should have no matches. Ask participants to think for a moment about how there really is no good word-based definition for either man or woman—especially once transgender people are taken into account.

Conclude the activity by providing a list of the words and definitions to everyone for future reference, and answer any lingering questions about the meaning of various words.

Gender-Related Terminology List

Androgynous:	Used to describe a person whose gender expression and/or identity may be neither distinctly female or male, usually based on appearance.
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It’s clear from these materials and others that the messages GLSEN is advocating for use by public school students go far beyond “safe schools”—its messages, among other things, promote a radical deconstruction of the meaning of male and female, even to the point of revamping the English language to fit that goal.

For more information about GLSEN’s promotion of transgenderism and other sexual advocacy, visit: <http://www.truetolerance.org>.

Materials from the Gay, Lesbian and Straight Education Network

Politicizing the School Environment/ Promoting Homosexuality & Transgenderism

Ally Week

Occurring annually in mid October, Ally Week is yet another event sponsored by GLSEN for celebration in public schools nationwide. Ally Week is promoted as a way for students to “support and celebrate Allies against anti-LGBT (lesbian, gay, bisexual and transgender) language, bullying and harassment.” Students “will encourage their peers and school staff” to sign an “Ally Pledge” representing their agreement to fight LGBT bullying. Once again, this goal sounds innocent enough—after all, most people would agree with pledging not to bully others—unless you dig deeper into the materials GLSEN is giving educators and students. Below are excerpts from some of the materials GLSEN makes available to students during Ally Week (red emphasis marks, circles and arrows added). The latest version of this resource is accessible at: http://www.glsen.org/sites/default/files/Ally_Week_101.pdf

Note: In GLSEN’s “Ally 101 Workshop,” students are encouraged to use “gender-neutral” pronouns.

NOW LET’S GET STARTED WITH INTRODUCTIONS. LET’S GO AROUND THE ROOM AND SAY YOUR NAME, PREFERRED GENDER PRONOUNS (or PGP’s), AND ONE WORD TO DESCRIBE HOW YOU ARE FEELING TO BE AT THIS WORKSHOP RIGHT NOW.

PGP’S ARE PRONOUNS THAT AN INDIVIDUAL PERSONALLY IDENTIFIES WITH. ASKING PGP’S IS A WAY TO RESPECT EACH PERSON’S UNIQUE IDENTITY. GENDER PRONOUNS CAN INCLUDE:

- She/her/hers
- He/him/his
- Zie/hir/hirs (pronounced “zee/heer/heers”)
- They/them/theirs
- Or all or no pronouns

The facilitator should begin and then have the group continue clockwise around the room. This activity should go quickly with each participant answering with only a few words. The facilitator should encourage people to be brief if participants begin to give longer answers.

Note: Another Ally Week [guide](#) encourages students to challenge communication and images in their school that reflects a traditional understanding/depiction of biological male and female genders.

Challenge Gender Assumptions

Your school is filled with gender! Whether it’s the types of sports offered, the colors of the bathrooms, even pictures on school posters, gender is everywhere! Begin to challenge the gender images in your school. Talk with people in your GSA about how gender assumptions can affect students.

Respect All Gender Identities & Expressions

Note: Notice that there is no other choice presented to student “Allies” than to “accept” GLSEN’s radical teachings about gender and “recognize” that cross-dressing and other “gender-nonconforming” behaviors should be normalized.

Allies to transgender and gender-nonconforming students recognize that there are infinite ways that gender can be expressed. Allies accept this diversity of gender expression and gender identity. Be careful not to tell people to act more masculine or feminine. Allow all people to express themselves freely!

Materials from the Gay, Lesbian and Straight Education Network

Promoting Homosexuality/Ostracizing Religious or Socially Conservative Viewpoints

Ally Week

Educators are also encouraged by GLSEN to show films during Ally Week, including *No Dumb Questions*: “A funny and touching documentary profiling three sisters, ages 6, 9 and 11 struggling to understand why and how their Uncle Bill is becoming a woman.” A clip of this film is accessible at: <http://www.nodumbquestions.com/>

Out in the Silence is another film GLSEN wants educators to show students during Ally Week. This film “captures the remarkable chain of events that unfold when the announcement of filmmaker Joe Wilson’s wedding to another man ignites a firestorm of controversy in his small Pennsylvania hometown.” A clip of the film is accessible at: <http://wpsu.org/outinthesilence>

Sexualizing the Curriculum

In addition to events like Ally Week, GLSEN encourages educators to use "LGBT-inclusive" curriculum. What does that mean? To get an idea, you need only review GLSEN's "LGBT-Inclusive Classroom Resources" document for educators, accessible at: <http://www.glsen.org/sites/default/files/LGBT%20incl%20curr%20guide.pdf> Below are excerpts from the guide (red emphasis marks, circles and arrows added):

Developing LGBT-Inclusive Classroom Resources



Note: GLSEN encourages educators to use Common Core standards as an opportunity to insert "LGBT" content into curricula.

Note: Educators are encouraged to purposefully look for ways to insert gay and lesbian themes into the curricula, including science, technical subjects and mathematics.

They are encouraged to discuss historical figures' sexuality, including "bisexuality."

PLANNING:

Lessons for LGBT Inclusion

Educators should spend time identifying the extent to which LGBT-related content is present in their current curriculum. Care should be taken to fill gaps while looking for opportunities to deepen student understanding of their world.

LGBT people, history, and events can be easily inserted into most content areas. A few examples might be:

- History: Include civil rights leader Bayard Rustin when teaching about the 1963 March on Washington
- Art and Science: Acknowledge the gay identity of Francis Bacon (creator of the Scientific Method) or Frieda Kahlo's bisexuality when studying their works

REFLECTION

What do I need to do to make the lessons I teach more LGBT-inclusive?

CONSIDERATION:

Ensuring Coherent Curriculum

At times, educators' efforts to be inclusive and supportive can lead to curricular "fragmentation," or "isolation." This occurs

COMMON CORE:

Connecting Curriculum to Standards^{iv}

Implementation of the Common Core State Standards is one way that many states and school districts are making efforts to ensure quality education for all students. The examples below demonstrate how an examination of the standards and themes can lead to locating opportunities for the natural inclusion of LGBT-related content in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, and Mathematics.

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Writing Core Standard for Grades 6-12

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SUGGESTED LGBT-INCLUSIVE LEARNING OPPORTUNITY:

Assign students to read about the landmark *Loving v. Virginia* case that ended interracial marriage bans in the U.S. Have students write an essay comparing and contrasting past bans on interracial marriage with current restrictions on same-sex marriage.

Materials from the Gay, Lesbian and Straight Education Network

Promoting Homosexuality/Negative Portrayals of Religious and or Socially Conservative Viewpoints

GLSEN also [makes available](#) a packet for educators, called *Tackling LGBT Issues in School*, that is co-sponsored by the Connecticut GLSEN and Planned Parenthood chapters. According to GLSEN, the 125-page document offers a “rationale for the inclusion of LGBT [lesbian, gay, bisexual, and transgender] issues in school,” as well as “recommended curriculum and staff development activities.” The curriculum and activities found in this packet reveal the one-sided political advocacy that these groups want schools to embrace—as well as disturbing classroom exercises that could clearly ostracize students of faith and those with socially conservative viewpoints. For evidence of this, examine the excerpts from GLSEN’s *Tackling* booklet depicted below and on the following page (red underscoring added).

Accessible at <http://www.glsen.org/chapters/connecticut/resources/tackling-lgbt-issues-school> and <http://www.glsen.org/sites/default/files/GLSEN%20CT%20Tackling%20LGBT%20Issues%20In%20Schools.pdf>

RIDDLE HOMOPHOBIA SCALE

Recommended age group: high school and above.

Note: The “Riddle Homophobia Scale” exercise, contained within GLSEN’s *Tackling* packet, re-defines the word “homophobia” for students. Students are encouraged to move beyond a clinical definition of a phobia—“irrational fear”—to a more political definition. Note the politically loaded use of words like “immoral” and “sinful.”

HOMOPHOBIC LEVELS OF ATTITUDE:

1. **Repulsion** - Homosexuality is seen as a “crime against nature.” Gays/lesbians are sick, crazy, immoral, sinful, wicked, etc. Anything is justified to change them: prison, hospitalization, negative behavior therapy, electroshock therapy, etc.
2. **Pity** - Heterosexual chauvinism. Heterosexuality is more mature and certainly to be preferred. Any possibility of “becoming straight” should be reinforced, and those who seem to be born “that way” should be pitied, “the poor dears.”
3. **Tolerance** - Homosexuality is just a phase of adolescent development that many people go through and most people “grow out of.” Thus, lesbians/gays are less mature than “straights” and should be treated with the protectiveness and indulgence one uses with a child. Lesbians/gays should not be given positions of authority because they are still working through their adolescent behavior.
4. **Acceptance** - Still implies there is something to accept. Characterized by such statements as “You’re not a lesbian to me, you’re a person!” or “What you do in bed is your own business,” or “That’s fine with me as long as you don’t flaunt it!”

Notice that tolerance is no longer considered good enough! “Tolerance” and “Acceptance” are described as being in the “homophobic” category.

POSITIVE LEVELS OF ATTITUDES:

5. **Support**- The basic ACLU position. Work to safeguard the rights of lesbians and gays. People at this level may be uncomfortable themselves, but they are aware of the homophobic climate and the irrational unfairness.
6. **Admiration**- Acknowledges that being lesbian/gay in our society takes strength. People at this level are willing to truly examine their homophobic attitudes, values and behaviors.
7. **Appreciation**-Value the diversity of people and see lesbians/gays as a valid part of that diversity. These people are willing to combat homophobia in themselves and others.
8. **Nurturance**- Assumes that gay/lesbian people are indispensable in our society. They view lesbians/gays with genuine affection and delight, and are willing to be allies and advocates.

Schools are now being encouraged to push students beyond tolerance and even acceptance—into admiration and advocacy.

Materials from the Gay, Lesbian and Straight Education Network

Targeting Socially Conservative and Religious Viewpoints/ Invasion of Student Privacy

Below are other excerpts from GLSEN's 125-page *Tackling LGBT Issues in School* (co-sponsored by Connecticut GLSEN and Planned Parenthood chapters). (Red underscoring marks added.) Accessible at <http://www.glsen.org/sites/default/files/GLSEN%20CT%20Tackling%20LGBT%20Issues%20In%20Schools.pdf>

Step in the Circle If...

- 
16. You identify as transgender or intersex
 17. You identify as heterosexual
 18. You identify as gay, lesbian, bisexual or queer
 19. You are questioning your sexuality

 32. You identify as Christian
 33. You identify as Jewish
 34. You identify as Muslim
 35. You identify as Agnostic or Atheist

 40. You have ever been told that you are fat or overweight
 41. You are or have ever struggled with an eating disorder
 42. You or your family have ever struggled with alcoholism or drug addiction
 43. You or your family have ever received public assistance

 45. You have ever experienced physical abuse
 46. You are a survivor of sexual abuse or assault

Large Group Discussion Questions

1. What did you notice when doing this activity?
2. Any statements surprise you?
3. Where there times you should have stepped into the circle and you didn't?
4. Were there times you felt uncomfortable during this activity? When? Why?
5. What does this activity have to do with making schools safer for all children?
6. How can you connect this activity to the work you do in schools?

Note: The “Step Into the Circle” exercise—recommended for high school age—instructs facilitators to have participants form a circle and then read a list of statements out loud (excerpts from these statements shown at left). Participants are encouraged to step into the circle if the statement applies to them. Clearly these statements put schools at risk of invading student privacy and singling out students with certain religious or personal beliefs.

Again this is an example of not-so-subtle peer pressure tactics, not to mention concerns about the inappropriateness of asking students to publicly acknowledge things like being a “survivor of sexual abuse.”

Note: *Tackling LGBT Issues* also includes a “Heterosexual Questionnaire” that teachers can give high school students, with questions like the one below. A similar survey was distributed to public schools students at Port Washington High School in Wisconsin. Class discussions were held after the surveys were distributed. When parents complained, school officials justified their actions by saying it was designed to expose heterosexual bias. But clearly, the surveys/questionnaires have the affect of forcing students' minds in a certain direction. More recently, another version of a “heterosexual questionnaire” created [controversy](#) in the Maryland area.

HETEROSEXUAL QUESTIONNAIRE

5. If you've never slept with a person of the same sex, is it possible that all you need is a good gay or lesbian lover?

HISTORY QUIZ: TEST YOUR KNOWLEDGE OF LGBT HISTORY

3. True or False: Jesus condemns homosexuality in the bible.

3. **FALSE.** Most passages, which are interpreted as condemning homosexuality, are found in the Old Testament, and derived from Hebraic tribal law; all of the few New Testament references are all in the book written by Paul, who was born decades after Jesus' crucifixion. No condemnations of homosexuality are found in any of the “Gospels” or books that deal with the life of Jesus.

Note: Public schools waded into dangerous legal ground when they endorse particular interpretations of the Bible, as done in this “History Quiz” activity.

Materials from the Gay, Lesbian and Straight Education Network

Politicizing the Classroom/Biased Portrayals of Religion

GLSEN promotes education resources that present biased portrayals of the same-sex marriage debate, such as “Unheard Voices: Stories of LGBT History”—“An oral history and curriculum project that seeks to integrate lesbian, gay, bisexual and transgender (LGBT) history, people and events into middle and high school curricula.” This resource was created in collaboration with GLSEN, the Anti-Defamation League and an organization called Story Corps.

At its 2013 annual meeting, the nation’s largest education union—the NEA (National Education Association)—even



adopted a business item highlighting this curriculum for special promotion. (See Business Item 30 at <http://www.nea.org/assets/docs/2014-NEA-Handbook-New-Business.pdf>). But instead of offering well-balanced analysis, these lessons appear to lead students into one-sided, politicized discussions about topics like same-sex marriage, religion, military policies, etc. For a few examples, see excerpts below (red underscoring added). Curriculum materials accessible at <http://www.glsen.org/unheardvoices.html> and <http://www.glsen.org/sites/default/files/UV%20Lessons.pdf>

Note: For a lesson called “In-Group, Out-Group: The Exclusion of LGBT from Societal Institutions” (for Grades 8 & up), educators are provided with a list of “inclusive and exclusive LGBT policies.” Notice the biased wording in the “Religion” category. Certain faith communities are described as groups that “welcome” LGBT behavior, while others, listed under “exclusive policies,” are described as those who “prohibit LGBT people from openly participating.” Is it really a public school’s job to single out and label certain religions as “inclusive” or “exclusive”? The Establishment Clause requires government institutions—including public schools—to remain neutral toward religion, neither promoting nor denigrating any religion.

Religion	Many faith communities <u>welcome LGBT</u> members and do not consider homosexuality to be a sin, including Reform Judaism, the Presbyterian Church and the Episcopal Church. The Presbyterian and Episcopal movements allow ordination of openly gay pastors/priests, and the Episcopalians also bless same-sex unions.	Many of the world’s major religions <u>prohibit LGBT people from openly participating</u> as congregants, marrying within the faith and/or serving as clergy (e.g., Orthodox Judaism, the Roman Catholic Church, Islam, the Methodist Church, the American Baptist Church and The Church of Jesus Christ of Latter-day Saints among others).
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As she stands to her feet wanting to say

“I’m here, and I’ve been here since I was born, so quit asking me if I’m a him or a her,

’Cause when you combine the two pronouns you get H.I.R. Hir,

And God combined the two genders and put me in this body transgendered.

Note: The “Understanding Gender Identity” lesson wants students to, among other things, “explore the impact of rigid gender role expectations and stereotypes.” A “Student Handout” features the poem, *Hir*. Educators are encouraged to play a video performance of the poem, which “explores the experience of a transgender student who feels imprisoned by ‘the rules’ of gender.” Notice the excerpt from the poem handout above, which mentions God’s involvement. Is this appropriate for a public school lesson?

Materials Promoted by Planned Parenthood and SIECUS

Biased Portrayals of Religion/ Ostracizing Religious and Socially Conservative Students

Note: Planned Parenthood and SIECUS—the Sexuality Information and Education Council of the United States—cooperate together to make available classroom activities and lesson plans for educators through online databases. Planned Parenthood’s Web site specifically refers educators looking for lesson plans to SIECUS’ “SexEdLibrary” database.



Implementing Sex Education

Program Evaluation Tools

Resources

Activities & Lesson Plans

Activities & Lesson Plans

The SexEdLibrary is a project of SIECUS (the Sexuality Information and Education Council of the United States). The activities and lesson plans available in the SexEdLibrary cover virtually every topic related to sexuality. We hope they will assist you in your work with young people.

Planned Parenthood supports comprehensive sexuality education — a medically accurate curriculum and classroom experience that

What kind of lesson plans will educators find on that online database? One especially disturbing example is “Four Corners: A Values Clarification Exercise,” recommended for kids as young as 15. This lesson plan is published by the D.C.-based activist group, Advocates for Youth. It instructs the facilitator to post signs around the room saying, AGREE, DISAGREE and UNSURE. Then the facilitator “reads aloud a series of value statements” and asks youth to stand in the spot that “best identifies their values.” See three of the eleven “value statements” excerpted below. Information is accessible at www.sexedlibrary.org (Click on “Lesson Plans” and then “Personal Skills” and “Values.”)

Value Statements for Four Corners

- ▶ A gay, lesbian, or bisexual teenager should be able to take a date of the same sex to the prom.
- ▶ It's okay for religious and political leaders to say things against GLBTQ people because it's just their own opinion.
- ▶ Same-sex couples should be able to get married before a judge or justice of the peace (civil marriage).

Note: Can you imagine the isolation you would feel as a socially conservative or religious student if you were the only one standing under the “DISAGREE” sign ?

Materials Promoted by Planned Parenthood and SIECUS

Politicizing the School Environment/ Promoting Homosexuality & Transgenderism

Also available on the ["SexEdLibrary"](http://www.sexedlibrary.org/index.cfm?pageId=771) database is a lesson plan called "What Can I Do to Create Safe Space?", suggested for use with students as young as 15. The instructor is supposed to give participants "role play" vignettes that they then make into a skit. Below is an example of one of the "role play" assignments. This exercise is accessible at: <http://www.sexedlibrary.org/index.cfm?pageId=771> (red underscoring and circles added).

Notice the abrupt transition from the "he" pronoun to use of the "her" pronoun, referring to the same person in one paragraph. The misleading impression students can receive is that changing one's gender is a quick, almost immediate process.

Chrissie—Chris is home for the summer after his first year at college, during which he became active in the school's GLBTQ student group. Chris was a vocal, happy member of the GLBTQ community and, at the same time, struggled with a lot of personal issues. For a long time, Chris had felt out of place, identifying more with his girlfriends than with his male friends. After doing a lot of research and giving careful consideration to his personal issues, Chris feels like he's finally found his identity—transgender. Once at home for the summer, Chris talks with her parents and tells them that she's changing her name to Chrissie and using female pronouns. Chrissie's parents react harshly. When they calm down a bit, they tell her, "It's just a phase." Chrissie feels betrayed and stunned by her parents' reaction and gets out of the house as soon as possible so she can think about what to do now. You're Chrissie's lifelong friend. She approaches you for support, telling you that she's come out as transgender and changed her name. What do you say to accept Chrissie and help her through this situation with her parents?

Note: Students are also left with the impression that "identifying more with his girlfriends" might be an indication that a boy is transgender. This exercise also forces students to act out the role of a transgender person which could create confusion and conflict with internal, deeply held values about sexuality and gender.

Planned Parenthood also promotes "tools for educators" in its "Curricula & Manuals" section. (Accessible at: <http://www.plannedparenthood.org/educators/resources/curricula-manuals>) One of the recommended tools is F.L.A.S.H., the "Family Life and Sexual Health Curriculum" from a King County and Seattle public health Web site. In Lesson 7 of the high school portion of this curriculum, the teacher is supposed to feature a panel of lesbian, gay, bisexual and transgender guest speakers. If that is not possible, the curriculum recommends an online film called "[Reteaching Gender & Sexuality](#)." One individual in the film says, "I am a boy and a girl." After listening to speakers or the film, students are given homework assignments such as the one excerpted below (red underscoring added):

Note: Are these appropriate questions for use in a government-funded classroom assignment? These questions delve into sexual, political and moral issues that many parents want to handle at home.

Directions: Answer these questions in writing, in a couple of paragraphs each. Please use classroom appropriate language, and be thoughtful and respectful in your answers. Turn in your short essays by _____.

Credit will be assigned based on how you put thought into your response, not based on whether I agree or disagree with your answers.

1. Do you think it is right or wrong for two guys or two girls to be in a dating relationship? What makes it right or wrong?
2. Did you used to believe any stereotypes about LGBT people that you don't believe any more? What changed your thinking?
3. Do you think it should be legal for two men or two women to get married? Why or why not?
4. Suppose your good friend told you they were transgender. How would you feel? What would you say or do? Why?

Materials Promoted by Planned Parenthood and SIECUS

Promotion of Homosexuality/Biased Portrayals of Religion

That same lesson plan (the “Family Life and Sexual Health Curriculum” from the Seattle/King County public health Web site) provides discussion questions the teacher can ask the class after featuring lesbian, gay, bisexual and transgender speakers. In case the teachers “need to elaborate on students’ brief answers” they are provided with suggested answers. See excerpts below (red underscoring added).

Note: Should public school teachers—who may not be licensed counselors or medical professionals—instruct children on how they know if they are gay or lesbian? This seems irresponsible, if not dangerous. The “possible answers” teachers can provide are not fact-based. For instance, telling students they may be “gay or lesbian” if they feel “sort of uncomfortable” with the idea of dating the opposite sex ignores the complexity of the issue and the many factors involved in same-sex attraction.

2) What about sexual orientation? How do people figure out if they are gay, lesbian, bisexual or straight?

Some possible answers:

- They pay attention to who they get crushes on, who makes their stomach flip, who they most want to like them.
- It might be something they realize around puberty or even before.
- It might be that they don't know for a much longer time.
- Some people don't start getting crushes until after high school.
- Even then, it sometimes changes over time.
- They might realize that it feels phony to act like they like people of another (“the opposite”) sex in a romantic way.
- They might realize they're straight because the idea of same-sex dating feels sort of uncomfortable or as if it wouldn't be very fun.
- They might realize that they're gay or lesbian because the idea of dating someone of another gender (the “opposite sex”) feels sort of uncomfortable or as if it wouldn't be very fun.

Public Health - Seattle & King County ■ 1988; revised 2011 ■ www.kingcounty.gov/health/flash

Lesson 7 - Page 8

Below is an excerpt from a “Classroom Activity” that Planned Parenthood has promoted called “Read Around: Sexual Orientation,” recommended for ages 12 and above. The educator is supposed to distribute slips with quotes printed on them. The educator is then supposed to ask participants to read the quotes out loud and “ask for reactions.” The instructor should “use this opener as a segue into the topic of sexual orientation.” Below are excerpts from some of the quotes that are to be read out loud (red emphasis marks added). It was originally accessible at <http://www.plannedparenthood.org/resources/lesson-plans/classroom-activities-4500.htm>, but apparently has been taken offline since the original publication of this document.

1. “I would like to give some advice on how to tell your friends about being gay. First of all, don't tell just anyone. You have to really trust someone in order to tell them. It is best not to tell people who are prejudiced, overly religious, or immature.”
—from Deborah, age 18

2. “God did not heal or cure Bobby. It is obvious why He did not. God has never been bothered by His child's genetically-determined sexual orientation. I did not know that every time I called him sick, perverted and a danger to children, that his feeling of self worth was being destroyed. Bobby ended his life at age 26.”
—from a speech by Bobby's mother

6. “It is against my religion to treat a man I know is homosexual. Besides, they ask for sexually transmitted infections with their promiscuous behavior. Frankly they give me the creeps.”
—from a Public Health nurse

Note: The quotes (at left) that are supposed to be read out loud do not present a neutral view of religious perspectives. Federal courts require public schools to remain neutral toward religion.

NEA Referrals/Endorsements

Politicizing the Classroom/Negative Portrayals of Socially Conservative and Religious Viewpoints

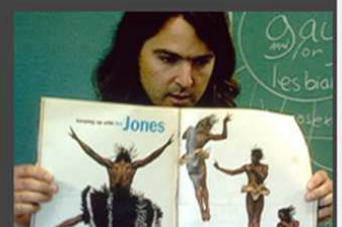
As part of a national Respect for All Project, the NEA helped to promote videos produced by a homosexual-advocacy company called GroundSpark. One of the videos in this project— *It's Elementary*— is a training tool used to equip elementary public school teachers how to look for “teachable moments” to familiarize young children with homosexuality. NEA leaders have endorsed and publicized this video. (See the excerpt/images from the GroundSpark Web site below giving an NEA endorsement. Accessible at http://groundspark.org/our-films-and-campaigns/elementary/ie_who)

Note: Once again, schools are expected to move beyond “tolerance” to pushing nothing short of “acceptance.” During one of its conventions, the NEA adopted a Business Item calling on teachers to “use and promote ‘acceptance and/or respect’ instead of ‘tolerance.’ ”

It's Elementary Reviews, Endorsements, and Awards

It's Elementary Press Kit

The groundbreaking film that addresses anti-gay prejudice by providing adults with practical lessons on how to talk with children about gay people. Part of The Respect for All Project.



“Schools cannot be neutral when dealing with issues of human dignity and human rights. I'm not talking about tolerance; I'm talking about acceptance. *It's Elementary* is a great resource for parents, teachers and community leaders working to teach respect and responsibility to America's children.”

Bob Chase, president, National Education Association

Below are excerpts from the 136-page *It's Elementary* curriculum guidebook, available for purchase from the GroundSpark company (<http://groundspark.org/our-films-and-campaigns/elementary>). Red underscoring is added.

Chapter 17: Mother's Day

By inviting children to share how they celebrated Mother's Day, a teacher identifies many different family configurations and explores the definition of “family.” Emily, a child from another class, shares her Mother's Day essay about her two moms, including her experience of another mother who would not let her child come to Emily's house because her moms were lesbian and how she stood up for her moms. Another child expresses respect for Emily's stand.

Grades: Elementary

Duration: 5 minutes

Note: Apparently, “acceptance” only cuts one way. See the excerpts from the *It's Elementary* curriculum guidebook, at left and below. Think about how these statements would make children who come from a religious or socially conservative home feel—after hearing their families' beliefs and viewpoints portrayed negatively in class.

Voices Of Change

Emily Rosen-King

From *It's Elementary*

“My mothers mean so so so so so much to me. I have two mothers. Two moms is pretty nice. Well, it's more than pretty nice, it's really nice. You can't imagine. Although having two mothers is a problem to others, I respect that that's the way they think, and I can't do anything about it. I still think that those people think stupidly... I am proud of my moms and enjoy marching in the Gay Pride March every single year with my moms.”

NEA Referrals/Endorsements

Politicizing the Classroom/Negative Portrayals of Socially Conservative and Religious Viewpoints

Below are two more examples of excerpts from the *It's Elementary* curriculum guidebook (available for purchase from the GroundSpark company at <http://groundspark.org/our-films-and-campaigns/elementary>). The first example is a sample question that an elementary teacher might be asked by a child—with the suggested answer the guidebook provides for teachers. The bias in favor of same-sex marriage is clear, as is the bias against conservative religious beliefs.

Notice the loaded wording: “Some people are working to change the laws so that lesbian and gay people can get married.” This is positively stated. But “Others are opposed . . .” is stated more abruptly, with no reason for opposition given. This provides an example of an unbalanced perspective that is inappropriate for publicly funded classrooms. Also the meaning of “family” is quickly redefined without debate or space given to other perspectives.

Q: “Can gay and lesbian people get married?”

A: Yes, in some countries lesbian and gay people can get married but not in most of the United States. That's a great question because there are many gay and lesbian couples that love each other very much and decide that they want to spend their lives together. Some couples might have a religious marriage ceremony to celebrate their relationship—some religious organizations perform such ceremonies and some do not. Some couples might have a nonreligious ceremony or some might have no ceremony at all. In most states gay and lesbian people cannot be legally married. Whether or not a couple is legally married, they are still a family if they take care of one another the way families do. Some people are working to change the laws so that lesbian and gay people can get married. Others are opposed to changing the laws.

Lesson 5:

DIALOGUE ABOUT CURRENT EVENTS

Grades 3-8

Note that public school third graders were encouraged to debate the issue of same-sex marriage!

In the film a number of teachers lead discussions about current events. A teacher of an eighth-grade class at the Manhattan Country Day School had students write their opinions about whether LGBT people should be included in the curriculum and then led a spirited class discussion about the topic. A third-grade teacher at Public School 87 in New York invited a student to read aloud her essay about her family—including her two mothers—and then asked students to pretend to be judges and discuss whether or not lesbian and gay people should be allowed to get married. In the “deleted scene” section on the *It's Elementary* DVD, disk two, a fifth-grade class discusses the U.S. Bill of Rights in conjunction with the debate over LGBT people serving in the military.

Note the biased phrasing “anti-LGBT.” This is not a neutral reference to religious beliefs. Federal courts require public schools to treat religion neutrally.

A key component to these discussions is that dialogue is allowed to take place. Remember that your class might include people who have loved ones who are LGBT, people who may be questioning their own sexuality, and people who have been raised with strong anti-LGBT religious beliefs. Leave room for a wide variety of opinions with the caveat that all opinions are expressed

NEA Referrals/Endorsements

One-sided Promotion of Homosexuality

The NEA has also publicized and promoted *That's a Family!*, a video produced by the same homosexual advocacy company that created *It's Elementary* (GroundSpark). *That's a Family!* has been shown to many elementary kids in the public school system as part of "diversity" curriculum. The NEA has even featured these videos in training programs. The excerpts below are from the 53-page Teaching Guide that accompanies the *That's a Family!* video. It is available for purchase at <http://groundspark.org/our-films-and-campaigns/thatfamily>. (Red emphasis marks added.)

That's a Family!

DOMINIQUE & ALMA'S STORY

I'm Dominique and this is my sister, Taquisha, and my other sister, Alma. I have two mothers, Lee and Angie.

Sometimes it's hard to tell other people that our two mothers are lesbians because sometimes they don't understand. They think: "Well how do you have two mothers? What happened to this, what happened to that?"



The way we became a family is our two mothers were friends and they decided they wanted to be more than friends. So they got into a relationship with each other and they started to fall in love. After that, they asked a man to be the father of their baby, so Lee had me and Angie had Taquisha and Alma, and we grew up together as sisters.

Note: Not many parents want their elementary-age children exposed to ideas about artificial insemination and discussions about lesbian relationships—not to mention discussions about unmarried adults moving in together with a child.

BREAUNA'S STORY

My name is Breauna and this is my dad, David, and my other dad, Gregg.

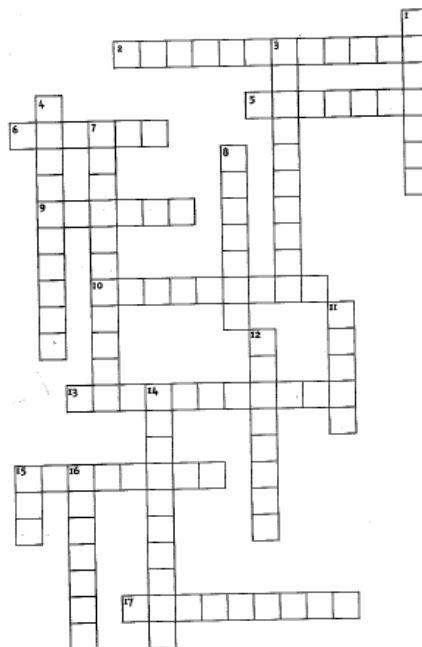
When I was a little kid, David met Gregg and then we decided that we were going to live in Gregg's house as a family.

Note: The *That's A Family!* Teaching Guide also includes a crossword puzzle for elementary-age kids, featuring words like "transgender," "gay" and "lesbian" (red circles added).

"Transgender" is defined as "the sex a person is born with doesn't match the sex they feel like inside their heads and hearts." Again, this isn't a concept most parents want their 5-, 6- and 7-years olds having to grapple with in class.

Parents should be the ones who decide when and if they want to introduce these controversial and complicated sexual topics to their kids.

CROSSWORD PUZZLE



That's a Family!

WORDS

ethnicity
adoption
birth
divorce
stepparent
blended
single
gay
lesbian
guardian
grandparent
foster
heterosexual
homosexual
transgender
bilingual
straight
nationality