

Georgia insight

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"She hath done what she could."

Mark 14:8a

"...and having done all... stand."

Ephesians 6:13c

PONO Choices, Sexuality Curriculum in Hawaii

Pono Choices. In the Hawaiian language the word "pono" means "the right way" or "doing what is right," but parents have informed appropriate officials that this curriculum is not "right" for their children.

Shown in the photograph is Representative Bob McDermott of Ewa Beach, Hawaii, displaying a reproduction of a chart from *Pono Choices*, Hawaii's highly controversial sex education curriculum used with 11-, 12-, and 13-year-olds in public middle schools.

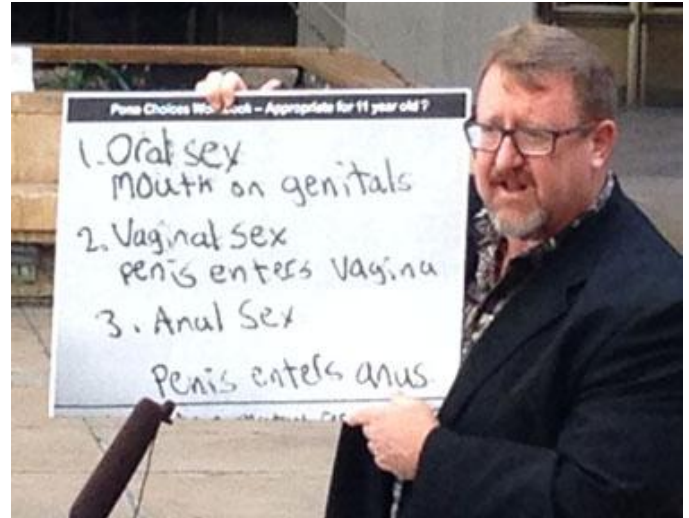
As a legislator and parent, he is outraged that the state Department of Education refused to release a copy of the taxpayer-funded, almost-ten-hour sexuality training already experienced by some 1,700 public middle school students.

On December 16th, 2:00 p.m., Mr. McDermott requested a copy of the teacher's guide, curriculum guide/overview, student work book and other materials to be delivered to his office by December 17th.

However, at 3:24 p.m. this response was sent: "We are not releasing the curriculum or associated materials to anyone who has not gone through the *Pono Choices* training. However, we can arrange for a time to meet so that you can review the curriculum and associated materials. Please get back to us and let us know if you would like to arrange a time to meet."

At 4:13 p.m. Mr. McDermott responded: "The DOE refused my request and sent me to you. Now you refuse my request...I DEMAND you provide me the taxpayer funded materials requested below so I may

review them as a legislator and parent of public school children.



"This is my job. I have sat on the State House Education Committee for six years in my prior stint at the legislature. I am a former College Instructor who holds an MBA and BA. If an 11 year old child (part of your target audience) can figure it out, perhaps I can too. This response is absolutely unacceptable."

Senate Minority Leader Sam Slom R-Hawaii Kai-Diamond Head, explained, "We made a formal request as representatives of the people to get information, which is funded by the taxpayers. It was denied. A government that hides public information is antithetical to democracy. Particularly now when we have our state government and state administration talking so much about transparency. There is a total lack of transparency here."

[UPDATE. The curricula WILL be sent to Mr. McDermott. He will analyze it and forward a comprehensive report for us to use in Georgia.]

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Quick Glance at Sexuality Curriculum in Hawaii

Hawaii State Representative Bob McDermott granted permission for me to quote his analysis of the information first available concerning Hawaii's controversial sex education. He is a former Marine Officer, served in Gulf War I, has been married 25 years, is the father of eight children, and is an active church member. In addition, he is executive of a non-profit organization, Navy League executive director, and has an MBA degree from Chaminade University.

He was a three-term Republican representative in the Hawaii State House 14 years ago and was recently reelected to the legislature. The *Honolulu Star Bulletin* and SHOPO, the State of Hawaii Organization of Police Officers, supported him in his reelection campaign.

When he receives the entire curriculum, which they have promised, he will forward a full report which will be "the rest of the story." Facts from data he got his "hands on" are as follows:

The curriculum is being delivered to me tomorrow. I have asked for it and the Teacher guide, hand-outs, and any and all materials that children are exposed to in the process.

The content and message is subtle and professionally done and you need to thoroughly review it to catch the messages; they have rightfully agreed to provide it.

However, based on what I have gotten my hands on, I can tell you the following:

- *It is NOT appropriate for 11 year old children.*
- *It conflates oral/anal/vaginal sex as **all being equal behaviors** and makes no distinction; this is done under the guise of STD prevention, which is medically inaccurate. (His emphasis)*
- *Does not even mention that HIV infection from Male on Male anal sex is 18 times (that is 1800 percent!) higher than other behaviors. (His parentheses)*
- *It is not a reproduction course as this would give "added value" to vaginal intercourse over anal intercourse. (His emphasis)*
- *It is misleading with regard to sexual probabilities in the exercises relating to homosexual behavior (3 examples: one is a homosexual relationship; that is the healthy one; the other heterosexual relationships are unhealthy). (His parentheses)*

National Sexuality Standards & Georgia's Connection with the Hawaii Experience

Georgia and other states using the Common Core Curriculum will be required to implement sexuality courses already available as National Sexuality Standards with the following goals:

By the End of 2nd grade Identify healthy ways for friends to express feelings to each other.

By the End of 5th grade Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender.

By the End of 8th grade Differentiate between gender identity, gender expression and sexual orientation; define emergency contraception and its use; and describe a range of ways people express affection within various types of relationships.

By the End of 12th grade Differentiate between biological sex, sexual orientation, and gender identity and expression; distinguish between sexual orientation, sexual behavior and sexual identity.

Who Developed Sexuality Training for Public Schools?

Clue: “Religious humanists regard the universe as self-existing and not created. Humanism believes that man is a part of nature and that he has emerged as a result of a continuous process.” – *Humanist Manifesto I*, 1933

Clue: “In the area of sexuality, we believe that intolerant attitudes, often cultivated by orthodox religions and puritanical cultures, unduly repress sexual conduct. The right to birth control, abortion, and divorce should be recognized. While we do not approve of exploitive, denigrating forms of sexual expression, neither do we wish to prohibit, by law or social sanction, sexual behavior between consenting adults.” – *Humanist Manifesto II*, 1973

Sexuality training is developed by secularists, *i.e.* atheists, whose beliefs are in *Humanist Manifesto I and II*. Decades ago DeKalb County stated that health education was based on humanistic values. The headline of *Technique*, the Georgia Tech newspaper, declared on October 17, 1975, “Humanism dominates philosophy of education.” The CDC¹ five-volume sex education series declares its basis to be international values, not U.S. values.

Today’s sexuality training grew from a July 2007 Future of Sex Education Project confab of SIECUS, Advocates for Youth, and Answer. So, who are they? Read the next few paragraphs.

Sexuality Information and Education Council of the United States (SIECUS) was chartered in May 1964 and began functioning July 1, 1964. Its founder Lester Kirkendall, who signed the Humanist Manifesto as Professor Emeritus, Oregon State University, emphasized the human sexuality aspect of SIECUS. In *The Humanist* magazine Kirkendall explained that sexual knowledge is *a matter of necessity* in achieving “population control.” (Emphasis in the original)

Dr. Mary Calderone, 1974 Humanist of the Year, had served as medical director of Planned Parenthood – World Population for eleven years before the founding of SIECUS, which she is credited with structuring. She became its first executive director, and was a major guiding force for national sex education.

In a January 18, 1968 Channel 9, New York City TV interview, Dr. Calderone said, “I accept and advocate masturbation as part of the evolutionary sexual development of the individual.” In the same interview, she derided the religious concepts of the Bible as “myths,” urging that “the whole relationship of man to woman **MUST** be changed.” Later, she outlined her goals as:

- (a) Merging or reversing the sexes and sex roles;
- (b) Liberating children from families; and
- (c) Abolishing the family as we know it.

Advocates for Youth “heavily” collaborate with national, state, and local groups to “run a number of initiatives.” Their specific goals: (a) contraceptive access for youth, (b) teen pregnancy prevention, (c) STI² prevention, (d) comprehensive sex education, and (e) ending “homophobia” and “transphobia” against youth.

Answer is a national organization providing and promoting unfettered access to comprehensive sexuality education for young people and the adults who teach them. They work to provide young people with open access to direct sexuality information, without interference. They provide teachers with resources, information and best practices to teach sexuality to youth.

¹ On August 18, 2000 South Carolina Attorney General Charlie Condon opined about The Centers for Disease Control series of sex education courses: “There are instances in these materials which require participants to make a ‘verbal contract’ of confidentiality not to tell anyone – including their parents – as to what is discussed in the classroom ... a clear contravention of [a S.C. law] mandate to give parents the opportunity to exempt their children from the program.”.

² Note: STI (sexually transmitted infections) is the current term. Formerly it was STD (sexually transmitted diseases), which was formerly VD (venereal disease) because such diseases were discovered *via* venereology research.

Defying & Denying Parental Authority

“A school should never disclose the student’s gender non-conformity¹ or being transgender¹ to the student’s parents unless the student consents.”

– The Transgender Law Center

When he signed the transgender law August 13, 2013, Governor Jerry Brown thrust California public schools into a social construct that ignores natural identity and allows children to assume *faux* identities. Obviously, the choice can be daily or hourly, considering Transgender Law Center (TLC)² Recommendation 7, quoted above and repeated below. Evidently, students may choose to transgender out-of-the-closet at school, but back-in-the-closet after school. Why do reasonable people encourage impressionable children to do that?

Facility change: Effective January 1, 2014, 6.2 million California students in public elementary and high schools will find school bathrooms and locker rooms reconfigured to accommodate their peers who switch sexual identities. Result: Humans who are biological boys may re-identify and use girls’ restrooms, showers, and clubs, and play on girls’ sports teams, as though they were girls. Conversely, the law applies to humans who are biological girls. Painfully absent is the right to privacy for students who do not switch, since it’s mandatory for the vast majority of students to accommodate variant behavior of a miniscule number of children who switch at school, whether hourly or daily. Why not designate unisex facilities for the switchers?

Facts Revealed by That Law. Fact: In passing the bill, legislators ignored public opinion, parental authority, and most taxpayers, as did the governor when he signed it into law. Fact: By doing so, they sided with the TLC, Gay-Straight Alliance Network, Gender Spectrum, Equality California, ACLU of California, National Center for Lesbian Rights and certain parent-teacher organizations. Fact: Voting parents of the 6.2 million public school students exposed to their experiment, most certainly, outnumber members of those organizations. Fact: By siding with the “experts,” officials revealed their agreement with the following TLC “trans” positions:

Recommendation 7: Confidentiality (Note the explicit rejection of parental authority.)

“A school should never disclose the student’s gender non-conformity or being transgender to the student’s parents unless the student consents.”

Recommendation 8: More role models and access to accurate information

“Schools should make an effort to employ transgender and gender non-conforming teachers. Schools should have books about transgender and gender non-conforming people. Schools should make sure that everyone is aware that there is a great human gender diversity that certainly includes female and male, but goes far beyond.”

¹ *Rights of LBT Women in Georgia Shadow Report of 2012*, to be submitted to the Committee on the Elimination of all Forms of Discrimination Against Women (CEDAW), defines LBT and terms mentioned above as follows:

- *Gender Non-conforming or Gender Variant* describes individuals who do not conform to prescribed social “norms” regarding “gender appropriate” conduct and presentation, whether or not they identify the gender associated with their sex assigned at birth.
- *LBT* is an abbreviation for lesbian, bisexual and transgender. This umbrella term is meant to include lesbians, bisexual women, transwomen (male-to-female transgender persons) and transmen (female-to-male transgender persons).
- *Transgender* is an umbrella term for people, whose gender identity, expression or behavior is different from that typically associated with their assigned sex at birth, including but not limited to transsexuals, travesties, transvestites, transgenderists, cross-dressers, and gender non-conforming people.
- *Transsexual* refers to a person whose gender identity is different from their assigned sex at birth. Often transsexual people alter or wish to alter their bodies through hormones or surgery in order to make it match their gender identity.

² TLC sponsors: National Center for Lesbian Rights, Female-to-Male International, Echoing Green Fdn., Yale University initiative for Public Interest Law, Horizons Foundation, Sisters of Perpetual Indulgence, Common Counsel Foundation.

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