
How did June become LGBT Month?

1999 Video: "It's Elementary, Talking about Gay Issues in School"

"It was Sunday School in Reverse!"

14 Years to Indoctrinate a Generation: In 1999 Georgia Public Television aired a video for schools and teachers to use for the sole purpose of promoting alternate lifestyles. Filmed in actual elementary and middle school classes (public and private), it skillfully illustrates the reprogramming of children to accept alternate lifestyles. The film "It's Elementary, Talking about Gay Issues in School" would be better titled, Promoting Gay Issues in School.

While ignoring the pupils' religious training, their home-taught morality and the illegality of homosexuality, "It's Elementary" demonstrates ways children can be manipulated into accepting variant lifestyles, but never mentions the possible hazards or complications.

Clips from the Video: In New York's Public School 87, the fourth grade teacher explained to her class that there is no right or wrong side in the homosexual discussion. In another class, a third grader read her contest-winning poem about celebrating Mother's Day with her two moms, who sat in the class wearing pink triangle pins, a symbol of homosexuality.

Peabody Elementary Public School in Cambridge, Massachusetts displayed an exhibit of pictures called, "Love Makes a Family: Living in Lesbian and Gay Families." Entire classes were led to the exhibit, where they stopped to study the pictures and hear their teachers read aloud the captions under each one. The promotional flyer explained that "LOVE MAKES A FAMILY" is a *photograph-text exhibit of twenty diverse families with lesbian or gay members designed to celebrate family diversity and bring more visibility to gay and lesbian people.*

Eighth grade teachers in San Francisco's Luther Burbank Middle School turned social studies and science classes over to a lesbian and a male homosexual who discussed their homosexuality and answered questions about their lifestyles. The 24-year-old lesbian said she was 19 when she "came out" and the male, whose father is a Pentecostal preacher, said he came out at 17.

The lesbian explained that a student who heard her speak previously said, "I thought gay people were all evil, but now I know they're just like me." After that discussion, students were asked whether their thinking had changed. To that, one student said, "They look straight." Another said he had learned that "Not all gay people are looking for sexual experiences."

Gay Pride Day at Cambridge Friends School was shown in the video. Cambridge, a *Quaker School* in Cambridge, Massachusetts, *celebrated its 4th annual gay pride day* with students and teachers wearing pink triangle pins to show their support for alternate lifestyles.

What caused this culture change? Humanism's doctrine that man is god has become popular and situation ethics became the basis for public education. Standards of right and wrong are being scuttled and natural law is ignored. With that rejection of Christianity, "every man does that which is right in his own eyes." Result: God-less confusion!

Curricula Promoting Alternate Lifestyles – Innocent at Age 5, Activists at 11

The field-tested curriculum is a systematic, persistent, progressive *programming of children* to accept alternate lifestyles. Bold indoctrination begins in kindergarten and is built upon, expanded and reinforced in each lesson.

Result: once-innocent children emerge from fifth grade as civil rights activists promoting all sexual preferences. In 2001, after ten years of activism in San Francisco public schools, the Lesbian & Gay Parents Association and Buena Vista Lesbian & Gay Parents Group produced new curricula, *Preventing Prejudice, Lesbian/Gay/Bisexual/Transgender Lesson Plan Guide for Elementary Schools*.

Lesson 1, K - 1. The Crumple Figure

Children learn that “safe school” means no name-calling, put-downs or negative comments about anyone. The teacher introduces, defines and discusses new words – faggot (homosexual) and dyke (lesbian). Then, students practice replacing put-downs by complimenting “partners” and affirming others. Students are told to consider how they would feel after being “put-down.”

Lesson 2, K - 1. What is a Boy/Girl?

Under the subject of stereotyping, students are taught there are *no* differences between boys and girls. Children are put in groups¹ to make charts – a column for “boys,” a column for “girls” – then put photos of boys and girls where they are expected to be, cooking, playing ball, or playing with dolls. The teacher follows up by discussing clothes worn by boys and girls in the pictures and challenging the assumption that boys don’t wear dresses. Then, the teacher deletes sexual distinctions with a new chart labeled “kids” to replace the columns for boys and girls.

Lesson 3, K - 1. Who is in Your Family?

As students define what “family” means to them, they are led to discuss “males” and “females.” With unifix cubes they build figures of family members but *cannot use* colors to distinguish between sexes. If cube-families don’t reflect diversity, the *teacher builds* a lesbian or gay family with two moms or two dads. Then, teacher reads *Asha’s Mums* and *Who’s in a Family?*

Lesson 4, K - 1, 2, 3. Jesse’s Dream Skirt

Cross-dressing is the subject. Previous lessons primed students for “Jesse’s Dream Skirt,” a story about a boy who wears a skirt. The children must show respect when Jesse² wears his skirt. Since school is a safe place, they must not laugh or use put-downs. In the middle of the story, the children are asked how they would feel if someone laughed at what they wear. After the story, the children draw a picture of Jesse in his dream skirt and the teacher tells them that boys in skirts are no different from girls in baseball uniforms. Old clothes and large material remnants are collected and the children have a time for dress-up and role-playing.

Lesson 5, Grades 2 – 3. What Makes a Family?

In another lesson on family, they discuss males and females. Each group reads *Families: A Celebration of Diversity, Commitment, and Love* and they receive two hand-outs: Worksheet 1, “Questions about Families,” requires pupils to list the number of moms, dads, siblings and other adults in their own family. On Worksheet 2, “Family Structures Survey,” the children record the same information about families mentioned in their reading assignment. The teacher reads other storybooks, but changes mom and dad to *mom and mom* or *dad and dad* and explains why the words were changed. The teacher compares (a) families headed by husband and wife and (b) households headed by lesbian, gay, bisexual, transgender partners.

¹ Group learning and cooperative learning suppress individuality, promote group thinking and challenge absolute beliefs.

² “Jesse” is a name used for both boys and girls. Don’t overlook that subtlety here, since androgynous names blur sexual identities.

Consider the latest trend toward giving newborn girls names usually given boys. Is that coincidental or part of a strategic plan?

Homework: The Key to Reprogramming the Family

Lesson 6, Grades 2 - 3. Who Loves Whom? LGBT Relationships

“There are many ways to love” is used, repeatedly. (a) “People love in different ways;” and (b) “Some people fall in love with people of the opposite sex and others with people who are the same sex.” In groups, pupils list examples of romantic love, friendship love, family love, other love (pets, etc.). After the teacher reads *My Two Uncles*, pupils identify the kinds of love in the story. Grampy didn’t want Phil to attend his anniversary, so Ned¹ didn’t go. The teacher asked: In this story, what love felt good? What love didn’t feel good? Why? Pupils rewrite fairy tales like Cinderella, replacing characters with lesbians, gays, bisexuals and transgender. Children are told that same-sex couples are not allowed to get married and discuss whether that’s fair.

Homework: Each child writes a make-believe story about a family that looks different from his own family.

Lesson 7, Grades 2 - 3. Symbols of LGBT Pride

This is recommended for use during Lesbian and Gay HISTORY Month (October) or Lesbian and Gay PRIDE Month (May or June). After learning the origin of the rainbow² flag or decal as a homosexual symbol of pride in LGBT lifestyles, pupils are placed in groups of six and each child gets a different-colored strip of paper that, together, form a rainbow flag. They write on the strips something that makes them proud and glue the strips on white paper. The groups read aloud their statements of pride and show the class their flags. The class makes a rainbow banner to put in the hall and the teacher discusses prisms and rainbows in science³ class.

Homework: 1. Children and their families make a flag to reflect something that makes their family proud.

2. Then, color the six stripes in the rainbow flag in the order in which they occur.

Lesson 8, Grades 4 - 5. LGBT People in the Community

Children contact LGBT people in the community and obtain names from the Gay Lesbian & Straight Educators’ Network (GLSEN) or Parents, Friends & Families of Lesbians & Gays (PFLAG). Two or more people from GLSEN and PFLAG are invited to be interviewed in class. After brainstorming, each group lists at least three questions to ask the visitors who, also, are asked to bring pictures of their “family of choice” and talk about their partners. After questions are answered, the teacher leads discussions about jobs in the community and asks pupils whether they think LGBT people can do those jobs. The curriculum suggests that they go on a class field trip and visit the job sites of their homosexual speakers.

Homework: Children must draw or write a thank you note to the visitors and list one thing they learned.

Lesson 9, Grades 4 - 5. Families Portrayed in Our Culture

LGBT in literature is the focus. Pupils are reminded: (a) there are all kinds of families and (b) many ways to live and love. Children list ten library books and describe the families in them. They return to class, share the results with a partner and decide whether LGBT families are included. Following that is a discussion on how children in LGBT families feel if they’re left out of books. Biographies of LGBT and heterosexual people are compared as to whether there is equal mention of each person’s partner or family. All members of an *LGBT family are invited to class* to talk about their family.

Homework: (a) Students must write a paragraph about what it would be like to live in a lesbian or gay family.

(b) Groups are required to watch different TV shows and record the kinds of families portrayed.

¹ Ned must be the uncle and Phil his partner. although the lesson guide doesn’t give those details.

² The REAL rainbow actually is TWO BOWS OF SEVEN COLORS EACH. The (a) PRIMARY BOW is just under a (b) SECONDARY BOW with less distinct colors. Colors in the two bows are in reverse. The rainbow flag is adapted from the primary bow with the color indigo omitted. Rainbow flag colors are from top to bottom: red (life); orange (healing); yellow (the sun); green (nature); blue (harmony); purple (spirit).

³ Notice the discussion of prisms and rainbows continues in *science class*, an example of integrating an agenda into all subjects.

Homework for 10- & 11-Year-Olds & Families

Lesson 10, Grades 4 - 5. Freedom to Marry

(Suggested time for this lesson: three days.)

- Worksheets: 1. Fair/Unfair Laws¹ 3. A History of Legal Marriage
2. Marriage 4. Homework Survey Results

After the third worksheet, they discuss (a) laws about LGBT marriage. (b) *Where to go from here?* (c) *Should there be a vote?* (d) *Should there be a law?* (e) *Should the court decide?*

The class makes a multiple-choice-question survey about marriages of lesbians and gay men.

Homework, Day 2: Ask three people to complete the survey by selecting from multiple-choice answers.

The next day, students discuss the surveys and form their own opinions about the answers, then discuss government, passing laws, the constitution, civil rights, states' rights versus national rights and make a big graph to post in the hall to use for explaining their work to other children.

Lesson 11, Grade 5. Free to be Myself: Sharing Secrets & Opening Minds

(Two-day lesson.)

The first words in this lesson: "Key Message: It's fine to be transgendered." The teacher leads a discussion to define gender and transgender(ed) and tells a story, complete with picture, of Susan, a transsexual woman, who was Wilson's father who started living as a woman when Wilson was in third grade. Now he's one of two "moms" with whom Wilson lives part time. Wilson says he lost a father, but not a parent.

The Chav Doherty story and picture are introduced because he is a transgendered man, born female. At age 33, she began taking hormones and, by age 37, she looked and lived like a man. After Chav's short biography is read, pupils write journal entries telling what they've learned about transgendered people and how it makes them feel. The teacher paraphrases comments in journal entries to lead discussions about stereotypes, gender, peer pressure/support, teasing, intolerance, keeping/sharing secrets, prejudice, conflict resolution, diversity, inclusion, etc.

Homework: Continue writing in journals about subjects discussed in class.

Lesson 12, Grades 4 - 5. The Struggle for Civil Rights

Teacher and pupils brainstorm civil rights and the teacher asks, "Who deserves civil rights?" Teacher answers, "Everybody," and asks students whether LGBT people deserve civil rights. Groups read about Harvey Milk and tell what they learned. The teacher shows "The Times of Harvey Milk" for greater impact and the class visits the library or the Internet to learn more.

Homework: Write a paragraph on a specific discrimination and present a possible solution for ending it.

Lesson 13, Grades 4 - 5. Coming Out

Key Point: "What happens if I choose to 'come out'?" Children learn what that means and the teacher, then, asks whether they know the expression "coming out of the closet." Children are invited to share their own "coming out" stories, especially about LGBT situations, and breaking gender stereotypes. Each group gets a different "Dear Abby" letter that asks whether a lesbian, bisexual, homosexual or transgendered person, student, parent or teacher should "come out." Groups try to agree on whether the person should "come out" and advise the class accordingly. To continue discussing "coming out", the teacher may show "It's Elementary: Talking About Gay Issues in School". After viewing the video, students discuss whether it was good or bad, easy or hard when teachers and parents "came out of the closet."

Homework: Answer the Dear Abby letter and give personal advice, possibly discussing it with family members.

¹ Pupils use "fairness," not morals or laws, to decide pros and cons of same-sex marriage. That strategy is used by activists today.