

Now before the Legislature – Bill would require homosexual and sexuality education in K-12 as requirement for graduation!

Education Committee could decide any day -- Citizens must take action now!

Bill H1641 must be stopped!

On January 31, 2006, over 400 parents and citizens crowded into the public hearing room at the Massachusetts State House to tell the Education Committee that they did not want H1641 to become law.

At the same time, dozens of leaders and activists from Planned Parenthood and the various homosexual lobby groups were there to tell the committee that parents can't be trusted with their own children – that THEY should make the decisions instead regarding what children are taught about homosexuality and sexuality in the schools.

Bill H1641 would put the “Massachusetts Comprehensive Health Education Framework” as a legal requirement for “competency determination” through grades K-12, and as a condition for high school graduation in Massachusetts public schools. In essence, it would require that homosexuality and graphic sexuality issues be introduced to kids in all grades in Massachusetts schools. Read on. . .

Hiding behind “health.” The Health Framework document is a profoundly radical document written in 1999 by employees of the Massachusetts Department of Education. It was originally written as a “guide” for educators, particularly those who want to find a way to include homosexuality and similar topics into the curriculum. It cleverly weaves traditional “health” issues with attitudes, behaviors, and moral discussions that have little objective connection to health. It's thus a back-door way of pushing a range of objectionable propaganda to children, under the cloak of legitimate health.

In the State House, this is clearly being driven by Planned Parenthood's lobbyists, as well as the homosexual lobby. In 1998, the State Board of Education removed this requirement from the mandatory core curriculum. Through the General Laws, the proponents are attempting to force it back in.

Scare tactics. The proponents are using familiar tactics to intimidate critics. First, they are claiming that critics want to keep kids from being healthy. But “good” health is mixed in with “terrible” health! And worse, they are using the fraudulent “Youth Risk Behavior Survey” to claim that unless kids learn these bizarre things, they will commit suicide, etc. That widely-disputed “survey” is a compendium of extremely leading questions given out to self-selected kids in selected schools across the state. It

is put together by state education administrators who have a vested interest in perpetuating many controversial social programs.

Mixed in among academic subjects! One of the bill's sponsors, Sen. Richard Moore, told the MetroWest Daily “There are ways to integrate it into the curriculum as part of other classes. I don't know that it has to be a separate class,” he said.

Further guts parental notification. Schools across Massachusetts have already decided that homosexuality is not a “human sexuality issue” covered under the parental notification law. There is no parental notification or opt-out language in this at all.

Bill H1050 must be passed!!

Back on October 27, 2005, parents and citizens came and packed that same public hearing room to support Bill H1050 – the “Opt-IN” Bill.

Bill 1050 is the worst nightmare for the homosexual lobby and Planned Parenthood. It would give parents the choice whether their kids get put into sexuality and homosexuality programs, clubs, etc., in the schools.

There are two problems with the current Parental Notification Law. First, it forces parents to go through a difficult and embarrassing process to remove their kids from objectionable programs. Second, it's sufficiently vague about “sexuality issues” that schools claim that it doesn't apply to homosexuality.

Bill 1050 would make all the homosexual and sexuality programs, classes, assemblies, etc., be just like any other elective: OPT-IN. Like Band, Drivers Ed, Drama, etc. If parents like it, opt their kids in. Isn't that fair?

Of course, the homosexual groups and Planned Parenthood are telling the Legislature that parents are too ill-informed and incompetent to decide whether their kids should be put into homosexual programs – that THEY should decide instead! This is insane!

But unless Bill 1050 is passed, parents will continue not having this protection! YOUR HELP IS NEEDED!

Here's what Bill H1641 would require in all Massachusetts public schools:

From the **Massachusetts Comprehensive Health Curriculum Frameworks** (Mass. Dept. of Education, October 1999) which H1641 would turn into law!

By the end of grade 5:

Define sexual orientation using the correct terminology (such as heterosexual, gay and lesbian) - Students write a short answer to define the types of sexual orientation. [Physical Health: Reproduction/Sexuality, sec. 4.3, 4.4]

In other words, the normalization of homosexuality starts young. Regarding "terminology," we may assume this will also include the latest trends in the GLBT activist lexicon: "bisexual" and "transgender". Interesting that this discussion of sexual orientation falls within the "Reproduction/Sexuality" unit, when the school administrations are very busy telling parents that the Parental Notification Act does NOT apply to homosexuality!

Describe different types of families, addressing membership and social influences, and the functions of family members. [Social & Emotional Health: Family Life, sec. 6.1]

This is where same-sex families are equated with normal families. . THIS is why David Parker was arrested! The "functions" of family members is about breaking down male-female roles in families in a child's mind.

Identify whom to talk with about family problems and successes. [Social & Emotional Health: Family Life, sec. 6.3]

This is about telling children to go to people other than their parents with problems.

Describe the concepts of prejudice and discrimination. Students design posters, bulletin boards or web page components on the theme of the 3R's - Responsibilities, Rights, and Respect. [Social & Emotional Health: Interpersonal Relationships, sec. 7.4, 7.2]

Is this health? This is widely used in elementary schools to equate the Civil Rights movement with discrimination against "gays and lesbians." Also: how will "rights" and "respect" be defined?

By the end of grade 8:

Explain setting limits on sexual behavior -- Students discuss consequences around sexuality decisions. Determine and role-play steps that improve decision-making (such as with whom to consult ...) [Physical Health: Reproduction/Sexuality, sec. 4.6, 4.7]

The age appropriateness for this is for a parent to decide, not the school. This assumes that sexual behavior is (or

will) take place. And it obviously necessitates imagining and discussing all sorts of sexual situations and activities. Imagine the small co-ed group discussions and the scenarios the children might decide to role play. (Remember, this is grades 6-8).

Describe behaviors and methods for pregnancy prevention, including abstinence. [Physical Health: Reproduction/Sexuality, sec. 4.8]

This is the Planned Parenthood model for teaching contraception. Children (grades 6-8!) are introduced to the whole range of contraceptive devices and methods. They are told that they need to make a healthy "choice" that's right for them! Abstinence is thus just "another" technique for preventing pregnancy. (Or: will children be encouraged to engage in sexual activities other than vaginal intercourse, in order to prevent pregnancy?)

Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented. Students report on the policies of various states and countries regarding STI's prevention among youth. [Physical Health: Reproduction/Sexuality, sec. 4.9]

Again, the school determines when and how this will be taught. And invariably, the "politically correct" version of AIDS transmission is taught, rather than stressing the truth -- that homosexual activity is much riskier than natural, vaginal intercourse. And will children be told the truth about the ineffectiveness of condom use in preventing most STIs? We haven't seen that so far.

Identify sexual discrimination and harassment -- Students use current events or media portrayal to discuss the consequences of discrimination based on sexual orientation. [Physical Health: Reproduction/Sexuality, sec. 4.10]

This also equates "sexual orientation" with the Civil Rights movement, and reinforces homosexual behavior as a legitimate part of life. In addition, disapproval of homosexuality becomes "discrimination and harassment". Anyone who disagrees is usually labeled a regressive "bigot."

After reading literature in which a young person experienced an intense feeling, students write a poem about the feeling(s) the character experienced. [Social & Emotional Health: Mental Health, sec. 5.7, "Feelings and Emotions" unit]

What literature will be chosen? Upsetting works very often included a focus on death, or adoption, etc., without regard to how this affects individual children. We have also seen many, many schools where works focusing on "gay and lesbian youth" are used.

(Continued on next page. . .)

Recognize the positive contribution of character traits (such as tolerance ...) to relationships, the benefit to relationships, which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole. Students read literature on prejudice and write a paper on how it can cause conflict in communities. [Social & Emotional Health: Interpersonal Relationships, sec. 7.7]

More emotional propaganda. Race, class, and religion are equated with "gender" discrimination (apparently different from "sexual" harassment or discrimination - so opening the door to the "transgenderism"?) and "sexual orientation." Note that an extremist homosexual activist group in Lexington (opposing father David Parker's rights to opt his child out of such propaganda) is called "Respecting Differences." Is this health?

By the end of grade 12:

Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence. [Physical Health: Reproduction/Sexuality, sec. 4.13]

Introducing the wide range of sexual contraception methods, with their own spin on them. Abstinence is just one of many. Particularly dangerous is introducing high-risk methods (such as condoms) to kids. We've also heard of medical professionals telling teen girls that anal intercourse is a way of avoiding pregnancy!

Identify possible determinants of sexual orientation and analyze the weight of each in light of available research. [Physical Health: Reproduction/Sexuality, sec.4.14]

Pushing homosexuality as in-born and genetic, and squashing legitimate discussion of ex-gays, etc.

Identify resources available for treatment of reproductive health problems. [Physical Health: Reproduction/Sexuality, sec.4.20]

The "resources" will usually include Planned Parenthood, as well as other sources most parents would prefer their kids not be involved with - i.e., where children can go to get STI treatment, contraceptives, and abortions, without their parents' knowledge.

Explain confidentiality laws and individuals' rights to seek medical treatment. [Safety & Prevention: Disease Prevention and Control, sec. 8.b]

Again, this is about bypassing parents and going to "health" services, such as Planned Parenthood or Fenway Community Health Center for things like abortions or AIDS tests, which parents would then not know about. Thus, another adult is making medical decisions for your children.

Describe the influence of gender on identity and self-concept – Students have a class discussion on the influence of group stereotypes about gender roles on identity and self-concept. [Social & Emotional Health: Mental Health, sec. 5.15, "Feelings and Emotions" unit]

More propaganda about breaking down traditional male / female "gender" roles in the minds of children, despite how parents might feel about that. This also easily leads into the concept of "transgenderism" and cross-dressing, and even to discussions of sex changes. Parents have had enough of this!

Explain the functions, purposes, and social significance of family from various historical periods, including modern times - Students view films that show changes in families in the last 50 years and identify what constants appear (e.g., caring for each other) and what changes appear evident (e.g., role changes in household and parenting tasks). [Social & Emotional Health: Family Life, sec.6.9]

More social propaganda opens door for discussion of "alternative families." Note the "constant" given is "caring for each other". But no mention of the "constant" of a married father and a mother, and their children. What other "changes appear evident"? Same-sex parent headed households?

Some of their "Resources for Health Education"

Sexuality Information and Education Council of the United States (SIECUS). For example, "Guidelines for Comprehensive Sexuality Education: Kindergarten-12th grade" by SIECUS. SIECUS is a leading advocate for abortion and childhood sexual freedom, with close ties to Planned Parenthood.

GLSEN Boston [Gay, Lesbian, Straight Education Network]. The most radical homosexual propaganda factory out there, responsible for the gay clubs in the high schools, Day of Silence, "Safe Zones", gay day assemblies, etc.

"Gay Straight Alliances: A Student Guide from the Safe Schools Program for Gay and Lesbian Students," published by the Mass. Dept. of Education. Need we say more?

"Resources for Education and Counseling Faculty," Mass. Governor's Commission on Gay and Lesbian Youth, Project for the Integration of Gay & Lesbian Youth Issues.

"A Staff Development Manual for Anti-Homophobia Education in the Secondary School", by the Harvard Graduate School of Education.

"Understanding Homosexuality, Changing School: A Text " Westview Press.

What you must do NOW!

Both of these bills are now before the Education Committee, which could pass them on to the full Legislature or kill them any day now. This is for certain: Planned Parenthood and the homosexual lobbyists are working hard to make sure their access to other peoples' children is unimpeded. And they will be success-full unless YOU take action by mid-March!

Contact the Education Committee.

It's particularly important to contact the House and Senate committee chairmen. But all the members should hear from you.

Call them (see list at right). Don't be afraid to call them at their office or home. They work for you, and make decisions affecting your life. Try to talk to them personally.

Meet with them. Better, get a group to meet with them! You can often meet at their district office.

Write them a letter (They read & respond!). The address is:
[Name of Rep or Senator]
Room [see list at right]
State House
Boston, MA 02133

Email. (You can get their emails on our web site.)

What to tell them:

We're sick and tired of the special interests using our children for their benefit!

Tell them (1) **NOT to pass H1641** under any circumstances. They're using legitimate "health" as a Trojan Horse to force homosexuality and sexuality into the required curriculum. They need to come back with a genuine health curriculum, not a Planned Parenthood one!

Tell them (2) **THEY MUST pass H1050.** Parents demand the right to decide what their kids take. We're offended at the bizarre idea that educrats are more qualified than parents to make these decisions for children.

Feel free to use your own words, in your own manner of speaking or writing.

Spread the word!

Talk this up. Tell your friends. Be creative. If you need more copies of this pamphlet you can phone or email us. Or you can download copies from our website and make copies yourself.

Keep informed.

This is vitally important. There are new developments all the time. Public hearings come up. New legislation, meetings. Calls to action. Things you need to know! **Go to our website regularly. Or better yet, get on our email list.** (At least get on our regular mailing list.)

EDUCATION COMMITTEE Massachusetts Legislature

Rep. Patricia Haddad, House Chairman -- Somerset
Room 473-G ofc: 617-722-2070 home: 508-646-2821

Rep. Geraldine Creedon -- Brockton
Room 473-G ofc: 617-722-2070 home: 508-584-1975

Rep. Paul Kujawski -- Webster
Room 466 ofc: 617-722-2017 home: 508-943-6208

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Room 167 ofc: 617-722-2011 home: 508-481-9132

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Room 136 ofc: 617-722-2396 home 508-888-2158

Rep. Douglas Petersen -- Marblehead
Room 544 ofc: 617-722-2637 home: 781-631-4680

Rep. Richard Ross -- Wrentham
Room 237 ofc: 617-722-2305 home: 508-384-3959

Rep. Martha Walz -- Boston
Room 443 ofc: 617-722-2460 home: 617-262-1934

Rep. Alice Wolf -- Cambridge
Room 134 ofc: 617-722-2400 home: 617-868-8127

Sen. Robert Antonioni, Senate Chairman -- Leominster
Room 109-E ofc: 617-722-1230 home: 978-534-6946

Sen. Edward Augustus, Vice Chairman -- Worcester
Room 413-B ofc: 617-722-1485 home: 508-755-8871

Sen. Scott Brown -- Wrentham
Room 520 ofc: 617-722-1555 home: 508-384-3369

Sen. Pamela Resor -- Acton
Room 410 ofc: 617-722-1120 home: 978-263-5580

Sen. Karen Spilka -- Ashland
Room 323 ofc: 617-722-1640 home: 508-881-6577

Sen. Diane Wilkerson -- Boston
Room 312-C ofc: 617-722-1673 home: 617-445-8989

MassResistance / Article 8 Alliance

PO Box 1612, Waltham, MA 02454

Phone: 781-899-4905

Website: www.MassResistance.com

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