

## Becker School District Presentation

March 14, 2022

Thank you for allowing me to speak to you this evening. I am

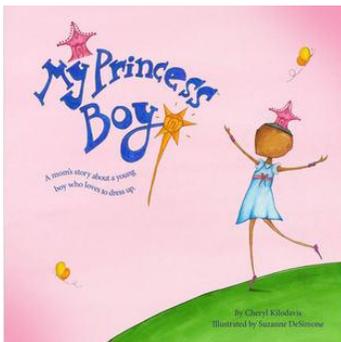
Julie Quist with the Child Protection League. The mission of the

Child Protection League is to protect children from exploitation, indoctrination, and violence. Parents across the state express their great appreciation for the information we provide them. We are mothers and grandmothers whose love for children comes from a commitment to the long-term well-being of children, all children, no matter their race, color, creed, or sexual identity.

Tonight, I'm reviewing just a sampling of books and curriculum that frequently show up in schools in Minnesota as part of Diversity, Inclusion and gender policies. To be clear, I am not aware of, or been informed of, any of these particular books being currently present in the Becker schools. But, because their use is so common, it certainly bears further investigation by the school board whether they, or others like them, *are* currently available to Becker students. As books and reading materials are brought into the schools, each should be viewed through the lens of whether they are right choices for K-12 classrooms. So these are some examples.

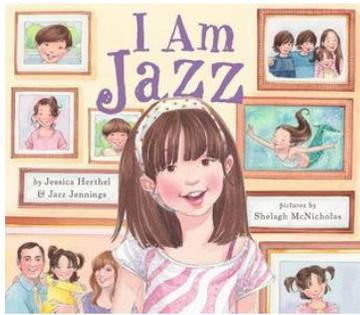
### Starting with the youngest grades:

- ***My Princess Boy*, is intended for ages 3 to 8**



This book is about acceptance, love, and respect, always essential lessons. But it also affirms and normalizes confusion about being a boy or a girl. A 4-year-old boy likes pretty and sparkly things. He likes pink. Wearing dresses makes him happy. The story introduces the youngest of children to question whether being a boy or a girl is really something they are born with. It teaches that our feelings determine our sexual identity.

- ***I am Jazz* is for ages 4 to 8.**

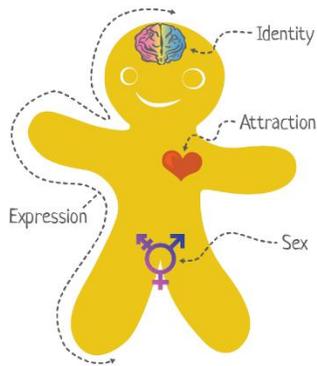


This story about a very famous boy named Jazz Jennings describes to very young children that having a girl brain in a boy body is called transgender, and that loving means affirming those feelings. It means you were born that way. Parents, teachers, and friends all are expected to encourage Jazz’ new identity, including using the girls’ bathroom and playing on girls’ sports teams.

*I am Jazz* suggests to children that if they don’t conform to typical gender stereotypes, they should question who they are. It also teaches that you are not born male or female.

- **Genderbread person, Preschool +**

The Genderbread Person v4 by its pronounced METROsexual creator



Identity ≠ Expression ≠ Sex  
 Gender ≠ Sexual Orientation

Sex Assigned At Birth  
 Female  Intersex  Male

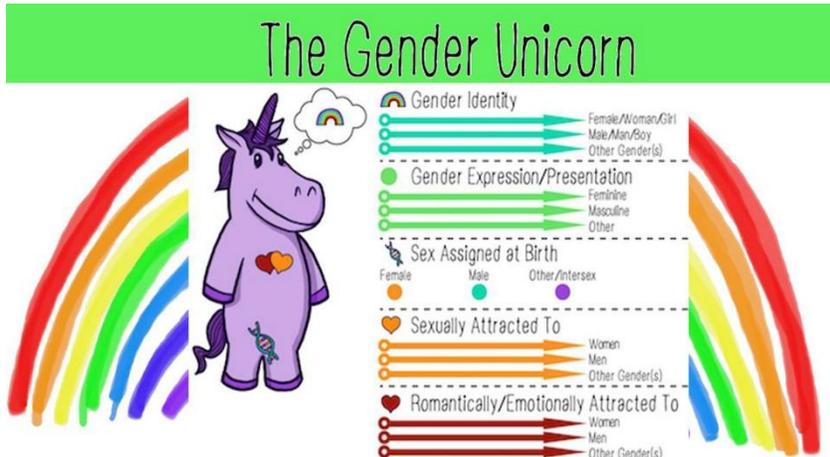


Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killerman For a bigger bite, read more at: [www.genderbread.org](http://www.genderbread.org)

This graphic and the next one, as well as one called Gender Gumby, are found today in many Minnesota preschools, kindergartens, and early grades. They have been included as part of the Minnesota Department of Education’s training for teachers and administrators in what the MDE calls the “Continuums of Gender & Sexuality.”<sup>1</sup>

<sup>1</sup> *Continuums of Gender and Sexuality*, Minnesota Department of Education, School Safety Technical Assistance Center, 2017

- **Gender Unicorn, Preschool +**

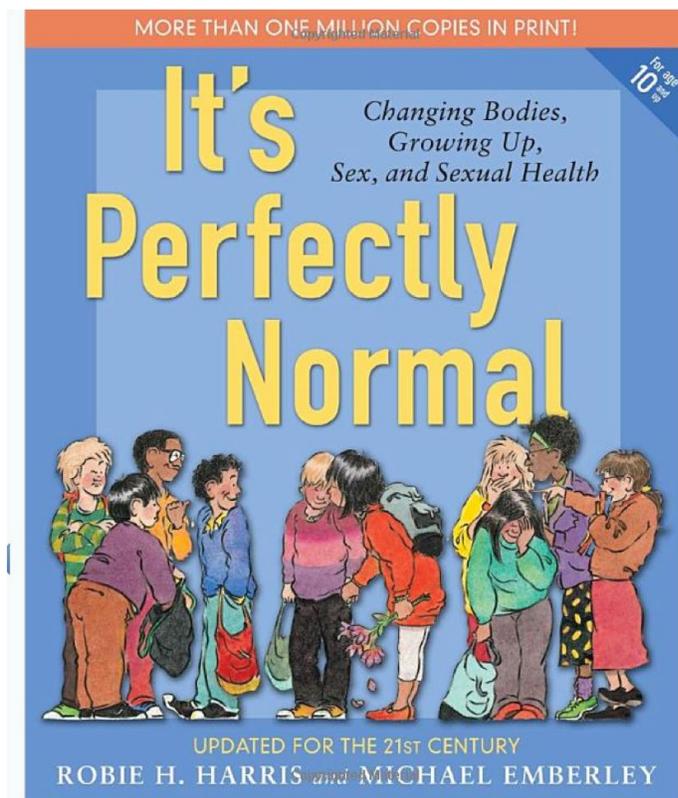


As is obvious, the target audience is very young. These pictures describe a child's gender as being a mix and match of how you feel, what you like, how you act, as well as how you're born. They force every child to make their gender their own

personal creation.

They also force every child to discard the understanding that they are a boy or a girl by birth. The child must decide/choose who they are. With just a look, these pictures impose a false worldview on every very young child in the classroom.

- ***It's Perfectly Normal* is a popular education resource, targeted at ages 10 and up**

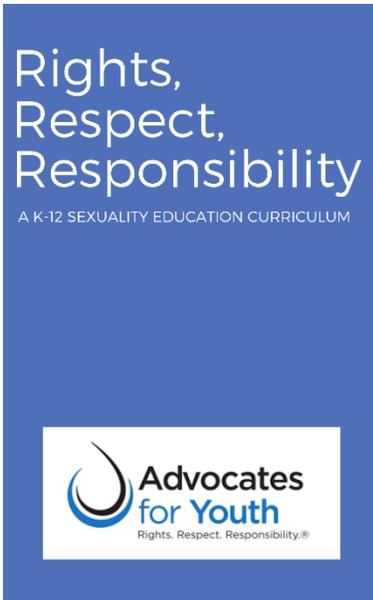


*It's Perfectly Normal* defines transgender as “someone who crosses from the gender that person was born with to the opposite gender.” This “crossing over” is based on their feelings and thoughts. “Some may feel this way all of the time...others may feel this way for only a few months or a few years...And some may feel that sometimes they are one gender and other times they are the other gender.”

*It's Perfectly Normal* completely adopts the view of gender as being fluid and

feeling-based, rather than there being two genders that are based on biology, and it transfers that view of human beings onto young people as **fact**.

- **3Rs (Rights, Respect, Responsibility), by Advocates for Youth, is a K through 12 curriculum recommended for use in Minnesota schools by the Minnesota Department of Education<sup>2</sup>**



*Rights, Respect, Responsibility* adheres fully to the concept of a gender spectrum.<sup>3</sup> The Teachers' Guide strongly encourages this approach in their teaching. Even in early grades, relationships are described using gender neutral language. Mothers and fathers are out.<sup>4</sup> Language is chosen that deliberately avoids projecting a view of heteronormativity, which is the assumption that people and relationships are heterosexual unless proven otherwise.<sup>5</sup> Teachers are encouraged to help middle and high school students “explore the full range of sexual feelings and expressions both in and out of relationships.”<sup>6</sup>

#### **Health Education Training for Elementary, Middle and High School Teachers – March 11**

The department's School Safety Technical Assistance Center is hosting a free, one-day training on **Friday, March 11**, for all educators who teach health and sexual health content. The training will be held from 8:30 a.m. to 3:30 p.m. at TIES Training Center, 1667 Snelling Ave. N., St. Paul. [Register for the training.](#)

The training is for elementary school, middle school and high school teachers who teach lessons in content areas including: health, anatomy, puberty, gender, healthy friendships, identity, healthy relationships, teen social media use, and sexual health. The training is also for GSA advisors. Advocates for Youth will be leading the training, which will be offered in three tracks by elementary, middle and high school levels.

The training is for seasoned and new teachers alike, building on key skills in addressing new content areas for sexual health. The Advocates for Youth newly-released, free online curriculum, [‘Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum’](#) will serve as a foundation for the training. The curriculum's authors Nora Gelperin, M.Ed., Elizabeth Schroeder, Ed.D., M.S.W and Eva S. Goldfarb, Ph.D. will deliver the training.

<sup>2</sup>

<sup>3</sup> Rights, Respect, Responsibility, A K-12 Sexuality Education Curriculum [teachers-guide-1.pdf \(3rs.org\)](#) p. 23

<sup>4</sup> Ibid., p. 24

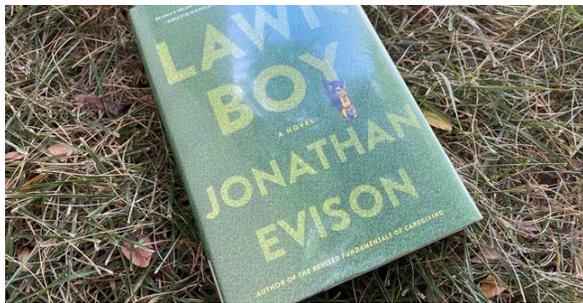
<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

The lessons in the 3Rs curriculum are, as they describe it, “specifically written to challenge the gender binary.”<sup>7</sup>

The following two books are examples of books that may come in with policies of inclusion and gender identity, but there are numerous others with similar themes. These have LGBT themes, but they are also pornographic. Again, whether these particular books are in Becker schools is not a case being made here. However, the school board should investigate their inclusion in either the schools’ libraries or individual teacher’s classroom library, and determine if they should be included, and if so, whether it is content and/or age appropriate for the particular library or classroom.

- ***Lawn Boy*** is recommended for ages 8 to 12. (Jonathan Evison)



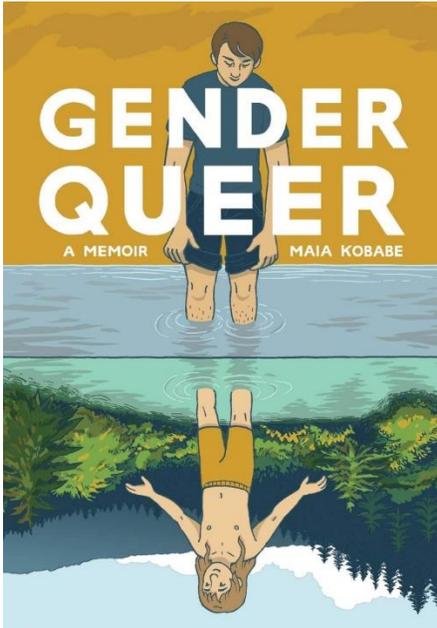
My 10-year-old grandson brought it home from the library, because he thought it was about a kid making money mowing lawns. Children have no idea what they’re getting into when picking up a book off the shelf or the suggestive impact it will have on their minds.

In this book, a 4<sup>th</sup>-grade boy, using obscene language throughout, graphically describes his pedophile experience as a 10-year-old with an adult man. Rather than quote the language here, I will just say that the troubling descriptions present the boy’s experience uncritically. In gender spectrum teaching, when children are taught that all gender expression is acceptable as long as it’s consensual, their natural rejection of an adult/child experience can be understandably compromised.

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<sup>7</sup> Ibid.

- *Gender Queer* is targeted at 15-year-olds and up. (Maia Kobabe)



The author of this book calls herself nonbinary, and she wants to be a role model for young people who are struggling with their identities. The book is obscene & pornographic, as it includes graphic depictions of adolescent sex activities, descriptions of actions I can't repeat in this forum, and illustrations of explicit fantasies.

A discussion of this book was rejected for late night tv in another state, being considered too explicit. Instagram blocked the images as pornographic. It's shameful that some schools would use materials that violate well-accepted community standards inside the classroom.

**These materials are brought in under the umbrella of being “Inclusive.”**

A massive supply of book titles is now available for children that normalize behaviors that violate the norms, values, and beliefs of many families and their community. Children are highly influenced by simple exposure to ideas by teachers they trust; then they adopt them. Many parents are concerned that this genre of literature grooms children for accepting the norms presented to them. And that is their intention.

Does “gender inclusive” mean that it's okay to violate the values and beliefs of the community? The school board has the responsibility to make that decision.

Thank you.