



Child Protection League is a Minnesota nonprofit promoting the welfare of children by protecting them from exploitation, indoctrination and violence.



[www.childprotectionleague.com](http://www.childprotectionleague.com)

Facebook: @ChildProtectionLeague

Youtube.com/channel/ChildProtectionLeagueAction

GAB: @ProtectingKids

Twitter: @CPLAction



## Three Hot Topics...

## THE RAGING WAR ON KIDS 2021

- Comprehensive Sexuality Education
- Critical Race Theory
- Child Predator Probation



But first...the 40,000-foot view...



## WE ARE AT WAR, A WAR ON AMERICA

Transformational education has been the dominant educational paradigm in the U.S. since the 1970's when Antonio Gramsci became popular.

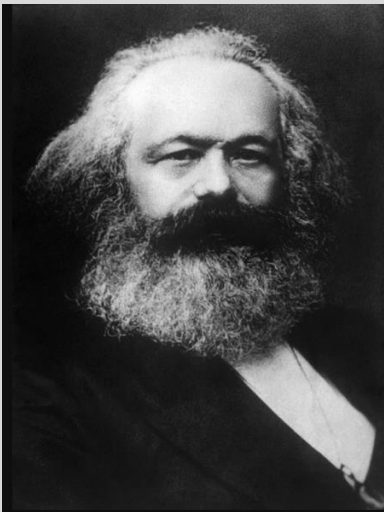
# What is transformational education?

**The purpose of education changes from instilling academic knowledge and skills to transforming values, attitudes and beliefs.**

**Academics becomes incidental to education, not the core curriculum.**



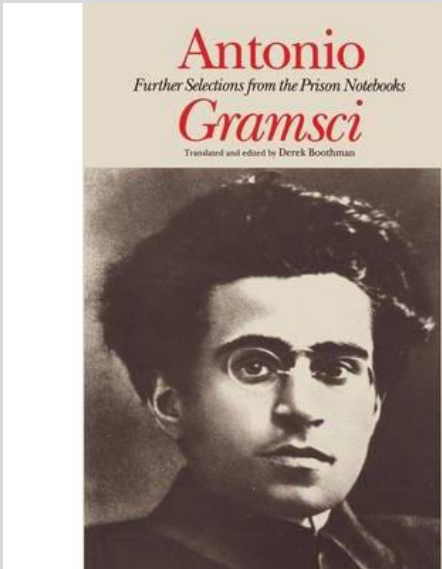
## WHAT IS MARXISM?



**Karl Heinrich Marx**  
**1818 -1883**

- **Political program based upon the theory of class conflict**
- **Imbalance of power between workers and capitalists**
- **Believed "worker revolutions" would usher in socialists societies**
- **Legitimized man's darkest brutalities and resulted in mass starvations, gulags, executions and chaos**
- **100 million dead**

## Who is the father of transformational education?

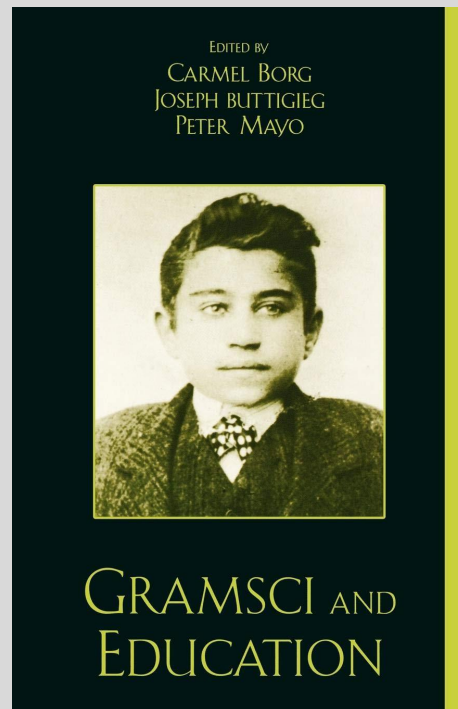


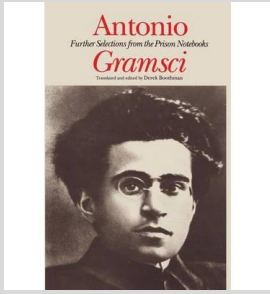
- Italian Stalinist writing in the 30's
- Culture, not economics (Marx), is the center of revolution
- The group that controls social institutions controls the rest of society.
- Political power is built on cultural power

## Antonio Gramsci

**Gramsci became popular in the 70's in American universities.**

- Radical subversion of the culture creates revolution
- Father of "multiculturalism": the "culture wars"
- Infiltrate/subvert universities, churches, media, arts
- Cultural Marxism





**What is the goal of transformational education?**

**According to Gramsci, the goal is the total transformation of culture and society in order to create the world-side Marxist state.**



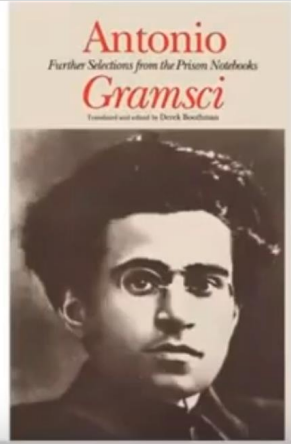
## **GRAMSCI STRATEGIES FOR TRANSFORMATIONAL EDUCATIONAL CHANGE**

- 1. Deconstructing the language**
- 2. Finding your own truth**
- 3. Emphasizing power and group identity**
- 4. Group conscience**

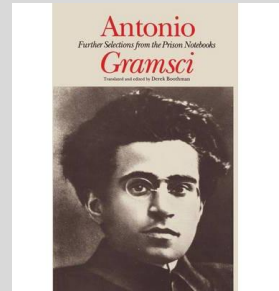


# REVOLUTION FROM WITHIN

# Transformational Education



- **CULTURE** not economics was the center of any revolution. Whoever controls social institutions would control the rest of society.
- His approach to education was simply **this:** *if you can change the way children think and speak you will create social change.*

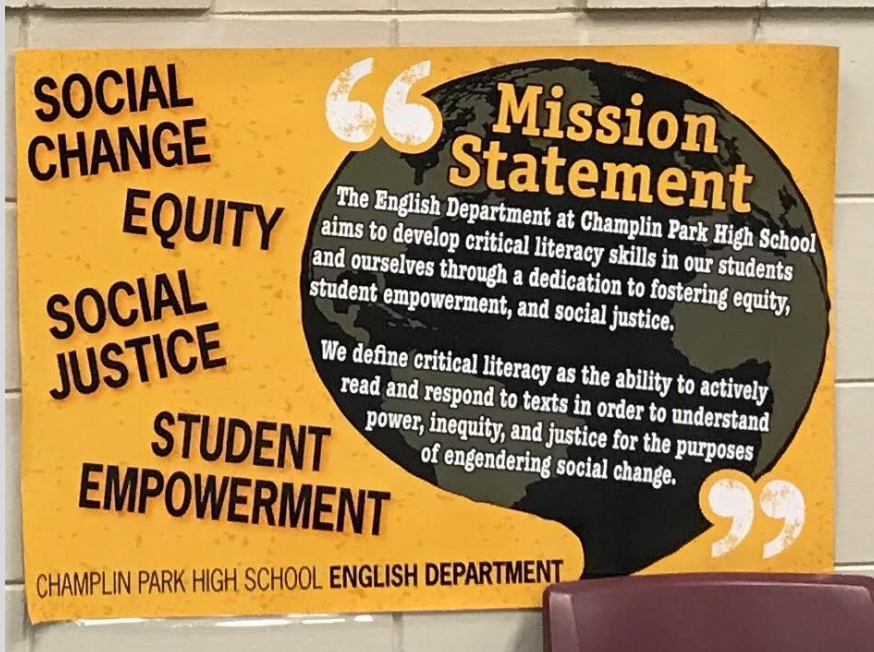


## Primary Strategy

# "On Education," by Antonio Gramsci

**Create social change by**  
**changing the way we think & speak**

**[Examples: implicit bias, white fragility, systemic racism.]**



**Mission: Champlin Park High School English Department**

**“... for the purpose of engendering social change.”**



Comprehensive Sex Ed is derived from the Kinsey-SIECUS-Planned Parenthood network.

SIECUS was established as the sex education arm of the Kinsey Institute.

**“What is Sexuality Education?”**

Barb Anderson

**YouTube.com**

Search “Child Protection League Action”

**“Transformational Education”**

Julie Quist





## SEXUALITY EDUCATION & INFORMATION CONSORTIUM OF THE U. S. (SIECUS)

**Sex ed is a vehicle for social change. Full stop.**

January 2019



**“Sex ed for social change — What does that mean?”**



“While sex education is a necessary sexual health tool, it can (and should) be **so much more than that**. With sex education, we have a **golden opportunity to create a culture shift**—tackling the misinformation, shame, and stigma that create the basis for many of today’s sexual and reproductive health and rights issues, like:

- **Reproductive justice [abortion]**
- **LGBTQ equality [all sexual orientations must be approved]**
- **Sexual violence prevention [CSE doesn’t prevent sexual violence]**
- **Gender equity [gender fluid ideology]**
- **Dismantling white supremacy”**







# Strategic Framework

## Values



- SIECUS advances comprehensive sexuality education as a means of building a foundation for **a long-term culture shift** that will positively impact **all levels of society**, particularly issues of gender equity, sexuality, sexual and reproductive health, consent, personal safety, and autonomy.



November 12, 2019

**“At SIECUS, we believe that sex ed can spark the social change we need in response to a variety of pressing issues... That’s why we’re now**

**SIECUS: Sex Ed for Social Change,”  
said Christine Soyong Harley, SIECUS President & CEO.**





## International Planned Parenthood Federation (IPPF)

**EXCLAIM!**

**Young People's guide to  
'Sexual rights' an IPPF  
declaration'**



***“It is important for all young people around the world to be able to explore, experience and express their sexualities .. This can only happen when young people’s sexual rights are guaranteed. “[Emphasis added.]***

With Planned Parenthood, there is no such thing as right or wrong when it comes to sexuality. They teach a values-free philosophy of sexuality to our children.





discrimination and

- Removal of parental involvement or spousal consent laws that prevent young people from seeking sexual and reproductive health services.



...of health, or in order to protect people's rights and freedoms. Any limitation on sexual rights must be non-discriminatory, including on the grounds of age.

**What does this right entitle young people to?**

- Recognition, protection and fulfilment of young people's legal rights at all times, no matter their age, gender or sexual orientation.



Tumblr “was most popular with the teen and college-aged user segments with half of Tumblr's visitor base being under the age of 25.”

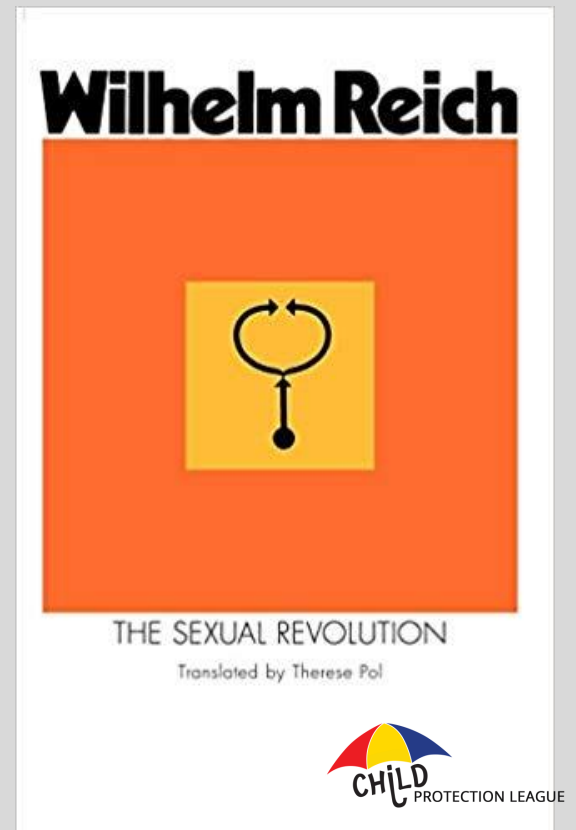


**“Since the number of sexual partners you’ve had doesn’t say anything about your character, your morals, or your personality – or about anything at all really– there’s nothing bad or unhealthy about having a big number of sexual partners.”**



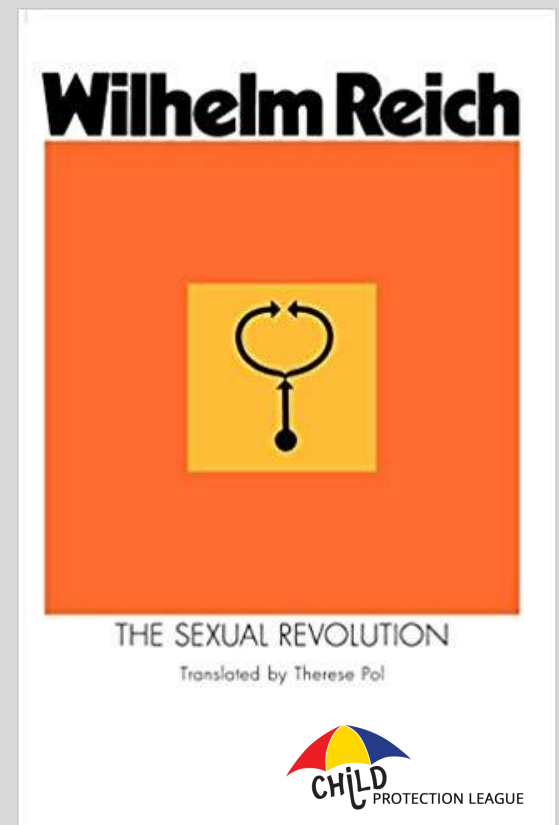


- Austrian psychoanalyst, Marxist, and sexual revolutionary in early 1900s.
- Extraordinarily influential. Sexualize the culture.
- Free yourself of repressive sexual morality, live out your urges, and create the paradise of a “society free of domination.”
- Result would be extermination of the churches and the traditional state.
- Reich’s cultural revolutionary breakthrough bore fruit in the 1960s.



Basis of authoritarian state: one’s relationship to God, to the church, to tradition, to parents, to teachers.

- Sexualization was the vehicle for destroying these relationships, and the whole social order.
- The patriarchal family is the foundation and ideological training ground of all authoritarian social orders.
- A classless society required destroying traditional marriage and family.
- Sexualization of the masses, especially children, is the means to this end.

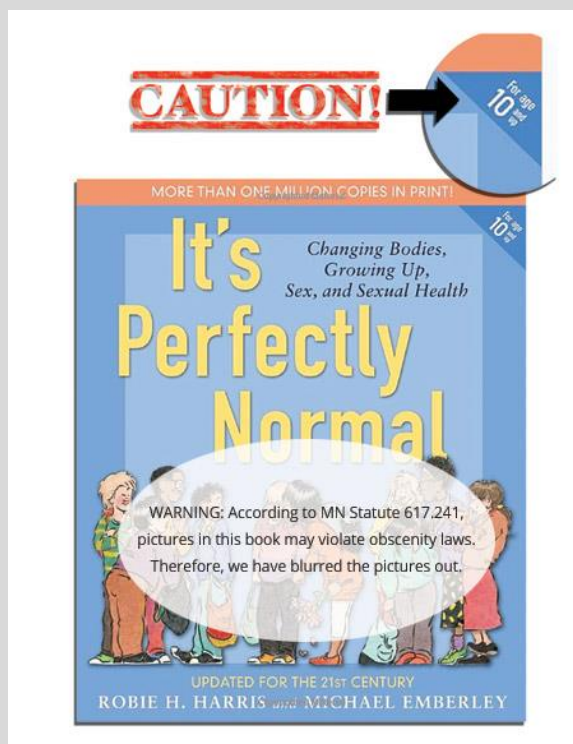
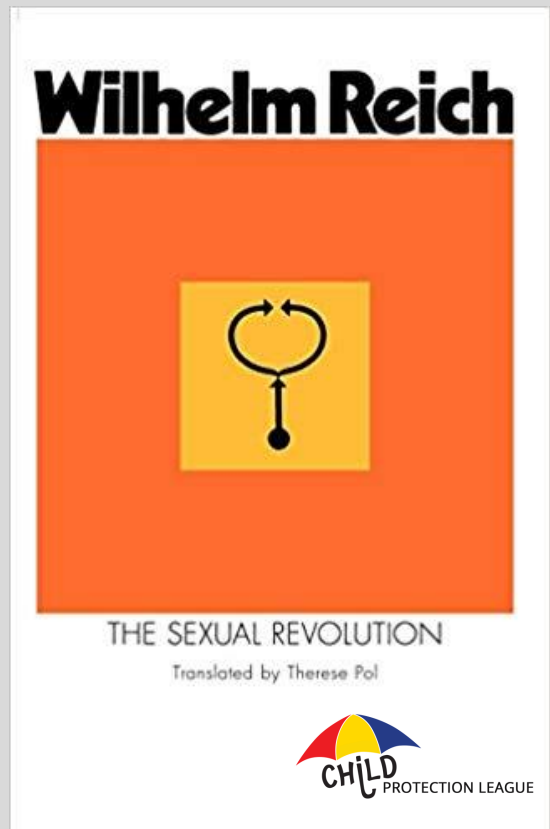




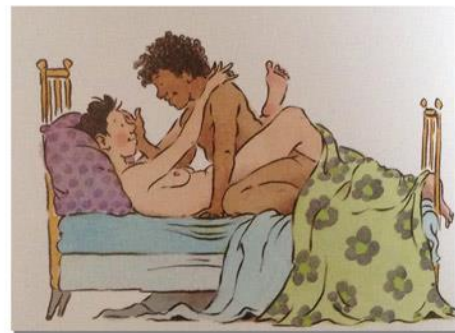


Sexually active children are natural revolutionaries who rebel against any authority.

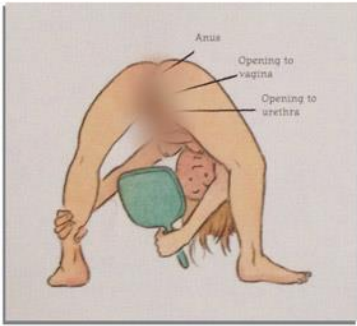
- “Revolutionary youth is hostile and destructive to the family.”
- Abolish the “sex-negating... structure of the family” by using sexualization to release children & youth from their family ties.
- Promoted masturbation and, starting at puberty, sexual intercourse to free youth sexuality.
- “We do not discuss the existence or non-existence of God—we merely eliminate the sexual repressions and dissolve the infantile ties to the parents.”



*“Sexual intercourse - ‘having sex’ - can involve the penis and the vagina, or the mouth and the genitals, or the penis and the anus.”*



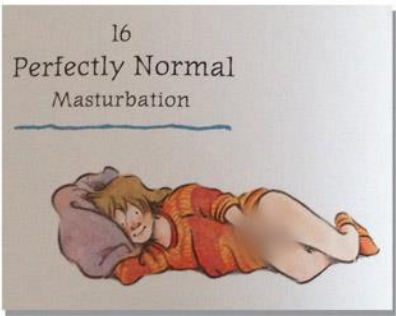




Is this appropriate for a ten-year old to see?



A "yes" vote on HF 826, the Bullying Bill, is a "yes" to this for children.

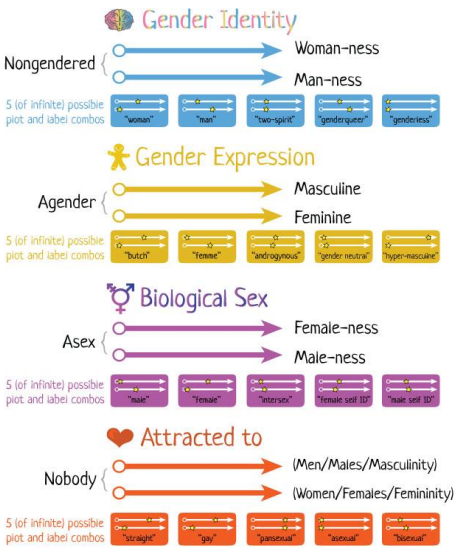
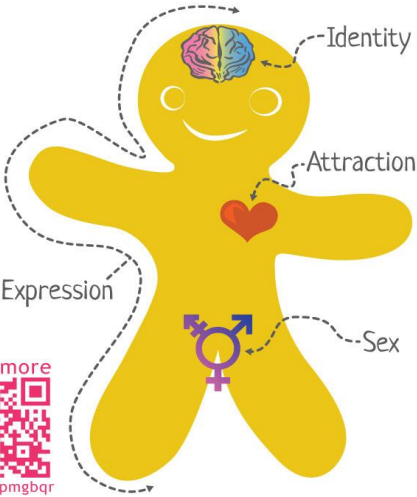


# HF 358/SF 632: The Comprehensive Sex Ed Bill (CSE)

"diverse sexual orientations and gender identities;"

## The Genderbread Person v2.0 by its pronounced METROsexual.com

Gender is one of those things everyone thinks they understand, but most people don't. Like Inception. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



The Genderbread Person is used by the MDE staff to train teachers and administrators across the state in gender ideology.





# Jaco Booyens

Internationally recognized for  
his work to stop sex trafficking

Movie *8 DAYS*

**"Comprehensive Sex Ed in the public schools  
does the grooming for pimps and predators."**



## Comprehensive Sex Education Toolkit pdf

[https://cplaction.com/wp-content/uploads/CSE\\_toolkit.pdf](https://cplaction.com/wp-content/uploads/CSE_toolkit.pdf)

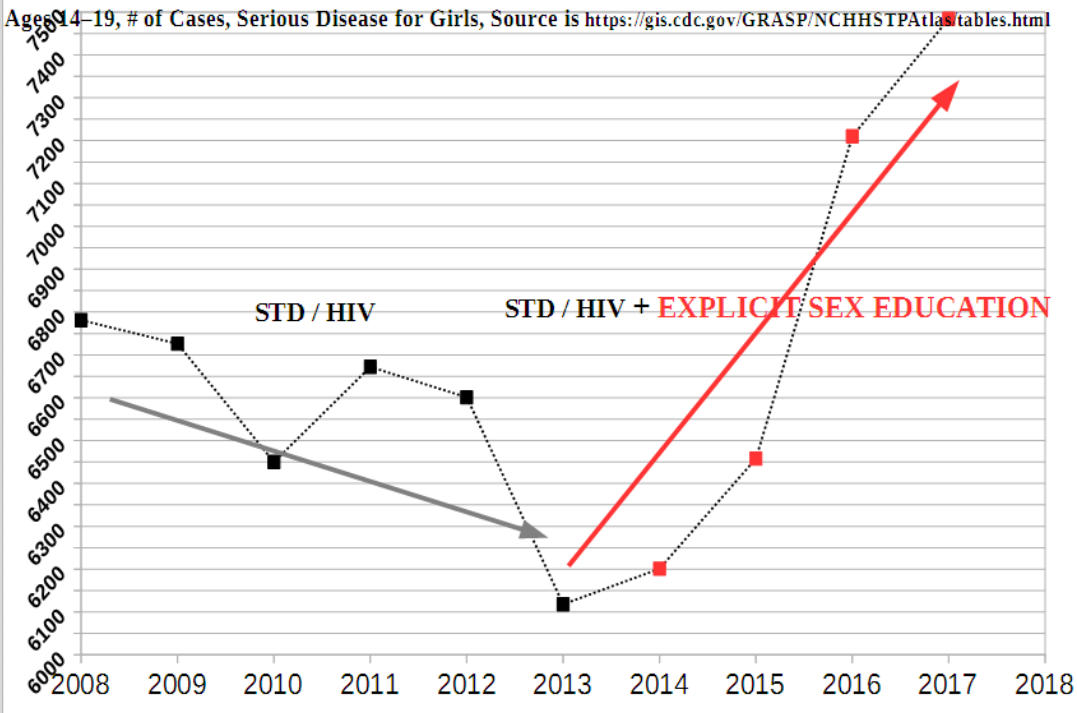
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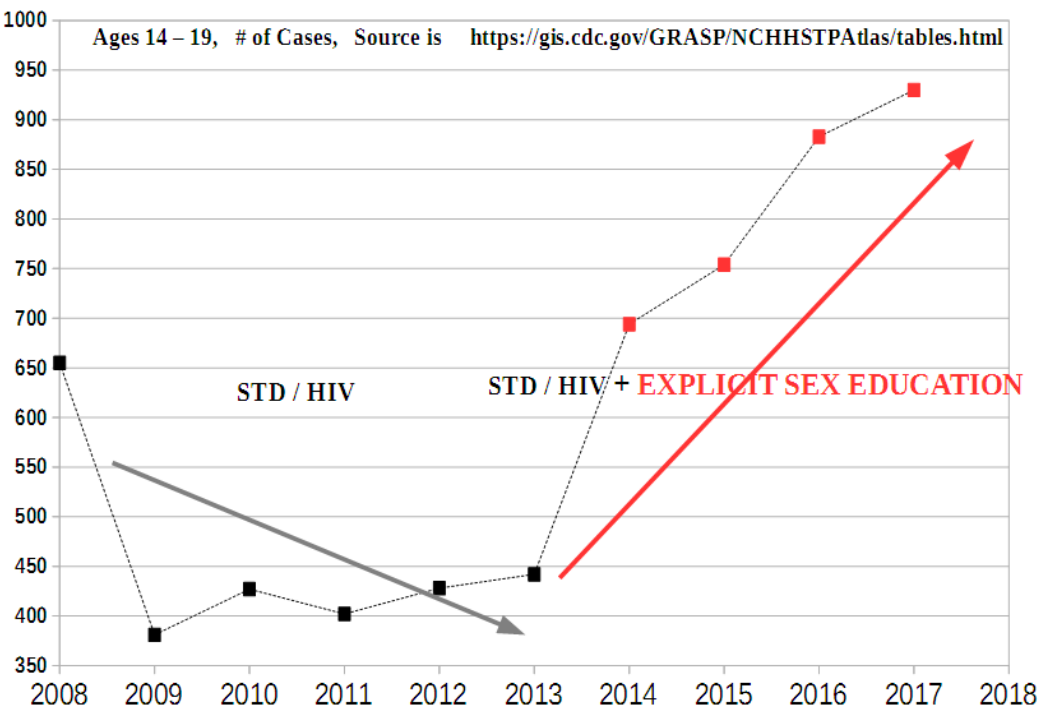




# CHLAMYDIA - Federal CDC - WASHINGTON STATE

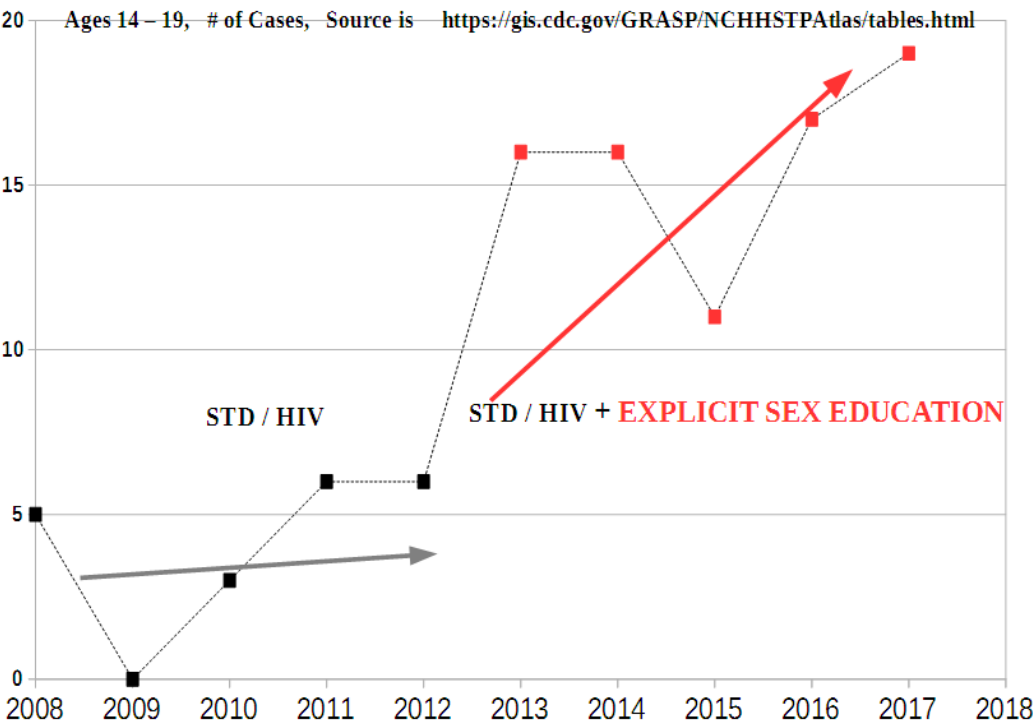


# GONORRHEA - Federal CDC - WASHINGTON STATE





# SYPHILIS - Federal CDC - WASHINGTON STATE



## Is CSE Effective?

### Re-Examining the Evidence for Comprehensive Sex Education in Schools 2019



#### Part One: Research Findings in the United States





THE INSTITUTE FOR  
RESEARCH & EVALUATION

6068 S. Jordan Canal Rd.  
Salt Lake City, UT 84118  
ph. 801.966.5644

## Is CSE Effective?

Out of 60 school-based CSE studies, we found no evidence of effectiveness at producing sustained reductions in teen pregnancy (0 programs) or STDs (0 programs). One study showed evidence of effectiveness, as defined above, at delaying sexual initiation but evidence from multiple replication studies was not confirmatory.



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## Is CSE Effective?

There was no evidence of effectiveness at increasing consistent condom use—the behavior required to provide meaningful protection from STDs—and only two studies (by the programs' developers) reported effectiveness at increasing condom use frequency (a less-protective measure), findings that have not been replicated.







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RESEARCH & EVALUATION

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## Is CSE Effective?

We found no evidence of effectiveness for CSE's purported dual benefit—there were no sustained increases in both teen abstinence and condom use (by sexually active teens) within the same target population.



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## Is CSE Effective?

CSE failure rates at producing sustained effects on targeted outcomes included 88% failure to delay teen sexual initiation and 94% failure to reduce unprotected sex. And seven out of 60 studies (or 12%) of school-based CSE programs found significant negative effects on adolescent sexual health and/ or risk behavior.





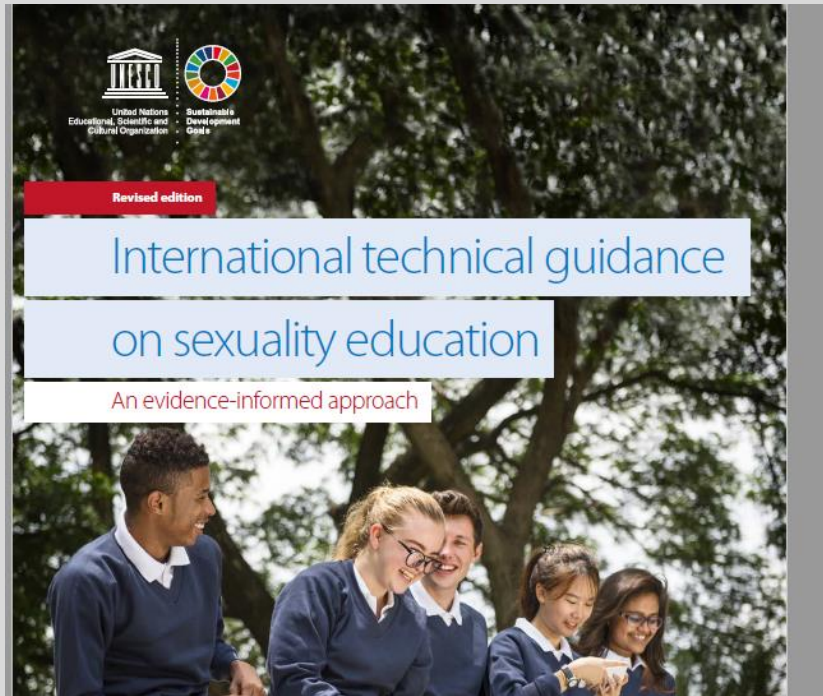
United Nations  
Educational, Scientific and  
Cultural Organization



SUSTAINABLE  
DEVELOPMENT GOALS

“At the 2012 Global Youth Forum of the International Conference on Population and Development (ICPD), young people specifically called on governments to 'create enabling environments and policies **to ensure that they have access to comprehensive sexuality education**'”

## The Global Sexual Revolution



## 1960's Students for a Democratic Society (SDS):

“The issue is never the issue.  
The issue is always the revolution”





World Health Organization

**For Children Age 0-4 years**

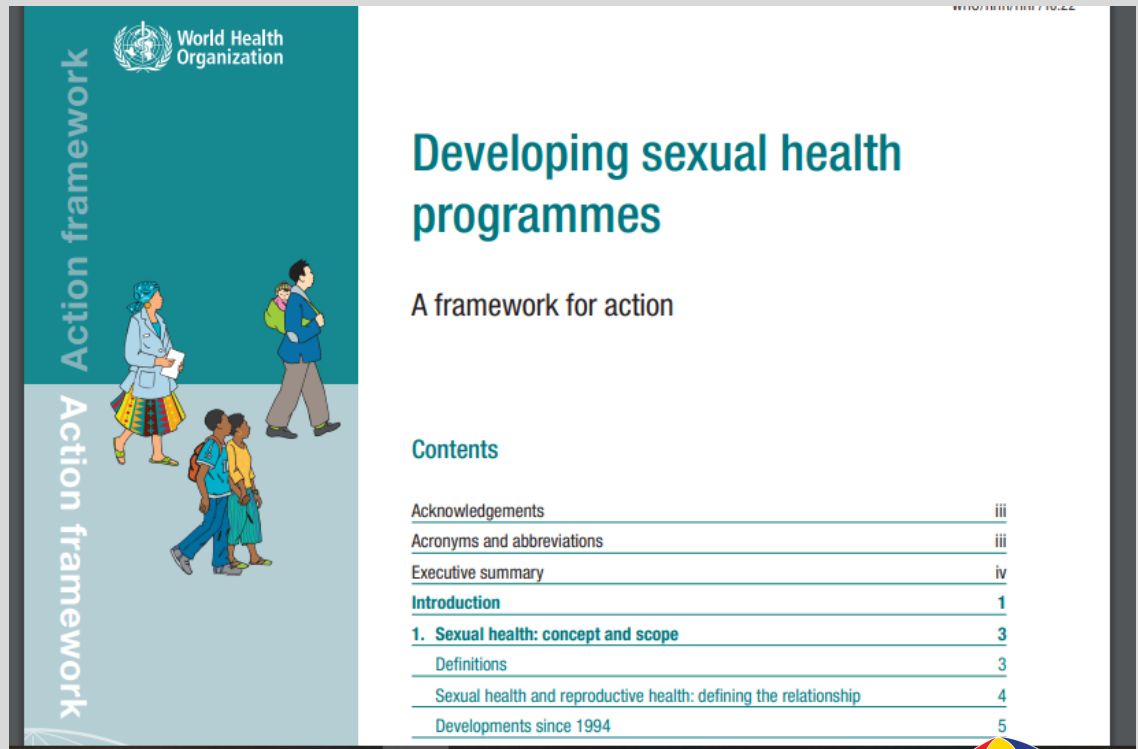
“Give information about enjoyment and pleasure when touching one’s body . . . masturbation”

“Enable children to gain an awareness of gender identity”

“Give the right to explore gender identities”

“Talk about (un)pleasurable feelings in one’s own body”

# The Global Sexual Revolution



## EXAMPLES OF CRT

**Equality**





**Equity**



This is what they say CRT and Equity will result in... This is Marxist ideology: equal outcomes not equal opportunity.





The result of  
Marxism is that  
eventually no  
one will have a  
box to stand  
on...

## WHAT IS CRITICAL RACE THEORY?

-Christopher Rufo, March 30, 2021

- **“An academic discipline, formulated in the 1990s, built on the intellectual framework of identity-based Marxism.”**
- **”Injected into government agencies, public school systems, teacher training programs, and corporate human resource departments”**
- **Promoted under the euphemistic language of ”equity”, ”Social Justice”, “diversity and inclusion”, and “culturally responsive teaching”**
- **Proponents reject the principle of EQUALITY; claiming it represents “mere nondiscrimination” and “provides camouflage” for “white supremacy, patriarchy, and oppression”**



Christopher Rufo:

“An equity-based form of government would mean the end not only of private property but also of individual rights, equality under the law, federalism and freedom of speech.”



Christopher Rufo:

“These would be replaced by race-based redistribution of wealth, group-based rights, active discrimination and omnipotent bureaucratic authority.”







Christopher Rufo:

“In other words, identity is the means;  
Marxism is the end.”



## Critical Race Theory



White Supremacy

Whiteness

White fragility

Implicit Bias

Systemic Racism

White Privilege

Christian Privilege

Equity

Diversity

Inclusiveness





## Critical Race Theory teaches:

1. The United States is a nation **founded on white supremacy and oppression**;
2. White supremacy and oppression are the **root of American values**;
3. The U.S. Constitution and legal system are 'whiteness';
4. Whiteness must be **fundamentally rooted out**, disowned and destroyed;



## Critical Race Theory teaches:

5. Our country must be transformed through moral, economic, and **political revolution**;
6. All activities must be subordinated to the campaign to **liberate America** from (racial) oppression;
7. Any opposition to the revolutionary campaign is immoral, **has no right to be expressed**, and ought to be suppressed.





## Critical Race Theory teaches:

All disparities are caused by racism,  
e.g. the “achievement gap.”

‘Equity’ means enforcing equal outcomes,  
no matter effort, attendance, health,  
addictions or troubled family.



## WHAT DOES CRITICAL RACE THEORY LOOK LIKE IN PRACTICE?

- **ALL people are divided by skin color**
- **ALL whites are OPPRESSORS, VICTIMIZERS and RACISTS**
- **ALL non whites are OPPRESSED, VICTIMS and unable to be RACISTS**
- **ALL western forms of government are SYSTEMICALLY RACIST and designed to oppress non whites**
- **AMERICA is FUNDAMENTALLY RACIST**
- **Whites must advocate for WHITE ABOLITION**
- **A MOUSETRAP – Failure to admit you are racist simply proves you are racist**



## **WHAT IS THE 'MOUSTRAP'? IF YOU DISAGREE WITH CRT; IT PROVES:**

- **White fragility**
- **Unconscious/implicit bias**
- **Internalized white supremacy**
- **Your guilt and shame**
- **You are not “leaning into the discomfort” and accepting “complicity”**
- **Nothing short of advocating to hate “whiteness” and “white privilege”**



## **THE TRUTH ABOUT CRITICAL RACE THEORY (CRT)**

- **Divides people by skin color**
- **Fosters hate and division- “sows discord among neighbors”**
- **Undermines individual liberty and freedom of speech**
- **Demeaning, divisive and dangerous**
- **Denigrates America’s history and promotes a false narrative**
- **Tells kids they can’t succeed without taking something from someone else**
- **Does not involve critical thinking**
- **Ignores the science of ONE HUMAN RACE**
- **Is a THEORY presented as fact with no evidence**

## Legislative Report

# HF 1065 House Education Policy & Finance Omnibus Bill

## ETHNIC STUDIES/ Critical Race Theory/Equity

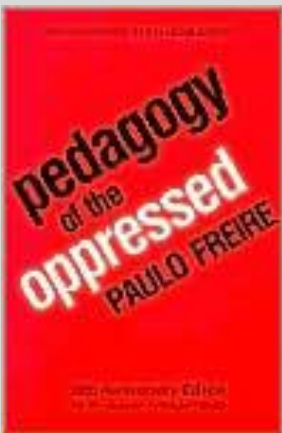
**Ethnic studies analyzes the ways in which race and racism have been and continue to be powerful social, cultural, and political forces, and race and racism's connections to the stratification of other groups, including stratification based on gender, class, sexual orientation, gender identity, and legal status.**



## Legislative Report

# HF 1065 House Education Policy & Finance Omnibus Bill

## ETHNIC STUDIES/ Critical Race Theory/Equity



The commissioner must appropriately embed ethnic studies into all required state academic standards during the review and revision of the standards.





## Legislative Report

# HF 1065 House Education Policy & Finance Omnibus Bill

## ETHNIC STUDIES/ Critical Race Theory/Equity

"Anti-racist" means the active process of identifying and eliminating racism by **changing systems, organizational structures, policies, practices, attitudes, and dispositions so that power and resources are redistributed and shared equitably.**



## MN Department of Education

### Educational Equity

"Eliminating those structural and institutional barriers to educational opportunities **requires systemic change that allows for distribution of resources, information and other support depending on the student's situation to ensure an equitable outcome.**





# What causes “disparities”?

The nuclear family is the bedrock of any society.

Over 50% of births occur outside of marriage for all women under the age of 30.

Raising children in a marriage is the best way to reduce poverty, combat inequality, and develop socially productive children.

Government agencies should incentivize marriage based on positive outcomes for children and society in general.



## PRIVILEGE

### Self-assessment - How Privileged Are You?

Check off all the statements that apply to you. (more checks = more privilege)

- |   |   |
|---|---|
| <input type="checkbox"/> I am white.  | <input type="checkbox"/> I have had multiple unpaid internships.                      |
| <input type="checkbox"/> I have never been discriminated against because of my skin color.        | <input type="checkbox"/> I went to summer camp.                                       |
| <input type="checkbox"/> I have never been the only person of my race in a room.                  | <input type="checkbox"/> I went to private school.                                    |
| <input type="checkbox"/> I have never been mocked for my accent.                                  | <input type="checkbox"/> I graduated high school.                                     |
| <input type="checkbox"/> I have never been told I am attractive "for my race."                    | <input type="checkbox"/> I went to an elite college.                                  |
| <input type="checkbox"/> I have never been a victim of violence because of my race.               | <input type="checkbox"/> I graduated college.   |
| <input type="checkbox"/> I have never been called a racial slur.                                  | <input type="checkbox"/> My parents paid (at least some of) my tuition.               |
| <input type="checkbox"/> I have never been told I "sound white."                                  | <input type="checkbox"/> I had a car in high school.                                  |
| <input type="checkbox"/> A stranger has never asked to touch my hair, or asked if it is real.     | <input type="checkbox"/> I've never had a roommate.                                   |
| <input type="checkbox"/> I am heterosexual.   | <input type="checkbox"/> I've always had cable/internet.                              |
| <input type="checkbox"/> I have never lied about my sexuality                                     | <input type="checkbox"/> I have traveled internationally.                             |
| <input type="checkbox"/> I never had to "come out."   | <input type="checkbox"/> I travel internationally at least once a year.               |
| <input type="checkbox"/> I never doubted my parents' acceptance of my sexuality.                  | <input type="checkbox"/> I studied abroad.  |
| <input type="checkbox"/> I have never been called a derogatory slur for homosexuals.              | <input type="checkbox"/> I've never skipped a meal to save money.                     |
| <input type="checkbox"/> I have never tried to hide my sexuality.                                 | <input type="checkbox"/> I spent Spring Breaks abroad.                                |
| <input type="checkbox"/> I am always comfortable with showing affection to my partner in public.  | <input type="checkbox"/> I have frequent flier miles.                                 |
| <input type="checkbox"/> I have never pretended to be "just friends" with my significant other.   | <input type="checkbox"/> My parents are heterosexual.                                 |
| <input type="checkbox"/> I have never been ostracized by my religion for my sexual orientation.   | <input type="checkbox"/> My parents are both alive.                                   |
| <input type="checkbox"/> I have never been told I would "burn in hell" for my sexual orientation. | <input type="checkbox"/> My parents are still married.                                |
| <input type="checkbox"/> I have never been told that my sexuality is "just a phase."              | <input type="checkbox"/> I do not have any physical disabilities.                     |
| <input type="checkbox"/> I have never been violently threatened because of my sexuality.          | <input type="checkbox"/> I do not have any social disabilities.                       |
| <input type="checkbox"/> I am a man.  | <input type="checkbox"/> I do not have any learning disabilities.                     |
| <input type="checkbox"/> I feel comfortable in the gender I was born as.                          | <input type="checkbox"/> I have never had an eating disorder.                         |
| <input type="checkbox"/> I still identify as the gender I was born in.                            | <input type="checkbox"/> I have never been depressed.                                 |
| <input type="checkbox"/> I have never tried to change my gender.                                  | <input type="checkbox"/> I have never considered suicide.                             |
| <input type="checkbox"/> I have never been denied an opportunity because of my gender.            | <input type="checkbox"/> I have never attempted suicide.                              |
| <input type="checkbox"/> I make more money than my professional                                   | <input type="checkbox"/> I have never taken medication for my mental health.          |
|   | <input type="checkbox"/> I can afford medication if/when I need it.                   |
|   | <input type="checkbox"/> I have never been told I'm overweight or "too skinny."       |
|   | <input type="checkbox"/> I have never felt overweight or underweight or "too skinny." |
|   | <input type="checkbox"/> I have never been shamed for my body type.                   |
|   | <input type="checkbox"/> I consider myself to be physically attractive.               |
|   | <input type="checkbox"/> I can afford a therapist.                                    |
|   | <input type="checkbox"/> I've used prescription drugs recreationally.                 |
|   | <input type="checkbox"/> I have never had an addiction.                               |
|   | <input type="checkbox"/> I have never been shamed for my religious beliefs.           |
|   | <input type="checkbox"/> I have never been threatened for my religious beliefs.       |
|   | <input type="checkbox"/> I have never been attacked for my religious beliefs.         |
|   | <input type="checkbox"/> There is a place of worship for my religion in my town.      |

eliminating racism  
empowering women  
**ywca**  
Greater Cleveland

Date: April 16, 2021 To: EHS All Staff [HSAllStaff@edinaschools.org](mailto:HSAllStaff@edinaschools.org)

Subject: Message from Shaun Pakenham (Dean at Highlands Elementary) seeds of AntiRacism

Hello, Some of you may have already received this update from Shaun, but I thought I would share it with you as I found it important. It is part of an on-going newsletter that he sends to his staff on seeds of Anti Racism. Happy Friday and take care of one another.

Heather T. Henke

### WEAR BLACK ON MONDAYS

The Minneapolis Federation of Teachers has been encouraging Minneapolis Schools' staff to wear black on Mondays to show "solidarity for Black Lives Matter and the fight against ALL forms of racial injustice" (MFT 59). All schools in the Hopkins district are also participating. I am asking all of us to join this effort and wear black on Mondays for the rest of this school year in order to send a message of support to our Black, Indigenous, Latin(a/o/x), Asian, Somali, Hmong, and all other students and colleagues of color:

- We see you.
- We support you.
- You matter.
- You are important.
- We've got your back.
- We love you.

### BLACK LIVES MATTER

In the 2020 book [Black Lives Matter at School](#), Jesse Hagopian writes that the movement to value Black



## Islamophobia and Christian Privilege:

### What Educators Must Know

Dr. Muhammad Khalifa

**Dr. Muhammad Khalifa** is an associate professor in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota, Twin Cities. His research examines how urban school leaders enact culturally responsive leadership practices in school and community. He has led equity audits in U.S. schools as a way to reduce achievement and discipline gaps, and is the first to develop and use online Equity Audits. In this, he has helped school districts select appropriate and responsive reforms that counter inequitable practices in school ([www.schoolequityproject.com](http://www.schoolequityproject.com)).

He is the author of the forthcoming book, *Leading with Community: Culturally Responsive School Leadership for Minoritized Youth* (Harvard Education Press). He is also coeditor of three other books: *The School to Prison Pipeline: The Role of Culture and Discipline in School* (Emerald Group Publishing), *Handbook on Urban Educational Leadership* (Rowan & Littlefield), and *Becoming Critical: The Emergence of Social Justice Scholars* (SUNY Press). And he has published in many of the top education journals, *Review of Educational Research*, *Teachers College Record*, *Urban Education*, *Race Ethnicity and Education*, and, *Educational Administration Quarterly*, to name a few.





### UNDERSTANDING AND CONFRONTING MUSLIM STUDENT MARGINALIZATION

- ❖ Recognize that Islamophobia is one of the most widespread, rapidly-growing, and tolerated types of oppression in school and society today.
- ❖ Craft anti-oppression policies that protect the rights of Muslim students.
- ❖ Identify discourses and practices of Christian privilege and White privilege.
  - Know that *Christian Privilege* is not only having major Christian holidays off, Sundays off, and Christian trappings in school;
  - Rather, *Christian Privilege* can encompass much more complex issues such as: community vs. individual epistemologies, approaches to learning, purpose of education, and even sources of and what counts as knowledge.
- ❖ Institutionalize practices in your school that constantly.
- ❖ Recognize that Islamophobia can be connected to Muslims (people) or Islam (beliefs):
  - Muslims are seen as subhuman, irrational, violent, or backward;
  - Islamic beliefs are seen as antiquated (fossilized), illogical, incompatible with non-Muslim beliefs, or secular practices.
- ❖ Know that because of wide-spread anti-Muslim bigotry, Muslims students may mask or hide their Muslim identities.
- ❖ Know that anti-Muslim bias is varied and looks different when combined with other aspects of Muslim student identity such as gender, race, class, ethnicity, immigrant status or national origin, and language-learner status, among other traits.
- ❖ Discuss with your staff how you have been complicit—directly or indirectly—in Islamophobic practices.

### EMPOWERING MUSLIM STUDENT IDENTITIES

- ❖ Institutionalize ways of gauging or measuring Muslim student belongingness and anti-Muslim bigotry in your school; Complete annual equity audits.
- ❖ Similar to race work that some schools do, Have Muslim student speak-outs, or other in-school spaces where they can express their identities, and speak about experiences of Muslim life.
- ❖ Recognize that Islam is not a religion in the sense that Western Europeans separated faith from other aspects of life; It is a way of life.
  - Accommodate aspect of Muslim life in school, including daily prayer spaces, prayer washing (ablution) spaces, and Friday prayer spaces, or fasting.
- ❖ Infuse curriculum and school activities with intellectual traditions that originate in the Muslim World;
  - Acknowledge the origin of knowledge that came from the Muslim World.



- Celebrate contemporary Muslim accomplishments and personalities, such as Kunta Kente, Muhammad Ali, Keith Ellison, Yusuf Lateef, John Coltrane, Malcolm X, Mahershala Ali, etc.
- ❖ Protect Muslim female dress
- ❖ Celebrate Muslim holidays as much as Christian and Jewish holidays
- ❖ Resist discourse that exoticizes Muslim identity, and makes it completely foreign.
  - The largest group of Muslims in this country are American converts to Islam: African American, Latin@, and White American Muslims.
- ❖ Initiate *anti-Muslim bigotry* campaigns in school; partner with community.

### ENGAGING MUSLIM COMMUNITIES

- ❖ Invite local Muslim leaders and organizations into conversations about schooling, students, and educational reform.
- ❖ Use community-based knowledge from the Muslim community to enrich your understanding of Islam.
- ❖ Find ways to bring Muslim communities into school spaces.
- ❖ Resist CVE efforts that: a.) criminalize or entrap Muslim youth, or b.) do not have a culturally responsive community reentry component in the program, c.) are non-critical of colonizing or imperialist involvement of Muslim peoples and/or lands.
- ❖ Start a community engagement student group that focuses on issues important to the Muslim community.
- ❖ The Muslim community is very diverse and some have louder voices and more established presences; be sure to engage all of the components to the Muslim community, and not to ignore smaller/newer populations within the Muslim community.

### EMBRACING MUSLIM ADVOCACY

- ❖ Support causes connected to Muslim community.
- ❖ Invite Muslim students to allyship with other minoritized communities engaged in social justice and equity work.
- ❖ Discover what causes are important for your local Muslim community (for example: job opportunity, racialized police brutality, fighting against terrorism, resisting a national "Muslim ban," or drug abuse) and join with the community in advocating for positive change.
- ❖ Use school resources—staff, school space, student activities, and even financial resources—to advocate for causes important Muslim student inclusion and belongingness.

## WHAT CAN YOU DO TO STOP IT?

- Get informed!
  - Christopher Rufo [www.christopherrufo.com](http://www.christopherrufo.com)
  - [www.childprotectionleague.com](http://www.childprotectionleague.com)
- Speak to your legislators
- EDUCATE others and SHARE information
- Remove your children from environments promoting this poison
- Speak to your schoolboard
- DO NOT BACK DOWN



BASED ON RECENT NEWS REPORTS

- This is what Transformational Education will get you.
- By their own words they are admitting their goals of creating youth revolutionaries.
- Destroy the family
- Destroy the country
- Usher in a New World Order



## # Protect MN Kids Act





**2021 REPORT TO THE LEGISLATURE**

JANUARY 15, 2021

**# Protect MN Kids Act**

CPL 2021 Legislative priorities include strengthening the sentencing guidelines for predators convicted of producing, possessing and trading of child sexual abuse imagery.

MN Sentencing Guidelines Commission defines the crime this way:

- “Child-pornography images frequently depict children, toddlers, and infants being sexually assaulted, physically abused, tortured and humiliated.”
- “...a large number of child pornography collections contain images of such young children...”

## **MN IS ONE OF THE WORST IN THE NATION IN TERMS OF CHILD SAFETY; QUITE POSSIBLY THE WORST.**

- **85% of convictions for possession of child sexual abuse imagery get probation instead of prison time**
- **75% of convictions for dissemination of child sexual abuse imagery get probation instead of prison time**
- **50% of predators convicted of these crimes are also “contact offenders” meaning they are actively abusing a child when caught**

**# Protect MN Kids Act**

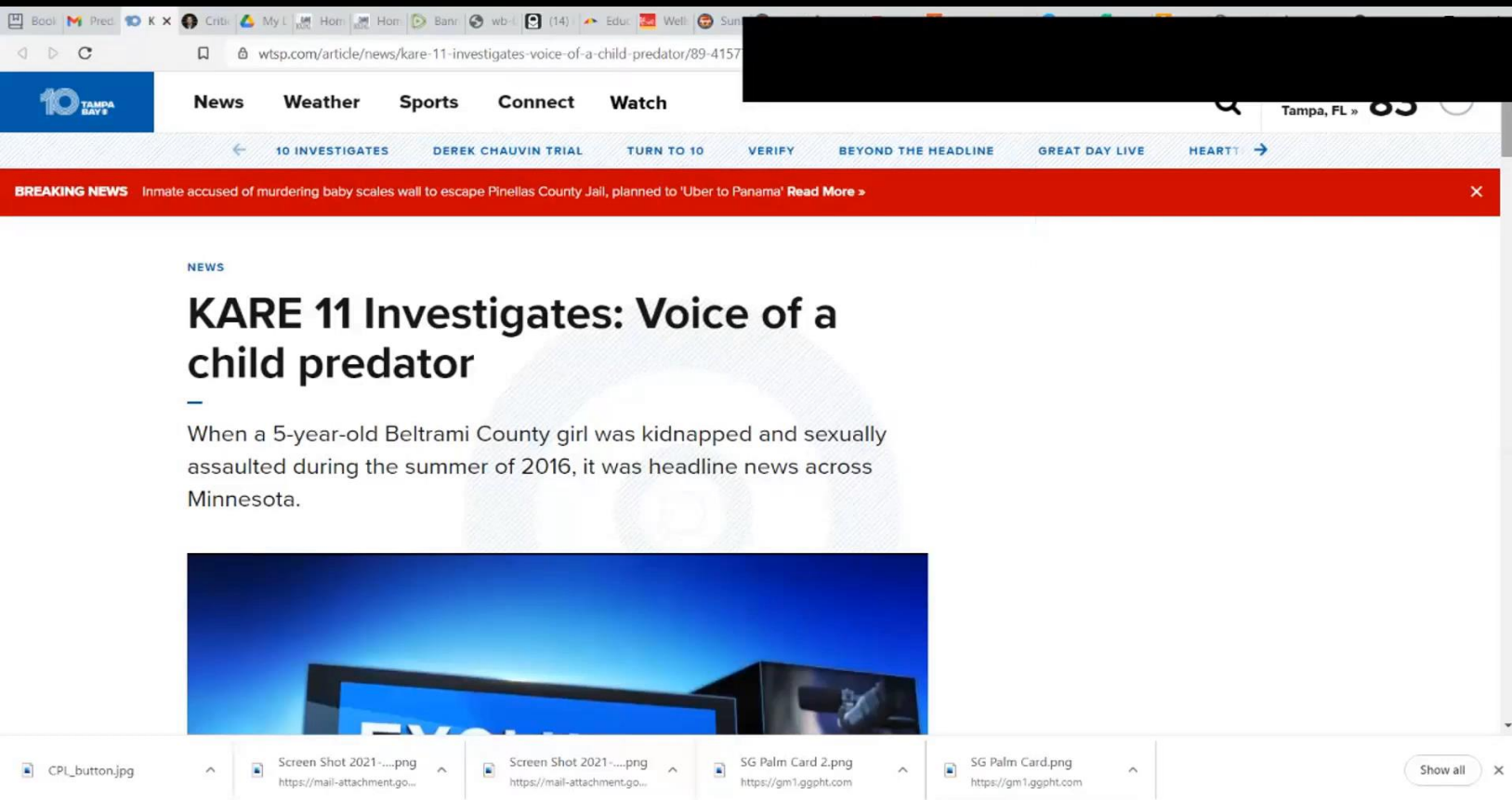
**“In its 2012 report to Congress, the U.S. Sentencing Commission reported that child pornography collections can be very large and can contain a spectrum of images from legal child images, sexually explicit poses, sex acts, violence, humiliation, bondage, and bestiality. Some collections can be organized and specialized. The overwhelming majority of federal child pornography collections included images depicting oral, vaginal, or anal penetration of a prepubescent child. A substantial minority included images depicting sex acts involving infants or toddlers. Most images were of girls; images of boys were more likely to involve younger children. While the Commission did not conduct such a rigorous content analysis of Minnesota child pornography collections, MSGC staff reviewed the facts alleged in a large number of criminal complaints as part of this review. The Commission’s impression is that the U.S. Sentencing Commission’s disturbing findings generally apply to child pornography collections found in typical Minnesota possession and dissemination cases.”**

**# Protect MN Kids Act**

**# Protect MN Kids Act**

***This information shocks the conscience and the fact it is happening to MN children should break our hearts.***





- In the last 5 years, there were 427 convictions for possession and only 32 convictions for dissemination even though in almost all cases, those convicted of possession ARE ALSO trading in these images at the same time.
- Possession is considered the lesser crime and in MN the presumptive sentence is probation only.

## **WHAT HAS BEEN DONE TO CHANGE THIS?**

- **Bills to strengthen our sentencing guidelines have been met with resistance or indifference.**
- **Only superficial minor changes have been made; crumbs**
- **Law enforcement is demoralized because they can't put these predators behind bars.**
- **MN children continue to suffer because the predators are not in prison.**

## **PROPOSED LEGISLATION**

**HF229/SF1220 & HF226/SF1826**

- **reflect federal law with mandatory minimums**
- **require registration as sexual offenders**
- **prison time**
- **would not requiring 'stacking' for prison time**
- **none have received hearings in 2021**

## PROBLEMS WITH SF 1457

- Would not put more predators convicted of possession behind bars....even those convicted of “enhanced crimes”
- Would not change the overall use of probation after convictions
- Presumption for possession would remain some form of probation

**# Protect MN Kids Act**

## WHAT CAN YOU DO?

- Be outraged!
- Share this information with everyone you know
- Contact all of your Legislators and insist they sign on as co-authors of HF226 & HF229, and SF1220 and SF1826
- Encourage the bills authors

**# Protect MN Kids Act**



# HEROES WHO ARE DEFENDING THE CHILDREN



ERIC LUCERO



GLENN GRUENHAGEN



MATT GROSSELL



## Heroes in fighting CSE:

Peggy Scott  
Peggy Bennett  
Sondra Erickson  
Jim Nash  
Tim Miller...And others

HF229: Grossell ; Novotny ; Xiong, J. ; Bennett ; Daniels ; Robbins ; Backer ; Poston ; Dettmer ; Gruenhagen ; Theis ; Edelson ; Erickson ; Boe ; Lucero ; Mekeland

child PROTECTION LEAGUE

YOU ARE HERE: HOME / PROTECT MINNESOTA'S KIDS ACT

### Protect Minnesota's Kids Act

<a href="#">Sign the Petition</a>	<a href="#">Detailed Fact Sheet (PDF)</a>	<a href="#">PMKA Printable Handout (PDF)</a>
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- Current Legislation
- Why the Protect Minnesota's Kids Act?
- Protect Minnesota's Kids Act in the Media
- The Action Plan
- Quick Facts
- Resources
- Protect Minnesota's Kids Act in Audio

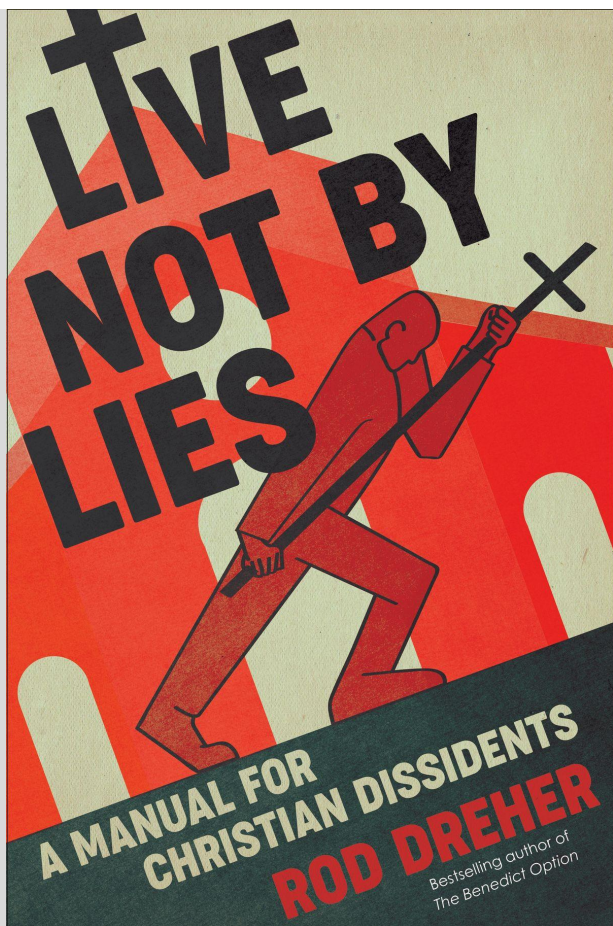
RECEIVE EMAIL UPDATES

First Name \*

Last Name \*

Email Address \*

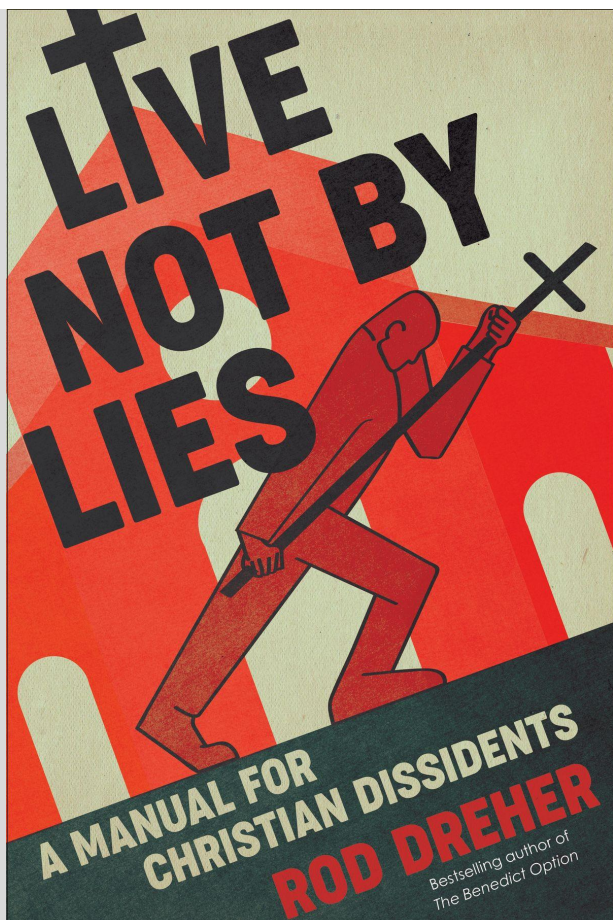
Zip Code \*



Aleksandr Solzhenitsyn, anti-communist dissident, Nobel laureate and Orthodox Christian:

Essay titled: Live Not By Lies

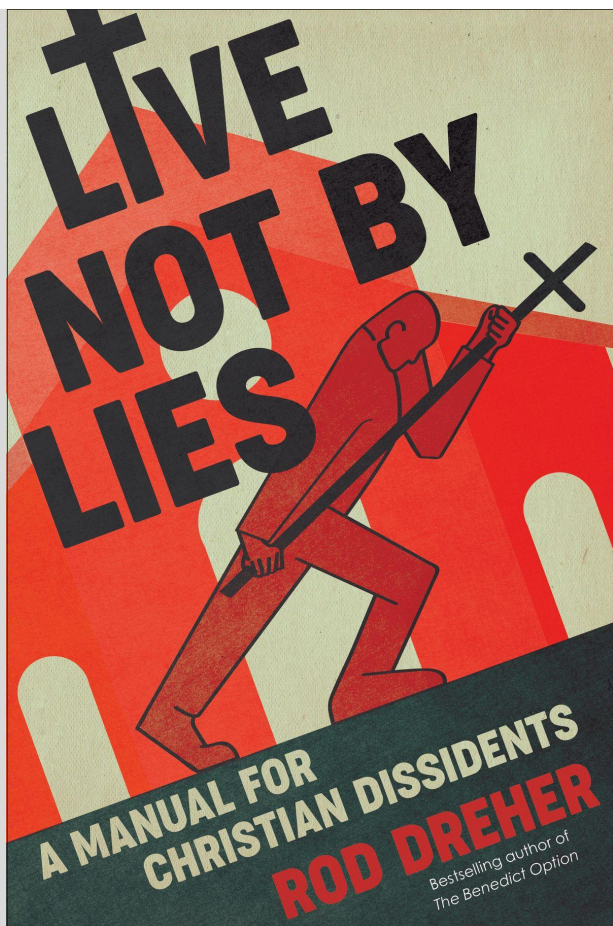
- Challenged the claim that the totalitarian system was so powerful that the ordinary man and woman cannot change it.
- The foundation of totalitarianism is an ideology made up of lies.
- The system depends for its existence on a people's fear of challenging the lies
- "Our way must be: *Never knowingly support lies!*"
- You may not have the strength to stand up in public and say what you really believe but you can at least refuse to affirm what you do NOT believe.
- You can find within yourself and your community the means to live in the dignity of truth.
- If we must live under the dictatorship of lies, then our response must be: "Let their rule hold *not through me!*"



A Soviet-born émigré who teaches in a university deep in the US heartland stresses the urgency of Americans taking people like her seriously.

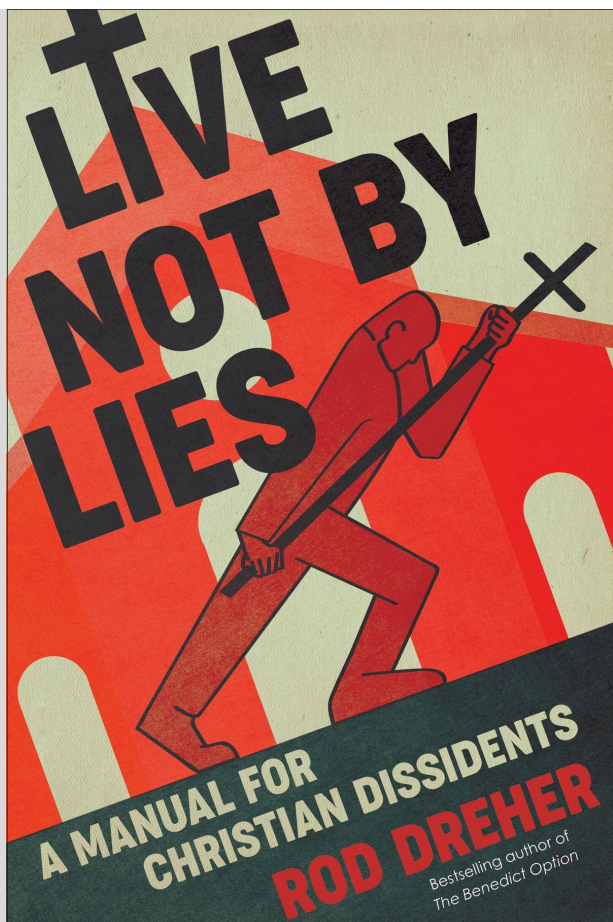
"You will not be able to predict what will be held against you tomorrow," she warns. "You have no idea what completely normal things you do today, or say today, will be used against you to destroy you. This is what people in the Soviet Union saw. We know how this works."





Fr. Kolakovic' adopted the following strategy to prepare the Slovaks for persecution under Soviet rule:

- Establish cells of faithful, patriotic Christians to come together for prayer, study and fellowship
- Every person must be accountable to God for his actions. Freedom is responsibility; it is a means to live within the truth.
- See. Judge. Act. See means to be awake to the realities around you. Judge means discern soberly the meaning of those realities, in light of what you know to be true. Act means after drawing your conclusion act to resist evil.



The underground church, led by the visionary cleric's spiritual children... became the principle means of anti-communist dissent for the next 40 years...

Though Slovak Christians were among the most persecuted in the Soviet Bloc, the Catholic Church there thrived in resistance because one man saw what was coming and prepared his people.

The greatest power  
in the world lies in  
**Families**



"The most **socially productive**  
work done in society  
happens at

**Home."**

*-Kimberly Ellis*







## INVINCIBLE LIBERTY







PROTECTION LEAGUE

[ChildProtectionLeague.com](http://ChildProtectionLeague.com)

**STATES SHALL:**

I. Ensure inclusion of comprehensive, affirmative and accurate material on sexual, biological, physical and psychological diversity, and the human rights of people of diverse sexual orientations, gender identities, gender expressions and sex characteristics, in curricula, taking into consideration the evolving capacity of the child;

J. Ensure inclusion of **comprehensive, affirmative and accurate material on sexual, biological, physical and psychological diversity**, and the human rights of people of diverse sexual orientations, gender identities, gender expressions and sex characteristics, in teacher training and continuing professional development programmes.

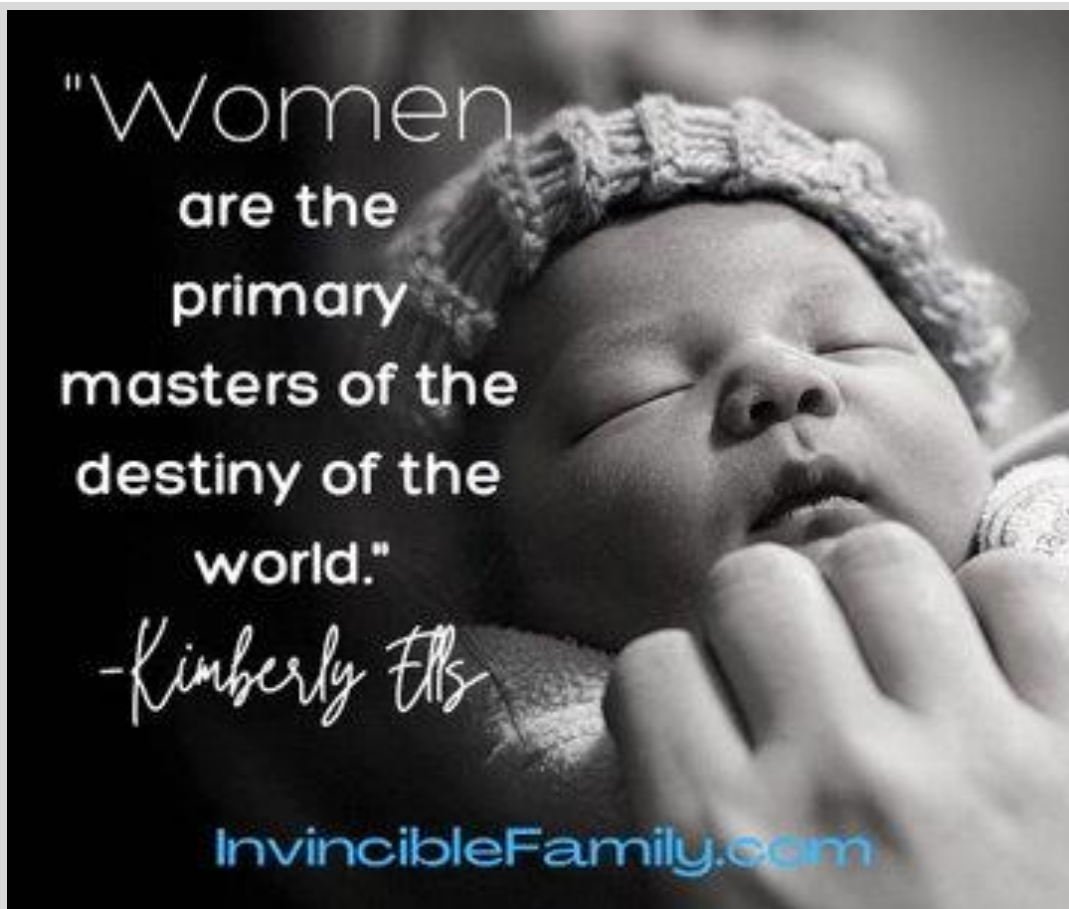
**The Global Sexual Revolution**

**THE YOGYAKARTA PRINCIPLES** plus 10

ADDITIONAL PRINCIPLES AND STATE OBLIGATIONS  
ON THE APPLICATION OF INTERNATIONAL HUMAN  
RIGHTS LAW IN RELATION TO SEXUAL ORIENTATION,  
GENDER IDENTITY, GENDER EXPRESSION AND  
SEX CHARACTERISTICS TO COMPLEMENT THE  
YOGYAKARTA PRINCIPLES

As adopted on 10 November 2017, Geneva





“An Activist’s Guide to The Yogyakarta Principles on **the Application of International Human Rights Law** in Relation to Sexual Orientation and Gender Identity”

Detailed manual to implement gender ideology worldwide

A “new tool for activists”

Demand that all countries of the world take totalitarian measures to change their constitutions, laws, social institutions, education systems and attitudes to enforce and legally compel acceptance and privileged status for homosexuality and gender identity.

## The Global Sexual Revolution

