

EXCLUSIVE: GARDEN STATE EQUALITY

CURRICULUM REVEALED

(SCREENSHOTS OF ACTUAL LESSONS)

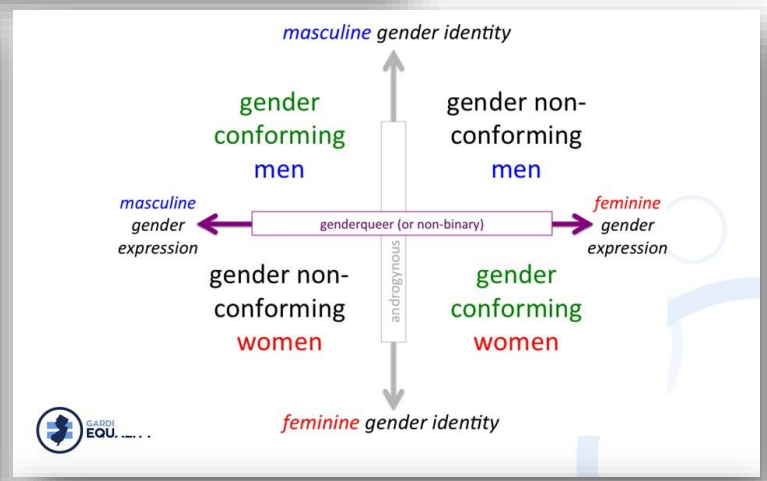


The Gender Unicorn

Graphic by: **TSER**

- Gender Identity:** Female/Woman/Girl, Male/Man/Boy, Other Gender(s)
- Gender Expression:** Feminine, Masculine, Other
- Sex Assigned at Birth:** Female, Male, Other/Intersex
- Physically Attracted to:** Women, Men, Other Gender(s)
- Emotionally Attracted to:** Women, Men, Other Gender(s)

To learn more, go to: www.transstudent.org/gender
Design by Landyn Pan and Anna Moore



	GENDER The state of being male or female in typically regarding to social constructs rather than physical attributes.		TRANSGENDER Refers to someone who does not identify with the gender they were assigned at birth.
	CISGENDER Refers to someone who identifies with the gender they were assigned at birth.		NON-BINARY Refers to someone who does not identify as exclusively male or female.
	GENDER FLUID Refers to someone whose gender identity changes over time from one end of the spectrum to the other.		GENDERQUEER Refers to someone whose gender identity falls on the spectrum between male and female.

Third Gender

The term "hijra" applies to a very diverse group of people in India who identify as neither male nor female. These third-gendered people can range from someone who is intersex to a male dressed in traditionally women's dress such as a sari. The subjects here, who fall within this spectrum, are eunuchs. There are an estimated 5 to 6 million hijras in India. Less than 10 percent are eunuchs.

LGBTQ-Inclusive Curriculum
No gender, race, ethnicity, and sexual orientation should be a barrier for youth.

Public schools should be neutral in their presentation of religious beliefs, worldview, and political ideology.

THE LESSON: Presentation of Transgenderism and Gender Identity to Parents

These slides present a subjective view of sexual ethics and gender identities

- 1) GSE's FAQ's teach against millennia of human knowledge—that sex presents itself as male and female—is a social falsehood that oppresses everyone who disagrees. This “gender ideology” actually forces already vulnerable students to question their own identities which causes great unnecessary confusion and distress for students who already struggle with anxiety or confusion about their bodies or sense of self.
- 2) GSE's FAQ's teach “gender identity” is how one feels about their sex, even if that is opposite to their biology. They also teach “gender expression” is based on “appearance, behavior, or mannerisms.” According to GSE one's sex, gender identity, and gender expression might all be different. These lessons would force a boy student, for example, who has interests in traditionally “feminine” things, to reconsider his “gender identity” and “expression”. These radical social ideas are unscientific beliefs about human sexuality and should not be forced into the public-school classroom. GSE regards any dissension or disagreement as discriminatory and oppressive. Here is a [link to a video](#) GSE shares as a resource for teachers to help explain gender identity to students.

THE PROBLEM: Disregard of science and documented health risks

First Problem: Studies show that 80-95% of children suffering from confusion about their gender identity, that do not receive medical intervention outgrow these feelings by the time they reach adulthood. Yet, 100% of children who receive medical intervention will have gender identity disorders persist into adulthood. Tragically, after sex reassignment surgery, people are 20x's more likely to die from suicide. GSE's curriculum teaches students it is good and healthy to ask themselves if their “gender identity” matches their “biological sex” in spite of all medical evidence to the contrary.

Second Problem: GSE's dangerous agenda persuasively convinces children to deny objective reality in exchange for a falsehood. The lesson teaches and encourages all children to question biological reality and consider whether they are living life as their true selves. The view that people can choose their “gender” is wildly controversial and has no basis in science. Radical social ideology should not be in our classrooms.

THE HARM: Indoctrinates our children

This so-called inclusive view of gender identity indoctrinates our children forcing them to “rethink” their understanding of the biological differences of male and female. GSE's curriculum teaches the very real concepts of male and female is arbitrary and has no basis in anatomy or genetics—the exact opposite of what is true! In their eyes, the historic, global and scientific view of human sexuality is ignorant and bigoted and this is taught to our children. GSE's curriculum demands students become allies, if not activists, to promote a new sexual ethic despite their prior beliefs.

Worldview: GSE'S curriculum instructs students to adopt a postmodern worldview of human sexuality and gender identity. Postmodernists question the fundamental meaning of words like “boy” and “girl” and the role of language in how our children think. GSE's curriculum is thoroughly postmodernist and tells our students they must break down the relationship between a word and its meaning, in order to understand the world. This is senseless. For example, if you claim a boy is not a boy what truth have you left our students with? None. For postmodernists objective truth does not exist and feelings, not facts, determine personal reality and truth.

THE SOLUTION: Parental Rights in education

Support the right of parents to opt their child out of lessons and materials that violate their religious or moral beliefs regarding sex, sexuality or gender identity. Email newjersey@familypolicyalliance.com to sign our petition and to contact NJ Legislators to pass legislation to protect families from this dangerous agenda.

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UNLEASHING CITIZENSHIP

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