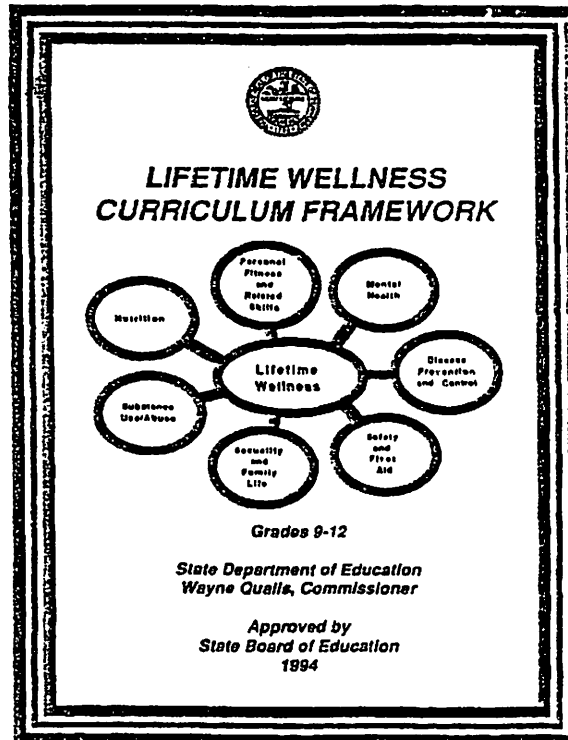

**"LIFETIME WELLNESS CURRICULUM
FRAMEWORK"**
THE TENNESSEE STATE DEPARTMENT OF EDUCATION

"Lifetime Wellness Resource Manual" (LWCFRM)

**Draft Critique Prepared for
RSVP America
by
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**PRELIMINARY DRAFT
FOR DISCUSSION PURPOSES ONLY**



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DRAFT EXECUTIVE SUMMARY

DR. ALFRED C. KINSEY SUBVERTS:

THE TENNESSEE "FAMILY LIFE INSTRUCTION ACT" OF 1989

"....The locally derived and implemented program of family life education shall emphasize abstinence from sexual relations outside of marriage, the right and responsibility of a person to refuse to engage in such relations, basic moral values, as well as the obligations and consequences which arise from intimacy. The program shall also include a component which specifically addresses the nature and prevention of AIDS and other sexually transmitted diseases....." (emphasis added).

Signed into law, June 8, 1989, by Governor Ned McWherter

Tennessee's "Family Life Instruction" Act was signed into law June 8, 1989. Immediately thereafter the application of the Tennessee Family Life law was conformed by Tennessee's education hierarchy to Dr. Alfred C. Kinsey's model of human sexuality which have themselves been pedagogically trained for decades. According to the Tennessee Board of Education, from August 1, 1994 to March 1995,¹ Tennessee's Department of Education used the "*Lifetime Wellness Curriculum Framework, Lifetime Wellness Resource Manual*" to train 1,600 teachers in family life. They were not trained to implement the law but something totally counter to the letter and spirit of the law and legislative intent.

Though packaged with the shiny and traditional sounding "Family Life" title, the truth of the curriculum content is very different from its title and outward appearance. Claiming the *Manual* is "locally derived" most of the 200 page focus is on sex and AIDS and "compiled" from a myriad of largely unaccredited sources, all of them adhering to Kinsey's model of human sexuality. The *Manual's* use of Planned Parenthood and SIECUS data, both documented as Kinseyan programs which serve special interests (the pornography industry and/or PPA as direct condom and abortion service providers) suggests further legal and ethical compromises. Program goals and objectives appear vague, yet the **unpaginated, largely uncited *Manual*** concludes with a copy of Tennessee law mandating that "*family life education shall emphasize abstinence from sexual relations outside of marriage.*" "Marriage" as a goal never appears in this *Manual* and the offices of "family life" are never mentioned. On the evidence, the Tennessee Board of Education's "*Lifetime Wellness Curriculum Framework Lifetime Wellness Resource Manual*" knowingly violates Tennessee legislative intent and law.

Perhaps the Tennessee Department of Education—as recipients of federal "Family Planning Title X" funds—applied the Title X protocol to the Tennessee legislation. For, under Title X teachers may instruct "unemancipated minors" (children of any age) about sex "*confidentially,*" circumventing parental, or any, approval. In any case, based on this preliminary review, the "*Lifetime Wellness Resource Manual*" violates *both* Tennessee law *and* Title X, for the former proscribes most of the *Manual* while the latter requires that all sex instruction be "factually accurate."

'The Kinsey Model'—the view of children as *entitled* to and unharmed by pre-marital sexual activity—has been the only justification for Title X subversion of parental (and legislative) approval. To locate the presence or absence of The Kinsey Model in Tennessee's "*Lifetime Wellness Resource Manual,*" this analysis had to answer three basic research questions:

- 1) Does the "*Lifetime Wellness Resource Manual*" teach children 'The Kinsey Model,' that children and youths are sexual beings, entitled to active sexual expression?

¹ It appears that the sections addressing 'Nutrition, Personal Fitness and Related Skills, Mental Health, Safety and First Aid and Substance Use/Abuse' are not part of the current document.

- 2) Is the education “factually accurate” and age appropriate as required by the Federal Title X mandate?
- 3) Does the information adhere pedagogically to the Tennessee Act signed into law June 8, 1989?

Question one; Based on the fraudulent Kinsey Model of Human Sexuality, the “*Lifetime Wellness Curriculum Framework Resource Manual*” does presume the entitlement of children to active sexual expression at any age teaching children “safe sex,” (use of condoms and other contraception). Question two is thus answered by number one: the sexuality instruction of Tennessee children is age and gender *inappropriate* and “*factually inaccurate*” because its justification is based on fraud. Question three finds the *Manual* ghettoizes and trivializes marriage, violating Tennessee’s “Family Life Instruction” Act.

Methodologically, as the “*Lifetime Wellness Resource Manual*” is grounded in the Kinsey model, a preliminary review of the *least versus most common words* in this training protocol finds *all words excluded* which illustrate the “*responsibility of a person to refuse*” to have sex outside marriage, such as words praising “marriage,” “chastity,” or “virtue.”

Words Commonly Used in Training Manual (not rank-ordered) Sex, participant(s), partner(s), contact(s), AIDS, STDs, death, condoms, sexual, feelings, sick, intercourse, drugs, risk, infection, wellness, feel, partner(s), spermicide, disease, “safer sex,” delaying, body fluids, virus, HIV, prevention, no, needles, game(s). Most of the commonly used words centered on specific actions for sexually active children to “avoid” contracting various sexual diseases.

Words Not Commonly Used in Training Manual (not rank ordered) Girl, boy, children, child, minor, youths, juvenile, youngsters, proper names, purity, chastity, dignity, virtue, prudence, esteem, honor, uprightness, decency, innocence, integrity, self-respect, goodness, morality, common sense, judgment, reverence, seemliness, civility, naiveté, pornography, sodomy, law, Judeo-Christian ethic, vice, criminal, principle, the legal authorities, misdeed, felony, misdemeanor, illegal and the like. Abstinence until marriage is *never* identified in laudatory terms as a realistic goal, a personal or social accomplishment.

Repeated words reflect Kinseyan sexuality; *missing words* reflect Judeo-Christian sexuality. For example, while “sex” appears perhaps 400 times in 200 pages, “marriage” is mentioned on three pages—about every 67 pages. In a “Family Life” course one would expect instruction on the rights and responsibilities in marriage and of the offices of wife, husband, parents, grandparents, children. Yet, “Marriage” appears first in a sex/death game, after children are told they are dying of AIDS in “13 months to 3 years” “How Does it Feel?,” what of “the future—next summer? graduation? marriage?” In this context the child first hears of “marriage” and “parents”.

The “Family Life” law assumes abstinence for youths, but the *Manual* characterizes youths in sexual matters as sexual actors using words such as “participants” and “partners, to move them from a protected non-participating class to one which needs to make informed decisions in sexual situations. For example, the shift from child to “participant” and/or “partner” in sexual matters is illustrated in the *Manual* when it recommends Norplant, a toxic contraceptive for girls and then instructs children on how to deceive their parents—in order to obtain free contraceptives—“an older person, not necessarily your mother” may help you get condoms.

The injurious tutelage in the “*Lifetime Wellness Resource Manual*” continues as it understates rates of condom failure, falsely suggests some safety in anal sodomy, defines “delaying” sex as “abstinence,” hides hard data on abortion, cervical and breast cancer, treats marriage as a mere parenting and economic option, and hides the role of pornography toxicity in male-female relationships and its massive use in sexual abuse of and by juveniles and children. The Kinseyan view that children need and deserve sex underpins the *Manual’s* equalizing conjugal

love with all forms of "outercourse" (masturbation, mutual and solo, etc.) and "intercourse" (anal, oral, genital, marital, etc.) in its sex and AIDS Prevention pedagogy. Inaccurate instruction to view each other as homosexual, as victims of bigotry, "born" that way and as living the same love lives as normal heterosexuals is made explicit in the last pages on "Sexual Orientation" which also is where Kinsey is cited as the *Manual's* authority.

As no specific goals are identified for this manual, it differs wholly from standard academic education. For "*Family Life Instruction*" does not focus, as it should, on developing **left-hemisphere**, cognitive thinking on sexual matters. Instead, the *Manual* focuses on **right hemisphere**, emotional arousal, as children in co-educational, boy-girl, class discussions are taught how to subvert their parents alongside graphic games about oral and anal sodomy and death from sexual diseases. This State-mandated program would commonly over-stimulate most children (especially those already dealing with sexual trauma) triggering feelings that coarsen and depress the children so exposed.

The *Manual's* sex-and-AIDS **right hemisphere compulsory classroom activities** are games of death and sex ("The AIDS Shuffle"), graphic sexual pictures, role-playing, stories and videos of sex and death, drawn from suspect sources. These anxiety provoking stimuli are more likely to cause the children to act out sexually in natural and unnatural ways, as depicted for them in the curricula, than to abstain from sexual activity until marriage as the law requires. Furthermore, the Tennessee curricula often links AIDS and the fear of death with sex, an emotional mix historically and cross culturally proven to induce sexual behavior.

How did Tennessee allow the training of 1,600 teachers and apparently some thousands of Tennessee children in this unfactual and fraudulent sexuality document? The current "*Lifetime Wellness Resource Manual*" instruction suggests the powerful influence of the Kinseyan view of 'Juvenile Sexual Entitlement' and its erroneous assumptions which currently dominates and controls formal sexual and AIDS Prevention pedagogy nationwide. Citizens might well view this eroticization of classrooms as a form of State-sponsored "Sexual Attitude Restructuring," a professional technique of sexual desensitizing. Arguably, this is a form of the more popularly understood "Prima Nocte," (recently dramatized in the film, *Braveheart*) the wrongful taking of a child's virtue, innocence and sexual modesty by the State.

This review is an alert to each of us to never judge the interior of a package by its exterior wrappings, or by what was intended by well meaning legislators. This preliminary examination Tennessee's "Family Life Instruction" Act, finds further analysis warranted. the legislators and citizens who supported the Act for Tennessee school children have been mislead, at best, by the bureaucrats controlling the Tennessee Department of Education. As stated at the outset, based on the preliminary evidence, the Tennessee Board of Education's "*Lifetime Wellness Curriculum Framework Lifetime Wellness Resource Manual*" is grounded in Kinsey's model of human sexuality and as such has subverted and violated Tennessee legislative intent and the law.

EDUCATION REPO

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The Newspaper of Education Rights

Illinois Parents Stop Divers

SPRINGFIELD, IL - Parents in Springfield, IL, have won a major school victory in stopping a "Diversity" curriculum that had been in the making for 18 months.

The 47-point plan had a price tag of \$600,000, but the district had planned to start with 30 of the ideas at a cost of \$236,750 in the first year and \$142,750 in following years. It sparked controversy from the minute it was introduced at the October school board meeting. Opponents to the plan claimed that it was too vague, too costly, unnecessary, and that it diverted class time away from the basics.

Stunned by the opposition at the October meeting, the board called a public forum for November 1. For three hours, parents and teachers debated the plan. At the November 7 board meeting advocates of the Diversity curriculum were unable to round up enough votes.

In December, a group called Taxpayers' Alliance for Better Schools sponsored

a visit by social researcher Judith Reisman. Dr. Reisman told several hundred parents and teachers at the meeting that they were being conned by school officials as to the content of the Diversity proposal. She asserted that the Diversity plan was so vague and undefined that it could easily include the homosexual agenda. "You can anticipate that, within the rubric of cultural diversity, within that Trojan Horse, is the promotion of very specific kinds of sexual conduct," said Reisman.



Dr. Judith Reisman

The author of *Kinsey, Sex and Fraud*. Reisman explained that Kinsey used children from orphanages to conduct sexual tests and induce orgasms in his famous 1948 report on human sexuality.

She asserted that his fraudulent (and probably criminal) "re-
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Diversity

continued from page 1

search" has become the foundation of education about human sexuality and the training of psychologists, researchers and teachers in this field.

Reisman said that the filtering into the schools of the Kinsey theories about human sexuality finds a home in diversity curriculums nationwide. She showed how, in an extremely vague diversity curriculum, chances arise for the homosexual community to insert their agenda in the name of "diversity."

Following Reisman's visit, the homosexual community lashed out at her. According to Springfield resident Mike Vespa, a group of homosexual protestors voiced their total support for the program and offered to provide any assistance needed to have the diversity program implemented to include their "culture."

Superintendent Bob Hill denied there was any sexual agenda in the plan, but he was finally convinced to go back to the drawing board. "Discussion has become very emotional and debate has turned to issues that are not even included in the plan and were never intended to be," Hill wrote in a letter to the school board. "The resulting rift in the community has created a divisive atmosphere that is contrary to the intent of the plan." □