

A Summary of Minneapolis Public School System Out4Good GSA Curriculum¹

Introductory Assessment:

The GSA Curriculum gradually **builds a culture of identity-oriented activism and community**, centered on what we currently call minorities in America: homosexuals, gender non-conforming youths, African Americans, trans-people, etc. The GSA program is supposed to, as stated in 7.1, “create a school climate that celebrate[s] the diversity of the LGBTQ experience” and help people “learn the important roles LGBTQ people have played throughout history.”

The GSA Curriculum amounts to a (1) support group for LGBTQ students, a (2) cultural program for identity politics activism, and (3) a way to continue LGBTQ normalization in society.

What the GSA Curriculum Does:

While some of what the GSA Curriculum does is innocuous, other parts are somewhat controversial, to say the least. Activism for LGBTQ students and other identity-politics-oriented groups pervades the program.

The program...

1. Focuses on middle school through high school (grades 6-12)
2. Includes afterschool group gatherings that foster openness about one’s own talents and goals as well as communication skills
3. Encourages passion and plan-based activism through STAR acronym

In manuals for those conducting the events, some suggested activism topics are LGBT rights, Gender Neutral Bathrooms, Animal Rights, Adoption Rights, Bullying, Police Brutality, and Body Image.

4. Focuses on personal feelings concerning identity, abilities, privilege TM, sexuality, and mental health.

¹ GSA means Gay-Straight Alliance

5. Tries to console students going through stressful times (e.g., while in exam season or while dealing with non-affirming relatives during the holidays) and teach them that it's okay to "come out" about their anxiety and social anxiety
6. Teaches the standard sexuality, identity, and activism terminology, and gets students to learn that terminology through games. The terminology includes words such as...
 1. **Ally** (someone who is not ___ but advocates for ___, like a heterosexual who advocates for homosexual rights, or a man who advocates for feminism)
 2. **Pansexual**
 3. **Gender-Fluid**
 4. **LGBTQ**
 5. **Latinx**
 6. **Gender Binary System**
 7. **Ze, Zir, and Zirself** (non-binary gender pronouns, neither male nor female)
7. Mentions historically Asian queer or Asian allies of queers
8. Teaches students how to be a good **ally** for the LGBTQ community by letting the LGBTQ community set the core activism values and by listening to understand more than to respond.

Acclimation: "LGBTQ community is not a monolith"

Activism: "Allyship lessons can be learned by looking at allies for... the Immigrants Rights Movement"

Accountability: "Allow LGBTQ students to **hold their allies accountable** through the setting of values"
9. Broken Gingerbread People activity indirectly teaches students what it is to have their identities "invalidated" by someone else, hence teaching the importance of "validation" (acceptance)
10. Shows students videos about gender identity, being an ally, Vogue dancing (founded out of black gay culture), healthy vs. unhealthy

relationships, and being transsexual (including one video from the ACLU)

11. Gives an example and or discussion on how to write a “coming out” (as gay/LGBT) letter
12. Enables students to have access to knowledge of LGBT support groups
13. Has an exercise where students can make a video supporting the visibility of Trans people (also with a hashtag campaign like that of #NotJustCaitlyn) as well as have a Trans Day of Remembrance to remember those Trans folk who have lost their lives in some tragic manner
14. Has students “produce a digital and paperback little comic book on the topic of [romantic/sexual] consent” to be distributed on Valentine’s Day
15. Promote the idea of a “No Name Calling Week” (see GLSEN) to foster an “empathetic” or sympathetic school climate for LGBTQ students
16. Enables (if they have the resources) some LGBTQ students to attend Q-Quest Youth Conference in October as an early activity for students
17. Holds a Youth Summit in which participants take a bus ride “to the state capitol for meetings with legislators on issues important to them,” giving students “the chance to speak directly with state legislators about issues that matter”
18. Encourages students to think of themselves in terms of some of their identities, more specifically, the following six:
 - a. Race / Ethnicity**
 - b. Gender**
 - c. Family relationships** (e.g., sister)
 - d. Sexual Orientation**
 - e. Language**
 - f. Academic relationships** (e.g., student, teacher, etc.)

It asks students to think about the four most important of the above six types of identities, telling them that some identities matter more than others. **Self-identifying with one's own religion or with God is not a primary focus** of this curriculum, though spirituality does come into play. Socio-economic class, physical and mental abilities, and citizen status are also covered, though not the primary focus. **Meritocracy is also not a primary focus.**

GSA Program Guides Student Thinking

Plenty of questions are asked to the students who go through the curriculum. The activities try to get the students thinking about the following:

1. Why do we associate certain traits with certain genders?
2. What role do you think culture and **race** plays in **masculinity** and **femininity**?
3. What identities give you the most and or least **privilege**?
(At this point, it is good to note that, in contemporary terminology, privilege is associated with identities such as “man,” “white,” “cis,” “able/non-handicapped,” and “rich”)
4. Any tips for confronting **problematic allies** [of the LGBTQ community]?
5. What does **race** mean **to you**? When are you **most conscious** of your race? How do you **cope** with the realities that race creates for you or for others you care about?
6. Do you see **White Privilege** in the world around you? If so, can you tell us **where** you see it?
7. In what ways are straight **cisgender privilege** and white privilege the same. How are they different?
8. Has your anxiety ever been severe enough **that you struggle to think or talk**?
9. How do people **come out**? Do you need to come out to **everyone**? Does it make sense to come out [as LGBTQ] to different people in different ways? What would a “coming out letter” look like?
10. Is there a right answer to “When should a couple kiss for the first time?” How did you determine that?

Various suggestions for other games, creativity sessions with the arts, as well as movie nights and a BBQ are also included for consideration for what to do. The designers of this program wanted quite a bit of ice-breakers for the students to get to know each other better as well.

GSA Program Videos:

Gender-Identity, Romantic Orientation, Sexual Orientation, and Sex:

#1) Hank Green (popular pop-level YouTuber):

<https://www.youtube.com/watch?v=xXAoG8vAyzI>

Quote: “Sex does not determine the pronoun you should use: gender does”

Gender teachings split into five categories:

1. Gender Identity (Female, Male, Girl, Boy, Other)

2. Gender Expression (Feminine, Masculine, Other)

Encourage students to think of masculine and feminine as just social constructs that they can choose to follow or not

3. Sex Assigned at Birth (Female, Male, Other/Intersex)

4. Physically Attracted to (Women, Men, Other Genders)

5. Emotionally Attracted to (Women, Men, Other Genders)

#2) 5 Tips for Being an Ally video:

Chesca Leigh:

https://www.youtube.com/watch?v=_dg86g-QIM0

#3) Transexuality Videos (*We've Been Around*)

“Lucy”

Lucy was raised as a girl despite not being biologically female, arrested twice for liquor possession during the prohibition era; “her” marriage was declared invalid

https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/2197371/uiconf_id/37493671/entry_id/0_695d6zge/embed/dynamic

“STAR” (Street Transvestite Action Revolution)

Marsha “Pay It No Mind” Johnson and the tension between the police and those advocating for queer rights, the Gay Liberation Front, the issue of trans-women of color, etc.

https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/2197371/uiconf_id/37493671/entry_id/0_siwkztrz/embed/dynamic

ACLU video on the LGBT movement and Stonewall, published by TIME:

<https://www.youtube.com/watch?v=TYDjdoFKIGE>

#4) Cracking the Codes: Unconscious Bias

This is a part of a lesson about combating White Privilege and “internalized racism.” Racial disparities still follow from neutral meritocratic setups due to systemic racism.

<https://www.youtube.com/watch?v=F05HaArLV44>

5) “In a Heartbeat”

<https://www.youtube.com/watch?v=2REkk9SCRn0>

This is a wildly popular video normalizing same-sex attraction by children to other children. From the creators of the short animated film: “A closeted boy runs the risk of being outed by his own heart after it pops out of his chest to chase down the boy of his dreams.”

https://www.youtube.com/watch?v=IWKO3_ti3Gs

GSA Queer Media Recommendations

Videos for Youth:

Boyfriends with Girlfriends, by Alex Sanchez

Getting It, by Alex Sanchez

Aristotle and Dante Discover the Secrets of the Universe, by Benjamin Alire Saenz

Juliet Takes a Breath, by Gabby Rivera

None of the Above, by I. W. Gregorio

Queer: The Ultimate LGBT Guide for Teens, by Kathy Belge and Marke Bieschke

Musician:

Troye Sivan

Videos:

The Imitation Game (about Alan Turing)

How to Survive a Plague (a documentary about AIDS crisis of the 1980s and LGBT activism)

Saving Face (romantic comedy including a “dancer gay girlfriend”)

Boys Don't Cry

Hurricane Bianca

Blue Is the Warmest Color

Rocky Horror Picture Show

Rent

Assessment:

There are some disturbing parts of the GSA curriculum, namely, its New Left perspective on politics, deploying “White Privilege” concepts and the like, as well as the introduction of Intersectionality, which is a feature of 3rd wave feminism. A major part of this is the development of a vocabulary foreign to past generations of the general population, including to the point of adding additional pronouns and distorting English grammar. This is the same sort of nonsense that comes out of BuzzFeed and other anti-intellectual outlets online in recent years.

To top it off, emphasis is weak at best on both merit and religion. In light of the above, the GSA curriculum will only serve to further divide the country between the New Left and the Americana Right.

If the public schools in Minnesota are going to allow the LGBT community to do afterschool activities and activities with in-school effects occur, then **we** in Kentucky, empowered by similar legislation for religion and politics, **should take advantage of the laws in place to ensure a Christian-accepting culture abides in the public schools.**

The focus **on feelings** for the LGBTQ community is **not** the focus that we should want to foster among Christian students. While it is important to be empathetic, a focus **on truth** needs to be pervasive, as well as **how** one comes to know the truth.

We cannot eliminate the GSA groups without also eliminating afterschool and before school groups for Christians, because, on the federal level, these groups are covered under the Equal Access Act. Therefore, because we would like to use the same liberties to try to **educate** young Christians, the choice of alternative is **to redouble our own efforts at establishing before school and after school groups for students.**

Moreover, parents of public school students may desire to become aware of the GSA and their cultural agenda to influence public schools even more into LGBT-affirmation and the New Left.