

OPPOSE Senate Bill199

Thank you for giving me the opportunity to testify here today. My name is Tara Thompson and I am speaking today as the Chair for Moms for Liberty Baltimore County. We represent 1 of 9 county chapters here in Maryland.

I am in strong opposition to SB199 Primary and Secondary Education - Health Education Framework that has moved from the House to the Senate.

1. **This bill would require all counties in Maryland to adopt “age-appropriate” curriculum that is consistent with the Comprehensive Health Education Framework.** Maryland schools already have a Comprehensive Health curriculum that is used. This new Comprehensive Health Education Framework has the addition of gender, gender ideology; and has enhanced the sexual topics discussed with each grade, starting in Pre-K.
2. **This bill seeks to override local control of what is taught in each grade in districts schools.** It demolishes the power of the local elected officials, the Boards of Education, to decide this issue with the input of parents, teachers, and community members. To say it is an overreach of state authority, is an understatement. This “top down” governance is not representative in a constitutional republic, such as our country. It violates the “consent of the governed” cited in the Declaration of Independence.

None of the following is intended to be a personal attack on any person of any gender identity or sexual orientation: gay, lesbian, transgender, or other. My words are directed only towards examining the origins of an ideology that seeks to legitimize the application of potentially harmful behavior or mentality to children, marriage, family and society as a whole.

What is an Ideology....

An ideology is a system of **beliefs and values** which forms the basis for a type of thought: be it political, economic, social, or otherwise. Your core beliefs are what drive most of your thoughts and feelings. They are in fact the ‘operating system’ that runs your computer – that which you refer to as your mind.

As Mahatma Gandhi once said, "Your beliefs become your thoughts, Your thoughts become your words, Your words become your actions, Your actions become your habits, Your habits become your values, Your values become your destiny".

What is Gender Ideology....

Gender ideology consists in, denying that the differences between men and women and that both have natural and biological foundations. It proposes that these differences are solely the fruit of a social and cultural construction. It alleges that society and culture impose their respective roles on men and women, none of which corresponds to natural differences between the sexes. Gender ideology has arisen in the last century owing to attacks on the relationship between biological sex and gender identity. One major factor that gave rise to this deconstruction, was the sexual ideology of **Alfred Kinsey in th 1940's**. Kinsey is often

referenced as **the father of sexual education in the US** and in the rest of the world. Kinsey and his colleagues conducted unethical sexual experiments, both in adults (who were interviewed about their sexual behaviors) and in children (who were sexually manipulated and recorded).

John Money, professor of psychology and sexology at Johns Hopkins University until 2006, was one of the most prominent of these sexologists who redefined “gender” to mean “social performance that indicates an internal sexual identity.” Money’s work helped convert the term “gender” into an ideological concept. Before the 1950s, the term “gender” applied only to grammar and not to people. Money’s work helped convert the term “gender” into an ideological concept. If you are voting on this bill, you should know the names and work of Kinsey and Money before making a decision on this bill.

Senate Bill 199 does indeed assert to putting this harmful ideology directly into our children's curriculum. I will show you how it comes in through this health framework curriculum, as well as other daily in class curriculum and surveys within the classrooms. Parents and teachers are talking about it already happening here in MD in the classrooms!

The Following standards are in the MD Framework that we are discussing today:

1. Kindergarten: Recognize a range of ways people identify and express their gender. 1c.K.5 (page 29)
2. Grade 4: Identify sexual orientation as a person’s physical and or romantic attraction to an individual of the same and/or different gender. 1c.4.3 (page 30)
3. Grade 6: Define sex assigned at birth, gender identity, and gender expression. 1c.6.4 (page 33)
4. Grade 7: Identify solo, vaginal, anal and oral sex along with positive outcomes of each. 1c.7.13 (page 34)
5. HS 1: Identify sexual behaviors including solo, vaginal, oral, and anal sex that impact the risk of unintentional pregnancy and potential transmission of STIs including HIV. 1c.HS1.11 (page 37)

This Following lesson is for 1st graders.

Advocates For Youth has produced K-12 curricular resources that align with the new health curriculum framework. This 1st grade lesson titled, “Pink Blue Purple” directly aligns with the MD health curriculum framework. The lesson directly instructs teachers to tell students, “*Gender identity is that feeling of knowing your gender...You might feel like you’re a boy even if you have body parts that some people might tell you are ‘girl’ parts. You might feel like you’re a girl, even if you have body parts that some people might tell you are ‘boy’ parts.* (I have included the full lesson plan at the bottom of the page). Courtesy from one of our teachers in Maryland.

If you look to page 4 of the MD health curriculum framework:

https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf

One of the listed contributors listed is Nora Gelperin, M.Ed., Director of Sexuality Education and Training. She works for **Advocates for Youth**. Having one of the contributors to the framework be a designer of the lessons (in particular the one I mentioned above for 1st graders) is a complete conflict of interest. The professionals being recruited to design this curriculum framework, are the ones selling the gender ideology and LGBTQ

curriculum back to the schools?!?!)

Take another look below at the 2021 Maryland High School Youth Risk Behavior Survey/Youth Tobacco Survey (YRBS/YTS):

It is riddled with gender ideology, please be aware of the bigger picture that I am trying to paint here in regard to this being an ideology pushed on all our children. *"This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to improve health education for young people like yourself".* This survey has been given in schools for years. Here's a few examples of questions on this survey in Maryland that is being given to our highschool students. MANY parents have reached out to Moms For Liberty to let us know that their students took this survey without their knowledge prior to. The **OPT-OUT forms are NOT being utilized** in the manner in which they are meant. WE **MUST HAVE AN OPT-IN** for ALL surveys put in front of our kids. If parents are afraid that an OPT-IN is restrictive, just as parents feel an OPT-OUT isn't properly given, then **EVER child should be required to have a form on file** that says either the parent agrees or disagrees with the survey/health education being given. We must protect all families and children. This is NOT WHAT SCHOOL IS MEANT to be for. Where is the reading, math, science, history in these questions. It's nowhere! Why are we funding the time and money spent to do these surveys on our children?

2023 Questions for Highschool -

https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2023/2023_YRBS_Standard_HS_Questionnaire.pdf

Gender is mentioned 7 times in the 16 page survey. **Sex is mentioned in the 2023 survey 32 times in the 16 page survey. Do you see the connection that SEX and GENDER is having in our schools curriculum and surveys?**

#8. Which of the following best describes you?

- A. Heterosexual (straight)
- B. Gay or lesbian
- C. Bisexual
- D. I describe my sexual identity some other way
- E. I am not sure about my sexual identity (questioning)
- F. I do not know what this question is asking

#9. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

- A. No, I am not transgender
- B. Yes, I am transgender
- C. I am not sure if I am transgender
- D. I do not know what this question is asking

The next 7 questions ask about sexual behavior.

#59. Have you ever had sexual intercourse?

- A. Yes

B. No

#60. How old were you when you had sexual intercourse for the first time?

A. I have never had sexual intercourse

B. 11 years old or younger

C. 12 years old

D. 13 years old

E. 14 years old

F. 15 years old

G. 16 years old

H. 17 years old or older

#61. During your life, with how many people have you had sexual intercourse?

A. I have never had sexual intercourse

B. 1 person

C. 2 people

D. 3 people

E. 4 people

F. 5 people

G. 6 or more people

#62. During the past 3 months, with how many people did you have sexual intercourse?

A. I have never had sexual intercourse

B. I have had sexual intercourse, but not during the past 3 months

C. 1 person

D. 2 people

E. 3 people

F. 4 people

G. 5 people

H. 6 or more people

63. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?

A. I have never had sexual intercourse

B. Yes

C. No

64. The **last time** you had sexual intercourse, did you or your partner use a condom?

A. I have never had sexual intercourse

B. Yes

C.

#65. The **last time** you had sexual intercourse with an opposite-sex partner, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)

- A. I have never had sexual intercourse with an opposite-sex partner
 - B. No method was used to prevent pregnancy
 - C. Birth control pills (Do **not** count emergency contraception such as Plan B or the "morning after" pill.)
 - D. Condoms
 - E. An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon)
 - F. A shot (such as Depo-Provera), patch (such as Ortho Evra), or birth control ring (such as NuvaRing)
 - G. Withdrawal or some other method H. Not sure
-

The MIDDLE SCHOOL survey is no different. Middle schoolers are as young as 11 years old. We are sexualizing our children with the constant flood of sex in schools and online. **Sex is mentioned in the Maryland 2023 survey 9 times in the 9 page survey:**

https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2023/2023_YRBS_Standard_MS_Questionnaire.pdf

The next 4 questions ask about sexual intercourse.

- 33. Have you ever had sexual intercourse?
 - A. Yes
 - B. No
 - 34. How old were you when you had sexual intercourse for the first time?
 - A. I have never had sexual intercourse
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older
 - 35. With how many people have you ever had sexual intercourse?
 - A. I have never had sexual intercourse
 - B. 1 person
 - C. 2 people
 - D. 3 people
 - E. 4 people
 - F. 5 people
 - G. 6 or more people
 - 36. The **last time** you had sexual intercourse, did you or your partner use a condom?
 - A. I have never had sexual intercourse
 - B. Yes
 - C. No
-

we teach our children to be safe and mindful of what they put into a text or online and how that data can follow them throughout lives, YET we are asking children at school to answer some of THE most personal and vulnerable questions about their sexual experiences, sexual orientation and identification? THIS IS PRIVATE AND PERSONAL and meant for a child and a CHILD AND/or DOCTOR ONLY? Let me just tell you about the lie that is fed to them when they are told that they don't need to put their name on it and that it's private, it is not. It's tied to their student number, it's linked to the computer they are on. NOTHING ONLINE IS PRIVATE and we all know this. How conflicting is this for them to be told a lie right from the start.

Senate Bill 199 forces the belief of Gender Ideology onto children. It's harmful and it's abuse, especially for a child who may not have those same values and beliefs. Add to this the constant promotion of “systemic racism and oppression and intersectionality” scattered throughout the grades and you have a curriculum that creates division among student populations and families. Families in Maryland are already seeing this happen.

This bill violates the rights of parents to decide when and how their children will be exposed to the extremely sensitive and possibly harmful, corrosive topics of gender identity and sexual practice. Regardless of the possibility of an “opt out” which is given and then nullified in the framework by declaring that parents, cannot opt out of lessons that involve possible sexually transmitted diseases or AIDS. Every child in our schools will be impacted by this curriculum. We know that an “opt out” possibility is dependent on parents being given due notice of when units will be taught and what will be in those units. This rarely happens and leaves parents outside the decision-making process.

It is also objectionable to us that the Maryland State Health Department, a government agency heavily influenced by Planned Parenthood, would have control over how this curriculum is taught. Again, local control will be erased, and the framework could be subject to the whims of an organization that has an extreme agenda and great monetary resources to influence what is taught in our schools.

Last November, many of the elected Board of Education members with whom we entrust decisions for our schools. Unlike those in Annapolis, the elected officials on the Board are accountable to the citizens of their counties and can be directly addressed at meetings. This is not the case with the Maryland State Board of Education or the Maryland State Department of Health. Those bureaucrats cannot know or understand the needs of each unique county school system. Merely providing an opt out choice for parents is not enough.

I STRONGLY OPPOSE THIS BILL!

Parents will not remain silent on this issue and if this passes the outrage here in Maryland will be huge!! Parents have been pulling their children from schools all over the country for a reason.

I'll leave you with this:

Gender is referenced within the 75 page framework - 36 times. Sex is referenced in the 75 page framework -

173 times. Why is talking about sex with adults at work considered sexual harassment; but talking with Kindergartner's about sex in school is considered necessary?

IF this bill passes, I URGE you to at the very least - put an AMENDMENT IN FOR AN OPT-IN.

Warmly,

Tara Thompson

Chapter Chair

[Moms for Liberty - Baltimore County](#)

Pink, Blue and Purple

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

MD HEALTH

FRAMEWORK ALIGNMENT:

By the end of 1st Grade, students will be able to:

1c.1.4 – Identify a range of ways people identify and express gender

1c.1.5 – Identify ways to treat people of all gender identities and expressions with dignity and respect.

TARGET GRADE: Grade 1

TIME: 30 Minutes

MATERIALS NEEDED:

- Two identical greeting cards for a new baby, one that is clearly intended for a cisgender boy, and the other for a cisgender girl
- OR
- Printout of the gender stereotype boy and girl greeting cards
- Four signs, either printed out or handwritten, with the four vocabulary words as indicated in "Advance Preparation"
- Sheets of flipchart paper with Venn diagram pre-written on it as described in the Advance Preparation section
- Enough sets of activities cut up and placed in envelopes for half the class, plus one for the teacher
- Masking tape

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define gender, gender identity and gender role stereotypes [Knowledge]
2. Name at least two things they've been taught about gender role stereotypes, and how those things may limit people of all genders [Knowledge]

ADVANCE PREPARATION:

- Prepare enough sheets of flipchart paper for half the students in your class. Each sheet should have a large Venn Diagram on it. The left circle should have the heading, "Girls", the right circle, "Boys," and the center area, "Anyone"
- Purchase or find online two new-baby greeting cards, one of which is very stereotypically gendered for a boy baby and one for a girl baby. If finding/purchasing these cards is inconvenient, just use the accompanying graphics.
- Print out or draw the four vocabulary signs: Gender, Identity, Role and Stereotype
- Print out and cut up the activity sheet (provided), and place an entire set in an envelope. Make enough sets for half the class, plus one set for yourself

PROCEDURE:

STEP 1:

Tell the class that you have a friend who just had a baby. You want to send your friend a card to say congratulations, but you can't decide between two cards and need their help.

Hold up the two greeting cards and ask, "Which one do you think I should send?" [Students will likely ask whether the baby is a girl or a boy]. Ask, "If it were a girl baby, which card would you tell me to send?" [They will indicate the pink card] "And if it were a boy baby, which would you tell me to send?" [They will indicate the blue card].

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pictures in it. Tell them they are to decide whether what's in the picture is something that only boys should play with, only girls should play with or that anyone can play with. Explain that they should put the picture in that section of their flipchart sheet.

Answer any questions, then distribute the envelopes. Move around the room to help students stay on track.

(12 minutes)

STEP 3:

After about eight minutes, or whenever students seem to be done, ask for their attention. Using your Venn diagram at the front of the room, go through your own set, showing each one and asking them where they put them. For each response, say, *"Actually, anyone can play with a _____,"* and tape it in the center.

Once all responses are in the "Anyone" column, say something like, *"Pretty much anything can be done by anyone, no matter what gender they are. But we're still told that only boys should play with certain things, and only girls can play with certain things. Why do you think that is?"*

After a few responses, say something like, *"Telling someone they can only play with or do certain things because of who they are is called a 'stereotype.' When they're told they can only play with or do certain things based on their gender, it's called a 'gender stereotype.'" Ask students to repeat both terms with you.*

Ask, *"Have any of you ever been told you're not supposed to do or play with something because of your gender? If so, how did it make you feel?"*

If not, how do you think someone who really wants to do something but is told they can't because of their gender might feel?"

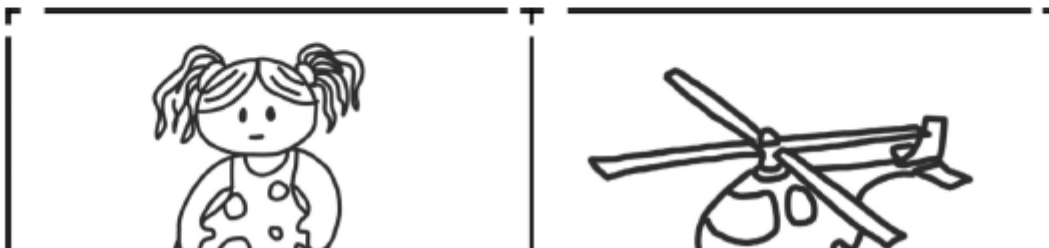
After a few responses, say something like, *"Sometimes, when a boy does something that's not on the 'boy' list, or when a girl does something that's not on the 'girl' list, they'll get teased or even bullied. For example, a boy who cries in front of his friends or likes to play dress-up, or a girl who likes to climb or play with rockets." Explain that it is never okay to tease or bully someone else – and it's never okay for someone to tease or bully you. If that were to happen, whether it's about gender or about something else, it's really important to tell a teacher or another trusted adult. Ask students to name things they could do to treat people of all gender identities with kindness and respect. [Answers may include: invite them to play with me, not tease them, give them a compliment, or if they would like one, a hug or high five]. Conclude by saying that if someone were teased or bullied about their gender, or something else, it's really important to tell a teacher or another trusted adult.*

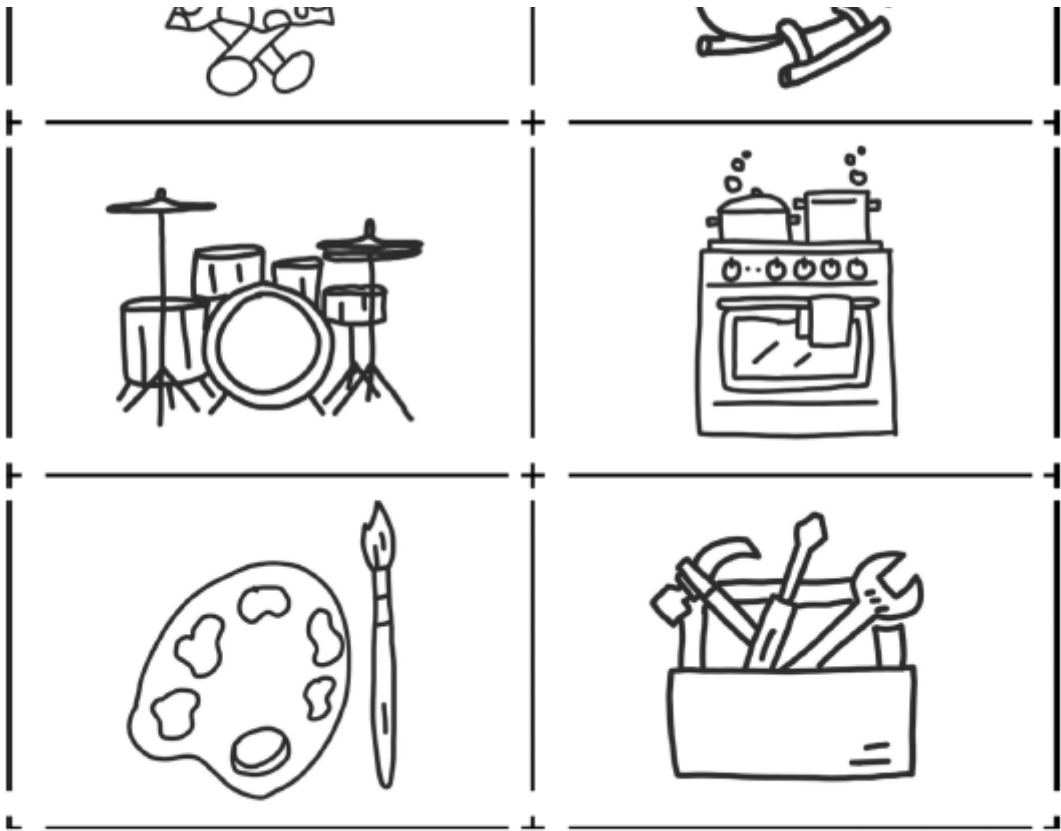
NOTE TO THE TEACHER: If you do not have greeting cards to use for this lesson, please feel free to cut out the two pictures of cards below the dotted line and use them instead.



Teacher Resource: Activities

INSTRUCTIONS: Make enough copies of this sheet for half the class. Cut out each activity along the dot - ted lines, and place each complete set into a separate envelope. Make enough sets for half the students to have one, plus one set for yourself.





Homework: Who Can Do What?

NAME: _____

INSTRUCTIONS: What kinds of jobs can grown-ups have? Circle below to indicate which job you think can only be done by men, women or anyone. Color your sheet if you wish!



Firefighter

Men Women Anyone



School Custodian

Men Women Anyone



Teacher

Men Women Anyone





Construction Worker

Men Women Anyone



Doctor

Men Women Anyone

TEACHER'S RESOURCE: WHICH CARD SHOULD I SEND?

NOTE TO THE TEACHER: If you do not have greeting cards to use for this lesson, please feel free to cut out the two pictures of cards below the dotted line and use them instead.





Pink, Blue and Purple

*A Lesson Plan from Rights, Respect,
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Say something like, *"No matter your gender, you can play with any of these toys. You can wear whatever clothes you want, or have long or short hair. Be who you are, and enjoy playing with whatever toys you enjoy playing with!"*

Praise them for the work they did, go through the homework assignment, and close the lesson.

(11 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 1 is designed to achieve learning objective 1. Steps 2 and 3 are designed to achieve learning objective 2.

HOMEWORK:

Have students complete the activity sheet, "Who Can Be This?" with a family member at home and color it in if they wish.

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Ask, "Why should I send this card to a boy baby and this one to a girl baby?"

Possible responses may include:

- "Because that one has boy things on it, and that one has girl things on it"
- "Blue is for boys and pink is for girls"
- "I like that one better, and I'm a [boy/girl]"

Explain that, "All of what we just talked about – like deciding what colors or toys people can play with is part of something called 'gender.' That's what we're going to be talking about today."

Put the sign with the word "Gender" up on the board (or write it if using a white board). Ask students to repeat the word with you. Say something like, "When we referred to a 'boy' baby or a 'girl' baby, we were talking about what gender the baby is."

Ask, "How do you know what gender you are?" Responses will vary, but may include:

- "My family told me"
- "I know because of my body parts"
- "I just know it"

If a student says something like, "I just know it" or "I feel that way on the inside," explain that knowing what gender you are is called "gender identity." Put the sign that reads "gender identity" up (or write the phrase) on the board. Ask students to repeat it with you.

Point out that the word "Identity" begins with an "I." Say something like, "Identity starts with an I. That's how you can remember it. 'I' feel, 'I' know. Gender identity is that feeling of knowing your gender. You might feel like you are a boy, you might feel like you are a girl. You might feel like you're a boy even if you have body parts that some people might tell you are 'girl' parts. You might feel like you're a girl even if you have body parts that some people might tell you are 'boy' parts. And you might not feel like