



Self Science Influence in the Local Schools



What is self-science, and why has it been integrated into the curricula of our local schools?

What function does it serve? If it's about 'identity,' what 'identity' is being taught? Is it based on humanism, animism, or the truths taught in the Bible? And why do the public schools feel empowered to reach into the very souls of our children, focusing on their 'feelings' and emotions? These are just some of the questions a parent or grandparent might raise upon exploring the current public-school curriculum titled Social Emotional Learning.

To begin answering this questions we must first define 'self-science.' Self-science is: *"knowledge of or insight into one's own nature or character; self-knowledge, especially considered as something to be learnt or studied."* For the sake of understanding this definition, the 'self' is an individual person as the object of its own reflective consciousness. Since the self is a reference by a subject to the same subject, this reference is necessarily subjective.

Self-science originated with the ancients; however, it's earliest use as being referred to as self-science was sometime in the mid 1700's. However, let's fast-forward to the late 1960's, when Emotional Intelligence and Social Emotional Learning were beginning to gain traction in our educational system. In 1967, Karen McCown started Nueva School with a vision to blend academic and emotional development. In 1978, after 11 years of experimentation, she published "Self-Science". This was a landmark in the emerging SEL methodology. It was game on. Emotional intelligence was established as a means to modifying behavior. As you may be aware, the behavior-modification concepts that began in the early 1900's and gained traction through B.F. Skinner, et al, in the mid 1900's was being replaced with behavior being managed by teachers in schools via emotional intervention, and 'learning'/programming. By the late 1900's SEL was entrenched in school curriculum.

Today most educators "love" SEL and rely on it for their classroom management and discipline. They believe that through it they are teaching good character traits such as respect, kindness, tolerance, etc. Any adult can rehearse incidents from school years where such trait would have been welcomed. What is there to not like? Most teachers do not realize what they have been trained to engage in by bringing awareness and exploring a child's feelings. In their minds they are simply helping children learn how to feel and what to think about how they feel and thence, how to act – targeting 'self' and emotions.

But let's take a closer look at the educational philosophy to which SEL's adherents subscribe.

Self-Science - "Emotional Intelligence"

Curriculum - by Joshua M. Freedman, Karen Stone McCown, Anabel L. Jensen, Marsha C. Rideout, published in 1998.

"Self-Science is an elementary school curriculum that fuses emotional and cognitive learning to provide students with vital tools for managing conflict, expressing themselves, and living with respect, responsibility, and resiliency. The curriculum includes 54 lessons for a two-year program."

"Self-Science has been in use around the country and the world since its first publication in 1978. This new edition is "teacher friendly" -- written by teachers, for teachers. The curriculum can be incorporated into the classroom or can be used as a "stand alone" course; rather than a generic prescription, it provides a powerful, flexible framework. The curriculum clearly articulates goals, provides activities, and guides the teacher/facilitator in asking



clear, thought-provoking questions to help students help themselves. In his bestselling Emotional Intelligence, Daniel Goleman calls this program, "A model for the teaching of emotional intelligence."

The curriculum described above is a Social Emotional Learning curriculum called "*Six Seconds*". The one used in our valley is "*Character Strong*" which was founded in 2016. <https://www.wenatcheeschools.org/sel/index>

What is the self? Who are we?

Exploring 'self' is exploring our identity. Many modern psychologists and neuroscientists are now aligning with the Bible regarding our persons as being made up of spirit, soul and body. The soul is generally defined as your mind, emotions and will. How we act in the world, how we relate to others socially and what we do, our behavior is determined by many factors. We are pretty amazing and complex beings. Training up children to live peacefully and productively and happily in our society is not a simple science. Behavior can be conditioned and freedom can be limited. Our children can be either set free to flourish or be bound by 'training'.

Parents are responsible for their children and have the right to train them up. There are some parents who have abdicated their responsibility. In today's culture, there are also people who desire to dominate others and force their ideology on the rest of the population. Our nation was established on Biblical principles which protected our rights and our freedoms. Such domination by one ideology or religion was not to be tolerated. However, do we know what is occurring and has been occurring in our schools with our children?

We do have behavioral standards in our culture. We have laws. We expect our children to grow up and participate within those boundaries. We used to use corporal punishment to train children. Any physical discipline should never be done in anger or excess. Recognizing that was sometimes the case, the schools eventually banned it. Other methods had to be employed in schools such as behavioral modification techniques with rewards, time outs, etc. **The focus was on behavior. Then the focus changed to emotions** - working with children's emotions in order to modify their behavior and to develop their character. Is that acceptable?

Once you enter into the inner world of any person, you enter a space that is private. There has been and still is controversy over the rights of a non-parent to enter into that private space of the soul of a child and start uncovering, developing awareness and then teaching a child how to 'deal with' their emotions. Certainly we would not want practitioners of Islam interacting with our children in that way unless we were also Islamic. Would we want occult practitioners or satanists to teach our children about their emotions? Why not?

We naturally recognize that the area of the soul, the emotions is indeed an area by which any person can become enslaved. A person can become programmed and broken. Emotions can easily be open doors in humans.

How about teachers? Are all teachers aligned with your spiritual beliefs? Are some teachers basically humanists or practice New Age concepts? Certainly there is some overlap in beliefs such as being respectful. However, **respect can be part of behavioral expectation without ever talking about emotions with a child.**

If a child has experienced abuse, having a teacher talk to them about what they are feeling, about their emotions, without knowing their history and training, can be abusive to that child. There are multiple stories of foster and adoptive parents dealing with children that have been abused by the 'nice and good' SEL curriculum and tactics by 'trained' teachers. This area of asking a child about their emotions and their feelings and then continuing to 'teach' them how to judge, experience and act on their emotions is an area that should be private. Such exploration trespasses into the emotional area of the soul and is not necessary for managing behavior. However, many teachers have been taught that it is not only necessary, but also 'good' and 'kind'.

It's amazing the ability that child has to control their behavior. Of course, there are times that a child, and even a parent, may need special help from a spiritual leader or a counselor, however, for the most part, there is no need to venture into the realm of the soul in order to achieve behavioral standards.

However, this is not the position of almost all teacher education courses today. Most have adopted Social Emotional Learning concepts as a way to achieve behavioral standards. Most of these SEL curriculum sound very nice and

good and ‘advertise’ some great sounding concepts. However, the method is always via the emotions, an area that should be off limits to anyone unless they have special permission from parents.

The gender/trans/sex issue is not new in the schools. Recently mandates of Diversity, Inclusion and Equity and racial justice mandates have entered the picture. Many parents do not agree with the ideas promoted by gender unicorns and racial justice training such as trans and white privilege. These are identity issues. These are controversial issues. Many beliefs for the DIE agenda are in direct contradiction to Biblical values. They promote a belief system that is not Christian - at least not the Jesus of the Bible.

The avenue through which these issues are being introduced into the schools is SEL. **DIE/CRT/Social Justice issues are coming in via the SEL doors - doors to the soul of a child that should be off limits to teachers, yet that have already been deemed ‘acceptable’ because SEL teaches ‘kindness and respect’.**

Here is the link where the State mandates sex ed via SEL - <https://www.k12.wa.us/student-success/resources-subject-area/sexual-health-education/comprehensive-sexual-health-education-implementation>

Focus on Self

Before we look more into Character Strong and SEL, let us first consider this focus in the schools on a child’s soul, especially their emotions. SEL, Social Emotional Learning curriculum, was and is still is often also called TSEL, Transformative Social Emotional Learning. SEL is indeed intended to transform children and that is why so many teachers ‘love’ it and says it works - **SEL will indeed transform children.**

SEL is often filtered into almost all subject matters throughout the day. This tends to bring focus on feelings and emotions... frequently. Do we really want to pay that much attention to how we feel, to our emotions? Do we want our children to be so focused on how they feel? Are we meant to be motivated, are our actions meant to be determined by our feelings? Is this self emotional focus something that the Bible tells us to train our children up in - to be self concerned and listen to our emotions?

A healthy, mature person exercises self-control, not self-indulgence. Such a person makes decisions and takes actions based on what they believe is right and true, what should be done, not what they ‘feel’. Often such a person has to override their feelings. However, focus on feelings goes hand in hand with the concept that truth is situational, that it is relative and hence not absolute - that you need to consider how you feel about a situation.

If you are a Christian, what does the Bible teach about ‘self’? Does the Bible teach us to focus on self and how we feel? Does the Bible teach that that is a standard for our behavior? Do you seek first "self-actualization" instead of God's kingdom? Is this how we should teach our children? In this world, the most sacred principle is self-expression. This is the focus of SEL, Social Emotional Learning.

The Bible reveals quite a bit about the modern self science concepts that are promoted in our schools. These concepts, align with concepts promoted by Baal. We might consider such thought as post modern Baalism. What was, or is, Baal worship - the worship of the god of this world, of fertility. Baal is translated owner, master, ruler, or lord. He wants to control mankind if possible. Baal being a fertility god had worship that involved sex orgies. Its worship was filled with perversion, homosexuality, immorality and sexual promiscuity. Could this possibly be the spirit behind much promiscuity, perversion, homosexuality and pornography in America today? **Baal goes after children.**

Often in our desire to appease the world, we unfriend God and friend Baal. Is our view of reality and truth is shaped more by secular culture than the Scriptures?

Can this be said of your beliefs - *“Instead of studying the Scriptures with a goal of cultivating the fear of the Lord and discernment so you can apply His truth in culture, do you superficially believe and advance the views of pop culture, secular media or your political party without digging beneath the surface? Consequently, do you bow your knee to the Baal of celebrity pundits and worldly modern culture?”*

Should professing Christians acquiesce to the world and compromise the Word of God by bowing to concepts that are unbiblical? Should a believer tolerate concepts of marriage and sex be taught to their children as ‘truth’ that do

not align with the Bible, just because they do not wish to be labeled intolerant? Why are believers being intimidated by mainstream from expressing their beliefs? Do Christians actually desire above all a life of comfort and ease, and believe it's right to do what they 'feel' like?

The apostle John had something to say to you when he admonished believers not to love the world nor the things of the world (see 1 John 2:15-17).

James 3:16 *For where envy and self-seeking exist, confusion and every evil thing are there.*

Do we want to teach our children to love the praise of men more than the praises of God? Should adults desire to please God or men? Are believers so insecure that we bow to Baal and sell our soul for the affirmation of our co-workers, neighbors and culture?

Today, Baal's concepts are expressed in Animistic and humanist belief structures. It is found in such belief systems as Wicca, paganism, Voodoo, Santeria, Japanese Shinto, Native American religions and the like.

Post Modern Baalism:

- Operates through fear and intimidation (*Alinsky's Rules for Radicals*)
- Intolerant of Word of God (Banish God from public sphere, loss of religious freedom)
- Allows seduction to prevail, abortion, sexual relativism
- Twists truth; Lies; Usurps the law
- Radical environmentalism
- Propagates sorcery; Black magic (New Age, Witchcraft, Satanism, Yoga, Reiki, crystals, horoscopes, ouija boards, luck charms, etc.)
- Worship of the earth. Earth worshipers believe that man came from the earth and is going back to the earth, which is his mother or god.

The worship of Baal is everything that leads men downward against his better nature to fulfill his bodily appetites and emotions. What is the appeal of the Baal? What's more appealing to the human nature? To serve a god that let's one do what one wants in accordance with one's baser nature, or to be a disciple of Jesus and deny yourself and walk with Christ in holiness?

To serve Baal is to follow the lusts of the flesh, while to serve the God of the Bible is to have to resist the downward pull and walk with the Holy Spirit? One leads to death and the other to life. Why choose death?

God has zero tolerance for Baal worship.

Do you want such Baal concepts being taught to your children in the name of Social Justice and Diversity, Inclusion and Equity?

To put it in a more radical manner: Are you willing to "*stand against the forces of hell manifesting itself through intolerant group-think activists who want to abolish the first amendment, squelch religious freedom and silence all opposition through Jezebelian laws*", people who are now demanding their doctrines be taught in our schools?

What standard for training should be used in the schools? One that focuses on self using emotional intelligence to determine behavior or one that teaches self-discipline and self-control with Biblical values?

Why do we want our schools focusing on developing a child's 'emotional intelligence' as a means of controlling their social behavior? Why should we continue to tolerate any Social Emotional Learning?

Teachers will reply, "Because it develops respect and kindness and other qualities." Most teachers love SEL. It's very "nice" on the surface. However, it manipulates a child's identity via introspection and 'learning'.

How did children behave and develop good character traits prior to SEL? Could it be that they learned self-discipline by being disciplined? Could it be that they read books and were told stories about ‘good’ people, brave people, strong people, people with good character, and then they ‘played’ those stories in their play? Could it be that they had role models and that teachers and parents pointed out the ‘good’? Could it be that good character can be developed without any Social Emotional Learning?

We have to now ask the question. With the potential of being abused emotionally by such focus and introspection as well as the doors that can be opened to concepts such as gender fluidity, trans and race, why do we want any SEL curriculum being used with our children in our schools? Such curriculum certainly is controversial.

Washington is state gives school districts the legal authority to reject learning materials that are controversial in their locality. School officials can reject social justice studies such as equity studies, cultural competency, and SEL. They can even choose materials for the mandated sexual education.

The authority is *RCW 28A.150.230 (g)*.

“In April and May 2021, the state legislature passed SB 5044, SB 5227, SB 5228, and SB 5194, to require public education employees to receive training in “diversity, equity, inclusion and anti-racism” as a condition of employment. These bills impose requirements of “equity,” “cultural competency,” “institutional racism” and other elements of Critical Race Theory (CRT) ideology. The Office of Superintendent of Public Instruction (OSPI) has set a deadline of September 1st for schools to adopt this under the label of a “Ethnic Studies Framework.” - Liv Finne, Washington Policy Center

I would like to propose that since training is mandated as a condition of employment, that we demand the school board have such training from both sides of the issue. I would volunteer to help a group from the community provide training to teachers for the ‘opposing’ side of the DIE/Social Justice concepts. There is no reason what the training should be from only one point of view - especially since these issues are without a doubt controversial.

Jim Walsh live on July 16, 2021 about the law: <https://fb.watch/v/1W5rhotwA/>

Statement on Self Science Education - SEL in our Schools

It is true that social and emotional issues greatly effect cognitive learning. Social and emotional issues also effect physical motor skill development. The social and emotional domains are very important in learning. They are indeed what I consider ‘doors’ that allow learning to occur. We understand that both neuroscience and more recent psychological research emphasizes the importance social and emotional domains.

When the learner understands this, it enhances learning even more. I have often taught my clients about how they learn to help them learn. It would be advantageous to educate students about how they learn. This is not the objective of SEL. SEL uses this knowledge to teach emotion awareness and social interaction.

SEL involves identity, agency and issues such as “Do I matter?”; “Can I use my skills?”; and “How should I act in the world?” SEL deals with character development and how a child will view themselves and the world.

SEL deals with issues that are spiritual as well was psychological and emotional.

The concern with SEL and the way it is being used in schools is that it is a powerful tool for training children, for indoctrinating them to one set of beliefs. Often it is used by teachers who do not even understand the neuroscience behind the concepts, but they have seen the power of SEL - SEL works. It can be manipulative.

SEL can be abused and used to direct a student’s beliefs to a desired ideology. What beliefs are being imprinted into children? Do all teachers agree with the parents individual spiritual beliefs?

SEL can be used to emphasize and elevate the emotional self as being ultra important. Do we want our children learning to be guided by how they feel and how they perceive others feel about them and even how they are guessing that others feel? Are emotions to be elevated? Are emotions to be trusted for making decisions and choosing what to

do? What does the Bible say about self? James 3:16 *For where envy and self-seeking exist, confusion and every evil thing are there.* James 1:14-18 *But each one is tempted when he is drawn away by his own desires and enticed. 15Then, when desire has conceived, it gives birth to sin; and sin, when it is full-grown, brings forth death. 16Do not be deceived, my beloved brethren.*

Do we want children to learn to focus on their emotions and their self?

We are spirit beings who have souls and live in bodies. Our souls consist of our mind, emotions and our will. SEL talks about whole child education, but instead emphasizes emotions. It can open emotional doors and bring in spiritual beliefs that will lay a foundation other than what the parents believe.

Certainly we can help children learn by creating positive and loving emotional and social climates. Good teachers have always done this. Modern SEL though is being used as a vehicle to indoctrinate our children. The new sex ed is coming in via SEL as well as ideas about racial justice, equity and other social justice issues.

We do not need to have SEL taught in our schools. We do need to have caring teachers, but we do not need the focus on feelings every morning with temperature checks and the emphasis on emotional awareness.

What Can Parents and Grandparents and Concerned Citizens Do?

Just like we teach our children to not take candy from strangers, to not get into cars without our permission, to not allow ANYONE, including teachers, counselors, to touch private parts of their body, **we need to now teach our children to NEVER talk to anyone about their feelings, their emotions.** Our children need to learn to not answer any adult, any question, to simply not respond, not engage with others about their feelings unless they have their parents direct permission at each instant. When asked about their feelings, our children need to learn to politely respond, “I will not talk about my feelings with you. If you want me to do or not do something, please just tell me, but I will not talk about how I feel with you. My feelings are my private space and I will pray to God, but not talk to you.”

Then you can tell your child’s teacher to please not ask your child about his feelings or his emotions and instead to ask him to conform to behavioral standards. Tell the teacher that your child’s inner self is private and you do not want the teacher to teach them about their emotions, tell them how to process their emotions, what they should or should not do with their emotions and how they should ‘think about’ their emotions. Put the domain of your child’s soul off limits to all teachers and administrators, including school counselors.

Then you can be loud and vocal with school administration, school board members, any meetings as well as on social media and at in-person encounters.

So pray, teach your children, protect them and stand up for them. Your children are your responsibility. Read the Bible every day with your children. Let them see your faith. Pray with your children. Encourage them to seek the Lord all the time, anytime they have a question. Teach them the Lord’s prayer. Pray with them for discernment as they go about their days. Teach them to recognize evil and to resist evil. Love them and bring them up in the love and the fear of the Lord. Be bold in your faith. Meet with others believers. Stand together as families and be bold for Jesus. Be bold to speak out about the Kingdom of God and start to dare to believe what the Bible says - share Jesus, expel demons, heal the sick, raise the dead.

[Link to Wenatchee School press release on 7/16/2021](#)

[Link to library of misc files including Washington State bills, etc.](#)

Introducing The Local SEL in Our Valley

I would now like to introduce you to the SEL used in Wenatchee, Character Strong. Following are from their website and other SEL's. You can see how attractive and "good" they seem when they "sell" the concept of training behavior via emotions instead of simply enforcing behavioral standards. On the last page, you will see how they 'advertise' that SEL, also known as Transformative Social Emotional Learning is used for DIE/CRT and all Social Justice issues.

SEL, **Character Strong**, is the curriculum that we have in our schools in this valley. It needs to stop because it is controversial and opposes many of our spiritual beliefs. However, many teachers will argue that it is "good" and that they "love it" and that they only want it "help" the children. You can see for yourself how **Character Strong** sells itself with very nice objectives, however, with methods and processes that trespass in forbidden domains.

Character Strong - Social Emotional Learning and Character Development in One

Co Founders John Norlin & Houston Kraft - 2016

Houston Kraft graduated from Bowdoin College in Maine and John Norlin has a Master's degree in Organizational Leadership from Gonzaga University. They are both young.

"Our curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.

SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility

"We send out a weekly blog geared towards educators who believe in Educating Whole Child. This is a great resource that is free for anyone to check out. We also offer webinars each month as well as a podcast we put out once a week. Our podcast are short so educators with little free time can listen in 10-15 minutes on their way to work, during their plan or on their walk through the halls in the morning!"

<https://characterstrong.com/>

Character Strong

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WHY CHARACTERSTRONG

Social Emotional Learning and Character Development in One

Our curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.

- ✔ **SEL Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making
- ✔ **Character Development:** Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility

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CharacterStrong Conferences



Staff Professional Development



On Demand PD



Equity Training

morning!



CLICK TO SEE DATES

“ I am a Mental Health Therapist and have worked in schools for over 40 years. I have seen the desperation, decline and hopelessness upfront and personal. This has given me hope that we can help change things.

Georgina

Director of Student Supports

“ I have been in education for over a quarter of a century and this is, hands down, the BEST training that I have ever been privileged to be a part of. This presentation allows for professional and more importantly personal growth. VALUABLE BEYOND BELIEF!

Pam Roh

Wisconsin Educator

“ I believe it is no longer enough just to teach our educational content. We need to start educating the whole child and shape more compassionate human beings. To date, CS trainings and curricula is the best way of going about this.

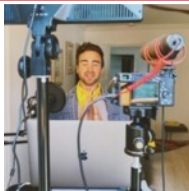
Ashley Griffith

E. Valley HS

Want a Free 3 minute video strategy or idea each week? Sign up for the CS Weekly

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CASEL - (A SEL coalition that trains how to use TSEL as a lever for Equity and Social Justice)

“SEL is...

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.”



Transformative SEL as a Lever for Equity & Social Justice

CASEL is committed to advancing equity and excellence in education through social and emotional learning (SEL).

CASEL's definition and [framework for SEL](#) provides a foundation for all communities to use evidence-based SEL strategies to advance the goals of equity and excellence in ways that are most meaningful to their local context.

Developing and Refining Transformative SEL toward Equity

CASEL is refining a specific form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement—which we are calling “*Transformative SEL*.” Through our long-term learning agenda and ongoing collaboration with practitioners, policymakers, and researchers, CASEL continues deepening what we know about how to implement Transformative SEL toward equitable learning opportunities and developmental outcomes. Together, we will continue learning through our collective commitment to continuous improvement.



CASEL Webinar Series: SEL As a Lever for Equity and Social Justice



This five-part webinar series explores:

- Cultivating & Communicating Commitment
- Adult SEL to Support Antiracist Practices
- Elevating Student Voice and Vision
- Authentic Partnerships with Families & Communities
- Policy & Data Practices that Dismantle Inequities.

[Click here to watch the webinars](#)

SEL Links

There are many resources on the internet. I have only included a few against SEL, most links below are pro-SEL:

“Social Emotional Learning” is Bad News for Educators and Families -

<https://www.theadvocates.org/2019/03/social-emotional-learning-is-bad-news-for-educators-and-families/>

Collaborative for Academic, Social, and Emotional Learning (CASEL) <https://casel.org/sel-framework/>

Equity and SEL - CASEL - <https://schoolguide.casel.org/what-is-sel/equity-and-sel/>

Pioneer Institute - Public Policy Research - <https://pioneerinstitute.org/featured/new-study-finds-multiple-problems-with-push-for-social-emotional-learning-in-k-12-education/>

Example of compliance with law about racial equity that will be put into the SEL curriculum - Puget Sound Educational Service District: [https://www.aesa.us/about/Resources/Racial Equity Tool.pdf](https://www.aesa.us/about/Resources/Racial_Equity_Tool.pdf)

The New American Video - SEL is Occultism & Indoctrination - <https://youtu.be/JusXVb957dw>

Candace Owens - Biden administration - July 22, 2021 - <https://youtu.be/ELxubEllfys>

Panorama Education - Transformative SEL: An Approach to Promoting Educational Equity - <https://www.panoramaed.com/blog/transformative-sel>

CASEL CARES: SEL As a Lever for Equity and Social Justice - 6/12/2020 - <https://youtu.be/UPWrnBA2274>

Why is Social Emotional Learning Important for Equity in Education? - 11/8/2018 - <https://youtu.be/c7IGWonoBOw>

SEL for Equity: In Pursuit of Antiracist Education - 3/25/2021 - https://youtu.be/N_d_YSH9DhA

Addressing Equity Through Social and Emotional Learning - 4/9/2021 - <https://youtu.be/v3we-xeIAGI>

Reopening Schools with a Focus on SEL and Equity, Part 1 - 7/30/2020 - <https://youtu.be/kadRwmIuelo>

Learning and Happiness: The Problem with Social-Emotional Learning 11/4/2017 - At the end, this link has a very good video about a Japanese school where they do not use SEL, but are very real with the whole child. <https://nancyebailey.com/2017/11/04/learning-and-happiness-the-problem-with-social-emotional-learning/>

Character Strong is the SEL in Wenatchee (*Teaching the Whole Child K-12 - "It's all about relationships"*)

Character Strong - Weaving Social Emotional Learning and Character Development into the Daily Fabric of Your School - Support for Teaching the Whole Child and Why it is Critical to Teach SEL- (*Selling teachers on SEL - Temperature Check... Every morning, asking each student "How are you doing today" and rate it with a number - e.g. how to focus on emotions - NRLP anchors built into teacher training such as "Taking the Webby Pledge" ... This is designed to 'sell' you on SEL, it sounds very good objectives. Their processes to these objectives are intrusive and even abusive - teaching how and even what to feel and handle your emotions. Outcome is to develop awareness and then empower emotions to overshadow the whole day and determine behavior - Emotional self focused.*)
02/18/2019 - <https://youtu.be/tbuzGIJ4MUo>

Character Strong - Webinar: Practical Strategy to Focus on Equity and Reduce Burnout - 12/17/2020 - <https://youtu.be/LbY34FCxPC4>

Character Strong - Webinar: Adult SEL Series: Equity & SEL - 11/18/2020 - <https://youtu.be/XoeUutWpajI>

Character Strong - Webinar: A Holistic Approach to SEL: Partnering with Families - 7/21/2021 (They are concerned that they now have to 'sell' SEL to the families because people are learning about SEL and Equity and other curriculum. You will see that CASEL is the source for much of this 'teaching') - <https://youtu.be/hCzH6DfHvuU>

Webby Pledge - This is pretty weird and taken from the concept of 'anchors' in NRLP (Neurolinguistic Programming used by Hitler) - <https://www.uslegalforms.com/form-library/61984-character-strong-the-webby->

Addendum - *For those a bit more curious about Baal concepts in today's world*

Baal Concepts:

Man

Mankind, in the Baal religion, is understood to be a physical being who lives in the material world, but has a spiritual core. It is believed that human beings will enter the spirit world at physical death and will then have influence over what happens in the material world. In the meantime, human beings affect what goes on in the spirit world by means of rituals, prayers and offerings.

Salvation

Salvation for human beings, in Baal worship, relates to doing all one can to make life as comfortable as possible. This involves helping and encouraging the gods to fulfill their obligations toward the material world, as well as appeasing the gods to make personal life more comfortable.

How Baal Belief Answers the 7 Worldview Questions

1. What is the most fundamental reality? (Ultimate reality) and
2. What is the nature of our material reality? (Material reality)

As is common with most forms of Animistic thought, the Baal religion believes that the spiritual and physical worlds are both part of a single existence. Spirits exist in a separate dimension from physical beings, but they interact with each other in a symbiotic relationship.

3. What is a human being? (Humanity)

According to Baal beliefs, human beings are material creatures who inhabit the physical world. They are understood to have a spiritual core which connects them to the spirit world.

4. What happens to a person at death? (Death)

Baal belief asserts that at death, an individual's spirit enters the spiritual dimension.

5. Why is it possible to know anything at all? (Knowledge)

Knowledge, in Baal belief, is simply assumed to exist and is known by observation.

6. How do we know what is right and wrong? (Morality)

Morality, in the Baal religion, was learned by observation and experience. As people observed what caused good and bad things to happen in the material world, they associated that with the pleasure and displeasure of the gods. Over time (generations), a moral code was developed based on these observations.

7. What is the meaning of human history? (History)

History, in the Baal religion, is understood to be a linear progression of events without special meaning.

This is from Character Strong. I have not a clue if everyone does it. It sounds kind of good, but it uses a form of NRLP - Neurolinguistic Programming, called an 'anchor'. What could be wrong learning about a handshake, but this is a form a programming and not just teaching about a handshake.

The Webby Pledge

Procedure:

Show students what a webby is by pointing to the webby area in between your right thumb and pointer finger.

Have student point to their "webby" and tell them, **"Repeat after me!"**

"This is my webby...

I promise

To always use my webby when greeting others...

One day ...

This webby...

My webby....

Will help me get a job ...

And...

Make a positive difference in the world....

I promise to always use my webby!"

*Immediately following the webby pledge tell students that they are going to do a "one minute frenzy" where they walk around the room practicing using their "webby" and after that they introduce themselves they should end their brief greeting with "nice webby" to have fun with it.

Extra:

You can add more to this exercise by giving examples of bad handshakes and what not to do (i.e. The "dead-fish", hand crusher, the lingering hand shake, the two handed shake, the non-committed fingers only handshake, etc.)

Every time you have a new student or special guest come into your classroom you can have everyone stand, including the new person or guest, and do the webby handshake. If it is a lady, you would say, "gentlemen there is a lady in the room so please stay standing and as _____comes around the room each of you please introduce yourself to them while using your webby."

* Students love the "webby" and it works fantastically while teaching how to properly greet others.

(Cookie's Note: I am not so sure how the Inclusive/Bi groups approve of the above references to lady and gentlemen.... That will probably be removed when discovered.)



Self Science Education and Sexual Rights Agenda



Previously, we have discussed self science as it is being promoted in schools via SEL (Social Emotional Learning) curriculum. There is much news also about CRT in SEL, however, the real issue we need to address is the sex education that is part of the SEL curriculum. Similar to most 'woke' agenda, this education comes under multiple names: Education for Sexuality or Sexual Rights, Comprehensive Sexuality/Sex Education, Education on Human Sexuality, Reproductive Health Education, Information on Sexual/Reproductive Health, Family Life Education, Teen Pregnancy Prevention, Rape Prevention, Anti-Bullying Programs, HIV/AIDS Prevention and even Abstinence or Abstinence Plus Education.

These programs always falsely claim to be age-appropriate, evidence-based, healthy sexuality education that will prevent teen pregnancy, sexual abuse, STD's, and HIV. However, such sex ed are just cleverly disguised as abortion rights and actually promote sexual pleasure, for pleasure alone. The focus is on sexual pleasure via multiple sex acts, starting by emphasizing masturbation from a very young age. **These programs hook children on sex and sexual perversion.**

Programs such as the Gender Unicorn and Genderbread Person, teach children that they alone can determine their gender based on their feelings. Children are taught that they can be 'gender fluid' and that gender and sex are different. Teachers are trained to affirm what the child feels and not interfere with how the child 'feels'.

When a child looks at a pornographic image, within 3/10 of a second that image is imprinted on their brain permanently. There is a neurological process that takes place so that children will want more and will act out what they see. Children are shown obscene materials in the name of 'education'. This is demonic and against God.

ALL sex ed programs stimulate the imagination and promote sexual desires. They are designed to abolish guilt feelings about any and all sex, eroticism. They promote sexual diversity, especially homosexuality and now transgender. They celebrate sexual freedom, sexual expression and sexual license. It's not about health, but rather they actually cause physical disease and emotional distress. It's about early introduction to sex, even what historically has been considered perverted sex, and multiple sexual relations. Such 'education' is totally against God. God created sex and called it good, within the confines of how God created it - between a man and a woman to create families. The Bible has multiple warnings about sexual perversion, as does history. (Egypt, Greece, Rome...)

Even some medical schools are prey to the "woke" agenda. They are being told to not teach the idea of biological sex because it is 'offensive' to some people. They are instead told to teach that biological sex and gender are only 'social constructs'. Only what comes out of the perverted LGBTQ mob is acceptable. *We are not meant to be allowed to even label the LGBTQ mob as perverted - we cannot offend anyone with truth!*

These sex ed programs teach that sexual rights are human rights - the rights of all persons to sexual expression and the right to seek sexual pleasure, just about any time and any where with any other living being. They emphasize sex in all forms - many which are perverted... and many forms that do not create children... however, they also cause many teens to fear pregnancy and promote abortion as acceptable birth control for health. Biblical teaching about sex is presented as taking away a child's rights to their sexual expression and identity.

Like Social Justice and SEL, most of this sex education has grown out so called research in the early 1900's. The grandfather was Alfred Kinsey (1894-1956). His research is outrageous and the basis for most sexual education created and promoted by organizations such as Planned Parenthood, International Planned Parenthood Federation (IPPF), WHO, UNICEF and United Nations. The United Nations, UNESCO has it's own "International Guidelines on Sexuality Education". United Nations even has tried to hook aid to a country teaching perverted sex ed courses.

All these organizations say that they are supporting sexual rights. However, **these organizations hook children on sex and sexual perversion.** This is all over the world. Baal worship - self and sex. SEL is the local vehicle. We do not need Social Emotional Learning in our schools. It's anti-God. We are not meant to train up children to be self-absorbed, focusing on 'self', especially their emotional self, and on sexual pleasure. It's time to say no.



Video: [The War on Children. The Comprehensive Sexuality Education Agenda](#)

"Medical School Professors are no longer allowed to teach biological difference between male and females due to "woke" politics taking over medicine"

