

Gender Ideology Smart Book

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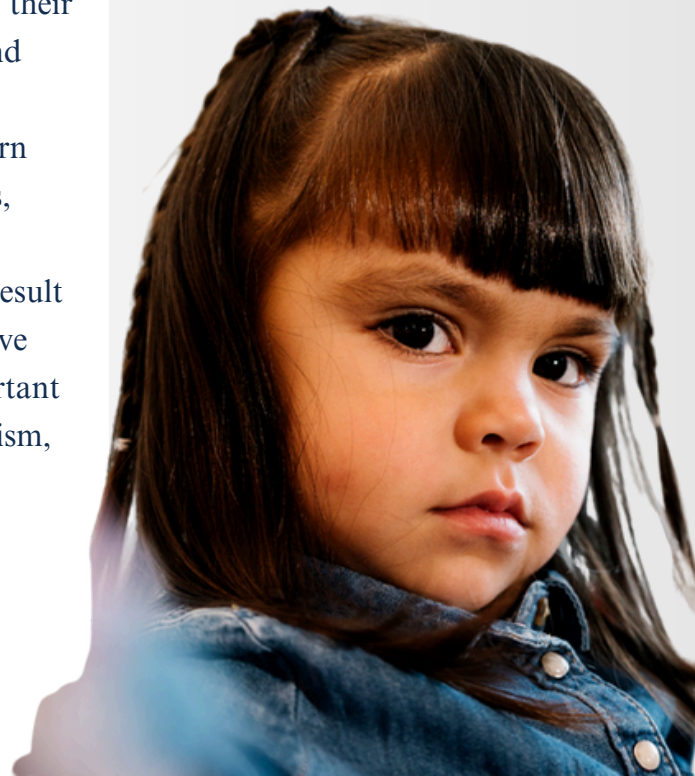
Gender
Ideology

What is Gender Ideology?

Gender ideology refers to the belief that an individual's internal sense of gender—whether male, female, both, neither, or something entirely unique—can differ from their biological sex. At its core, this ideology embraces the idea that gender is not a fixed or innate characteristic, but rather a fluid spectrum shaped by personal feelings, cultural influences, and societal expectations. Proponents argue that each person has the right to define and express their gender identity as they see fit, regardless of physical or biological attributes. This perspective marks a significant departure from traditional understandings of gender, challenging longstanding views about identity, relationships, and the roles of men and women in society. In schools, gender ideology is often introduced as part of broader diversity and inclusion programs, presented under terms like “gender identity” or “gender expression.” Curriculum materials may teach students that gender is not necessarily tied to their bodies and that everyone has the autonomy to explore and declare their gender identity, sometimes even on a day-to-day basis. This approach encourages children and adolescents to question not only their sense of self, but also the meaning of family, tradition, and social roles. While supporters claim these lessons foster acceptance and personal freedom, there is growing concern among parents and educators about the long-term effects, particularly when such teachings are introduced without comprehensive discussion or parental involvement. The result is a dramatic transformation of how young people perceive themselves and their place in the world, prompting important questions about the boundaries between education, activism, and personal development.



Gender Ideology



Gender Ideology: Framing and Impacts

Often presented as compassionate and inclusive, gender ideology redefines core societal concepts around sex, gender, and family. Rather than centering the discussion on shared values or objective truths, it focuses on the primacy of individual identity, promoting the view that personal feelings can override biological realities. This shift is evident in schools, where curricula increasingly encourage children to see gender as fluid and self-determined, disconnected from their bodies or traditional norms. The underlying framework borrows from activist-driven social engineering, recasting longstanding societal structures—such as motherhood, fatherhood, and religious belief—as systems of oppression rather than sources of stability or meaning.

The language of choice and empowerment is frequently invoked, suggesting liberation for individuals seeking to define their own identities.

However, this sense of freedom is constrained; traditional paths, such as embracing motherhood or family over career, are dismissed as regressive, while identities aligned with contemporary ideological values are celebrated. In practice, ideological conformity is often demanded, with dissenting voices labeled as ignorant, oppressive, or even abusive. Classrooms become arenas for shaping political activism, frequently sidelining parental involvement and established cultural foundations.

Ultimately, gender ideology seeks to disrupt and reformulate deep-rooted norms surrounding family, sex, and belief systems, revealing its roots in Marxist beliefs. While it claims to champion progress and inclusion, its approach replaces time-tested structures with subjective identities, state-imposed values, and emotional reasoning. The result is a transformation of educational spaces and social expectations, raising concerns about the long-term implications for children, families, and the broader social fabric.



Empathy: Weaponized

Gender ideology is often advanced through the strategic use of empathy, framing compassion as a moral obligation that compels both children and adults to embrace and affirm new identities, sometimes at the expense of open dialogue or differing beliefs. From early education onward, students are encouraged to equate affirmation with kindness, while parents who express caution or ask questions may be portrayed as unsupportive and even harmful, abusive, or toxic. This environment turns affirmation into a moral test of character, where hesitation is equated with intolerance, and those who question or dissent—be it for scientific, personal, or faith-based reasons—are frequently marginalized and can face social, academic, or even legal repercussions. Consequently, educational spaces risk becoming arenas for ideological conformity, where children are taught to doubt their own bodies, question family values, and internalize a politicized view of identity, all under the guise of inclusion and morality.

Why Is Gender Ideology So Dangerous?

- It replaces objective truth with subjective identity.
- It encourages children to distrust their bodies and parents.
- It creates an environment where disagreement equals hate.
- It silences traditional values while promoting a one-sided definition of “freedom.”
- It uses compassion as a weapon to demand conformity.



The Role of Gender Affirming Care

“Gender-affirming care” refers to a series of medical and social practices that prioritize validating a child or adolescent's declared gender identity, often at the expense of engaging with deeper psychological, developmental, or familial influences that may be contributing to their feelings. This model typically begins with social transition—encouraging children to adopt new names, pronouns, attire, and social roles that align with their stated identity rather than their biological sex. Educational institutions and families are often compelled to affirm these changes, with teachers required to use new pronouns and accommodate access to facilities such as restrooms or locker rooms based on identity rather than anatomy. This approach is frequently presented as compassionate, yet it raises substantial concerns that the complex realities of biology and development are being set aside in favor of immediate emotional satisfaction.

The next steps in gender-affirming care can include powerful medical interventions, sometimes initiated at surprisingly young ages. Puberty blockers may be prescribed to halt the natural course of development, despite incomplete knowledge about their long-term safety and potential consequences. Cross-sex hormones often follow, resulting in permanent bodily changes—like voice deepening, breast growth, or infertility—that cannot be reversed if an individual later reconsiders. In some cases, surgical procedures such as double mastectomies, hysterectomies, or even genital surgeries are performed on minors. The growing emphasis on affirmation above all else risks sidelining scientific and biological truths, substituting enduring realities for transient emotional states. This shift calls into question whether the drive for inclusivity is, in fact, leading to the uncritical acceptance of subjective feelings at the expense of thoughtful, evidence-based care and the safeguarding of children's physical and psychological well-being.





Gender Ideology in Schools

Books and Curriculum Content

Gender Ideology is not only a lesson in middle or high school health class. It is increasingly introduced even at the elementary level, through library books such as *Uncle Bobby's Wedding*, *Born Ready*, *Intersection Allies*, and *Love, Violet* that normalize gender fluidity and encourage acceptance from an early age. These themes are woven across various subjects, often under the banners of diversity, equity, and inclusion (DEI), social justice, and social-emotional learning. The cumulative effect is to prime children to interpret themselves and their peers primarily through complex layers of identity, power, and perceived systemic oppression.

Core Classes

Materials with explicit sexual content are increasingly available in school libraries, often without significant oversight. In language arts, assignments may include writing prompts and reading selections that not only highlight gender ideology but also practice the use of varied pronouns. Math problems may feature characters with nontraditional family structures or nonbinary identities. Because these themes are presented consistently and matter-of-factly, students may come to accept them as objective truths, rarely questioning their basis or implications.

Social Emotional Learning

Social-Emotional Learning (SEL) was originally intended to promote self-awareness, emotional regulation, and positive relationships. However, it is now frequently leveraged to normalize gender ideology within the school setting. SEL encourages children to prioritize their internal feelings, often elevating subjective experience above objective reality. Group activities and social rewards can incentivize alignment with these perspectives, while those who question or resist may be labeled as unkind or intolerant. Thus, fundamental terms like “kindness” and “respect” are redefined, fostering a climate where disagreement is equated with hostility.

Gender Ideology in Schools (*continued*)

Human Growth and Development

Traditional biology curricula are being replaced by identity-based instruction under the umbrella of Health and Human Growth and Development. Concepts such as the “Genderbread Person” or “Gender Unicorn” are introduced to explain gender identity, expression, and physical attraction, promoting the notion of numerous gender identities, sex being assigned at birth as opposed to a biological fact, and confusing, nontraditional pronouns. “Allyship” lessons and trainings are common which can be presented through role playing scenarios, discussing puberty blockers, gender transitions, and directing them to further their education online with organizations like SIECUS, GSLEN, and Advocates for Youth. Lessons on allyship and puberty blockers are not uncommon, and students are directed to advocacy organizations for further exploration. These changes can expose children to complex and graphic topics, often without adequate context or parental involvement.

Classroom Environment

Educators are modifying traditional language practices, referring to students collectively as “friends,” “scholars,” or “students” rather than by gendered terms. At the request of students, teachers may use alternative names and pronouns, often without informing parents, which could be a policy directed by the school district. Symbolic gestures, such as displaying the pride flag alongside or in place of the national flag, signal to students that school is a safe space for exploring identity—sometimes even in preference to seeking guidance from family. Some schools have implemented “transition closets,” allowing students to discreetly change clothes to reflect a different gender identity during the school day, again without parental knowledge or consent.

Each of these practices signals an underlying shift: children are being encouraged to question basic realities about themselves and their bodies, often in ways that bypass parental guidance and informed debate. While inclusion and empathy are important values, it is crucial for parents to be aware of the potential long-term consequences when established truths are replaced by evolving ideologies in the classroom.

Gender Ideology in Schools *(continued)*

School Counseling and Mental Health

The role of the school counselor has evolved dramatically, expanding far beyond assistance with class schedules and career planning. Today, counselors are increasingly tasked with supporting students' mental health – which could include affirming their identities and navigating complex topics related to gender—despite not being licensed therapists. The expectation is now to address emotional needs that may arise from questions of gender identity, sometimes in ways that bypass parents entirely. The American School Counselor Association's 2024 Newsletter emphasizes this shift, stating,

“As a school counselor, you have the power to assist in providing an environment where transgender and nonbinary youth can thrive, regardless of the laws and regulations that may limit your actual work.”

Counselors are encouraged to deliver diversity and inclusivity education, employ gender support plans, and refer students to community-based providers. Through these partnerships, schools may guide children toward external resources and clinics, sometimes without parental awareness—particularly in states where minors can consent to certain treatments. This path can result in students accessing significant medical interventions independent of family involvement, raising serious concerns about parental rights and the protection of children. Organizations frequently involved include Support LGBTQ+ Students, MA Safe Schools Programs–ASCA Toolkit, GLSEN Safe Space Kit, Learning for Justice Curriculum, GLSEN Educator Network, Trevor Project, Safe Zone Project, Gender and Sexualities Alliance (GSA), Trans Student Educational Resources (TSER), and Welcoming Schools.



Gender Ideology in Schools (*continued*)

Gender Transition Plans

A gender transition plan within a school setting is a formal agreement developed between a student and school staff to support the student's gender identity while at school. These plans outline accommodations such as preferred names and pronouns, access to specific bathrooms, dress code exceptions, participation in sports, privacy provisions, and counselor support. Notably, these plans are often implemented without involving parents. For example, controversy arose in the Leon County School District in Florida when staff developed a gender support plan for January Littlejohn's daughter without notifying her family. Similarly, the Linn-Mar School District in Iowa adopted a policy permitting students in seventh grade and above to initiate gender support plans without parental notification, and restricted staff from informing parents without the minor's consent. Such policies highlight the growing trend to handle sensitive issues secretly within schools, which can leave parents uninformed about significant aspects of their child's life and well-being.

Clubs and Activities

Gender and Sexuality Alliances (GSAs) are now present in thousands of schools across the country and often introduced under various names as early as elementary grades, playing a significant role in shaping school culture around gender identity. Although they are typically described as youth-led, these clubs are generally overseen by adults with experience in activism and social justice, influencing policies related to sports, room assignments, and school traditions. Parents may be unaware that even casual or art clubs can serve as entry points—illustrated by Colorado mother Erin Lee's experience, when her daughter attended an "Art Club" that turned out to be a GSA meeting. As GSAs and similar groups become more common, it is essential for families to stay informed and engaged, ensuring young people are supported and guided amid these changes in educational environments.

Invasion of Physical Spaces

Policies surrounding gender identity, particularly those implemented under the Obama and Biden administrations, have ushered in profound changes within educational settings, frequently resulting in practices that compromise the safety of student environments. Young girls now face challenges and inequalities reminiscent of those their predecessors worked diligently to overcome. The rapid adoption and enforcement of such policies, often without parental involvement, have left families grappling with the consequences only after harm has occurred. Concerned parents seeking to protect their children's rights are often marginalized, despite their legitimate concerns.

Gender Ideology Legal Cases

Mahoumed v McKnight in Maryland

In 2023, parents in Montgomery County, Maryland, filed a lawsuit against the local Board of Education after the district eliminated the option to opt out of classroom materials featuring LGBTQ+-inclusive storybooks and related themes in elementary language arts lessons. The school board cited administrative challenges and concerns about equity and stigmatization as reasons for its decision, while parents argued that it infringed upon their right to guide their children's education and make informed choices about sensitive topics.

The case reached the U.S. Supreme Court, which, in a 6-3 decision, ruled that public schools must allow opt-outs when lessons conflict with a family's religious beliefs. This outcome underscored the vital importance of parental involvement and collaboration between schools and families, affirming that educational environments should respect diversity while honoring the values and rights of every household.

Connecticut Track Case

Two transgender-identifying students, Terry Miller and Andraya Yearwood, won girls' high school track championships and broke records, prompting a Title IX lawsuit from female athletes who argued that existing policies compromise fairness and safety in women's sports. The case ignited national debate on equity and the evolving meaning of Title IX.

Sun Prairie, Wisconsin

In 2023, a deeply concerning incident occurred when an 18-year-old transgender-identifying student entered a girls' locker room and undressed in the presence of younger classmates. This episode exposed minors to unexpected nudity, raising serious questions about the psychological impact on students and the adequacy of policies governing access to private spaces. Such incidents prompt urgent reflection on the balance between inclusion and the need to protect students from trauma, confusion, and a breakdown in trust between families and educational institutions.

Loudoun County, Virginia

In 2021, a male student identifying as female assaulted a female student in a girls' restroom—a crime for which the student was later convicted. Following a transfer to a second school, another assault was committed. The district's handling of these events, including revelations that administrators downplayed or misrepresented the situation while debating new restroom policies, brought to light troubling gaps in transparency and accountability. The controversy highlighted the risks of rapidly implementing identity-based policies without sufficient safeguards or open dialogue with the school community.

Together, these cases illustrate the urgent need for schools to proceed thoughtfully, ensuring that the safety, dignity, and rights of all students—as well as the voices of concerned parents—remain at the forefront of policy development and implementation.

Gender Ideology's Subtle Lies

It all starts innocently enough: children are taught that identity is a matter of inner truth, best discovered through a little classroom soul-searching—even in preschool. By middle school, they're guided to pick their labels and practice affirmations, because inclusion, after all, is the highest virtue. Fast forward to high school, where deconstructing sex and gender is woven into lessons, and medical interventions are presented as enlightened support. These progressive touches, delivered with a caring smile, quietly sideline parental wisdom and reshape how young people see themselves and each other. One might almost admire the efficiency—if only the stakes weren't so high.

Red Flags in Curriculum

Be familiar with curriculum labelled as 'SEL' or 'health' and ask for copies of the lesson plans. Even if a curriculum seems fine, the lesson plans and how teachers educate can expose how ideology is being integrated into the classroom. Request training materials given to counselors and teachers to see how Title IX, DEI, and Equity training are being encouraged. Some key terms to look out for include:

- *Identity exploration*
- *Gender spectrum*
- *Assigned at birth*
- *Safe space*
- *Ally / Allyship*
- *Chosen name*
- *Inclusive language*
- *Social transition*
- *Expression vs. identity*
- *Nonbinary / genderfluid / agender*



Ideological Capture in Higher Education

Universities have taken a spirited leap—trading academic rigor for social justice activism, especially in the humanities and education. Gender studies and critical theory have blossomed into echo chambers, edging out traditional women’s studies and publishing quirky gems like “A feminist glaciology framework for global environmental change.” (Yes, glaciers now have pronouns.)

James Lindsay considered this icy research a warning flare that academia was slipping on the rocks of ideology. So, together with Peter Boghossian and Helen Pluckrose, he launched the Grievance Studies Affair, submitting intentionally absurd papers—think “fat bodybuilding” and “rape culture in dog parks”—which academic journals enthusiastically accepted. The punchline? Ideology has melted the boundaries of evidence-based scholarship, and those same radical ideas now trickle down into K–12 education through teacher training and curriculum standards. Welcome to the Ivory Tower, where common sense sometimes gets snowed in.



Government Policy

State and Federal Developments

Gender ideology has increasingly shaped governmental policy at both state and federal levels, often advancing without comprehensive public debate or parental oversight. Key policy shifts began under the Obama administration and accelerated under Biden's leadership, with federal agencies redefining legal protections and embedding gender ideology into education, healthcare, and public life.

Title IX and Federal Intervention

The Biden administration's reinterpretation of Title IX sought to remove biological sex as a federal legal category, generating significant controversy. Widespread opposition from lawmakers, advocacy organizations, and the public led to judicial interventions that halted many of these regulatory changes in 2024. With the subsequent administration, Executive Order 14168, "Defending Women from Gender Ideology Extremism," re-established the definition of sex as immutable and based on biological assignment at conception. This directive required all federal agencies to reference "sex" rather than "gender," prohibited federal funding for gender-affirming care, and limited access to single-sex facilities according to biological sex.

State Legislation and Parental Exclusion

At the state level, legislation has been enacted that, in some cases, authorizes schools to withhold information from parents regarding a child's gender transition. These statutes allow educators to affirm a child's evolving gender identity and facilitate social transition without parental consent or notification, at times positioning school officials as co-parents. Such policies raise critical concerns about transparency, the parental role in child development, and the long-term psychological impact on students.

This combination of federal mandates and state regulations demonstrates the complexity and contentiousness surrounding gender ideology in contemporary public policy. The implications for families, educators, and students are profound and merit ongoing critical examination.



Gender Ideology Internationally

Gender ideology is not confined to the United States. Driven by coordinated activist groups and international organizations, these ideas now influence health, education, and legal systems in countries around the world.

Key players in this movement include SIECUS—a U.S.-based nonprofit that partners internationally to embed “comprehensive sexuality education” (CSE) into curricula—and WPATH, whose Standards of Care have shaped global approaches to gender-related medical interventions. SIECUS works with organizations such as UNESCO, the UN, and WHO to promote policies that encourage gender fluidity and early sexual autonomy. WPATH’s guidelines, originally developed in the U.S., are now used globally to support medical practices like puberty blockers and cross-sex hormones for minors.

Key International Cases

Across the globe, several countries are reevaluating or reversing earlier support for gender-affirming care, particularly for minors, as evidence of long-term harm grows and legal challenges mount.

- Sweden now limits puberty blockers and cross-sex hormones for youth to clinical trials.
- The UK’s Cass Review led to the closure of Tavistock GIDS and more cautious guidelines.
- Finland and Norway have shifted their protocols to prioritize psychological support and highlighted concerns about the experimental nature and insufficient research behind medical interventions.
- France’s National Academy of Medicine has also called for restraint, warning of social contagion and underscoring the need for rigorous long-term studies.

Despite these moves, international organizations aligned with the UN continue to promote gender ideology in policy recommendations, demonstrating the persistence of this movement on the world stage.



Sample Conversations

Common Arguments and How to Respond

“It’s better to have a living son than a dead daughter.”

Response: This argument is often used to suggest that denying a child access to medical or surgical gender transition will inevitably lead to self-harm or suicide, pressing urgency onto decisions about irreversible interventions. While the well-being and safety of every child must be our highest priority, framing medical and surgical transition as the only way to prevent harm oversimplifies an intensely complex issue. Current long-term research does not conclusively prove that transitioning eliminates suicide risk or that it is the only path to mental health. In fact, many national health authorities now urge careful psychological support and evaluation, rather than immediate affirmation and medicalization, because children and adolescents with gender dysphoria often face a host of underlying mental health challenges.

It is vital to support youth with compassion, but also recognize that most children experiencing gender-related distress will see their feelings resolve with time and supportive care, especially through puberty. Presenting transition as the sole lifeline not only discounts this reality but may inadvertently reinforce distress. A holistic approach—one that embraces psychological counseling, family involvement, and long-term observation—can offer hope and healing without rushing into irreversible decisions. Every child deserves support and safety, but that support should be grounded in evidence, caution, and genuine care for their long-term well-being.

Fighting Back

“It’s not really being taught in schools.”

Response: Some parents express skepticism that concepts related to gender ideology are actually present or widespread in their children’s classrooms, suggesting concerns about curriculum content may be overstated or even unfounded.

While it’s understandable that many families might not see explicit instruction on gender ideology in the formal curriculum, the reality of how schools address topics of gender is more nuanced. In recent years, a growing number of educational materials, lesson plans, and school activities have included references to gender identity, gender expression, and related concepts—sometimes within broader discussions of diversity, inclusion, or anti-bullying initiatives.

National organizations such as the National Education Association (NEA) have endorsed resources like the “Gender Unicorn” or similar frameworks, which are used in some schools to help students understand and talk about gender beyond traditional binary definitions. Furthermore, policies in various states and districts now encourage or mandate the use of students’ chosen names and pronouns, sometimes without parental notification, particularly in cases where privacy is deemed necessary for the student’s safety or comfort.

Importantly, the degree to which these subjects are addressed varies widely by state, district, and even individual school. In some places, gender ideology may be a central topic within health or social studies, while in others it may be referenced only in relation to anti-bullying programs or not at all. Transparency and open communication between schools and families are crucial for building trust and ensuring that parents understand what is—and is not—being taught.

Ultimately, while the assertion that gender ideology is not taught pervasively may hold true for some communities, it does not reflect the broader, evolving landscape of education nationwide. Parents are encouraged to review school resources, ask questions, and participate in school board meetings to stay informed and engaged with the content their children encounter.

Fighting Back

“Puberty blockers are like a pause button. They're completely reversible and give kids a chance to figure things out.”

Response: While the notion of puberty blockers as a harmless, reversible “pause” on adolescence is persuasive, it ultimately oversimplifies the profound complexity of human development. The reality is, no medical intervention can truly stop time or suspend the intricate processes that shape growing bodies and minds.

Although often described as reversible, puberty blockers interrupt a crucial developmental window. Puberty is not simply a collection of physical changes—it is a dynamic period that orchestrates bone growth, brain maturation, fertility, and social-emotional development. Delaying these processes may mean missing out on critical, time-sensitive milestones, some of which cannot be recaptured or reproduced later. Emerging evidence raises important concerns about the possible long-term effects of puberty blockers. Studies have pointed to risks including reduced bone density, impaired cognitive development, and disruptions to fertility. These potential harms are especially troubling given that the full scope of long-term consequences remains unknown; in medicine, the absence of certainty is not the same as the presence of safety.

Moreover, framing puberty blockers as a consequence-free trial disregards the reality that most youth placed on blockers proceed to further medical transition, such as cross-sex hormones—an irreversible path with its own set of risks and lifelong implications.

Human development is not a video to be paused and resumed at will. Decisions around medical interventions for youth must be approached with caution, transparency, and genuine concern for long-term well-being, recognizing that some changes—once delayed—may never fully catch up. The conversation should be grounded in humility, evidence, and above all, an unwavering commitment to do no harm.

Fighting Back

“Letting transgender girls (biological males) play in girls sports doesn't really hurt anyone. It's just the nice thing to do.”

Response: Summary: Women's sports exist to ensure fair competition for female athletes. Allowing biological males to compete undermines this fairness due to persistent physical advantages, even after hormone therapy. Inclusion should never come at the cost of women's hard-won rights and opportunities.

Full Response: The assertion that allowing men to compete in women's sports “is not actually hurting anyone” glosses over both the lived reality of female athletes and the hard-won rights of women—rights secured over generations of persistent advocacy and sacrifice. To dismiss these concerns is to disregard the unique challenges women have faced in establishing fair and equitable opportunities on the playing field. Erasure of Womanhood and the Erosion of Women's Rights.

Women's sports exist because of a history in which women were excluded, underestimated, and overlooked. Title IX and other legal advancements were not simply about allowing women to play—they were about affirming the value of womanhood itself and ensuring women's achievements were recognized on their own terms. When biological males are permitted to compete in women's categories, the fundamental distinction of women's sport—its protection and celebration of female athleticism—is diluted. This is not merely a symbolic loss; it is the gradual erosion of spaces where women's physical accomplishments can flourish and be honored.

Fighting Back

Examining Fairness, Rights, and Biological Realities in Women's Athletics

(continued)

Response:

Biological Advantages: The Data

The biological differences between male and female athletes are well documented and persistent, even after hormone therapy. On average, males have higher levels of muscle mass, greater bone density, larger hearts and lungs, and higher hemoglobin levels, all contributing to enhanced athletic performance.

- A 2020 study in the British Journal of Sports Medicine found that even after 12 months of testosterone suppression, transgender women maintained a performance advantage in strength and speed of approximately 12% compared to cisgender women.
- World-class male athletes consistently outperform world-class female athletes by between 10-15% in running, swimming, and jumping events, as shown by data from the International Association of Athletics Federations (IAAF).
- The “top 100” all-time performances in sprinting, weightlifting, and jumping overwhelmingly remain male, with no overlap from the female side, illustrating the magnitude of the biological divide.

The Impact: Not Theoretical, But Real

When just one biological male takes a place on a women’s team or podium, a female athlete loses her spot—a personal and collective setback for women. The records, scholarships, and opportunities intended for women are no longer assured to those who have not enjoyed the physiological advantages of male puberty. This is about much more than medals; it is about preserving the spirit and substance of women’s sports and guaranteeing that “inclusion” does not come at the expense of fairness and women’s rights.

A Forward Path Rooted in Truth and Respect

Women’s sports were created to elevate and protect the unique contributions of women, and we must not surrender this hard-won ground. To claim “no one is being hurt” is to ignore the sacrifices, the data, and the deeply felt sense of erasure experienced by women athletes. True equality honors the differences between the sexes while upholding the rights of women to compete on a level playing field—one that respects biology, history, and the principle of fairness.

How To FIGHT Back

Take Action

Engage

1. **Take Initiative:** Submit OPT OUT forms for gender ideology instruction, and proactively request access to school materials and policies from teachers, principals, and board members.
2. **Be Present and Vocal:** Attend school board meetings, review agendas, participate in workshops, and join curriculum review or parent advisory committees to ensure your voice is heard in educational decision-making.
3. **Unite for Impact:** Join or establish groups like Moms for Liberty, connecting with other concerned community members to share resources, strategize, and advocate for transparency and accountability in schools.

Expose

1. **Demand Transparency:** File FOIA/Open Records requests for all school curricula, training materials, and policies related to gender ideology. Document everything—dates, names, content—and keep clear evidence of any concerning materials.
2. **Shine a Light:** Capture photographic or digital records of questionable assignments, library books, or classroom displays. Share these findings with local media, post on social channels, or write letters to the editor to inform the broader community.
3. **Build Accountability:** Submit written concerns to school officials and board members to establish a clear paper trail, and organize public rallies or awareness events to demand answers and drive change.

Educate

1. **Host informative events** and create concise, high-impact resources—such as one-page summaries and QR codes linking to in-depth materials—to educate parents, staff, and the community on key issues.
2. **Leverage M4L Academy's resource library** and toolkits to empower others with credible information and actionable strategies for positive change.
3. **Build partnerships with local churches**, civic groups, and attend sponsored events to raise awareness, expand reach, and foster a well-informed support network.

How To FIGHT Back

Take Action (continued)

Activate

1. **Mobilize Your Community for Action:** Organize rallies, awareness events, and educational workshops to spotlight key issues, leveraging local media, social channels, and partnerships with churches or civic groups to amplify your impact and unite voices for change.
2. **Champion Parental Rights and Transparent Policies:** Work directly with school boards and legislators—meet in person, share compelling stories, and advocate for policy and legislative reforms that restore parental authority, safeguard biological truth, and protect student wellbeing.
3. **Lead the Charge for Accountability:** Submit written concerns, build a strong paper trail, speak out at board meetings, and support candidates who align with your values, ensuring parental input is prioritized in every decision affecting education.

Parents Leading At Home

1. **Be the First Voice Your Child Hears:** Have early, honest conversations at home to instill values and help your child navigate labels and peer pressure with confidence and resilience, reinforcing your child's identity as perfectly made by God.
2. **Stay Actively Engaged and Informed:** Regularly review classroom materials, attend school events, and proactively address topics around pronouns, identity, and outside influences to support your child's understanding.
3. **Strengthen Your Relationship Daily:** Remember, your ongoing guidance is crucial—your influence at home shapes your child throughout the 15,000 hours they'll spend in school.

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