



## **BEWARE OF "WHOLE CHILD EDUCATION"**

Teaching our children to be good "global citizens"  
Erica Carle August 7, 2010

Legislators, School Boards, Parents, and Teachers --  
BEWARE! "Whole Child Education" is here and it is dangerous. In fact, all education that claims to be "child centered" should be avoided. It is toxic to everyone involved. A better name for child centered education would be "Psychological Vandalism."

What does child centered education mean? It means that to the "educator" the child is a product. The product must be judged according to universal standards. It must learn to adapt to the global environment in which, it is told, it later will have to work and live. The New World Order needs obedient robotic human responders, not self-controlled individuals who have internal standards.

"Whole Child" is a really stupid term. Try to figure out the meaning. What is a half child? What is a third of a child? Dumb!

But the term does make sense to NWO curriculum planners. To them it means taking control of a child's social and emotional development, spiritual foundation, economic condition, physical and mental health, education and environment from kindergarten through high school. The goal of whole child education is controllable adults, control of the environment, and a

community obedient to the demands of the New World Order.

Instead of defining course content with specific information such as: anatomy, physiology, biology, algebra, geometry, English, grammar whole child education decides how a child must be affected by his education. The ideal type for life in the new world order is a human automaton with no internal standards. A robot can't say no. It is controlled by whatever environmental signals are used to activate a response.

Child centered education turns the classroom into a robot factory for the creation of obedient followers who can't say no to the behavioral standards of curriculum planners.

The Whole Child curriculum is being considered by the Helena, Montana public school Board of Trustees. The curriculum was put together by an organization called the Association of Supervision and Curriculum Development (ASCD). Fifty five people, headed by work facilitator Teresa Burson were listed as participants. The whole outline of 62 pages is probably long enough to discourage Montana Legislators and Helena School Trustees from paying too much attention to the contents. At any rate, look it over. Here is the web address Devvy provided:

<http://www.helena.k12.mt.us/images/documents/curriculum/HealthCurriculum/K12FinalHealth.pdf>

I checked it out, and I can understand why parents in Helena are outraged by the sex education recommendations for their whole children. Do you want your whole child fifth grader to "understand that sexual intercourse includes but is not limited to vaginal, oral, or anal penetration?"

Do you believe that your whole child sixth grader should know a bit more and "understand that sexual intercourse includes, but is not limited to vaginal, oral,

or anal penetration, using the penis, fingers, tongue, or objects?" ASCD believes they must understand that and more. However, I expect the "more" is reserved for classroom discussion when parents are not present.

Since I was checking out whole child education I decided to look a bit farther. Oh my! I might have guessed. There are hundreds of Whole Child web sites. Now we can understand what happened. "No Child Left Behind" is a failure just as we expected. But failures never bother the management gurus. There is always a new and more comprehensive replacement. Follow the money! Your beloved whole child is also the community organizer's new cash cow.

The danger for protesters focusing on sex education for the whole child is that one could easily overlook the other areas where the whole child gimmick is involved. It is being used not only to take over education, but also the child's family, the community, and the environment. To see how this is done enter "whole child connections" on your search engine.

Children and communities worldwide are being managed by setting up standards for education of the whole child. All types of facilitators are invited to interfere with the child's social and emotional development, spiritual foundation, economic situation, physical and mental health, education, and the environment in which he lives.

It is only the beginning. Be alert for attempts to install Whole Child education in your community.

**Brushfires Note:** *Progressives believe that education should focus on the whole child, rather than on the content or the teacher. This educational philosophy stresses that students should test ideas by active experimentation. Learning is rooted in the questions of learners that arise through experiencing the world. It is active, not passive. The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context. Effective*

*teachers provide experiences so that students can learn by doing. Curriculum content is derived from student interests and questions. The scientific method is used by progressive educators so students can study matter and events systematically and first hand. The emphasis is on process-how one comes to know. The Progressive education philosophy was established in America from the mid 1920s through the mid 1950s. John Dewey was its foremost proponent. One of his tenets was that the school should improve the way of life of our citizens through experiencing freedom and democracy in schools. Shared decision making, planning of teachers with students, student-selected topics are all aspects. Books are tools, rather than authority*

*To see the invasiveness of this approach to educating our children, you must understand that it is being pushed by many mainstream organizations. These programs sound "warm and fuzzy", but we must not only learn to read between the lines, but trace the relationships to the source of these ideas which is the United Nations.*

*Why would parents want their children to learn from an education program that was developed by the United Nations? Locally developed curriculum and programs would teach our children the information parents want their children to learn, not what some United Nations, International, or Government organization deems important.*

**Click on these links for more information:**

**Helena's Whole Child Health Curriculum  
(developed by ASCD)**

<http://www.restoring-america.com/Documents/K12FinalHealth.pdf>

**International Baccalaureate / United Nations**

<http://www.restoring-america.com/Documents/IB%20Flyer.pdf>

<http://www.ibo.org/school/>

**Planned Parenthood**

<http://www.ippf.org/NR/rdonlyres/CE7711F7-C0F0-4AF5-A2D5-1E1876C24928/0/Sexuality.pdf>

**United Nations Declaration of the Rights of the Child**

[http://www.restoring-america.com/Documents/declaration\\_child1959.pdf](http://www.restoring-america.com/Documents/declaration_child1959.pdf)

**Flathead High School is the only Montana school  
offering International Baccalaureate**

[http://en.wikipedia.org/wiki/Flathead\\_High\\_School](http://en.wikipedia.org/wiki/Flathead_High_School)

**Montana's Commitment to the Whole Child**

**See Page 15 of this document**

<http://www.restoring-america.com/Documents/montanas%20commitment%20to%20the%20whole%20child.pdf>

**ASCD developed Helena Health Curriculum**

<http://www.ascd.org/whole-child.aspx>

<http://www.ascd.org/publications/newsletters/education-update/nov11/vol53/num11/Teaching-and-Learning-Resources-for-the-Global-Classroom.aspx>

**CDC (Centers for Disease Control) and the Whole Child**

[http://www.cdc.gov/pcd/issues/2011/mar/10\\_0014.htm](http://www.cdc.gov/pcd/issues/2011/mar/10_0014.htm)

**Parental Rights and the United Nations**

**20 Things You Should Know about the UN Convention  
on the Rights of the Child**

<http://www.restoring-america.com/Documents/20%20things%20you%20need%20to%20know%20the%20United%20Nations%20CRC%20Convention%20on%20Rights%20of%20Children.pdf>

