

ERIKSON'S STAGES OF DEVELOPMENT AND ONTARIO'S NEW PHYSICAL AND HEALTH EDUCATION CURRICULUM

A collision course for middle
childhood

The new Physical and Health Education curriculum will be harmful to young Christian minds. Children exposed to it will have their self-image and their moral development deformed if not completely destroyed by this anti-Biblical sexualized curriculum. Schools working under its influence and mandate will no longer be safe. It is no coincidence that young minds are being targeted for this next stage in what can be best described as social engineering.



Erik Homburger Erikson (15 June 1902 – 12 May 1994) was a German-born American developmental psychologist and psychoanalyst known for his theory on psychosocial development of human beings. He may be most famous for coining the phrase **identity crisis**.

In psychology, the term identity crisis (coined by psychologist Erik Erikson) means the **failure to achieve ego identity during adolescence**.

The stage of psychosocial development in which identity crisis may occur is called the Identity Cohesion versus Role Confusion stage. During this stage (that is, **adolescence**), adolescents are faced with physical growth, sexual maturation, and integrating ideas of themselves and about what others think of them.

<http://en.wikipedia.org/>

Children going into adolescence are very vulnerable. They are maturing and developing physically, socially, emotionally and spiritually. Erikson's work on human development shows adolescence to be a time of identity formation. If a child's deeply held religious beliefs are assaulted and challenged by authority figures, peers and other adults in the community the child can be thrown into an identity crisis that they may never really recover from.

Stages of Development According to Erik Erikson	
Approximate Age	Developmental Task or Conflict to Be Resolved
Birth to 1 year	<i>Trust vs. mistrust</i> : Babies learn either to trust or to mistrust that others will care for their basic needs, including nourishment, sucking, warmth, cleanliness, and physical contact.
1 to 3 years	<i>Autonomy vs. shame and doubt</i> : Children learn either to be self-sufficient in many activities, including toileting, feeding, walking, and talking, or to doubt their own abilities.
3 to 6 years	<i>Initiative vs. guilt</i> : Children want to undertake many adult-like activities, sometimes overstepping the limits set by parents and feeling guilty.
7 to 11 years	<i>Industry vs. inferiority</i> : Children busily learn to be competent and productive or feel inferior and unable to do anything well.
Adolescence	<i>Identity vs. role confusion</i> : Adolescents try to figure out, "Who am I?" They establish sexual, ethnic, and career identities, or are confused about what future roles to play.
Young adulthood	<i>Intimacy vs. isolation</i> : Young adults seek companionship and love with another person or become isolated from others.
Adulthood	<i>Generativity vs. stagnation</i> : Middle-age adults are productive, performing meaningful work and raising a family, or become stagnant and inactive.
Maturity	<i>Integrity vs. despair</i> : Older adults try to make sense out of their lives, either seeing life as a meaningful whole or despairing at goals never reached and questions never answered.

Source: Berger, K.S. *The developing person through the life span*. New York: Worth Publishers, 1988, p. 37.

Erikson identifies two very important developmental stages for young people; 1) middle childhood where children learn to be competent and productive or feel inferior and unable to do anything well. and 2) adolescence – a period in life where the young person tries to figure out who they are. Sexual and career identities are established or they become confused about their future roles.

Erik Erikson, . . . , stressed the importance of *middle childhood* as a time when children move from home into wider social contexts that strongly influence their development . . . Erikson viewed *the years between 7 and 11* as the time when children should develop what he called “sense of industry” and learn to cooperate with their peers and adults . . .

The involvement in formal schooling and organized activities that begins during these years, introduces children to new social roles in which they earn social status by their competence and performance. *Children who do not master the skills required in these new settings are likely to develop what Erikson called a “sense of inferiority,”* which can lead, in turn, to long lasting intellectual, emotional, and interpersonal consequences.

The Development of Children Ages 6 to 14, Jacquelynne S. Eccles, Jacquelynne S. Eccles, Ph.D., is professor of psychology, education, and women’s studies at the University of Michigan in Ann Arbor, http://www.princeton.edu/futureofchildren/publications/docs/09_02_02.pdf

In middle childhood, between 7 and 11 years of age (grades 2 to 6) if a child is not supported and encouraged he or she will come out of these years with a deep sense of inferiority. As we will see in the coming presentation, the new Health Curriculum is designed to confront and deconstruct the deeply held Christian Biblical precepts of marriage, family and sexuality that our children hold. Anyone who remembers their school days will know how alienating and isolating it is when you are the only one who holds a particular viewpoint and everyone else thinks your wrong! This is every sociable child’s nightmare!

Three key forces combine to influence children's self-confidence and engagement in tasks and activities

- (1) **cognitive changes** that heighten children's ability to reflect on their own successes and failure
- (2) a **broadening of children's worlds** to encompass peers, adults, and activities outside the family
- (3) **exposure to social comparison and competition** in school classrooms and peer groups

In middle childhood a person's mind is changing. Their social world is opening up. They are exposed to adults in roles of authority as teachers and the peer pressure of the classroom. If these three major forces combine as critical of the child's belief system and sense of identity a 'perfect storm' of identity devaluation and destruction of self-worth occurs that a child very rarely recovers from. As a child grows and matures, parents always have a great influence but in the middle childhood other factors and influences grow significant – adults in authority and peers come to the forefront.

2015 REVISED

The Ontario Curriculum
Grades 1-8

Health and Physical Education

<https://www.ophea.net/about-us>

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About Us

Since 1921, Ophea has been working to support the health and learning of children and youth in Ontario. Ophea is a not-for-profit organization led by the vision that all kids value and enjoy the lifelong benefits of healthy active living.

Audience & Reach

As one of the Provincial Subject Associations for Health and Physical Education, Ophea has a solid reputation within the education and public health sectors and has well established relationships and communication channels to effectively reach Ontario schools and communities.

Ophea's Audience Includes:

- ✓ Educators and leaders in all of Ontario's 72 English and French school boards and 5,000 schools
- ✓ Health professionals from all 36 public health units, community health centres, and recreation departments who deliver and promote health and physical activity in multiple settings including communities, workplaces, and schools across Ontario
- ✓ Leaders in sport and recreation, child care, and research organizations/sectors

Ophea's Provincial Reach: (based on 2011/2012 numbers)

- ✓ Resources and communications from Ophea reached all of Ontario's 5,000 schools, 72 school boards and 36 public health units

support every child reach every student

<http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf>

The 2015 Health and Physical Education Curriculum was not developed in a vacuum of moral neutrality. We will see that this curriculum serves an agenda that has little to do with the welfare of all students and a lot to do with promotion of a particular view of sexuality that is anti-Biblical. Ophea, a teacher organization is a major partner in the development and promotion of this curriculum. Ophea is the go to source for teaching and organizational materials.

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HIV/AIDS ONLINE SCHOOL SUPPORT KIT

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Creating Safe Spaces for Gay, Lesbian, Bisexual, Transgendered, Two-Spirited and Questioning (GLBTQQ) Youth: Supporting GLBTQQ youth and strengthening their ability to live, learn and love safely

Description:
 Like other forms of social exclusion, homophobia, heterosexism and transphobia are harmful to young people's health and well-being - including their sexual health. This manual was developed as part of the National Safe Spaces Project with the aim of providing a framework to assist educators and other adults who with youth meet the needs of GLBTQQ youth. The manual is geared towards smaller urban and rural communities, where the size of GLBTQQ is smaller and support services more limited than in larger centres. The manual includes tools to support community mobilization, policy development, safer environments, inclusive sexual health education, and training others in sexual and gender diversity.

Website:
<http://www.sida-aidsmoncton.com/documents/Manual.pdf>

Organization:
 SIDA/AIDS Moncton (SAM) and AIDS Network Outreach and Support Society (ANKORS)

[Primary \(Grades 1-3\)](#) | [Info/Publication](#) | [Junior \(Grades 4-6\)](#) | [Intermediate \(Grades 7-8\)](#) | [GLBTQQ Students](#) | [Secondary \(Grades 9-12\)](#)
[Sexual health \(includes HIV\)](#) | [Teacher/School Admin](#) | [Canada](#)

<http://hae.ophea.net/node/100>

Here we see the veil being pulled back slightly to reveal the true agenda of this curriculum; “Like other forms of social exclusion, homophobia, heterosexism and transphobia are harmful to young people’s health and well-being – including their sexual health.” Notice how heterosexism is classed with homophobia and transphobia using the clever Orwellian language of ‘gender politics’. God’s ordained pattern of human sexuality has been rendered pathological.



Ophea is a major distributor of manuals, teaching and promotional material for the GLGTTQ community? Teachers teaching the new curriculum will be using this kind of material.

Could this be part of the real agenda?



Small town Canada is targeted!

Despite this, many of the larger population centres in Canada have developed strong, visible GLBTTQ communities. In Montreal, Vancouver, Toronto and Calgary, GLBTTQ communities are thriving; those cities enjoy the luxury of having an array of services ranging from personal support and cultural events to health care that is specific to the GLBTTQ community. ***This is not the case in much of the small urban and rural populations in Canada. Whether through intent or ignorance, GLBTTQ issues remain largely invisible in smaller communities.*** As Canadian citizens, we all have the right to live freely, without fear of prejudice, discrimination or harm, anywhere in Canada. Unfortunately ***many small towns across Canada have maintained attitudes that do not make them safe or welcoming places for GLBTTQ people to thrive in.*** Growing up GLBTTQ can be extremely challenging under the best of circumstances, let alone if one is living in a community that provides no visible support to them. (see the Introduction of manual CREATING SAFE SPACES. ..)

Many feel this isn't an issue at their 'door step' – small town Canada isn't going to have to deal with these issues – SMALL TOWN CANADA AND RURAL AREAS ARE TARGETED for conversion!

It won't stop in health and physical education – it is a cross curricular movement



Reassess the Curriculum: *Educators need to integrate GLBTTQ issues throughout the curriculum* – not just in classes such as health education, but also in disciplines such as English, History, Art and Science. Pre-existing curricula should be broadened to *include GLBTTQ images* where appropriate (such as in studies of the Holocaust and Civil Rights Movement). Current events, popular music and film, and other media that include *GLBTTQ people and issues should be regularly discussed in class*. Classroom libraries, story times, and assigned reading should be thoughtfully structured to include the full range of human diversity. Finally, educators should *take advantage of teachable moments*, treating questions, comments and instances of name-calling as opportunities to educate students about GLBTTQ people and issues. *Children spend the majority of their time in class*. As long as GLBTTQ issues are seen as special and outside the classroom, students will continue to see queer people as marginal.

<http://www.sida-aidsmoncton.com/documents/Manual.pdf> p 54

Opting out is a false option this sexualized curriculum will be embedded in aspects of what's taught during the day.

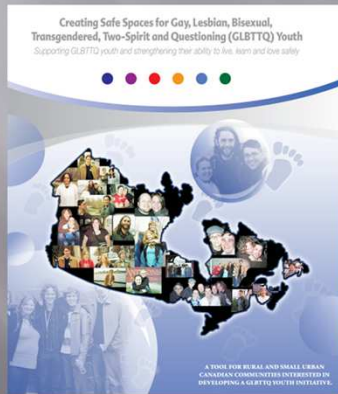
Grade 3 - C3.3 describe how visible differences (e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [PS, IS]

Teacher prompt: "Sometimes we are different in ways you can see. Sometimes we are different in ways you cannot see – such as how we learn, what we think, and what we are able to do. Give me some examples of things that make each person unique."

Student: "We all come from different families. Some students live with two parents. Some live with one parent. Some have two mothers or two fathers. Some live with grandparents or with caregivers. We may come from different cultures. We also have different talents and abilities and different things that we find difficult to do."

An anti-Biblical approach to gender identity and sexual orientation will be introduced to children as early as grade 3! The Teacher prompts and Student responses provide the justification and scope of legitimate discussion allowed in the classroom under curriculum.

Challenging Homophobia, Biophobia, Transphobia and Heterosexism in Schools



Primary (K-3) At this level, it is important to *broaden students' understanding of what families are*. Read a story as part of a broad-based unit on families that looks at foster, nuclear, adoptive, divorced, single parent, *same-sex*, extended and traditional family structures. Try to include as many books as possible with good representations of ethnic minorities, as most children are not exposed to books like this anywhere else. Using stories about a variety of family models may *dispel myths* that all families are alike in composition. (p. 67)

Deeply held Biblical convictions and attitudes are now being converted to Homophobia, Transphobia and Heterosexism. George Orwell told us that those who control the language control all - "Political language is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind." — [George Orwell](#) What we have taught our children to believe and aspire to are now harmful myths under the new sexualized curriculum.

Grade 4: C1.3 describe various types of **bullying and abuse** (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding [IS]

Teacher prompt: “What is an example of social bullying? Physical bullying? Verbal bullying?”

Student: “Social bullying could include leaving someone out of the group, refusing to be someone’s partner, spreading rumours in person or online, or totally ignoring someone. Physical bullying could include pushing someone, pulling hair, or knocking a person down. Verbal bullying could include name calling, mocking, teasing about appearance, including weight, size, or clothing, and making sexist, racist, **or homophobic comments** in person or online. Any of these kinds of bullying could cause emotional pain.”

Any comment, including the quoting of scripture is construed as homophobic and therefore bullying and abuse. Christian children will quickly be centred out as bullies if they utter any views counter to the Orwellian newspeak of gender politics.

Grade 6 - Human Development and Sexual Health

C2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes) [PS]

Teacher prompt: "By getting questions answered and understanding that questions and changes are 'normal', adolescents will be better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build confidence. What are some questions that young people might have as changes happen during puberty and adolescence?"

Teacher prompt: "Things like *wet dreams* or *vaginal lubrication* are normal and happen as a result of physical changes with puberty. Exploring one's body by touching or *masturbating* is something that many people do and find *pleasurable*. It is common and is not harmful and is one way of learning about your body."

By grade 6 our children will be taught that wet dreams, vaginal lubrication and masturbation are pleasurable and so worthwhile learning activities. Biblical concepts of purity will stand in stark contrast with the curriculum and any child advancing purity as opposed to pleasure will find themselves viewed as aberrant and abnormal.

Grade 6 - Human Development and Sexual Health

C3.3 assess the effects of stereotypes, including *homophobia* and assumptions regarding gender roles and expectations, *sexual orientation*, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]

Teacher prompt: "Can you give examples of some stereotypes that might have a negative effect on a person's self-concept and social inclusion? *What can we do to change stereotypes and discrimination?*"

Teacher prompt: "... Assumptions about different sexual orientations or about people with learning disabilities or mental illness or about people from other cultures are harmful in similar ways. Everyone needs to feel accepted in school and in the community. Why do you think these stereotyped assumptions occur? *What can be done to change or challenge them?*"

Students: "Not everyone has a mother and a father - *someone might have two mothers or two fathers* (or just one parent or a grandparent, a caregiver, or a guardian). We need to make sure that we *don't assume that all couples are of the opposite sex, and show this by the words we use. For example, we could use a word like 'partner' instead of 'husband' or 'wife'.*"

By grade 6, any contrary view of GLTTBQ 'reality' will be challenged. Children will be taught to confront, denounce any view that doesn't agree with the normalization of what is Biblically sinful. Christian children will learn to be fearful and silent or accept the anti-Biblical precepts of sexuality. Notice the use of language to manipulate the world view of the child.

Grade 7: Human Development and Sexual Health

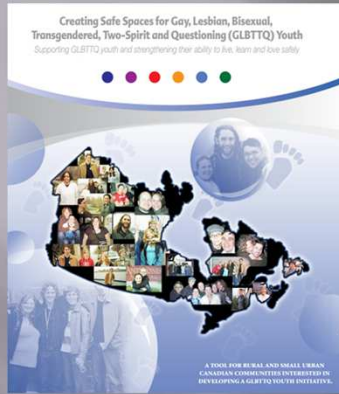
C1.3 explain the importance of having a shared understanding with a partner about the following: *delaying sexual activity* until they are older (e.g., choosing to abstain from any *genital contact*; choosing to abstain from having *vaginal or anal intercourse*; choosing to abstain from having oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship

Teacher prompt: “The term abstinence can mean different things to different people. People can also have different understandings of what is meant by having or not having sex. Be clear in your own mind about what you are comfortable or uncomfortable with. . . . *Having sex can be an enjoyable experience and can be an important part of a close relationship when you are older.* But having sex has risks too, including physical risks like sexually transmitted infections – which are common and which can hurt you – and getting pregnant when you don’t want to. What are some of the emotional considerations to think about?”

Student: “It’s best to wait until you are older to have sex because you need to be emotionally ready, which includes being able to talk with your partner about how you feel, being prepared to talk about and use protection against STIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, *including the ending of a relationship, which can hurt a lot.*”

By grade 7 children will be taught that any form of sex including anal intercourse or oral-genital contact are all menu-like options available at a time of their choosing. Further relationships involving sex can be ended although there could be discomfort. So goes goes the curriculum for Grade 7 girls and boys – no mention of purity, commitment, marriage and fidelity.

Challenging Homophobia, Biphobia, Transphobia and Heterosexism in Schools



Intermediate (4-7) . . . *Have the students brainstorm common labels and putdowns they have heard applied to GLBTQQ people.* Once you have listed all the words, have the students discuss how it would feel to be called those names. Understanding another person's feelings may increase empathy. Then, ask the students to look at the words again. This time *get them to imagine the people who are using these words.* Have the students brainstorm why people use name-calling and putdowns. *Examining the attitudes and beliefs that promote homophobia, biphobia and transphobia* may help the students understand that *the purpose of name calling is to oppress* members of groups and discourage us from looking at people as individuals. (P 67)



Ophea pushes confrontation of any alternative views with the same degree of intolerance that they accuse others of; 'the purpose of name calling is to oppress . . .'! What child in grades 4 -7 can withstand such rhetoric spewing from authority figures or a circle of their peers. Is it reasonable to expect our children to hold up under the kind of social pressure many adults would avoid or capitulate in.

Grade 8:

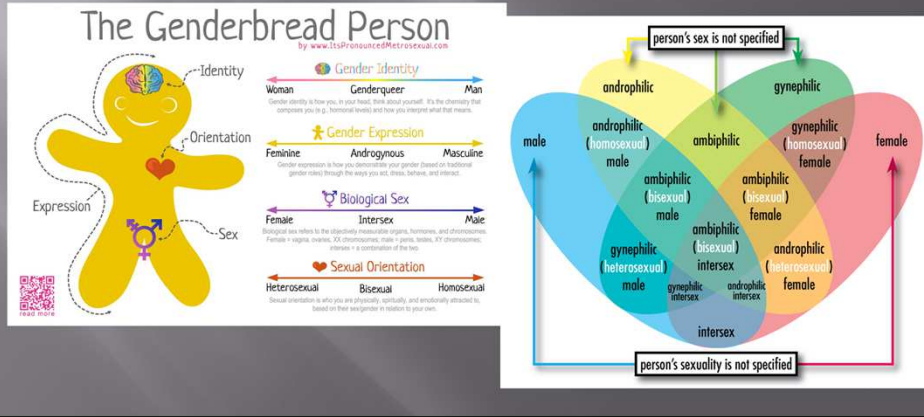
C1.5 demonstrate an understanding of *gender identity* (e.g., *male, female, two-spirited, transgender, transsexual, intersex*), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]

Teacher prompt: "*Gender identity* refers to a person's internal sense or feeling of being male or female, which may or may not be the same as the person's biological sex. It is different from and does not determine a person's sexual orientation. *Sexual orientation* refers to a person's sense of affection and sexual attraction for people of the same sex, the opposite sex, or both sexes. *Gender expression* refers to how you demonstrate your gender . . . through the ways you act, dress, and behave. Gender identity, gender expression, and sexual orientation are connected to the way you see yourself and to your interactions with others. *Understanding and accepting your gender identity and your sexual orientation can have a strong impact on the development of your self-concept.*

Student: "Having *role models* that you can relate to – for example, people of similar ages or cultures – is important. So is *having all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school.* Family, school, and community support are crucial. Additional help can come from trusted adults, community organizations, and *school support groups such as gay-straight alliances.*"

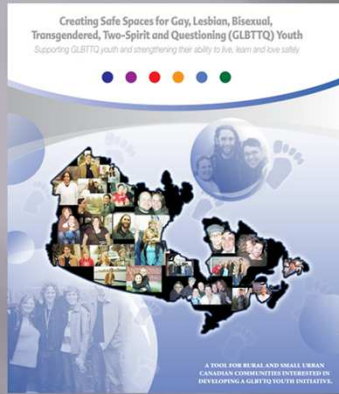
By grade 8 the Ontario curriculum expects children just entering the critical adolescent years where they are just beginning to develop a sense of their own identity and role in society to deal with a theory of gender identity, sexual orientation and gender expression that is extremely complex. Too much, too soon guarantees role confusion at a time when the child is particularly susceptible to identity crisis according to Erikson.

The 2015 version has added a new, controversial and very flawed theory that will be taught to elementary school children, called "gender expression". The new curriculum document also has a much stronger undertone of sex as a purely recreational activity whose purpose is pleasure, apart from love or marriage. In fact, the words "love" and "marriage" never appear once in the sex-education strand of the curriculum. Not a single mention. Does that reveal the mindset of its writers, if not the philosophical underpinnings of the curriculum itself? http://www.campaignlifecoalition.com/index.php?p=Sex_Ed_Curriculum



How would you like to sort out all these many 'variables'? Why would we expect our children to have to deal with this when we know God created us male and female? Complexity is a great tool if the intent is to confuse and confound a young person's feelings and thoughts about themselves.

Challenging Homophobia, Biophobia, Transphobia and Heterosexism in Schools



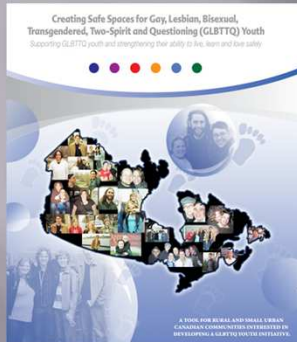
Secondary (8-12) Often young people do not think they know anyone who is GLBTQQ or they may think that a person who is GLBTQQ is other, different and does not fit into or contribute to mainstream culture.

When students know someone or can begin to appreciate the gifts and talents GLBTQQ people offer to our society, they will begin to develop a new awareness and acceptance.

Have someone come in and deliver a speech to your students. This could be a GLBTQQ-identified member of your community who would be willing to share their stories, opinions and feelings.

Ophea, the New Physical and Health Education curriculum and the GLBTQQ agenda is to change the mind and hearts of young people. They wish to insert a 'new awareness and acceptance' of anti-Biblical sexuality and gender politics.

Challenging Homophobia, Biophobia, Transphobia and Heterosexism in Schools – more teaching tips and help.



Safer Sex Practice
While most people are aware that the fore-mentioned products will decrease the risk of HIV/STI transmission, there are unique challenges facing GLBTQ youth concerning their own safer sex practices. The following section lists some of them. P 78.

Safer Sex Practice

While most people are aware that the fore-mentioned products will decrease the risk of HIV/STI transmission, there are unique challenges facing GLBTQ youth concerning their own safer sex practices. The following section lists some of them.

Male-Male Sexual Activity

- The most common sexual activities between men are oral and anal sex
- Fellatio (oral sex) without a barrier is considered a *low-risk* activity
- Anal sex without a barrier is considered a *high-risk* activity- it carries a high chance of transmitting either HIV and/or STI if protection is not used
- Any cut or tear in a membrane (either in the anus or in the mouth) becomes a site of transmission for HIV
- Safer sex practices should be used at all times, even with oral sex (use a non-lubricated latex condom)
- For young males, the uncertainty surrounding new sexual activities is NOT a license to practice unsafe sex! Discuss this with them- there are a lot of pressures that can come from more experienced partners!

Female-Female Sexual Activity

- The most common sexual activities between women are oral sex (cunnilingus), manual stimulation (using the hands) and the use of toys (vibrators, dildos, etc.)
- Both the lesbian community and the medical community have expressed that oral sex between women is a *low-risk* activity—that there is very little risk of transmitting HIV or STI
- There are still risks associated with any sexual activity- young LBTQ women have to protect themselves!
- Using dental dams (or opened non-lubricated condoms) or latex gloves will decrease the risks significantly
- Encourage the use of a new condom every time they use a sex toy!

The Physical and Health Education does not show the types of curricular materials that it's content and scope legitimize in the public classrooms of Ontario. Male- male sexual activities, Female- Female sexual activity and pointers on how to facilitate sex are all legitimized.

Your children are NOT SAFE with this curriculum!

Can we know a curriculum by the company that it keeps?

It's not average moms and dads who are asking for this curriculum to return. In fact 100,000 Ontario parents have signed petitions against it. So **who** is actually pressuring the Liberals to bring back the controversial curriculum?

Several radical organizations, or those with ties to radical groups have been publicly lobbying the Liberals to bring back the 2010 curriculum since it was first retracted by Premier McGuinty. These include:

- **OPHEA (The Ontario Physical & Health Education Association):** partners with a "sex education expert" called *Sexpressions* which offers explicit, classroom teaching aids like "The Guide To Getting It On Book"
- **Planned Parenthood Toronto:** promotes abortion, anal play (e.g. fisting), sex toys, and the viewing of pornography. See excerpts below from Planned Parenthood's educational resources for 13-year-olds.



Above: excerpt from Planned Parenthood Toronto's resource for 13-year-olds



http://www.campaignlifecoalition.com/index.php?p=Sex_Ed_Curriculum

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