

Anti-SEL Campaign Bullet Points

Oliver Perry

Introduction

SEL means “Social Emotional Learning.” Illinois teacher training standards, revised in 2021, revolve about SEL. Many schools already teach students according to SEL methods.

CASEL, the Collaborative for Academic, Social, and Emotional Learning, is the de-facto designer of SEL content. They recently changed SEL into Transformative SEL, which is basically a Marxist training manual. The intent of these changes is to turn students into angry activists. This youth will spurn assimilating into society, and instead will try to incite racial class conflict.

It’s vital to get SEL out of schools, including the public schools. After all, not everyone is able to put their children into private or home schools. And since public school students also become young adults, we should save ourselves from society-changing strife.

This article is a campaign aid

This article has sets of pages designed to be carried into school board meetings, candidate coffees, and campaign appearances. Each of its four pages criticizes a different aspect of SEL:

- SEL increases tolerance for racism
- SEL indoctrinates students into Marxism
- SEL intrusively spys on student emotions, intervening as it pleases
- SEL takes over parent responsibilities

Which politician would want to be known for increasing racism? Or for implementing Marxism in Illinois? Use these notes to put targeted people “on the spot.”

Straight from the horse’s mouth

Each complaints are backed up with references. Most of them were written by CASEL employees or their friends. If a targeted administrator or candidate doubts your claim, read them the reference. **Highlighted text** points at “money quotes.”

(over)

How to use this document

Print this document “double-sided.” When done right, each double-sided page contains a single SEL complaint.

- The front side of a page has a title with bullet points. These help guide you in how to argue your point.
- The back side supports the bullet points, including highlights from web articles. Use the web address to find the entire article containing that excerpt. These articles prove that you’re not making things up.

There are three articles on SEL

I’ve written three articles on stopping SEL in schools. You’re free to use all of them, but not to edit them.

- **An article with anti-SEL bullet points**

This article has four arguments for eliminating SEL. Each argument can be printed on both sides of a single sheet of paper. The front side has bullet point criticisms, while the back page supports the criticism with quotes, generally taken from SEL proponents. ***It’s the article you’re reading now.***

<https://fixthisculture.com/wp-content/uploads/2023/07/anti-sel-campaign-bullet-points.pdf>

- **A one page summary of SEL criticisms**

This article contains the same four arguments as the “bullet points” article, but condensed. If printed double-sided it will fit onto a single sheet of paper.

<https://fixthisculture.com/wp-content/uploads/2023/07/anti-sel-summary.pdf>

- **A deep background article**

This article is an expanded argument for removing SEL from schools. It full of quotes, mostly from SEL advocates themselves. It uses their own words to show how SEL corrupts students and society.

<https://fixthisculture.com/family/remove-sel-programs-from-the-schools/>

SEL increases “anti-racist” racism

- **SEL is a “tool for anti-racism,” but it really asks for “more and more racism”**
SEL advocates are all-in for anti-racism, as though it were a good thing. But anti-racism actually means having official government discrimination against the racial groups of your opponents.
- **SEL advocates think that racially color-blind policies are evil**
They say that you must always take race into consideration. Doesn't that make *them* racist?
- **SEL anti-racism will encourage black vs. white conflicts**
SEL advocates want to create angry activists, not good citizens. They teach racial conflict, not cultural assimilation.

Explaining how SEL increases “anti-racist” racism

SEL is a “tool for anti-racism,” but it really asks for “more and more racism”

Anti-racist policies don’t abolish racism. Rather, they mean official government discrimination against disfavored racial groups. Consider them to be forms of reparations or revenge.

- <https://highlights.sawyerh.com/highlights/Wc3cIP436n60JRoYYTVe>
Ibram Kendi, perhaps the inventor of “anti-racism,” said this about it:
The only remedy to racist discrimination is antiracist discrimination. The only remedy to past discrimination is present discrimination. The only remedy to present discrimination is future discrimination.
- <https://casel.org/events/sel-as-a-lever-for-equity-and-social-justice/>
CASEL is the organization that gets to define what SEL means. At time 0:00 of this CASEL-sponsored interview, Karen Niemi, CASEL President and CEO, says:
We believe that there is no system more important than education to fighting against racism. And we believe that our work in social and emotional learning must actively contribute to anti-racism. SEL has the potential to do a lot of things. It has the potential to help people move from anger, to agency, and then to action. ... These are really all important things that matter. And we see SEL as a tool for anti-racism.

SEL advocates think that racially color-blind policies are evil

- <https://thefederalist.com/2021/02/08/how-socio-emotional-learning-became-another-vehicle-for-anti-white-racism-in-schools/>
CASEL’s Niemi and two earnest colleagues proclaimed that SEL should be used to elevate favored students, based primarily on race, over disfavored students. “A color-blind . . . approach,” intoned one presenter, “ignores the humanity of the people you’re interacting with.” He continued: Doing so makes us “reproductive of the inequities that we are experiencing [yes, these people really talk this way] in our schools, in our communities, in our healthcare systems, etc., etc.”

SEL anti-racism will encourage black vs. white conflicts

- <https://www.karger.com/Article/FullText/447005>
Robert Jagers is CASEL’s VP of Research. In an opinion piece he said this:
As a result, SEL work can be understood with regard to what ways it advances resistance to oppression and collective well-being for a range of disenfranchised groups.
...
With regard to African-American youth, this framing must illuminate patterns of race/ethnic relations, types of citizenship, and the nature of adult/youth relations being advanced. Racial/ethnic relations are important due to the contradictions inherent in US democratic aspirations and the continued conflation of race, class, and culture. Some possibilities include variants of assimilation, pluralism, separatism, and system change (reform/revolution). Forms of citizenship can emphasize personal responsibility for behaving in prosocial ways (e.g., helping and cooperating), active participation to sustain existing social institutions, or social activism geared toward a more equitable and just system for all.

SEL evangelizes students to think in Marxist ways

- **Transformative SEL teaches Marxist thinking, not American culture**
SEL, also called Transformative SEL, teaches students to be activists, looking at life through a Marxist worldview. Their teachers act as religious evangelists for Marxism.
- **SEL teaches students to view people by their race, not as individuals**
If race is everything, then colorblind policies are a crime against humanity.
- **The “lens of equity” doesn’t see equality and justice, only equitable outcomes**
Equity doesn’t mean equal justice for all. It means revenge for past inequities.

Explaining how SEL evangelizes students to think in Marxist ways

Transformative SEL teaches Marxist thinking, not American culture

SEL has become Transformative SEL. With this, students are trained into a worldview of race against race. Students don't learn assimilation and good citizenship, but to be activists for culture change.

- <https://newdiscourses.com/tftw-sel/>
Transformative SEL is wholly (neo)-Marxist. Its primary agenda is, in fact, to use the five competency areas to raise and foster a critical consciousness through social and emotional education.

...

The goal of Transformative SEL is to program children to see their world through the lenses provided by those Critical Theories and train them to be "change agents" (that is, activists) on their behalf.

SEL teaches students to view people by their race, not as individuals

Every conversation and social interaction must acknowledge the racial group the people belong to.

- <https://theinclusionsolution.me/a-point-of-view-social-emotional-learning-and-dei-work/>
Identity blindness, including racial "color blindness," harms marginalized and underrepresented groups by diminishing the very characteristics that are often central to their own sense of self.
- <https://www.npr.org/2022/09/26/1124082878/how-social-emotional-learning-became-a-frontline-in-the-battle-against-crt>
Dena Simmons, the founder of LiberatED, a SEL ally, says:
an organization which aims to center racial social justice in social and emotional learning, says being able to talk about social-emotional learning without talking about identity is an example of white privilege.

The "lens of equity" doesn't see equality and justice, only equitable outcomes

When you believe in a "lens of equity" you insist that equality and justice can't work.

- <https://campusreform.org/article?id=19895>
That presents a problem for our higher education system, which has for centuries been based primarily on merit: Those who are smarter, more talented, and more diligent than their peers generally achieve greater success.

The merit system is not absolute, nor is it perfect. It is susceptible to ordinary human foibles, such as bias, favoritism, and dishonesty. However, it has worked remarkably well over the years, producing some of the best minds the world has ever known. In general, it has succeeded in promoting excellence.

Equity, however, turns that notion on its head, rewarding people based not on achievement but on membership in 'underrepresented groups.'

Excellence is therefore not a primary consideration; indeed, it is not a consideration at all. It no longer matters what people do; it just matters who they are.

SEL seeks control of students' emotional and spiritual states

- **SEL schools snoop on students' emotional and mental health**
In the name of teaching the “whole child,” SEL wants to make sure that students properly absorb the SEL indoctrination.
- **SEL schools use smartphones to collect sensitive student medical data**
These apps are is medically intrusive, and share personal data with vendors.
- **SEL advocates aim at guiding student spiritual lives**
SEL advocates “show their hand,” telling all that SEL will expand into monitoring and guiding students' spiritual growth.

Explaining how SEL seeks control of students' emotional and spiritual states

SEL schools snoop on students' emotional and mental health

- <https://www.sesp.northwestern.edu/msed/theory-practice/articles/2020/intersection-of-sel-and-dei.html>
As we reconceptualize schools in the 2021-2022 school year, it is clear that equity and mental health need to be at the core of our reconceptualization. Teachers need to teach the skills that undergird equity, wellness, and social and emotional learning.

SEL schools use smartphones to collect sensitive student medical data

- <https://americarenewing.com/issues/primer-social-emotional-learning-the-delivery-mechanism-for-critical-race-theory/>
When schools adopt a SEL program, most begin collecting massive amounts of mental health data on children through mental health surveys created and interpreted by third-party, for-profit firms such as Panorama Education.
...
The data collected follows the children and can be displayed through dashboards to set goals for individual student improvement. Statewide longitudinal databases are used to track children and their mastery of the SEL competencies, which SEL proponents are beginning to call “Employability Skills”.
- <https://www.montgomeryadvertiser.com/story/news/2022/02/25/parents-concerned-over-how-data-school-app-used/6811793001/>
The Rhithm app allows students to select emojis that correlate with how they are feeling, and is part of Montgomery Public Schools' growing emphasis on social and emotional learning, according to Dr. Catherliene Williamson, Associate Superintendent of Montgomery Public Schools.

SEL advocates aim at guiding student spiritual lives

- <https://thefederalist.com/2023/04/07/leftists-violate-separation-of-church-and-state-with-spiritual-sel-in-public-schools/>
Recently, there has been an influx of SEL programs in the market that incorporate spirituality into their lessons.
...
“What Makes Me” seeks to teach spirituality through SEL as “a more active and engaged process in which some persons choose to shape and create a way of knowing and living that may or may not draw on religion” and as something that involves the conscious choice to explore life’s “big questions.”

SEL wants teachers to become replacement parents

- **SEL advocates regard parents merely as “first teachers”**
Parents provide the school with young children. They’re then expected to step aside for the “actual” teacher, becoming merely cheerleaders for their children.
- **SEL schools intervene in student emotional crises**
Under “whole child” concepts, the SEL school staff become agents for social workers. They’re also judging if the parents meet the school’s standards.
- **Who is the true guardian – the parent or the school?**
When the school takes control of the student’s education, counseling, and moral guidance, that is a revolutionary act against our society.

Explaining how SEL wants teachers to become replacement parents

SEL advocates regard parents merely as “first teachers”

According to SEL advocates, community culture will now revolve around the SEL schools.

- <https://casel.s3.us-east-2.amazonaws.com/CASEL-Gateway-Advancing-SEL-for-Equity-Excellence.pdf>
As children’s first teachers, families bring deep expertise about their lived experiences, their culture, and the issues they care about.
- <https://drc.casel.org/promote-sel-for-students/family-and-community-partnerships/>
Family and community partners are situated to model, reinforce, and sustain SEL. When young people see peers and adults outside of school modeling the same social and emotional skills they are learning about and practicing in the classroom, these skills become more than just the answer to a teacher’s question. They see social and emotional skills as central to the way they process events and interact in the world.
- <https://www.edutopia.org/blog/social-emotional-learning-and-spirituality-instructional-implications-maurice-elias>
Dr. Kress and I agree that’s it is clear that there is no barrier to connecting SEL and spirituality, contemplation, and reflection in the public school context. ... it is important for education, and the SEL field in particular, to find ways of being comfortable with, and encouraging of, the spirituality and SEL connection.

SEL schools intervene in student emotional crises

When a school intervenes in a student’s emotional or social crises, it reserves the right to turn the student *against* his or her parents. This also triggers social workers to investigate that family.

- <https://www.gettingsmart.com/2021/08/20/sel-and-whole-child-education-approaches-for-supporting-students-learning-and-development/>
For example, Whole Child Education includes tiered interventions and student services as elements to address higher levels of academic, behavioral, and mental health needs. SEL approaches often fit within and help coordinate tiered intervention systems...

Who is the true guardian – the parent or the school?

- <https://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1167&context=facpubs>
James Dwyer specializes in anti-parent research.
Through this analysis, it becomes apparent that the claim that parents should have child-rearing rights – rather than simply being permitted to perform parental duties and to make certain decisions on a child’s behalf in accordance with the child’s rights – is inconsistent with principles deeply embedded in our law and morality.
...
I propose further that the law confer on parents simply a child-rearing privilege, limited in its scope to actions and decisions not inconsistent with the child’s temporal interests. Such a privilege, coupled with a broader set of children’s rights, is sufficient to satisfy parents’ legitimate interests in child-rearing.