

## **Acaciawood Parents: An Important Dimension of Our Participation in “the Hannah Ministry”**

### **I. The present “Hannah ministry:”**

- A. “If I was living in the period at the end of the time of the judges, what would be in my heart, what would I long after, and what would I even expect? ... But what should I hope for now? Should it not be for something quite new? ...”
- B. “... if I am right, these are the last days and God's eyes are on those who can be the means of bringing in the King. Let us ask ourselves, "What is our ministry? Have we any part in this special ministry, this Hannah ministry?"...”
- C. “God had done quite much with Hannah; He led her through all sorts of difficulties... She came to the point where she could not go on without a son; she came to a point where she had to have a son. The son in 1 Samuel 1 is the man-child of Revelation 12, the one who brings in the King and the kingdom...”

### **II. Serving as today’s “Hannahs” to provide the Lord with His needed “Samuels”— 1 Sam. 2:35.**

- A. The splendor of an intergenerational fulfillment of the Nazarite vow— 1 Sam. 1:11b.
- B. Adjusting our expectations as to their most significant potential accomplishments:
  - 1. Our ministry in prayer on their behalf— 1 Sam. 1:10.
  - 2. Our realizing their capacity to know the Lord intimately in their youth— 1 Sam. 2:18; 3:1a, 10.
  - 3. Their growing in stature and in favor both with Jehovah and with men— 1 Sam. 2:21a, 26.
  - 4. The beauty of a readiness to serve the Lord at junctures of His great need—2:35b; 7:2b-3a; cf. 1:28.
- C. Our shielding them unto the time of their readiness— 1:22.
- D. Our ongoing provision and support for them— 2:29.

### **III. Protecting “our Samuels” while facing an intensifying flood of dissoluteness— 1 Pet. 4:3b-4; Rom. 12:2.**

- A. The satanic cosmos utilizes the educational system to affect the thoughts of our young people in a way that renders them unable to serve as today’s Samuels— 2 Cor. 10:5 and footnote 5-1.
  - 1. Reasonings and thoughts are in and of the mind, and are the strongholds of Satan, God’s adversary within the minds of those who are disobedient to God.
  - 2. Through spiritual warfare, reasonings must be overthrown and every thought must be taken captive to obey Christ.
- B. An intensifying, ever-more-manifest attack upon Biblical standards regarding sexuality, gender relationships and marriage is evident, and will progressively worsen.

- C. AcaciaWood School is a unique resource toward the sheltering of our children and young people from this and other destructive aspects of the present age during their years of peak vulnerability.

**IV. Examples of dimensions of the present assault upon the thoughts of our children and young people:**

- A. International politics: the United Nations and UNESCO, and the definition of need for comprehensive sexuality education
- B. National politics: the representative advocacy of transgenderism.
- C. The position of authoritative national health agencies
- D. Planned Parenthood, International
- E. Walt Disney productions, as representative of media presentations available to our children.

**V. Aspects of the comprehensive sexuality education presently required in California:**

- A. The "California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act" was renamed in 2016 "the California Healthy Youth Act."
- B. In 2019 the State Board of Education adopted the Health Education Framework, and removed the following publications from their cited resources:
  - 1. "My Princess Boy"
  - 2. "Who Are You?: The Kids Guide to Gender Identity"
  - 3. "Changing You!: A Guide to Body Changes and Sexuality"
  - 4. "The What's Happening to My Body?: Book for Boys"
  - 5. "The What's Happening to My Body?: Book for Girls"
  - 6. "S.E.X: The All You Need to Know Sexuality Guide to Get You Through Your Teens and Twenties"
- C. All comprehensive sexual health and HIV prevention instruction and materials as used in grades K-12 must affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships.
- D. It must include presentations regarding gender, gender expression, gender identity, the harm of negative gender stereotypes, and presentation of transgender, cisgender, and non-binary gender identities.
- E. Instruction must emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
- F. The effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.
- G. Instruction on pregnancy shall include a discussion of all legally available pregnancy outcomes, including, parenting, adoption, and abortion.
- H. A school district cannot require active parental consent for comprehensive sexual health education and HIV prevention education; parents may opt for their children to be excused from CSE sessions, but only upon written 14-day notice.