

Parental Resistance to Woke Ideology in Schools

This document was created by Barry Wall the seminar leader of The Winning Mindset - Creating Warrior Teachers programme. This was designed to arm everyday folk like you with the knowledge, skills, and behaviours to successfully resist the infection of Woke/EDI/Critical Social Justice that has laid waste to our institutions and predated on our children.



Barry states:

Activism in the education space is sorely needed, and parents are the shock troops protecting their children. This has never been more important and together with the existing warrior teachers I present for your consideration this idea to help you play your part in identifying captured schools, head teachers and teachers. This is so you can disrupt and push back in inventive ways against the dangerous creep of Wokeism/EDI/DEI.

To explore further come and join us as a Warrior Teacher, it is open to all.

**IN NO WAY IS THIS MATERIAL LEGAL ADVICE
THIS IS PRESENTED FOR YOUR CONSIDERATION
WHAT YOU DO WITH THIS IS ENTIRELY YOUR RESPONSIBILITY**

Parental Rights

The Human Rights Act 1998 (Article 2, Protocol 1) guarantees the right to education and respects parents' philosophical or religious convictions in how it is delivered. However, this right is **not absolute**, and courts have ruled that the state can prioritise a balanced curriculum over specific parental objections, as long as education remains accessible and *pluralistic*.

In essence you cannot teach an ideological viewpoint of any kind, even the parents would be challenged on that request.

The key word here is *pluralistic*, so let us define it,

In education, pluralistic refers to an approach that embraces a variety of perspectives, beliefs, and values, ensuring no single ideology dominates. It is rooted in the idea of diversity of thought, which is the antithesis of concepts like EDI/DEI, Wokeism, Critical Social Justice (CSJ), Social Emotional Learning, Belonging, Well-being, Neurodiversity, and the now infected term Resilience, which illustrates they will rebrand at will, so be alert to that, for they want their utopia.

Schools should expose children to a range of viewpoints, grounded firmly in the enlightenment and values we have known for centuries, such as free speech, the right to be left alone, equality of the sexes, family, merit, intelligence, learning, toleration, talent, and how to be productive as a human being etc.

These are the values that have given us so much and whether we like it or not, we are a Christian rooted country and to not recognise that is to open us up to exactly what we are seeing happen now across

society, in essence we are in danger of losing the best civilisation the world has ever seen, which comes from the very values CSJ attacks.

Indoctrinating children in "woke" ideologies, (e.g., Trans, LGBTQ+, Queer Theory, Critical Race Theory, or Neo liberal and neo-Marxist narratives, known collectively as Critical Social Justice), in a pluralistic framework would mean preventing any teacher from presenting these ideas as unquestionable truth.

I would argue that they are not worthy of inclusion in the debate in the first place.

In fact, CSJ (critical social justice) and its corporate arm EDI/DEI is a dogmatic, absolutist and destructive force, in my view, a cult in all but name. Asking for this to be taught in a pluralistic manner is a fool's errand, for it does not want a seat at the table, *it wants to upend the table itself*. You are not comparing apples and oranges you are comparing teaching with a sermon, for CSJ is about the destruction of the West. In other words, to give CSJ/Woke an equal footing with western values is a nonsense.

We must enable the correct framing of these destructive beliefs as grievance driven, anti-family, anti-white, anti-meritocracy, anti-reality, and anti-science beliefs, thus underpinning discussion and debate, firmly grounded in the values that have afforded us such success, such as those mentioned above.

By placing CSJ in its correct context, from the early indicators such as social contagion and cult behaviours through to the endgame of all victimhood grievance movements, violence and death, (Maoism, Stalinism, Nazism) we can also show how they have gone after children in an attempt to turn them into activists, and create debate about how and why these ideas are adopted, proliferated and of course how we bring about their eradication.

Age Appropriate

We now enter the realms of age appropriate, and it is my contention that these are **utterly inappropriate** topics pre-13 and post 13 should be taught in relation to cult dynamics, social contagions and mass psychosis alongside other examples of the same such as eugenics, the satanic child abuse panic and the video nasties debacle and how these contagions can lead to mass psychosis and then atrocity.

This framing sits alongside the values mentioned above and is a bulwark against cultural relativism and moral relativism, the suicidal empathy that ends in toleration of bodily mutilation, child marriage, murdering gay people by hanging or women by stoning. By pretending we are not in ways a superior culture or that our values and morals are not better than that is societally insanity and suicidal empathy.

Be careful that you do not capitulate and allow the relativism to creep in. As an example, sex is sex, biology is biology and arguing against this is not an example of pluralism, it is an example of treating gender ideology as if it deserved any recognition other than as a social contagion and akin to other phenomenon mentioned above, again it is not apples and oranges.

Consider these examples:

Imagine a lesson on history. A woke teacher might cover the Empires impacts - economic growth, cultural exchange, the spread of British innovation and technology, military successes, and failures, but do so by placing a template of power and oppression narratives on top of these facts. Thereby providing a gateway to Woke and EDI/DEI based topics that derive from that template, simplifying deeply complex historical events, laying the "woke" values matrix across them to encourage hate of the UK, its historic achievements and success replacing this with grievance and crimes due to "whiteness." The teacher is also unlikely to cover other empires, for they themselves are not about education, but ideology.

Or perhaps, in discussing that some people love men, and some people love women, an actual fact god forbid, they will then use this as a gateway to lay the template of gender ideology, wokeism and queer theory as the basis for exploring simple factual information which they will complicate using the EDI/DIE Woke template.

When it comes to critical race theory, again, giving this totalitarian ideology the same footing as the success of the UK in relation to our own plurality and history is to give to it more weight than it deserves or warrants, so once again we start with the social contagion of CRT (as in the BLM debacle) as the topic focus rather than the CRT ideology itself.

Remember, the woke will place this template across ALL subjects, not just PSHE/RSHE.

Below is an example letter that you may find useful to alter and use as you see fit.

Mass resistance in and through education is now the only way forward in the 21st century for the vast majority of us and you need to become part of that.

Barry Wall

If you would like to explore these topics further with other like-minded folks you too can become a Warrior Teacher as they have, even if you are not a teacher, it is open to all!

Example Letter to Head Teacher

Dear [Headteacher's Name],

I am writing to formally express my wishes regarding my child, [Child's Full Name], who is currently enrolled in [Year/Class] at [School Name]. As a parent, I am exercising my right to have a say in the upbringing and education of my child, and I explicitly refuse on the grounds of safeguarding my child any involvement in or exposure to what is commonly referred to as "woke" ideology, teachings, or related activities in the school environment.

To be clear, I do not consent to my child being taught, encouraged to adopt, or otherwise engaged in lessons, discussions, extracurricular programs, or membership that promote concepts such as critical race theory, power and oppression narratives, gender ideology, advocacy of bodily disassociation such as trans and medical harm leading to genital mutilation, LGBTQ+ activities or advocacy, the use of pronouns beyond biological sex, toleration or affirmation of trans children, or other politically charged frameworks that I consider inconsistent with my values.

I explicitly forbid my child being encouraged to participate in any affinity groups or external speakers/teachers which are based on the ideas above or any which exhibit behaviours in line with the beliefs of "identity" development under the banner of Wokeism.

To be clear, I do not believe in the concept of "identity" at all as an individual undertaking. The child has a personality and in time will develop a character (with your help hopefully) which is natural human development. "Identity formation" is an anti-human exercise in the branding of the child as a product for the external world, one that fits with, and is then governed by, and steeped in EDI/DEI and Wokeism.

Additionally, I do not consent to my child being exposed to woke paraphernalia, such as flags or similar symbols, or participating in any woke celebratory days, weeks, or months within the school setting, including but not limited to events like Pride Month, LGBTQ+ History Month, Black History Month, or activities such as Drag Queen Story Time. This includes exposure to materials like the following books, which I consider among the worst and that I provide only as an example:

Introducing Teddy by Jessica Walton

Age: 3-6

A teddy bear reveals she is transgender.

Introduces bodily disassociation (trans) to young children.

10,000 Dresses by Marcus Ewert

Age: 4-8

Theme: Bailey assigned male at birth (sic), dreams of dresses and finds support outside her family.

Legitimises bodily disassociation (trans identity) and encourages rejection of the reality of sex.

When Aidan Became a Brother by Kyle Lukoff

Age: 4-8

Aidan, a trans boy, prepares for a new sibling, reflecting on his own journey.

Legitimises bodily disassociation (trans identity) to young children.

This Day in June by Gayle E. Pitman

Age: 5-9

Introduces children to the misogynistic and homophobic LGBTQ+ movement and activism

Antiracist Baby by Ibram X. Kendi

Age: 4-7

Promotes racial grievance in infants, this is indoctrination.

Gender Queer by Maia Kobabe

Age: 11- 15

Contains explicit content and gender ideology that normalises bodily and psychological harm.

These are a few amongst hundreds and I will expect the school to fulfil its safeguarding duties and ensure that my child is not manipulated, indoctrinated, or encouraged into tolerating these Critical Social Justice ideas unless taught in the circumstances set out below.

I expect my child's education to focus on core academic subjects—such as mathematics, science, literature, and history—presented in a neutral and factual manner, free from ideological bias, and not with the CSJ/Woke ideological template laid over them. In other words, I do not give permission for these psychologically manipulative and mentally deranging ideas to be taught in **any** subject area where this template of infection is laid.

However, I do permit the teaching of woke ideology and critical social justice concepts solely in the framework of understanding cult dynamics, social contagion, and mass psychosis. Should these topics arise in the curriculum, I am agreeable to my child exploring them as case studies or historical phenomena, provided they are presented objectively as examples of victim group behaviour and malign psychological influence, and not as valid ideologies to affirm or adopt. This exception is intended to foster critical thinking about such dangerous collectivist dynamics, and how they lead to atrocities on a small scale such as the Salem Witch Trials and on a larger scale such as the Holodomor under Communism, and the Hitler Youth under Nazism.

I respectfully request that the school inform me in advance if any such content, activities, group affiliations, paraphernalia, celebratory events, external visitors, or listed books are planned or present, so I may opt my child out as I see fit. If this is not feasible, I ask that alternative arrangements be made to ensure my child is not exposed to these materials, discussions, affiliations, symbols, events, or texts outside the specified exception. I trust that the school will respect my parental authority in this matter and accommodate my request accordingly.

Please confirm receipt of this letter, do let me know if further discussion is needed to ensure my wishes are upheld. I appreciate your attention and your cooperation in maintaining an educational environment that aligns with reality, the values of the enlightenment and my own personal beliefs.

Yours sincerely,

[Your Full Name]

NB I would add that if this happened, I would consider private actions against individual teachers and the head, but I will await your views on that.

The Not My Future Project

The not my future project is an activist and disruptive undertaking that was sparked by a conversation on twitter and built on top of the already existing Woke Bingo cards (Woke Bingo is available in this pack).



The idea is beautifully simple, you as a parent will learn a list of words with your children, and if those words come up in school the child reports back, either as soon as possible by technology or in person when it comes to the older children. This is then your call to action. Beware making too big a thing of it for they will spend their time trying to spot it instead of actually learning, so keep it as a light touch.

Words for Age 8 to 11

These ten words or phrases you could tell your 8-year-old to listen for in school that might indicate the presence of the ideologies or narratives mentioned, keeping it simple and age-appropriate:

- Privilege - Often used to suggest some groups have unfair advantages.
- Oppression - Might imply some people are unfairly held down.
- Equity - Could mean forcing equal outcomes, not just equal chances.
- Gender - If it is about more than boys and girls, like "fluidity."
- Identity - Might focus on race, gender, or groups over individuals.
- Systemic - Could claim problems are built into society.
- Diversity - If it is about counting differences instead of unity.
- Inclusion - Might push accepting everything without question.
- Patriarchy - Could blame men or society for unfairness.
- Justice - If it is "social justice," tied to fixing group wrongs.

Tell your child these are like "alert words" - if they hear them a lot, especially with strong feelings or rules attached, they can let you know so you can talk about it together. **Keep it light, like a game, so they do not feel worried or overwhelmed.**

Words for Age 11 to 13

For an 11-year-old, you can use slightly more nuanced words and explanations since they are likely better at picking up context. Here is a list of ten words or phrases tailored for that age:

- Privilege - Suggests some people get unfair perks just for who they are.
- Oppression - Means certain groups are being unfairly crushed by others.
- Equity - Might push for everyone ending up the same, not just starting fair.
- Gender identity - Could mean choosing genders beyond boy or girl.
- Systemic racism - Claims unfairness is baked into how society runs.
- Power dynamics - Focuses on who is bossing who, especially by race or gender.
- Intersectionality - Talks about overlapping labels like race and sexuality.
- Colonialism - Might blame history for today's problems.
- Patriarchy - Suggests men or "old ways" are the bad guys.
- Social justice - Fixing society's wrongs, often for specific groups.

You could frame it as a “detective mission” - if they hear these words pop up a lot, especially in lessons about right and wrong or how people should act, they can report back to you. Encourage them to notice if the teacher seems serious or one-sided about it, and you will figure it out together. **Keeps it engaging without stressing them out.**

Words for Age 13 Upwards

For a 13-year-old, who is likely more aware of abstract ideas and social dynamics, you can use terms that reflect the specific ideologies you are concerned about, with a bit more depth. Here is a list of ten words or phrases:

- White privilege - Implies unearned advantages based on race.
- Oppressor - Labels some groups as unfairly dominating others.
- Equity vs. equality - Pushes for forced outcomes, not just fair starts.
- Cisgender - Might suggest "normal" gender is a problem.
- Critical race theory - Claims racism is built into laws and systems.
- Hegemony - Power held by one group over others, often culturally.
- Queer theory - Challenges traditional ideas about sex and gender.
- Decolonize - Rejects "Western" history or ideas as oppressive.
- Patriarchal structures - Blames society's setup on male control.
- Marxism - Might tie class struggle to race or gender fights.

You could tell your 13-year-old these are “red flags” to watch for in class discussions or assignments. If they hear them, especially with a vibe of guilt, blame, or rewriting how things should be, they can flag it for you. Suggest they pay attention to whether it feels like the teacher's pushing an agenda, and you will unpack it together. This keeps them sharp and curious without overloading them.

I hope that you will find this resource useful in aiding your thinking. Do with it what you will!

If you would like more information about the Winning Mindset please do visit or contact Barry on X at [@HeadwarriorTWM](#)

For more information on Woke books please visit the [Women's Rights Network](#)

For further understanding of regulations and laws please see the [Keeping Children Safe in Education Guidance](#)

None of this is simple, sadly.

The Not My Future game certainly is.

Play. Collate. Disrupt

Nobody else endorses this approach but Barry 😊

Don't blame him if you bugger it up 😊