
Global Health Education

Whole School, Whole Community, Whole Child, and the Whole Culture

I. [UNESCO ASCD CDC WSCC](https://unescochair-ghe.org/2022/11/28/whole-school-whole-community-whole-child-and-the-whole-culture/)

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“In 2014 the Whole School, Whole Community, Whole Child Model (WSCC) - a collaboration between the US Centers for Disease Control and Prevention (CDC) and ASCD - was launched. It was a response to the “call for greater alignment, integration, and collaboration between education and health to improve each child’s cognitive, physical, social, and emotional development.”

“In the following years...became preeminent school health framework in US...”

[SoLD Alliance CASEL](#)

- “SoLD Allies elevate the science of learning and development and advance key shifts in research, practice, and policy to transform education and youth development systems to be aligned with science and designed for **equity**.”

II. Youtube webinar, “Implementing the WSCC Model: 5 Years Later - Perspectives from CDC and ASCD, 2020

Presenters: Holly Hunt, SOPHE, (previous) CDC Division of Adolescent and School Health
Sean Slade, ASCA

...in the past five years, 2015-2020, WSCC model spread globally and across the U.S.

Slade: “The pennants [in the WSCC wheel/model] are based on Maslow’s hierarchy.”



🚫 ⚠️ Maslow

- AI generated: Abraham Maslow was a psychologist who was *sympathetic to the perennial philosophy, which views all religions as sharing a common origin*. Maslow believed that peak experiences, or moments of intense understanding, love, or happiness, were the source of all religions.

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- Similar to the Theosophists at the United Nations...
 - “Other roots of modern-day transpersonal psychology can be traced to theosophy, “**New Thought**,”“ Christian Science, and the mental-healing/mind-cure movements of mid-to-late 19th century America. These social movements prefigured “transpersonal medicine” – the **integration of mind and body and spirit, the connection between physical and mental health, and the turning to “alternative” medicines that is evident today** (Achterberg, 1985; Dossey, 1982, 1999; Gerber, 2001; Lawlis, 1996; Schlitz & Amorok, 2004; Taylor, 1999, chap. 7). These are important strands of American popular culture that link America’s visionary “folk” psychology and alternative realities tradition with the broad themes of transpersonal psychology today (Taylor, 1999).” (Chapter 1 – Introduction to Transpersonal Psychology)
 - [Fetzer religion youth](#)

WSSC-mental, social and emotional, plus physical health

-emphasis on community and family; “school still act frequently and consistently with its community,” (and the other way around, however, the school (a forced community, not a natural one, is the ‘center’)

Who is Lord Colby? Diane Allensworth (1987)

- Education has been “**more around content and academics, less emphasis on health and well-being**”
Note: they see this as problematic
- “**Our real purpose in education is not to deliver content** and to only have the students parsing an algebraic test. Our purpose is helping to **develop future citizens** who are ready to enter society to be part of society; be active in society fully prepared to do that.”
 - Change the dialogue to a more holistic focus
- “**Our role, to help the child develop socially, emotionally, mentally, physically, as well as cognitively.**”
- **Infusion** of WSSC into ESSA (how this gets into our states)--extension of NCLB
 - Whole child and WSSC are the same thing
- Next evolution: stakeholders--agencies and funders across the country invested in (YOUR) children: “who are invested in the health, well-being, growth and development of our children and youth.”
 - Hospitals (that offer gender transition to minors?), Robert Wood Johnson Foundation, others

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- (Robert Wood Johnson Medical school resident mentioned in New Discourses related to social determinants of health—registering, tracking? Psychiatric patients to vote!!)

Next presenter:

Hunt: use school health “coordinators” (see HB 2236)

- “Effective use of **data**”
- Priority areas “mental health, social emotional learning as well as equity” 40:42
 - Be inclusive of a more comprehensive approach
 - Know the science
 - School Health Index
 - Using data for continuous improvement
 - Virtually Healthy School
 - “School counselors like (fictional character) Ms. Kowalski are able to help students through tough times. They can teach coping skills and provide tools, such as anger management techniques. And, **they can help students deal with life's highs and lows through individual and small group counseling and through classroom guidance lessons delivered to all students** (unvetted unregulated therapy in a group setting). Many students struggle with issues not related to academics. In some cases, students are dealing with violence, family illness, serious diseases, or even tragedies. These issues may be the underlying reasons for disruptive behavior or poor academic performance.” -CDC
 - Another example, The Community of Colby
 - where students can be “referred to a behavioral health center”
- Another priority ⚠ related to sexual health (Holly Hunt)

Slade: UConn WSCC Model

SOPHE training modules, school health “teams and councils”



(note the similarities!)

“Social emotional learning brief”

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End.

III. Community Schools circa 1989

In 1989 **Shirley McCune**, Senior Director of the U.S. Department of Education - funded MidContinent Regional Education Laboratory (McREL), told the teachers in South Kitsap, WA: “The school of the future must be far different than that of today to meet the changing needs of society.”

Shirley McCune on that school of the future:

When you walk into the building, there’s a row of offices. In one are drug counselors. One is for social security. Another, family and child psychologists. Yet another has a doctor and nurse who do well-child exams.

There’s a child-care center, and tied into it are classes for teenagers where they learn the importance of child-rearing skills.

In the gym, homemakers are taking exercise classes. After work, more men and women will show up for their fitness workout.

These are **community learning centers** (aka “community schools” aka Whole Child, Whole School), not just schools.

- “Restructuring” schools, similar to “transforming” education, “transformative” SEL
- Workshops in South Kitsap reflected whole language models (our kids can’t read), cooperative learning, and integrating technology with curriculum

Source: “The Deliberate Dumbing Down of America,” Charlotte Thomson Iserbyt, 1999

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Lisa Logan-

“Community schools will allow children to access medical services that are typically facilitated by parents and offered outside of school *while they’re at school* (even [sexual and reproductive health](#)—including access to “morning after pills” and puberty blockers, [vaccines](#), mental health counseling, [spiritual guidance](#), etc.). The end goal is to eventually pass bills to [remove parental consent](#) for said services, so that youth can decide for themselves (as a “right”) that they need/want these interventions”

<https://lisalogan.substack.com/p/the-uns-master-plan-to-destroy-us>

- IV. Links between the United Nations, Robert Muller, Common Core, U.N. Lucis Trust, Theosophy, Right Human Relations, Alice Bailey, Fetzer, SEL, WSCC, Earth Government, education

Links between Liberation Theology (Marxism dressed up as Catholicism), Klaus Schwab (WEF), Paulo Freire, abysmal education proficiency (Math and Reading) across the country

BOTH lead to DEI, CRT, SEL

Links between Futurists (John Naisbett, Klaus Schwab (WEF), Shirley McCune (KS), and Randy Watson (KS)

All lead to Kansans Can

- V. Dangers of Mental Health ‘clinics’ in schools

- Possible ADHD prescription, SSRIs
- The fields of counseling, social work, and psychology have been infused with leftist activism. “[T]he professions standard bearers (like the APA and ACA) have recently engaged in a lockstep embrace of liberation and decolonial psychologies, which are *foundationally oriented towards facilitating insurgency and armed struggle*,” Kernodle. [The Kids are Not Alright](#)
- [Is Mental Health a Right?](#)
“The United Nations (UN), World Health Organization (WHO), World Federation of Mental Health (WFMH), various NGOs, and others have repeatedly told us that everyone has a right to the highest attainable standard of mental health.” Kernodle
- Positive Rights a la the United Nations vs. Natural Rights

Enforcement of “Mental Health”

Thus, we can see that the alleged right to mental health (and accompanying mental health care) cannot be considered a *natural* right but rather requires the contrivance of rights put forth by the United Nations.

Given this context, one can very quickly see how the right to be accepted by others contradicts the foundation of American freedoms and is necessarily tied up with censorship, psychological abuse, and other forms of tyranny. (ibid..)

- In a school setting, the very real danger of a Social Worker, unlicensed counselor or therapist, enabling the social transitioning of a child while keeping it a secret from the child’s parents

VI. Dangers of Medical Clinics in schools

- Connections between Planned Parenthood and the United Nations (partners)
<https://www.ippf.org/our-approach/advocacy/un>
- Comprehensive Sexuality
- “Wrap around services,” another term

BOTH become a wedge between children and their families, with endless opportunities to divide families, or simply further erode the sacred duty of parents to care for their own children by placing more and more of their care to the State, in a “State is god” framework.

- VII. International organizations shall have no power to enforce any policy or regulation within the state of Kansas or it’s political subdivisions thereof.
<https://legiscan.com/KS/bill/HB2204/2025>

2003 Idaho House Bill requesting United States dissolve membership with the United Nations. [historical bill possible text for speech](#)