

# Lesson Plan 1

## COOPERATIVE NATIONALISM

*A Civics Lesson Plan for Youth*

*Developed by the*

*Anti-Sexualization of Children Movement (ASCM)*

### OVERVIEW & PURPOSE

The purpose of this lesson plan is to introduce the philosophy of *Cooperative Nationalism* to children and youth. Cooperative Nationalism teaches that everyone has a Right to practice their own ethnic and cultural identities while simultaneously learning how to respect reasonable differences that exist among people and groups. The ultimate goals are for youth to be empowered to express who they are culturally and respectfully address, challenge, and oppose viewpoints that disrespect their identity. Youth will also learn to use Cooperative Nationalism as a viable philosophy to demonstrate respect for other cultures while advocating for their personal, ethnic, & cultural rights.

### OBJECTIVES

1. Youth will explain that a consenting Man and a consenting Woman is the ideal construct (design) for life partnership.
2. Youth will identify their family's culture.
3. Youth will explain that different beliefs and practices exist among groups of people & that each group has a Right to practice their own familial and cultural traditional values.
4. Youth will explain respect for people's differences w/o discarding one's own culture/identity.

### MATERIALS NEEDED

1. Computer & Internet access
2. Monitor/Smart Screen w/ audio
3. Blooket

### ACTIVITY

1. Who are you? - Family Tree activity

**Instructor's Guide  
for  
Teaching the Cooperative Nationalism  
Lesson Plan**

**Instructor's Goal:**

1. Introduce youth to a new philosophy that teaches them to proudly practice their own cultural, religious, spiritual, or racial identity and to
2. Respectfully acknowledge differences in other's cultural, religious, spiritual, or racial identity.

**Objective for the Students:**

1. Understand that a consenting Man and a consenting Woman has been and is the optimal life partnership for most cultures,
2. Identify their family's culture, and
3. Respectfully defend their Right to Freedom of Expression.

**At the end of instruction youth should be able to:**

1. Explain that a **consenting Man and consenting Woman** is the ideal partnership for their culture.
2. State/explain what their identity is: "I am a \_\_\_\_\_. **My culture practices** \_\_\_\_\_."
3. Practice Cooperative Nationalism using the following statement:
  - a. I respect that you have different beliefs and practices. **I am a \_\_\_\_\_ or My culture is \_\_\_\_\_ and we practice** \_\_\_\_\_."

**Pre-Learning**

An entry skills test might be needed to determine if youth are familiar with the U.S. Constitution. A short quiz to see where they are will be available. If they are unfamiliar, they can be assigned to view a brief video tutorial series on U.S. founding documents.

Step	Learning Components
1	<p><b>Pre-instructional Activities:</b></p> <p><u>Motivation:</u></p> <p>The instructor will share a video recorded story from local or national media as an example of a citizen’s First Amendment Right to Freedom of Expression being denied. Ask youth a few questions to see if they can identify what the denials in the video are. Make note of their answers. Then show them the linked video that explains what the <a href="#">US Bill of Rights &amp; Right to Freedom of Expression</a> are. After the video, ask them again if and how the person’s rights were denied. Explain to them why Protecting people's Right to Freedom of Expression in this country is important and foundational to this Republic. Explain how countries where citizens do not have a right to free speech, citizens can and often are punished for expressing their opinions. To wrap up this section, emphasize that the Right to Freedom of Expression is most important because it allows people to defend themselves when someone tries to tell them that their personal beliefs, ideas, thoughts, and culture is wrong.</p> <p><u>Describe Objectives:</u></p> <p>Introduce the objectives students will learn during the lesson. Using a presentation slide or whiteboard, tell the youth they will learn:</p> <ol style="list-style-type: none"> <li>1) A consenting Man and a consenting Woman is the optimal life partnership for most cultures</li> <li>2) How to identify their family’s culture and</li> <li>3) How to respectfully defend themselves against people who challenge or disagree with their Right to Freedom of Expression</li> </ol> <p><u>Describe &amp; Promote Prerequisites:</u></p> <p>Introduce students to the vocabulary words to be used in the lesson plan. Provide a handout that defines: (1) Culture (2) Ideology (3) Nationalism (<i>as we use the term</i>) (4) Cooperative Nationalism. See the vocabulary list below for definitions. Instruct students they are being introduced to these because the terms will help to understand (1) Why different groups of people practice different traditions, beliefs, and values. (2) Respect why they will not agree with everything other groups practice or believe in. (3) When they have something in common with other groups of people.</p>

	<p><b>Note to instructor:</b></p> <ul style="list-style-type: none"> <li>• If instructing a monolithic group, the instructor can explain what the group’s form of nationalism is and why it is important to the youth’s identity.</li> <li>• If instructing a diverse group of youth, assign youth to talk with their family about their form of nationalism (primary classification/ideology). The homework assignment can be used for this.</li> <li>• Since we’re using our own definition for “nationalism,” the families will need to be informed and educated about our meaning for the word “nationalism.”</li> </ul>
2	<p><b>Content Presentation:</b></p> <p><u>Content:</u></p> <p><b>Objective 1: A Consenting Man with a Consenting Woman Is the Ideal Partnership for Most Cultures.</b></p> <p>The philosophy/ideology of Cooperative Nationalism (CN) was introduced. Further explain the concept of CN by explaining to students that most nations, cultures, and ethnic groups began with the understanding that the partnership between a Man and Woman is the foundation of that group’s culture and form of Nationalism. Show the three short videos of the life partnership/cultural beginnings displayed in <a href="#">Afrikan</a>, <a href="#">Christian</a>, and <a href="#">Muslim</a> cultures.</p> <p><u>Learning Guidance:</u> Ask students to discuss the similarities and differences they saw among the three cultures in the video. Students should give answers such as: all three had a Man &amp; Women as partners, one included a child, the woman one did not follow the rules, etc. They might notice other things related to graphics etc. but the concept of all three including a Man &amp; Woman is the primary theme.</p> <p><b>Objective 2: Identify Their Family’s Culture.</b> The instructor will give the students the Family Tree home-work assignment to guide their family through the process of identifying their cultural identity.</p> <p><b>Note to Instructor:</b> For best results &amp; less resistance from families, parents/guardians should be aware of this lesson’s content and that the following assignment will be given. For families that are not aware of the purpose of the curriculum, they should be advised to take the ASCM 101 adult workshop to better understand what the students will be learning.</p> <p>Provide instruction on how various groups of people express what their culture and form of Nationalism is. Instruct students that culture and nationalism are expressed by the way people dress, the type of foods they eat, the type of music</p>

	<p>they make &amp; listen to, who they praise/worship, what flag they carry and what their philosophy is. Explain that some cultural and nationalist expressions are opposed to their own. The instructor should provide examples of different forms of cultural/identity/nationalist expressions.</p> <p>To lead into the purpose/ goal of the homework assignment, give the students the statement “<b>I am a _____ . or My culture practices _____.</b>” Then review the homework assignment with them during the session so they will understand how to fill in the blanks above. <b>See Activity 1 below for directions to complete the assignment.</b></p> <p><b>Objective 3: Respectfully</b> Defend Themselves Against People Who Challenge, Oppose, or Disagree with Their Right to Express Their Culture.</p> <p>During the following class session or following a break, instruct students on the purpose for learning to be respectful while defending themselves. Acknowledge the difficulty people of all ages have with defending themselves. Tell them that it is a skill they will have to practice. Emphasize that learning to be respectful while defending their Right to Express their culture will (1) show respect for differences in other people (2) decrease their chances of following negative influences from others and (3) make them a leader among their peers.</p> <p>Give youth the following statement “<b>I respect that you have different beliefs and practices. I am a _____. or My culture is _____ and we practice _____.</b>” This statement is an affirmation and way to help students conceptualize how to show respect and defend themselves. Provide them with examples of how the statement can be used by different groups as a defense mechanism.</p> <p><u>Learning guidance:</u> Ask if any students know of a cultural practice or type of nationalism, they have seen someone identify as. Ask them to share the practice or type of Nationalism they saw expressed. The instructor should provide a personal example of how they might use Cooperative Nationalism to defend themselves.</p> <p>Note: If there will only be one class session with students and they cannot identify their culture, teach them that CN is also an identity groups can use to identify themselves.</p>
3	<p><b>Learner Participation:</b> Students will role play scenarios where their Right to Freedom of Expression (cultural practices) have been violated. The instructor should provide on paper two scenarios where someone defending their cultural practices or values led to school suspension or a</p>

	social media confrontation. This should be a group assignment of 4-5 youth. One will act as the violated, one will be the antagonist, and the others will side with the antagonist or not take a stand.
4	<b>Assessment:</b> A post-test will be developed to use with students at the end of the lesson to determine that they comprehend Cooperative Nationalism (CN), their identity, and how to respectfully disagree with different groups/individuals.

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## Instruction Resources

Use the resources below as tools to illustrate concepts in the lesson plan:

**Click Hot Links Below for Access to Videos & Other Resources:**

[Entry Skills Learning for Students Unfamiliar with Founding Documents](#)

[Violation of Rights to Freedom of Expression](#)

[Family Tree Diagram](#)

## Vocabulary Words List

**Ideology** - A set of doctrines, beliefs, or system of theories held by an individual or often shared by the members of a group that form the basis for their social, political, economic, or other ways of viewing the world

**Nationalism** - as we use it refers to the primary classification/ideology that a person or group uses to define their identity(s). This can be based on a person's nationality, religion, race, culture, ethnic traditions, political affiliation, or a combination of the above.

**Culture** - refers to the customs a group shares and identifies as its own. It includes things like food, clothing, language, celebrations, etc. It also includes customary practices for mating, marriage, raising children, education, training, etc. In short, culture is what a group does that helps define their personality and identity.

**Cooperative Nationalism** - is a philosophy that teaches people how to effectively acknowledge differences that exist among people while respecting each individual or group's right to maintain its own cultural, political, religious, spiritual, ethnic or racial identity.

# Activity 1: Who are you?

**Purpose:** The goal of this activity is for youth to visualize and discover who they are as a family unit and what their culture was/is.

**Instructions:** Complete the [Family Tree diagram](#) attached. Start with yourself at the bottom and proceed to fill in the levels until you reach the top. Ask your parents or family members for help to fill in the tree and answer the questions below.

**Step 1.** Fill in your Family Tree

**Step 2.** Discover the following answers by talking to your family.

- Question: Does your family have a shared primary identity? (*Cooperative Nationalist Identity*)
- Question: What is that shared primary identity? (*This would be your Cooperative Nationalist identity: ex: Christian, Muslim, American, Chinese, Black Nationalist, Christian Conservative, etc . . .*)

**Step 3.** Describe Cooperative Nationalism with your family and find out if they think it is a philosophy your family might use.

**Step 4.** Write a paragraph or record a video explaining why your family identifies with its type of nationalism. Also explain how Cooperative Nationalism can be useful to maintain your family's identity.