

Lesson Plan 4

SEXUAL PROPAGANDA

Lesson Plan for Youth

Developed by the

Anti-Sexualization of Children Movement (ASCM)

OVERVIEW & PURPOSE

The purpose of this lesson plan is to teach students that sexual ideas, information, opinions, and images are being communicated to influence their thoughts, beliefs, and behaviors. They will learn that the intention of this influence is to keep future generations under the control and power of the political, social, and economic elite. The ultimate goal is to ensure that youth understand that they must be able to identify the improper sexual messages that aim to misdirect their behavior and decrease their population.

OBJECTIVES

1. Youth will identify the institutions and mediums that disseminate sexual propaganda.
2. Youth will identify ways they are targeted by institutions and mediums noted in objective.

MATERIALS NEEDED

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

ACTIVITY

1. Activity 1: Propagandist, Influencer, or Targeted Audience
2. How to Discern Messages in Entertainment
3. Identify Elements of Messages

**Instructor's Guide
for
Teaching the
Sexual Propaganda
Lesson Plan**

Overview & Purpose:

The purpose of this lesson plan is to teach students that sexual ideas, information, opinions, and images are being communicated to influence their thoughts, beliefs, and behaviors. This influence is intended to keep future generations under the political, social, and economic control of the wealthy elite. The ultimate goal is to ensure that youth understand that they must be able to identify the improper sexual messages that aim to misdirect their behavior and decrease their population.

Instructor's Goal:

1. To demonstrate how sexual propaganda is created to influence and control behavior.

Objective for the Students:

1. Youth will identify the institutions and mediums that disseminate sexual propaganda.
2. Youth will identify ways in which they are targeted by institutions and mediums noted in objective one.

At the end of instruction youth should be able to:

1. Youth will be able to articulate how the identified institutions and mediums use sexual propaganda to target and control the population.

Preparation:

To prepare students for the lesson, provide a brief discussion on conscious and subconscious minds. [Use this video to introduce the concept](#), then instruct further to ensure they understand that our minds are what is being programmed by the messages and institutions we will learn about in this lesson. The purpose is to inform them on how information and messages are capable of influencing the thoughts and behaviors of people.

Steps	Learning Components
1	<p>Pre-instructional Activities</p> <p><u>Motivation:</u></p> <p>To begin the lesson plan, pass out the list of vocabulary words. The list of ASCM vocabulary words is also available below on the resource list. Give students at least five minutes to review the list.</p> <p>When time is up, seek volunteers to read one of the vocabulary words aloud for a second review of the terms.</p> <p>Afterwards, instruct students to watch the video Mindcuff's and to jot down words from the vocabulary lists or related words they hear or see in the video. The vocabulary list includes space for jotting down words they hear and see.</p> <p>Ask students to share the words heard or seen in the video and on the list. Propaganda, media, subliminal messages should be a few words they hear. Provide a small reward for any related words they share that are not on the list, but are related.</p> <p>Move on to explain the purpose & objectives of this lesson.</p> <p><u>Describe Objectives:</u></p> <p>Tell students what they are expected to know and be able to do at the end of this lesson. The objectives should be written on a board or presented on a slide. The objectives and skills they should perform are:</p> <ol style="list-style-type: none"> 1. Youth will identify the institutions and mediums that disseminate sexual propaganda. 2. Youth will identify ways in which they are targeted by institutions and mediums noted in objective. 3. Youth will be able to articulate how the identified institutions and mediums use sexual propaganda to target and control the population.

	<p><u>Describe & Promote Prerequisites:</u></p> <p>Provide an explanation of how this lesson plan is connected to the first three lesson plans. The first three lesson plans were on:</p> <ol style="list-style-type: none"> 1) Cooperative Nationalism 2) Appropriate Gender Development 3) Eugenics Masquerading as Sex Education <p>The script below is an example:</p> <p><i>“Thus far we have learned that the ideal life partnership is between a consenting Man and a consenting Woman, and that it is the only way to continue our family and cultural heritage. We were introduced to a new philosophy for defending our Rights to practice and live our cultural heritage called Cooperative Nationalism. Next, we learned what our individual families and cultural expectations are for developing from a Boy into a Man and Girl into a Woman. We also learned that we have to be responsible for continuing our families’ traditions.</i></p> <p><i>Last week, we learned how a small group of elite people are continuing their plans to decrease “undesired” populations by offering methods such as birth control, abortion, and voluntary sterilization as solutions for engaging in sex without consideration of our futures and generations after us. This week, we will learn about the tools that those small groups of elites use to train the population to voluntarily participate in their population control plans, which for us amounts to self-annihilation plans. They want us to accept their plans without knowing what we’re accepting.”</i></p>
2	<p>Content Presentation:</p> <p><u>Content-</u></p> <p>Objective 1: Youth will identify the institutions and mediums that disseminate sexual propaganda.</p> <p>Continue using videos to show how sexual propaganda is all around us.</p> <p>***Graphic & Vulgar Language Throughout This Video***</p> <p>Show this linked video. The video is a vulgar hip-hop song that was performed in April of 2024 at a high school in Maryland with the knowledge</p>

	<p>of school faculty.</p> <p>Ask students to review the definition of propaganda again and think about what they just saw. Then answer the following question: (1) What do you think the intentions are of the people who created the music & images? The instructor should define Intention if they think it is necessary. Use polling technology if students have been slow to respond verbally.</p> <p>Give them time to process & respond (at least 2-3 minutes). Ask if anyone thinks the content is not propaganda and allow them to explain why it is not?</p> <p>Acknowledge that propaganda can be negative or positive. Explain how this lesson plan will be considered propaganda by some people because we are sharing information that is against the general beliefs and thoughts of many. Also acknowledge that this information will likely be labeled conservative, divisive, close-minded and giving only one viewpoint. Emphasize that what we are learning will be labeled because we are fighting against & rejecting propaganda that influences people to be irresponsible for family, culture, and future generations.</p> <p>Emphasize that thinking about the intention of the message and who the creator is can help to determine good or bad propaganda.</p> <p>Close out this section with the video of the decision made in hip-hop in the 1990's for the record companies to work with the prison industries to influence Black youth to commit crimes and increase prison profits. Then, if appropriate for the group, play this clip on hip-hop and the prison industrial complex. 2008 Prison Industrial Complex and Hip-hop Correlation Video</p> <p>Continue by defining the next three vocabulary words using Disney as the example.</p> <p>Define Institution - An institution is a company or organization. The word can also be used to describe the collective things a group does. For example, women who wear hijabs represent a religious institution. Women covering their hair with a hijab is a custom of Islamic culture. Other examples of an institution are government agencies such as schools, Planned Parenthood, music companies, etc. Large wealthy institutions have the power to create</p>
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	<p>and broadcast images and information that can become customs of societies (often called culture). Disney is a media institution. Disney is powerful because it has the ability to produce and share messages through film, music, and television daily that influences infants, youth and adults.</p> <p>Next define Subliminal Messages - At the start of the lesson, remind them of the conscious & subconscious minds and how subliminal messages are unknowingly stored in our subconscious. Then explain how powerful institutions such as Disney use subliminal messages to implant ideas, behaviors and thoughts into our subconscious mind without our awareness of the messages being implanted.</p> <p>Show the example of the Top Ten Subliminal Messages in Disney Movies. Refer to the 2015 article of Former Disney Animator Tom Sito. He states there was a period when animators placed jokes in scenes because they knew people could not see them; but now with the advancement of technology those jokes and scenes can be discovered.</p> <p>Note the so-called "jokes" were all sexual and in animated films directed towards youth. Bring students back into the discussion -</p> <p>Ask them what they think the intentions of the animators were when they placed sexual "jokes" in films created for youth and families?</p> <p>Wrap up the point that Disney fits the definition of a long-standing institution with a history of producing propaganda – good or bad – and we now know part of that history is of inserting subliminal sexual messages through its media.</p> <p>Move discussion to how the media plays a part in sexual propaganda. Define media/medium and explain how it is a major distributor of sexual propaganda.</p> <p>Media is the vehicle that allows subliminal messages and propaganda to be transported to people regardless of their location.</p> <ul style="list-style-type: none">• Media is a major tool used to transfer and transport sexual propaganda and other messages.
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	<ul style="list-style-type: none"> ● Media is dangerous when the intent of the owner and creator is to manipulate and control people to carry out the plans of the small wealthy elite groups. <p>Examples of media include:</p> <ul style="list-style-type: none"> ● Reels, shorts (social media) ● YouTube channels ● Blogs ● Movies ● Newspapers and news ● Music ● Video games ● TV shows ● Books, and more. <p>Institutions such as Disney, TikTok, Instagram, school systems, and government agencies spread information and messages to youth with videos, music, reels, books, drag-queen story hours, speakers at assemblies and many other ways. Acknowledge that we are using media in this lesson.</p> <p>Ask students about ways in which they have used media or been influenced by it? Take a poll if they are not talking.</p> <p>Define Entertainment -</p> <p>Entertainment means to go into and capture the minds of people (Kimathi). This definition seeks to teach individuals to discern the intention of the creators of any medium that is viewed.</p> <p><u>Show Video of Kimathi for Definition on Entertainment</u></p> <p>Highlight that the purpose/intention of entertainment is to put into people's minds the messages and information that the creator of the medium wants them to remember, believe, or do. Entertainment is a product of all of the vocabulary terms we have introduced i.e. propaganda, institutions, subliminal messages, and media.</p> <p>Emphasize that entertainment can disarm people because the expectation</p>
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is that they are going to receive pleasure rather than to be captured or influenced. It can be very dangerous when it is used to negatively influence the masses with harmful propaganda and subliminal messages. Remind them of the video about hip-hop being used to earn money for prison system investors.

Define the last vocabulary word **targeted**.

Targeted - means to direct something at a particular group or object. This word is pretty simple and easy to understand but can be powerful depending on what is being directed at a group and the intent of the user. Give an example of how the term targeted is connected to media, propaganda, subliminal messages, and institutions.

For instance, we have defined and explained how sexual propaganda is created and accepted on platforms such as SnapChat or YouTube and printed in books such as *Gender Queer*. Social media and movies are accepted as fun and entertaining activities for youth to engage in. Also, we know Disney's propaganda is **targeted** at youth because they use animation. All of these institutions promote images, language, and messages that might be sexually inappropriate depending on the audience it was created for. **Targeting** is an essential part of how products and information are marketed to the public. It becomes dangerous when the goal of the message is to deceive, harm or lead the audience away from their best interests.

Conclude/End the lesson

Instructors should provide closing comments and reiterate the purpose of the lesson. Emphasize that youth must become skilled at identifying institutions and messages targeting them and at how to decrease the amount of influence those messages have in their daily lives.

Key Points to Help Students Discern Sexual Propaganda & Other Messages:

1. No one can avoid the presence of propaganda in the media!
2. The best defense is to recognize messages that are not aligned with your cultural values.
3. Propaganda can be good or bad. Determine what the creators' intentions are.

	<p>4. Your cultural and family values are key in discerning what is good and bad propaganda and can help you discern the creator's intentions for their media.</p>
3	<p>Learner Participation: To ensure students understand the content and are capable of identifying media, institutions, and how they are targeted.</p> <p>Have them conduct Activity 3: Identifying Elements of Messages. The instructor should select a message most appropriate for its group.</p> <p>Example: Review this poem to identify the elements of propaganda. Identify the:</p> <ol style="list-style-type: none"> 1. Institution 2. Creator's Intent 3. Subliminal Messages 4. Type of Media/Medium 5. Target Audience
4	<p>Assessment: To assess if the objectives are interesting, and relevant to youth's current experiences ask the following questions:</p> <ol style="list-style-type: none"> 1. Do you think this lesson is relevant to you and your peer's experiences? 2. Do you think this lesson plan will change your thoughts, ideas or behaviors going forward? 3. Do you think this lesson is useful to younger generations? <p>***The instructor should add more questions as needed.</p>
5	<p>Follow-Through Activities:</p> <p>Consider breaking this lesson into two or more sessions.</p>

Learning Resources

VOCABULARY WORDS LIST

Propaganda - ideas, information, opinions, and images that are broadcast and spread with the intention to influence others or pursue an agenda. Usually only one point of view is provided.

Institution - a large or important company or organization; a custom, tradition or law that societies practice.

Subliminal messages - unrecognized and misunderstood messages and information put into an individual's mind by the creator or actor of a medium. The purpose is to influence others to remember, believe, or to do something. [Example of Subliminal Messages](#)

Media/Medium - a way of transmitting information and messages broadly to dispersed groups of people in multiple locations at various times. Examples of media include the Internet, television programs, music, movies, personally-created videos i.e (posts, tweets, shorts, reels, snaps, etc.) Media can be in print, audio, visual or digital.

Entertainment - when dissected, includes three roots words that explain the intent of the media.

- **Enter** - to go into
- **tain** - to capture/hold
- **ment** - means or results of an action

It is the result of going into and capturing the minds of people. Often, the **targets** are unaware and do not understand the intent or purpose of what they are entertained by. (Kimathi)

Targeted - directed at a particular group or object.

Lesson Plan 4

Sexual Propaganda Activities

The objective of the following activities is for youth to demonstrate their ability to identify sexual propaganda and other messages that aim to influence their thoughts and behaviors.

Activity 1: Propagandist, Influencer, or Targeted Audience

Sexual propaganda is a major content area of social media. It can be subtle or obvious, and we all play a role in its existence.

Considering your most recent use of social media, answer the following questions about your participation. **Use the questions below to reflect on a situation in which you participated as a:**

- 1) Content creator (propagandist)**
- 2) Influencer (promoted an institution/product/or behavior)**
- 3) Follower (target audience).**

Questions:

1. Which type of participant were you?
2. What type of message, product, behavior etc. did you create, promote, share or watch?
3. How many shares, retweets, views, snaps, etc. did your post get?
4. Did you share, retweet, or spread the original message?
5. Who did you target? Ex. who did you share your message with
6. What type of influence did your message or share have? Ex. Were any comments made? What did they say?

Share your answers with group members or write a paragraph. The goal of the activity is for the students to see how easily we are all influenced to participate in some way, not to shame them or stop them from using social media.

Activity 2: How to Discern Messages in Entertainment:

This activity is for 10-12th grade. As a group or with family watch the lecture titled:

Fighting the Poltergeist

History of Entertainment: What It Is and How It Works (Disc 1 of 3)

Activity 3: Identify Elements of Messages

Read the following short story, poem and identify various elements of the story from the vocabulary list. See Learner Participation above for example used.

*******The instructor should select the appropriate reading for the group.**