

Lesson Plan 2

APPROPRIATE GENDER DEVELOPMENT

Lesson Plan for Youth

Developed by the

Anti-Sexualization of Children Movement (ASCM)

OVERVIEW & PURPOSE

The purpose of the lesson is to prompt families and youth to examine and discuss appropriate gender development and roles for their family and culture. The overall goal is for families to reclaim responsibility for teaching proper gender development and roles to their children.

OBJECTIVES

1. Youth will be able to identify what gender development is for their family and culture.
2. Youth will be able to identify the differences among appropriate, perverse, and abusive sexual behaviors and language.

MATERIALS NEEDED

1. Computer & Internet access
2. Monitor/ Smart Screen w/ audio
3. Access to a polling app such as Slido or Mentimeter

ACTIVITY

1. My Family's Gender Expectations & Roles
2. Discerning Sexual Language & Behavior

**Instructor's Guide
for
Teaching the Appropriate Gender Development
Lesson Plan**

Overview & Purpose:

The purpose of the lesson is to prompt families and youth to discuss what appropriate gender development and roles are for their family and culture. The overall goal is for families to reclaim responsibility for teaching proper gender development and roles to their children.

Instructor's Goal:

1. To empower families to identify the appropriate gender development expectations and roles for their youth.
2. To teach families and youth to identify and discern appropriate, perverse, and abusive sexual behaviors and language.

Objective for the Students:

1. Youth will be able to identify what appropriate gender development is for their family and culture.
2. Youth will be able to identify the differences among appropriate, perverse, and abusive sexual behaviors and language.

At the end of instruction youth should be able to:

1. State or explain what the gender roles and expectations are for their family and culture.
 - a. ex. "Men in my culture are_____" "I will grow up to be a woman of _____."
2. Explain why an act of behavior or language shown in media, as an image, music, etc is appropriate, perverse, or abusive.

Preparation

A parent-teacher meeting or message should be provided to prepare families for their required involvement in the lesson plan and the youth's ability to learn and perform the objectives of the lesson.

Inform families of the purpose of this lesson plan, its objectives, and how they are expected to be involved during the lesson. The families should be provided with the **ASCM vocabulary list** for this lesson and the list of interview questions youth will use in the activity to identify their family and culture's gender expectations and roles for youth. The vocabulary list and questions are listed below.

Step	Learning Component
1	<p>Pre-instructional Activities - Objective 1: Youth will be able to identify what gender development is for their family and culture.</p> <p><u>Motivation:</u> Using polling technology (Slido, Mentimeter, etc.) ask youth to share: 1) How are boys/young men and girls/young women expected to behave in their family? 2) What are the responsibilities of adult men and adult women in their family?</p> <p>Tell them their answers are anonymous and are not being judged as right or wrong. Save or take a screenshot of their answers to refer to later. No right or wrong answers are expected at this point. The purpose is to collect information on what their thoughts are before instruction. Assignment 1 for this lesson will provide the opportunities for youth to discover these answers and more from their families.</p> <p>Introduce the topic of this lesson by explaining to youth that multiple definitions of gender development exist in our society. Inform them that the purpose of the lesson is for them and their families to firmly and confidently state and practice the traditions and values they have established for boys/men and girls/women.</p> <p><u>Describe Objectives:</u> Tell them that in order to confidently state and live out their traditions and values they will have to talk with their family and identify the expectations and roles for boys/men and girls/women. Objectives 1 and 2 should be provided on a handout, whiteboard, or presented on a slide for them to see. Also show the statements of what they should be able to do at the end of the lesson.</p> <p><u>Describe & Promote Prerequisites:</u> The handout or slides should also include the ASCM defined vocabulary words for this lesson. Continue to discuss why multiple definitions of gender development and roles exist i.e. evolution, advanced technology, changes in society, and specifically discuss the agenda to break up families and hypersexualize youth.</p> <p>State the ASCM definition of gender development is the proper development of a boy into a man or a girl into a woman based on the roles, values, attitudes, and traditional behaviors practiced generationally by their family and culture. Explain that this definition explains how various cultures around the world that practiced a consenting man and a consenting woman as the foundation for their culture have been able to continually exist and survive for generations (Lesson 1). Explain that the multiple gender identities they currently learn about and are exposed to through different forms of media are recent and began being taught to</p>

	youth in the last 20-30 years as “American culture” began to aggressively push more degeneracy. Emphasize that this basic definition will help to understand why it is important to identify and practice their family and cultural traditions.
2	<p>Content Presentation:</p> <p>Content - Objective 1: Youth will be able to identify what gender development is for their family/culture.</p> <p>To further teach ASCM’s definition of gender development, define gender expectation and gender roles. ASCM defines gender expectations as the behavior, language, and actions a boy/man or girl/woman is encouraged and taught by their family/culture to live out as a male or female. Provide examples of behaviors and language for both genders. (<i>Example: Boys are expected to . . . or Girls are expected to . . .</i>)</p> <p>Gender roles are defined here as the purpose and responsibility a boy/man or girl/woman accept as their own to carry out in life. Provide examples of gender roles. (<i>Ex: As a man, I will . . . or As a woman I will . . .</i>)</p> <p>Also include examples of the opposing gender expectations and gender roles that are seen today.</p> <p>(Expectation ex: Our son Zion Wade will live out his life as a girl named Zaya)</p> <p>(Gender Role ex: Zion Wade agrees to live out his life portraying himself as a female)</p> <p>(Expectation ex: The lgbtq expects Harry Styles to be openly gay)</p> <p>(Gender Role ex: Harry chooses to be ambiguous with his sexuality)</p> <p>Explain that gender expectation is behavior & language a family teaches & trusts youth to display in the world and gender role is when the youth accepts the role and takes responsibility for representing their family and culture.</p> <p><u>Learner Guidance:</u></p> <p>Review the take-home activity “My Family’s Gender Expectations & Roles” in the activities section. Hand out the activity and explain how it can be conducted. The activity is a list of questions for youth to ask their parents and families to discover appropriate gender development (expectation and roles for males and females) in their family. This is the same list to be shared with families during the</p>

	<p>preparation phase at a parent-teacher meeting or via email. Using one of the questions the instructor should provide a personal example of the gender development taught to their children or taught to them by their family/culture.</p> <p>Example: Question 4: “What does our family expect youth to do to uphold our family name and culture?”</p> <p>Instructor’s Answer: My family’s expectation was for young women to respect themselves and not be sexually active or promiscuous. Girls who were sexually active and promiscuous were called “fast” by adults and easy to “smash” by boys.</p> <p>Display the results of the poll taken during the pre-instruction section. The questions were: 1) <i>How are boys/young men and girls/young women expected to behave in their family?</i> 2) <i>What are the responsibilities of adult men and adult women in their family?</i> Review the responses for results that fit a gender expectation or role. Share those responses as examples of how a family/culture has taught that person what their expectation or role is.</p> <p>Summarize and conclude this section of the lesson by restating that identifying what the appropriate gender expectations & roles are for our families is important because it will help us identify when sexual behaviors and language shown to us are not good for the survival of our families and cultures.</p> <p><i>Note: Instructors should monitor the students' engagement and attitudes before continuing with objective 2 during the same session. If this lesson required in-depth discussion and pushback from students due to learned ideologies about gender development & identity, stop here and continue with objective 2 during the next session.</i></p> <p>Objective 2: Youth will be able to identify the differences among appropriate, perverse, and abusive sexual behaviors and language.</p> <p><i>Note: Provide a warning that you will show and discuss content that might be triggering and that students have permission to be excused to a specific location. Set up a location for the student to go to such as the nurse or counselor’s office. Advise parents of this lesson section in advance.</i></p> <p>Connect objectives 1 and 2 by advising youth that clear gender expectations and roles based on their family and culture’s customs will also help to limit the confusion from the numerous gender theories and ideologies that exist today. Advise them to seek information and advice from members of their family and</p>
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	<p>culture that are trustworthy and whose lives are an example of their culture's values.</p> <p>Introduce Objective 2 and the ASCM definitions for a) appropriate behavior/language, b) perverse behavior/language, & c) abusive behavior/language.</p> <p>A second section of the handout or a second slide should be used to display the definitions for each vocabulary word. The ASCM definitions are as follows:</p> <p>Appropriate Sexual Behavior is when a boy and a girl or man and a woman respectfully and consensually express and demonstrate their affection towards each other. Click video link below for example:</p> <p>Appropriate Behavior Between Youth</p> <p>After showing the video ask students why they think the behavior/language was appropriate or not. They might include extraneous details related to relevance, era of the video, etc. Be prepared to address how these changes might contribute to differences in behavior between generations.....</p> <p>Perverse Sexual Behavior/Language - is when someone of the same or opposite gender expresses or demonstrates inappropriate, bizarre, offensive behaviors or language that was not consented to verbally or nonverbally. Click video link below for example:</p> <p>Examples of Perverse Behavior Towards a Youth</p> <p>After showing the video ask students why they think the behavior/language is or is not perverse.</p> <p>Abusive Sexual Behavior/Language - is any intentionally displayed sexual activity by someone of the same or opposite gender that is undesired, not understood by the victim, and/or forced physically, by intimidation or inappropriate age interaction. Sexual activity can include explicit sexual language where one party speaks in a sexually inappropriate manner to the other party who doesn't wish to hear the sexual discussion.</p> <p>Example of Abusive Sexual Behavior</p> <p>After showing the video ask students why they think the behavior/language is or</p>
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	<p>is not abusive. Be prepared for discussion. Provide more relevant examples as needed.</p> <p>Conclude this section and continue with in-class learner participation.</p>
3	<p>Learner Participation:</p> <p>Give students the opportunity to practice discerning the various types of behavior from another. Use Activity 2 in the resource list or provide your own specific examples. Use media, photos, or written descriptions for them to judge.</p> <p>Display the selected behaviors as a slide presentation and allow students to give answers aloud. Some of the examples may be subjective, so allow them to discuss among themselves. Provide instruction on how to make the best judgment about the behavior. Some of the examples include:</p> <ul style="list-style-type: none"> ● Asking someone to share sexual photos of themselves ● Boy/man giving a girl/woman in the same age range a compliment or gift ● Sending sexual messages via social media <p>After providing feedback to students on Activity 2, conclude the lesson with a summary of the two objectives and what students should be able to do after this session.</p> <p>After this session, students should be able to:</p> <ol style="list-style-type: none"> 1) State what their family's gender expectation and roles are for youth. 2) Explain why a behavior is appropriate, perverse, or abusive.
4	<p>Assessment:</p> <p>To assess if the objectives are interesting, and relevant to youth's current experiences ask the following questions</p> <ul style="list-style-type: none"> ● Do you think your family's traditions and culture are important to your development? Yes or NO ● Would you change your behavior, language or values based on

	<p>what your family's identified expectations are?</p> <ul style="list-style-type: none">● List an example of perverse or abusive sexual behavior or language.
5	<p>Follow through activities:</p> <p>Before beginning Lesson Plan 3 on Eugenics, ask students to provide an answer to one of the questions from Activity 1 to determine if they identified any appropriate gender expectations or roles from their family.</p> <p>They should be able to provide an affirmative statement such as:</p> <ol style="list-style-type: none">1. Men in my family are expected to _____.2. My family's expectation for youth is to _____.

Instruction Resources

Use the resources below as tools to illustrate concepts in the Lesson Plan:

Vocabulary Words List

Gender Development is the proper development of a boy into a man or a girl into a woman based on the roles, values, attitudes, and traditional behaviors practiced generationally by their family and culture.

Appropriate Sexual Behavior is when a boy and a girl or man and a woman respectfully and consensually express and demonstrate their affection towards each other.

Sexual perversion is when someone of the same or opposite gender (boy/man or girl/woman) expresses or demonstrates inappropriate, bizarre, offensive behaviors or language that was not consented to verbally or nonverbally.

Sexual abuse is any intentionally displayed sexual activity by someone of the same or opposite sex that is undesired, not understood by the victim, and/or forced physically, by intimidation or inappropriate age interaction. Sexual activity can include explicit sexual language where one party speaks in a sexually inappropriate manner to the other party who doesn't wish to hear the sexual discussion.

Interview Questions for Identifying Gender Expectations & Roles

1. What are the roles of men and women in our family/culture?
2. How should men and women make decisions about potential partners in our family and culture? (9-12th grade)
3. What are the responsibilities of young boys/men and girls/women to (our) family and culture?
4. What does our family expect youth to do to uphold their family name and culture?
5. What can youth do to make sure they uphold their family's name and culture (ex. honor)?
6. What are the responsibilities of adult men and women to a (our) family/culture?
7. What are the responsibilities of mothers and fathers to children in a (our) family/culture?

Activity 1: Gender Development in Your Family

“My Family’s Gender Expectations & Roles”

Interview your family to discover what appropriate gender development is for your family and culture. The interview can be recorded as a video or written out.

1. What are the roles of men and women in our family/culture?
 - a. How should men and women make decisions about potential partners in a family and culture? (9-12th grade)
2. What are the responsibilities of young boys/men and girls/women to a (our) family and culture?
 - a. What do families expect youth to do to uphold their family name and culture?
 - b. What can youth do to make sure they upheld their family’s name and culture (ex. honor)?
3. What are the responsibilities of adult men and women to a (our) family/culture?
4. What are the responsibilities of mothers and fathers to children in a (our) family/culture?

Activity 2: Discerning Sexual Language & Behavior

Label the behavior & language on the left as one of the descriptions below:

(1) abusive, (2) appropriate (3) perverse (4) inappropriate, or (5) it depends

If you select #5, please elaborate underneath your answer.

Offering treats, food, gifts, personal compliments etc.	
Removing from the group, offering one-on-one attention	
Invading personal space, sniffing hair, sitting in lap, inappropriate touching	
Attention from and older person	
Sending sexual messages via social media	
Reporting the behaviors & language that makes you feel uncomfortable	
Following or stalking or watching in person or social media	
Boy/man giving a girl/woman in the same age range a compliment or gift	
An adult rewarding a student for an achievement with compliments	
Threats to harm family & loved ones	
Offering rides, offering gifts, invitations to private space, dates	
Asking for sexual or non-sexual photos to share	