



## The Barriers of Boyhood and Masculinity

**Course Description:** At schools around the country, questions about the “problems” of boyhood keep cropping up. Why are boys more likely to drop out of school? Why are boys diagnosed with ADHD at a higher rate? Why are boys suffering scholastically compared to girls, far more likely to end up in juvenile detention facilities and prison, and far more likely to take their own lives? Utilizing some new theoretical constructs as well as a historical and systemic overview of masculinity, we will discuss these pernicious aspects of boyhood and masculinity, as well as concrete approaches to overcoming the barriers and connecting with boys and young men. Lessons in this course will include discussions on gender and masculinity, the importance of addressing the root problems creating gendered barriers, and possible interventions (both on the individual and cultural level) to create safer, more fruitful learning environments fo

Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

**Clock Hours / Continuing Education Units: 15**

### Learning Objectives:

- Differentiate between boyhood and masculinity, gender and sexual orientation, and gender expression and gender identity
- Develop an understanding of what privilege is and its societal intersections with gender
- Analyze the intersections between “Casanova” complex, intimate partner violence, the school-to-prison pipeline, and violence with boyhood and masculinity
- Evaluate strategies for the positive development of boys in our schools and communities
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

### Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

### Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.8 Hours
2	<b>What is Gender?</b> – In this lesson, participants will watch a TedX talk by Sam Killerman. Participants will review what the difference is between gender and sexual orientation along with gender identity and gender expression. Participants will understand that boyhood and masculinity are different.	1.4 Hours

3	<b>What is Privilege?</b> – In this lesson, participants will review what privileges are and the intersections between gender and privilege. They will watch a TedX talk on the importance of talking about privilege systems and review a list of privileges that males experience.	1.4 Hours
4	<b>Raising Boys</b> – In this lesson, participants will learn about the current societal challenges for raising boys.	1.4 Hours
5	<b>Challenging Casanova</b> – In this lesson, participants will reflect on several articles discussing the assumptions and expectations we place on boy’s sexual needs and wants.	1.4 Hours
6	<b>Violence Against Women is a Men and Boys Problem</b> – In this lesson, participants will reflect on the prevalence of domestic violence and sexual assault against women. Videos and articles will be utilized for participants to understand the material.	1.4 Hours
7	<b>The School-to-Prison Pipeline</b> – In this lesson, participants will reflect on the school-to-prison pipeline and how it negatively targets boys, particularly boys of color.	1.4 Hours
8	<b>Boys and Violence</b> – In this lesson, participants will analyze the connection between boys and violence. A TedX talk by an empathy and mindfulness trainer will discuss the importance of talking about emotions to all students. An article is also included to discuss the ways parents and teachers can cultivate empathy and conversation with their boys.	1.4 Hours
9	<b>Educating Boys for Success</b> - In this lesson, participants will reflect on the ways schools can develop a school climate and culture which supports the positive development of boys and boyhood.	1.4 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	<b>TOTAL HOURS</b>	10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course. Participants will be assessed in four different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all questions within the reflection assignment.	2
Total Points Possible		5

- 3. Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 4. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

**Grading Scale:**

100-80% (140 – 112 Points)	Pass
79%-Below (<112 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [info@safeschoolsnation.org](mailto:info@safeschoolsnation.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.