

A BOLD VOICES SCHOOLS TOOLKIT

HOW TO TALK TO YOUNG PEOPLE ABOUT ANDREW TATE

Andrew Tate may have been **banned** and deplatformed from social media, but his message and his values live on. At Bold Voices we deliver talks, workshops and peer mentor training to staff and secondary school students aged 11-18 to equip them with the skills to **talk about** and **challenge gender inequality, gender-based violence and misogyny**. Back in July we heard Tate's name mentioned in every session we delivered; now we're back in schools after Tate **blew up in the public eye** over the summer, and we've found that nothing has changed. Young people still have questions about Tate's messages, his values, and his deplatforming, and if we sit back and hope he'll be forgotten, we not only risk allowing his views to fester and develop in the minds of young people,


but we miss a valuable opportunity to open up the wider conversation of the culture of gender-based violence and how we can tackle it. We understand that these conversations can feel polarising, awkward and scary - that's why we've put together this toolkit to equip you with the **practical skills** you need to open up conversations around Tate and everything he represents with the young people in your life.


Please pass this toolkit on to anyone who might find it useful, and reach out to us at **hello@boldvoices.co.uk** or visit our website **www.boldvoices.co.uk** to find out more about our work and how we can support you in schools!





WHY IT'S IMPORTANT TO TALK ABOUT TATE


Note on terminology: For the purposes of this toolkit we will be using binaried gendered language (boys, girls). This is not to lend credibility, power or space to the idea of a gender binary, or to exclude trans, intersex and non-binary folks from this conversation, rather it is to acknowledge that our society is structured in this way, and we must recognise this before we can disrupt and dismantle it.*


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1. We need to acknowledge that Tate is reaching a very young audience of teenage boys - even if we think 'it's definitely not our kids'
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2. It isn't about Tate as an individual - he is a current manifestation of a pre-existing culture - it's not enough to just hope he will be forgotten
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3. His words and ideas are influential and may validate harmful ideas to impressionable young people; some of his more extreme views are dangerous and have the potential to incite violence
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4. It's important to disrupt his voice by naming it - misogyny, hate speech, racism etc.
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5. We need to find alternative role models for young men and alternative versions of masculinity that don't rely on restrictive stereotypes and misogynistic ideas
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6. It's not just gender - Tate also spreads racism, homophobia and unhealthy ideas around mental health
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7. It's an opportunity to prepare young people to develop a critical lens and to understand that they have agency over whether they take part in this culture of gender-based violence or challenge it
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8. It can lead to broader conversations about gender-based violence - this is a springboard for discussion and opening up channels of communication



PREPARE TO TALK ABOUT TATE

Tate models himself as the 'antidote to woke culture' - **it's important to not engage with this 'us vs. them' discourse**, where challenges to sexism and misogyny are perceived as a threat to masculinity. Instead, we want to create a space where we can critically discuss these issues without anyone feeling as though they're going to be 'cancelled' or having to double down on their views to defend themselves.

Here are some tips on how to set up a friendly but challenging space to hold these conversations:



Body language and tone - keep the discussion light, casual and friendly. Consider changing the space (eg. sit in a circle or in groups) and change your body language (out of teacher mode - foster a sense of equality!)



Be proactive not reactive - bringing up the conversation organically rather than in reaction to a comment or event will set the tone as objective and minimise defensiveness



Set **boundaries** for discussion



Don't panic or react with shock - prepare yourself emotionally - it might be shocking or enraging to hear some views coming from pupils, however reacting with shock or anger can shut down conversation



Centre **empathy** and **challenge** - all views are welcome but we must all be open to being challenged



Little and often - come back to this topic, this is a stimulus and can be used as a template for how to have and continue these conversations into the future



No right or wrong narratives - inspire agency by offering information and letting them think about it critically, setting up the space as a conversation and not a debate



PREPARE TO TALK ABOUT TATE

"This didn't happen
in my day..."
"No one I know
would do that..."

GET INFORMED

Understand the key messages so you can discuss Tate without having to engage directly with the content (or accidentally spread it). **This article** provides a good overview.



CONTEXTUALISE

Understand what a 'culture of gender-based violence' **looks like**.



Look at how gender-based violence **manifests for young people** today.



GET CLOSER

Resist the urge to distance yourself.

Consider that the digital sphere is a new vehicle for an old problem.

Self-reflect on where you play a part in the culture and model this to your students!



UNDERSTAND THE APPEAL

- ✘ For some, Tate is an "antidote" to woke culture and through this he has provided a role model for groups of young men who don't see themselves reflected in media. Some of the current discourse around gender-based violence polarises the issue and asks boys and men to take responsibility for a problem they don't feel they contribute to. For many, Tate can appear to be one of the only people offering an alternative to this, connecting to a strong feeling of injustice and concern about their place in taking responsibility for these issues.
- ✘ Tate provides a model for an aspirational standard of masculinity that values money, being a 'player', being dominant in relationships, being strong and defiant. Young boys respect his work ethic and his possessions - they see him as a role model for success. Some of what he says seems legitimate and positive - for example not quitting when things get tough.
- ✘ His content is everywhere - his followers help spread his message on social media and **algorithms** target his content towards young boys.



LESSON PLAN

AGE 15+:

GUIDED DISCUSSION

This can be as short as 15 minutes during form time, or extended into several longer lessons. Our guided discussions would work best with older groups (Year 10 upwards) although could be adapted for younger years. If boundaries are set at the beginning it can allow the **discussion to unfold and space to be created for everyone to share.**

- Set boundaries, aims and content warning

Why are we doing this? What are our expectations? How can we make everyone feel comfortable?

- Who has heard of Andrew Tate? Why do we think he's appealing?
- Do we think he's harmless?
- How do his words make you feel?
- Does that change based on our gender identity?

Use a white board to build up a mindmap or do this in pairs then feedback to the group.

- What are his positive messages?
- What do they tell us about masculinity?
- What do they tell us about gender roles in society?

- What are his more negative messages? What do they tell us about expected gender roles?

Next page!

- Looking at the continuum of gender-based violence, can we see any links to what Tate says?
- Looking at the continuum and understanding that words and messages validate ideas to people - can we connect his actions with anything higher up the continuum?

- Do we think he's still harmless?
- What happens when we take in his messages?
- What might happen if we challenge them?

Do we have a responsibility to challenge?

Think about pop culture, other public figures, people who are influential in our lives.

- Where else do we see these ideas?

EXTENSION

- Can we see the need for alternative masculinity role models? Can we think of any?
- How can we challenge this culture more broadly? Which part of the continuum can we play a part in challenging?
- How can we challenge when algorithms are feeding this to us? Can we disrupt this?





CONTINUUM OF GENDER-BASED VIOLENCE

The gender-based violence continuum was developed by scholar Liz Kelly as a way of visualising the culture which leads to sexual violence. It's useful to note that **this is not a severity scale**, rather, it can be helpful to view it as **a scale of visibility**, and even of **acceptance** in our society. It's also useful to note how the roots of this culture stem from gender stereotypes, which inform the attitudes we share and the ways in which we treat each other.

If everything on the continuum is connected, where would be a good place to begin challenging this culture?



LESSON PLAN

AGE 11+:

GENDER STEREOTYPES

This activity can be as short as 15 minutes or extended into a longer lesson. It is suitable for younger students (Year 7 upwards) but would also produce interesting discussion amongst older students. **It is important to let the discussion unfold and create space for everyone to share** - but make sure the boundaries are set at the beginning and can be referred back to!

Set aims, boundaries and give a content warning.

Refer back to note on terminology at the beginning of the toolkit.

1. In groups, pairs or as a class, draw two headings on a board or sheet of paper: "men" and "women".

2. Print out and give to students, or read aloud and discuss together, the list of quotes from Andrew Tate.

Next page!

3. Create lists under each heading of the messages he gives about men and women.

4. Go through both lists and for each point that we think is **positive** put a tick, and **negative** put a cross.

5. Discussion:

a. *Do the positives outweigh the negatives?*

b. *Who is it positive for? Does it change based on our gender?*

c. *What is the picture we're building up?*

d. *What roles / expectations does it set for men and women?*

6. In pairs, groups or as a class, think bigger:

a. *What could the consequences of spreading these messages be?*

b. *What harm would be caused to all genders (cisgender men & women, transgender, intersex & non-binary people) if they had to conform to these stereotypes?*

c. *What role do we all play in spreading these messages?*

Think about male mental health, violence against cis women, trans and non-binary people, gender pay gap etc.

EXTENSION

1. Consider where else we hear these messages from and build up a mindmap (pop culture, music, films and tv, social media, family etc.)

2. Turn mindmaps into posters to spread awareness around school!

Send us photos and tag us on social media!



LESSON PLAN: QUOTES

REMINDER to give a content warning and adapt the lesson based on the maturity and experiences of your class.

! Warning symbol next to quotations which are especially explicit.

! *"The masculine perspective is you have to understand that life is war. It's a war for the female you want. It's a war for the car you want. It's a war for the money you want. It's a war for the status. Masculine life is war. If you're a man who doesn't view life as war, you're going to lose. Society's expectations of men is much higher than the societal expectations of females."*

"The hallmark of a real man is controlling himself, controlling his emotions, and acting appropriately regardless of how he feels."

"I have everything every man has ever dreamed of. I got a big mansion, I got a super cars, I can live anywhere I want, I got unlimited women, I go where I want... I do anything I want all the time. So, I'm an amazing role model."

! *"Females are the ultimate status symbol... People think I'm running around with these h*es because I like sex. That's nothing to do with the reason why I'm running around with these b*tches. I got these b*tches just so everyone knows who the don is."*

"I think the women belong to the man."

"Depression isn't real."

! *"It's bang out the machete, boom in her face, and grip her by the neck. Shut up bitch."*

"[I am] absolutely a misogynist."

"I'm a realist and when you're a realist you're sexist. There's no way you can be rooted in reality and not be sexist."

"[Women are] intrinsically lazy."

"[There is] no such thing as an independent female."

! *"If I have responsibility over her, then I must have a degree of authority [...] You can't be responsible for a dog if it doesn't obey you."*



LESSON PLAN: THEMES

Gender Stereotypes & Mental Health

Much of Tate's rhetoric relies on the reinforcement of gender stereotypes and traditional ideas of masculinity and femininity. In particular, he reinforces the idea that in order to be a 'real man' men must not show emotion or vulnerability. He even takes this one step further by denying the existence of mental health struggles, such as depression, suggesting that boys should overcome sad feelings through stoicism and willpower and not dwell on their feelings. Through these ideas he draws connections between emasculation and mental health that can be extremely harmful to boys and men. Research from mental health charity, Mind, found that men were considerably less likely than women to seek support when they were worried or feeling low for more than a couple of weeks. "While the reasons for this may be complex, traditional masculine values such as self-reliance and stoicism are likely to play a role, with talking about mental health seen as a weakness." ([Mind](#))

"The hallmark of a real man is controlling himself, controlling his emotions, and acting appropriately regardless of how he feels."

*"Depression isn't real"
"You feel sad, you move on... You will always be depressed if your life is depressing."*

Gender Stereotypes, Success & Objectification of Women

Tate's image is an aspirational one to many young men and boys. He is wealthy and has many material possessions such as cars, boats, houses, watches and clothes. He positions this as the ultimate form of masculinity and encourages boys to "fight" for these things. Interestingly, he rarely mentions these material possessions without including women in that list. They are a possession to be gained, to be fought for just the same as any other possession or marker of wealth and success. This reduces women to objects or possessions that are owned. In fact, he makes this idea of ownership and property explicit, stating that women "belong" to men.

"I have everything every man has ever dreamed of. I got a big mansion, I got a super cars, I can live anywhere I want, I got unlimited women, I go where I want... I do anything I want all the time. So, I'm an amazing role model."

"The masculine perspective is you have to understand that life is war. It's a war for the female you want. It's a war for the car you want. It's a war for the money you want. It's a war for the status. Masculine life is war. If you're a man who doesn't view life as war, you're going to lose. Society's expectations of men is much higher than the societal expectations of females."

"I think the women belong to the man."



LESSON PLAN: THEMES

Objectification & Status

Tate continues to make the connection between his status and his relationship to women, they are not just one of the possessions that demonstrate his success, they are the ultimate marker of that success. The plurality of his reference to "females" and multiple women reinforces the idea that he does not view women as individuals but rather reduces them to a collective, they are interchangeable and should be treated as such. There is also something interesting in the use of "females". The words male and female in reference to people are adjectives *not nouns*. So you could say that there are male and female teachers for example. We'd typically only see these terms being used as nouns in reference to animals which is why calling women "females" can feel derogatory and objectifying. This language can reinforce the idea that women are simply objects to be discussed and treated as such.

*"Females are the ultimate status symbol... People think I'm running around with these h*es because I like sex. That's nothing to do with the reason why I'm running around with these b*tches. I got these b*tches just so everyone knows who the don is."*

Control of Women

For Tate, women aren't just objects to own, they are objects to control. By positioning women as "lazy" and incapable of being independent he implies that women *need* men to control them, in fact this is of benefit to them. It is a man's role to protect, to provide and to have responsibility over the women in his life. Many young people see this an aspirational trait and one that is supposed to "alleviate" pressure from women and girls. However, in reality this narrative only reinforces harmful and objectifying ideas about women being unquestionably "indebted" to men and therefore required to be sexually and domestically dutiful as the "bare minimum" in exchange. He builds on these ideas by making an explicit link between responsibility and authority, drawing a degrading and dehumanising analogy between animals and women in order to make this point. Words like "authority" and "obey" speak directly to ideas of ownership and control.

"[There is] no such thing as an independent female."

"[Women are] intrinsically lazy."

*"If I have responsibility over her, then I must have a degree of authority [...]
You can't be responsible for a dog if it doesn't obey you."*



LESSON PLAN: THEMES

Misogyny & Sexism

Tate does not deny that his views are misogynistic and sexist. In fact, he embraces misogyny and sexism as necessary and natural. This can act as a way of shutting down challenge and ending conversation. If you're trying to explain to someone that their views are misogynistic and instead of defending their views, they embrace that label, it puts an end to that discussion. By positioning misogyny and sexism as natural he implies that these attitudes aren't harmful and anyone suggesting otherwise is being dramatic. Misogyny and sexism aren't harmful or extreme, they are "rooted in reality" and we should embrace those ideas rather than unlearning them.

"I'm a realist and when you're a realist you're sexist. There's no way you can be rooted in reality and not be sexist."

"[I am] absolutely a misogynist."

Violence Against Women

The reference to violence is a natural outcome of the ideas that Tate holds. A man must "fight" and "defend" his status, objects and possessions in life, and that includes the women he is in relationships with. Those women are controlled by him and this control is necessary to maintain his status as a "real man" and to maintain a power dynamic with the man as dominant and the women as submissive. If she tries to push back or step outside of those roles, violence is necessary to keep her in that place.

It is not a coincidence that after the violence comes a demand for silence from the women. A demand to "shut up", to know your place or risk the violence that comes as a result. The implication is one of victim blaming, that she did something to "deserve" this violence, if she had carried out her role as a "good girl" successfully there would have been no need for violence.

He gives multiple examples of how that violence can be inflicted. It feels as though it is a loss of control but actually this is a very deliberate decision; the use of violence is the ultimate form of control and the ultimate show of masculinity and dominance.

"It's bang out the machete, boom in her face, and grip her by the neck. Shut up bitch."



WHO WE ARE

Bold Voices is an award-winning social enterprise preparing and empowering school communities to recognise and tackle gender inequality and gender-based violence. Our education is for young people aged 11-18, staff and parents.

Founded in 2018, Bold Voices has been delivering education on gender inequality and gender-based violence in schools, universities, start ups and corporates across the UK and internationally for four years.

In the last year Bold Voices has worked with over 20,000 students and young people and 2000 staff and parents to deliver critical education on these issues.

After young people participated in Bold Voices workshops...

83% **KNOWLEDGE**
could name at least five different forms that inequality takes.

92% **CRITICAL THOUGHT**
acknowledged that gender equality is a pressing issue in the world today.

87% **COURAGE TO SPEAK UP**
are more likely to speak out against inequality.

GET IN TOUCH!

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hello@boldvoices.co.uk

