



# Talking to Teens about Andrew Tate: Guidance for Parents & Teachers

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## Who is Andrew Tate?

Andrew Tate is a controversial British-American social media personality who runs multiple businesses and was a former world champion kickboxer. He is very popular with boys and young men and targets them with his hypermasculine messages and depictions of success in terms of financial, physical, emotional, and relational dominance. Although some of his content could be seen as motivational or self-help, he is a self-proclaimed misogynist and has made statements that can actively contribute to the dehumanization and harm of others, particularly women. He was permanently banned from Twitter, Instagram, Facebook, and TikTok for violating their policies around hate-speech and inciting violence, but was re-instated on Twitter under new ownership.

One of Tate's businesses involved running a webcam studio with his brother in Romania where they employed and/or trafficked many women to create sexual content in order to make money from men online. In December 2022, Tate and his brother were arrested in Romania on suspicion of human trafficking, rape, and forming an organized crime group. Multiple women have come forward alleging rape, manipulation, and being held against their will. Tate will be in custody at least until the end of April 2023 as his detention continues to be extended. Despite this, Tate has significant support by many boys and men who view him as a martyr for free-speech. Tate maintains his innocence and claims that these charges are part of a conspiracy against him. He and his followers often refer to this conspiracy as "the matrix," which is the idea that people/institutions in power want to control everything and need people, especially men, to comply. As such, to many boys and young men, Tate represents rebellion against authority and what it means to be your own man.

## Why Talk to Your Teen/Students About Him?

Because he's everywhere, he has considerable influence among teens and young men, and many of his beliefs on masculinity are incredibly dehumanizing and harmful to women (and also to men themselves). Perhaps one of the best reasons to engage in conversations about Andrew Tate is that teenagers actually WANT to talk about him—which is why it's so important not to shut down the conversation.

A recent survey of 500 schoolboys in Australia conducted by the non-profit organization [The Man Cave](#) found that 90% knew of Andrew Tate, nearly 30% viewed him as a role model, and 36% viewed him as relatable. Even teenage boys who don't agree with anything he stands for express that it is hard not to constantly see clips of his videos and interviews all over their social media feeds despite Tate being banned.

Related to this, another factor to consider is how social media can play a major role in propagating his beliefs and in making his sexism appear less egregious. Consider this hypothetical but very plausible scenario: A teenager initially doesn't agree with Andrew Tate, or perhaps only hears that he is terrible, so they never really pay attention to him. However, because of the teen's age and gender, the algorithm increasingly exposes your teen to his popular content on social media. The teen starts to hear things from Andrew Tate that aren't sexist or radical, but actually sound okay. Maybe they hear a piece of advice about being more disciplined and they personally feel motivated by that. So the teen starts to think, "Well, not everything he says is that bad" - which is true. However, this can easily turn into thinking that "maybe the criticism is overblown on Andrew Tate" and in some cases to the full-on belief that "Andrew Tate is the victim of a conspiracy against him to silence him, which must mean he is speaking the truth." This is why it is essential not to shut down conversations about Andrew Tate with teens because doing so gives credence to his claims.

## Understanding Why (Some) Boys Like Him

Andrew Tate claims the reason many boys and young men admire him is because he is the only one that actually cares about them and their interests. Unfortunately, the restricted version of masculinity he promotes has been shown to severely hurt boys and others (for a review of this literature you can read Chapter 2 in my [PhD thesis available to download from my website](#)). That said, if your teen feels "seen" by Andrew Tate, it's important to listen to them and understand why and by whom they feel neglected. (continued on next page)

Andrew Tate appeals to some boys because he offers a seemingly simple and straightforward path for boys to become the “ideal” man (according to some). A summary version goes something like this: If you become confident, dangerous, never show vulnerability, and dominate others, you can control your life and achieve the fame, wealth, and all the sex you desire. As Andrew Tate seems to embody these “ideals”; it can be attractive to some.

Based on conversations with teenage boys, there are generally three perspectives about Andrew Tate that I have found, which aligns with the findings from The Man Cave survey mentioned earlier: (1) those that disagree with him entirely; (2) those who like that he speaks his mind and resonate with some of his views but definitely not all, such as his views on women; and (3) those who are in widespread agreement with him and his beliefs.

Identifying which of these three general categories teenagers fall into can be helpful to start, but within each it's more important to unpack the specifics of their views. For example, what about him resonates? Is it his confidence? His financial success? His fighting prowess? His opinions on topics? If so which topics? What is it about his views on women or gender that they agree or disagree with?

## ***How to Talk To Teens/Students About Andrew Tate***

### **1. Approach with curiosity, not control or judgement:**

As much as you might be concerned about certain messages Andrew Tate is spreading, it is important to approach conversations with curiosity about teenagers' perspectives. This can help establish an ongoing dialogue and encourage continued self-reflection about their ideas around gender, life aspirations, and the public figures they admire—which should be the goal. To begin a conversation, try asking, “What do your friends think about Andrew Tate?” as it gives teenagers a chance to gauge your reactions before deciding how honest they can be with you about their beliefs without fear of immediate judgement.

### **2. Don't talk about him without knowing what he actually has said:**

Having a conversation with teens about Tate is going to be far more effective if you know specific things Andrew Tate has said, especially concerning women. Fortunately, Andrew Tate has made many of these statements publicly and they are recorded and easily found in podcast interviews, clips, and articles. For instance, he talks openly about women as objects, as dumb, and boasts about controlling and manipulating them financially, physically, and sexually. Some of the things he has said you can find in my lesson plan later in this document. In addition, here is a helpful link to a criminal lawyer on TikTok who reacts to things Andrew Tate has said ([TikTok link](#); he has multiple videos). For another example, here are Andrew Tate's alleged texts and voice recording sent to a woman who accused him of rape in the UK in 2015, which led to his arrest, though the Crown Prosecution ultimately declined to pursue charges ([Instagram link](#); [Article link](#)).

### **3. If they ask you why he's harmful or what is he wrong about, be prepared with an answer:**

Again, it's important to first listen to teens about why they might find Andrew Tate helpful or agree with him. While it's valid to mention the 30+ years of research that shows how the beliefs about masculinity that Tate promotes (e.g., dominance, violence, emotional suppression) can be harmful to men and others ([see pg. 35 in my PhD dissertation](#)), it can be helpful to share a personal perspective. In my opinion, what Andrew Tate offers boys and young men is an illusion. Even one of [the arguments of Tate's lawyers](#) is that he plays a character online and should not be taken seriously. Love isn't about dominance and success is not defined by sexual exploits. However, it's important to acknowledge that teens may have different perspectives. Depending on your relationship with them, vulnerability can be a powerful tool. For example, as a mom or female educator you might share how the things he says about women impact you. As a dad or male educator, you might share your own perspective of masculinity and ideas of success, and how those might have shifted since your teenage years. Ultimately, it's going to be more effective to support teenagers towards positive role models and model healthy relationships with yourself and others than try to keep them away from people like Andrew Tate.

### **4. The conversation can be more complicated if you're talking to a bunch of boys at once:**

Many of Tate's followers refer to him as the Top G, and it's not unusual for boys to yell out “Top G” when the topic arises. While many boys do not like him, depending on the social dynamics, they may feel the need to appear to like him to fit in with their peers. This can be especially true for boys between the ages of 12-15. As such, some may not feel safe enough to speak out in a group against Tate's views. Conversely, some boys might hide how much they agree with Tate depending on if they feel like they are expected not to like him. I also have often found teenagers want to know most if you think he is guilty or not. I have found it most effective to highlight the actual things Andrew Tate has said that he has done and then ask them what they think based on that.

# LESSON: Andrew Tate

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<p><b>Important Notes:</b></p>	<p>Always read through the entire lesson first and adapt as needed according to your context/grade level. I always outline some suggestions for where this might fit well into the curriculum/subject areas, and suggest potential learning outcomes, and try to provide multiple assignments/activities you can choose from. This “Andrew Tate Lesson Plan” is structured mainly for secondary use and is organized into three parts: <b>(1) The intro/opening activity</b>—primarily designed to engage students; <b>(2) The disclosing of info/lecture</b>—primarily designed for students to acquire knowledge/skills and develop understanding; and <b>(3) The application/assignments</b>—primarily designed for students to practice/reinforce learning either independently or in groups, apply knowledge to pose and solve problems, and to engage ideas at more complex levels.  <b>*DISCLAIMER* topics that likely will come up in this lesson and some of the direct quotes from Andrew Tate involve sensitive content or words that may be inappropriate for your contexts.</b></p>
<p><b>Course/Content Tie-Ins:</b></p>	<p>Anything related to internet safety/media literacy; social-emotional learning, conflict management, mental health; mentors/role-models; gender and identity; critically analyzing media content; conflict management; violence; navigating relationships. English classes about characters (e.g., comparing Andrew Tate with characters from books/short stories. Psychology, social justice, and law classes. One of the suggested activities can connect to math classes on collecting and representing data visually.</p>
<p><b>Example of Learning Outcomes:</b>          (Based on core competencies and learning standards found in <a href="#">British Columbia’s Curriculum</a>)</p>	<ul style="list-style-type: none"> <li>• I can increase my well-being by recognizing my personal values and choices and consider these in context of other perspectives.</li> <li>• I can explore and describe factors that shape peoples’ identities, including social and cultural factors.</li> <li>• I can express and support an opinion with evidence.</li> <li>• I can appreciate how language shapes ideas and influences others.</li> <li>• I can propose and analyze strategies for responding to discrimination, stereotyping, and bullying as well as for building healthy relationships.</li> <li>• I can identify bias, contradictions, distortions, and omissions.</li> <li>• I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.</li> </ul>
<p><b>Materials Needed:</b></p>	<p>Four pieces of paper and some tape for four signs: “Strongly Disagree” “Disagree” “Agree” “Strongly Agree”; computer/projector to display media [optional]; Andrew Tate Response Assignment</p>
<p><b>Number of Lessons:</b></p>	<p>Depending on how many and which types of assignments are chosen: 1–2+ lessons</p>
<p><b>Intro/Opening Activity: <i>Four Corners Agree/Disagree with Andrew Tate.</i></b>  <i>[10–20 min: depending on how much discussion you allow and how many you choose to read]</i></p> <p><i>Set up:</i> Put up four signs in each corner of the classroom: “Strongly Agree” “Agree” “Strongly Disagree” “Disagree”</p> <p><i>Instructions to class:</i> I’m going to read some opinions to you. After I read each, move to one corner of the room with the sign that best represents how much you agree or disagree with it. Then we will hear students from multiple perspectives explaining their decision.</p>	

## LESSON: Andrew Tate

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*Teacher Notes/Modifications:* I would do this activity without telling students that Andrew Tate said these things until the very end (unless they guess ahead of time). Pick and choose which to read. Also, some of the worst things Andrew Tate has said I do not think would be wise to discuss in class for the safety of some students and without being trauma-informed and taking great care. I have still included some of those statements so that you can at least know the extent of the things he has said and in case some students bring it up. I also allow students to change their minds and move to different corners during discussions if they are convinced after hearing from their classmates' perspectives.

1. "Depression isn't real. You feel sad, you move on. You will always be depressed if your life is depressing. Change it."
2. "Society's expectations of men is much higher than the societal expectations of females."
3. "There's no way you can be rooted in reality and not be sexist."
4. "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 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 a war, you're going to lose."
5. "I will not have nerds as children. If my son is a nerd, one of us has to die, him or me and I'll challenge him to mortal combat."
6. "I will never apologise because I don't make mistakes."
7. "One of the best things about being a man is being territorial and being able to say 'that is mine.'"
8. "I think the women belong to the man."
9. "Men can cheat, women can't."
10. "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."

***\* List of further statements that I do not recommend discussing due to explicit language or content that may compromise the safety of students in a class discussion\****

1. "If you put yourself in a position to be raped, you must bear some responsibility."
2. "18 to 19-year-old women are more attractive than 25-year-olds because they've been through less dick."
3. "Men who live without self-control are the kind of men who cry when their girlfriend cheats on them, 'cause she certainly does, because she doesn't respect a little cry baby, and she's only with you because she's ugly as fuck and she has to settle for a little soy boy pussy like you."
4. "I'm not a rapist, but I like the idea of just being able to do what I want. I like being free."
5. "Females are the ultimate status symbol...People think I'm running around with these hoes because I like sex. That's nothing to do with the reason why I'm running around with these bitches. I got these bitches just so everyone knows who the don is."
6. "I do know how to administer CPR. However, I will not administer CPR unless you're a hot female...If you're some fat dude and you just had a heart attack and I don't really know you, you're gonna die...No, not even if you're a friend...If you're my friend, you just can't be a pussy. 'Well, I had a heart attack', get the fuck up. Fucks wrong with you. Go hospital later. Have a drink, cigarette, cup of coffee, back in the game. Fucking having heart attacks near me, you little pussy."

*Summing up:* Get students back in their desks/tables. Ask students if they know which person said all of those things. Reveal it was Andrew Tate, does anything change for you now that you know who said those things? Does it confirm or challenge any opinions you may have had about him before this moment?

**Disclosing/Lecture: *Info on Andrew Tate*** [5–15 min.]

*Teacher Notes/Modifications:* Lectures are highly variable (you might want to introduce vocab like sexism, misogyny, masculinity, femininity etc.) but mine would look something like this:

Ask students what they know about Andrew Tate. Then summarize who he is, why he is in jail etc. based on the summary provided or your own research. I would explicitly state the purpose of why we are learning about him and discussing him in class (this depends on your desired learning outcome(s) and might just be that he is a largely relevant figure in teenagers' lives that can shape their ideas and so we want to investigate and engage with this further).

Ask the class why they think he is so popular, especially with boys and young men. Then share the survey results from The Man Cave organization I discussed previously and ask for their thoughts on the reasons why some boys like him there [https://www.instagram.com/p/CnL14EyM9PN/?img\\_index=1](https://www.instagram.com/p/CnL14EyM9PN/?img_index=1)

I likely would talk about the current criminal activities he is suspected of doing and share this lawyers videos from TikTok (you might need an account and there is some swear words)  
[https://www.instagram.com/p/CnL14EyM9PN/?img\\_index=1](https://www.instagram.com/p/CnL14EyM9PN/?img_index=1)

**Application/Assignment(s): *Andrew Tate Response Assignment*** [variable time estimate]

See attached worksheet with multiple ideas for an assignment. Not all options take the same amount of time or are at the same level, so adapt as needed and be more specific your expectations for the length of the assignment. I've named each option and suggested notes for some are given below:

*Teacher Notes/Modifications:*

**Messages From Your Algorithm:** With this assignment I'd recommend doing a few examples with them first. You could prepare some short clips from TikTok, Instagram etc. ahead of time to analyze the gender or success messages or do examples with them from your own phone (assuming it is work and age-appropriate).

**Human Trafficking:** An alternative assignment or a component of the assignment could be researching anti-human trafficking campaigns near where you live. Students are often unaware of how widespread and prevalent human trafficking is.

**Tate Survey:** You may want to consult with school administration ahead of time because if your students are gathering even very minimal information about students for a survey they may need to be first taught about ethics and methods surrounding keeping peoples' data anonymous.

**Closing/Summation:**

I'd recommend some form of knowledge exchange with the class from their chosen assignments. Additionally, your students may want to hear you share some of your personal reflections on the topic as well.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Andrew Tate Response Assignment

**Instructions:** Based on our class discussion about Andrew Tate, pick 1 of the following options:

- 1. Messages From Your Algorithm:** Go on your social media apps on your phones. Spend 10 minutes scrolling through suggested content and take notes as to what messages the “algorithm” shows you about masculinity, femininity, males, females, success etc. Summarize each of these in short (2-3 sentence) paragraphs. Then, in a longer response, answer to what extent do these messages reflect your actual beliefs about masculinity, femininity, males, females, success etc.? (Side Quest: See how long it takes for content about Andrew Tate to show up).
- 2. Journal Reflection(s):** What are your thoughts on Andrew Tate? If you like Andrew Tate; Why and what do you agree with him on? Do you think anything he says or stands for can be damaging or harmful? Engage with specific quotes from him. If you don't like Andrew Tate, why and what do you disagree with him on, responding to specific quotes he has said or things he has done. Or alternatively, Andrew Tate claims the reason many boys and young men admire him is because he is the only one that, actually cares about them and their interests. To what extent do you agree or not with this?
- 3. Seeking Community Perspectives:** Talk to your parents/guardians/family/siblings about Andrew Tate. Bring up the discussions we had in class, listen to their perspectives and thoughts. Did they know much about Andrew Tate? Read some quotes from Andrew Tate to them, what do they think? If comfortable, share your opinion with them as well. In a written response, summarize these conversations and how they felt to have. Did their views align with yours? Did the conversations impact your views at all? Did anything surprise you? Why or why not?
- 4. Where is the line? To Ban or Not to Ban:** Social media platforms largely banned Andrew Tate from posting content. Do you think that someone like Andrew Tate who says the things he says, should be banned? What do you think the purpose of the ban on Andrew Tate was? Do you think the ban on Andrew Tate was effective or not? What are the potential impacts (both good and bad) of banning controversial/harmful figures from social media? If someone is promoting ideas that are harmful, is there a better option than banning? Either way, please explain.
- 5. The Inside Scoop:** You are a journalist. Interview 2-5 people about their perspectives on something related to Andrew Tate, masculinity, femininity, success etc. Your interview could span all these topics or focus more specifically on one specific area that you want answered (e.g., Peoples' ideas of being successful or peoples' role models). Come up with a list of interview questions and take notes from each interview. Summarize their



perspectives and present your findings in the form of a written report or creative presentation (e.g., like a news report). As much as is possible, interviewees should not just be other students at the school but span different generations and demographic groups).

6. **A Female Andrew Tate?** Is there a comparable role-model for girls and young women that is like Andrew Tate? Why or why not? If so, who? And to what extent are they similar or not? If arguing no, then who are the main role models for girls and young women? Compare their perspectives or messages about gender, success etc. with Andrew Tate's perspective.
7. **Positive Role Models:** Make a short presentation on who you look up to in your life. What makes this person a positive role model? What values and beliefs around gender, success does this person believe? What attributes do you admire the most? Is there anything about this person that you do not like? Have they ever made mistakes?
8. **Human Trafficking:** Research the legal/ethical/moral issues surrounding human trafficking where you live and/or in Romania and various tactics traffickers use (e.g., Andrew Tate has been accused of using the "loverboy" method). Based on things Tate has said he has done, make a case of what, of what you think he is legally guilty of in your country and/or in Romania.
9. **Tate Survey:** Design a survey regarding Andrew Tate and/or the ideas discussed in this classroom that you can give to other students who will remain anonymous (preferably in different classes and spanning other grades). Organize and present the survey findings and what you think your results show. E.g., A simple one-question survey could just ask the extent to which people agree with a statement about Andrew Tate. Then if you asked them their grade level and gender identity you could compare responses from different populations. Alternatively, you could design a multi-question survey similar to the opening activity that gets participants to answer the extent to which they agree or disagree with Andrew Tate's quotes.