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Parents guide to the boys

Amazon Amazon is about to release Season 2 of The Boys. Although the show is about superheroes, it's definitely not right for the family. And yes, Season 2 is just as dark and gritty as Season 1 (maybe even more so). You may be wondering if Season 2 is appropriate for children, and the answer is no. It's an adult-themed superhero series, like the first season, and it's not for kids. Read on to learn more about the parents' guide and age rating in the series. Boys Season2 is not suitable for children Boys got 18+ ratings on Amazon Prime. According to Amazon, 18+ for a TV series is the equivalent of TV TODAY. TV-MA means that the series was designed for mature audiences only, and may contain profscite language, graphic violence, graphic sexual activity, nudity, or a combination of these. This means the series is not suitable for under-17s. According to Fandom, TV-MA has the rating given to most OF the HBO and Showtime series. Series that received this rating include Game of Thrones, Dexter, The Walking Dead, Nip/Tuck, and more. Fandom noted that many TV-MA television series are more graphic than their R-rated movie counterparts. According to IMDb, the series is rated australia: R18+ Brazil: 18 Canada: 16+ France: 16 Germany: 16 India: 18+ Ireland: 18 Italy: VM16 Japan: R18+ Mexico: TV MA Netherlands: 16 Russia: 18+ Singapore: R21 South Korea: 18 Spain: 16 UK: 18 some episodes and 15 others for US: TV-MA IMDb will help you in detail why the boys are inappropriate ChildrenIMDb details about why Season 1 is rated only 18+. After reviewing the Season 2 screeners, Heavy can confirm that although the season is a lot of fun and a must-watch for adults, the content of Season 2 is still not child-appropriate and includes graphic sex scenes and violence. As for the first season, IMDb notes that Sex & Nudity is considered serious. In fact, even the first episode of full-frontal male nudity several times. The IMDb description points out that there is full-frontal male nudity and topless female nudity, including one of the main superheroes in full nudity. There is also a character who is able to shape-shift from man to woman and do this while naked. In season one, there's a disturbing sexual outlook that includes violence, and in season two, there are violent sexual scenes. Violence & Gore has been so far severe. In fact, violence is very graphic and not what you usually expect from a superhero show. Season two is no different. One person wrote on IMDb: It reminds me more of a graphic horror movie than a Marvel or DC movie. Even in the first episode of graphic violence. IMDb's parent guide provides a list of specific events that can be used in step 1. Swearing is considered serious. A said that *** said more than 400 times in the eight episodes of Season 1. Alcohol, drugs, and smoking get a moderate rating from viewers. The category of scary and intense scenes receives a moderate rating, as does the category of alcohol, drugs and smoking. So no, it's not a superhero show for kids, and the show deservedly gets a TV-MA rating. Season 2, however, is of the same high quality as season 1. So adults will certainly enjoy the new season. READ NEXT: The Boys vs The Umbrella Academy: Which is better now available on Greenleaf Press and Amazon! How often, as a parent, have you ever said, I wish there was a manual? Here's one to get your boys ready for school and get engaged. Abigail Norfleet James' experience in the classroom, at home as her son's mother, and throughout her life as a student and teacher looking for the best approach to helping kids learn, she tells her that parents want their children to have the best preparation for life they can. Parents' Guide to Boys, Dr. James breaks down the age and developmental stages of boys, from early infreid life to high school. Chapter 1: Are boys different? Chapter 2: Infants and Toddlers Chapter 3: Inside a Boy: Kindergarten and Kindergarten Chapter 4: Boundaries (His, Yours, Everyone): Elementary School Chapter 5: Building a Benevolent Dictatorship (You're a Dictator): Middle School Chapter 6: Whiskey & Car Keys, Trust & Consequences: High School Chapter 7: A Magnificent Work in Progress Appendix: Weapons of Mass Destruction (Managing the Risk-Taking of Children Inherent in Children , especially boys) No matter how old the boys are, you'll find something to help your sons succeed – from infraurea to high school graduation, Abigail's book gives boys tips on getting a great start in school, draining them in the classroom, and creating a happy, self-sufficient young man. Written in accessible, conversational language, you will be able to get the ideas in the book to work immediately. If you have a son, here's the book you're looking for – one that will give you clear instructions on how to prepare your boys for school and the life of learning that defines a successful man. The Parents' Guide for Boys will be a bestseller! Parents' guide to boys share on TwitterShare on FacebookShare on LinkedIn Abigail Norfleet James Copyright © 2013 Abigail Norfleet James All rights reserved. ISBN: 978-1-936909-58-2 CHAPTER 1ARE BOYS DIFFERENT? Of all the animals, the boy is the most untreatable. - PlatoIt's not a book about raising boys. This book is about how to parent a schoolboy. Plato has long recognized that boys in educational settings can be difficult, and that doesn't seem to have changed much in the intervening In fact, if you keep up with the trends in education, you'll know that one of the biggest problems teachers are dealing with at the moment is boys. Specifically, they don't do as well as girls scientifically and socially, and few people seem to know what to do. You will find a variety of opinions on the subject ranging from those who are convinced of the solution of boy-friendly single-sex schools to those who are just as sure that the only difference between boys and girls is socially built, and thus co-ed education is the answer. Neither extremist meets all needs because children do not belong to two mutually exclusive groups; Some girls are more boys than boys and some boys have the skills and interests of girls. What your son needs to succeed is unique, and you, as his parent, need to be there to support him and everyone else who's trying to help. He has to trust you to be on his side, but you don't have to make excuses for him. Let's start by taking a look at what we know about boys and girls before we get more details about the current debate on the best way to educate boys. Sex or not? Sex refers to biology, not the way a person expresses their sexual identity. Sex is not a completely dichotomous term, however, as there are individuals who exist whose genes are not either XY (male) or XX (female). The sex chromosomes can be unusually configured with XO (Turner syndrome), XXY (Klinefelter syndrome), and XYY. Furthermore, there are individuals who have a traditional genetic configuration, but whose physical expression of these genes is clearly ambiguous. These individuals may seem to have a sex if their genes are of the opposite sex and should be considered to be intersex. Without a genetic test, we can't be sure of someone's kind. Gender equality, on the other hand, suggests how we feel about ourselves, and that can be even more disturbing. Most adults will talk about the male and female side of their personalities, acknowledging that they can and can't have aspects of it. In this book, I always refer to gender because I had infrecae so much environmental pressure on the child to behave in a certain way that it will be difficult to separate sex from gender. The expression of the word no is a serious problem for boys. The schools of boys I work with are very confident that part of the problem is that boys don't see many men in their daily lives. The girls see their mothers, female teachers, lunch ladies in the dining room, and so on. However, many boys live in houses without grown men and are unlikely to see male teachers in primary school. What it means to be a man is a huge problem for these boys, which you, as a parent, have to help your son face. Boys know they're men; they're just not always sure what it means to be a man. The boys and the Others? boy boy Daughter? usually the first question when someone becomes aware of a new baby. With the highly technical imaging tests available today, most parents learn that their child's child's age before birth. But what do we mean, a child is every boy or typically a girl? The child is likely to be like a stereotypical man or woman in some respects, and not in others. Yes, I am aware that every child is different, but most children are similar in many areas, and that is why stereotypes exist. The point is that individual children can or do not meet the stereotypes. If you look at many children together, you will see behavioral patterns that are taken by typical boys or girls. So when I talk about the boy's behavior and his son doesn't act like that, that doesn't mean I'm wrong, or that his son isn't your typical son. That means your son's behavior isn't stereotypical. A boy who is an early reader or who doesn't like competitive group sports may need a little help finding other children who share his interests but are certainly there. Children who don't fit the right sexual stereotype can be in trouble, but not necessarily. Girls who have tomboys tend to have far fewer difficulties in life than boys who are a little feminine. What your son needs is support in your best interest. A boy who prefers tap dancing at the age of six rather than playing in a football league will develop many of the same skills. Yes, you might get a little grief from your friends because they grow up dancing with girls, but if these boys discover the girls and find out that girls think a boy who can dance is really cool, you can come to the dancer for a few hours. What his son needs is to support him for his sake, not to force him to do things you think he'd be interested in. Many of my student sons admitted that they played sports because their father wanted them to play, not because they were interested in the game. Find out what your son wants to do and root for him, no matter what he does. Kevin Clash, the puppeteer who brought Elmo to life, was interested in puppetry when he was very small. He made his first puppet out of his father's raincoat. His mother's comment was that in the future, before he cut open the family clothes, he should have asked for permission, but the man wasn't angry. In fact, he encouraged her to present a puppet show to the children next door. His parents fully supported him, even though his interest was unusual, especially in the working class of Baltimore, where he grew up. His parents' support was a huge factor in his career, and he originally named Elmo's parents his own. Nature or education? The debate over whether genetics or the environment play a greater role in the development of our personalities is a thorny one. No one knows which factor influence, most of us have strong opinions on the subject. Some believe that children come into the world as empty slate and the amount of all environmental impacts. Others believe that children bring with them certain temperament and abilities that are evident early and affect how they respond to environmental factors. Most of us believe that there is a balance between both genetics and the environment, and that's the approach that I'm going to use. Consequently, I'm going to start a discussion about what we know about biology and then introduce what we know about how we educate shapes us all. Maybe the explanation of the relative effects of genetics and the environment is somewhat extensive, but this topic is complex, and I want you to understand this: neither side can be sure of what they are saying is entirely right. Yes, this includes me, and therefore I often say that most or many instead of all children. WHAT MAKES BOYS AND GIRLS DIFFERENT? The real answer to the question is, what makes boys and girls different? is that we don't actually know. And to complicate matters further, it's hard to gauge if they're really different. Yes, I know your son is different from girls of the same age, but part of that is because you raised him to be a boy. When she was a baby, she got trucks and balls as gifts and wore blue jeans and a baseball cap. You have to embrace a stuffed bear, not a baby. We don't know if he likes trucks because boys like wheel toys or because he's got a lot of presents as gifts. Some research shows that children prefer to have sexual-specific toys and certainly the toy manufacturers believe that they should be true. Color alone will alert you to the different types of games available for girls and boys. It is almost impossible to raise a child in a gender-neutral environment, although some families have tried. However, the number of such children is small and their experience cannot be guaranteed to be free from sexual effects. Consequently, scientists have limited their use of information from these families to figure out which behaviors are related to boys due to their biology and which are due to the way boys were raised. You may have seen a discussion on this issue in the press, with some experts confident that children exhibited sexual-specific behavior strictly as a result of the way they were raised, and others are just as sure that it's all about biology. Part of the problem of trying to raise gender-neutral children is that parents inadvertently give their children the impression that gender-typical behavior is wrong. In these situations, children behave gender neutrally because they want to please their parents, not because they want to react in this way. I think the sexual behavior we see in children is due to both biology and I know I'm sure no one taught my son to make engine noise when he was playing with toy cars, but he did. On the other hand, he was very happy to wear a coat and tie when he dressed up because of his father and all the big boys at the school where I taught this he did. She's learned that this is the right dress for men. Most of the research available on neuroscience and the sexualities comes from scientists who look at only part of the brain or a range of behaviors. This makes it difficult to know with any certainty if a particular part of the brain is responsible for a particular behavior or not. Another complication is that the technology involved in brain imaging varies so quickly from the data of a brain study that may not always be correct for a year or two. Then why are you even going to the time? As much of the information validating gender differences is fairly certain, and more and more research in education shows that gender-based educational approaches help both boys and girls. I think boys and girls are different, but I also know that a lot of what we see is based on differences in development rates and processes. For example, in late elementary school, due to differences in puberty beginning, most girls are taller than most boys. However, by the time they're 18, the majority of boys will be taller than girls. Society says boys need to be taller than girls, and so it can be confusing for little boys to be the shortest kid in class. The last child in a class to enter puberty is probably a boy, and by the time he achieves an increase in spurts, he may be very defensive about not being stature. Despite growing rapidly in high school and overcoming the original height difference, she still feels somewhat inadequate. His behavior is based on the difference that no longer exists, but habits are difficult to pass. I'm interested in educational information, especially since boys have so many problems at school. It doesn't seem fair that only a boy would put a child at risk of academic failure, but the vast majority of children have identified learning problems and who are in scientific danger with boys. Because this is true all over the world, it seems as if the issues that boys at school are biologically based on, or at least, biology does not support success in traditional school environments. Evidence of brain differences - natureA difference in brain development in boys and girls is most evident at birth and gradually decreases as children age. Whether or not these differences are the cause of the behavior that we associate with men and women during many tests at the moment. Also, whether or not these differences cease to exist in adulthood has not been agreed. For example, one of the most reliable findings is that at birth, the left the brain dedicated to language develops a little faster in girls than in boys. This is usually cited as the reason why 20-month-old girls twice have the vocabulary of 20-month-old boys. Of course, some girls have little vocabulary, and some boys use a lot of words, but on average, that's true. If adults test in verbal intelligence, the results cannot be sorted by no, and some researchers believe this indicates that differences in verbal skills have disappeared by the time individuals complete formal schooling. However, there is evidence that, as adults, men and women do not process oral information in the same way. In addition, verbal skills tests are partly designed to reduce gender differences. Despite the fact that the test results show that there are no gender differences in the verbal skills of adults, the evidence does not give a clear picture of the situation, as the test is not intended to reveal the gender gap. There are many difficulties in settling whether gender differences exist relate to the methods used to provide evidence: they make assumptions about the root cause of the data, which is not good for scientific conclusions. You will find that verbal skills development is a major theme in this book. There are two reasons for this: first of all, we know a lot about verbal development, and which part of the brain is activated when we use verbal skills; secondly, verbal skills are essential for success in school. Research shows that at least part of the problem for boys at school is that it is slower than girls to develop verbal fluency. This means that girls are ready when they enter school to learn to read like boys. Even if you think that those who say that their differences are starting to disappear around when their children go to school (I'm not one of those, by the way), boys don't enter school with the same facility language as girls. It has been shown that even small differences cause problems for boys in the early stages of school. Some experts believe that the differences in the brain are too small to take into account the differences in behavior that are observed. It is suggested that behavioral differences actually cause the way parents and others in the infant's environment react to the child. We do not know how they affect behavior in the brain; and we don't even know how much difference it needs to make to result in behavior attributable to neurological differences. To say that biological differences are too small to take into account behavioral differences is not supported by facts, but by conjecture. Just because you believe in something doesn't make it true. Moreover, I believe that the differences are sufficient to support the idea that behavioral differences are due to brain differences, but there are no more facts about my as advocates on the other side. The difference is that the behavior I refer to as gender specific is usually seen in a wide variety of cultures as well as supporting data on primates. Culture affects the expression of behavior, but similar behaviors seem to begin with biology. Evidence of brain changes - nurture the woman and develop our brain changes in response to our experiences. We know that as babies become children, their brains create many connections, called dendrite, that extend the child's ability to learn and learn. Then, as children grow and develop, the brain begins the process of removing non-commonly used dendrits, which simplifies the functioning of the brain. The process of so-called dendritic pruning allows us to simplify the repetitive tasks necessary to carry out thinking. Think about the process of learning to drive a car. When you first got behind the wheel, it was all you could do to handle thinking about what you were doing with your feet and hands at the same time as moving your car forward. Then you had to pay attention to what was going on around the car so you wouldn't run into other cars or pedestrians. If someone has spoken to you, you simply can't even pay attention to that as well. Over time, much of the leadership has become a pattern of behavior that doesn't require much attention. Now you can drive and do other things at the same time. (Not too much, please. You are less able to multitask than you think!) Dendritic pruning allows you to drive a car and do other things because the roads of driving behavior have become routine and there is not much choice for you to make. If you drive in heavy traffic or at the wrong time, however, you need to pay close attention again, because these situations require more than driving patterns. Experts who believe that the sexual stereotypical behavior children exhibit is due to this kind of pattern assuming that these behaviors exist because society expects boys and girls to behave in stereotypical ways. Kids learn to behave in a certain way and then these behavior patterns look just as the driving behavior is set. I agree, except that children of the same parents can behave in very different ways. For example, I taught two brothers, one of whom was an athlete, the other - a similar physy bodied - had a computer nerd who never went out. Those who believe that gender behavior learned will explain such differences between siblings by saying that parents are inconsistent with how their children are treated. The problem with this explanation is that we see similar patterns of behaviour in children from very different families. For example, check out tomboys. Most girls don't like to wear it, prefer simple hairstyles, and usually loud and rough in the game. If these girls come from a wide variety of different families, then why is their behavior so similar, especially when many parents are actively trying to suppress this behavior? It makes sense to me that these girls share some biological inclination to have boyly behavior rather than being taught to be watching others or their parents who wanted to behave this way. (Continues...) Excerpt from Abigail Norfleet James's Guide to Parents for Boys. Copyright © 2013 Abigail Norfleet James. Excerpted with the permission of Live Oak Book Company. All rights reserved. No part of this part may be reproduced or reprinted without the written permission of the publisher. Details provided by Dial-A-Book Inc. are solely for the personal use of visitors to this website. On the side.

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