

3.3- equality |ə'kwälədē|

noun

the state of being equal, especially in status, rights, and opportunities.¹⁶⁴

Historically, exploitation has risen due to one person's belief that another's beliefs, religion, and race are fundamentally inferior or "less than." This notion has manifested in many forms of dehumanization such as slavery and objectification. Some of the most palpable and recognized forms of inequality concern gender. Examples include the denial of women's voting rights until the early twentieth century and the present gender wage gap, with the US Census Bureau reporting that women earn 80 percent of what men are paid.¹⁶⁵

These practices, whether subtle or overt, influence the ideology that there is a hierarchy between man which may be capitalized on. This contributes greatly to the exploitation of others. In its most insidious forms, we find victims of human trafficking or modern-day slavery. Other prominent injustices regarding inequality include employment discrimination, class stratification and socioeconomic disparities. Cumulatively, these areas affect all aspects of modern civilization.

Equality is a necessity in that it's humbling capacities imbue the individual with a view of others as equally worthy of respect and dignity, regardless of race, class, creed or ethnicity. The Equality and Human Rights Commission affirms that "equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents and believing that no one should have less opportunities because of where, what or whom they were born, beliefs, or abilities. Equality recognizes that historically certain groups of people with particular characteristics e.g. race, disability, sex and sexuality, have experienced discrimination."

In consideration of the issue of toxic masculinity, it not only poses as a threat of violence against women, but to other men who do not follow accordingly to those behaviors. "A system of gender inequality is fairly pervasive in societies globally which prescribes that men need to prove themselves as powerful and strong. Men who do not portray or even prove themselves as such can be victimized, stigmatized, or relegated to lower social status."¹⁶⁶ Both the spaces in which this curriculum is administered, as well as the discussions guided by Facilitators, are shaped to allow youth to freely question and challenge the social injustices that surround them. "Men who are not perpetrating violence, but are complicit, may be contributing to the culture of violence that exists in our society by not challenging it."¹⁶⁷

While the theme of peer advocacy resonates throughout this toolkit, it is especially important to address the underlying tones of complacency. As a byproduct of the previous section, empowerment, to cultivate an equal community, we must recognize and intervene in such social disparities.

¹⁶⁴ Equality | Definition of equality in English by Oxford Dictionaries. (n.d.). <https://en.oxforddictionaries.com/definition/equality>

¹⁶⁵ J. (2017, April 13). Gender Inequality and Women in the Workplace. From <https://www.summer.harvard.edu/inside-summer/gender-inequality-women-workplace>

¹⁶⁶ Fleming, Paul, Sofia Gruskin, Florencia Rojo, and Shari Dworkin. "Men's Violence against Women and Men Are Inter-related: Recommendations for Simultaneous Intervention." *Social Science & Medicine* 146 (2015): 249.


¹⁶⁷ Ibid.


Equality is in part an appreciation of diversity and value for others as equals despite differences, and this section of the Project ROOTS toolkit seeks to raise awareness on the inequalities that exist to strengthen Participants' agency to question and challenge injustices.

Understanding Privilege

Activity 49: Stop, Look Back, and Pass the Mic

Length of Activity: 45 - 60 minutes

 BuzzFeed Video. *Students Learn a Powerful Lesson on Privilege* (1:45)
<https://www.youtube.com/watch?v=2KImvmuxzYE>

 *How to Talk About Privilege to Someone Who Doesn't Know What That Is* by Jamie Utt
<https://everydayfeminism.com/2012/12/how-to-talk-to-someone-about-privilege/>

Materials:

- Trashcan
- Scratch paper (3 per Participant)
- Large Poster Board
- Marker
- Candy (Optional Incentive)

Discussion Questions:

- What is identity privilege?
- If you are in a position of privilege, how can you advocate for someone in a constructive manner?

Activity:

- 1) Hand each Participant a sheet of paper and ask them to sit in rows. Once seated explain that they are not allowed to move to a different seat or spot on the floor.
- 2) Have Participants crumple the piece of paper.
- 3) Then place a trash bin at the front and center of the room.
- 4) Tell the group, "You all represent the country's population and everyone in the country has a chance to become wealthy and move into the upper class. To move into the upper class, all you must do is throw your wadded-up paper into the bin while sitting in your seat."



Instead of telling Participants that they can become part of the "upper class," consider telling Participants that only those who make it will receive a candy or other incentive. At the end

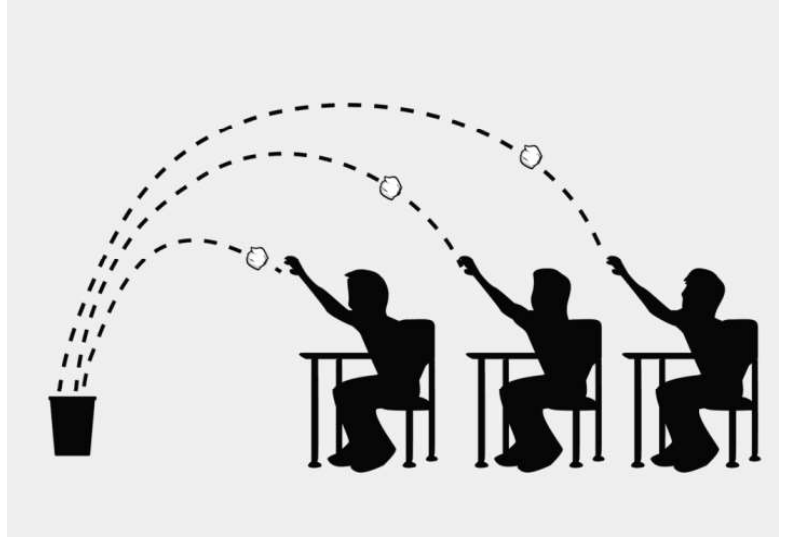


of the exercise, after the discussion, make sure each Participant is given a candy or incentive.

5) Some of the Participants in the back of the room may immediately begin to voice how they are positioned unfairly relative to the Participants in the front row. Remind Participants that they are not allowed to move their seat during this activity.

6) Have all the Participants take their shot one row at a time. Take note of how many Participants make it in each row. It is expected for most of the Participants in the front to make it while only a few Participants in the back of the room will be successful.

7) Once the entire group has had an opportunity, explain that this is a simple way to explain privilege. The closer you are to the bin, the better your odds. Point out to the group whether the front row complained, or if it was just those in the back of the room.



8) By contrast, note how those in the front of the room were less likely to take notice of their privilege. All they can see is what is directly in front of them to meet their goal.

9) Explain to Participants that many things can grant “identity privilege.” Define what identify privilege means: any unearned benefit or advantage one receives in society by nature of their identity. Ask Participants to brainstorm aspects of identify that may grant privilege. These may include:

- Skin Complexion
- Religion
- Education Level
- Race
- Gender Identity
- Sexual Orientation
- Class/Wealth
- Ability
- Citizenship Status



Kids on Race by Jennifer Hsu, New York Public Radio. *Being 12: ‘People Think I’m Supposed to Talk Ghetto, Whatever That Is.’* (04:17)
<http://www.wnyc.org/story/people-sometimes-think-im-supposed-talk-ghetto-whatever-kids-race>

10) Remind Participants that although we must all try our best to achieve our goals, it is equally as important to “stop, look back, and pass the mic” to the unheard. People are not voiceless, we have just been talking over them for far too long.

11) Ask Participants to think through different ways they may “pass the mic.” Record their responses on a poster board and title the exercise, “stop, look back, and pass the mic.”

Examples include:

- Acknowledge your own privilege
- Point out situations where others may be treated unfairly and voice it
- Write a letter, post a blog, or discuss it with your friends to bring awareness to the issue
- Recommend a peer to a position or role that they may have been overlooked for in the past
- Listen to what others that are different from you have to say
- Make friends outside of your circle
- Educate yourself and be aware of the injustices around you
- Help/support others in need
- Stop untrue or harmful messages
- Respect others’ differences and help others respect them too
- Tell an adult if someone is in danger
- Practice being a role model
- Ask questions: “Are there certain groups who never get to be the hero in comic books and movies?” and “Who gets to be considered ‘pretty’?”
- Celebrate diversity



It is recommended that the poster be displayed in the ROOTS space as an ongoing reminder of ways in which Participants may advocate for their peers and others by “passing the mic.”


Activity 50: Stop, Look Back, and Pass the Mic (12+)


Length of Activity: 60 - 90 minutes




This activity must be completed mindfully and thoroughly during one session. It should not be completed if there is not enough time for closing reflection.

This activity was adapted from Jeff Yan's 2014 explanation of White Privilege, *How to Really Understand White Privilege*

 Students Learn a Powerful Lesson on Privilege (1:45)
<https://www.youtube.com/watch?v=2KlvmuxzYE>

 *How to Really Understand White Privilege* by Jeff Yang
<https://qz.com/303421/how-to-really-understand-white-privilege/>

 *How to Talk About Privilege to Someone Who Doesn't Know What That Is* by Jamie Utt
<https://everydayfeminism.com/2012/12/how-to-talk-to-someone-about-privilege/>

Materials:

- Trash can
- Scratch paper (3 per Participant)
- Large Poster Board
- Marker
- Candy (Optional Incentive)

Discussion Questions:

- What is identity privilege?
- If you are in a position of privilege, how can you advocate for someone in a constructive manner?

Activity:

- 1) Hand each Participant a sheet of paper and ask them to sit in rows. Once seated explain that they are not allowed to move to a different seat or spot on the floor.
- 2) Have Participants crumple the piece of paper.
- 3) Then place a trash bin at the front and center of the room.

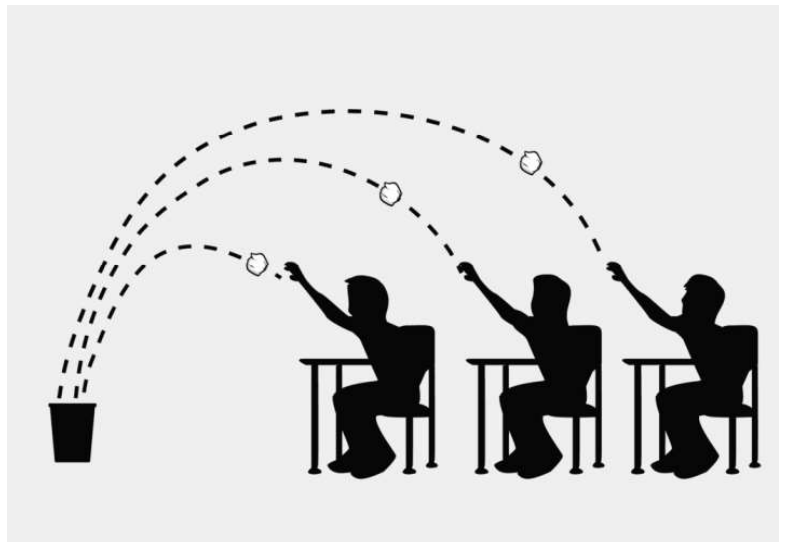
4) Tell the group, “You all represent the country’s population and everyone in the country has a chance to become wealthy and move into the upper class. To move into the upper class, all you must do is throw your wadded-up paper into the bin while sitting in your seat.”



Instead of telling Participants that they can become part of the “upper class,” consider telling Participants that only those who make it will receive a candy or other incentive. At the end of the exercise, after the discussion, make sure each Participant is given a candy or incentive.

5) Some of the Participants in the back of the room may immediately begin to voice how they are positioned unfairly relative to the Participants in the front row. Remind Participants that they are not allowed to move their seat during this activity.

6) Have all the Participants take their shot one row at a time. Take note of how many Participants make it in each row. It is expected for most of the Participants in the front to make it while only a few Participants in the back of the room will be successful.



7) Once the entire group has had an opportunity, explain that this is a simple way to explain privilege. The closer you are to the bin, the better your odds. Point out to the group whether the front row complained, or if it was just those in the back of the room.

8) By contrast, note how those in the front of the room were less likely to take notice of their privilege. All they can see is what is directly in front of them to meet their goal.

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- Skin Complexion
- Religion
- Education Level
- Race
- Gender Identity
- Sexual Orientation
- Class/Wealth
- Ability
- Citizenship Status

10) So, it is all about the row you start in? Well not quite.

11) Now that Participants understand the basic concept of privilege, the Facilitator may act out the following scenarios to the group to introduce the complexity of privilege. A Facilitator should remain professional during this activity and never raise their voice or curse at a Participant.

12) Lights, Camera, Action! As the Facilitator, select a couple Participants from the back row that are moving, talking, etc. and begin to harass them by asking them questions in a firm tone. It is not recommended for a Facilitator to explicitly inform the group that they are representing law enforcement or any profession to avoid reinforcing negative stereotypes of any specific group.

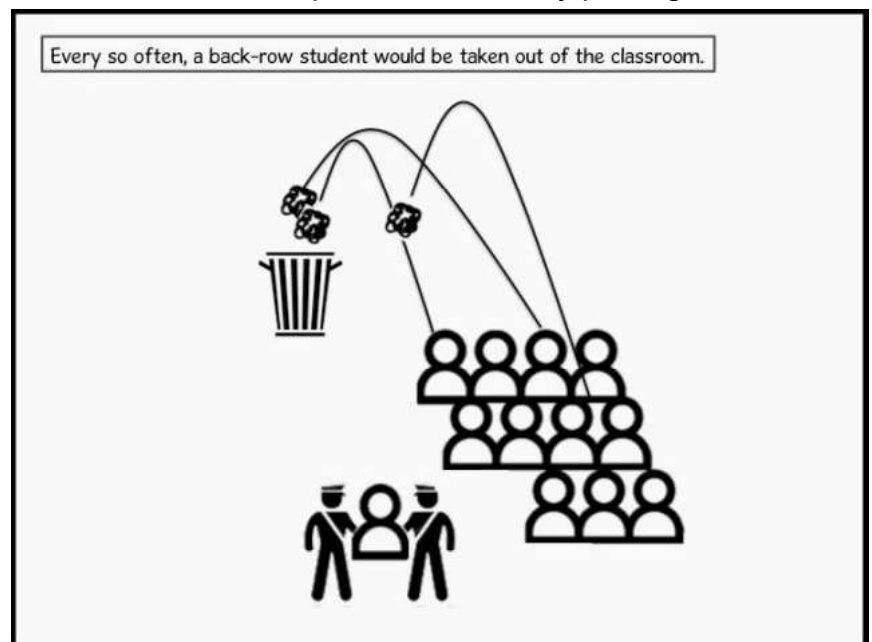
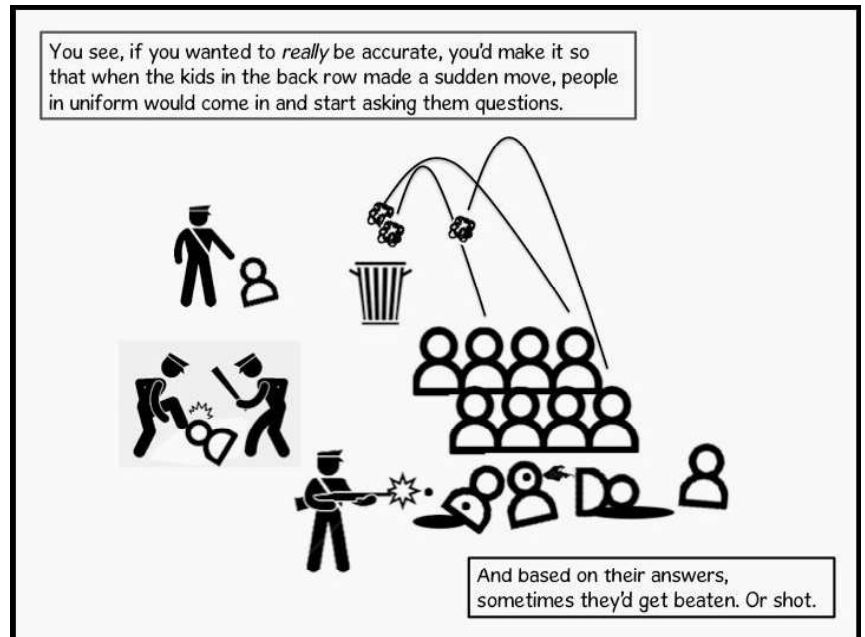
The images to the right are Jeff Yan's 2014 interpretation of Steps 12 - 17



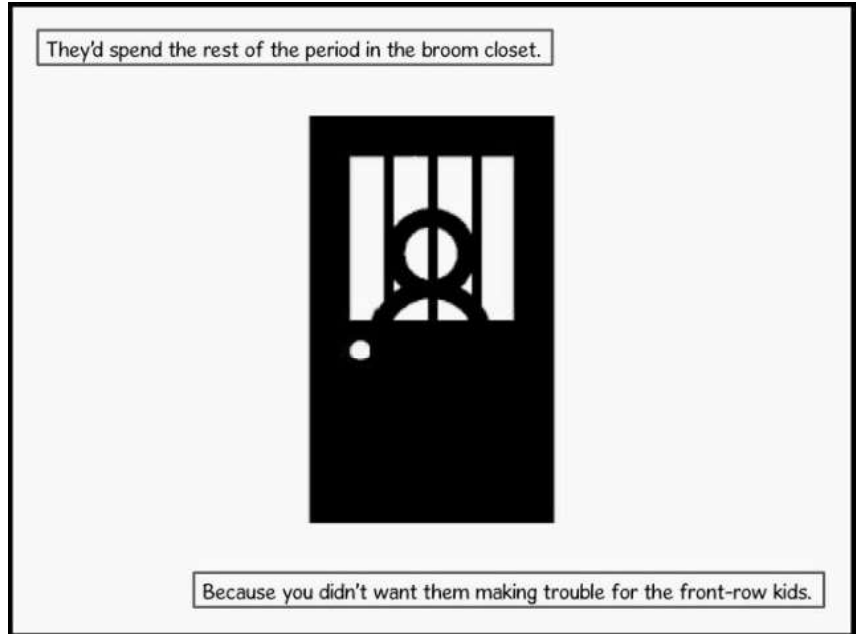
Some Participants, particularly those that are being targeted for the purpose of this activity, may begin to express frustration, anger, or even sadness. As the Facilitator, it is your responsibility to stop the exercise if a child becomes emotionally distressed. You may continue the activity by simply explaining the concepts in the following steps. It is critical that

there be time allotted for group reflection and that the Facilitator reaffirms the purpose of the exercise which is to help them understand the complexities of identify privilege.

13) Then select one Participant from the back row and inform them that they are no longer a part of the group and thus this will be their last session. Have that Participant sit away from the group.

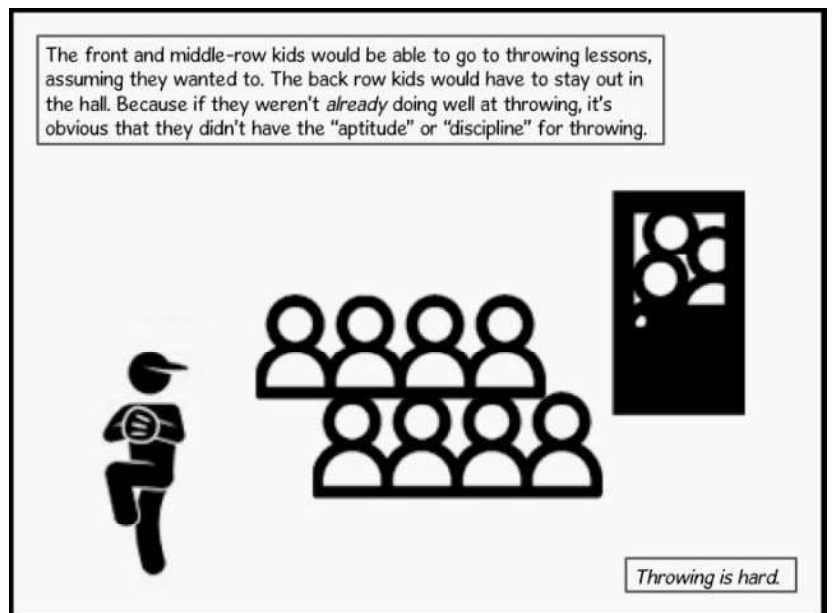


14) Inform that same Participant that was selected in step 13, that they are to remain seated there for the remainder of the session because they are being disruptive to the Participants sitting in the front row.

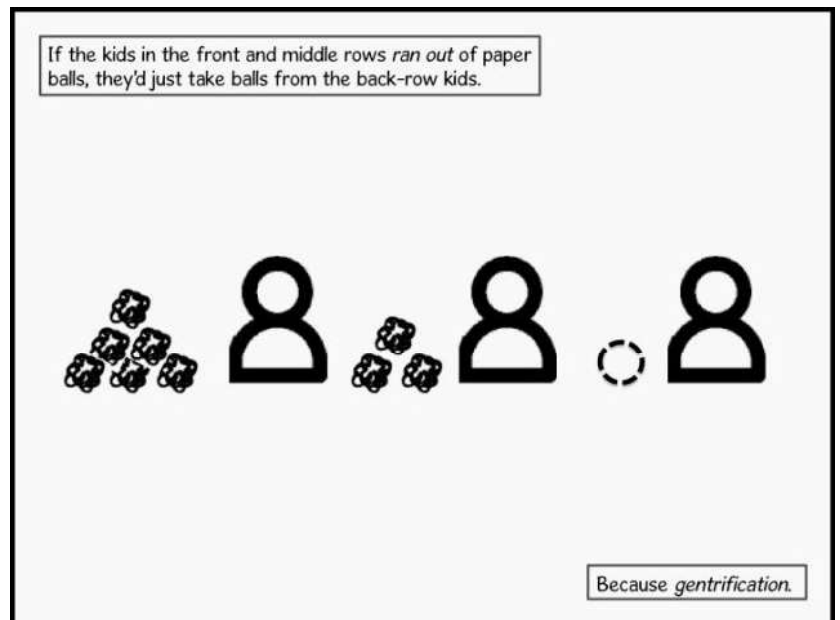


15) Inform Participants that the front and middle-rows will begin to receive basketball* lessons beginning the following week to improve their throws. However, advise the group that the Participants in the back rows will not be able to participate because they were not already doing well, and it is probably because they do not have the “discipline” to begin with.

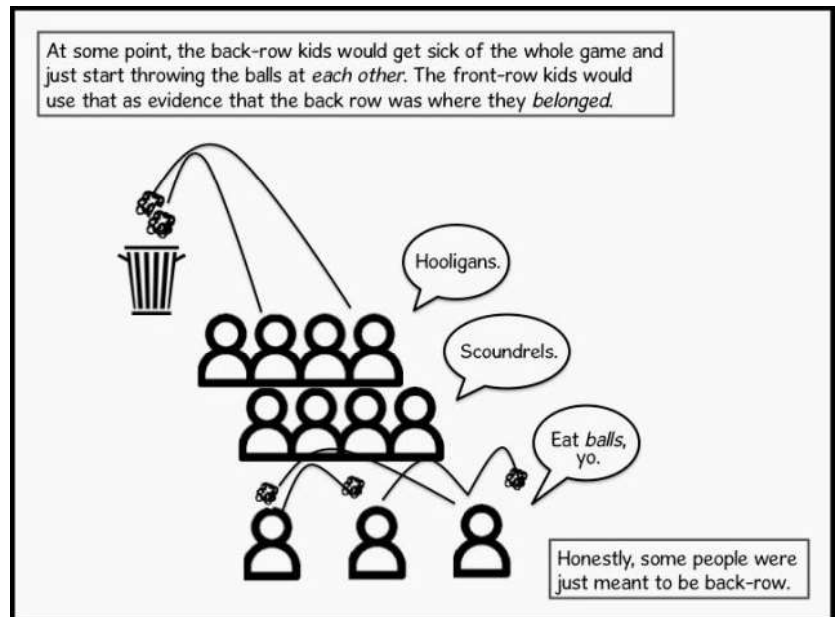
*Select an activity relevant to your group.



16) Hand Participants a few more pieces of paper and instruct them to attempt to make the basket for a final time. Have Participants take their shot one row at a time; however, once you get to the final row, take their pieces of paper and hand them to the Participants in the front row. Explain to the group that the front row is “better” at this game so it is best that they try instead of the back row.



17) As the Participants in the back row begin to express more and more frustration, verbalize to the group that it is obvious that the Participants in the back rows “belong” there because they are unable to follow simple rules and are disruptive to the entire group.



18) Reflection is *key* in this exercise. Have all Participants sit in a circle and share with the group how they felt. The following are a few guiding questions:

- How did the back-row feel?
- How did the other rows feel?
- Did anyone in the front row want to speak up and advocate for their peers? If so, why didn't you speak up?

19) Inform the group that as the Facilitator, you were continuously presenting the back row with obstacles. Brainstorm with Participants what these obstacles may look like in society?

20) Remind Participants that although we must all try our best to achieve our goals, it is equally as important to “stop, look back, and pass the mic” to the unheard. People are not voiceless, we have just been talking over them for far too long.

21) Ask Participants to think through different ways they may “pass the mic.” Record their responses on a poster board and title the exercise, “stop, look back, and pass the mic.”

Examples include:

- Acknowledge your own privilege
- Point out situations where others may be treated unfairly and voice it
- Write a letter, post a blog, or discuss it with your friends to bring awareness to the issue
- Recommend a peer to a position or role that they may have been overlooked for in the past
- Listen to what others that are different from you have to say
- Make friends outside of your circle
- Educate yourself and be aware of the injustices around you
- Help/support others in need
- Stop untrue or harmful messages
- Respect others’ differences and help others respect them too
- Tell an adult if someone is in danger
- Practice being a role model
- Ask questions: “Are there certain groups who never get to be the hero in comic books and movies?” and “Who gets to be considered ‘pretty’?”
- Celebrate diversity

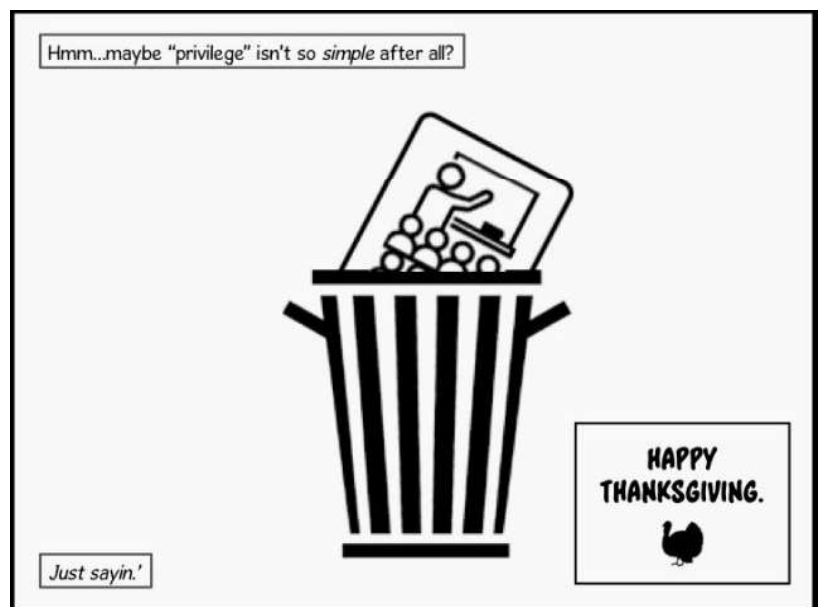


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Being 12: Kids on Race by Jennifer Hsu (04:17)

<http://www.wnyc.org/story/people-sometimes-think-im-supposed-talk-ghetto-whatever-kids-race>



Activity 51: Acknowledging My Privilege

Length of Activity: 60 - 90 minutes

This activity was adapted from Jamie Utt's 2012 activities on *How to Talk About Privilege to Someone Who Doesn't Know What That Is*



How to Talk About Privilege to Someone Who Doesn't Know What That Is by Jamie Utt

<https://everydayfeminism.com/2012/12/how-to-talk-to-someone-about-privilege/>

Materials:

- Paper
- Large Poster Board
- Marker
- Writing Utensils
- “Stop, Look Back, and Pass the Mic” Poster (optional)



One of the fastest ways to disarm a person's defensiveness about their own privilege is to take some time to listen to the ways in which they legitimately do not have privilege and validate those frustrations. From that place, it is a lot easier to help folks understand the power of privilege in creating a system of oppression and how eliminating that system is liberating and transformative for everyone. [...] Some folks get defensive about discussing privilege because they fear such a conversation will not address the real and powerful ways in which they do not have privilege. So they deflect by only talking about those things.

Just because we benefit from one form of privilege doesn't mean that we benefit from all forms of privilege.

When we realize that, we can work together with people who share our privileges and those who don't to build something better! (Utt, 2012)

Discussion Questions:

- How are you privileged?
- How are you not privileged?

Activity:

1) Begin the session by reminding the group of what identity privilege means: any unearned benefit or advantage one receives in society by nature of their identity. Revisit the aspects of identity that can afford privilege:

- Skin Complexion
- Religion
- Education Level
- Race
- Gender Identity
- Sexual Orientation
- Class/Wealth
- Ability
- Citizenship Status

- 2) Hand each Participant a sheet of paper and instruct them to fold it in half.
- 3) Instruct the group to start on the left side of the paper and write down all the ways in which they **do not** have identify privilege. This can include anything from being/having:
 - Left-handed
 - Short in stature
 - Brown Hair
- 4) Now instruct the group to write down on the right half of the sheet ways in which their identity **does** afford them privilege that they did not earn.
- 5) Have Participants pair up and share their list. This allows people to explore and validate their frustrations with their lack of privilege while also acknowledging that they too have some degree of privilege.
- 6) Stress that privilege is relative. "Each person experiences their privilege and lack thereof within the context of their own community and the people they interact with at the time" (Utt, 2012). All privileges are **not equal**. Being right-handed can be considered a privilege, but that does not bear the same weight or social responsibility as the privilege that skin color, gender, wealth, or sexual orientation afford.
- 7) Then move to a discussion on how a system of privilege and oppression hurts everyone. For example, male privilege may benefit men in many ways, but it also restricts men into a rigid set of characters that they must embody. Some people refer to this gendered box as "The Man/Boy Box." This box restricts men and boys, it tells them that violence is acceptable, men do not cry, men are responsible for the finances of a home, and men are strong and athletic, etc.



Source: University of Richmond, <https://rc.richmond.edu/masculinity/manbox.html>

- 8) Discuss with the group that often time when people are introduced to their own privilege they respond in two ways:

Defensiveness: "It's not my fault that I was born with this. I cannot control it so if people don't have what I have, too bad!"

Guilt: “This is sad and unfair, but what am I supposed to do about it? I never asked to be born this way and how am I supposed to change society?”

9) Remind Participants that they should not feel guilty over things that are out of their control. However, it is when we choose not to do anything going forward that we become enablers of the problem. Encourage Participants to continuously educate and/or question an injustice.

10) Ask Participants to think though different ways they may advocate for someone, to “stop, look back, and pass the mic” to the unheard. People are not voiceless, we have just been talking over them for far too long.



If you have already completed the “Stop, Look Back, and Pass the Mic” poster in the previous activities entitled “Stop, Look Back, and Pass the Mic” or “Stop, Look Back, and Pass the Mic (12+)”, you may revisit the poster and continue adding items from today’s discussion.

11) Ask Participants to think though different ways they may “pass the mic.” Record their responses on a poster board and title the exercise, “stop, look back, and pass the mic.”

Examples include:

- Acknowledge your own privilege
- Point out situations where others may be treated unfairly and voice it
- Write a letter, post a blog, or discuss it with your friends to bring awareness to the issue
- Recommend a peer to a position or role that they may have been overlooked for in the past
- Listen to what others that are different from you have to say
- Make friends outside of your circle
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- Celebrate diversity



It is recommended that the poster be displayed in the ROOTS space as an ongoing reminder of ways in which Participants may advocate for their peers and others by “passing the mic.”

12) Have Participants think through the following scenarios and what they could do. At the end of each scenario ask the group, “You can choose not to participate in this by...”

Scenario 1: The Hispanic kids in a group are dominating the conversation and not allowing an Asian boy/girl to voice his/her opinion.

Scenario 2: You only have one friend who is different from you. All your other friends share the same identity.

Scenario 3: You witness someone not being allowed to play or be a part of the team because they are a different skin color.

“Stop, Look Back, and Pass the Mic”

- Be aware of how often you are speaking and take a step back to listen.
- Mention to the group that you would like to hear from ____ (a minority in the group).
- Invest in accountable relationships with people who do not share the same identity or privilege as you. Listen to how their experiences affect their life.
- Decide not to participate in the event and instead create an inclusive team/game.

Human Trafficking

Activity 52: Pinocchio and Cinderella - Labor Trafficking

Length of Activity: 60 minutes

Materials:

- Flashcards
- Writing Utensils
- Internet Access
- Screen with Audio
- Cinderella Videos
 - *Cinderella being bossed around by her stepmother* (04:49): https://www.youtube.com/watch?v=urGE_tcx9JA
 - *Cinderella: Glass Slipper* (01:21): <http://video.disney.com/watch/glass-slipper-4ca3d081299b2810cff9a5f0>
- Pinocchio Videos:
 - *Pinocchio - Pleasure Island* (03:04): https://www.youtube.com/watch?v=Q_wfqgnhbLU
 - *Pinocchio Jackass Transformation* (02:34): <https://www.youtube.com/watch?v=tgmfV5VLHvs>



Like slavery in the United States before the Civil War, human trafficking involves forcing other people to work for an exploiter's own personal and/or financial gain. It is often referred to as a form of modern-day slavery. According to the International Labor Organization, in 2016 there was an estimated 40.3 million victims of human trafficking/modern day slavery.¹⁶⁸ This means that more slaves exist today than at any other time in human history.

Discussion Questions:

- What does freedom mean to you?
- Is everyone free?

Activity:

1) Ask Participants what being free means to them. Explain to the group that today's topic is sensitive, and it may be a bit frightening. **Explain to them that the purpose is not to scare them, but rather to inform them so they may recognize a potentially harmful situation and ask for help.**

2) Show the *Cinderella being bossed around by her stepmother* (04:49) clip and allow Participants to discuss what they saw: https://www.youtube.com/watch?v=urGE_tcx9JA

¹⁶⁸ *Global estimates of modern slavery: Forced labour and forced marriage* International Labour Office (ILO), Geneva, 2017

3) Labor Trafficking: Inform Participants that Cinderella was a victim of Labor Trafficking/Domestic Servitude. Move on to a Facilitator-led discussion through each bullet point below and in the table:

- a) Isolation - Not allowed to leave the home, no friends, locked in her room so others will not find her. She may feel her safety is in danger if she tries to leave.
- b) Perpetrators/Exploiters/Traffickers - In this case it was her family.

<i>Cinderella</i>		
<i>Wasn't allowed to leave her house</i>	<i>Wasn't allowed to attend the ball</i>	<i>Hidden from others</i>
<i>Locked up in the attic/room</i>	<i>She did not have the same treatment as her sisters (clothing, room)</i>	<i>Her family, not strangers</i>
<i>Forced to work all day</i>	<i>No human friends</i>	<i>She was not paid maybe she wasn't going to school</i>

Discuss good and bad rules and how they are different from what Cinderella experienced, and why some are necessary and enforced:

- a) To keep children safe such as, curfew, locking house doors, not being allowed to leave the house at night by yourself.
- b) To contribute to house duties such as, chores
- c) Stress to the group that this is not just something that happens to females, although the media may portray it that way.

4) Show *Pinocchio* - Pleasure Island (03:04):

https://www.youtube.com/watch?v=Q_wfqgnhbLU) and *Pinocchio Jackass Transformation* (02:34): <https://www.youtube.com/watch?v=tgmfv5VLHvs> then allow Participants time to discuss what they saw in those two clips.

5) Inform Participants that Pinocchio was also a victim of Labor Trafficking/Child Labor. Move on to a Facilitator-led discussion about how Pinocchio was lured and deceived. Discuss Pinocchio's:

- a) Perpetrators/Exploiters/Traffickers - In this case it was a stranger, Mr. Honest John.
- b) Deception & Recruitment- False promises of fun, free food, free shelter, and

no rules (no school, no cops, etc.). Pinocchio receives validation from a "Friend."
c) Isolation - Pinocchio's identity was taken away (removed clothing) and literally transformed into something else (donkey) as a method of enslaving him.
d) Debt Bondage- "You boys have had your fun, now pay for it!"

6) Ask Participants to think of different types of helpful people. Explain that people whom they can trust and who can help in times of need might be very different for everyone such as, a parent, a sibling, a cousin, a friend's parent, a teacher, etc. Inform Participants that not all people you know are necessarily trustworthy.

7) Pass out one flashcard and a writing utensil to each Participant. Have Participants create a list of three people whom they trust the most on their flashcard. Encourage them to write down specific people and their phone numbers, and to keep it somewhere safe.

Stress to the group that they should always call 911 in an emergency. Always!

Have Participants write down the National Human Trafficking Resource Center number below and remind them that the people on their cards will help them seek help/call the appropriate people if they are in danger or suspect someone else is in danger. Reinforce that people you trust do not force you to keep secrets that make you feel worried, scared, or uncomfortable.

➤ National Human Trafficking Resource Center:
Text BEFREE
CALL: 1-888-373-7888

8) As the Facilitator, it is crucial to review each Participant's list of trusted people since some may write down their peers, who may not necessarily be able to help them contact police, etc. **If Participants do not know a phone number, leave that as a 'home-work' assignment and follow up at the next ROOTS session.**

9) Show the *Cinderella: Glass Slipper* (01:21) clip: <http://video.disney.com/watch/glass-slipper-4ca3d081299b2810cff9a5f0> and discuss. Reinforce that Participants are their own best advocates and that this may be pivotal to their safety.

Stress self-advocacy and empowerment! Cinderella defied her stepmother and broke out of her room, but the gentleman who insisted she try on the slipper also helped identify her. He was an upstander and spoke up for Cinderella.

10) Be an upstander: Discuss with the group that someone else may need them to be their fairy-godmother or their Jiminy Cricket.

11) As the Facilitator, remind the group that you are available after today's activity should they have any questions or comments.



Although it is encouraged that Facilitators be available for Participants outside of the ROOTS space, it is not recommended that a Facilitator and child are alone one-on-one. While meeting with a child in a private setting may be necessary at times, it is strongly recommended that another child or mentor be in the same room/space to ensure safety. Keeping in mind the Participant’s privacy, the “witness” can be within clear site of both the Facilitator and the Participant, but with enough distance where the conversation is inaudible.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for Pinocchio and Cinderella – Labor Trafficking activity in Section 4.

Sex Trafficking

Activity 53: Walk in My Shoes

Length of Activity: 60 Minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

This discussion may prompt the Participants to self-identify as a victim of abuse or trafficking or share stories about others who may be victimized. Be prepared for this situation and know the mandated reporter requirements and protocols!

Materials:

- *Walk in My Shoes* Worksheet (1 per Participant)
- Writing Utensils
- Crayons or Markers



Sex trafficking is an international and domestic issue, one that also effects San Diego County. One of the factors that cause children to be more susceptible to being victims of sex trafficking is their socio-economic status. However, this does not mean that adolescents from higher socio-economic status are not actively recruited. Thus, it is important that we empower adolescents by providing them with red flags or signs of exploitation to make them more resilient against recruitment.

Discussion Questions:

- If you or someone you know is a victim of human trafficking, how can you help them?
- What is the National Human Trafficking Resource Center Number?
Text BEFREE
CALL: 1-888-373-7888

Activity:

- 1) Review Participants' list of trusted adults that they created in the previous activity entitled "Pinocchio and Cinderella - Labor Trafficking." Inform Participants that this list is important to keep in mind as we begin today's lesson.
- 2) Advise the group that today's topic is also sensitive, and it may be a bit frightening. Explain to them that the purpose is not to scare them, but rather to inform them so they may recognize a potentially harmful situation and ask for help.
- 3) Inform the group that during your last session you discussed one form of exploitation, labor trafficking, and today you will read a story about exploitation. After reading the story, the group will discuss the following:

- What were the different challenges this young girl/boy had to face?
- How could things have gone differently?
- How may she/he feel now?
- What were the warning signs or red flags?

4) Read the story “In My Shoes” and allow a couple of minutes for silent reflection. Then move to a discussion using the questions in step 3 as a guide. Allow time for critical dialogue and questions.

5) After a few minutes, pass out the *Walk in My Shoes* worksheet (see below). Inform Participants that everyone faces very different challenges, and although they may not be the same as the ones in the story, that does not make them any less important. Ask Participants to write/draw challenges that they face.

6) After about 10 minutes, ask for volunteers to share what they wrote.

7) Now shift the conversation and have Participants write/draw what motivates them. How do they overcome their challenges? You may ask for volunteers to share.

8) Conclude the lesson by emphasizing that exploitation is an extreme example of a life challenge, but now that we know a few red flags/signs, we are better able to identify a potentially dangerous situation.

9) Stress to the group that when you “walk in someone else’s shoes” you come to realize the challenges that they may not talk about or you may not see. We must practice being kind to others because we never know what someone else may be going through or if they need help.

10) Conclude the lesson by answering any questions and encouraging Participants to speak to you or their trusted adult if they are ever in need of help or in need of encouragement.



The following story uses the name “Brandy.” Please adapt the character’s name, sex, environment, and socioeconomic status to best fit your group.

In My Shoes...

My name is Brandy, I am 13 years old. My mom raised me most of my life by herself, I never knew my dad. My mom and I live in an apartment and I am the only child. My mom must work a lot to support us and we often don’t have enough money for cable or to go to many places. I spend a lot of time at home alone. I get bored and lonely. After school, I walk the long way home so that I am not bored and alone until my mom gets off work at 8:00 p.m.

I remember one time when I was 10, I was walking home and noticed a house where there was always a group of teenage guys hanging out in the front yard. I knew the guys were way older than me, but I was curious about them because they were always laughing and seemed like they were having fun. Sometimes they were outside when I would walk past, and sometimes they were not. I admit that when they were outside, I would get a little excited.

When I was 11, I started to get taller and my clothes fit me a little tighter, because my mom couldn’t afford to buy me new clothes. Now when I walked past the house with all the teens, they would notice me. Sometimes they would whistle or say hi, but I was so shy, I would keep on walking. I didn’t have many friends because I was embarrassed to invite friends over to my house and I didn’t think the other girls at school would like me because I didn’t dress as nice as them.

At home, we didn’t have nice furniture and we didn’t have a TV or computer like most of the other kids at my school. One evening when I was bored, I thought that maybe it would be a good idea to hang out with the guys I would walk past every day. They always tried to say hi and were friendly to me anyways. The next day I woke up earlier than normal and spent some extra time doing my hair.

After school, when they did their usual joking and flirting as I walked past, I stopped and chatted a little more. To my surprise all the guys were really nice; there were usually 4-5 of them outside. They asked me what my name was and even offered me a soda. I told them a little about myself, I explained that I was always bored because my mom worked a lot and they invited me to start hanging out with them after school.

When I got home that day, I was so excited. I vowed not to tell my mom because they were teenagers and I didn’t want her to stop me from hanging out with my only friends. For the next few days, I would stop at that house every day after school. We would play cards, talk, and listen to music. After two weeks of hanging out with the guys, I started to feel more comfortable around them.

One night I stayed over there so long it was almost 8 o’ clock and I had to run home to beat my mom to the apartment. Luckily, I made it there before her and she assumed I was doing homework the whole time.

There was one guy I spent the most time with, his name was Ricky. I liked Ricky because he had nice hair and a nice smile. Plus, Ricky was really nice to me. He always gave me compliments and gave me gifts, like flowers and candy. If one of the other guys said a joke about me, he would always stand up for me. I started liking Ricky, even though he was 16 and I was 12, it seemed like we were perfect for each other.

On one dreamy rainy day, Ricky and I actually kissed. It was my first kiss! I was so excited when I went home, I couldn't wait to kiss him again the next day. The next day we kissed again, and he asked me to be his girlfriend. After being boyfriend and girlfriend for a month, we got really close. Ricky was my first love and I was sure that he would be my future husband. Well that was until one night he asked me to do something that I didn't feel exactly comfortable about doing.

Ricky was in trouble at home and his parents kicked him out. Ricky told me his crazy idea that we could get an apartment and live together. There was one catch, he needed help coming up with the money. Ricky told me that he loved me and that in relationships you have to help each other out. I thought that seemed pretty normal. But, I didn't think it was normal that Ricky suggested that I help him out with money by going on a date with a stranger. I was so confused, a date? Why would someone pay to go on a date with someone they didn't even know? Although it seemed weird, I didn't want to make Ricky mad. I mean, he was my only friend and the love of my life.

After what seemed like hours of Ricky convincing me that it would be a quick and easy way to make money, that I would be safe, and that the money would be spent on us staying in love, I decided that I would do it. I mean it was just a date, why not. Ricky promised that the first date that I went on to earn money would be used on us going to the mall and going shopping, and that I would return before my mom got home from work. I was really excited because I rarely ever get to go shopping for new things.

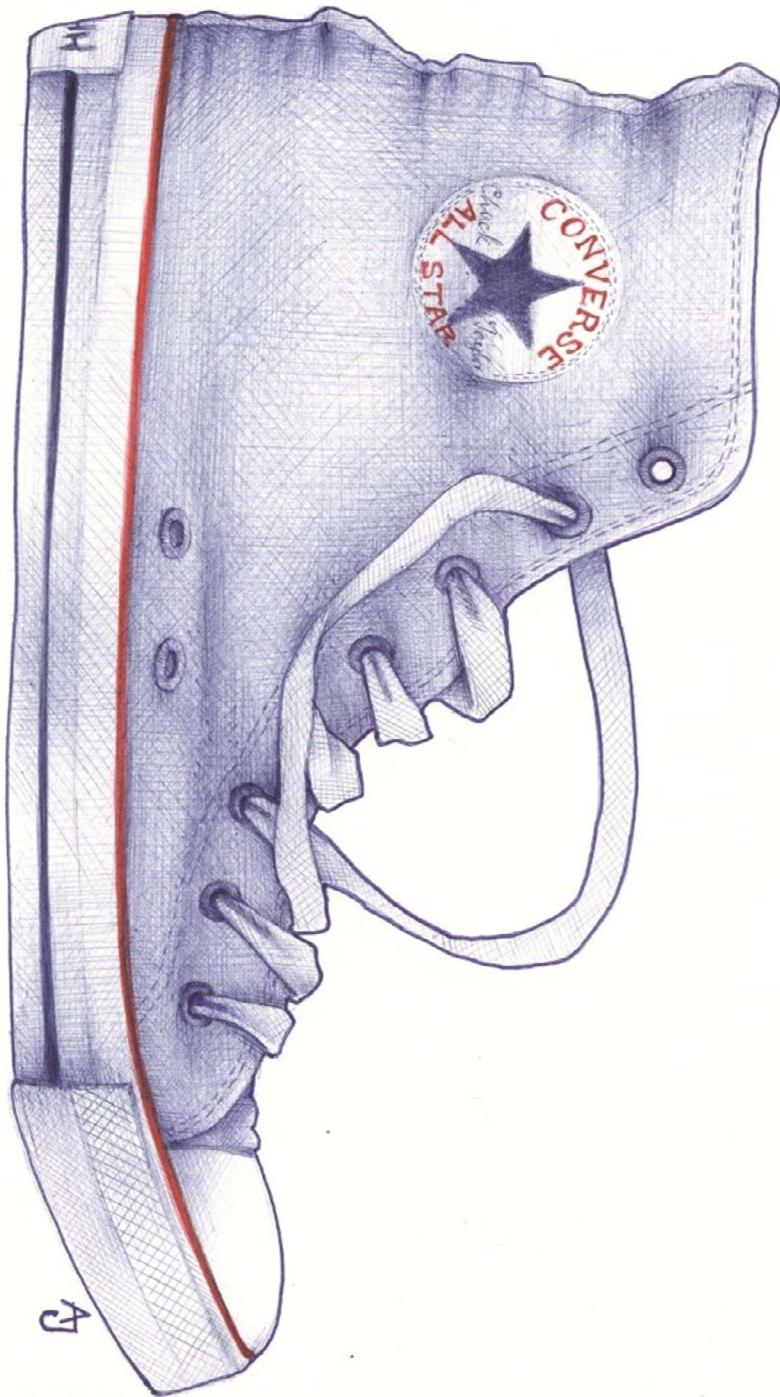
So, it was around 5 o'clock and Ricky told me to put on a dress that he borrowed from his older sister's closet. I got dressed up; Ricky kissed me and told me everything would be alright. When the stranger picked me up that I was supposed to be going on a date with, instead of going to get ice cream, he took me to a hotel. When I asked what was going on and asked to go home, the strange man said he would not take me home until he was satisfied because he already paid Ricky.

That man hurt me. But I was also heartbroken that day because the guy who I thought loved me, knew what was going to happen all along. I knew that he planned it because when I came back, he made me go on another date. I haven't told my mom or friends because I'm embarrassed and scared.

Participant Name: _____

Walk in My Shoes

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Activity 54: Pimps and Hos

Length of Activity: 30 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created by the San Diego County District Attorney's Office and Project Concern International.

Materials:

- White Board or Large Paper
- Markers



Pimps use power, control, trust, intimidation, fraud, threats, force, or deception to prostitute someone for financial gain. Per the law, pimps are sex traffickers. The justice system has criminalized the violence, threats, and manipulation pimps employ to keep people under their control. Many pimps have been sentenced to prison for 20 or more years for sex trafficking related crimes. It is important for boys and girls to understand that a pimp is not a positive nickname, role model, or slang term.

Discussion Questions:

- What are the ways a pimp may manipulate someone?
- Why might someone want to be called a pimp or be one?

- 1) On a piece of poster paper or a white board, write the words "Pimp" and "Ho" side by side. Begin by asking the group to raise their hands if they have heard these words in the music they listen to.
- 2) Ask Participants to describe what they think of someone who is a "pimp." Next, ask them to describe the characteristics of someone who is considered a "Ho." For additional prompting, ask Are they good? Are they bad? What are they like? Record their responses on a visible location.
- 3) Ask Participants why they gave the answers they did.
- 4) If "Pimp" produced any positive words or connotations, remind the group of the definitions discussed in previous activities (Ex. Someone who hurts and abuses others). Ask, "Aren't those bad things? Why would we think positively about those behaviors?"
- 5) If "Ho" produced negative words or connotations, remind the group of the previously discussed examples of someone who is exploited (Ex. Often a victim of violence who was tricked or forced to be there; controlled by trafficker who takes their money). Ask, wouldn't it be insensitive and incorrect to call someone in this situation a derogatory name? Why would we say negative things like this about someone who is a victim of abuse and violence?
- 6) Conclude by explaining to Participants that even though we may use words jokingly or out of context, words such as pimp or hoes have real meanings that cannot be taken lightly. In addition, knowing the true meanings builds resilience towards the real dangers.



You may expand this exercise by asking the group for their favorite song and select the one that seems to be the best known amongst Participants. Then as a group, analyze the lyrics line by line and what they imply, how specific images are glorified, and the implied harms that they describe.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for the *Pimps and Hos* activity in Section 4.

Activity 55: Who are the Victims? (12+)



Length of Activity: 60 - 90 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created by the San Diego County District Attorney's Office and Project Concern International.

This discussion may prompt the Participants to self-identify as a victim of abuse or trafficking or share stories about others who may be victimized. Be prepared for this situation and know the mandated reporter requirements and protocols!

Materials:

- Screen with Audio
- Internet Access
- White Board or Large Paper
- Polaris, *America's Daughters* (04:00): <https://www.youtube.com/watch?v=aTA-VZChvLR4>
- MSNBC, *Young, LGBT, Homeless in NYC* (03:17): <https://www.youtube.com/watch?v=wNvWGuLREnE>
- Project Unbreakable, *Victims of Sexual Assault* (02:53): <https://www.youtube.com/watch?v=I892WPTYUDc>



Begin by informing Participants that sex trafficking is a real and growing problem not only globally, but here in America. Explain to Participants that today's focus is on how to avoid becoming a victim as well as learning who is at risk for being victimized. Mention that by imagining yourself in someone else's shoes, you may be able to understand which behaviors to avoid and how to recognize "red flags." In most occurrences, recognizing these red flags can keep you safe.

Discussion Questions:

- Who is at high risk of being trafficked for sex?
- Who are the exploiters/pimps/traffickers?
- What are some ways you can protect yourself from becoming a victim of sex trafficking?

Activity:

1) Ask the group, "What kind of people do you think are most likely to be sexually exploited or trafficked into prostitution?" Write the question on a piece of poster paper and jot down the Participants' answers. If prompting is needed, ask "Are they boys? Girls? Young? Old? Students?"

2) Show the group Polaris, *America's Daughters* (04:00) and allow time for reflection: <https://www.youtube.com/watch?v=aTAVZChvLR4>

3) Ask the group if they were aware that this was happening in the United States, and whether they think it happens in San Diego?

4) Ask the group who the victims were in the videos? What were some common themes that they noticed amongst the victims? For example, she was sexually abused, she wanted love, she was American, and she was 12 years old.

5) Now show the group MSNBC, *Young, LGBT, Homeless in NYC* (03:17) and allow time for reflection: <https://www.youtube.com/watch?v=wNvWGuLRenE>

6) Finally, show the group the Project Unbreakable, *Victims of Sexual Assault* (02:53) and allow time for reflection: <https://www.youtube.com/watch?v=I892WPTYUDc>

7) Now redefine who the victims are by asking the group the same questions that were asked in step 4. Stress that anyone can be a victim regardless of the following:



8) Discuss some of the statistics found in the graph at the end of this activity. Emphasize the average age of exploitation in San Diego is 16 years old, but victims can be much younger.

- Many more girls than boys are trafficked (based on the current statistics).¹⁶⁹
- Traffickers and pimps often target children who run away from home or are in foster care
- Traffickers may target children who drop out of school
- Trafficking is likely to happen in neighborhoods where gang activity, prostitution, and sex crimes already take place.

9) Ask the group if anyone has heard of something like this happening in their own community or school? Does anyone have friends who have been in situations where they may have been exploited?

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Carpenter, A. C. and Gates, J. (2016). *The Nature and Extent of Gang Involvement in Sex Trafficking in San Diego County*. San Diego, CA: University of San Diego and Point Loma Nazarene University.



Be aware of the requirements of mandated reporting of child abuse. This discussion may prompt a Participant to self-identify as a victim of abuse or trafficking or share stories about others who may be victimized. Be prepared for this situation and know the protocols before implementing this activity.

10) Now move to a Facilitator-led discussion and define what a Perpetrator/ Exploiter/ Trafficker/ Pimp means.

Then identify who a perpetrator could be making sure to emphasize that like a victim, a perpetrator can be anyone regardless of income, profession, race, religion, economic status, age, etc. Inform the group that an exploiter could be a stranger, a “boyfriend” or “girlfriend, or someone they have known for an extended period i.e. A “friend” they met over the internet and two years later they begin the exploitation.

11) Reinforce the distinction between a mutual and manipulative relationship:

- a) Forced to have sex in exchange for money or other goods, such as a place to sleep
- b) Someone promises you love, but physically and emotionally inflicts harm
- c) Isolates you from loved ones and friends
- d) Branded with a tattoo
- e) Forced to take drugs

12) With your group, write down a list of risks or dangers associated with being prostituted or exploited. Call on Participants to share their thoughts. These may include:

- Loss of freedom
- Loss of contact with family and friends
- Unwanted pregnancies
- HIV/AIDS and other STDs
- Severe violence, or even worse
- Threatened or actual violence against family and friends
- Shame, depression, suicide ideation
- Others

13) Now brainstorm with the group how they can avoid these dangers.

Note that some of the characteristics mentioned in step 7 which describe some vulnerabilities of a victim, may be the realities in any or all the Participants’ lives. Stress to the group that some of the best things they can do to avoid exploitation is to know and practice the many skills they are learning in ROOTS. These include:

- Identify and reach out to your list of trusted adults
- Do not share private information on social media
- Know your boundaries and speak up if someone does not respect them
- Pursue your positive passions
- Set goals that will help you succeed

14) Remind Participants that the purpose of today's activity was not to scare them, but rather to inform them so they may recognize a potentially harmful situation and ask for help.

15) Remind Participants to refer to their list of trusted adults that they created in the activity entitled "Pinocchio and Cinderella - Labor Trafficking."

16) As the Facilitator, reassure the group that you are available after today's activity should they have any questions or comments. Remind them that you are also someone they can reach out to for help.



Although it is encouraged that Facilitators be available for Participants outside of the ROOTS space, it is not recommended that a Facilitator and child are alone one-on-one. While meeting with a child in a private setting may be necessary at times, it is strongly recommended that another child or mentor be in the same room/space to ensure safety. Keeping in mind the Participant's privacy, the "witness" can be within clear site of both the Facilitator and the Participant, but with enough distance where the conversation is inaudible.



Expand the activity by revisiting Participants' *I am Poem*, found in the Empowerment module. Once Participants learn about who the victims are and the vulnerabilities, they can use poetry as a pact to themselves that despite some of the previously discussed vulnerabilities they also possess resilient qualities.

Give an example of your own "I am..." poem just as before, however, this time, the second to last line will end with *I will not be exploited*.

I am motivated.
I am a man.
I am a big brother.
I am Matthew

I am smart.
I am inspired.
I am goofy.
I am Matthew
I am worthy.
I am grateful.
I will not be exploited.
I am Matthew



San Diego, sex trafficking is closer to home than you think.

DID YOU KNOW?

In San Diego, sex trafficking is an **\$810 million industry** with an estimated **3,000-8,000 victims** every year.

WHO ARE THE VICTIMS?

The average age of entry for San Diego's sex trafficking victims is 16 years old.

Risk factors include children or youth who have a history of:

- Maltreatment, particularly sexual abuse
- Homelessness
- Family instability
- Foster care
- Emotional distress
- Mental health issues
- Substance abuse

WHERE AND HOW DOES THIS HAPPEN?

- Recruitment of children into sex trafficking happens everywhere, including malls, trolley stops, parks, churches and even schools.
- In a recent study by Point Loma Nazarene University and the University of San Diego, all 20 participating San Diego County high schools confirmed recruitment taking place with their students.
- Traffickers often use family members or friends of intended victims as well as social media and public internet platforms to facilitate recruitment.
- At least 75% of transactions for illegal sex are made online and during work hours.





This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for the *Who are the Victims?* (12+) activity in Section 4.

Activity 56: The Words We Use (12+)



Length of Activity: 60 minutes

This activity was adapted from *Ending Sexual Exploitation: Activities and Resources for Educators of High School Students*, Chicago Alliance Against Sexual Exploitation, 2011.

Materials:

- White Board or Large Paper
- Paper
- Writing Utensils
- Screen with Audio
- Internet Access
- Modern Slavery – Human Trafficking (05:13)
https://www.youtube.com/watch?v=VZTN0TbsRYA&feature=player_embedded
- Guest Speaker (Lived Experience Expert Testimonial Optional)

Discussion Questions:

- Why is it important to learn about trafficking?
- Where does sex trafficking occur and who are the victims?

Activity:

1) Present the following vocabulary words, each one written on its own piece of poster paper for the Participants to see. Ask, “Who has heard of...” and request the meanings or examples while recording Participants’ responses:

Exploitation
Sexual Exploitation
Prostitution
Human Trafficking
Pimp/Pimping
Coercion

2) Offer the actual definitions of the words to use as prompts for further discussion. Use examples or analogies to make the definitions more relatable.

- Exploitation – The abuse of power or position to make money by harming someone else.
- Sexual Exploitation – When the abuse of power or position to make money is done by harming someone sexually. May include pimping, sex trafficking, pornography, sex buying or other activities.
- Prostitution – Engaging in or offering to engage in a sexual act in exchange for something of value, such as money, drugs, shelter, clothing, etc. It is important to remember that some people in prostitution are exploited by someone else; controlled by threats or abuse.
- Human Trafficking – Forcing, coercing, or deceiving people into labor or sex work. A victim of human trafficking believes their safety would be in grave danger if they tried to leave.

- Note: Anyone under age 18 engaging in commercial sex is considered a trafficking victim
- Pimp/Pimping – Using power, control, trust, threats, force, or deception to prostitute someone else for personal financial gain.
 - Illegal and a violation of human rights
 - Pimps typically keep the money made by the prostituted person
- Coercion – The practice of persuading someone to do something by using force or threats.
 - Sex Traffickers use coercion to lure girls and boys into sexually exploiting their body for money.

3) Explain that sex trafficking happens all over the world to men, women, boys and girls. While the dangers of sex trafficking may seem to only occur in movies or overseas, unfortunately it also happens locally. Many people are at risk for becoming a victim of sex trafficking, so it is important that we are aware of the terms behind trafficking as well as the meaning of the terms. The more aware you are about the dangers and realities of sex trafficking, the more resilient you can be to the risks.

4) Show the Participants the following video: Modern Slavery – Human Trafficking

http://www.youtube.com/watch?v=VZTN0TbsRYA&feature=player_embedded

5) Allow the group to jot down their thoughts about the video for 3-5 minutes.

6) Follow up by discussing what was happening in the video using the newly learned terms. Ask for volunteers to share how they felt about the video and what they learned about sex trafficking.



If a lived experience expert is available to explain his or her story to the group, this can be an effective way for them to understand sex trafficking and its effects. Seeing and hearing a lived experience expert can be compelling and it can reinforce the group's knowledge of sex trafficking. Ask the speaker to share his or her story in a way that is realistic yet age appropriate. Beforehand, make sure that the speaker is comfortable answering questions from the group and that the language and stories are age appropriate. If he or she is, conclude by letting the speaker answer questions about the issue.




This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for *The Words We Use (12+)* activity in Section 4.


Gender Roles and Stereotypes

Boy Groups

Activity 57: “Man Up!” The Boy Box

Length of Activity: 60 minutes

 Edwards, K.E. & Jones, S.R. (2009). “Putting My Man Face On”: A Grounded Theory of College Men’s Gender Identity Development. *Journal of College Student Development* 50(2), pp. 210-228.

 Greene, M. (2013). *The Man Box: The link between emotional suppression and male violence*. Retrieved from <http://goodmenproject.com/featured-content/megasahd-man-box-the-link-between-emotional-suppression-and-male-violence/>.

Materials:

- Box
- 10 Flashcards per Participant - 2 different color sets of flash cards (i.e. 5 yellow and 5 green). This will help the Facilitator differentiate responses from 2 different questions
- Writing Utensils
- Red Marker



“Most men lead lives of quiet desperation and go to the grave with the song still in them.” Henry David Thoreau

It is important to realize that the concept of gender (masculinity/femininity) is a socially defined construct. In other words, your idea of what it means to be a man, or a woman comes from your experiences and the messages you get from others. Gender is normalized through culture, context, structures, and interactions.

A term that experts and researchers use to describe the dominant form of masculinity in the United States is known as Hegemonic Masculinity, which Mark Greene (2013) and others have also described as the “Man Box.”¹⁷⁰

The term implies a rigid set of expectations, perceptions, and behaviors of what is “manly” or male-appropriate behavior. Hegemonic

¹⁷⁰ Greene, M. (2013). *The Man Box: The link between emotional suppression and male violence*. Retrieved November 16, 2018, from <http://goodmenproject.com/featured-content/megasahd-man-box-the-link-between-emotional-suppression-and-male-violence/>

masculinity marginalizes men who do not fit the description of a “real man,” but the reality is no man perfectly fits this description, nor should they. Men are limited by hegemonic masculinity as society starts to police their behavior and labels them as violators of manhood if they step out of the man/boy box or challenge these social and cultural norms.”¹⁷¹

- University of Richmond, <https://rc.richmond.edu/masculinity/manbox.html>

Discussion Questions:

- When someone tells you to “man up” how does that make you feel?
- How does the “man/boy box” personally harm you?

Activity:



For groups of Participants that may have a difficult time writing, you can always have them draw their answers or you may choose to have Participants share one at a time as you record their responses on a flashcard and place them in the “boy box.”

1) Hand each Participant 10 flashcards (2 different colors i.e. 5 yellow and 5 green) and instruct them not to write down their names on the cards. Explain to Participants that they will be answering two different questions, and they will be answering the first question on the same colored flash card. If they need more flash cards they may ask for more.

2) First Question: Ask the group to think about the benefits of being a boy. Have Participants record their responses on the same colored flashcards. If they need more flashcards they may ask for more. Have them fill in the blank to the following statement:

“I like being a boy because _____”

Inform the group that they may include any response that relates to them personally and to be honest in their responses. There is no right or wrong answer. Refrain from providing more than 1-2 examples to the group so that their responses are not influenced in any direction.

Example may include:

“I like being a boy because I play football”

“I like being a boy because I’m strong”

“I like being a boy because I can play video games.”

“I like being a boy because I like girls”

3) Second question: Now ask the group to think about how being a boy restricts or limits them. Have Participants record their responses on the second set of colored flashcards.

¹⁷¹ Edwards, K.E. & Jones, S.R. (2009). “Putting My Man Face On”: A Grounded Theory of College Men’s Gender Identity Development. *Journal of College Student Development* 50(2), pp. 210-228.

If they need more flashcards they may ask for more. Have them fill in the blank to the following statement:

“Being a boy means that I can’t _____”

Example may include:

“Being a boy means that I can’t act like a girl”

“Being a boy means that I can’t cry”

“Being a boy means that I can’t like makeup”

“Being a boy means that I can’t cook”

4) Once Participants have filled out their cards have them place both sets of cards in the “boy box.”

5) Invite Participants to gather in a circle around the “boy box.” Pass the box around in the circle and have each Participant read one card aloud.

6) As Participants read them aloud begin to separate responses into categories that begin to emerge within the group, such as:

- Sports/Physical Ability
- Arts/Music
- Aggression
- Appearance
- Emotion

7) Once all the flashcards have been read, engage the group in a Facilitator-led discussion whether or not there are more cards in any one specific category and why this may be.

8) Ask the group what society thinks of a boy or man who cries or shows emotions. Has anyone in the group ever been told to “stop crying like a girl?”

9) Discuss with the group how today they will all participate in changing the “boy box” to include anything they want it to mean and that they will change the negative or restricting aspects of being a boy into positives.

10) With the group’s active input, the Facilitator will then take all the responses in step 3 and rewrite them onto new cards to positive and inclusive qualities. For example:

“Being a boy means that I can’t act like a girl”	“Being a boy mean that I can act like a girl because girls are also powerful”
“Being a boy means that I can’t cry”	“Being a boy means that I can cry”
“Being a boy means that I can’t like makeup”	“Being a boy means that I can like makeup”
“Being a boy means that I can’t cook”	Being a boy means that I can cook”

11) If Participants begin to laugh or seem uncomfortable about positive or inclusive statements, the Facilitator should address this in a constructive manner. Do not ignore the group’s reaction to step 10 as this will only reinforce the notion that boys and men are only allowed to act within the “boy box” Ask the group why they are laughing and challenge their way of thinking.

12) With the group’s active input, the Facilitator will then take the responses in step 2 and ensure they are also inclusive. For example:

“I like being a boy because I play football”	“I like being a boy because I play football but being a boy doesn’t mean I have to like sports”
“I like being a boy because I’m strong”	“I like being a boy because I’m strong but it’s okay to show emotions and be scared or vulnerable sometimes.”
“I like being a boy because I can play video games.”	“I like being a boy because I can play video games but being a boy doesn’t mean I have to like to play video games.”
“I like being a boy because I like girls”	“I like being a boy because I like girls, but it’s okay if I don’t like girls”

13) Now have Participants place the new cards from step 10 and step 12 into the “boy box. Remind them that all the negative and non-inclusive qualities about being a boy will remain outside of the box because they do not define what it means to be a boy or a man.

14) Finally, ask Participants to think through what happens when boys do not act within this box and break traditional norms. What are some of the names they get called? i.e. sissy, wimp, weak. For this step, the Facilitator will write (with a marker) directly on the outside of the “boy box” all the terms identified by the group.

15) After discussing those terms or sayings, remind the group of the power of words! Now literally **cross out the words from step 14** and stress to the group that today you are breaking free from the boy box! That means not calling others those names nor thinking of ourselves as “less than” if we break free from the box. It takes more courage to speak against something than to conform.

The images below are examples of qualities found in or outside the “boy box.”

16) Encourage Participants to ask questions and let them know you are always available should they have any concerns or other questions.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for *The Boy Box vs. The Girl Box* activity in Section 4.



Source: *A Call to Men*, Tony Porter's December 2010 TED Talk (11:07)
https://www.ted.com/talks/tony_porter_a_call_to_men#t-285595



Source: University of Richmond, <https://rc.richmond.edu/masculinity/manbox.html>



Activity 58: “Man Up!” The Boy Box (12+)



Length of Activity: 60 - 90 minutes



Edwards, K.E. & Jones, S.R. (2009). “Putting My Man Face On”: A Grounded Theory of College Men’s Gender Identity Development. *Journal of College Student Development* 50(2), pp. 210-228.



Greene, M. (2013). *The Man Box: The link between emotional suppression and male violence*. Retrieved from <http://goodmenproject.com/featured-content/megasahd-man-box-the-link-between-emotional-suppression-and-male-violence/>.

Materials:

- Box
- 10 Flashcards per Participant - 2 different color sets of flash cards (i.e. 5 yellow and 5 green). This will help the Facilitator differentiate responses from 2 different questions
- 1 Large Paper
- Red Marker
- Writing Utensils
- Internet Access
- Screen with Audio
- *A Call to Men*, Tony Porter’s December 2010 TED Talk (11:07) https://www.ted.com/talks/tony_porter_a_call_to_men#t-285595

Discussion Questions:

- When someone tells you to “man up” how does that make you feel?
- How does the “man/boy box” personally harm you?

Activity:

1) Hand each Participant 10 flashcards (2 different colors i.e. 5 yellow and 5 green) and instruct them not to write down their names on the cards. Explain to Participants that they will be answering two different questions, and they will be answering the first question on the same colored flash card. If they need more flash cards they may ask for more.

2) First Question: Ask the group to think about the benefits of being a boy. Have Participants record their responses on the same colored flashcards. If they need more flashcards they may ask for more. Have them fill in the blank to the following statement:

“I like being a boy because _____”

Inform the group that they may include any response that relates to them personally and to be honest in their responses. There is no right or wrong answer. Refrain from providing more than 1-2 examples to the group so that their responses are not influenced in any direction.

Example may include:

“I like being a boy because I play football”

“I like being a boy because I’m strong”

“I like being a boy because I can play video games.”

“I like being a boy because I like girls”

3) Second question: Now ask the group to think about how being a boy restricts or limits them. Have Participants record their responses on the second set of colored flashcards. If they need more flashcards they may ask for more. Have them fill in the blank to the following statement:

“Being a boy means that I can’t _____”

Example may include:

“Being a boy means that I can’t act like a girl”

“Being a boy means that I can’t cry”

“Being a boy means that I can’t like makeup”

“Being a boy means that I can’t cook”

4) Once Participants have filled out their cards have them place both sets of cards in the “boy box.”

5) Invite Participants to gather in a circle around the “boy box.” Pass the box around in the circle and have each Participant read one card aloud.

6) As Participants read them aloud begin to separate responses into categories that begin to emerge within the group, such as:

- Sports/Physical Ability
- Arts/Music
- Aggression
- Appearance
- Emotion

7) Once all the flashcards have been read, engage the group in a Facilitator-led discussion whether or not there are more cards in any one specific category and why this may be.

8) Ask the group what society thinks of a boy or man who cries or shows emotions. Has anyone in the group ever been told to “stop crying like a girl?”

9) Discuss with the group how today they will all participate in changing the “boy box” to include anything they want it to mean and that they will change the negative or restricting aspects of being a boy into positives.

10) With the group’s active input, the Facilitator will then take all the responses in step 3 and rewrite them onto new cards to positive and inclusive qualities. For example:

“Being a boy means that I can’t act like a girl”	“Being a boy mean that I can act like a girl because girls are also powerful”
“Being a boy means that I can’t cry”	“Being a boy means that I can cry”
“Being a boy means that I can’t like makeup”	“Being a boy means that I can like makeup”
“Being a boy means that I can’t cook”	Being a boy means that I can cook”

11) If Participants begin to laugh or seem uncomfortable about positive or inclusive statements, the Facilitator should address this in a constructive manner. Do not ignore the group’s reaction to step 10 as this will only reinforce the notion that boys and men are only allowed to act within the “boy box” Ask the group why they are laughing and challenge their way of thinking.

12) With the group’s active input, the Facilitator will then take the responses in step 2 and ensure they are also inclusive. For example:

“I like being a boy because I play football”	“I like being a boy because I play football but being a boy doesn’t mean I have to like sports”
“I like being a boy because I’m strong”	“I like being a boy because I’m strong but it’s okay to show emotions and be scared or vulnerable sometimes.”
“I like being a boy because I can play video games.”	“I like being a boy because I can play video games but being a boy doesn’t mean I have to like to play video games.”
“I like being a boy because I like girls”	“I like being a boy because I like girls, but it’s okay if I don’t like girls”

13) Now have Participants place the new cards from step 10 and step 12 into the “boy box. Remind them that all the negative and non-inclusive qualities about being a boy will remain outside of the box because they do not define what it means to be a boy or a man.

14) Play *A Call to Men*, Tony Porter’s December 2010 TED Talk (11:07)
https://www.ted.com/talks/tony_porter_a_call_to_men#t-285595

15) Engage the Participants in a Facilitator-led discussion on whether anyone in the group has ever been told to “man up” or stop crying. Ask Participants to share with the group how that experience made them feel.

16) Then discuss the following seven qualities in the image below. Read each category and allow the group to express their thoughts on each.



Source: Heilman, B., Barker, G., and Harrison, A. (2017). *The Man Box: A Study on Being a Young Man in the US, UK, and Mexico*. Washington, DC and London: Promundo-US and Unilever

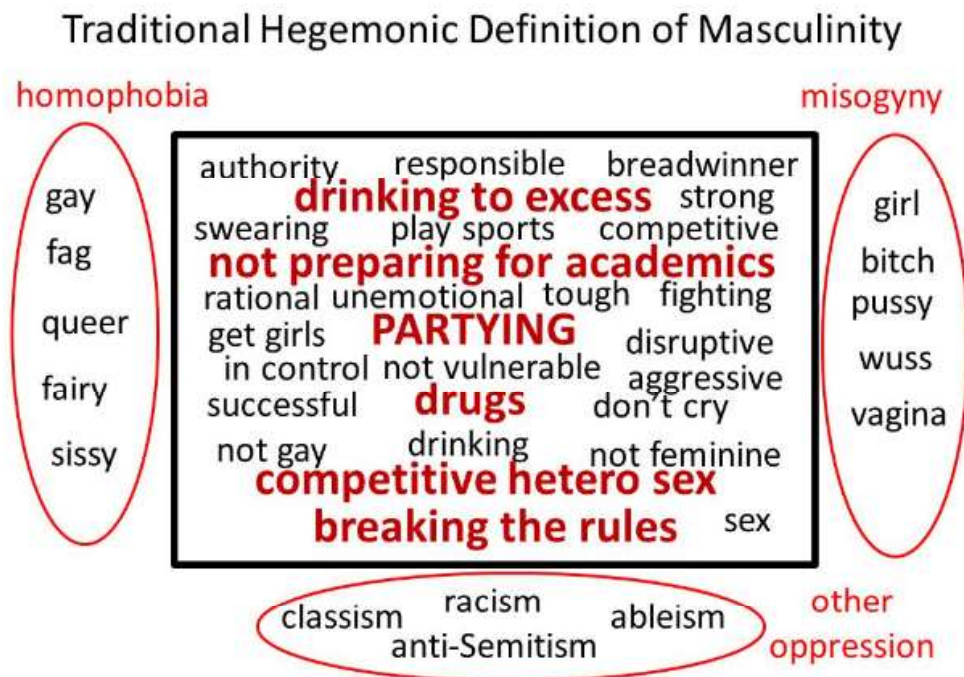
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Self-Sufficiency</p> <p>A man who talks a lot about his worries, fears, and problems shouldn't really get respect</p> <p>Men should figure out their personal problems on their own without asking others for help</p>	<p>Acting Tough</p> <p>A guy who doesn't fight back when others push him around is weak</p> <p>Guys should act strong even if they feel scared or nervous inside</p>	<p>Physical Attractiveness</p> <p>It is very hard for a man to be successful if he doesn't look good</p> <p>Women don't go for guys who fuss too much about their clothes, hair, and skin</p> <p>A guy who spends a lot of time on his looks isn't very manly</p>	<p>Rigid Masculine Gender Roles</p> <p>It is not good for a boy to be taught how to cook, sew, clean the house, and take care of younger children</p> <p>A husband shouldn't have to do household chores</p> <p>Men should really be the ones to bring money home to provide for their families, not women</p>

<p>5</p>	<p>6</p>	<p>7</p>
<p>Heterosexuality and Homophobia</p> <p>A gay guy is not a "real man"</p> <p>Straight guys being friends with gay guys is totally fine and normal (positive statement)</p>	<p>Hypersexuality</p> <p>A "real man" should have as many sexual partners as he can</p> <p>A "real man" would never say no to sex</p>	<p>Aggression and Control</p> <p>Men should use violence to get respect, if necessary</p> <p>A man should always have the final say about decisions in his relationship or marriage</p> <p>If a guy has a girlfriend or wife, he deserves to know where she is all the time</p>

17) Ask the group to think about and share what names boys or men are called when they do not “act like a man.” What happens when boys do not act within this box and break traditional norms? The Facilitator may consider handing each Participant a sheet of paper where they may anonymously write down their thoughts. The Facilitator will write (with a marker) directly on the outside of the “boy box” all the terms identified by the group.

18) Use the image below as a guide to discussing step 17.

Source: Edwards, K.E. (2012). *Man in a Box: The traditional hegemonic definition of masculinity*. Retrieved from <http://www.keithedwards.com/2012/10/10/man-in-a-box-the-traditional-hegemonic-definition-of-masculinity/>.



19) After discussing those terms or sayings, remind the group of the power of words! Now literally **cross out the words from step 17** and stress to the group that today you are breaking free from the boy box! That means not calling others those names nor thinking of ourselves as “less than” if we break free from the box. It takes more courage to speak against something than to conform.

20) Discuss with the group what “rules” they can all follow within themselves to break out of the “boy box.” Record their responses on a sheet of paper that you may later refer to. When discussing these rules, the Facilitator should also stress the harms caused when things such as the following are said.

For example, as a group everyone can agree not to say:

- Stop acting like a girl
- You’re gay
- You’re a bitch

- Don't cry
- Kick his ass (to instigate a fight)

21) Remind Participants that it is everyone's responsibility to change the definition of what it means to "act like a man!"

22) Encourage Participants to ask questions and let them know you are always available should they have any concerns or other questions.

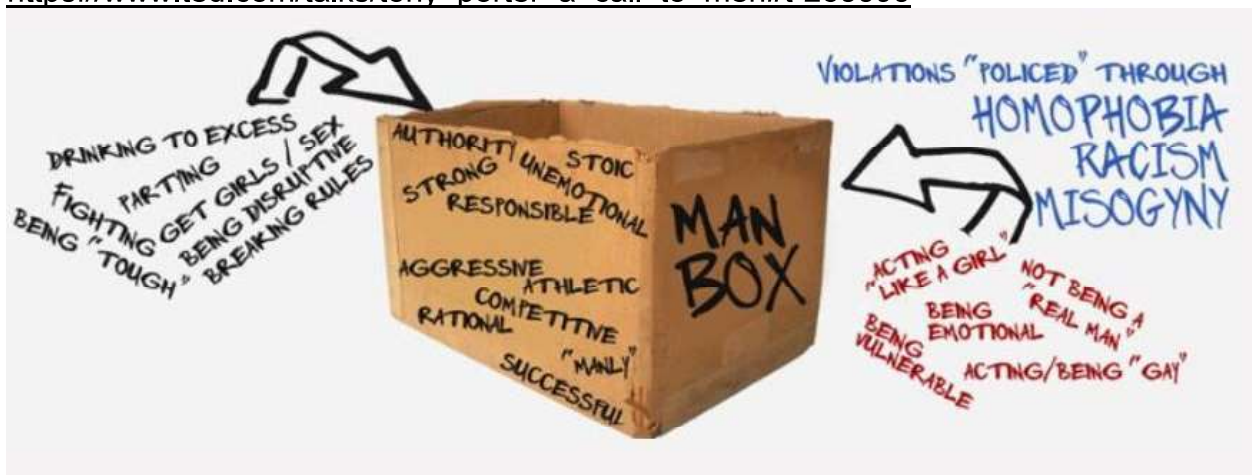


The images below are examples of qualities found in or outside the "boy box."

Source: *A Call to Men*, Tony Porter's December 2010 TED Talk (11:07)



https://www.ted.com/talks/tony_porter_a_call_to_men#t-285595



Source: University of Richmond, <https://rc.richmond.edu/masculinity/manbox.html>



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for *The Boy Box vs. The Girl Box* activity in Section 4.

Activity 59: My Male Privilege

Length of Activity: 45 - 60 minutes

This activity was adapted from Sam Killermann's 30+ *Examples of Male Privilege* Published on 08/10/2014

<http://itspronouncedmetrosexual.com/2012/11/30-examples-of-male-privilege/#sthash.G6Of9hW7.dpbs>

Materials:

- Copies of *My Male Privilege* Worksheet (1 per Participant)
- Scissors
- "Stop, Look Back, and Pass the Mic" Poster (optional)
- Marker



If individuals identify as men, there are a few unearned benefits that others with other genders do not. Being cognizant of these privileges should not equate to shame, but rather understanding and awareness.

Discussion Questions:

- What is your male privilege?
- If you are in a position of privilege, how can you advocate for someone in a constructive manner?

Activity:

1) Before you begin this activity the Facilitator must print "My Male Privilege" (found at the end of this activity). The Facilitator must take note of their group and select the bullet points that the group will understand and specifically tailor them to best fit your group i.e. age appropriate by relating experiences to the playground or in school.

2) Once printed, cut each bullet point and crumble them up individually.

3) Have Participants sit in a circle to enable participatory learning. Place the cutouts in a container and have Participants randomly select one to read aloud to the group.

4) After a Participant reads their bullet point, engage the group by asking them to interpret what was just read. Ask them to share any examples that they may have witnessed at home or in school. Prompt Participants to consider whether their female siblings, friends, or peers are treated differently from them and if so how?

5) Inform Participants that this is known as gender socialization. Ask Participants to consider the different toys that boys and girls play with and how they are different. For example,

Barbie/Baby dolls	Action Figures
Kitchen Sets	Tool Boxes
Make-up & Beauty	Cars & Trucks
Dance	Sports
Pink	Blue

6) Remind Participants of the “boy box” and how these “privileges” can inflict harm on boys and men because it reinforces the idea that to be a boy you must provide for your family, be tough, and be successful.



Source: University of Richmond, <https://rc.richmond.edu/masculinity/manbox.html>

7) Remind Participants that they should not feel guilty over things that are out of their control, such as male privilege. However, it is when they choose not to do anything going forward that they become enablers/part of the problem. Encourage Participants to continuously educate and/or question an injustice.

8) Ask Participants to think through different ways they may advocate for someone that does not have male privilege. Record their responses on a poster board and title the exercise, “Stop, Look Back, and Pass the Mic.”



If you have already completed the “Stop, Look Back, and Pass the Mic” activity, you may revisit the poster and continue adding items from today’s discussion.

It is recommended that the poster be displayed in the ROOTS space as an ongoing reminder of ways in which Participants may advocate for their peers and others.

My Male Privilege

1. If you have a bad day or are in a bad mood, people aren't going to blame it on your sex
2. You can be careless with your money and not have people blame it on your sex
3. You can be a careless driver and not have people blame it on your sex
4. You can be confident that your coworkers won't assume you were hired because of your sex
5. If you are never promoted, it isn't because of your sex
6. You can expect to be paid equitably for the work you do, and not paid less because of your sex
7. If you are unable to succeed in your career, that won't be seen as evidence against your sex in the workplace
8. A decision to hire you won't be based on whether or not the employer assumes you will be having children in the near future
9. Work comfortably (or walk down a public street) without the fear of sexual harassment
10. Walk alone at night without the fear of being raped or otherwise harmed
11. Go on a date with a stranger without the fear of being raped
12. Dress how you want and not worry it will be used as a defense if you are raped
13. If you are straight, you are not likely to be abused by your partner, or to be told to continue living in an abusive household for your children
14. You can decide not to have children and not have your masculinity questioned
15. If you choose to have children, you will be praised for caring for your children, instead of being expected to be the full-time caretaker
16. Balance a career and a family without being called selfish for not staying at home (or being constantly pressured to stay at home)
17. If you are straight and decide to have children with your partner, you can assume this will not affect your career
18. If you rise to prominence in an organization/role, no one will assume it is because you slept your way to the top
19. You can seek political office without having your sex be a part of your platform
20. You can seek political office without fear of your relationship with your children, or who you hire to take care of them, being scrutinized by the press
21. Most political representatives share your sex, particularly the higher-ups
22. Your political officials fight for issues that pertain to your sex
23. You can ask for the "person in charge" and will likely be greeted by a member of your sex
24. As a child, you were able to find plenty of non-limiting, gender role stereotyped media to view
25. If you don't spend much time on your appearance, you won't have to worry about being criticized at work or in social situations
26. You can spend time on your appearance without having people criticizing you for upholding unhealthy gender norms
27. If you're not conventionally attractive (or in shape), you don't have to worry as much about that negatively affecting your potential
28. You are not pressured by peers and society to be thin as much as the opposite sex

29. You're not expected to spend excessive amounts of money on grooming, style, and appearance to fit in, while making less money than the opposite sex
30. Have promiscuous sex and be viewed positively for it
31. You can go to a car dealership or mechanic and assume you'll get a fair deal and not be taken advantage of
32. Expressions and conventional language reflects your sex (e.g., mailman, "all men are created equal")
33. Every major religion in the world is led by individuals of your sex
34. You can practice religion without subjugating yourself or thinking of yourself as less because of your sex
35. You are less likely to be interrupted than members of the opposite sex

Activity 60: Toxic Masculinity Comic Strip

Length of Activity: 45-60 minutes

This activity was adapted from Luke Humphris' *What Do We Mean When We Say, "Toxic Masculinity?"* September 1st, 2017 <https://thenib.com/toxic-masculinity>

Materials:

- Toxic Masculinity Comic Strip (print 1 per Participant or display on large screen)
- Paper
- Crayons or Markers

Discussion Questions:

- What does toxic masculinity mean?
- How does toxic masculinity harm boys and men?

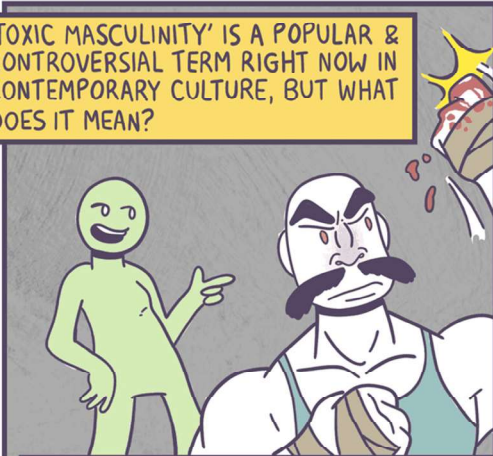
Activity:

- 1) Hand each Participant the *Toxic Masculinity Comic Strip*.
- 2) Have volunteers read each dialogue box.
- 3) Once you have read the comic strip with your group, ask Participants if they have seen this happen to other boys/men or if it has happened to them. Ask the group to share their stories.
- 4) Explore with the group how toxic masculinity is harmful to boys and men.
- 5) Now have the group draw their own Toxic Masculinity Comic Strip to showcase how it has personally affected them. You may ask for volunteers to share theirs with the group.

Participant Name: _____

Toxic Masculinity Comic Strip

'TOXIC MASCULINITY' IS A POPULAR & CONTROVERSIAL TERM RIGHT NOW IN CONTEMPORARY CULTURE, BUT WHAT DOES IT MEAN?



THE GENERAL MISCONCEPTION I HEAR IS THAT IT MEANS 'MASCULINITY = TOXICITY', WHICH IS ABSOLUTELY NOT THE CASE. TOXIC MASCULINITY IS ACTUALLY A SOCIAL SCIENCE TERM DESCRIBING SOME PRETTY NEGATIVE SOCIALLY CONSTRUCTED ATTITUDES TOWARDS THE MALE GENDER ROLE

IT'S HOW A PATRIARCHAL SOCIETY IS HARMFUL TO MEN BY DENYING UNMASCULINE TRAITS AND REWARDING ANGER, VIOLENCE AND DESTRUCTIVE HABITS.



LEFT UNATTENDED, TOXIC MASCULINITY CAN CAUSE MEN TO HURT THEMSELVES OR OTHERS. LET ME SHOW YOU HOW IT'S AFFECTED ME.

MY BROTHER AND I WERE TOLD WHEN WE WERE VERY YOUNG NOT TO CRY OVER BANGED UP KNEES OR HURT FEELINGS.



IN FACT, THERE NEVER WAS AN APPROPRIATE TIME TO CRY. THERE CAME A SILENT PRIDE IN BEING RESILIENT.

HOBBIES THAT WERE PERCEIVED AS FEMININE - LIKE COOKING, DANCING AND SINGING - WERE MET WITH A FEW LAUGHS BY FAMILY AND FRIENDS, SO WE STOPPED DOING THEM.



I BECAME EMBARRASSED ABOUT MY INTERESTS BEFORE I'D EVEN SHARED THEM. IF I FELT THEY WERE NOT MASCULINE, I WOULD KEEP THEM TO MYSELF.

IN A BAD RELATIONSHIP AS AN ADULT, I RECEIVED A BLACK EYE AND A SPLIT LIP. I WAS OPEN WITH A FEW PEOPLE ABOUT WHAT HAD HAPPENED.



NO ONE OFFERED HELP, IT FELT IMPLIED THAT IT WAS MY OWN INEPTITUDE WHICH LET IT HAPPEN.

WHEN I HIT MY LOWEST POINT -- DRINKING TOO MUCH, STAYING IN BED ALL DAY -- I EMAILED MY DAD TO EXPLAIN I WAS STUCK AND I DIDN'T KNOW WHAT TO DO, BUT THE ANSWER WAS JUST TO BE STRONG.



PUTTING UP A TOUGH EXTERIOR IS A GREAT WAY TO MAKE PEOPLE NOT WORRY ABOUT YOU, BUT THAT IS ALL IT DOES.

AND THEN THERE WAS MY BIG BROTHER WHO I LOOKED UP TO. IN MY EYES HE WAS SUPERIOR -- STRONGER.



I DIDN'T KNOW HE WAS SUFFERING; HE NEVER TOLD ME ABOUT HIS TROUBLES.



HE TOOK HIS OWN LIFE.

AT THE FUNERAL I HEARD MY GRANDFATHER TELL MY DAD TO TOUGHEN UP AND BE STRONG. EVEN AT YOUR OWN SON'S FUNERAL IT WAS UNACCEPTABLE TO MOURN OR LET IT OUT.



EVEN AT HIS AGE, DAD WAS STILL ENCOURAGED TO BURY IT.



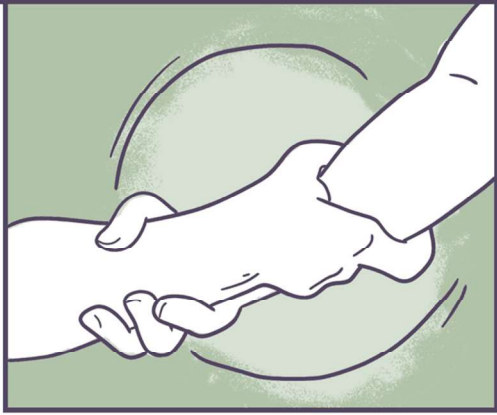
AND THAT IS
TOXIC

ALLOWING YOURSELF TO BE OPEN WITH YOUR VULNERABILITIES, EMOTIONS AND CONCERNS IS NOT A WEAKNESS. WHEN YOU ARE ABLE TO UNDERSTAND AND ADDRESS THESE THINGS, YOU CAN IMPROVE YOURSELF AND OVERCOME LIFE'S MANY ISSUES.

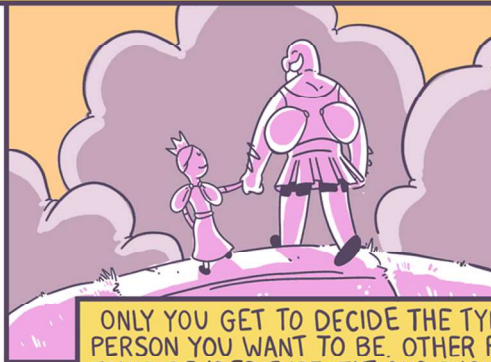


YOU CANNOT CHANGE SOMETHING IF YOU DON'T ACKNOWLEDGE IT EXISTS.

IF YOU NEED HELP, YOU ARE ALLOWED TO ASK FOR IT, NO MATTER YOUR GENDER. IT DOES NOT SHOW FRAGILITY TO TALK -- YOUR FEELINGS ARE VALID.



I DON'T BELIEVE THE ANSWER IS TO REJECT MASCULINE IDEALS, BUT TO REDEFINE WHAT THEY MEAN TO US. NOT JUDGING GENDER THROUGH A NARROW PRISM, RATHER ACCEPTING THE MYRIAD OF WAYS OF BOYS, MEN, (EVERYONE!) EXPRESS THEMSELVES.



ONLY YOU GET TO DECIDE THE TYPE OF PERSON YOU WANT TO BE. OTHER PEOPLE'S TOXIC GENDER EXPECTATIONS SHOULD PLAY NO ROLE IN THAT.

LUKE HUMPHRIS

Girl Groups

Activity 61: “Act Like a Lady!” The Girl Box

Length of Activity: 60 minutes



Paechter, Carrie. (2018) "Rethinking the Possibilities for Hegemonic Femininity: Exploring a Gramscian Framework." *Women's Studies International Forum* 68 121-28.



Schippers, Mimi. (2007) "Recovering the Feminine Other: Masculinity, Femininity, and Gender Hegemony." *Theory and Society* 36, no.1, 85-102.

Materials:

- Box
- 10 flashcards per Participant – 2 different color sets of flash cards (i.e. 5 yellow and 5 green). This will help the Facilitator differentiate responses from 2 different questions.
- Writing Utensils
- Red Marker



“When a man gives his opinion, he’s a man. When a woman gives her opinion, she’s a bitch.” Bette Davis

Gender is a socially constructed concept that dictates behavior of people based on their sex. If you are a man, society expects you to exhibit more masculine characteristics. If you are a woman, society expects you to exhibit more feminine characteristics. Society constantly reinforces gender by ensuring that men and women both conform to gender roles. If men or women deviate from these roles, they are likely to suffer verbal abuse and become ostracized until they re-conform to the norms of society. Femininity is conceived in strongly essentialist and stereotypical terms leaving no possibility of variation.¹⁷²

The term that researchers use to describe the dominant form of femininity in the United States is known as hegemonic femininity. Hegemonic femininity consists of characteristics defined as womanly that establish and legitimize a hierarchal and complementary relationship to hegemonic masculinity and by doing so guarantees the dominant position of men and the subordination of women.¹⁷³ If hegemonic femininity is prevalent in the United States, what does this say about a woman’s role and their potential in our society?

¹⁷² Schippers, Mimi. (2007) "Recovering the Feminine Other: Masculinity, Femininity, and Gender Hegemony." *Theory and Society* 36, no.1, 85-102

¹⁷³ Schippers, Mimi. (2007) "Recovering the Feminine Other: Masculinity, Femininity, and Gender Hegemony." *Theory and Society* 36, no.1, 85-102

Discussion Questions:

- What are some of the qualities that women are expected to have?
- What does it mean to ‘act like a lady?’
- What are the expectations of ‘acting like a lady?’
- How does the “girl box” effect you?



For groups of Participants that may have a difficult time writing, you can always have them draw their answers or you may choose to have Participants share one at a time as you record their responses on a flashcard and place them in the “girl box.”

Activity:

1) Hand each Participant 10 flashcards (2 different colors i.e. 5 yellow and 5 green) and instruct them not to write down their names on the cards. Explain to Participants that they will be answering two different questions, and they will be answering the first question on the same colored flash card. If they need more flash cards they may ask for more.

2) First question: Ask the group about the benefits of being a girl. Have Participants record their responses on the same colored flashcards. If they need more flashcards they may ask for more. Have them fill in the blank to the following statement:

“I like being a girl because _____”

Inform the group that they may include any response that relates to them personally and to be honest in their responses. There is no right or wrong answer. Refrain from providing more than 1-2 examples to the group so that their responses are not influenced in any direction.

Examples may include:

“I like being a girl because I can wear make-up and dress up.”

“I like being a girl because I can play softball.”

“I like being a girl because I can play with Barbies.”

“I like being a girl because I like boys.”

3) Second question: Now ask the group to think about how being a girl restricts or limits them. Have Participants record their responses on the same colored flashcards. If they need more flashcards they may ask for more. Have them fill in the blank to the following statement:

“Being a girl means that I can’t _____”

Examples may include:

“Being a girl means that I can’t be ‘fat.’”

“Being a girl means I have to wear make-up.”

“Being a girl means I have to cook.”

“Being a girl means I can’t protect myself.”

4) Once Participants have filled out their cards have them place both sets of cards in the “girl box.”

5) Invite Participants to gather in a circle around the “girl box.” Pass the box around in the circle and have each Participant read one card aloud.

6) As Participants read them aloud begin to separate responses into categories that begin to emerge within the group; such as:

- Appearance
- Emotion
- Intelligence
- Sport/Physical Ability
- Arts/Music

7) Once all the flashcards have been read, engage the group in a Facilitator-led discussion about whether or not there are more cards in any one specific category and why this may be.

8) Ask the group what society thinks of a girl or woman who is not “pretty” or skinny. Has anyone in the group ever been told to “act like a lady” or “act like a girl”?

9) Discuss with the group how today they will all participate in changing the “girl box” to include anything they want it to mean and that they will change the negative or restricting aspects of being a girl into positives.

10) With the group’s active input, the Facilitator will then take all the responses in step 3 and rewrite them onto new cards to positive and inclusive qualities. For example:

“Being a girl means that I can’t be ‘fat.’”	“Being a girl means that I do not have to be skinny because every girl has a different body type.”
“Being a girl means I have to wear make-up.”	“Being a girl means I do not have to wear make-up because I don’t need it. I don’t have to look like someone else to be pretty.”
“Being a girl means I have to cook.”	“Being a girl means I do not have to cook.”
“Being a girl means I can’t protect myself.”	“Being a girl means I do not need a boy to protect me. I can protect myself.”

11) If Participants begin to laugh or seem uncomfortable about positive or inclusive statements, the Facilitator should address this in a constructive manner. Do not ignore the group’s reaction to step 10 as this will only reinforce the notion that girls and women are required to act within the “girl box”. The Facilitator should ask the group why they are laughing and challenge their way of thinking.

12) With the group’s active input, the Facilitator will then take the responses in step 2 and ensure they are also inclusive. For example:

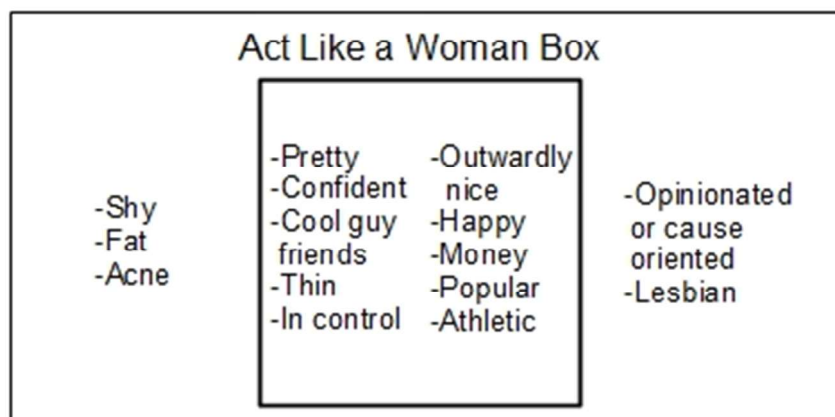
Examples from step 2	Possible Responses
"I like being a girl because I can wear make-up and dress up."	"I like being a girl because I can wear make-up and dress up, but this does not mean that I have to look perfect all of the time."
"I like being a girl because I can play softball."	"I like being a girl because I can play softball but being a girl doesn't mean I have to like 'girlie' sports."
"I like being a girl because I can play with Barbies."	"I like being a girl because I can play with Barbies but that does not mean I can't play with 'boy' toys."
"I like being a girl because I like boys."	"I like being a girl because I like boys, but it is okay if I do not like boys."

13) Now have Participants place the new cards from step 10 and step 12 into the “girl box. Remind them that all the negative and non-inclusive qualities about being a girl will remain outside of the box because they do not define what it means to be a girl or a woman.

14) Finally, ask Participants to think through what happens when girls do not act within this box and break traditional norms. What are some of the names they get called? i.e. bossy, tomboy, lesbian. For this step, the Facilitator will write (with a marker) directly on the outside of the “girl box” all the terms identified by the group.

15) After discussing those terms or sayings, remind the group of the power of words! Now literally **cross out the words from step 14** and stress to the group that today you are breaking free from the girl box! That means not calling others those names nor thinking of ourselves as “less than” if we break free from the box. It takes more courage to speak against something than to conform.

The image below is an example of the qualities found in or outside the “girl box.”



16) Encourage Participants to ask questions and let them know you are always available should they have any concerns or other questions.

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¹⁷⁴ Freedman, Alex L., and Kerri Niblett. *Popularity Explained: The Social Psychology of Grade School*. Edmonton, Canada: Ravi Seye Mahmoud, 2014.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for *The Boy Box vs. The Girl Box* activity in Section 4.

Activity 62: “Act Like a Lady” The Girl Box (12+)



Length of Activity: 60 - 90 minutes

Materials:

- Box
- 10 flashcards per Participant – 2 different color sets of flash cards (i.e. 5 yellow and 5 green). This will help the Facilitator differentiate responses from 2 different questions.
- 1 Large Paper
- Red Marker
- Writing Utensils
- Internet Access
- Screen with Audio
- Bright Side, *20 Things to Avoid to Become a Real Lady* (10:00)
<https://www.youtube.com/watch?v=mR4hORZ4jjM>

Discussion Questions:

- What are some of the qualities that women are expected to have?
- What does it mean to ‘act like a lady?’
- What are the expectations of ‘acting like a lady?’
- How does the “girl box” effect you?

Activity:

1) Hand each Participant 10 flashcards (2 different colors i.e. 5 yellow and 5 green) and instruct them not to write down their names on the cards. Explain to Participants that they will be answering two different questions, and they will be answering the first question on the same colored flash card. If they need more flash cards they may ask for more.

2) First question: Ask the group about the benefits of being a girl. Have Participants record their responses on the same colored flashcards. If they need more flashcards they may ask for more. Have them fill in the blank to the following statement:

“I like being a girl because _____”

Inform the group that they may include any response that relates to them personally and to be honest in their responses. There is no right or wrong answer. Refrain from providing more than 1-2 examples to the group so that their responses are not influenced in any direction.

Examples may include:

“I like being a girl because I can wear make-up and dress up.”

“I like being a girl because I can play softball.”

“I like being a girl because I can play with Barbies.”

“I like being a girl because I like boys.”

3) Second question: Now ask the group to think about how being a girl restricts or limits them. Have Participants record their responses on the same colored flashcards. If they need more flashcards they may ask for more. Have them fill in the blank to the following statement:

“Being a girl means that I can’t _____”

Examples may include:

“Being a girl means that I can’t be ‘fat.’”

“Being a girl means I have to wear make-up.”

“Being a girl means I have to cook.”

“Being a girl means I can’t protect myself.”

4) Once Participants have filled out their cards have them place both sets of cards in the “girl box.”

5) Invite Participants to gather in a circle around the “girl box.” Pass the box around in the circle and have each Participant read one card aloud.

6) As Participants read them aloud begin to separate responses into categories that begin to emerge within the group; such as:

- Appearance
- Emotion
- Intelligence
- Sport/Physical Ability
- Arts/Music

7) Once all the flashcards have been read, engage the group in a Facilitator-led discussion about whether or not there are more cards in any one specific category and why this may be.

8) Ask the group what society thinks of a girl or woman who is not “pretty” or skinny. Has anyone in the group ever been told to “act like a lady” or “act like a girl”?

9) Discuss with the group how today they will all participate in changing the “girl box” to include anything they want it to mean and that they will change the negative or restricting aspects of being a girl into positives.

10) With the group’s active input, the Facilitator will then take all the responses in step 3 and rewrite them onto new cards to positive and inclusive qualities. For example:

“Being a girl means that I can’t be ‘fat.’”	“Being a girl means that I do not have to be skinny because every girl has a different body type.”
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“Being a girl means I have to wear make-up.”	“Being a girl means I do not have to wear make-up because I don’t need it. I don’t have to look like someone else to be pretty.”
“Being a girl means I have to cook.”	“Being a girl means I do not have to cook.”
“Being a girl means I can’t protect myself.”	“Being a girl means I do not need a boy to protect me. I can protect myself.”

11) If Participants begin to laugh or seem uncomfortable about positive or inclusive statements, the Facilitator should address this in a constructive manner. Do not ignore the group’s reaction to step 10 as this will only reinforce the notion that girls and women are required to act within the “girl box”. The Facilitator should ask the group why they are laughing and challenge their way of thinking.

12) With the group’s active input, the Facilitator will then take the responses in step 2 and ensure they are also inclusive. For example:

Examples from step 2	Possible Responses
“I like being a girl because I can wear make-up and dress up.”	“I like being a girl because I can wear make-up and dress up, but this does not mean that I have to look perfect all of the time.”
“I like being a girl because I can play softball.”	“I like being a girl because I can play softball but being a girl doesn’t mean I have to like ‘girlie’ sports.”
“I like being a girl because I can play with Barbies.”	“I like being a girl because I can play with Barbies but that does not mean I can’t play with “boy” toys.”
“I like being a girl because I like boys.”	“I like being a girl because I like boys, but it is okay if I do not like boys.”

13) Now have Participants place the new cards from step 10 and step 12 into the “girl box. Remind them that all the negative and non-inclusive qualities about being a girl will remain outside of the box because they do not define what it means to be a girl or a woman.

14) Play Bright Side, *20 Things to Avoid to Become a Real Lady* by Bright Side (10:00) <https://www.youtube.com/watch?v=mR4hORZ4jjM>

15) Gather initial thoughts on the video then ask Participants if anyone been told to do similar things like those described as “lady like” in the video?

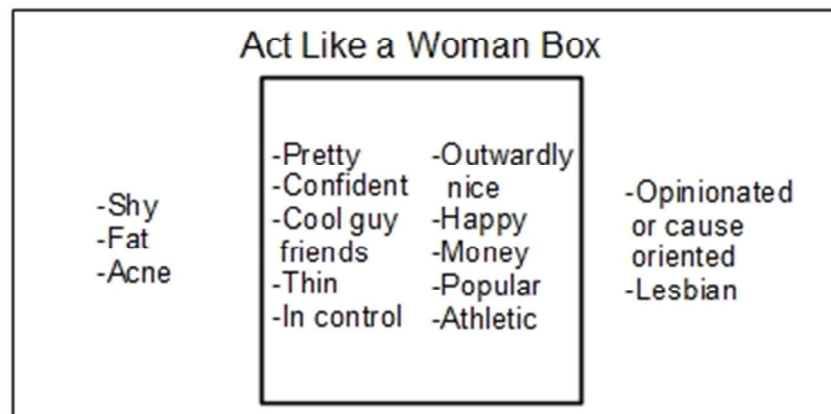
16) Now guide the group in a Facilitator-led discussion using the following categories and questions:

- **Self Sufficiency:** Do women need men to take care of them?

- **Being weak:** Are women weaker than men? Why or why not? In what ways are women stronger than men?
- **Physical Attractiveness:** Are women only successful because they are attractive? As a girl, should you constantly worry about how 'beautiful' you are?
- **Rigid Feminine Gender Roles:** Is it acceptable for women to not want to cook? Should women be the only people who clean the house? Should men be the only ones to have a successful career?
- **Timid and Submissive:** Should women put their feelings and/or opinions aside to gain acceptance? A woman must always "play hard to get" and if she has too many sexual partners she is not "marriage material."
- **Nurturing:** Should a woman want to be a mother? What if she doesn't want kids, is that okay? A real woman "takes care of her man."

17) Ask the group to think about and share what names girls or women are called when they do not "act like a lady." What happens when girls do not act within this box and break traditional norms? The Facilitator may consider handing each Participant a sheet of paper where they may anonymously write down their thoughts. The Facilitator will write (with a marker) directly on the outside of the "girl box" all the terms identified by the group.

18) Use the image below as a guide to discussing step 17.



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19) After discussing those terms or sayings, remind the group of the power of words! Now literally **cross out the words from step 17** and stress to the group that today you are breaking free from the girl box! That means not calling others those names nor thinking of ourselves as "less than" if we break free from the box. It takes more courage to speak against something than to conform.

20) Discuss with the group what "rules" they can all follow within themselves to break out of the "girl box." Record their responses on a sheet of paper that you may later refer to. When discussing these rules, the Facilitator should also stress the harms caused when things such as the following are said.

¹⁷⁵ Freedman, Alex L., and Kerri Niblett. *Popularity Explained: The Social Psychology of Grade School*. Edmonton, Canada: Ravi Seye Mahmoud, 2014

For example, as a group everyone can agree not to say:

- Act like a lady
- You are not skinny enough
- You are not beautiful
- You are not able to play sports
- You should learn how to cook

21) Remind Participants that it is everyone's responsibility to change the definition of what it means to "act like a lady!"

22) Encourage Participants to ask questions and let them know you are always available should they have any concerns or other questions.



This activity may be facilitated jointly with both girl and boy groups and it is continued in Section 4 – Group Collaboration. Keep the materials from this activity as you will need to reference them for *The Boy Box vs. The Girl Box* activity in Section 4.

Activity 63: Breaking the Status Quo

Length of Activity: 45 - 60 minutes



Chick, K. A. (n.d.). Gender Balance in K-12 American History Textbooks. *Social Studies Research and Practice*, 1(3), 2006th ser., 284-290. Retrieved October 10, 2018.

Chiponda, A., & Wassermann, J. (2011, January). Women in history textbooks: What message does this send to the youth? Retrieved October 30, 2018, from http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2223-03862011000100006

Wall Street Journal, *Women Are Running for Office in Record Numbers* (2:04): <https://www.youtube.com/watch?v=GdlT846w5Ec>

Materials:

- Paper
- Crayons or Markers
- Screen with Audio
- History Channel, *Sound Smart: Women's Suffrage / History* (2:50): <https://www.youtube.com/watch?v=WQLbisRfs20>
- History Channel, *What Did the Equal Pay Act of 1963 Do?* (4:34): <https://www.youtube.com/watch?v=MR41T36LhMA>



“It is incredible to me that any woman should consider the fight for equality won. It has just begun. There is hardly a field, economic or political, in which the natural and unaccustomed policy is not to ignore women... Unless women are prepared to fight politically they must be content to be ignored politically.” Alice Paul

Textbooks are used in the classroom to illustrate historical information, concepts, and skills to facilitate learning.¹⁷⁶ They act as vehicles through which the past is legitimized.¹⁷⁷ Textbooks also provide a sub-text which influences the understanding of the social and historical roles of men and women.¹⁷⁸ However, these sub-texts are not conveyed equally. Based on empirical studies, more males than females were found in both content and illustrations within American history books.¹⁷⁹ The lack of representation of women in significant roles communicates to youth that women have not made significant contributions to the development of society as men have.

¹⁷⁶ Chick, K. A. (n.d.). Gender Balance in K-12 American History Textbooks. *Social Studies Research and Practice*, 1(3), 2006th ser., 284-290. Retrieved October 10, 2018.

¹⁷⁷ Ibid.

¹⁷⁸ Chiponda, A., & Wassermann, J. (2011, January). Women in history textbooks: What message does this send to the youth? Retrieved October 30, 2018, from http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2223-03862011000100006

¹⁷⁹ Chick, K. A. (n.d.). Gender Balance in K-12 American History Textbooks. *Social Studies Research and Practice*, 1(3), 2006th ser., 284-290. Retrieved October 10, 2018.

The passing of the 19th Amendment and the Equal Pay Act of 1963, appear as though they were routine pieces of legislation, when in fact women played a monumental and intricate role. Recognizing the role of women in passing these two very important pieces of legislation, amongst many other efforts lead by women in this country, is the first step to breaking the status quo.

Discussion Questions:

- What does it mean to break the status quo?
- What is the 19th Amendment?
- Who is Alice Paul?
- Who are significant women that are breaking the status quo in today’s society?

Activity:

- 1) Begin the activity by asking Participants what the status quo is? And who benefits from it?

Explain that the status quo is the existing state of affairs, especially regarding social or political issues.¹⁸⁰

- 2) Now ask Participants what it means to break the status quo? Is it bad to break traditional norms? Why or why not?

Possible answer: Disturbing the norms of a society.

- 3) Ask Participants to draw a picture of a historically influential woman in United States.

- 4) Once Participants have finished their drawings, have them turn their paper over and answer the questions in the table below. If Participants are unable to answer a question, instruct them to try their best.

Questions	Possible Responses
What historically influential woman did you draw?	Hillary Clinton Michelle Obama Oprah Winfrey Harriet Tubman Rosa Parks
Why is this woman influential?	Rosa Parks was influential because she stood up for her rights.
Write the names of five other influential women. They can be from outside of the United States (If Participants	Maya Angelou Lucille Ball Celia Cruz

¹⁸⁰ Status Quo. (n.d.). Retrieved October 30, 2018, from [https://www.merriam-webster.com/dictionary/status quo](https://www.merriam-webster.com/dictionary/status%20quo)

are not able to think of five people, instruct them to write as many as possible).	Frida Kahlo Ella Fitzgerald Cleopatra Queen Elizabeth Indira Gandhi Marie Curie Sally Ride Amelia Earhart Billie Jean King Gloria Steinem Malala Yousafzai
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- 5) Ask for volunteers to share their drawings and responses.
- 6) Now lead a discussion on the following questions:
 - How many people had a difficult time identifying an influential woman in United States history?
 - Was it difficult to name five additional influential women? Why or why not? (Possible response: Yes, it was difficult because we do not learn as much about women as we do about men.)
- 7) Explain that women have greatly contributed to the history of the United States but are often overlooked and do not receive the proper acknowledgements. It has become normal to view men as being the most creative and influential people while a woman's contribution is typically confined to the household. So, when women disrupt what is considered normal or traditional they are known to be breaking the status quo.
- 8) Explain that one of the most significant times when women broke the status quo was when they demanded the right to vote. Engage Participants with the following questions

Questions	Possible answers
What constitutional amendment gave women the right to vote?	The 19 th Amendment.
What president signed the 19 th amendment into law?	President Woodrow Wilson.
Why do you think the president decided to pass this law?	He thought it was unfair that women could not vote.

- 9) Now the Facilitator will explain that President Woodrow Wilson did believe that not letting women vote was unfair, but that was only the end of a long movement that all led up to that point. One of the most influential women that is rarely mentioned when discussing the passing of the 19th Amendment is Alice Paul.
- 10) Show Participants a picture of Alice Paul by using google.
- 11) Explain that Alice Paul was one amongst many leaders in the Women’s Suffrage Movement. She was brutally attacked by police for standing up for her beliefs and asking for equal rights.
- 12) Play History Channel, *Sound Smart: Women’s Suffrage / History* (02:50)
<https://www.youtube.com/watch?v=WQLbisRfs20>
- 13) Reflect on the video with Participants and have them share their initial thoughts. Ask them to reflect on key concepts:

Questions	Possible Answers
What was the main factor behind the passing of the 19 th Amendment?	The women’s suffrage movement. Women breaking the status quo.
If women did not stand up against the status quo, would women have received the right to vote?	Maybe, but it might have taken a lot longer to pass a constitutional amendment to grant women the right to vote.

- 14) The Facilitator should point out that that women are still currently struggling for recognition in other areas in our society such as equal pay.
- 15) Play the video History Channel, *What Did the Equal Pay Act of 1963 Do?* (4:34):
<https://www.youtube.com/watch?v=MR41T36LhMA>
- 16) Reflect on the video with Participants and have them share their initial thoughts. Ask them to reflect on key concepts:

Questions	Possible Answers
Is it fair that women get paid less than men for doing the same work?	No
Why must women constantly prove that they are as good and beneficial to the work place as men?	This question is open for discussion.
What has been a common theme in both of these videos?	Women fighting for their rights. A struggle for equality.

What are some of the things we could do to reduce the inequalities women face in our society?	Vote Run for office Talk about these issues with people who disagree with us.
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17) The Facilitator will explain that one of the most effective ways to reduce the inequalities women face in our society is by having more women run for office. The United States government has been traditionally male for many years and it has lacked diversified thought. Ask Participants:

Questions	Possible Responses
What is the significance of women running and gaining seats in government?	They are able to bring a different perspective. They can help reduce the inequalities that women face by passing legislation that is representative and inclusive.

18) Women running for office and attaining political positions is one way to break the status quo; however, ask the group to brainstorm other ways women can do this?

- Becoming the CEO of a company/organization
- Joining predominately male professions (i.e. law enforcement, practicing law or medicine)
- Speaking up!

19) Stress that women are a major contributing factor to society in the United States even though they are frequently overlooked. Alice Paul is one of many women that fought for women’s right to vote, but she is just one example of what it means to break the status quo. Any woman that has stood up and fought for their rights and the rights of others is significant to our society. Now, when someone asks you to name an influential woman, list any positive influential woman in your life because each and every one of them is likely to have done something to break the status quo.

Activity 64: Damsel in Distress Comic Strip

Length of Activity: 45 - 60 minutes



Maity, N. (n.d.). Damsels in Distress: A Textual Analysis of Gender Roles in Disney Princess Films. *Journal of Humanities and Social Science*, 19(10), 28-31. Retrieved November 1, 2018, from <https://people.ucsc.edu/~cjpgoldma/E0191032831.pdf>



Disney has a long history of placing female characters into stereotypical gender roles. Disney has traditionally conveyed the message that princesses are vulnerable and weak. These same princesses generally all need a man to rescue or save them from any given situation, removing all agency from the female characters. These traditional gender roles in film have influenced norms in American society for years. However, there has been a gradual shift in this messaging as evidenced in the new generation of Disney Princesses who deliberately break traditional gender roles.

Materials:

- Damsel in Distress Comic Strip (print 1 per Participant or display on large screen)
- Paper
- Crayons or Markers

Discussion Questions:

- What is a damsel in distress?
- How does the message of a 'damsel in distress' effect women in our society?

Activity:

- 1) Begin by explaining that a damsel in distress is a young woman in trouble with implications that she needs to be rescued, as by a prince in a fairy tale.¹⁸¹
- 2) Inform Participants of Disney's history of perpetuating and glorifying the damsel in distress role/character. However, the damsel in distress is highly problematic and limiting to women. It also limits women to the roles of domestic servants.
- 3) Explore with the group how the damsel in distress characterization is harmful to girls and women.

Possible responses. It makes girls appear helpless. Girls cannot think for themselves and need a boy to save them.

- 4) Show Participants the picture below and explain that this image is from *Snow White and the Seven Dwarfs*. Snow White was under a spell and could only be awakened by a kiss from her true love.

¹⁸¹ Definition of "a damsel in distress" - English Dictionary. (n.d.). Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/a-damsel-in-distress>

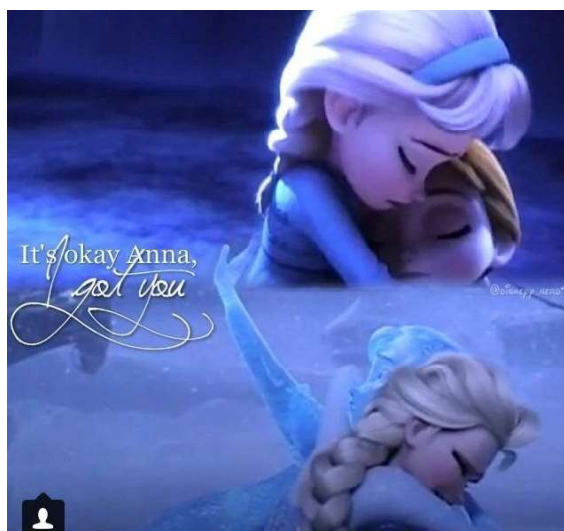


5) Use the following questions to guide your discussion:

Questions	Possible Answers
Is Snow White a damsel in distress? Why?	Yes, because she appears helpless and needs a man to save her.
What message does this scene convey?	Women are dumb and naive and cannot protect themselves from danger. They need to wait on a prince to save them.

6) Now explain that even though Disney has historically portrayed women as damsels in distress, this has begun to shift.

7) Show Participants the next image:



Use the following questions to guide your discussion:

Questions	Possible Answers
What movie is this image from?	Frozen.
Who are the two characters in this image?	Anna and Elsa.
Is this a situation of a damsel in distress? Why or why not?	No, because Anna was not waiting for a man to save her. She was saved by the love of her sister.
What message does this scene convey about women in our society?	Girls can depend on one another and family for support, not a complete stranger.

8) Show Participants the last image:



Use the following questions to guide your discussion:

Questions	Possible Answers
What movie is this image from?	Moana
What is the name of this character?	Moana

Is Moana a damsel in distress? Why or why not?	No, Moana is not a damsel in distress because she is the heroine of the movie. She saved her island.
What message does this movie convey about women in our society?	Girls are strong, intelligent, and adventurous.

- 9) Now have the group draw their own Damsel in Distress Comic Strip to showcase how it has personally affected them. You may ask for volunteers to share theirs with the group.

- 10) Remind Participants that even though Disney has made a conscious effort to shift their images of women, there are many other movies and comics that continue to cast women in disempowering roles. It is important to recognize that the portrayal of women being helpless is not accurate. Young girls should emulate the strength and courage displayed by leaders.





©Disney



Activity 65: Speak Up! Be Heard.


Length of Activity: 60 - 90 minutes

 Women are doing their part. Now companies need to do their part, too. (n.d.). Retrieved November 01, 2018, from <https://womenintheworkplace.com/>

 Fake it till you make it: How to communicate with confidence. (n.d.). Retrieved November 1, 2018, from <https://leanin.org/education/communicating-with-confidence>

Materials:

- Screen with Audio
- Paper
- Writing Utensils
- #LikeAGirl, 3 tips to boost your confidence – TED-Ed (4:16): https://www.youtube.com/watch?v=I_NYrWqUR40

 For young girls, it can be difficult to speak up and voice their opinions. Societal norms reinforce the idea that women should not be too opinionated. Not having the confidence to speak up and be heard can negatively affect women in the work place and within their relationship. It is vital that young girls gain confidence in their abilities and understand their value. Gaining confidence will enable young girls to become their own best advocate.

Discussion Questions:

- What is confidence?
- How can confidence effect your performance?
- How can you build confidence?

Activity:

- 1) Pass out a sheet of paper and a writing utensil to each Participant.
- 2) Ask Participants the following questions and instruct them to write their responses on their sheet of paper.
 - What are three things that you like about yourself?
 - Write one goal that you want to achieve in your life?
 - Why is this goal important?
 - And how will you achieve it?
- 3) Once Participants have finished writing, have them each stand up in front of the group and share their responses. As the Participants speak, the Facilitator will take notes on each Participant assessing their public speaking skills. These notes will be used at the end of the activity to help Participants improve their ability to communicate effectively.

- 4) Once all Participants have shared, reflect on the experience using the following questions to guide your discussion:

Questions	Possible Answers
Were you nervous getting up and speaking in front of the group? Why or why not?	Yes, I was very nervous getting up and speaking in front of the group because I am a shy person. Yes, I was nervous because I did not want to fail and embarrass myself.
How do you think people perceive you if you are not confident in your ability to communicate?	People will think I am weak, insecure, unsure, shy etc.
If you are not confident in your ability to communicate, do you think people will listen to you? Why or why not?	People may not listen and may be quick to dismiss your opinion.

- 5) Stress to the group that every day we face challenges that make us uncomfortable; and public speaking is only one of many challenges. Even though you may doubt your own abilities at first, it is important to have the courage and take that first step. Remember that having confidence enables you to communicate more effectively and it makes you a lot harder to ignore! People will be sure to listen and pay attention when you speak.
- 6) Play #LikeAGirl, *3 Tips to Boost Your Confidence* (4:16):
https://www.youtube.com/watch?v=I_NYrWqUR40
- 7) Gather initial thoughts on the video and use the following questions to guide your discussion:

Questions	Possible Answers
What is confidence?	Confidence is the belief that I am valuable, worthwhile, and capable. Also known as self-esteem. Confidence turns thoughts into actions.
What was tip 1: Try a Quick Fix?	Picture your success. Listen to music that promotes feelings of power. Strike a powerful pose or give yourself a pep talk.

What was tip 2: Believe in Your Ability to Improve?	Consider the way you think about your abilities and talents. Are they fixed (fixed mindset) at birth or can they be developed like a muscle (growth mindset)?
What was tip 3: Practice failure?	You are going to fail. Everyone does. Those who fail regularly and keep trying learn how to try different strategies, ask others for advice, and persevere. Accept that you will make mistakes.

- 8) Emphasize that being confident in your abilities is one of the most important qualities to have. Recognize that the ability to clearly communicate can be a challenge, especially when you are talking to your parents and teachers.
- 9) Have Participants volunteer to re-read their responses in step, but to apply what they learned from today's activity. Ask the group:
 - Did you see an improvement in the Participant's confidence when speaking the second time?
 - Were you more paying more attention now that they were speaking with confidence?
- 10) Remind Participants that building confidence is a process that takes time and practice, but with persistence they can strengthen it. Stress the importance of gaining the confidence to "Speak Up [and] Be Heard!"
- 11) Provide Participants their feedback either one-on-one or allow them to take it home to review. You may repeat this activity at a later time to continue practicing and building upon this skill.

Activity 66: Being Assertive

Length of Activity: 45 – 60 minutes

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Materials:

- Writing Utensils
- White Board or Large Paper



Assertive communication is an honest and relatively direct expression of feelings, both positive and negative, beliefs, and opinions. Many people, especially women, are taught to ignore their own rights or beliefs to gain acceptance from others. Femininity, for example, is associated with being loving, nurturing, compliant, and attentive. Women and girls learn to avoid conflict by being submissive and deferring to other's needs before their own. Girls may often allow others to violate their rights unintentionally, by failing to communicate their own needs and ideas. Understanding the difference between aggressive and assertive communication may strengthen negotiation and result in greater advocacy for one's beliefs and rights.

Discussion Questions:

- When you disagree with someone or something, how do you respond?
- What is the difference between being assertive and aggressive?

Activity:

- 1) Begin by explaining what it means to be assertive. Continue by comparing the differences between being aggressive, passive, and assertive. Record the responses on a visible location. The following are guiding talking points:

Types of Behavior	What does this look or sound like?
Aggressive Behavior	<ul style="list-style-type: none">• Verbal or physical threats or actions• Fighting• Bullying• Gossip• Engaging in hurtful behavior
Passive Behavior	<ul style="list-style-type: none">• Ignoring• Not saying anything• Letting the other person get what he or she wants• Letting others disrespect you
Assertive Behavior	<ul style="list-style-type: none">• Letting others know about your needs and opinions

	<ul style="list-style-type: none"> • Considering the needs of other people without ignoring your own • Standing up for your rights while remaining respectful
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- 2) Now ask Participants to share a few example scenarios of a conflict, use a white board or large paper to jot them down. For example, a classmate cuts in front of you in the lunch line or someone asks to copy your homework.
- 3) Explain that conflicts do not have to end in violence and that using “I messages” can be an assertive way to intervene when there is a problem in a relationship or friendship. “I messages” are simple statements that explain how the person feels in a respectable manner without feeling accusatory toward the other person. For example, “I didn’t like that you cut me in line, it’s unfair. Please wait your turn and go back to your place in line.” vs “You cut in line! Go back to your place!”
- 4) Using the scenarios listed in step 2 to practice using “I messages” as a group and contrast them to possible aggressive responses, for example:

Scenario	Aggressive	Assertive “ I messages”
Demands to copy your homework	“Stop that! You are a cheater!”	“I don’t appreciate you copying from me. Please stop because it is considered cheating.”
Takes your computer	“You’re a jerk! Give that back!”	“Can you please give that back to me? I was using it.”

- 5) Instruct Participants to get into small groups of 4 and have them role-play their own conflict scenario. Prompt each group to choose a Participant to respond in an 1) aggressive, 2) passive and 3) assertive manner, and 4) have a Participant respond using “I messages.” Have Participants take turns with each role so that they have the opportunity to role-play “I messages” at least once.
- 6) Advise Participants to reference the “I messages” on the white board as examples for their role-playing.
- 7) After Participants have practiced in their groups, allow volunteers to act out their skits for the entire group. Make sure to clarify any ambiguous examples of “I messages.”
- 8) Now have Participants regroup. Explain that part of assertive communication, which is distinct from aggressive communication, is that assertive communication uses the skill of active listening. Ask your group to define active listening. Use the table below to guide the discussion:

Assertive Communication Means Being an Active Listener

Traits of an Active Listener	
Encouraging	Use neutral words to encourage the person to speak openly about the situation and how they feel.
Reflective	<p>State in your own words what you hear the other person saying, including their feelings and needs.</p> <ul style="list-style-type: none"> • Listen carefully and clarify anything that is not clear. • Ask nonjudgmental questions. • Use eye contact. • Your body language and gestures need to show that you are listening and interested.
Understanding	<ul style="list-style-type: none"> • Give the person time to speak, if you ask a question or make a statement, wait for the response. • Focus on what the person is saying without interrupting, correcting, advising, or telling your own story. • Give the person your complete and undivided attention.

9) Have Participants pair up and inform them that they will now practice active-listening. Explain that a basic skill of active listening is to listen without interruptions. Instruct Participants to share a story for 1-minute with their partner. Instruct the listener to actively listen which means they should not be interrupting the speaker.

10) Once each Participant has had the opportunity to share their story, ask the group to share their thoughts on that experience. Was it challenging to listen for 1-minute? Was it awkward to speak without interruption?

11) Emphasize that part of being assertive is also considering others' needs, but not disregarding your own needs or beliefs. You may ask Participants to share how they put this new skill into practice at the following ROOTS session.

