

IMpower

Boys 90 – Minute Moments of Truth Class

by Lee Paiva for IMpower United

Introduction

IMpower United

IMpower United is dedicated to ending violence against women and children by working with local organizations around the world to codesign and deliver the IMpower System of Violence Prevention and Intervention. IMpower is currently being used with implementing partners in Kenya, Malawi, Uganda and South Africa. We are planning to scale more broadly with ambitions to reach Asia and South America.

90 Minute Class — Moments of Truth (MOT) for Boys

The complete 12-hour Your Moment of Truth (YMOT) curriculum requires intensive Facilitator training in order to safely and effectively teach the material. Because resources are limited and we cannot afford to train organizations at the pace that trainings are requested, we have created this 90-minute class for boys to look deeply into negative gender stereotyping and practices.

This class contains a subset of the boys YMOT material, focused on rape myths, consent and responding to violence mindfully. Our learnings so far tell us that by working with boys as allies in understanding the underpinnings of sexual violence and not as ‘future perpetrators’ boys can arrive at their own conclusions about how and why harmful cultural norms can be shifted to create a safer more equitable life for all.

Pilot Class

This 90-minute curriculum is in the pilot phase, meaning that even though the curriculum was designed using proven strategies from our other evidence-based curricula, we do not have evidence of the impact this 90-minute curriculum has on gender transformative shifts. Once we have gathered rigorous evidence behind the efficacy of the curriculum and its potential for impact, if our findings are favorable, we will formally include it in our evidence-based IMpower System of Violence Prevention and Intervention.

Manual Contents

| | |
|--|-----------|
| Facilitator Preparation..... | 4 |
| 1. Facilitator Introduction (7 min)..... | 5 |
| A. Introduce Yourself..... | 5 |
| 2. Explaining Moments of Truth (7 min)..... | 5 |
| A. Sex Ed..... | 5 |
| B. Consent..... | 6 |
| C. Class Topic Outline | 6 |
| 3. YMOT (7min)..... | 7 |
| A. Something’s at stake..... | 7 |
| B. Courage | 7 |
| C. Choices | 8 |
| 4. Definitions, Goals, Value Line (5 min) | 8 |
| A. Test/Courage/ Decide..... | 8 |
| 5. Sit Stand Moments of Truth (5 min)..... | 9 |
| A. Sit Stand Exercise | 9 |
| B. Discussion | 10 |
| 6. YMOT shout out (3min)..... | 11 |
| 7. Defining Rape (5 min)..... | 12 |
| 8. Understanding Consent (8 min)..... | 13 |
| 9. Rape Culture and Myths (20 min) ----- [63 min] Materials / Photos..... | 15 |
| A. Rape culture..... | 15 |
| B. Consent..... | 15 |
| C. Victim blaming..... | 15 |
| D. Photo Q&A | 16 |
| E. Mind of the rapist..... | 16 |
| F. Q&A | 17 |
| 10. Consent Tea movie (4 min)..... | 17 |
| 11. Consent role plays (25 min) | 18 |
| 12. End of Class – Consent Shout Out..... | 20 |
| TOTAL TIME = 89 min | |

Facilitator Preparation

This manual is designed for Facilitators to use during class.

Ideally, Facilitators delivering this class will practice beforehand for at least four hours with other Facilitators. Prior to teaching, its important Facilitators understand the activities, topics, and meaning of the content thoroughly.

Delivering this curriculum does not certify an Facilitator to becoming a IMpower Facilitator – that requires a structured multi-week intensive training administered by IMpower Trainers.

Because this curriculum is in its pilot stages, we appreciate your feedback for future iterations. Please see separate Pilot Feedback form to see how we would like to receive your input.

We have used specific formatting for each type of instruction to make it easier to understand and deliver each step.

New Section/Topic

New Activity

Activity preparation information

Detailed Step

- Direction for Facilitator to read aloud or only to himself, depending on the instruction
- » Question for Facilitator to ask participants
 - ✓ Correct answer to question (Note, there can be more answers than what's listed)

Activity or demonstration description for the Facilitator to read to himself.

1. IMpower MOT Facilitators Introduction (5 min)

Introduce Yourself

Explain:

- My name is _____ and I am your Facilitator for today. (Tell the class a couple things about yourself.)
- Explain how excited you are to be working with this class.
- I will be taking you through a curriculum that is a product of IMpower United, a safety and gender equity program for girls and boys. The focus of this class is to help boys examine sexual violence in their lives and communities and empower you to speak up and be the change they want to see.
- By the end of this class, boys will have several new strategies to use when ethical considerations or issues of consent arise.
- Today we are learning about Moments of Truth, Rape Myths and the Consent Skills.

2. Explaining Moments of Truth (7 min)

A. Sex Ed

Objective: Students Sex Ed, Boundaries, Consent and Topics we will cover today

Materials: Pad or chalkboard (if available)

Setup: Students are able to stay seated if they like and participate by listening and joining discussions

1. So let's jump in. How many boys here have had a sex ed class before today - raise your hand. Ok, we want to build on any sex education you have already had. We want to take your sex education a step further because this is the time of your life where you may become sexually active – in fact, some of you already are. So, this is the time where you most need information about sex – this is the time where you have so many questions and about how to handle it – especially now as you go through puberty.
2. Sometimes when you're young you are thinking about sex and you want it to just happen! You don't know how but you want it to just happen and not be weird. Sometimes you may be with a girl and you want to have sex and the girl doesn't want to. She may not mind if you ask once but she tends to get upset if you ask over and

over again. She said no and no means no. Sometimes you're scared to ask for what you want because it's awkward or you're afraid she'll say no. It's confusing. Then you have your friends talking about sex in ways that you aren't sure about. Is it true what they say? Sometimes it sounds wrong – something about what you're hearing doesn't seem right – but they act like it's fine and you just don't know. This is what we want to explore today. How do you know what to do around sex – are you supposed to ask or is it ok to just go ahead and do it?

3. That's one of the most important things we want to talk about today – that boundary **line... where sex isn't sex anymore – it becomes a form of violence**. This is the line where if she says no and you keep going, it's rape. Sex becomes a form of violence. Not everyone knows about this boundary line unless someone tells them about it. Not just tells them but explains it. And that's one of the main things we want to work on today.

B. Consent – Lecture / Discussion

The boundary line between sex and sexual violence is **consent**. Consent means you have permission, consent means yes. We're going to do some really great activities together today around consent. Boys say it helps so much with the confusion they have around sex and we know it can help you too.

- Now, before we go further let's be clear. This class is NOT about telling you boys not to be rapists. If it were, we would say that right now. We would tell you not to be rapists – probably go on and on about why you shouldn't rape anyone, why it's wrong. We'd probably tell you scary stories about what happens to boys who rape – on and on and on. But that's not what this is about.
- What this is really about is using our time together to look at the issue of sexual violence and really examine what's going on locally for you guys around this issue. What's in the culture? What's the rap about rape? How is it discussed? How do you feel when it's discussed? Where can you get valid information about how to handle issues around sex when they do come up with your friends?

This is the class where we get this dialogue going. Hopefully this information will help you create sexual relationships that are respectful and totally in line with your vision of the man you want to be. Make sense?

C. Class topic Outline – Lecture

- First we want to discuss something called Your Moments of Truth- this will guide you to see conflict/violence in a new way.
- Next, we will look at myths and stories that help create a culture that makes rape seem normal and ok. We want to learn whether you have heard stories

like this and what you think about them.

- Then we'll talk about that boundary line called consent – we'll look at how it works in your own personal relationships and practice some skills to help you ask for consent. And consent is not just for you, the boys in this class. We go around the world every boy, every country, culture or religion.

Everybody ready? Let's start.

3. Moments of Truth (7 min)

A. Something's at stake - Lecture / discussion

Explain:

- Say: There are many, many ordinary moments in life. These moments come and go. We observe them, we experience them but they aren't a big deal. These moments include what time we walk to school, when to brush our teeth, get dressed, etc. These are all choices we don't really think too much about because we make them all the time – they just don't have a big impact on us or others.
 - Say: Moments of Truth (MOT's) are different. MOT's are important because they have the potential to radically alter our life or the life of someone we care about. Some Moments of Truth are bigger than others, but MOTS all have one thing in common: *(Point to a Flip chart that says: "With Moments of Truth something is always at stake.")*
 - Say: Ordinary moments fly by, one after the other, but Moment's of Truth challenge us because something important is at stake. This means there's an element of risk involved. Risk can make any situation scary and when something is scary it takes courage to act. For example, A Moment of Truth could be when you're with a group of guys and one of them says something bad and untrue about your best friend. You hear it, you don't like it, but will you let it pass? Will you be silent – or stand up for your friend? This is a Moment of Truth, because something is at stake. What is at stake here?
1. Take answers – and add these if not covered:
 - a. Your friends good name
 - b. Your reputation
 - c. Your honor
 - d. Your place in the community
 - e. Maybe even your friendship

A. Courage – Lecture

- Say: Responding to MOT'S requires some form of **courage**. Moments of truth can tell

us a lot about who we are and what we care about. They are like a mirror, only instead of showing us our outsides, MOT's show us our insides.

- Say: Moments of Truth can help you decide what kind of man you want to be around all kinds of issues - honesty, fairness, standing up for what you believe in. But for this class, our main focus is going to be moments of truth inside the issue of sexual violence. If you can see what your culture is telling you and examine whether or not that culture supports your own personal beliefs then -no matter what - you can make an informed choice about how to be the kind of man you can be proud of. There are so many myths and stories out there about what's ok and what's not ok especially as it relates to your sexuality and your culture.

B. Choices – Lecture

- Say: So, again, I want to stress that every day we make hundreds of choices- Most choices we don't even think about because they are either choices we make all the time or they just don't have a big impact on us or others. Moments of truth are different because they have the power to radically alter your life or someone else's.

4. Definitions, Goals, and Value of Your Moments of Truth (5 min)

Objective: Understand the Moments of Truth process of awareness and action

Materials: Posters / Big Pad / Markers

Setup: Boys are seated

Test Courage Decide - Lecture

USE POSTER (Test/Courage/Decide)

- Say: Let's start with a clear Definition. A Moment of Truth is: *When you are PUT TO THE TEST. Something is at stake.*
- Say: Each of you may face different tests. Therefore, we call them Your Moments of Truth.
- Say: The goal when you are faced with one of Your Moments of Truth is: *To be COURAGEOUS - you stand up for what and who you care about. [Remember what does it take to stick up for your friend when you are with a group of boys that are saying bad things about him? Moments of Truth take courage – but why? BECAUSE SOMETHING IS AT STAKE.*
- Say: Every single MOT has a value. This is: *When you DECIDE. The point in the MOT when you have to decide what to do – because something's at stake!*



5. SIT / STAND MOMENTS OF TRUTH (5 min)

Objective: To help boys clarify how they would respond now and maybe think about it later and decide if they would like to change that behavior to something else they learn here.

Materials: Script for Sit Stand

Setup: Boys can be seated in place but must have room to sit and stand

Moments of Truth – game

(Facilitator: to save time you may want to choose only 5 MOT samples most relevant to your class. Ask students to be honest, this is about what they feel they would actually do today.)

1. You are walking along and see a candy bar fall out of someone's bag who is walking in front of you.
It's a moment of truth! You love candy, you can say hey, their bad luck is my good luck right? Or you can see it as your small chance to do good and return someone's property to them. Who are you in that moment? What would you do?
 - Stand if you would give it back - Stand if it would give you more pleasure to give it back ---
 - Sit if you would like to keep it

*After everyone has been seated say; We want to know what's **the courageous** thing to do here. That's what we need to ask ourselves.*

2. Someone offers you drugs or alcohol and you know that's not something you want to do but you don't want to be different from the other guys doing it.
*It's a moment of truth. What is at stake? What would you **decide**?*
 - Stand if you would decide to just take a drink to please everyone and blend in with the guys
 - Sit if you would say no and not be pressure

3. A friend of yours has been pressuring you to check out his new group of bad guys, you aren't interested but feel afraid to reject them.
*It's a moment of truth. What's at stake? You are being **tested**- what would you do?*
 - Stand if you would tell your friend to stop asking you because the answer is no
 - Sit if you would agree to go just to shut him up and hope for the best

4. You see a friend of yours acting aggressively towards a girl.
*This is a big moment of truth because what's at stake is different right? You are not the target of violence, someone else is. This is **a test**. You are being **tested**.*
 - Stand if you would step in and see if you could calm things down
 - Sit if you would consider this none of your business and keep moving on

5. You hear your neighbors fighting and it is obvious the husband is hitting his wife.
*It's a moment of truth. Is it ok or not ok? How does it make you feel? Hearing that, seeing that? Do you want that to continue in the fabric of [Name of your city] community or do you want something different? You need to **decide** how you view this situation.*
 - Stand if you think it's ok for a man to hit a woman
 - Sit if you think men should not hit a woman

6. You want you and your partner to get tested for HIV before having sex.
*It's a moment of truth, why? Possible answers are she might be insulted, she might think you are calling her a slut. She may change her mind about sex with you and storm off. This is a **BIG test**, you would need to be **courageous** here, you will have to **decide**.*
 - Stand if you would have the courage to ask her
 - Sit if you would not

Say: We face these tests or MOTs every day.

Ask: Why are these tests challenging? Say it in one word. Why is it hard sometimes to do the right thing? Fear? What else? (Answers will vary, but could include: lack of confidence/experience, fear of embarrassment, peer pressure, etc.)

Say: These classes are about helping you understand as much as you can about Moments of Truth. The goal is to prepare you to make the best possible choice that you can,

especially in decisions about relationships with girls, sexuality, sexual assault (rape). We want to help you be the best man you can be.

6. My Moment of Truth (3 min) - Shout Out

Objective: Have boys admit and commit to taking the challenge of facing Moments of Truth with courage and hope - Loudly and with powerful voices

Materials: Shout out list below

Setup: Have students stand and repeat after the Facilitator

MOT Shout Out – Be LOUD

1. Life will test me
2. I'll have to make choices
3. Difficult choices
4. Tricky choices
5. Courageous choices
6. I want to be ready
7. For my moments of truth
8. I want to be ready
9. To do the right thing
10. I want to have fun
11. Enjoy my life
12. Strong honest friendships
13. I don't want drama
14. I don't want conflict day in day out
15. I'll have a life worth living
16. Positive
17. Courageous
18. I will do the right thing. [repeat]

7. Defining Rape (5 min)

Objective: Learning a more accurate description of rape and it's causes

Materials: Poster or pre written copy of poster on big pad

Setup: Students sit down again have a pad and marker with text prepared OR poster –
[cover poster or pad until the curriculum says to reveal it]

Rape is a form of violence

Explain:

- Some of your most important decisions as a man will be around sex and relationships. The decisions we make around these two issues will actually have the most powerful effects on our lives of anything else we do. It determines who we go out with, who we marry, the number of children we have. Whether our relationships are balanced and healthy or whether they are dominating, oppressive and controlling.
- We're going to look at what happens when boys/men use violence to demand sex. One of the names we give to sexual violence is *rape*.
- Can anyone tell me what is rape? Why does it happen? Write down the answers on a pad and begin the discussion. Introduce the idea that rape is not actually about sex and read the definition below.

Allow students to cover as many reasons as possible before showing the poster



1. Say: What we hear about rape generally is that it is a sexual act but rape is actually classified as ***an act of violence***. IT IS ABOUT POWER, CONTROL and DOMINATION. It

looks like sex because this form of violence has sexual aspects to it. Rape and sexual assault are NOT about sexual desire. We will look more closely at this in just a moment. Let's define the physical part of rape first.

2. Say: Rape is any kind of sexual intercourse (vaginal, anal, or oral) that is committed against a person's will. Rape is committed with physical force or when a threat is used to hurt you or someone else to get you to comply. An example of threat is saying something like 'if you don't have sex with me I will hurt your little sister. Rape is forced contact either by physical force or threats of force.

8. Understanding Consent (8 min)

Objective: Provide a definition and possibly a new perspective on consent and many issues surrounding it.

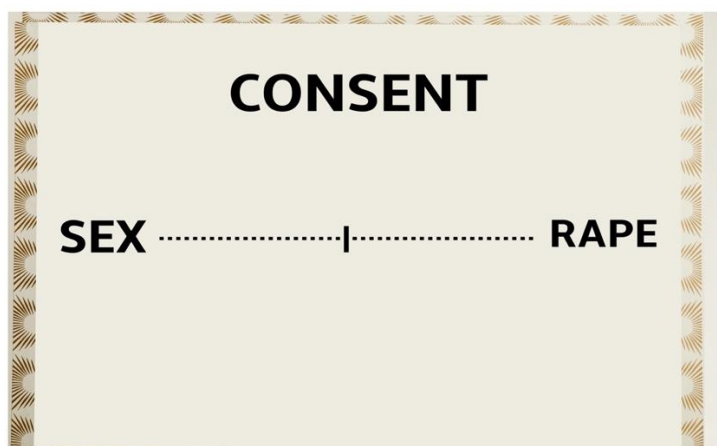
Materials: Poster / or big pad – that can be written on as you teach it

Setup: Lecture, boys seated

Say: The most important thing you can do when you about to have sex is discuss or ask for consent. Let me explain. When it comes to sex there is a line. It's called a boundary line. Whenever a girl says no, you have to stop. It doesn't have to be a strong no, a loud no, a no with eye contact. It just has to be a no. The no can be very quite, or shy it doesn't matter it's still a no.

The no can happen at any time too. It can happen after you kiss, after you're undressed, when your penis is actually touching her vagina – she can say no and you must stop. You can even start intercourse and she can CHANGE HER MIND. And it feels unfair and it's difficult but you must stop. This is a BIG moment of truth.

Here is what it looks like on paper.



3. Say: So here is that boundary line we talked about- we find the line between sex and rape relies on CONSENT – if there is a “no” here at this line, and you continue – it is rape. She can say no at any time and it is to be respected. Her body, her choice. Even if you feel played with, teased, it doesn’t give you any right to rape. This is one reason why getting SUPER clear consent before anything happens is the best thing for both of you.
4. What you want is a BIG yes here at this line. [Facilitator should say the following lines with a mix of humor and seriousness} A ridiculously big yes. The biggest yes possible. Two thumbs up yes. An enthusiastic, smiling eye contact yes! A head shaking up and down yes. Be absolutely certain it’s a yes and that is consent. You need to ask permission to get CONSENT. ASK before sex. Can I kiss you? Can I touch you here? Can I lay down with you? Can we have sex? Are you ok with what I’m doing now? It doesn’t have to be like a robot. Ask in the mood. Ask in ways that reflect the flow of the moment. If you get a no, stop.
5. This, as some of you know, is not easy. In fact it’s complicated. Sometimes it’s hard to ask, you’re afraid, it feels awkward. Everything appears to be going ok so why do you need to ask? You might also not want to ask because she could then say no right?

Asking, getting consent is a moment of truth. *Your* Moment of Truth. Not hers. Yours. Even when your peers and your culture tells you in so many ways that you can get away with not asking it is still a moment of truth – you know it, we know it and she knows it.

Note to Facilitator: We could have a big discussion here but because this as a short class and we don’t know the deeper education level of the facilitator our goal in this case is to present ideas on consent and let boys discuss together later.)

Let’s talk about culture.

9. Rape Myths and Culture (20 min)

Objective: Put forth many new ideas on rape, rape culture, consent, victim blaming. Allow boys to question many things they have heard in the past and process the new info received.

Materials: Rape photo pages – these must be preprinted and big enough for boys to see from wherever they are positioned in the class

Setup: Have boys sit in close to the facilitator to see the photos and participate in discussion and Q&A.

A. Rape Culture

- Ask: how many of you have heard the term “rape culture?” Raise your hand.
- Can anyone describe what it is?
- Say: Rape culture is an environment in which **rape** is seen as normal and is excused in the media and popular **culture**. Rape culture excuses boys who rape by saying things like ‘boys will be boys. That’s just the way boys are. They can’t help themselves, they are overcome with desire – or, they’ll say hey, this is our culture, we don’t think like you do about girls, it’s different here.’ These are all just excuses people use to disrespect and dehumanize others.

B. Consent

- We want to challenge rape culture because it is so unhealthy and dishonest and hurtful. For some of you this will be not be a big new idea. Of course you ask for consent! Of course you make sure you are both clear about consent! You know for sure that is NOT OK to have sex with a girl that is crying or looking away from you, or saying no or frozen in fear. But for others, this will be a moment of truth – you feel like it’s ok to treat girls disrespectfully. Let’s also be very clear here, boys can also be raped. It may be one in 4 girls who are sexually assaulted but it is 1 in 6 boys. And just like girls, boys will keep it hidden and feel a lifetime of shame and fear about it.

C. Victim Blaming

- Say: Sometimes you hear stories about someone who is raped. In response we or others may ask things like: What was she wearing? What was she doing out so late? Was she out drinking? Why did she go off with him alone? Questions like this are called ‘victim blaming.’ This is a big part of rape culture. Blaming the victim instead of the rapist, who used force either physically, through threat or trickery. When we hear about rape we often want to know the part of the story that focuses on what SHE did instead of who the rapist is and if he is in custody.

- Let's look at some photos that may challenge some of the thoughts that you may have heard that are signs of victim blaming.

D. Photo Q & A

(Photos included at the end of the curriculum)

- Hold up the photos and read the statements below – make sure the photos are in the correct order.
- Photo- What Causes Rape? Flirting, Rapists etc.
- I was wearing my hijab, was the rape my fault?
- I was wearing my nuns veil and robe- was the rape my fault?
- I was wearing my pajamas – was the rape my fault?
- I was wearing my nappies- was the rape my fault?
- I'm wearing expensive clothes; does this mean I want to be robbed?
- Don't tell me how to dress, tell them not to rape.
- I made you a meal does that mean you must now pay me for the service?
- I was wearing my shawl and cane- was the rape my fault?
- How to prevent rape, don't rape. See above.
- I was wearing my school uniform – was the rape my fault?
- Being a male is a matter of birth etc.
- Don't be in a relationship if you're going to act single
- We live in a Society that says 'don't get raped' instead of 'don't rape.'

E. Mind of the Rapist

- Say: Rape is in the mind of the rapist. It's about power, control, degradation, humiliation, dominance. There is nothing sexy about a 6 month old baby or a woman who is crying while telling you to stop. Forcing sex on a grandmother or any woman who does not agree to have sex with you is not about sex. That is not sexy. It is about power and violence.
- Ask: If a woman walks down the street naked *what does this tell us about her?* Is she ok? (Answer: No, she's not ok, that's a sign of illness, or some form of severe distress)
- Ask: If a woman walks down the street naked *what should we do?* (Answer: Help her, preferable get her to another woman who can help her)
- Explain: Rape is in the mind of the rapist. There is nothing a woman could ever do to make me rape her. I'm sure there are guys in this class that can say the same. A girl can wear anything she wants, go anywhere she wants, drink what she wants – because there is no plan up here, (points to head) I am not searching for a reason, I am not plotting to take advantage. A girl in her school uniform is just that, a girl in her school uniform. She's not 'tempting me' she's not 'asking for it.' That's all happening in the rapists' mind, so he can justify it.

- And I think most of us guys know that all this stuff is just excuses. A woman in a hijab is just a woman in a hijab. A girl flirting is just a girl flirting – but not to the rapist. Not to the predator, he’s always looking to take advantage. Rapists have poisoned minds. They can’t see reality anymore. They refuse.
- Say: Many survivors of rape (girls and boys) never tell anyone what happened to them so that they can’t be shamed or blamed. This means they never get tested or treated and this means we have many young people walking around not knowing their HIV status and many of these girls and boys are your age and you know what? They are your dating pool. The ages you date. So we have to look closely at who we are blaming. The victim or the rapist? It’s an important question which affects everyone in this room.

F. Q & A

Point to Consent Poster again.

It’s all about consent, respect and consent.

Let’s watch a video about Consent.

10. CONSENT TEA (4 min)

Objective: Watch a light and humorous video that explains consent in a visual way that boys usually don’t feel threatened by.

Materials: Access to visual medium to show video

Setup: Have boys stay close together near facilitator to get a good view of the video

IF AVAILABLE SHOW TEA VIDEO HERE – 3MINS movie

<https://www.youtube.com/watch?v=oQbei5JGiT8>

1. Say: So, you have very serious choices to make. You can be the guy that has existed in **[Name of your city]** for many years- the guy who takes sex from the girl, whether she wants it or not. OR you can choose to be a new kind of **[Name of your city]** man- a man who sees the situation very differently. A man that understands that he owns his body and she owns her body. A young man who knows that the only real way to know if a girl wants to have sex with you is to ASK- to literally say, “Do you want to have sex with me? “It is a decision that BOTH people agree they want to do. Otherwise, you are a rapist. It all depends if you what kind of life you want, what kind of man you want to be.

11. Consent Role Plays (25 min)

Objective: Get boys comfortable with talking about sex and discussing consent with a partner and getting a feel for both male and female perspectives.

Materials: Consent role play scripts

Setup: This exercise requires the students to get in rows/lines so that everyone has one partner.

- a. This exercise requires the students to get in rows/lines. Make sure everyone has a partner and that partners are switched after one or two scenarios. Put a cone or colored piece of paper at the start of each row. Use only 2 colors. For example red row and blue row. One row will play the boy and one row will play the girl – then they will switch so that each row plays both roles before moving on to the next scenario.
- b. Facilitators role play each scene below then assign a boy role to red row and blue to girl row. Facilitators start the role play by saying the first two lines of the scene to remind everyone how to start. Please do each scene in the order listed.
- c. Teachers should monitor students carefully to be sure the role play is respectful and on course.
- d. Teachers should have a stopwatch to keep an eye on time.
- e. Teachers can generally tell when an exercise needs to end by watching to see when students seem to have completed the scene. Some role plays take longer to resolve than others.

Demonstrate: Facilitators read the script and prepare students to act it out themselves. Facilitators begin the Roleplay for students by reminding them of the storyline and rereading the first two lines to get them going. After each new roleplay is done have students switch roles so they can be both the girl and the boy in each scene.

Lead Facilitator: I'm the guy in this scene, my row is X color

Co-Facilitator: I'm the gal in this scene my row is X color

1) Condom Check In

Girl: We need to talk about sex.

Boy: Go.

Girl: Ok. I love you, I want to do it but I want you to get checked for STD's first.

Boy: That's insulting. I don't have any diseases.

Girl: That's great news, but let's be sure.

Boy: Then we can have sex?

Girl: Yes, we can have sex.

Boy: (pause) Can we go right now?

2) Dinner for Sex

Boy: I'm tired of waiting. I bought you dinner 2 weeks in a row.

Girl: What do you want? A medal? A parade? You bought me chicken and pizza- what exactly do I owe you?

Boy: You know – sex - you have to pay up.

Girl: What do you think I'm a prostitute?

Boy: No. Everyone knows if I pay you have to play.

Girl: You want food? I'll make you food. You want dinner? I'll buy you dinner. You want sex? You ask me.

3) If you loved me

Boy: If you loved me you would have sex with me.

Girl: I do love you but I'm not ready

Boy: That's what you always say

Girl: That's because I mean it

Boy: There are plenty of girls in our class who are already doing it. How come they're ready and you're not?

Girl: I'm me, I'm not them.

Boy: I'm tired of waiting you know. I can go elsewhere.

Girl: I hope you don't but if that's what you need to do....

4) The Last Minute No Means No

Girl: Hey, you need to stop. Right now.

Boy: What do you mean stop?? We're naked, I'm on top of you- I'm just about to go in!!!

Girl: I'm sorry. Please. Stop.

Boy: Why?

Girl: I changed my mind.

Boy: You CAN'T change your mind!!! Not now!!!

Girl: I'm sorry. I can't. I thought I could but I can't.

Boy: This isn't fair!

Girl: I'm sorry.

Boy: No, I'm sorry!!! You're crazy you know that?

Girl: I said I was sorry.

5) What Changed?

Boy: Take off your skirt.

Girl; Look James, I'm not doing sex anymore.

Boy: Why? What did I do?

Girl: Nothing, I've thought about it and I can't do it anymore.

Boy: Why?

Girl: A lot of reasons ok. We've been lucky – no diseases, no pregnancy. My teacher says I've got the grades to go to college. On scholarship. I don't want to wind up like my sister.

Boy: There's no problem, I'll use a condom-

Girl: No. I've made up my mind. That part of my life is over. I've got to focus.

Boy: What about me?

Girl: That's up to you.

Have boys sit.

Ask: Did you enjoy the exercise. What did you learn?

Say: We'd love to have more discussion but we are out of time. We wanted to get as much info into the class as possible with the hope that you will be discussing this stuff with each other and friends and family.

Ask: Is there anyone planning to talk about this stuff with others after class and over the week please raise your hand?

Praise boys that raise their hand and encourage them to really get deep with it.

Thank all for participating.

If appropriate let boys know there will be a survey after the Shout Out.

(Facilitator feel free to end class with the Shout Out.)

Consent Shout out

- | | |
|-------------------------|-------------------------|
| 1. Consent | 16. I get to decide |
| 2. It's the line | 17. Yes or no |
| 3. Between reality | 18. The goal is harmony |
| 4. And fantasy | 19. It's not drama |
| 5. I can't | 20. It's not attack |
| 6. Make this up myself | 21. I'm not a taker |
| 7. Takes two | 22. I want justice |
| 8. Takes two | 23. In all things |
| 9. Takes two to decide | 24. In all ways |
| 10. She gets her vote | 25. I ask |
| 11. She gets to decide | 26. I collaborate |
| 12. She gets to say yes | 27. I ask |
| 13. She gets to say no | 28. Peace ya'll |
| 14. Just like I do | 29. Peace ya'll |
| 15. In my own life | 30. Peace |

END CLASS

WHAT CAUSES RAPE?

FLIRTING

A SHORT SKIRT

DRINKING

**BEING OUT AT
NIGHT**

RAPISTS

**I was wearing by hijab – was the
rape my fault?**



I was wearing my nuns veil
and robe – was the rape
my fault?



I was wearing my pajamas – was the rape my fault?



I was wearing my nappies- was the rape my fault?



I'm wearing expensive clothes. Does this mean I want to be robbed?



Don't tell *me*
how to dress-

Tell *them*

NOT TO

RAPE!

**I made you a meal.
Does this mean you owe me money?**



Then why do I owe you sex when you buy me a meal?

- I don't know how to share yet.**
- I'm cheap.**

- It's what everyone says.
- My culture says it's ok.
- It's just an excuse to justify not asking for consent

I was wearing my shawl and cane
– was the rape my fault?



How to
prevent
rape:

**1) Don't rape
anyone**

2) See above

**I was wearing my school
uniform- was the rape my fault?**



Being male is a
matter of *birth*, being

a man is a matter of
age, but being a
gentleman is a matter
of *choice*.

**Don't be in a
relationship if
you're going
to act single!**

A real man treats
his lady the same
way he wants
another man to
treat his
daughter.



***We live in a
society that
says “don’t get
raped”***

***instead of
“don’t rape.”***

Pilot: Girls and Boys 90-minute Survey Form

If you deliver this class, we are eager to learn what worked, what did not work, and how we can improve. Please send your feedback to: leepaivag@gmail.com

| | |
|---|--|
| Where is your organization located? | |
| Who taught the class? Who were the students? | |
| What activities worked? Why do you say that? | |
| What activities did not work? Why do you say that? | |
| What messages were communicated most effectively? | |
| Is there anything you would change to this class for next time? | |
| Did you find the guide's instructions easy to follow? Why or why not? | |
| Did this class help you meet your needs? | |
| Any other thoughts, comments, reactions to this meeting? | |