

IMpower

Girls 90-Minute Verbal Defense Class

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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 — Verbal Defense for Girls

The complete 12-hour Girls Empowerment Self-Defense (GESD) IMpower curriculum requires intensive instructor 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 dedicated to verbal defense skills for girls.

This class contains a subset of the GESD material, focused on verbal skills. Studies show that 85% of assaults are prevented using verbal skills alone, suggesting that this class is highly valuable to girls. Delivering the class does not require formal training, though ideally instructors will practice delivering the curriculum for at least four hours with other instructors.

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 the incidence of sexual assault when delivered as written. 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.

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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, it's important facilitators understand the activities, topics, and meaning of the content thoroughly.

Delivering this curriculum does not certify a 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 herself, 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 herself.

1. IMpower ESD Facilitators Introduction (5 min)

A. Introduce Yourself

Explain:

- My name is _____ and I am your facilitator for today. (Tell the class a couple things about yourself.)
- 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 empower girls to speak up and take action when someone is trying or planning to harm them.
- By the end of this class, girls will have dozens of new strategies to react when danger or conflict arises.
- Today we are learning ESD - Empowerment Self-Defense skills.

2. Empowerment Self-Defense (10 min)

A. Definition, Goals and Chant for Self-Defense

Objective: Students learn Self-Defense Definition, Safety Goals, and Safety Chant

Materials: Pad or chalkboard (if available)

Setup: Students stand and prepare to say the Self-Defense Basics Definition, Safety Goal, and Value line. Write them on a pad or chalkboard at the front of the class or use your Self-Defense Basics Poster if available.

Explain Definition:

- Self-Defense is anything we do, say, or believe that helps keep us safe. Our actions don't have to be fair, logical, or polite. We don't need to be nice.
- We use Self-Defense when someone is trying to hurt us emotionally, mentally, or physically. We are worth defending and we have a right to do, say, and believe anything that keeps us safe.
- **Self-Defense is NOT martial arts.** Though some strategies in physical Self-Defense have their roots in martial arts, Empowerment Self-Defense is different. It doesn't take years of study; it can be learned quickly. There are no dues or fees, no special outfits to wear, and physical fitness is not required.
- Self-Defense is used successfully by people in wheelchairs, people who are blind, and people with mental and physical disabilities.

Explain Goals of Self-Defense:

- The most fundamental goal of Self-Defense is to get away (to get free).
- **We don't fight unless we have to.** If we can get free of a conflict by running away, we should run! If we can talk our way out of it, we should talk. We only fight if there's no other choice, *if it's our best or only option.*
- **It's not about being the strongest or the "winner."** We want to get away as quickly as possible, hopefully without being hurt.

Ask the students to read what's written, or if that's not available, then have them repeat after you:

- "Self-Defense is anything I do, say, or believe."
- "Self-Defense is anything I do, say, or believe that helps keep me safe."
- "Our Safety Goal is to get away."
- "We're not trying to be the winner."
- "Our Safety Goal is to get away. We're not trying to be the winner."

Lead Safety Chant - Use loud voice to say, and students repeat:

- "First choice, use your voice. Second course, physical force."

Say together:

- "First choice, use your voice. Second course, physical force."

Sometimes for fun we form a circle, everyone turns right and starts walking while we yell the Safety Chant.

3. Types of Assault & the Role of Voice (10 min)

A. Types of Assault

Objective: Students learn types of assault

Materials: Pad or chalkboard (if available)

Setup: Facilitator write or (have written on pad or board):

- Unwanted Conversation/Harassment/Taunting/Name Calling/Threats
- Following/ Stalking/Cornering/Block Path
- Touching/Grabbing/Hitting/Slapping/Weapon

Explain:

- (Point to list on board) All of these things on this list are forms of assault. They have different degrees of danger. Look closely at some of these assaults and you will notice no touching is involved, but they are still a form of assault. The reason is because we are forced to interact with the person against our will.
- So what can we do about it? We use the training of Empowerment Self-Defense.

Wrap Up:

- A lot of people think self-defense is all about fighting. Actually, the biggest, loudest most powerful thing you can use is often... your voice.

B. The Role of Voice in Assault Prevention

Objective: Students learn how to use their voice to stop assault

Materials: Pad or chalkboard (if available)

Setup: Facilitator write or (have written on pad or board):

- Unwanted Conversation/Harassment/Taunting/Name Calling/Threats
- Following/ Stalking/Cornering/Block Path
- Touching/Grabbing/Hitting/Slapping/Weapon

Lead a discussion:

- (Point to Unwanted Conversation) Explain that you are at the bus stop and someone is asking you questions and bothering you, coming in too close.
- » Can anyone tell me how you might use the voice to stop the interaction?

Allow students to cover as many ways as possible before moving on to the list below

- ✓ Yell NO!
- ✓ Lie: “There’s my father and brother!”
- ✓ Call for help!
- ✓ Warn of consequences: “I’ll tell Mrs. Speer if you touch me again.”
- ✓ Use humor: “Yuck! Dude, you’re old enough to be my father!”
- ✓ Name the behavior: “Don’t touch my buttocks.”
- ✓ Act crazy! Make a crazy scream, like “RAAAHHHGRRRAAOUOOW!”
- ✓ Distract them; What happened over there? (Walk off)
- Ask students if they remember the definition of Self-Defense (Let students give answer)
- Reinforce that any or all of these things on the list are okay to use. We can do, say or believe anything that helps keep us safe.
- Point to a few other assault situations on the list and asks for help finding voice strategies to use in those situations.

Wrap Up:

- There are all kinds of ways that we can use our voices to get away. It’s okay to be loud, it’s okay to let others know what’s going on.
- Research suggests that up to 85% of attacks could be stopped just by using our voices effectively. Empowerment Self-Defense emphasizes using your voice to end conflicts. It’s okay to stand up for ourselves.
- We have the right to protect ourselves and to let others know that we will not be silent. Even if it’s our boyfriend, even if it’s a family member – we have to take attacks or abuse seriously and do what we need to do to be safe.

Lead a discussion:

- » Can anyone tell me why voice is important for dealing with this list of behaviors? What are we trying to avoid by using our voice?
 - ✓ Fighting. We don’t want to fight if we don’t have to.
- » We only fight if it’s our -- what? Anyone remember from Self-Defense basics? What’s the only reason we fight?
 - ✓ If it’s our *best or only option*, if we have no choice.

- » What is our safety goal for any of these behaviors? Not the definition, what is our basic Safety Goal?
 - ✓ Get away. Our Safety Goal is to get away.
- » Point to “threats”: What’s the Safety Goal here?
 - ✓ The goal is always to get away.
- » Point to “taunting”: What’s the goal here?
 - ✓ The goal is always to get away.

Continue going down the scale, pointing at different behaviors and ask:

- » What’s the goal?
 - ✓ The goal is always to get away. We want to get home safely, be with our loved ones. We don’t want to fight; we don’t want to prove how tough we are. We want the behavior to stop and we want to get to safety.

Wrap up:

- We know Self-Defense is anything we do, say, or believe that helps keep us safe. We know our goal is to get away – but how are we going to do it?
- Let’s practice some skills that can help us.

4. Verbal Skills Practice (20 min)

A. Weak and Strong No's

Objective: Learn the difference between a believable “no” and a “no” that won’t convince an attacker.

Materials: 6 secret words on cards or strips of paper

Setup: Choose 6 volunteers who have shown that they are outgoing and will enjoy being up front and theatrical. Give each student a secret word and have them stand in a row at the front of the class.

Explain:

- Not all ‘no’s’ carry equal weight. It’s important to look at how we say ‘no’ and figure out why some no’s are ignored while others are respected.
- We want to use only ‘high quality’ ‘no’s’ – those that are clear and firm. Which ‘no’s’ would we respect and which ones appear open to negotiation?

Begin the activity:

- Go up to each of the students and say: “Let’s go somewhere where it’s quiet and we can be alone.”
- Each student must say “no” using the attitude of her secret word. They are:
 - ✓ Angry
 - ✓ Tired
 - ✓ Firm
 - ✓ Quiet
 - ✓ Smiling and flirty
 - ✓ Distracted

Facilitate a discussion:

- » If you were the attacker, which ‘no’ would you believe?
- » Which ‘no’ would make you feel it might be okay to continue harassing her?
- » Which ‘no’ tells you this girl may be easy to control?
- » Go over to the quiet girl. Is it possible that this girl means to say a strong ‘no’ but she can’t?
- » What are some of your fears about saying ‘no’ to someone?
- » Does it matter how we say ‘no’? Do some ways work better than others?
- » What happens if we leave room for doubt about what our response means?
- » If our no is very quiet and said with a smile... Does that invite more contact?
- » If a girl says no quietly might that mean yes to a guy?

- » Would anyone like to volunteer to say a high quality ‘no’?

Wrap up:

- No means no, even if it’s quiet, even if it’s with a smile, even if she is already kissing the guy – what we really want for any interaction is true consent.
- We want two enthusiastic ‘yes’s’ – one from the girl, one from the guy.

C. Name the Behavior

Objective: Define the offense and demand that it end. In other words, practice naming the behavior you’re observing

Materials: None

Setup: Students stand in a large circle (If group is large, break into smaller circles)

Explain:

- We’re going to practice a skill that’s called Name the Behavior.
- This is a skill that can be used to stop harassment in public and in private. Many harassers continue their offenses because we are ashamed of what is happening and so we keep quiet about it.
- Naming what he is doing is different from saying “Stop that!” as he may say “Stop what?” Instead, we say out loud what the other person is doing and let him know we won’t stand for it in silence.
- You’re going to use a role-play to show how the skill works.
- Example: You are on a very crowded bus. You feel a hand moving on your butt. You say loudly “Take your hand off my butt!”

Demonstrate:

Lead facilitator: Touch the shoulder of Co-instructor.

Co-facilitator says: (Voice is not angry. Just forceful- you don’t want to escalate the situation, just stop it.) “Don’t touch my shoulder!”

Explain:

- This is Name the Behavior. You are going to touch the student next to you somewhere on her body, she will name the behavior.
- Respect the person next to you for this exercise. Touch her only on her shoulder, arm, or hair – NOT on the breast or butt.

Demonstrate:

Co-facilitator: Touch the hair of the student next to her.

Student: “Don’t touch my hair,”

- Continue around the circle.

Facilitate a discussion:

- » When we name the behavior it becomes more difficult for the harasser to deny what he is doing. It also shows him that we won't let him get away with bad behavior by being silent or excusing it.
- » Ask students if they were on a bus and heard a woman say "Stop touching my butt," who would they rather look at, the woman or the man? (Ask students to be really honest - most people say they would want to have a look at the man, and knowing that attention will be on the man helps women consider speaking up.)
- » Would you consider doing the same thing if it happened to you? Would a woman who said that, using a strong voice and confident body, be a role model to them as a young woman?
- » Would you feel ashamed for the woman or the man?
- » Which would be harder: speaking up or letting the man's hand roam around your butt? Consider it carefully.

D. Make a Scene

Objective: Learn how to stop the offense, alert others, and create consequences for the harasser

Materials: None

Setup: Students are on their feet and have space to walk around the room

Explain:

- Make a scene is an extension of naming the behavior. When we don't like calling attention to ourselves, harassers know this and can count on our silence. Speaking up to expose the harasser removes the power of secrecy.
- Four things can happen when we make a scene:
 - ✓ It ends the offense
 - ✓ It lets those around you know what's happening and may lead to support from them
 - ✓ It creates consequences for the attacker, perhaps the first time this has happened to him. The attacker may think twice next time.
 - ✓ It models a skill to other women and girls to use if harassment happens to them.
- The students will wander around the room SILENTLY, aimlessly.
- You are the only attacker and will choose a victim and grab them. If you grab someone, they will respond loudly by naming the behavior and making a scene.

Demonstrate:

(Ask Co-facilitator to grab your arm)

Lead Facilitator: “Stop pulling my arm! Hey everyone! This man is trying to pull me away! Let go of me right now!”

- Instruct everyone to stop and stare at what’s going on. Continue the exercise, choosing different students – especially any quiet ones!

Facilitate a discussion using the question below:

- » Do you have any concerns about making a scene?

E. Don’t Touch Me

Note to Facilitator: It’s important to role-play situations that allow women to practice responding to harassers. Start with passive responses and build up to more forceful ones. Remember, setting a boundary doesn’t mean becoming angry or being mean, although we can use those tones if we are not being heard and respected.

Objective: Experience the different levels of effective boundary-setting – make your ‘no’ believable. A high quality ‘no’ will stop the behavior. A weak ‘no’ will prolong it.

Materials: None

Setup: Groups of 10 to 15 stand in one large circle. Groups of 16 or more break into smaller circles of eight or so.

Explain:

- It’s important to role-play situations that allow women to practice responding to harassers.
- Pretend you are eating and a boy you know keeps playing with your hair. You have quietly told him to stop, but it hasn’t worked. It’s time to use our voice to make him stop. That’s the kind of skill we’ll be practicing here.
- Go around the circle three times with each person taking a turn each time.

This can take a long time in larger circles. Think through how many circles will work for your class.

Round 1

- Have each student touch the shoulder of the woman beside her.
- Have the woman being touched respond weakly, with no eye contact, and poor posture, “Don’t touch my shoulder.”

Round 2

- Have each student touch the shoulder of the woman beside her.
- Have the woman being touched respond with eye contact and firm voice, “Don’t touch my shoulder.”

Round 3

- Have each student touch the shoulder of the woman beside her.
- Have the woman being touched respond with eye contact, a firm voice, and strong body language, “Don’t touch my shoulder.”

5. Tantrum (20 min)

A. Raging

Objective: Freak out the attacker and end the attack

Materials: None

Setup: Group in circle, facilitator demonstrates and students copy her

Explain:

- Attackers and abusers are usually operating from a script in their heads or a pattern that has worked well for them in the past. Anything that interrupts that script and breaks his concentration is an advantage. It throws him off and creates an unfamiliar situation that he does not know how to deal with.
- This makes you a bad victim and he is much more likely to end the interaction. Lying, Acting Crazy, Getting Loud and Faking Compliance are all strategies that can stop an attack quickly.
- Imagine you are walking down a deserted road when a man you don't know grabs you and the surprise scares them into anger. What might they say first?

Demonstrate:

(Ask co-facilitator to gently grab your arm)

Lead Facilitator: (startled, becoming very angry and very loud) “What the hell are you doing? You scared me half to death! Get the hell away from me!”

Co-Facilitator: “Don't scream. Come with me,”

Lead Facilitator: What's wrong with you? Are you crazy? (Hits at co-facilitator.) Get out of here now! Who do you think you are? I could have had a heart attack! Get the hell away from me!

- Have students start by responding with ‘How dare you!’
- Have students do this as many times as necessary for them to really let go and rage.

B. Acting Crazy

Objective: Freak out the attacker and end the attack

Materials: None

Setup: Same as previous activity

Explain:

- Imagine you are walking down a deserted road when a man you don't know grabs you and you take one look at him and know that Acting Crazy is your most natural response.

Demonstrate:

(Ask co-facilitator to gently grab your arm)

Lead Facilitator: Become a crazy monster, making ugly faces, noises and gestures, **speaking very loudly**. This should really scare students because they really don't expect it. You want them to feel like the attacker might feel when a girl turns on them.

WHAT DO YOU WANT?? WHAT DO YOU WAAAANNNNNNTT! HAHAHAHAHA! WHAT HUH
WHAT HUH? EAUAENTAHUSATOEHUASEIA!!"

- Have students find a partner – when one student says “Don't scream. Come with me”, they should respond by acting crazy.

C. Lying, Fake Compliance

Objective: To say anything you think will stop, calm, distract, or move the attacker

Materials: None

Setup: Students sit lecture style. Facilitators do several role plays with students calling out verbal options

Explain:

- One of the most important strategies used when lying is that of pretending to go along with the attacker. That's called Fake Compliance.
- Show the students an example role-play.

Demonstrate:

Lead facilitator: “Shut your mouth and come with me.”

Co-facilitator: “I'll do whatever you want, just let me get some alcohol – I need to calm my nerves.”

- What the Co-facilitator is doing is pretending to go along. There is no alcohol; she will say she is going to get a drink but she is really moving to escape. She is really strategizing, buying time, moving him somewhere safer for her.

- The advantage of saying you need to get alcohol might feed nicely into the attackers script that you are a bad girl, living in a bad way and are likely willing to do bad things with him.

Round 1:

Demonstrate:

Lead facilitator: “Don’t scream - I have a knife.”

Co-facilitator: “Where are we going? I have to go pick up my paycheck.”

- » Why might an attacker like the idea that you are going to get money? Might that increase his willingness to go along with that idea?

Round 2:

Demonstrate:

Lead facilitator: “Don’t scream - I have a knife.”

Co-facilitator: “Let me see it.”

Round 3:

Demonstrate:

Lead facilitator: “Don’t scream - I have a knife.”

Co-facilitator: “Wait, I need my glasses – (fumbles in purse)”

- If the attacker thinks, “what does she need her glasses for” is he still focused on the attack or the question about the glasses? The glasses line can **distract** the attacker.

Round 4:

Demonstrate:

Lead facilitator: “You are coming with me.”

Co-facilitator: “Where? I can’t go that way, the police are looking for me.”

- The victim is actually changing direction towards where she knows she can get help. She can always say she stole something and hide it and this way she can head towards help.
- » Do you have suggestions for how the Co-Instructor should respond? (Have them act their responses out.)
- Other possible lines the “attacker” (**Lead facilitator**) can use include:
 - ✓ Come with me and you won’t get hurt.
 - ✓ Lay down in the corner
 - ✓ Take off your clothes
- Remember, the point is to calm or distract the attacker while you plan.

6. Date Rape: Can I Use This Stuff on My Partner? (5 min)

A. Recitation

Objective: Students understand that it is okay to use verbal and physical force against partners that won't respect their no.

Materials: None

Setup: Students stand in a circle

Explain:

- It is one thing to use Self-Defense skills against a stranger but it would be another to use them against a partner (or someone we know.) And yet, many girls are attacked by their partners.
- It may feel weird. It may be difficult, but Self-Defense can definitely be used against partners.
- For example, imagine I am kissing my boyfriend and his hand goes to my vagina.
- I push his hand away and tell him to stop.
- He does, for a while, but then he starts again.
- I push his hand away again and tell him no.
- If I am clear, and give a high quality, firm 'no', and he continues - if he starts to pull at my clothes, if he covers my mouth with his hand to shut me up, if he starts to threaten me if I don't do what he says, he has crossed the line and is now officially assaulting me.
- It may be hard to physically stop my boyfriend (partner). If it's a relative or stranger, it's not so hard, but my boyfriend can feel more complicated.
- » Is it ok to do whatever I need to do to stop a boyfriend from raping me?
 - ✓ YES! It is 100% okay to stop him by any means necessary. When you say no, and he continues his advances - it is an attack.
 - ✓ You could become pregnant, get an STD, get HIV.
 - ✓ Be as aggressive in response as he is in the attack but do what you must do to stop him.

Lead the recitation:

- Invite everyone to stand for a shout out.
- Stand in center, yell each line very loud with spirit and students repeat:

1. **This is my body.**
2. **Even if I love you**
3. **This is MY body.**
4. **If I say no,**
5. **I mean no.**
6. **If I say stop-**
7. **I mean stop.**
8. **My boyfriend**
9. **My date**
10. **Does not get a special pass to hurt me.**
11. **My boyfriend**
12. **My date,**
13. **Does not have the right to rape me.**
14. **I can do**
15. **whatever I need to do.**
16. **I CAN yell at him.**
17. **I CAN push him off of me.**
18. **I CAN push him off of me.**
19. **I CAN strike him.**
20. **I CAN and WILL hurt my boyfriend**
21. **if he won't stop**
22. **when I say no.**
23. **This is my body.**
24. **I own it.**
25. **Boyfriend or not**
26. **No one rapes me**
27. **Got it?**
28. **I said**
29. **Got it?**
30. **No one rapes me.**
31. **Got it?**
32. **Got it?**
33. **Good.**

7.5 Fingers of Emergency Defense

“5FED” (10 min)

A. 5FED Introduction

Objective: Students learn the 5 Fingers of Emergency Defense.

Materials: None

Setup: Students stand in a circle

Explain and demonstrate:

- End the class with the 5FED – The 5 Fingers of Emergency Defense. The 5FED are the 5 things you can do to seek safety quickly.
- Put your hand out and have students follow you. Put your hand out with fingers spread wide.
- Hold onto a finger of your hand as you count off each strategy below.
 - ✓ 1) THINK: If something happens don't panic. Stay calm and think about how to respond. If something doesn't feel right, leave.
 - ✓ 2) YELL: Use your voice, Yell 'NO', call for help. Use your strongest, loudest voice to tell someone NO, STOP, LET GO, or BACK OFF!
 - ✓ 3) RUN: Get away and run if you can. If you can avoid violence, you should.
 - ✓ 4) FIGHT: If you need to fight be focused, go for the eyes, kick the groin, stomp his foot really hard, elbow him in the ribs if you are being held from behind. Hit hard wherever on his body is soft and easy to hurt. Disable him and run away. Don't stick around.
 - ✓ 5) TELL: The last finger is tell. Don't keep quiet about what happened. Telling is an important part of healing and moving on. Tell someone, your parents, a friend, a facilitator – if the first person you tell doesn't believe you or won't get the help you need – tell and tell and tell until someone does. It's important that you speak up and tell your story so you can get support and treatment. Remember telling can also help others to be aware of dangerous people in our family and communities.
- Now that we're done with the 5 Fingers lets yell them a few times. Hold out your hand and yell one finger at a time. Let's do this 4 times. THINK, YELL, RUN, FIGHT, TELL

More practice:

- Each time you add a finger, I'll show you the gesture to go with it.
- THINK - Each hand points an index finger to temple on both sides of your head: THINK!
- YELL - Cup hands over your mouth: YELL!
- RUN - Drop hands to sides and make jogging movements: RUN!
- FIGHT - Lift arms up, raise fists in boxing motion: FIGHT
- TELL - Put one arm out as if pointing at assailant and one hand cupped to the side of your mouth: TELL!

8. Stance and Yell (10 min)

A. Practice Stance & Yell

Objective: Students learn how to have a stable stance and yell loudly for help.

Materials: None

Setup: Students stand in a circle

Explain Stance:

- Most physical and verbal techniques begin in stance. The stance provides a solid, balanced base from which the moves can spring.
- Stand with feet shoulder-width apart, the stronger foot slightly back and angled, and knees slightly bent.
- Make sure you feel stable, like no one can push you over. Put your elbows in with your palms up facing out, chest high.
- Show a weak stance by having Co-facilitator stand with feet apart side by side. She is easy to push over.

Demonstrate:

Co-facilitator: Take a proper stand

Lead-facilitator: Try to push her over

- It's very difficult. We don't want to fall, we may get hurt falling, and we use our stance to avoid this. We don't want to fall and injure ourselves because we may need to fight.

Explain Yell:

- When you yell for help, you must yell from deep in your gut.
- This is different from a scream; it comes from a lower place in the body and it sounds lower too.
- We yell "NO" because it lets the attacker (and anyone else around) know that you resist what is happening and want it to stop. If possible, your yell should sound like Satan – deep and very scary!

Demonstrate:

Lead-facilitator: Show a squeaky yell from throat, then a fierce yell from gut.

- » Which one will affect the attacker more?
- Use spirit, mind, eyes, voice, body, use full power!

Practice Stance and Yell:

- Do Stance and Yell all together (count one, two, three). After each “3” students yell NO!
- Do Stance and Yell one at a time around the circle
- Do Stance and Yell together three more times, and applaud each other!

Lead a discussion:

- Stance and Yell accomplish many things for us in a conflict.
 - » Can anyone name some of the things our Stance and Yell can do?
 - ✓ Stance and Yell can also be used as a last-ditch move before we fight. It can help us to know if the attacker will hear our biggest no and stop his harassment.

B. Close

Thank students

- Thank students for their participation.
- Ask students to share what they learned here today with their friends and family so that everyone can have skills to use when someone is bothering or threatening them.
- Tell students to always remember that no means no!

Lead the No Means No Cheer:

No means no! No matter where you go!

No means no, it isn't just for show.

We don't say it to be modest, we say it so you'll hear

No Means NO do I make myself clear?

END CLASS

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?	