BOYS AS ALLIES

Increasing the Capacity for Adolescent and Teenage Boys to be Allies in the Work to End Sexual Violence Against Black Girls in Schools

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AISHATU YUSUF, FALILAH BILAL, &
JOHANNA THOMPSON

National
Black Women's
Justice Institute

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About NBWJI

The National Black Women's Justice Institute researches, elevates, and educates the public about innovative, community-driven solutions to address the criminalization of Black women and girls. We aim to dismantle the racist and sexist U.S. criminal-legal system and build, in its place, pathways to opportunity and healing.

We envision a society that respects, values, and honors the humanity of Black women and girls, takes accountability for the harm it has inflicted, and recognizes that justice is healing.

Our Partners

Thank you to the **National CARES Mentoring Movement** and the **RYSE Center** for reviewing and sharing their expertise and feedback on the curriculum's content. And special thanks to **The California Endowment**, which funded this project.

INTRODUCTION

INTRODUCTION

Data shows that 35 percent of Black women experience some form of sexual violence during their lifetime.[1] One in four Black girls will be sexually abused and 40-60 percent of Black women report being subjected to coercive sexual contact all before the age of 18.[2] Yet, too often Black girls remain invisible within anti-sexual assault dialogue. Though there is a growing global consciousness around sexual violence with the onset of the #MeToo movement created by Tarana Burke and campaigns like #NotOneMore or #TimesUp, the experiences of Black women and girls are often not recognized. These social movements have provided a unique context to address biases that compromise the safety of girls; however, these efforts have yet to include specific and robust remedies specific to schools and young people that seek to repair relationships between those who have been harmed and perpetrators of harm in the development of solutions.

The Associated Press reported that from 2011 to 2015 about 17,000 sexual assaults were committed by K-12 students in the U.S.[3] However, most researchers believe the number is likely much higher because assaults are underreported or mislabeled as bullying, particularly among young victims.[4] On average, children and youth spend 15 percent of their waking hours (6 hours per day) in a school setting.[5] Given the amount of time spent in school and the number of sexual assault and harassment cases reported, it is critical to provide opportunities for training that allow youth to better understand how to prevent sexual violence and how to recognize it.

Studies have shown that Black girls, women, and non-binary people are hyper-vulnerable to abuse. In the policy brief, *Expanding Our Frame, Deepening our Demands for Safety and Healing for Black Survivors of Sexual Violence*, the author, Andrea Ritchie states:

Throughout U.S. history, Black women, trans and gender-nonconforming people's experience of systemic sexual violence during slavery, in domestic servitude, in the workplace, and in our homes and communities has largely remained invisible, obscured and rationalized through deeply entrenched narratives framing Black women and girls as inherently sexually deviant, hypersexual, and inviolable. These problematic narratives have evolved over time, and have been the subject of consistent individual and collective resistance, organizing, and scholarship by Black women.

The authors of Girlhood Interrupted: The Erasure of Black Girl's Childhood, released by Georgetown Center on Poverty and Inequality, make a similar argument, stating that: "Adults view Black girls as less innocent and more adult-like than their white peers… Black girls are perceived to be more independent, more knowledgeable about sex, and in less need of protection."[6] This bias has detrimental effects on Black girls' development and safety, especially in schools. The sexual violence they experience often goes unnoticed and unaddressed because these dominant narratives and misconceptions about Black girls' sexuality and presentation persist.

These tropes are harmful and deny Black girls protection from gender-based violence. A juror in the singer R. Kelly's 2008 child pornography trial, where Kelly was acquitted, said that he did not believe testimony from Black women because of how they dressed and "the way they act." These perceptions exacerbate a disturbing reality: Black women, girls, and non-binary people are seldom seen as victims. They are instead seen as deserving of harm or unable to be harmed.

To address this need, the National Black Women's Justice Institute (NBWJI) created Boys as Allies: Increasing the Capacity for Adolescent and Teenage Boys to be Allies in the Work to End Sexual Violence against Black Girls in Schools, hereafter referred to as Boys as Allies. This training curriculum was designed for Black boys and young men. This curriculum is challenging the age old notion of "boys will be boys" and instead seeks to educate boys and young men about taking accountability for their behaviors and increasing their awareness and capacity to join the work of eliminating sexual violence.

[1] https://ujimacommunity.org/wp-content/uploads/2018/12/Ujima-Womens-Violence-Stats-v7.4-1.pdf.

[2] https://www.blackwomensblueprint.org/.

[3] https://apnews.com/article/1b74feef88df4475b377dcdd6406ebb7.

[4] https://www.nea.org/advocating-for-change/new-from-nea/secret-sexual-assault-schools.

[5] https://ed100.org/lessons/schoolhours#:~:text=Each%20year%20consists%20of%20about,and%20more%20in%20higher%20ones.

[6] https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf.

ABOUT THE CURRICULUM

NBWJI created this curriculum by centering the voices of youth. Through partnerships with local community-based organizations, NBWJI conducted focus groups with over 30 Black and Brown male-identifying adolescent individuals that varied in age between 8 and 17 years old. NBWJI staff also spoke with 25 Black and Brown female-identifying adolescents and young adults and people who varied in age between 11 and 21 years old.

Boys as Allies: Increasing the Capacity for Adolescent and Teenage Boys to be Allies in the Work to End Sexual Violence against Black Girls in Schools is an educational resource that encourages mindful behaviors in adolescent and teenage boys ages 11 to 18. This interactive resource aims to support young male-identifying people in their development to recognize their role in supporting and becoming allies to Black girls in the fight to end sexual harassment, assault, and violence against Black girls.

The Boys as Allies curriculum is designed to teach young male-identifying individuals skills to understand and critically evaluate the behaviors and ideologies that often lead to sexual violence against Black girls in the community as well as schools. The lessons and activities throughout the curriculum address some of the root causes that lead to sexual violence and help boys understand complex relationship dynamics that could lead to sexual violence in schools.

This curriculum primarily focuses on cisgender females and males. Data shows that younger people, ages 12-34, are most

at risk of experiencing sexual violence, and 82 percent of all youth-reported sexual assault survivors are female.[7] The National Intimate Partner and Sexual Violence Survey shows that nearly 90 percent of perpetrators of sexual violence against women are men. When men are victims of sexual assault, 93 percent of those cases reported their abuser was a male.[8] Because of this, NBWJI staff designed this curriculum to target young men and boys who are most often the perpetrators of violence against women and girls. However, it is important to note that we acknowledge the violence committed to and by young people that identify as male, transgender, agender, gender nonconforming, binary, and on the continuum of gender. We also recognize that this curriculum, although not explicit, centers the experiences of those that identify as heterosexual. It is our hope, in partnership with youth and other experts in the field, to expand further iterations of this curriculum to include the experiences of more youth and young people and their unique experiences.

[7] https://www.rainn.org/statistics/victims-sexual-violence#:~:text=Younger%20People%20Are%20at%20the,for%20rape%20and%20sexual%20assault.&text=Those%20age%2065%20and%20older,than%2025%2D49%20year%20olds.

[8] https://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf.

FACILITATOR CHARACTERISTICS

Based on feedback from curriculum reviewers and knowledge of the sensitive subject matter, NBWJI staff suggest the following key characteristics of an effective facilitator:

- Match the racial, ethnic, and gender identity of the majority of students/youth participants
- Identify and present as male/man
- Mental health professional as lead or co-facilitator present in the room due to the sensitive nature of the subject matter
- Obtain guardian's written permission for all program attendees
- Provide curriculum details to participants' guardians prior to attending session one
- Have vast experience working with youth and young people
- Have more than one facilitator join the conversation

Note to Facilitators: NBWJI does not assume responsibility for the administrators of this curriculum. NBWJI cannot control the decisions made by independent entities as to the delivery method and/or style of the selected facilitator. It is our hope that those who facilitate the curriculum have the skill, temperament, and qualifications to do so safely and effectively.

NOTE TO FACILITATORS

NBWJI suggest the facilitator(s):

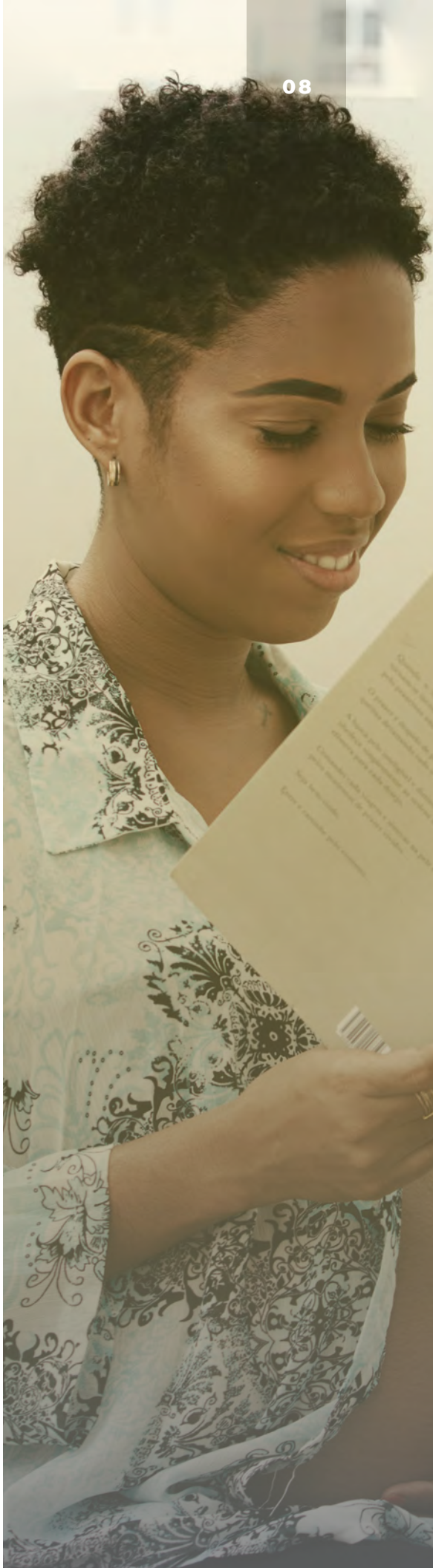
- Thoroughly understand and digest the curriculum content, resources, and additional reading and media materials prior to curriculum implementation.

CURRICULUM GOALS

After completing the Boys as Allies curriculum, young people will:

- Be able to take part in sensitive conversations about sexual violence and harm
- Understand core concepts related to sexual violence
- Develop strategies for making informed decisions in real-life settings
- Develop communication skills to appropriately navigate difficult conversations, incidents, and experiences as they relate to sexual violence and harm
- Develop strategies for becoming an ally and advocate to reduce sexual violence in schools
- Create a collaborative song for their peers to bring awareness and educate the broader community on eliminating sexual violence in schools

*This curriculum is based on a 60-minute session. Facilitators can adjust the agenda activities to fit into the classroom or youth program as needed.



BOYS AS ALLIES

"If you think you are too small to make a difference, you haven't spent a night with a mosquito."

—African proverb

OPENING SESSIONS

OVERVIEW

LESSON OBJECTIVE

1. Establish relationships and build trust
2. Overview of BAA curriculum

OVERVIEW & PURPOSE

The purpose of the opening sessions is to create a space to develop trust and relationship. It is necessary to go through the process of creating a shared “melody/rhythm” for this journey as this will serve as the “heartbeat” for the coming sessions.

EDUCATION STANDARDS

- Collective learning and building trust

SESSION GOALS

1. Establish group norms
2. Build community with centering activity
3. Communicate the purpose/goal of the program

MATERIALS NEEDED

1. Computer
2. Chalk or whiteboard, poster board (to display group norms)
3. Markers

VERIFICATION

Steps to check for student understanding

1. List of agreed group norms created - to be displayed each session
2. Playlist created - Developed in this Opening Session and used throughout the sessions
3. Statement of Program Purpose and agreement to participate

DISCLAIMER

Some of the content in this session is sensitive. Students are not required to respond or participate in any of the questions or activities within this session. If at any point a student becomes uncomfortable, please immediately alert one of the adults in the room to assist the student. If requested, facilitators should ensure provisions are made for students to leave the room.

Opening Session

Part One

This curriculum is based on a 60-minute session.

The facilitator may adjust the agenda activities to fit into the classroom or youth program as needed

PART ONE

ACTIVITIES (60 MINUTES)

ESTABLISH GROUP NORMS

10 MINS

GROUP INTRODUCTIONS & PLAYLIST CREATED

25 MINS

STATEMENT OF PROGRAM PURPOSE

10 MINS

CLOSING ACTIVITY

15 MINS

- Prep for next session
- Closing affirmation.

FIRST ACTIVITY

ESTABLISHING GROUP NORMS (10 MIN)

DO NOT SKIP THIS NECESSARY STEP

The purpose of this activity is to create ground rules for engagement with this curriculum content that is created and agreed upon by the entire group. This is a critical step for establishing group norms, group cohesion and collective group dynamics. Facilitator will begin the session by collectively setting group norms, ideas and guidelines for the group. Ask the group to state some group norms or “ways of being” during these sessions.

- **Materials needed:** White/poster board, markers.
- **Description of activity:** Every group has its own natural development process. Establishing group norms is a critical part of building a cohesive group.

FIRST ACTIVITY

ESTABLISHING GROUP NORMS (10 MIN)

FACILITATOR PROMPT

We need to set up ground rules or group norms before we begin. Group norms allow for the creation of a safe space where each member of the group is seen, heard, and valued with the least harmful behavior.

QUESTION 1

Why is it important to set ground rules?

QUESTION 2

Who can volunteer to give us the first suggestion?

How to tips:

1. Ask the group to decide norms that are for themselves as well as others in the group.
2. Record all agreed upon norms by creating a list of group norms from suggestions on poster paper to be displayed at each session.

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

GROUP INTRODUCTIONS & PLAYLIST (25 MIN)

The purpose of this activity is to ensure that all members of the group are introduced and learn something about each other.

- **Materials needed:** Paper & writing utensil to record list of songs.
- **Description of activity:** Facilitator allows each group participant to introduce themselves to the group using the prompt below. Facilitator should model by going first, then choose the direction of introductions. Facilitator should document the shared songs. This list will create the playlist for the group and possibly be used for Music & Media activity in a future session.
- **How to tips:** Let each student individually decide the song and its reference to women. If possible, hold subsequent conversation and comments for the next activity.

SECOND ACTIVITY

GROUP INTRODUCTIONS & PLAYLIST (25 MIN)

FACILITATOR PROMPT

"[Start with a greeting] I am going to ask each of you to state your name and what song you love the most right now. Share what it is about and how it references women and/or girls, if at all?"

- In a visible area, make three columns: student's name, title of each song, and either "yes or no." If yes, add a +/- to indicate whether or not the song references women and/or girls in a positive or negative manner. If the song does not reference women, put no.

EXAMPLE

NAME	SONG	YES (+/-) OR NO
j	Jamaica (Chronixx)	Yes +
M	Savage (Megan the Stallion)	Yes -

SECOND ACTIVITY

GROUP INTRODUCTIONS & PLAYLIST (25 MIN)

FACILITATOR RECAP

Recap aloud the information collected on the chart. For example: “Out of all the songs listed that reference women, one of them references women in a positive manner. What do you think the chart demonstrates about how we form relationships with each other?”

Remind the group that each response is individual and can not be judged by the group. Facilitator must thank each participant after they have shared. This is the beginning of creating “safe space” within the group.

THIRD ACTIVITY

STATEMENT OF PROGRAM'S PURPOSE (10 MIN)

The purpose of this activity allows for sharing of concepts related to gender-based violence and/or abuse experienced in communities by analyzing the song list. It is critical to take time to address gender-based sexual violence and connections between different types of violence from power and control dynamics and socio-cultural norms. The most important aspect of this activity is the critical thought process. All participants will have different viewpoints. The facilitator should highlight how gender-based violence affects the way we think about women.

- **Materials needed:** Computer/speakers to play link below.
- **Description of activity:** Facilitator will communicate the purpose of the program.
- **How to tips:** Either the facilitator can choose the song, or ask the students to pick a song relevant to the activity. Allow students to have an open discussion about the meaning of the lyrics and what those lyrics express about women.

THIRD ACTIVITY

STATEMENT OF PROGRAM'S PURPOSE (10 MIN)

FACILITATOR PROMPT

“During the time we spend together, we are going to explore different ways to eliminate sexual violence in schools. Let’s begin this exploration by considering the song list that you collectively created. I am inviting you to think about the songs that you listen to and how those songs speak about women and how society feels about women?” (NOTE: This is a rhetorical question to get students thinking while the facilitator prepares to play the song that the students will have an open discussion about.

- **Open group discussion:** Ask students to share their interpretation of what the song is about and what it says about women. Ask the students to explain what they agree with or disagree in the song with regards to women.

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION (15 MIN)

REFLECTION QUESTIONS

- Why are setting ground rules important?
- What did our song list chart identify?
- What will we explore together over the next six sessions?
- Do you agree to take a deep dive into how to eliminate sexual violence in schools?
- Offer a verbal appreciation to someone about something that they shared that you liked.

Opening Session

Part Two

This curriculum is based on a 60-minute session.

The facilitator can adjust the agenda activities to fit into the classroom or youth program as needed

PART TWO

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS

10 MINS

"ALL FALLS DOWN" VIDEO CLIP & DEBRIEF

30 MINS

CLOSING ACTIVITY

20 MINS

- Reflection on current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS (10 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of previously created group norms.
- **Description of activity:** Ensure that new participants contribute to the list of group norms and invite returning students to contribute additional group norms.
- **Revisit activities from the previous session:** "Who would like to provide a recap of last session's activities?"

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

"ALL FALLS DOWN" VIDEO CLIP & DEBRIEF (30 MIN)

This activity allows for group participants to explore different interpersonal relationship scenarios that youth experience in their daily lives. This video will help participants identify real-life situations and allow them to think critically about how they relate to this curriculum's content.

- **Materials needed:** Computer/speakers to play video link below.
- **Description of activity:** Watch video and facilitate a debrief discussion with debriefing questions provided.

FACILITATOR PROMPT

"Let's begin this exploration by watching a short clip about teen relationships. I am inviting you to pay close attention to the characters, their issues, actions, how they communicate, interact, and respond to one another throughout this short 15- minute video. I'm going to ask you to answer the following questions about what you observed in the video."

Facilitator: Play "All Falls Down" video:
https://www.youtube.com/watch?v=5KLV7cOuuDU

*Following the video, facilitate debrief discussion via online, paper, or small group discussion.

SECOND ACTIVITY

"ALL FALLS DOWN" VIDEO CLIP & DEBRIEF
(30 MIN)

EXAMPLE DEBRIEF QUESTIONS

- What were the different types of violence witnessed?
- What harm did any of the characters experience?
- What were some of the hostile environments?
- In what ways did the characters demonstrate they were influenced or impacted by their self, family, peers, culture, media, technology, etc.?
- What were some responses to behaviors?
- Which characters got what they deserved?
- Identify some social norms or stereotypes that were shown that the characters portrayed.
- List three major decisions that were made.
- What communication types did you observe?
- What communication styles did you observe?
- Explain the power dynamics between the characters.
- When was consent demonstrated or lack of consent?
- What triggers did the characters show?
- Which characters were stressed?
- What were some of the issues the characters were stressing over?
- How did the characters cope?
- Were there any support systems in place?
- What support was needed?
- Identify whether or not there was any illegal behavior.
- If you were part of the friend group, explain where there were opportunities to do something.
- What does the larger community need to do to create "safety"?
- In what ways can the school environment support students with sex education?

SECOND ACTIVITY

"ALL FALLS DOWN" VIDEO CLIP & DEBRIEF
(30 MIN)

NEXT SESSION PREPARATION

Facilitator communicates that participants should prepare to discuss violence during the next meeting. Invite students to prepare something about violence to share in the Circle Up Cypher at the beginning of the next session. Suggest that students prepare lyrics, poetry, fashion culture, spirituality, or any other expressive medium during Circle Up Cypher, which they will do at the beginning of each session as a centering activity into the space. Play video "Contemporary Cypher (Circle Up Cypher,)! | Hip-Hop Awards '19" to model an example of a hip-hop Circle Up Cypher and explain that a Circle Up Cypher is like a group of men talking at the barber shop in a circle, dance circle, or hip-hop lyrical circle.

CLOSING ACTIVITY

CLOSING AFFIRMATION AND CHECKOUT (20 MIN)

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”

SESSION ONE
WHAT IS VIOLENCE?

"No one enters violence the first time by committing it."

—Danielle Sered, executive director of Common Justice

SESSION ONE

WHAT IS VIOLENCE?

LESSON OBJECTIVE

1. To explore the history of gender-based violence against women and girls in Black communities
2. To define violence/harm/hostile environment

OVERVIEW & PURPOSE

The purpose of this section is to introduce core concepts surrounding gender based violence (e.g., sexual assault, domestic violence, intimate partner violence, child sexual abuse).

Following this session, attendees will have a working knowledge of what constitutes sexual assault, harassment, violence, and intimate partner violence.

EDUCATION STANDARDS

- Students will demonstrate an understanding of the Core Concepts surrounding gender-based violence (GBV) in schools.

SESSION GOALS

1. Review group norms
2. Build community with Centering Circle Up Cypher activity
3. Watch videos
4. What is gender-based violence?
5. What is sexual violence?
6. Black girls' Step Forward Sexual Harassment Campaign
7. Complete activity: How does violence "show-up" in our lives?
8. Engaged participation

MATERIALS NEEDED

1. Computer
2. Projector/smartboard
3. Adequate space for circle formation discussion

VERIFICATION

Steps to check for student understanding

1. Circle Up Cypher on violence
2. Define key terms: Gender-based violence (GBV), sexual violence, harassment
3. Communicate impact of sexual violence

DISCLAIMER

Some content in this session is sensitive. Students are not required to respond to any questions or participate in any of the activities within this session. If at any point a student becomes uncomfortable, please immediately alert one of the adults in the room to assist the student. If requested, facilitators should ensure provisions are made for students to leave the room.

SESSION ONE

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

15 MINS

TYPES OF VIOLENCE

15 MINS

IMPACT OF SEXUAL VIOLENCE

10 MINS

CLOSING ACTIVITY

15 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms previously created.
- **Description of activity:** Ensure that new participants contribute to the list of group norms and invite returning students to contribute additional group norms.

Revisit activities from the previous session: “Who would like to provide a recap of last session's activities?”

- **Established the group norms:** “Why are group norms important?”
- **Created a song list and chart that identified:** “What conclusions can be made from the chart?”
- Agreed to taking a deep dive to eliminate sexual violence in schools.

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (15 MIN)

FACILITATOR PROMPT

"Last session you were invited to join Circle Up Cypher to express your thoughts about violence. Let's circle up. Who would like to go first?"

CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed**: Some type of recording device.
- **Description of activity**: Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

TYPES OF VIOLENCE (15 MIN)

The purpose of the following series of activities (videos and discussion) is to explore the various types of violence so students have a clear understanding of gender based and sexual violence.

- **Materials needed:** Computer/speakers to play video link below.
- **Description of activity:** Watch videos and facilitate debrief discussions with the debrief questions provided.

FACILITATOR PROMPT

"The purpose of today's session is to better understand types of violence so that we can recognize it and decide how to best deal with it when it shows up in school. We are going to begin with watching a video about gender-based violence and then we will discuss the video."

Facilitator: Play "What is Gender-Based Violence?" https://m.youtube.com/watch?feature=youtu.be&v=3AF9Rjki0DE

After video is complete, facilitator will hold a large group discussion, using the below bullets:

- Facilitator needs to explain to students that this subject matter is sensitive and emotionally triggering
- Ask students to reflect on video and their experience in school
- Explore terminology

THIRD ACTIVITY

TYPES OF VIOLENCE (15 MIN)

DEBRIEF QUESTIONS

- What are different types of violence? (physical, emotional, sexual, financial, technological)
- How can we recognize it?
- How would you define violence?
- How does your body react when experiencing/witnessing violence?
- What did you do, if anything?

RESOURCE LINKS

- https://www.who.int/violenceprevention/approach/definition/en/
- https://www.loveisrespect.org/is-this-abuse/types-of-abuse/

FOURTH ACTIVITY

IMPACT OF SEXUAL VIOLENCE (10 MIN)

IMPACT OF SEXUAL VIOLENCE: IDENTIFYING PREVALENCE OF SEXUAL VIOLENCE AND ITS HEALTH IMPACTS

FACILITATOR PROMPT

- "How often do you think sexual violence occurs?"
- "What do you think are some of the impacts of sexual violence?"

Information provided from the CDC shows that about 1 in 3 women and 1 in 6 men have experienced sexual violence in the form of physical contact at some point in their lives.[9]

Before the age of 18, eight and a half million women have been raped. Victims of sexual violence can experience depression, anxiety, and suicidal thoughts. Sexual violence impacts everyone. Its effects ripple through families, neighborhoods, and workplaces, but we all play a role in its prevention.

—Stat from CDC

[9] https://www.cdc.gov/violenceprevention/intimatepartnerviolence/fastfact.html.

FOURTH ACTIVITY

IMPACT OF SEXUAL VIOLENCE (10 MIN)

IMPACT OF SEXUAL VIOLENCE: IDENTIFYING PREVALENCE OF SEXUAL VIOLENCE AND ITS HEALTH IMPACTS

FACILITATOR PROMPT

- “This next video will provide information on how often sexual violence occurs and the health impacts.”

Facilitator play *What is Sexual Violence?* video https://www.youtube.com/watch?v=LWctQH4C0P8&feature=youtu.be

FACILITATOR PROMPT

- "Now let’s drill it down even further to the impact on your Black sisters, cousins, friends, etc…”

Facilitator play *Black Girls Step Forward Sexual Harassment* campaign video https://youtu.be/n6V72w2c7I0

Facilitator will ask students to consider the following questions:

- “What did you notice about the girls' movement in this video?”
- “What did the girls say about how they were impacted by the experiences they were having?"

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION (15 MIN)

REFLECTION QUESTIONS

- What are two types of violence we learned about today?
- What is GBV (gender-based violence)?
- What is the impact of violence?
- What are some of the reactions that you witnessed from Black girls who experienced violence?
- Offer a verbal appreciation to someone about something that they shared that you liked.

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION (15 MIN)

NEXT SESSION PREPARATION

Facilitator communicates that participants should prepare to discuss the *internal and external influences* that make us respond the way we choose to respond. Invite the students to prepare something about an influence to share in the Circle Up Cypher at the beginning of each session as a centering activity into the space the same as they did in the beginning of this session.

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”

SESSION TWO

HOW DOES VIOLENCE SHOW UP?

"No one enters violence the first time by committing it."

—Danielle Sered, executive director of Common Justice

SESSION TWO

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

15 MINS

HOW DOES VIOLENCE SHOW UP IN OUR LIVES

20 MINS

FLIRTING VS HARASSMENT

15 MINS

CLOSING ACTIVITY

5 MINS

- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms previously created.
- **Description of activity:** Ensure that new participants contribute to the list of group norms and invite returning students to contribute additional group norms.

Revisit activities from the previous session: “Who would like to provide a recap of last session's activities?”

- Agree to take a deep dive to eliminate sexual violence in schools.
- Review the importance of understanding different types of violence.

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (15 MIN)

FACILITATOR PROMPT

"Last session you were invited to join Circle Up Cypher to express your thoughts about violence. Let's circle up. Who would like to go first?"

CENTERING CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed**: Some type of recording device.
- **Description of activity**: Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

HOW DOES VIOLENCE SHOW UP IN OUR LIVES?

The purpose of this activity is to explore the ways in which violence shows up in everyday life so that students can easily identify violence and construct methods of reducing it.

- **Materials needed:** Technology to project video, computer/speakers, examples of music videos, old magazines, students' cell phones, scissors, poster board, glue/tape.
- **Description of activity:** Students will see a series of videos that demonstrate various forms of violence. They will be asked to identify the violence and how the violence can be eliminated.

FACILITATOR PROMPT

"Now that we've explored and defined violence and discussed the impact of violence on your peers, let's explore how violence shows up in our lives. Can you think of a video or any other media that shows violence against Black women and girls?"

- Explain to students that you will show them music videos that may contain violence and might trigger a strong reaction.
- Facilitator will show students examples of music videos that show different types of violence and abuse.
- Here are examples of videos:
  - Rihanna and Eminem
  - R. Kelly trailers highlighting sexual assault allegations
    - https://www.imdb.com/title/tt8385496/videoplayer/vi1798093337
    - https://www.imdb.com/title/tt8385496/videoplayer/vi3821976601

THIRD ACTIVITY

HOW DOES VIOLENCE SHOW UP IN OUR LIVES?

- Facilitators will ask students to suggest different videos that depict violence against Black girls or women. If time allows, facilitators can share students' examples.
- Let students know that it is ok if they do not choose to participate.

Ask students to describe what they see in each music video. Option to break the students up into small groups for this part of the discussion.

THIRD ACTIVITY

TYPES OF VIOLENCE (15 MIN)

Using the discussion questions below, facilitate a conversation about how images in videos reinforce different types of violence within the larger group.

DISCUSSION QUESTIONS

- What does violence look like?
  - *Re-address physical, sexual, emotional, and verbal abuse*
- What kind of violence do you see in music videos that you may witness in school?
  - *Dating? Gun? Peer-on-peer? Look for specific examples.*
  - *Ask students to name some favorite movies and think about violence in them.*
  - *Are school norms affected by the media?*
  - *If yes or no, why?*
- When you see violence, what can you do?
  - *How would you like to change violence in your school?*
  - *What impact can your small steps make? (Example: Using stories/music to talk about how violence impacts you, etc.)*
- When you see violence at school, what can you do?
  - *Discuss intervention, emphasize student safety and when to seek help from a trusted adult, use mandatory reporting regulations.*
  - *How does your school react to violence? How does your community react?*
  - *How can this reaction or response have an impact on you and your environment?*
  - *What are the challenges to doing something when you are involved in or witnessing violence?*

FOURTH ACTIVITY

FLIRTING AND HARASSMENT[10] (15 MIN)

FACILITATOR PROMPT

"Now let's review the difference between flirting and harassment."

FLIRTING OR HARASSMENT?

Often, people who make sexually inappropriate jokes or comments describe their behavior as flirting. So what's the difference between flirting and sexual harassment?

Here are three examples:

1. You and someone you have a crush on have been flirting and you both start making jokes about sexting. Your crush asks if you sext. You say, "No way!" If this is just flirting, that is the end of the exchange. But, if your crush starts asking and pressuring you to send sexual pictures, then it's starting to get into the area of harassment.
2. If someone in class says your shorts are cute, that's a compliment. But if they say your shorts make your butt look good and or they make comments about specific body parts, that's crossing the line into harassment territory.
3. Someone you're not attracted to asks you to go to a dance. It seems harsh to say you're not interested, so you make up an excuse. The person asks a couple more times but eventually gets the hint. This is a normal social interaction, but if the person hits on you in a creepy way—like making references to sex or your body; sending sexual messages; always showing up wherever you happen to be; or trying to touch you, hug you, or bother you—that's harassment.

[10] https://www.childrensmn.org/educationmaterials/teens/article/13096/sexual-harassment-and-sexual-bullying/.

FOURTH ACTIVITY

FLIRTING AND HARASSMENT (15 MIN)

Sometimes statements may be awkward, but they necessarily count as harassment. A person who blurts out a sex-related swear word because they spilled their lunch tray probably isn't trying to harass or bother someone. But if someone is deliberately doing or saying sexual things that make you uncomfortable, it's may be sexual harassment.[11]

Not sure? Ask yourself, "Is this something I want to happen or I want to continue to happen? How does it make me feel?" If it doesn't feel right, talk to someone you trust as outlined on your safety Pod Map.

[11] https://www.childrensmn.org/educationmaterials/teens/article/13096/sexual-harassment-and-sexual-bullying/.

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT (5 MIN)

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”

SESSION THREE
INFLUENCES OF SOCIAL NORMS

"Unsuccessful people make decisions based on their current situation; successful people make decisions based on where they want to be."

—Anonymous

SESSION THREE

INFLUENCES OF SOCIAL NORMS

LESSON OBJECTIVE

1. To understand the influence of self, family, peers, culture, media, technology, and other factors that contribute to the messaging associated with sexual violence
2. To recognize violent behaviors and/or the response to violent behaviors

OVERVIEW & PURPOSE

The purpose of this section is to explore influences that contribute to an unhealthy narrative of sexual violence that devalues the divine feminine of Black girls.

EDUCATION STANDARDS

- Students will demonstrate an understanding of how media and music influence culture and how each person can work to recreate “ideas” that they have been taught.

SESSION GOALS

1. Review group norms
2. Build community with centering Circle Up Cypher activity
3. Complete social norms exercise
4. Complete music & media activity

MATERIALS NEEDED

1. Computer
2. Projector/smartboard
3. Posterboard
4. Markers/pens
5. Adequate space for circle formation discussion

VERIFICATION

Steps to check for student understanding

1. Chart/record, on poster board, responses of social norms exercise
2. List of songs that portray women negatively
3. List of sentences, recorded on poster board, of negative learned behaviors (specific to Black girls) that are changed to positive behaviors

SESSION THREE

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

10 MINS

GIRLS & BOYS IN A BOX

20 MINS

A CALL TO MEN

20 MINS

CLOSING ACTIVITY

5 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms to ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit Activities from the Previous Session

"Who would like to provide a recap of last session's activities about violence?"

- **Types of violence:** What are two types of violence?
- **Impact of violence:** What are some of the health impacts that Black girls experience as a result of violence?
- How does violence show up in our lives?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (10 MIN)

FACILITATOR PROMPT

"Today we are going to talk about social norms and how those norms influence us to make or not make decisions."

(The Circle Up Cypher should center ideas about the various influences students experience.)

CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed:** Music player.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

GIRLS & BOYS IN A BOX (20 MIN)

This activity is intended to identify the social norms associated with being female and male and to challenge those notions by switching the boxes.

- **Materials needed:** Chalk board/white paper, writing tool.
- **Description of activity:** Facilitator will draw two boxes on a board/white paper, labeling one with the heading “girls” and the other with the heading “boys.”

NOTE

Students may include and state that these norms are heteronormative. Be sure to include all statements from students, including those that may not be within these two categories. As appropriate, add additional boxes.

FACILITATOR PROMPT

“The purpose of today’s session is to better understand how internal and external factors influence what we think and how we act.”

THIRD ACTIVITY

GIRLS & BOYS IN A BOX (20 MIN)

FACILITATOR ASKS

“Does anyone know what social norms are? Please explain.”

Social norms are a set of beliefs, not truths, about how specific individuals should think, feel and act based on societal ideas of identity.

FACILITATOR ASKS

“What are some examples of social norms about males/females?”

- Facilitators will encourage students to verbally provide examples of qualities, behaviors, attributes that they believe are typical of girls and boys. Write the results into the box on the chalk/whiteboard (example below).

- Once complete, cross out and swap the headings, replacing "boys" with "girls" and "girls" with "boys." Ask students to share examples of people who they know who exhibit these qualities. For example, a student may provide an example of their mother as “strong” or their male math teacher as “weak.” This activity challenges students to think about the fact that certain attributes are not specifically male or female.

THIRD ACTIVITY

GIRLS & BOYS IN A BOX (20 MIN)

EXAMPLE

MALE	FEMALE
Strong	Weak
Aggressive	Attitude
Money makers	Sexy

FOURTH ACTIVITY

A CALL TO MEN (20 MIN)

This activity is intended to challenge notions of masculinity that can lead to sexual violence.

FACILITATOR PROMPT

"Thank you for participating in that exercise; now let's watch this video that looks at some of the ways in which we view masculinity."

Facilitator play Tony Porter TED Talk: "A Call to Men (Man Box)"
https://www.ted.com/speakers/tony_porter

Facilitator should highlight the following key points:

- Explain that gender is not the same as being born biologically male or female. Gender is about the attributes/characteristics associated with being male and female in our society.
- Explain that social norms inform us how we treat each other based on what is perceived as socially acceptable, and we learn most of those concepts through family, friends, culture, history, and current media portrayals.
- Invite the students to think about how Black girls and women are portrayed in music and media as a lead into the next activity.

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT (5 MIN)

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”

SESSION FOUR
IMPACT OF SOCIAL MEDIA

"Unsuccessful people make decisions based on their current situation; successful people make decisions based on where they want to be."

—Anonymous

SESSION FOUR

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

10 MINS

MUSIC & MEDIA

30 MINS

CLOSING ACTIVITY

15 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms. Ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit Activities from the Previous Session

"Who would like to provide a recap of last session's activities?"

- **The Box Activity & A Call to Men Video**: How do social norms create limitations?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (10 MIN)

FACILITATOR PROMPT

“Today we are going to talk about the impact of social media?

Last week we discussed social norms? What are social norms? Recap last session.

(The Circle Up Cypher should center ideas about the various influences students experience.)

CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed:** Music player.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

MUSIC & MEDIA (30 MIN)

This activity explores how music has played a role in reinforcing social norms and making social norms more visible. Misogyny has always been an issue in the media. Women are often hyper-sexualized. Media and music can be both harmful and good depending on what the artist(s) are trying to do. Just like Kanye made being a school nerd normal, music also makes calling women a B-word and other derogatory terms normal as well. How do these terms frame a female as something to value worth protecting, standing for?

FACILITATOR PROMPT

"How do you think the media and music influence what we do and what we believe is right and acceptable in schools and society?"

FACILITATOR ASKS

"Do you have any examples of songs that refer to women negatively or promote harm against women?"

- Facilitator will play a song. Song will originate from the playlist provided by students during the opening session.
- Facilitator should have song lyrics prepped for students to see.

Note: Opportunity to discuss how artists are challenging social norms like Megan Thee Stallion, Beyoncé, Jhené Aiko, Lil Nas X, and others.

THIRD ACTIVITY

MUSIC & MEDIA (30 MIN)

EXAMPLE DISCUSSION QUESTIONS

- How do these lyrics make you feel? Why?
- Who do you think is the audience for these lyrics?
- Where in this song are there examples of violent attitudes, behaviors, or ideas towards Black girls and women?
- Dissect the idea that women are objects and items to possess.
- Discuss physical violence of women.

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION (15 MIN)

REFLECTION QUESTIONS

- What is a social norm? How do social norms limit or expand our relationships?
- What are some internal/external factors that we use to create social norms?
- How is gender different from biological female/male sex?
- Offer a verbal appreciation to someone about something that they shared that you liked.

CLOSING ACTIVITY

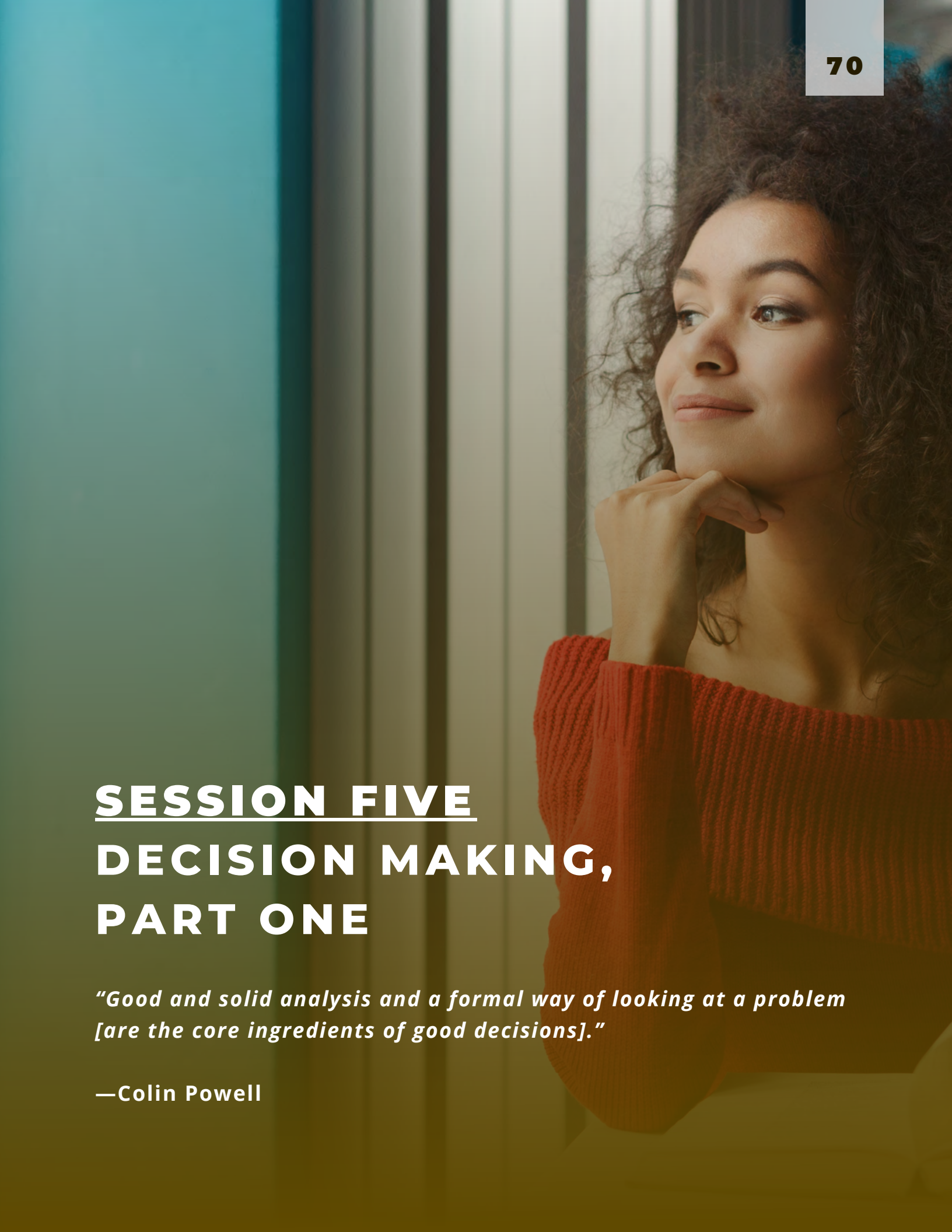
SESSION REFLECTION/PREPARATION FOR NEXT SESSION

NEXT SESSION PREPARATION

Facilitator communicates that participants should prepare to discuss *decision-making*. Invite the students to prepare something about having to make a decision to share in the Circle Up at the beginning of each session as a centering activity into the space the same as they did in the beginning of this session.

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”



SESSION FIVE
DECISION MAKING, PART ONE

"Good and solid analysis and a formal way of looking at a problem [are the core ingredients of good decisions]."

—Colin Powell

SESSION FIVE

DECISION MAKING, PART ONE

LESSON OBJECTIVE

1. To recognize and understand the physiological response to danger/violence experienced - Affect Theory - Flight, Fight, Freeze, Collapse (FFFC)
2. Develop the ability to respond appropriately with respect to personal and environmental safety
3. Develop a clear process for getting help

OVERVIEW & PURPOSE

For students to gain understanding of how they would make a decision to be an ally to Black girls when confronted with a potentially violent situation

EDUCATION STANDARDS

- Demonstrate the ability to respond in an effort to reduce the incidents of sexual violence

SESSION GOALS

1. Review group norms
2. Build community with Centering Circle Up activity
3. Complete activity

MATERIALS NEEDED

1. Computer
2. Projector/smartboard
3. Students' individual devices

VERIFICATION

Steps to check for student understanding

1. Debrief conversations following activities
2. Completion of personal/environmental safety planning worksheet for self and Black girls
3. Developed process of reporting to a trusted adult

SESSION FIVE

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

10 MINS

WHAT WOULD YOU DO? ONLINE QUIZ

15 MINS

FEAR FACTORS

25 MINS

CLOSING ACTIVITY

5 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms and ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit Activities from the Previous Session

"Who would like to provide a recap of last session's activities?"

- **Music video:** How do internal/external influences show violence?
- How might those influences cause us to behave?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (10 MIN)

FACILITATOR PROMPT

"Today we are going to talk about decision making."

(Circle Up Cypher should center ideas about making decisions)

CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed:** Recording device.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up by beatboxing, freestyle rapping, hand beats, expressive movement, or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

WHAT WOULD YOU DO? FLIGHT, FIGHT, FREEZE, COLLAPSE (15 MIN)

The purpose of this activity is to explore our responses to fear and how those responses impact our ability to make decisions guided by their personal boundaries and past experiences.

- **Materials needed:** Computer/speakers to play video; students need personal devices.
- **Description of activity:** Students are instructed to watch a video to spark a discussion about what a person decides to do when faced with fear. Participating in this activity will help students relate to how people respond when they feel threatened.

FACILITATOR ASKS STUDENTS

- “What happens to the body when we get scared?”
- “Why is it good for organisms to have a fear response; how does it help with survival?”
- “Have you seen girls that were scared? How did you know they were scared? Is their response any different from your response when scared?”

THIRD ACTIVITY

WHAT WOULD YOU DO? FLIGHT, FIGHT, FREEZE, COLLAPSE (15 MIN)

ONLINE QUIZ

The facilitator instructs students to use their devices (chromebooks, laptops, cellphones) to take the "What would you do?" online quiz. The quiz is intended to provide students with a fun interactive measure of how they would respond to fear. Inform the students that the quiz is only a hypothetical measure; responses are situational and always changing but it's important to think about how we as individuals, make decisions.

https://www.playbuzz.com/laurawhite11/would-you-fight-or-flight

This activity is an individual activity and the students get to decide if they want to share their results.

FOURTH ACTIVITY

FEAR FACTORS (25 MIN)

This activity is intended to lead into a discussion analyzing common fears that girls may experience, what their facial expression might look like, and how their body might react. This will help allies identify when they should make a decision to step up and provide support. This activity also helps build trust and unity as students realize and recognize similar fears that girls experience.

- **Materials needed:** Paper, writing utensil, container (preferably a hat).
- **Description of activity:** Students are instructed to create perceived fears and role play facial expressions and emotions associated with those fears to help identify when females feel threatened.

FOURTH ACTIVITY

FEAR FACTORS (25 MIN)

FACILITATOR PROMPT

Facilitator gives students this prompt: “For this activity, we are going to explore how fear informs our decision making abilities.”

1. Distribute a sheet of paper and a writing utensil to each person.
2. Tell students to anonymously write a fear or worry that they believe a close girl would have.
3. Tell students to be as specific and as honest as possible.
4. After everyone is done writing a fear/worry, including the group leaders, collect each sheet into a large hat/container of some sort.
5. Shuffle the sheets and pass out one per person.
6. Take turns reading one fear aloud.
7. Each reader should attempt to explain what the fear means and attribute a facial expression and body reaction to the fear.
8. After all fears have been read and described, discuss as a whole group common fears, possible reactions, and how you could respond to create a safe space.
9. Remind students that we are all human and tend to feel different degrees of the same emotions.

Do not allow any sort of comments on what the reader said. Feelings of fear may arise within the group. Don’t be afraid to acknowledge these feelings and how different people express them differently. Simply listen and go onto the next reader.

FOURTH ACTIVITY

FEAR FACTORS (25 MIN)

NEXT SESSION PREPARATION

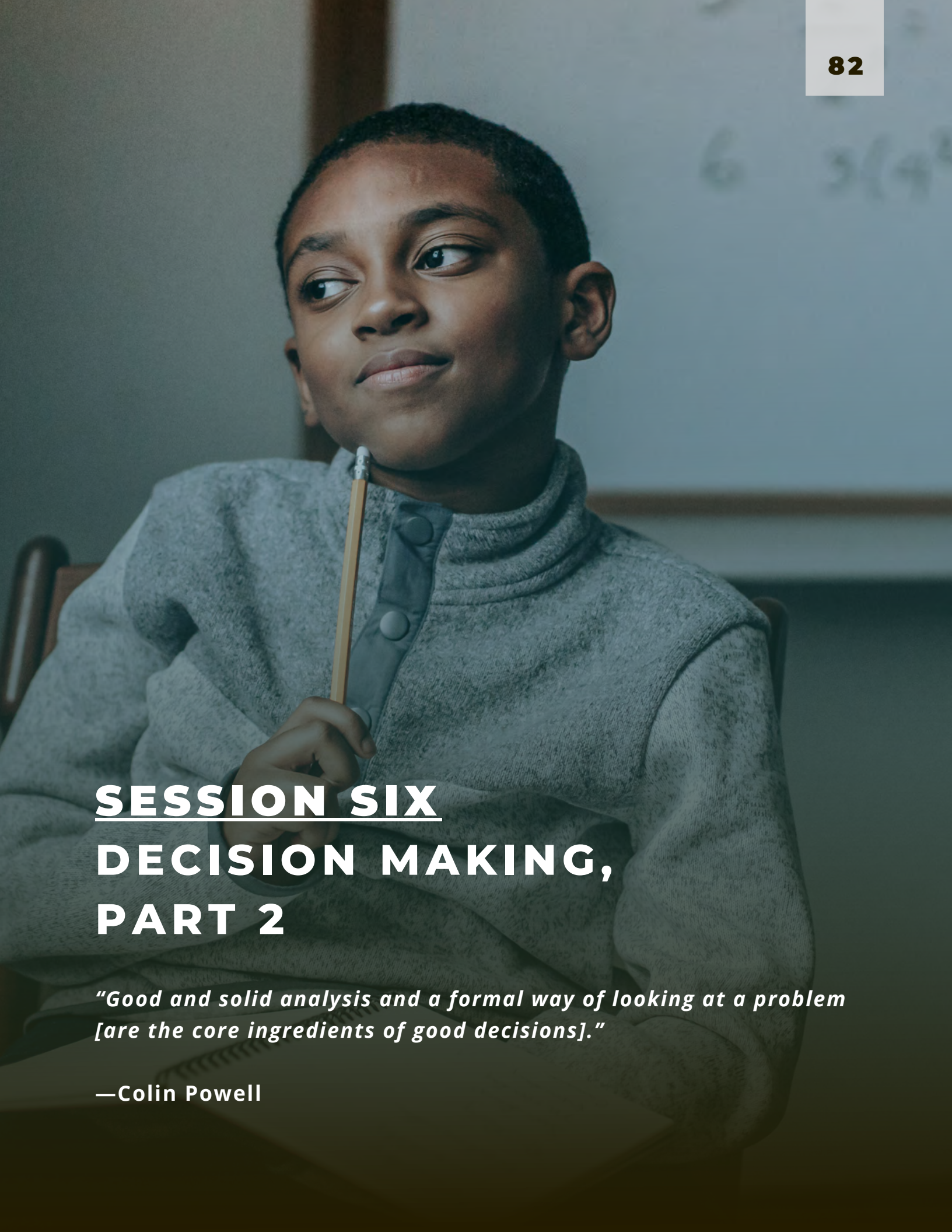
Facilitator communicates that participants should prepare to discuss decision making (part 2). Invite the students to think about a story to share at the next session.

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”



SESSION SIX
DECISION MAKING, PART 2

"Good and solid analysis and a formal way of looking at a problem [are the core ingredients of good decisions]."

—Colin Powell

SESSION SIX

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

10 MINS

RUSH SCENARIOS

30 MINS

CLOSING ACTIVITY

15 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms and ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit Activities from the Previous Session

"Who would like to provide a recap of last session's activities about decision making?"

- **What would you do?:** How do you respond when faced with fear?
- **Fear Factor:** What are some of the ways that a girl might express fear?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (10 MIN)

FACILITATOR PROMPT

"Today we are going to continue to talk about decision making."

(The Circle Up Cypher should center ideas about making decisions)]

CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed:** Recording device.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement, or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

RUSH SCENARIOS (30 MIN)

This activity is intended to provide real-world experiences of sexual violence to help students develop the skills to make decisions about how to be good allies. Additionally, this activity allows students to utilize “safety plans'' to help guide their decision making.

FACILITATOR PROMPT

“Now that we have explored how a person may react when faced with fear and how we might respond, let’s look at how we make a decision to respond in real-world situations.”

FACILITATOR ASKS

Facilitator will explain to students that you will be reading scenarios with the intention of allowing them to develop a process to make decisions when faced with incidents involving sexual violence.

- Break the students into even pair groupings. There are 11 scenarios. Provide the student groups with a scenario per group and give each student the safety plan worksheet to complete. Instruct students to complete the safety plan worksheet according to how they would respond to the scenario given to them. Ask students to pay attention to how they are feeling as it relates to how their actual body is reacting (rising temperature, faster/slower heartbeat). Would the feelings change if it were a close relative?

THIRD ACTIVITY

RUSH SCENARIOS (30 MIN)

SCENARIOS: MAKING A DECISION, WHEN AND HOW TO ACT

- You think a friend or family member is in an abusive or harmful relationship. What do you do?
- Your female friend tells you that she had an unwanted sexual experience with a person she told you that she liked. She isn't sure if it was sexual assault because it felt good. What do you do?
- You're out with your friends and a girl you've seen at school is being harassed or manipulated by someone you don't really know. That person is considered popular and you've heard stories that the person has been physically harmful with girls. What do you do?
- You are in the lunchroom with your friends and a group of students nearby start making sexual gestures and comments to one of the girls you find attractive. You initially try to ignore the comments, but you see she is upset. What do you do?
- Your friend starts singing a popular song; the song has lyrics that talk about what they would do sexually to a girl and begins to say they plan to do the same thing to girls because that's what girls like. How do you respond?
- You hear a rumor about a sexual assault or physical violence case and the story blames the victim for what happened saying the victim asked for it because they always dressed in revealing clothing and flirted. What do you do?

THIRD ACTIVITY

RUSH SCENARIOS (30 MIN)

SCENARIOS: MAKING A DECISION, WHEN AND HOW TO ACT (CONT.)

- A friend tells you their boy/girlfriend is hurting them, harassing them, and/or forcing them into unwanted sexual situations. What do you do?
- The guys on your team are constantly making rude and disrespectful comments about women and girls or calling each other names that imply they are “basic and weak like girls.” What do you do?
- You witness a female student screaming, crying, yelling, and trying to get away from one of your male friends. What do you do?

THIRD ACTIVITY

RUSH SCENARIOS (30 MIN)

SAFETY PLAN PROCESS

Step 1 : Check for your own safety. Before you can help someone else you must decide if you are safe. what are things you need to feel safe?

Step 2: Assess if the person you believe is being harmed wants your help. What can you do to make them feel more safe?

Step 3: What actions should you take right now to help the person you believe is being harmed?

Step 4: What are the support networks you can go to for help?

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION (15 MIN)

REFLECTION QUESTIONS

- How do you respond when faced with fear?
- How does having a fear response help us to survive?
- What are some of the ways that you can respond when you recognize a friend is scared?
- Offer a verbal appreciation to someone about something that they shared that you liked.

NEXT SESSION PREPARATION

Facilitator communicates that participants should prepare to discuss communication. Invite the students to prepare something about communication to share in Circle Up at the beginning of each session as a centering activity into the space the same as they did in the beginning of this session.

Additional video resources to use if additional information is needed to explain fear responses.

Fight Flight or Freeze. Anxiety Explained to Teens
https://youtu.be/rpolpKTWrp4

Fight or Flight
https://youtu.be/GCL7tXawv50

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION

CLOSING AFFIRMATION & CHECKOUT

"In closing out this time together, I'm inviting you to share one thing you love/like about Black girls and women."

SESSION SEVEN
COMMUNICATION

"Communication begins with listening!"

—Enlightened Master Paramahamsa Nithyananda

SESSION SEVEN

COMMUNICATION

LESSON OBJECTIVE

1. Explore different types of communication styles
2. Identify and negotiate power dynamics within communication

OVERVIEW & PURPOSE

The purpose of this section is to help students develop communication skills around boundaries, wants, and needs through experiential practice of negotiation and consent.

EDUCATION STANDARDS

- Demonstrate the ability to use interpersonal communication skills to cultivate consent, and help students to better understand how power dynamics influence, harm, and violence.

SESSION GOALS

1. Review Group Norms
2. Build Community with Circle Up Cypher Activity
3. Discuss Types of Communication
4. Complete Communication Style Quiz
5. Discuss Verbal/Non-Verbal Consent
6. Complete Activity: The Greeting

MATERIALS NEEDED

1. Computer
2. Projector/smartboard
3. Students individual devices

VERIFICATION

Steps to check for student understanding

1. Debrief of personal communications style quiz
2. Physical representation of verbal/non-verbal communication
3. Debrief of the greeting activity

SESSION SEVEN

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CENTERING CIRCLE UP

10 MINS

COMMUNICATION TYPES & STYLE

10 MINS

COMMUNICATION ROLE PLAY
ONLINE QUIZ

20 MINS

CLOSING ACTIVITY

15 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms and ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit activities from the previous session: “Who would like to provide a recap of last session's activities about decision making?”

- **RUSH:** What methods would you use to make a decision?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (10 MIN)

FACILITATOR PROMPT

- “Today we are going to talk about communication.”

(The Circle Up Cypher should center ideas about communication.)

CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed:** Some type of recording device.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement, or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

COMMUNICATION TYPES AND STYLES (15 MIN)

The purpose of this activity is to introduce students to the various types of communication and communication styles to help facilitate an understanding of how different forms of communication impact how people relate to one another in a relationship.

- **Materials needed:** Board; writing instrument.
- **Description of activity:** Information sharing.

FACILITATOR PROMPT

"There are many types of communication and communication styles. To demonstrate the types, we are going to engage with these ideas:"

- Facilitator poses probing ideas that should be written or displayed for students to see. These questions do not need a response during this activity. The questions below are meant for students to think about.
  - "Think about an experience that you found hard to communicate. What made it difficult?"
  - "What type of communication was being used?" (e.g., verbal)
  - "What were the communication styles?" (e.g., aggressive)
  - "What is the difference?"
  - "Why is communication important when talking about gender-based violence?"
  - "What information do the different types of communication and styles of communication provide?"
  - "What are the conditions that cause people to use/choose different types of communication?"

People may choose different communication depending on various factors.

THIRD ACTIVITY

COMMUNICATION TYPES AND STYLES (15 MIN)

- Facilitator should write or display “Types of Communication” for reference.
  - Oral verbal
  - Nonverbal
  - Visual
  - Written verbal

- Facilitator should write or display “Communication Styles” for reference.
  - Passive
  - Aggressive
  - Passive-aggressive
  - Assertive

THIRD ACTIVITY

COMMUNICATION TYPES AND STYLES (15 MIN)

DEFINITIONS OF TYPES OF COMMUNICATION

- **Oral**: Message or information is shared or exchanged between people through word of mouth, spoken words, conversations, and speech.
  - Public speech, television, radio, telephone, and mobile conversations
- **Non-Verbal**: Information is shared or exchanged between people without word of mouth, spoken words, conversation, or written language.
  - Gestures, tone (grunt, sigh), body language, or facial expressions
- **Visual**: The transmission of information and ideas using symbols and imagery; believed to be the type that people rely on most
  - .GIF, signs, graphic designs, films, typography, and countless other examples
  - ***Traffic signals are one of the best examples of visual communication.*
- **Written**: Information shared through any written word or written sign in any medium
  - Handwritten, text, typed, newspaper, printed word documents, letters, books, and magazines

DEFINITIONS OF COMMUNICATION STYLES [12]

Passive

Not comfortable speaking up for themselves; have an opinion or question but chooses not to say anything; may be fearful of being judged, laughed at, or embarrassed; lacking confidence, not comfortable giving their input, or may truly believe that their ideas are less valuable; apologizes frequently and hesitant to share their opinion, even when asked; withdraws; more likely to experience depression and anxiety because they often feel like they have no voice.

[12] Communications styles accredited to http://joyhartman.com/what-is-your-teens-communication-style/.

THIRD ACTIVITY

COMMUNICATION TYPES AND STYLES (15 MIN)

Passive communication is giving everyone else what they want.

Family Example: Needs help on homework, but never asks. Responds with "sure or yeah" to any question.

Friend Example: Doesn't want to go to a party or bonfire because there will be drinking there, but instead tells friends they have a headache and just doesn't show up.

Social Media Example: Likes every picture on Instagram even though some of the pictures hurt her feelings because she wasn't invited to that event.

Aggressive
Yelling, talking over another person, interrupting, swearing, threatening, disrespectful or blaming; angry at the world, blaming everyone, difficulty taking responsibility for their actions and behaviors.

Aggressive communication is the teen getting what he wants at all costs.

Family Example: "No way! You are so lame! I'm not doing that! You can't make me do that!"

Friend Example: "Come on; you are so boring. Let's go to the party. I'm going to tell the whole school you are a wimp if you don't try it."

Social Media Example: Posting negative comments about a friend. Starting online rumors or shaming peers into doing things with the threat of using social media to shame them.

THIRD ACTIVITY

COMMUNICATION TYPES AND STYLES (15 MIN)

Passive - Aggressive
Works really hard to seem agreeable but inside they are angry and resentful; try to smile while plotting to ruin the very agreeable plan just made; thought to be dishonest, lying, or manipulative; struggle to have real relationships unless they learn to express their opinions and feelings. Passive-aggressive communication leaves both persons feeling dissatisfied.

Family Example: Agrees to do the dishes, but then comes up with every excuse in the book as to why they weren't done; agrees to curfew but then spends all night devising a plan to get more time out.

Friend Example: Wants to hang out with only one friend that night. Even though she agreed to meet all four friends out, she works behind the scenes to find a way to get the other two friends to drop out. She may start a fight to try to convince them they really need to go to another spot.

Social Media Example: Thinks a friend is trying to steal his girlfriend. Rather than address the issue directly, he hacks into the other teen's SnapChat and makes malicious or embarrassing posts.

Assertive
Ask for what they need and express their feelings respectfully; able to stand up for their beliefs without discrediting others beliefs; able to advocate for themselves and negotiate through difficult situations; healthier relationships with friends, teachers, parents, employees and eventually a spouse. Assertive communication allows both parties to get what they want.

THIRD ACTIVITY

COMMUNICATION TYPES AND STYLES (15 MIN)

Family Example: “Mom, I won’t be able to do the dishes today because I have a huge final, but I will do them on the weekend.”

Friend Example: Able to stand up for a friend who is being laughed at or bullied; able to refuse to smoke or drink even faced with pressure.

Social Media Example: Appropriate and positive on social media.
http://joyhartman.com/what-is-your-teens-communication-style/

FOURTH ACTIVITY

COMMUNICATION ROLE PLAY (20 MIN)

The purpose of this interactive activity is to allow students to use the information learned about communication type and style to respond to real-world scenarios. Students will explore the impact of their communication choice and decision to de-escalate situations when communication doesn't feel good, is aggressive, or violent.

- **Materials needed:** Printed scenario examples to read out loud; pens/paper
- **Description of activity:** Facilitator will read the short scenarios out loud and instruct the students to choose how they would respond. Depending on the response, students should identify the communication type and style they used to respond to the scenario. Each student will be invited to report back on how they chose to respond to the scenario or their peers can offer their thoughts about which communication type and style were used. Depending on the student responses, the group can explore the impact of their communication choice.

FOURTH ACTIVITY

COMMUNICATION ROLE PLAY (20 MIN)

SCENARIOS EXAMPLES

First Scenario

- Students walking down the hall after class. You see a Black girl you know and want to go talk to her. How do you approach? Choose your communication type and style.
  - Facilitator ask students the following:
    - What was your approach?
    - What communication type was demonstrated?
    - What communication style was demonstrated?
    - What may be a response from that communication style/type?
    - What might be the impact?

  - EX. waving but keep walking (non-verbal/passive)
    - **RESPONSE**: None
    - **IMPACT**: Feelings of rejection, discomfort, triggered
  - EX. waving but keep walking (non-verbal/passive)
    - **RESPONSE**: None
    - **IMPACT**: Feelings of rejection, discomfort, triggered

Debrief each communication choice. How likely is the girl going to respond in a favorable manner given the communication style used? How do the different styles elicit different responses and feelings of safety?

FOURTH ACTIVITY

COMMUNICATION ROLE PLAY (20 MIN)

SCENARIOS EXAMPLES

Second Scenario

You see one of your close male friends sexually assault a Black girl in school by slapping her butt. The girl looks angry, but your friend is laughing. You want to step in and tell him not to do that again to girls. Using the communication types and styles discussed, how would you respond to the situation?

ONLINE QUIZ

Facilitator instructs students to use their devices (Chromebooks, laptops, cellphones) to take the "Communication Style" online quiz. The quiz is intended to provide students with a fun interactive measure for students to think about their style of communication. Inform the students that the quiz is only a hypothetical measure; responses are situational and always changing but it's important to think about how individuals communicate.

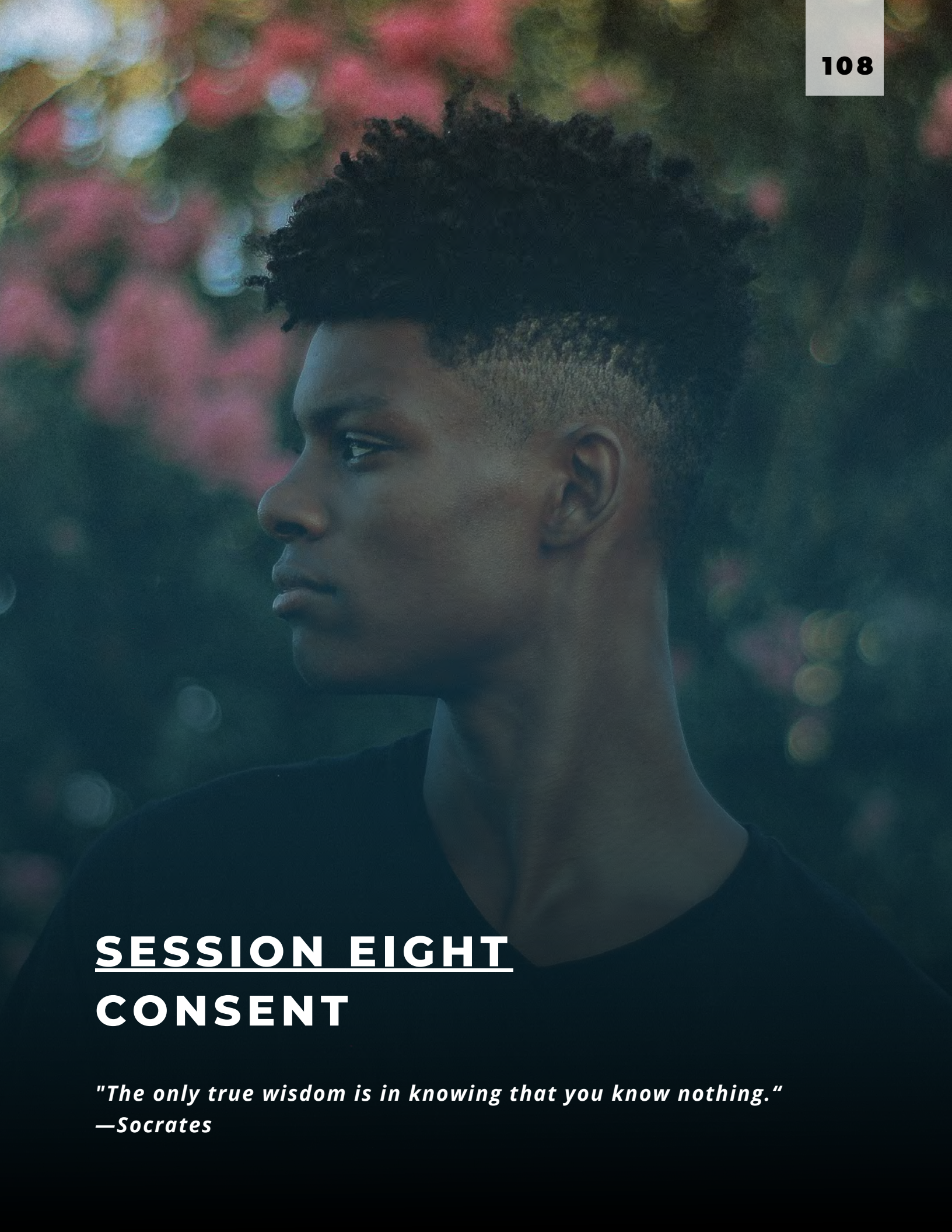
ttps://visme.co/blog/the-4-communication-styles-quiz

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT (15 MIN)

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women”



SESSION EIGHT
CONSENT

"The only true wisdom is in knowing that you know nothing."
—Socrates

SESSION EIGHT

CONSENT

LESSON OBJECTIVE

1. Understand consent when verbally communicating
2. Understand how competing narratives can make communication and consent harder to practice/experience

OVERVIEW & PURPOSE

The purpose of this section is to help students develop communication skills around boundaries, wants, and needs, through experiential practice of negotiation and consent.

EDUCATION STANDARDS

- Demonstrate the ability to use interpersonal communication skills to cultivate consent and help students to better understand how power dynamics influence harm and violence.

SESSION EIGHT

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

15 MINS

CONSENT

10 MINS

THE GREETING

25 MINS

CLOSING ACTIVITY

5 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms and ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit activities from the previous session:
"Who would like to provide a recap of last session's activities about communication?"

- **Types of communication**: What are the types of communication?
- **Communication styles**: What are the different communication styles?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (15 MIN)

FACILITATOR PROMPT

“Today we are going to talk about consent.”

(The Circle Up Cypher should center ideas about consent.)

CENTERING CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed:** Some type of recording device.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement, or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate if needed.

Remember to have fun!

THIRD ACTIVITY

CONSENT (10 MIN)

FACILITATOR PROMPT

"Think about the type of communication styles we discussed and how it relates to gender-based violence if there is no consent."

Facilitator play **Effective Consent Promo**
https://youtu.be/Dx54t8h5Q5U

"What is CONSENT?" (Consider modeling with an explanation about getting consent to participate in a field trip during school.)

A definition of consent:
"Consent is agreement or permission expressed through affirmative, voluntary words or actions that are mutually understandable to all parties involved, to engage in a specific act at a specific time." [13]

[13] https://stopsexualviolence.iu.edu/policies-terms/consent.html

THIRD ACTIVITY

CONSENT (10 MIN)

FACILITATOR PROMPT

"Think about a time when you gave consent."

- "How do you know if consent is being given?"
- "What was involved in the process of giving consent?"
- "What are examples of consent or lack of consent? How did you feel?"
- "In what ways are students witnessing or experiencing consent in school?"

ADDITIONAL CONSENT ACTIVITY RESOURCES

Consent Activity Cards: Additional role-play scenarios
Consent Gaming: Online games to play about consent
Proud Family Consent and Boundaries: Fun 3-minute cartoon illustration about consent

FOURTH ACTIVITY

THE GREETING (25 MIN)

The purpose of this activity is to demonstrate how to use communication skills to get consent.

- **Materials needed:** Facilitator may want to consider changing environment to outside if available.
- **Description of activity:** Students will be asked to go through a series of three greetings where they will be given specific instructions to follow for each greeting. After each greeting, there will be a short debrief discussion about the experience.

FACILITATOR PROMPT

"Now that we've explored what consent could look like, let's practice getting consent. Let's play a game of greetings."

- Remind students that participation is optional.
- Facilitator will provide examples of greetings: Fist pump, high-five, head nod, handshake, hug etc.
  - Ask the question: "Are greetings different when they are formal versus informal?"

GREETING GAME

There will be a total of three rounds of greetings.
Remember to pay attention to how you are feeling.

FOURTH ACTIVITY

THE GREETING (25 MIN)

THE GREETING EXERCISE

First Greeting

Facilitator: When I say GO, greet/say hello to as many people as you are able in one minute.

Ready. Set. Go!

Set the timer to 1 minute and say "GO." Students greet as many peers as they like. Begin with a 10-second count down to stop greeting. At zero, STOP. Ask students to form a circle to give feedback.

Facilitator: Ask the group the following questions.

- "How was that?" Answers here may be quite short, such as "ok" "all right."
- "How was it compared to other greetings you've had?"
- "What's the secret to a great greeting?" People might talk about firmness, or the context—e.g., who's doing the greeting and when; who initiated the approach and what does that say about communication style and power dynamics.
- "On a scale of one to ten, how was it?"

Facilitator: Explain that you would like them to do a second greeting.

FOURTH ACTIVITY

THE GREETING (25 MIN)

THE GREETING

Second Greeting

Facilitator: “We are going to do this again, but this time, greet as many people as you are able in one minute, but this time I’d like you to negotiate the greeting."

Facilitator: Model the explanation with the example:

- “What type of greeting do you want to do?”
- “Do you want to just nod at each other?”
- “Should we also say or do something when we greet?”
- “Do you want to go up and down or side to side?”
- “How long would you like it to go on for, or how many would you like?”
- “Do you want to do something else altogether? A fist bump? A shoulder bump?"

Remind students of the rules.

***Note: State that there should be NO aggressive behavior in the greeting like kicking, hitting, pushing, yelling, or screaming.*

Set the timer to 1 minute. “Ready? GO.” Allow students to negotiate the second greeting. Begin 10 second countdown to stop greeting. At zero, STOP. Ask students to form a circle to give feedback.

FOURTH ACTIVITY

THE GREETING (25 MIN)

THE GREETING

Second Greeting (Cont.)

Facilitator: Ask the group the following questions:

- "How was that?" Answers here may be a bit longer than the first time round.
- "How many people did you get to greet compared to the first round?"
- "On a scale of one to ten, how was it?" Usually this gets between 6 and 9.
- "How did it compare to the first greeting?" People often say: "It was more mutual;" "We knew what was going to happen;" "It was more fun;" or "There was more eye contact."
- "Did anyone prefer the first greeting?" (Try to convince people that this isn't a trick question. It's important that people feel they can say they did. They might say: "It was less awkward;" "It was over more quickly;" "It was more fun;" or "It was more exciting not knowing how it was going to be.")

Facilitator: "Some of you feel that neither 'first greeting' nor 'second greeting' is ideal. Now we invite you to try a final greeting, the 'third greeting.'"

FOURTH ACTIVITY

THE GREETING (25 MIN)

THE GREETING

Third Greeting

Facilitator: "This time I'd like you to try to get a balance between the first greeting and second greeting. This time you will have a minute and a half. Try to keep it fun and spontaneous, but also try to find ways of communicating with the other person to make sure that you and they are both in agreement and enjoying the process you can STOP if you want. Really pay attention to your partner. Look for body language, eye contact, facial expressions, and that kind of thing."

**Note: There should be NO aggressive behavior in the greeting like kicking or hitting or pushing, yelling or screaming.

Set the timer to 1 minute 30 seconds. "Ready? GO." Allow students to do the third greeting. Begin 10 second countdown to stop greeting. At zero, STOP. Ask students to form a circle to give feedback.

Facilitator: Notice what happens in the room and then ask some of these questions:

- "How was that greeting?"
- "How did it compare with the first two?"
- "On a scale of one to ten, how was it?"

FOURTH ACTIVITY

THE GREETING (25 MIN)

THE GREETING

Third Greeting (Cont.)

- “Think about how you communicated with each other about the greeting. What did you do or say? Play it back in your head in super slow motion. What happened?”
- If anyone chooses to opt out of the third greeting or stopped during the greeting, what were some of the obstacles or barriers you noticed?

Facilitator: Often the third greeting is the preferred experience of the group. Ask the group to think of why this is. Usually they say that they really felt a connection this time.

People might think about:

- how they stood
- how they looked at each other
- how in tune they were with the other person
- whether they copied or mirrored what the other person was doing
- how the moments of connection and disconnection felt
- what kind of words they might have used
- the noises they made
- the facial expressions they saw

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT (5 MIN)

REFLECTION QUESTIONS

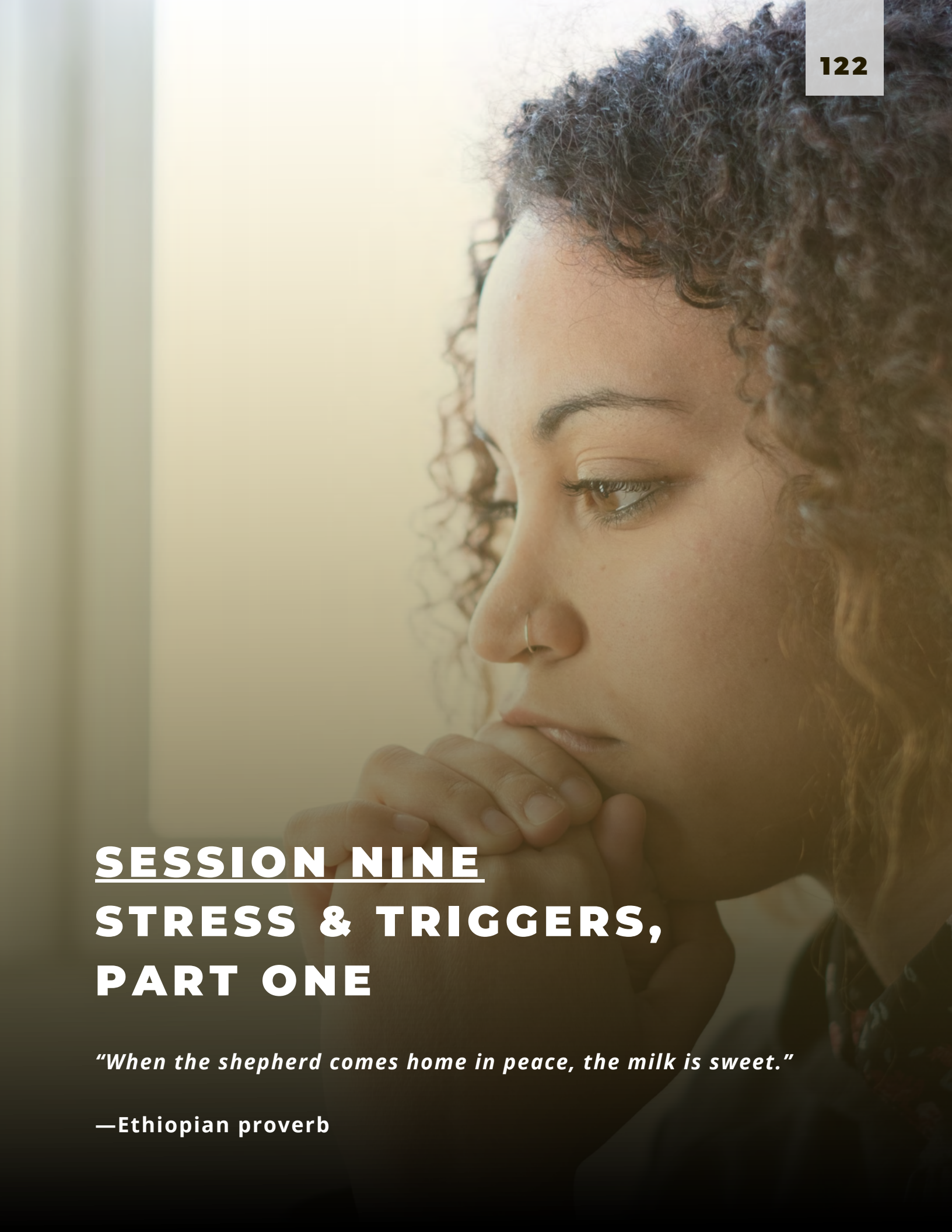
- What are the types of communication?
- What are the different communication styles?
- How does how we communicate impact our relationships?
- What is consent?
- Offer a verbal appreciation to someone about something that they shared that you liked.

NEXT SESSION PREPARATION

Facilitator communicates that participants should prepare to discuss stress and triggers. Invite the students to prepare something about what stresses or triggers them to share in Circle Up at the beginning of each session as a centering activity into the space the same as they did in the beginning of this session.

CLOSING AFFIRMATION & CHECKOUT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”



SESSION NINE
STRESS & TRIGGERS, PART ONE

"When the shepherd comes home in peace, the milk is sweet."

—Ethiopian proverb

SESSION NINE

STRESS & TRIGGERS, PART ONE

LESSON OBJECTIVE

1. To recognize stress/triggers in our self and others
2. Learn methods to harbor, use, and share coping skills
3. Learn when and where to seek support systems

OVERVIEW & PURPOSE

The purpose of this section is to address the specific actions that define sexual bullying harassment in schools and the resulting stress and/or triggers. Additionally, we will approach a discussion about how female students cope and how allies can be supportive in moments where sexual trauma (inappropriate sexual behavior/illegal behavior) is identified and/or witnessed/observed.

EDUCATION STANDARDS

- Demonstrate the ability to identify stressors and triggers in themselves and in others.

SESSION GOALS

1. Review Group Norms
2. Build Community with Centering Circle Up Activity
3. Discuss Stress, Triggers, and Coping
4. Complete Stress Check (Self/Black Girls)
5. Complete Activity: Role Play
6. Complete Pod Map of Support Network

MATERIALS NEEDED

1. Computer
2. Projector/smartboard
3. Paper
4. Pens
5. Pod-mapping sheets

VERIFICATION

Steps to check for student understanding

1. Debrief Stress/Coping
2. Interactive Identification worksheet
3. Debrief Role Play
4. Debrief Support Pod Map

SESSION NINE

80

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

10 MINS

STRESS CHECK (YOU/BLACK GIRLS) INTERACTIVE WORKSHEET

30 MINS

COPING

25 MINS

CLOSING ACTIVITY

10 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms to ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit Activities From The Previous Session

"Who would like to provide a recap of last session's activities about consent?"

- What is a good way to greet a person?
- How do you get consent?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (10 MIN)

FACILITATOR PROMPT

"Today we are going to talk about stress and triggers."

(The Circle Up Cypher should center ideas about things that cause stress and triggers.)

CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed:** Some type of recording device.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

STRESS CHECK (YOU/BLACK GIRLS) INTERACTIVE WORKSHEET (30 MIN)

The purpose of these next activities is to identify stressors, triggers, and coping strategies for students and their Black female-identified counterparts.

- **Materials needed:** Personal electronic device OR checklist handout and writing instrument.
- **Description of activity:** Students will watch a video, debrief, and complete a stress identifying worksheet and coping skills worksheet.

FACILITATOR PROMPT

"Today we are going to talk about what's stressing you, your triggers and coping skills, and then think about what's stressing her!"

Facilitator play "Teen Stress From a Teen Perspective" https://youtu.be/FhG-VoRtkKY

THIRD ACTIVITY

STRESS CHECK (YOU/BLACK GIRLS) INTERACTIVE WORKSHEET (30 MIN)

- Facilitator leads a discussion about triggers, stress, and coping.
  - Facilitator may want to remind students that our bodies signal to us that we are being triggered into stress.
  - Facilitator may also want to tie in the type of communication that would alert someone that stress is present and how we might respond when we are triggered: “When we are triggered we may feel a variety of emotions and body/ mind sensations. For example, when triggered we get angry easily, we cry, sometimes we shut down and can't verbally express ourselves.”
  - Make note of the students’ developmental stage: The prefrontal cortex is not fully developed, which implies that the students capacity/ability to exhibit self control is not fully developed. This is not an excuse for inappropriate behavior, rather an awareness that particular attention needs to be made when triggered to manage stress in a healthy way.

DEFINITIONS OF STRESS & TRIGGERS

- **Stress:** "Stress is how the brain and body respond to any demand. Any type of challenge—such as performance at work or school, a significant life change, or a traumatic event—can be stressful."[14] Stress is often thought of as bad, but it can actually be good in some cases. The right kind of stress can sharpen the mind and reflexes. It might be able to help the body perform better or help you escape a dangerous situation like when we discussed fear responses.
- **Triggers:** Feelings of stress are normally triggered by things happening in your life which could involve being under lots of pressure, facing big changes, worrying about something, or not having much or any control over the outcome of a situation.[15]

[14] https://www.nimh.nih.gov/health/publications/stress/index.shtml.

[15] https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/causes-of-stress/#:~:text=Feelings%20of%20stress%20are%20normally,the%20outcome%20of%20a%20situation.

THIRD ACTIVITY

STRESS CHECK (YOU/BLACK GIRLS) INTERACTIVE WORKSHEET (30 MIN)

FACILITATOR PROMPT

- Facilitator Play Video
  - "Everybody Hates Chris Stress and Triggers" to provide an example of male stress to make comparisons/acknowledgement.
  - https://www.youtube.com/watch?v=NenHK4-535E&ab_channel=crizzl
- Facilitator asks the students to complete their STRESS identification worksheet

THIRD ACTIVITY

STRESS CHECK (YOU/BLACK GIRLS) INTERACTIVE WORKSHEET (30 MIN)

STRESS IDENTIFICATION WORKSHEET

How Do You Know You're Stressed?

The following questions will help you determine if you're stressed and, if so, how much stress you're facing.

Here's How Yo Score Yourself

Almost never applies to me	0
Applies to me some of the time or to a small extent	1
Applies to me a lot of time, but not the majority of the time	2
Applies to me most of the time, almost all the time	3

Scoring

0-3 Normal amount of stress
4-5 Pay closer attention
6-7 Consider talking to someone
8+ Seek help

THIRD ACTIVITY

STRESS CHECK (YOU/BLACK GIRLS) INTERACTIVE WORKSHEET (30 MIN)

QUESTION	SCORE
I find it difficult to take the first step to get things done.	0 1 2 3
I have tremors, twitches, or shakiness in parts of my body.	0 1 2 3
I worry about situations where I could make a fool of myself.	0 1 2 3
I feel depressed or melancholy.	0 1 2 3
I no longer enjoy the things I used to enjoy.	0 1 2 3
I tend to overreact to situations, whether personal or professional.	0 1 2 3
I am easily irritated or annoyed.	0 1 2 3
I have trouble sleeping or falling asleep.	0 1 2 3
I engage in activities or work that make me nervous or anxious.	0 1 2 3
I get upset by unimportant or small things.	0 1 2 3

Resource
Interactive Stress Identification worksheet online
https://www.learnpsychology.org/student-stress-anxiety-guide/

THIRD ACTIVITY

STRESS CHECK (YOU/BLACK GIRLS) INTERACTIVE WORKSHEET (30 MIN)

FACILITATOR PROMPT

- Facilitator asks students the following questions:
  - “Think about whether or not stress is good or bad.”
  - “How can stress cause a change in behavior?”
  - “What triggers cause you to be stressed? Peers? Loved ones?”

FOURTH ACTIVITY

COPING (25 MIN)

FACILITATOR PROMPT

Facilitator asks the students to identify coping methods by instructing students to flip over the Stress Checklist and on the right side list 5 things they would do to cope and on the left side, write down 5 things a female peer might do to cope.

Resource

Coping http://www.yourlifeyourvoice.org/Pages/tip-99-coping-skills.aspx provides a comprehensive list of coping skills that facilitators may choose to make visible to the participants.

- "What are the methods you use or know others use to calm down when stressed? (e.g., meditation, music, sleeping, drinking, smoking, exercise)
- "In what ways are those coping methods healthy or unhealthy?"

FACILITATOR PROMPT

Facilitator asks the students to think about methods they would share with female-identified peers experiencing stress from gender-based/sexual violence. What are some of the things they could do?

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT (10 MIN)

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”

SESSION TEN
STRESS & TRIGGERS, PART TWO

"When the shepherd comes home in peace, the milk is sweet."

—Ethiopian proverb

SESSION TEN

ACTIVITIES (70 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

10 MINS

ROLE-PLAY ACTIVITY

20 MINS

POD MAPPING

20 MINS

CLOSING ACTIVITY

15 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms to ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit Activities From The Previous Session

"Who would like to provide a recap of last session's activities about consent?"

- What is a good way to greet a person?
- How do you get consent?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (10 MIN)

FACILITATOR PROMPT

"Today we are going to talk about stress and triggers."

(The Circle Up Cypher should center ideas about things that cause stress and triggers.)

CIRCLE UP CYPHER GROUP BUILDING ACTIVITY

- **Materials needed:** Some type of recording device.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

ROLE-PLAY (20 MIN)

The purpose of this activity is to provide male students the opportunity to experience how to support female-identified students who are dealing with gender-based violence.

- **Materials needed:** Computer/speakers to play video; pre-printed role play scenarios.
- **Description of activity:** Students will watch a series of 4 videos provided below. Following the videos, the facilitator is invited to divide students into equal groups and give each group a scenario prompt that builds on the videos that they just viewed. Students will be instructed to act out ways to support the girl portrayed in the video when she arrives at school. The activity can be done in small groups and then each group shares their skit for the whole group. Facilitator should post, in a visible area: “What should you do?” or “What should you not do?” for student observers to discuss how to make the right response.

Note: It is recommended to do only one round of “What should you not do?” because it will take extra time and the focus should be on “What should you do?” for skill development and reinforcement.

THIRD ACTIVITY

ROLE-PLAY (20 MIN)

FACILITATOR PROMPT

“What do you think are stressors and triggers for girls?

- Facilitator plays video(s)
  - Blackish “You’re disrespecting the lady” https://youtu.be/CtM8rdc28bM
  - (In the) Street harassment: #ISayItsNotOK https://youtu.be/sdn15-t7kg0
  - Things I Wish I Could Tell My Mom https://www.youtube.com/watch?v=pNuqON3U-qg
  - End Adultification Bias https://youtu.be/L3Xc08anZAE

- Facilitator debriefs the videos
  - Discuss perceived narratives about Black girls: The adultification of Black girls causes stress and additional trauma.
  - Discuss some of the behaviors witnessed in the clips that would stress out a female identified peer. (Street harassment)
  - Address the ways there was intergenerational understanding of what is and is not acceptable behavior. (“Black Girl Poem to mother”)
  - Address the intersections of internal and external factors that are bombarding females. (Blackish)

THIRD ACTIVITY

ROLE-PLAY (20 MIN)

FACILITATOR PROMPT

“How do you relate to the stressors demonstrated in the videos, if at all, and how do you imagine providing support to Black girls when they communicate that these stressors happened or you witness it happening?"

- What are some things that you can do? Let's move into the next activity to get some practice in supporting a Black girl who experiences the stressor.

TRANSITION TO THE ROLE-PLAY SCENARIO

FACILITATOR PROMPT

“This is a role play activity about providing support to Black girls in school in different situations."

- Tell the students there will be 4 scenarios
- Break the students into 4 small groups and give each group one role play scenario
- Ask each group to act out what they could do to provide support to Black girls in school in different situations (and students may want to explore what they should NOT do)

THIRD ACTIVITY

ROLE-PLAY (20 MIN)

ROLE-PLAY SCENARIO #1 - SEXUAL HARASSMENT

A female-identifying student comes to school and has a frown on her face. She shared that while she was working an older man, who was her customer, told her to smile. She is a waitress at a restaurant and this happens all the time when she is working. What do you do?

ROLE-PLAY SCENARIO #2 - IT'S NOT OKAY

A female-identifying student comes to school and has a strange look on her face. She explains to her teacher that while riding the bus to school, a group of boys started talking about her body in a sexual way. She put her head down and did her best to ignore them. When she got to school, she started to cry and told her teacher and other classmates what had happened on the bus. What do you do?

THIRD ACTIVITY

ROLE-PLAY (20 MIN)

ROLE-PLAY SCENARIO #3 - DEAR MAMA

One of your female-identifying friends shares with you this video where she wrote a poem to her mother expressing how she feels. She states that her mother does not understand her and says painful things to her about her appearance, her body, and how boys may treat her. What do you do?

ROLE-PLAY SCENARIO #4 - ADULTIFICATION

You are sitting at home with your grandfather and your female-identifying classmate, who is 14 years old. She is at your home to work on a science project. Your grandfather comes into the living room and sparks a light conversation with you and your classmate. Your grandfather asks her her age and comments that she looks older, like 16 or 17 years. Your classmate looks down to the floor and says, “Men always say that.” What do you do?

Facilitators should post this chart on the board for the students to refer to during this activity.

“What should you do?” or “ What should you not do?”

Class should develop a list of behaviors and ways that boys can support girls that are experiencing gender-based violence and sexual harassment.

FOURTH ACTIVITY

POD MAPPING[16] (20 MIN)

The purpose of this activity is for students to create a resource of community.

- **Materials needed**: Pod Mapping Handout and writing instrument.
- **Description of activity**: Students will complete their pod maps.

FACILITATOR PROMPT

"Let's map out our strategy to cope with stress and triggers and determine where we can turn for help for ourselves and girls."

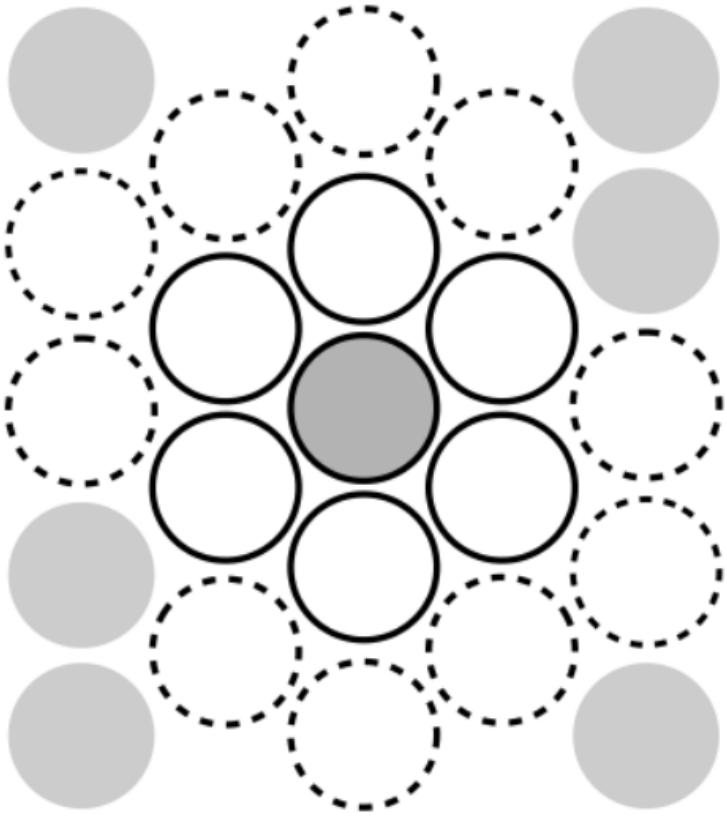
- Provide students with the Pod Mapping template
- Utilize the time to reiterate the importance of identifying someone students trust to share what's happening and get guidance and support
- Ask students to think about whether or not there is a parent, relative, coach, or teacher they can talk to
- Fill in the Bay Area Transformative Justice Collective Pod Mapping worksheet

More and more schools have a designated person who's there to talk about bullying issues, so find out if there's someone at your school. If there isn't, ask the students to think about ways they can ask for school administrators to designate a person for that role.

[16] https://batjc.wordpress.com/pods-and-pod-mapping-worksheet/.

FOURTH ACTIVITY

POD MAPPING (20 MIN)



POD MAP

1. Write your name in the middle gray circle.

2. The surrounding bold outlines are your pod. Write the names of the people who are in your pod.

3. The dotted outlines surrounding your pod are people who are 'movable'. They are people that could be in your pod, but you need to build more relationship or trust with them.

4. The gray circles at the edge are for networks, communities, or groups that could be resources for support, or people involved in those groups.

* Your pod(s) may shift over time, as your needs and relationships change or as people's geographic locations change.

Adapted from the Bay Area Transformative Justice Collective's Pod Mapping Worksheet

FOURTH ACTIVITY

POD MAPPING (20 MIN)

INVASION OF THE POD PEOPLE!

- communities responding to violence -

In order to support our friends and people we care about, let's come together and respond to violence in our community. Who can we turn to for support? Who needs to be a part of this process? What do we need to create and build?

VIOLENCE is *an unjust or unwarranted exertion of force or power over another person or being*

OUR GOALS:

1. Stop the violence from continuing
2. Prevent future violence, and get to the root of why it was happening in the first place
3. For the person who survived violence to feel supported, and be empowered to exist as their whole self

WHAT ARE PODS? From the Bay Area Transformative Justice Collective:

"Your pod is made up of the people that you would call on if violence, harm or abuse happened to you; or the people that you would call on if you wanted support in taking accountability for violence, harm or abuse that you've done; or if you witnessed violence or if someone you care about was being violent or being abused."

POD MAPPING

1. **The Pod:** Map the pod of the person who was harmed
2. **Asks, Priorities, and Goals:** What is being asked for? Is it support? Is it accountability? What are our potential goals? What is a priority? (e.g. Is someone in immediate danger of harm?)
3. **Roles:** Who can help? What roles could we play in this response? Who may be hostile or unsupportive? Are there creative ways we could change this? What resources can we pull from?
4. **Process:** What will our response look like? What should happen first?

* **General Questions:**

- What do we still have questions about? What do we need to know more about?
- What do we need that we don't already have? What do we need in order to respond better?
- What could be the obstacles or drawbacks to our response? How can we plan for these?
- How are we supporting everyone involved, especially the person who is being harmed?

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION (5 MIN)

REFLECTION QUESTIONS

- What are stress and triggers?
- What are some things that stress you? Her?
- What methods can be used to deal with stress/triggers?
- What ways can you support a Black girl who may be stressed?
- Offer a verbal appreciation to someone about something that they shared that you liked.

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION

NEXT SESSION PREPARATION

Facilitator communicates that participants should prepare to discuss advocacy. Invite the students to prepare something about how to advocate for something to share in the Circle Up Cypher at the beginning of each session as a centering activity into the space the same as they did in the beginning of this session.

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”

SESSION ELEVEN
ALLYSHIP

"ALL Black Lives Matter"

—Alicia Garza, Opal Tometi, and Patrisse Khan-Cullors

SESSION ELEVEN

ALLYSHIP

LESSON OBJECTIVE

1. Create a community accountability (CA) statement/process/protocol for gender-based violence in school
2. Develop “upstander” ideology and practice: Knowing how and when to help
3. Conceptualize what advocacy for Black girls looks like

OVERVIEW & PURPOSE

The purpose of this section is to educate young men how to advocate for Black girls in school.

EDUCATION STANDARDS

- Understand and demonstrate the ability to advocate for individual, peer, school, family, and community members, particularly girls of color

SESSION GOALS

1. Review Group Norms
2. Build Community with Final Circle Up Cypher Activity
3. Develop Community Accountability Statement (CAS)
4. Review Illegal Behaviors to Know When and How to Act
5. Discuss Benefits of Being an Ally

MATERIALS NEEDED

1. Paper
2. Pen/pencils
3. Materials from previous weeks
4. School gender-based and sexual violence policy

VERIFICATION

Steps to check for student understanding

1. Presentation of culmination of the Circle Up Cypher
2. Draft of community accountability statement
3. Define being an ally and the benefits

SESSION ELEVEN

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

5 MINS

CREATE A COMMUNITY ACCOUNTABILITY STATEMENT (CAS)

40 MINS

CLOSING ACTIVITY

10 MINS

- Reflection of current session
- Prep for next session
- Closing affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms to ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit Activities From The Previous Session

"Who would like to provide a recap of last session's activities about stress and triggers?"

- What stresses you? What stresses her?
- What are some coping strategies?
- How do you support someone who is stressed?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (5 MIN)

FACILITATOR PROMPT

“Today we are going to talk about allyship.”

(Circle Up Cypher should center ideas about allyship)

CIRCLE UP CYPHER GROUP ALLYSHIP ACTIVITY

- **Materials needed:** Type of recording device.
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

COMMUNITY ACCOUNTABILITY STATEMENT (40 MIN)

The purpose of this activity is for students to develop a community accountability statement (CAS) specific to how students want to address gender-based and sexual violence in their school/community. This statement will provide the basis for how students commit to be allies in reducing sexual violence in schools.

- **Materials needed:** Paper and writing instrument, school-based sexual harassment and/or no-bullying policy.
- **Description of activity:** Facilitator will explain the key points to be considered when developing an accountability statement. Students will be asked to craft their collective statement.

FACILITATOR PROMPT

"Today we are here to talk about what allyship looks like to reduce gender-based and sexual violence of Black girls in our community. We are going to develop a community accountability statement with the intention of demonstrating behaviors that commit to protect, uplift, and empower Black girls to feel safe, and call into accountability behaviors that do not."

THIRD ACTIVITY

COMMUNITY ACCOUNTABILITY STATEMENT (40 MIN)

- Facilitators will distribute the school gender-based and sexual violence policy to participants and ask the participants their opinion on it by asking the following:
  - “How does this policy create school safety for Black girls?”
  - “How does this policy empower boys to be allies to Black girls in school?”
  - “What changes could be made to this policy to heal the harm of gender-based and sexual violence of black girls?”

- Facilitator will explain that the purpose of a community accountability statement (CAS) is to develop community-based strategies for safety, support, and accountability.
  - “Using 10 guiding principles, we are going to identify our own unique goals, values, and actions to develop a distinct safety/accountability model to eliminate sexual violence in schools.”

- Facilitator will inform students that having a one-size-fits-all community accountability model is not a realistic or respectful way to approach an accountability process. However, there are some important principles to think about to help maximize the safety and integrity of everyone involved.
  - An accountability model must be creative and flexible enough to be a good fit for the uniqueness of each community’s needs.

- Facilitator will go over the following 10 principle guidelines.

THIRD ACTIVITY

COMMUNITY ACCOUNTABILITY STATEMENT (40 MIN)

10 PRINCIPLE GUIDELINES FOR DEVELOPING A COMMUNITY ACCOUNTABILITY STATEMENT (CAS)[17]

1. Recognize the humanity of everyone involved. Everyone is impacted when there is violence present.
2. Prioritize the person experiencing the gender-based/sexual violence to know what they need to feel safe and allow that person the space to communicate what they need.
3. Identify a simultaneous plan for safety and support for the entire community (e.g., school policy and process).
4. Carefully consider the potential consequences of your strategy. What will be the impact of how you choose to act?
5. Organize collectively. Create and share the CAS with the community.
6. Make sure everyone is on the same page that gender-based/sexual violence is harmful and needs to be eliminated.
7. Be clear and specific about what accountability should look like.
8. Let the community know how you feel about gender-based/sexual violence and what you plan to do when it shows up in your community.
9. Consider the ways in which the larger community can help when gender-based/sexual violence occurs.
10. Prepare to be engaged in the process of advocating to eliminate gender-based/sexual violence for the long haul.

- Facilitator will provide the following case study scenario as an example of how to develop a CAS, then ask students to collectively begin constructing their own collective CAS.

Suggestion: Facilitator breaks students into groups and provides a pre-printed handout of the example scenario. Have the students ping-pong read the scenario aloud as an entire class. Then the facilitator should give each group 2-4 bullets from the set of 10 guiding principles above to create their own portion of the CAS in their small group (e.g., group 1 work on a statement for points 1, 2, and 3, etc.).

[17] http://www.usprisonculture.com/blog/2013/09/16/guest-post-strategies-for-cultivating-community-accountability-by-ann-russo/.

THIRD ACTIVITY

COMMUNITY ACCOUNTABILITY STATEMENT
(40 MIN)

CAS SCENARIO EXAMPLE

Tyrone is a member of the underground hip-hop music community. His community is predominantly young Black students who attend the same school. One day Tyrone and his friends were headed to do a set at the club and were supposed to pick up two female friends. The girls he picked up started acting funny, which made Tyrone ask what was up. The two female friends told them that they had been sexually assaulted at recent parties. The person committing the sexual violence, Big D, is active and well-known in the music community, and he was employed at a popular club. Big D encouraged the women to get drunk and then forced them to have sex against their will. One of the girls and another friend confronted Big D in person about the incident. She reported that Big D justified his actions by saying that they, “Looked like they wanted to do that and were practically begging for it.”

Tyrone’s mother had shared a similar story with him about his biological father. So, when he heard the story from his friends, he was triggered. Fed up with Big D’s portrayal of the women, lack of accountability, and with sexual violence in the music community in general, Tyrone’s group decided they would do something about the situation. They not only reflected on their two female friends' experiences but also how the local culture supported that behavior. Tyrone’s group decided that there was a real lack of consciousness about the issue of sexual violence and the community needed to talk about it.

They decided to post about Big D's behavior on social media. With permission from his two friends that were sexually assaulted by Big D, Tyrone and his friends started a thread about Big D and it went viral.

THIRD ACTIVITY

COMMUNITY ACCOUNTABILITY STATEMENT
(40 MIN)

CAS SCENARIO EXAMPLE (CONT.)

A couple of weeks later, a media source that supported Big D posted that since the girls did not press criminal charges, they were probably lying. The girls began to be treated differently at school and some students were mad about all the negative attention the club received since it was many of the students favorite spot.

Big D started threatening Tyrone and his friends. But Tyrone and his friends decided not to back down and that they were going to talk more about sexual violence. They decided to use their music skills and social media to promote their new song and music video. The new song was about the experience of their female friends. In the song they addressed sexual violence, consent, and victim-blaming. They wanted everyone to know about what happened to their friends and how community accountability is necessary when discussing harm.

Their Community Accountability Statement:

> *We will NOT ignore when sexual violence occurs in our community. We will always make sure that the person experiencing sexual violence feels safe and supported to share their story. We expect the person committing sexual violence be held accountable for their actions and be prevented from shifting blame onto the person experiencing the sexual violence. We expect that the person committing the violence owns their assaultive behavior and understands the full ramifications that their actions have and will continue to have on the community. The person committing the violence must illustrate their compliance by making a public apology and, with the help of their peers, seek counseling from a sexual*

THIRD ACTIVITY

COMMUNITY ACCOUNTABILITY STATEMENT
(40 MIN)

CAS SCENARIO EXAMPLE (CONT.)

> *assault specialist. It is equally important that they inform future partners and friends that they have a problem and ask for their support in the healing process. If the person committing the violence moves to a new community, they must continue to comply with the community guidelines set forth above. We believe that by working with the person committing the violence in the healing process, we can truly succeed in making our community safer.*

The song and statement had an important impact. A reporter from a prominent news site featured an “open letter” to the community asking them to rethink the social norms about sexual violence. It also started a conversation within the music community about sexual violence. Tyrone and his friends began organizing an effort focused more on community building, education, and prevention. They began a process of learning more about sexual violence, safety, and accountability by attending an allyship program and developed a county-wide school hip-hop tour during sexual awareness month.

THIRD ACTIVITY

COMMUNITY ACCOUNTABILITY STATEMENT (40 MIN)

- Facilitator may consider sharing the following things to think about as students create their school-based CAS:
  - Your school should have a sexual harassment policy to protect students. Make sure the policy is communicated to everyone and easily accessible.
  - **If you see something, say something** in the moment: Bystanders play an important role in stopping harassment/violence. If you see someone who is being harassed, take action. If it feels safe and natural to speak up, say, "Come on, let's get out of here" to the person you see getting bothered. You shouldn't try to change the person with violent behavior by yourself, but it is OK to let the person know people are watching and will be getting involved.
  - When gender-based/sexual violence occurs, tell someone. If you don't feel you can say something at the time you see the incident, report the event to a person identified in your safety plan. This action is advocacy; it's standing up for what's right. No one deserves to experience violence.
  - Talk to/reflect on the person experiencing the harm and ask how to offer support. Say that you think what happened is not OK and offer some ideas for dealing with it.
  - Keep a record of the events that have happened by writing down dates, short descriptions, and save any offensive pictures, videos, texts, or IMs to be used if there is legal action. Save the information someplace where you don't have to revisit the harm.
  - **If you suspect something, ask**: You won't always see gender-based/sexual harassment happening. A person who is going through it might not talk about it.

THIRD ACTIVITY

COMMUNITY ACCOUNTABILITY STATEMENT (40 MIN)

- Sometimes people show signs that something's wrong even if they don't talk about it. Maybe a normally upbeat friend seems sad, worried, or distracted. Perhaps a friend has lost interest in hanging out or doing stuff. Maybe someone you know avoids school or has failing grades. Changes like these are often signs that something's going on. This is an opportunity to ask if everything's OK.

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT (10 MIN)

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”

SESSION TWELVE
ADVOCACY

"I learned a long time ago the wisest thing I can do is be on my own side, be an advocate for myself and others like me."

—Maya Angelou

SESSION TWELVE

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

CIRCLE UP CYPHER

10 MINS

CAS REVIEW, DISCUSSION, & AGREEMENT

30 MINS

CLOSING ACTIVITY

15 MINS

- Reflection of current session
- Culminating circle up cypher
- Final affirmation

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of activity:** Review list of group norms to ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Revisit Activities From The Previous Session

"Who would like to provide a recap of last session's activities by reading aloud the CAS co-constructed?"

- What is the purpose of the CAS?
- What does it mean to be an ally?

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

CIRCLE UP CYPHER (10 MIN)

FACILITATOR PROMPT

“Today we are going to talk about advocacy.”

(The Circle Up Cypher should center ideas about advocacy.)

CENTERING CIRCLE UP CYPHER GROUP ADVOCACY ACTIVITY

- **Materials needed:** Some type of recording device
- **Description of activity:** Facilitator will encourage students to participate in Circle Up Cypher by beatboxing, freestyle rapping, hand beats, expressive movement or sound, etc. This activity allows students to enter fully into the space and express creativity.
- Facilitator should be prepared to demonstrate, if needed.

Remember to have fun!

THIRD ACTIVITY

CAS REVIEW, DISCUSSION, & AGREEMENT (30 MIN)

The purpose of this activity is to bring the students back together to discuss what they have created, review the components, and agree to their co-constructed statement.

Have a person read their groups CAS portion aloud.

- **Materials needed:** Paper and writing instrument; completed portions of group CAS
- **Description of activity:** Facilitator will lead a discussion about what their group came up with, what the CAS means to each student, and ask the students to collectively agree on the CAS.

FACILITATOR PROMPT

"What do you like most about the CAS created?"

"What does the CAS mean to you?"

CLOSING ACTIVITY

SESSION REFLECTION/PREPARATION FOR NEXT SESSION (15 MIN)

REFLECTION QUESTIONS

- What is the purpose of the CAS?
- How can a CAS change the outcomes for Black girls?
- Offer a verbal appreciation to someone about something that they shared that you liked.

NEXT SESSION PREPARATION

Facilitator communicates that the next session is the wrap-up session and that students should prepare to revisit their school's Student Code of Conduct for gender-based sexual violence and harassment policies to determine if the policies meet their CAS. Students should celebrate all they have learned to become allies in eliminating sexual violence on school campuses. Invite the students to invite their friends, family members, and others to participate in closing activities.

CLOSING AFFIRMATION & CHECKOUT

"In closing out this time together, I'm inviting you to share one thing you love/like about Black girls and women."

SESSION THIRTEEN
THE WRAP UP

"When the world is silent, even one voice becomes powerful."
—Malala Yousafzai

***This final session can also be conducted as an Assembly for a larger audience to learn about what the students have been learning and the co-constructed CAS.**

SESSION THIRTEEN

THE WRAP UP

LESSON OBJECTIVE

1. To review all previous curriculum content sessions
2. To review school policy, illegal behaviors, and allyship
3. To wrap-up participation in the program

OVERVIEW & PURPOSE

The purpose of this wrap-up session is to provide students the opportunity to reflect on learnings from the previous sessions, communicate what they understand more deeply about gender-based violence toward Black girls in school, present their co-constructed CAS to the larger community, and celebrate their ability to be allies in eliminating sexual violence in schools.

EDUCATION STANDARDS

- Verification of collective learning, community engagement, and advocacy

SESSION GOALS

1. Reflect on learning from previous sessions
2. Review school Student Code of Conduct and gender-based violence policies compared to CAS
3. Celebrate allyship with Circle Up Cypher culminating video & acknowledgements

MATERIALS NEEDED

1. Computer/speakers/projection technology
2. Some form of certificate of achievement/completion/acknowledgement

VERIFICATION

Steps to check for student understanding

1. Ability to determine how CAS/Code of Conduct compliment each other to eliminate sexual violence
2. Presentation of culmination Circle Up Cypher Video
3. Individual ally statements

SESSION THIRTEEN

ACTIVITIES (60 MINUTES)

REVIEW GROUP NORMS & RECAP

5 MINS

STUDENT CODE OF CONDUCT SCHOOL POLICY ON GENDER-BASED VIOLENCE/CAS

10 MINS

INAPPROPRIATE & ILLEGAL BEHAVIORS

5 MINS

ALLYSHIP

20 MINS

CLOSING ACTIVITY

20 MINS

FIRST ACTIVITY

REVIEW GROUP NORMS & RECAP (5 MIN)

DO NOT SKIP THIS NECESSARY STEP

- **Materials needed:** Refer to list of group norms.
- **Description of Activity:** Review list of group norms to ensure that new participants contribute to the list of group norms and invite returning students to contribute any additional group norms.

Remind students that information is sacred, confidential, and personal. Encourage students to continue conversations about violence NOT specific incidents or people.

SECOND ACTIVITY

STUDENT CODE OF CONDUCT & CAS (10 MIN)

The purpose of this activity is to review the Student Code of Conduct and have the students compare it to their community accountability statement (CAS). This will help understand how both the policies and statement contribute to creating an environment that works to eliminate sexual violence toward Black girls in schools.

- **Materials needed:** School Student Code of Conduct policy; co-constructed CAS
- **Description of activity:** Facilitator will lead a discussion that asks students to review the Code of Conduct and CAS to determine how both will contribute to eliminating sexual violence in schools.

FACILITATOR PROMPT

"We have completed a lot of activities throughout the previous sessions to help us be allies in eliminating sexual violence including the Community Accountability Statement from last session. Let's compare the Student Code of Conduct and your CAS to identify what policies and practices eliminate sexual violence."

- "What are the specific policies stated in the Student Code of Conduct about sexual violence?"
- "What are the allyship practices stated in your CAS?"
- "How do these two documents help eliminate sexual violence?"
- "What are the ways you can ensure these policies and commitments are practiced?"

THIRD ACTIVITY

INAPPROPRIATE & ILLEGAL BEHAVIORS (5 MIN)

The purpose of this activity is to ensure that students are informed of behaviors that are considered illegal and inappropriate so that they know exactly when to be an ally.

- **Materials needed:** Pre-printed handout of list of illegal behaviors
- **Description of activity:** Facilitator will go over the list with students and facilitate a discussion to answer any questions.

FACILITATOR PROMPT

"Now that you have created a CAS, let's review behaviors that call for your CAS to be applied."

Facilitator review the following illegal behaviors; suggest the participants receive a handout of the behaviors.

THIRD ACTIVITY

INAPPROPRIATE & ILLEGAL BEHAVIORS (5 MIN)

Sexual harassment bullying may include:

- Making sexual jokes, comments, or gestures to or about someone
- Spreading sexual rumors (in-person, by text, or online)
- Writing sexual messages about people on bathroom stalls or in other public places
- Showing someone inappropriate sexual pictures or videos
- Asking someone to send you naked pictures, or “nudes,” of herself or himself
- Posting sexual comments, pictures, or videos on social networks like Facebook or sending explicit text messages
- Making sexual comments or offers while pretending to be someone else online
- Touching, grabbing, or pinching someone in a deliberately sexual way
- Pulling at someone's clothing and brushing up against them in a purposefully sexual way
- Asking someone to go out over and over again, even after the person has said no

Sending sexual messages or images by text or "sexting" is not a good idea for many reasons. Sexting can lead to problems for you and the person getting the text, even when you are dating or in a relationship with that person. In some cases these messages can be considered harassment or bullying and can bring very serious consequences. Also, messages or images you intend to be private can get into the wrong hands and be used to embarrass, intimidate, or humiliate. Even if you send someone's picture just to one other person, it can be forwarded to many other people or posted online for the world to see.

Forcing another person into doing things they do not want to do, such as kissing, oral sex, or intercourse, goes beyond sexual harassment or bullying.

Forcing someone to do sexual things is sexual assault or rape, and it's a serious crime.

THIRD ACTIVITY

INAPPROPRIATE & ILLEGAL BEHAVIORS (5 MIN)

FACILITATOR PROMPT

“And finally, let’s review how to handle gender-based sexual violence.”

It is illegal to commit sexual violence, no matter what. There is no such thing as "asking for it."

“There's no single ‘right’ way to respond to sexual violence. Each situation is unique. Try to recall all of the work you’ve done throughout this curriculum to help make a safe decision on how to respond.”

FOURTH ACTIVITY

ALLYSHIP

The purpose of this activity is to demonstrate the benefits of being an ally.

- **Materials needed:** Computer, projector.
- **Description of activity:** Students will watch a video and provide a response to the prompt.

FACILITATOR PROMPT

"We are going to watch a video that explains the bystander effect."

- Facilitator plays videos of allies:
  - https://www.youtube.com/watch?v=45qZei0iw3
- Facilitator will ask students to answer this question:
  - "To me being an ally means …"

This provides a chance for each young man to express what they feel, acknowledge what they have learned, and what they will do differently.

Invite the students to invite their friends, family members, and others to participate in the next closing session.

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT (20 MIN)

The purpose of this activity is to tie it altogether, honor the work of the facilitator and students in going through this process, and make a commitment to be allies in reducing sexual violence in schools.

- **Materials needed:** Computer/speakers/projection technology, culminating video of each Circle Up Cypher's from each of the previous sessions, possible recording device if participants agree to video record their responses for promotion of educational awareness, appreciation/acknowledgement certificate
- **Description of activity:** Attendees will watch the culminating Circle Up Cypher Video created and receive a certificate.

Facilitator will play the Circle Up Cypher video.

FINAL AFFIRMATION

Facilitator will instruct participants to stand up and complete a final affirmation statement. "I am inviting each of us to close out by answering the following statement, one thing I hope to gain from becoming an ally to reduce sexual violence in schools is…"

- Facilitator thanks participants and distributes a certificate of completion or something else symbolizing the participation in the curriculum.

CLOSING ACTIVITY

CLOSING AFFIRMATION & CHECKOUT (20 MIN)

FACILITATOR PROMPT

“In closing out this time together, I’m inviting you to share one thing you love/like about Black girls and women.”

CURRICULUM RESOURCE LIST

SESSION	RESOURCE
Opening Session	• All Falls Down Video • Example Circle Up
Session One: What Is Violence	• What is gender-based violence • What is Sexual Violence? Video • Black Girls Step Forward Sexual Harrasment campaign Types of violence • https://www.who.int/violenceprevention/approach/definition/en/ • https://www.loveisrespect.org/is-this-abuse/types-of-abuse/ • https://genderspectrum.org/articles/understanding-gender
Session Two: How Violence Shows Up	• Love the way you lie • Flirting and Harassment • https://www.imdb.com/title/tt8385496/videoplayer/vi1798093337 • https://www.imdb.com/title/tt8385496/videoplayer/vi3821976601
Session Three: Influences of Social Norms	• Fight Flight or Freeze. • Fight or Flight • Bystanders Can Stop Rape • Tony Porter TED Talk - “A Call to Men”

SESSION	RESOURCE
Session Four: Impact of Social Media	• Consent Activity Cards - additional role play scenarios • Consent Gaming - online games to play about consent • Proud Family Consent and Boundaries - fun 3 minute cartoon illustration about consent
Session Five: Decision Making, Part One	• Quiz- what do you do
Session Six: Decision Making, Part Two	• Fight Flight or Freeze. Anxiety Explained to Teens • Fight or Flight
Session Seven: Communication	• Communication Online Quiz
Session Eight: Consent	• Definition of Consent • Consent Activity Cards - additional role play scenarios • Consent Gaming - online games to play about consent • Proud Family Consent and boundaries - fun 3 minute cartoon illustration about consent • Effective Consent Promo

SESSION	RESOURCE
Session Nine: Stress & Triggers, Part One	• Teens Stress Video • What is stress • Stress Triggers • Everybody Hates Chris Stress and Triggers Examples • How do you know you're stressed quiz
Session Ten: Stress & Triggers, Part Two	• Blackish Video • #ISayItsNotOkay • Things I wish I Could tell my Mom • Adultification of Black Girls • Pod Mapping • Pod Mapping Worksheet
Session Eleven: Allyship	• Community Accountability Guidelines
Session Twelve: Advocacy	• Community Accountability ToolKit
Session Thirteen: The Wrap Up	• The Bystander Effect

**Resources are indicated throughout the curriculum. This is a comprehensive list of the resources.*

COMMON TERMS

This list is not exhaustive. These common terms are meant to provide facilitators and student participants with a definition of terms that may surface during the sessions. As time allows, please add to this list during the sessions with key terms and student-provided definitions. This will ensure students' understanding and provide a tool for each unique cohort conducted.

WORD	STANDARD DEFINITION	STUDENT DEFINITION[18]
Aggressive	Ready or likely to attack or confront; characterized by or resulting from aggression; pursuing one's aims and interests forcefully, sometimes unduly so.	
Ally	A person who sides with or supports someone.	1. Friend 2. Someone that you trust. 3. Friend that helps you out with situations.
Allyship	A lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups of people recognized by those you are seeking to ally with.	1. People who create a bond or friendship.
Assertive	Having or showing a confident and forceful personality.	
BIPOC	Acronym representing Black, Indigenous, People of Color; meant to unite all people of color in the work for liberation while intentionally acknowledging that not all people of color face the same levels of injustice.	

[18] During the initial data collection process with young people, NBWJI staff collected a series of word definitions from youth and young people. A culmination of these definitions are listed here.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
Catfishing	To lure someone into a relationship by means of a fictional online persona.	1. Someone that just wants your money. 2. Getting a date with a different person than you thought. 3. Pretending to be someone you aren't. 4. Someone that puts an image out there that's really not them. 5. Acting like you are someone else.
Child Sexual Abuse	Many types of sexually abusive acts toward children, including sexual assault, rape, incest, and the commercial sexual exploitation of children.	1. Taking advantage of a child sexually.
Coercion	The practice of persuading someone to do something by using force or threats.	1. To convince someone to do something.
Collective Rape	A pattern of sexual violence perpetrated on civilians by agents of a state, political group, and/or politicized ethnic group.	
Consent	Give permission for something to happen or agreement to do something.	1. Asking for permission 2. Doing things with the other person's permission. 3. You give permission to have sex with someone. Example: asking for permission to have sex - Yes, he/she can have sex with you.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
Coping Mechanisms	Strategies used in the face of stress or trauma to manage painful or difficult emotions.	1. When you are trying to deal with something.
Digital Harassment/Cyber Bullying	Use cell phones, social networks, and other communication devices to bully, threaten, and aggressively badger someone.	1. Harassing someone on a cell phone. 2. Making fun of someone online. 3. Send sexual posts around on apps and bully people. 4. When someone is sending you things you don't want to see - like nudes. 5. Bullying someone online.
Disassociation	Disconnection or separation of something from something else; the state of being disconnected.	
Gang Rape	Unlawful sexual intercourse without consent of a single person by two or more violators.	1. When several people rape one person at a time, as a group.
Gender	Socially constructed ideas about the behavior, actions, and roles attributed to a person based on assigned genitalia at birth.	1. A part of your identity. It refers to someone’s identity more now than ever; gender is being able to choose your identity; in a scientific standpoint gender is male or female.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
Gender-Based Violence (GBV)	Violence that is directed at an individual based on their biological sex OR gender identity, including physical, sexual, verbal, emotional, and psychological abuse; threats; coercion; and economic or educational deprivation, whether occurring in public or private life.	1. Violence based on someone's gender identity.
Genderqueer	A person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.	1. Someone who is fluid with their gender.
Grooming	When someone builds a relationship, trust, and/or emotional connection with a child or young person so they can manipulate, exploit, and abuse them. Children and young people who are groomed can be sexually abused, exploited, or trafficked.	
Harassment	Aggressive pressure or intimidation.	1. When somebody keeps bothering someone after being told to stop. 2. Continuous pestering and unwanted bothersome attention.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
Heteronormative	Heteronormativity is the belief that heterosexuality (sexual relations between a male and female/opposite sex) is the preferred or normal mode of sexual orientation.	1. Means straight; is the practice of heterosexual beliefs and values.
Homophobia	Dislike of or prejudice against homosexual people.	1. When you don't like homosexual people. 2. Hating gay people.
Incest	Physical sex between people classed as being too closely related to marry each other; the crime of having sexual intercourse with a parent, child, sibling, or grandchild.	1. When you have sex with someone that you are related to.
Intimidation	Action of creating fear by threats.	1. When you are scared of someone because of threats or their presence.
Intimate Partner Violence (IPV)	Intimate partner violence (IPV) is abuse or aggression that occurs in a close relationship. "Intimate partner" refers to both current and former spouses and dating partners.	
Justice System	A set of legal and social institutions for enforcing laws in accordance with a defined set of procedural rules and limitations.	1. Being free.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
LGBTQIA	An acronym for lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual/ally.	1. Lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual/ally
Misandry	Hatred of men.	
Misogyny	Hatred of women.	1. The belief that women are less than males.
Molestation	Sexual assault or abuse of a person.	1. When an adult is experiencing sexual touch or doing sexual touch on a child. 2. Adult committing sexual acts on a minor.
Neglect	Failure to care for properly.	1. To stop caring for someone. 2. To completely ignore someone's needs.
Negotiation	Discussion aimed at reaching an agreement.	
Passive	Accepting or allowing what happens or what others do, without active response or resistance.	
Passive Aggressive	A type of behavior or personality characterized by indirect resistance to the demands of others and an avoidance of direct confrontation, as in procrastinating, pouting, or misplacing important materials.	

WORD	STANDARD DEFINITION	STUDENT DEFINITION
Patriarchy	A system of society or government in which the male is recognized as the leader.	1. A society ruled by men.
Perpetrator	A person who commits harm.	
Physical Violence	Use of physical force such as hitting, kicking, beating, or shooting with intent to hurt, damage, or kill.	1. The act of harming someone's body such as fist fighting.
Power	Capacity or ability to direct, influence, or control the behavior of others, course of events, or outcomes.	1. Something that creates a certain type of status.
Power Dynamics	Relative levels of an individual to influence or control the actions, beliefs, or conduct of others between two or more people/groups which impact their interactions with one another.	1. Certain relationships where one person is valued higher than the other, like mother and daughter: "I'm not one of your little friends."
Psychological (Emotional) Violence	Systematic use of malicious manipulation through non-physical acts with intent to cause harm.	1. Violence that has been done to your emotional state, i.e. trauma.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
Rape	Unlawful sexual intercourse or any other sexual penetration of the vagina, anus, or mouth of another person, with or without force, by a sex organ, other body part, or foreign object, without the consent of the victim.	1. When someone forces you to have sex with them. 2. Sex with a girl or boy when they say no. 3. When you don't give a person consent and they still have sex with them. 4. When someone forces you to have sex with them. 5. Forced sex.
Rape Culture	A social concept for a setting in which rape is pervasive and normalized due to societal attitudes about gender and sexuality.	
Revenge Porn	The distribution of sexually explicit images or videos of individuals without their consent.	1. When you post or share a video of you having sex with someone to get back at them or to embarrass them.
Sex (action)	Physical activity in which living organisms touch bodies often including intercourse.	1. An activity responsible for procreation but is more commonly used for pleasure; people that trust each other and maybe love each other and they decide to be intimate with each other.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
Sex (medical)	Sex refers to the biological characteristics that define female or male based on chromosomes, and/or internal/external reproductive organs (genitalia) at birth.	
Sexual Assault	Sexual contact or behavior that occurs without explicit consent.	1. When someone touches someone where they don't want to be touched or violently abuses a person in a sexual way. 2. Touching someone in places they don't want you to touch. 3. When someone touches someone else in the wrong way. 4. Like a man saying sexual things to a girl, and she doesn't want him to. 5. Rape. 6. Someone touches you where you don't want to be touched.
Sexual Harassment	Unwelcome or inappropriate sexual remarks, gestures, or physical advances.	1. When someone touches you without consent.
Sexual Violence	Sexual activity without consent.	1. Rape and killing. 2. Sexual things that get rough. 3. Example: like a man raping a girl.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
Social Norms	Unwritten rules about how to behave in a particular social group or culture.	1. Basic everyday practices. 2. The normal things. 3. Normal social behaviors within certain social environments.
Stalking	The act or crime of willfully and repeatedly following or harassing another person with no legitimate purpose that would cause a reasonable person to fear injury or death especially because of expressed or implied threats that seriously alarms, annoys, or intimidates that person.	1. Following someone when they don't want it. 2. Following and looking at a person. 3. Following or watching someone without permission. 4. When someone looking at you without you knowing. 5. Example: following a girl home and where she goes and stuff. 6. Watching a woman or a person and she doesn't know.
Statutory Rape	Sexual intercourse with a minor.	1. Sex with a minor.
Survivor	A person who copes well with difficulties in their life.	1. When someone survives something bad. 2. Someone who went through something and got out of it. 3. Someone that has experienced sexual assault.

WORD	STANDARD DEFINITION	STUDENT DEFINITION
T.H.O.T	Acronym meaning: “that hoe over there;” a female who is perceived to have many casual sexual encounters or relationships.	1. Another word for hoe.
Transphobia	Dislike of or prejudice against transexual people.	1. When you don’t like transgender people.
Trauma	A deeply distressing or disturbing experience.	1. Emotional damage from previous experiences.
Trigger	An event or circumstance that is the cause of a particular action, process, or situation.	1. When you remember a traumatic memory. 2. Certain experiences that cause traumatic memory relapses.
Victim	A person who has been harmed.	1. Someone that sees what happened. 2. The person that is talked about. 3. Someone that something bad happened to. 4. People that have been through things but still survived. 5. Someone that has all the damage done to them.
Victim Blaming	A person harmed by a crime, or any wrongful act, is held entirely or partially at fault for the harm.	1. Blaming the person that got raped or assaulted.
Violence	Behavior that causes harm by hurt, damage, or kill.	1. A way of harming someone; can be emotional, verbal or physical.

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