

The Rogers Park Young Women's Action Team Street Harassment Curriculum

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Welcome...

...to a curriculum designed, developed, and produced by Mariame Kaba, adult ally and supporter of the Rogers Park Young Women's Action Team while she was the Prevention and Education Manager, at Friends of Battered Women and Their Children, with assistance from Anne Pizzi.

Friends is a nonprofit agency dedicated to breaking the cycle of domestic violence and abuse by providing education, support, counseling, and advocacy services. Friends works with individuals, families, and communities to create awareness about domestic violence and abuse and to reduce its prevalence and impact.

Friends has a number of programs and services including counseling, court advocacy, and a 24-hour crisis line 1-800-603-HELP (4357). One of Friends' main offerings is its prevention and education programming, named "Relationship Education: A Choice for Hope," or "R.E.A.C.H."

Relationship Education: A Choice for Hope (R.E.A.C.H.)

Since its inception in 1995, Friends' R.E.A.C.H. Program has worked with nearly 45,000 students at Chicago area middle and high schools, educating young people about the realities of teen dating violence, and providing support for developing healthy relationships through workshops, discussion groups, and most recently, through our Peer Education and Leadership Initiative. R.E.A.C.H. staff implement dynamic violence prevention programming, engaging students, ages 12 through 18, in workshops and discussions surrounding issues of gender, violence, and more specifically, teen dating violence. The curriculum helps students to define and recognize gender stereotypes and forms of abuse and violence, while also identifying key elements of healthy dating relationships.

The Rogers Park Young Women's Action Team

As a way to connect our work in the schools to our larger community, in November 2001 and February 2002, REACH staff members along with staff from the Rogers Park Youth Network and Howard Area Community Center, conducted a focus group and youth forum with students from Sullivan High School in Rogers Park to discuss issues of concern to young people in the community. Many of the young women who participated in the February forum expressed concern about violence on two streets in the neighborhood: Howard Street and Morse Avenue. They described being routinely harassed, both verbally and physically, by boys and men.

In order to address the girl-identified problem of street harassment in

Rogers Park, Mariame Kaba launched the Young Women’s Action Team (YWAT), in which 8 girls conducted research on this issue, made recommendations to local stakeholders (including political leaders and law enforcement) based on their findings, and are implementing those recommendations. The team has since expanded to include 14 girls ages 13 to 18. This initiative is intended to empower young women to create social change in ways that they see fit, initiating an appreciation for social activism in their lives. Also, the team serves as a powerful model in the community for a creative, effective, and proactive youth response to violence.

Acknowledgements

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Anne Pizzi, for her graphic design and editing assistance.

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I also thank the many authors and thinkers whose works and ideas contributed to the core of this curricula. They are listed in the references section at the end of the manual.

About the Author

Mariame Kaba has a BA in sociology from McGill University (Montreal, Canada) and a MA in sociology from the City College of New York. She is currently a PhD candidate at Northwestern University where her research interest include violence, youth, and education.

She was the prevention and education manager at Friends of Battered Women and Their Children in Chicago Illinois for four years. She directed the teen dating violence prevention program called Relationship Education: A Choice for Hope (R.E.A.C.H.).

Mariame sponsored the development of the Rogers Park Young Women's Action Team (YWAT), a group of teen girls dedicated to addressing violence against women and girls. This curriculum grew out of the experience of working with YWAT.

Introduction

“Hey baby,” “Hey cutie,” “Look at those legs.” These are oft-heard remarks on any street in urban America. Street harassment is so prevalent in women’s lives as to be considered a normal, everyday, lifelong occurrence. My 62-year-old landlord recently told me that she was accosted on her way to the laundromat by a man “who was [her] grandson’s age.”

Girls as young as 10 years old learn to defensively navigate their local streets so as to avoid catcalls and/or groping. Street harassment is often the earliest exposure that girls have to disempowerment and vulnerability. They become acutely aware of the dangers associated with their femaleness.

Street harassment is a serious issue because it “frightens women and reinforces fears of rape and other acts of terrorism (Davis 1994, p.193).” It silences women who tend to trivialize and normalize it as a fact of life.

In July 2003, a group of eight young women ages 16 to 18 gathered together as the Rogers Park Young Women’s Action Team (YWAT) to address street harassment in their community. Since then, the group has expanded to 14 young women ages 13 to 18. These girls have conducted local research and created educational workshops on the topic.

The following curriculum is the result of what we at Friends of Battered Women and Their Children have learned as we’ve worked with the YWAT. There are a number of violence prevention curricula available for those who work with youth. What makes ours unique is that it focuses on an issue which is typically neglected and ignored. Street harassment should be seen as part of a continuum of behavior that includes rape, domestic and dating violence. It is part of a system of “sexual terrorism.” Davis (1997) writes:

once street harassment is constructed and understood to be a harm that plays a role in the sexual terrorism that governs women’s lives by gendering the street in order to perpetuate female subordination, street harassment becomes visible as a harm (p.200).

This curriculum endeavors to connect street harassment to the larger experience of violence against women and girls. Street harassment has been trivialized by its perpetrators and victims, however it is omnipresent in the lives of most women and girls. It can be dangerous and certainly contributes to the climate of fear that is created on our streets.

I offer this curricula to you in the hopes that you will use it with the girls in your lives. I hope that it will contextualize the issue and engender wonderful discussions about violence in those girls' lives. It can be used alone or in conjunction with other activities of your choosing. Each module in this curricula builds on the next. However, you should feel free to adapt the curriculum to fit the population that you are working with and to conform to your time constraints.

If you have any comments about the curriculum, please feel free to contact me at Mariame_kaba@hotmail.com.

In Solidarity,

Mariame Kaba, M.A, ABD.
Adult Ally and Supporter, Rogers Park Young Women's Action Team

How to Use the Curriculum

The Rogers Park Young Women's Action Team Street Harassment Curriculum is a 13 session workshop divided into thirteen modules.

- Module I: Personal Experiences of Violence (1 hour to 1:30), p 16
- Module II: Writing About Violence (1 hour to 1:30), p 18
- Module III: Communication (1:30 to 2 hours), p 20
- Module IV: Negotiating Public Space (1 hour to 1:30), p 24
- Module V: Being a Girl (1 hour to 2 hours), p 27
- Module VI: Advertising and the Media (1:30 to 2 hours) p 29
- Module VII: Music and Violence Against Women (1 hour to 1:30), p 33
- Module VIII: Masculinity and Violence (1:30 to 2 hours), p 36
- Module IX: Street Harassment (1:30 to 2 hours), p 38
- Module X: Writing from Experience (1 to 2 hours), p 41
- Module XI: Resistance to Violence (1 to 2 hours), p 43
- Module XII: Self-Defense (1 to 2 hours), p 45
- Module XIII: Action Plan (1 to 2 hours), p 46

[Time allotted to individual modules may vary depending on the participants.]

Objectives

By the end of this curriculum, participants will be able to:

- Identify street harassment as a form of violence against women and girls.
- Describe the difference between harassment and “bad” behavior.
- Understand the social and cultural context that gives rise to street harassment.
- Identify examples of resistance to street harassment.
- Identify and practice strategies for dealing with different types of harassers.
- Develop an action plan for addressing street harassment in their own communities.

Working Definitions

Street Harassment:

Cheris Kramarae, professor of speech communication and sociology, and Elizabeth Kissling describe street harassment as “verbal and nonverbal markers...wolf-whistles, leers, winks, grabs, pinches, catcalls and street remarks.” Specific remarks commonly include “Hey, pretty,” “Hey, whore,” “What ya doin’ tonight?” “Look at them legs,” “Wanna fuck?” “Are you working?” “Great legs,” “Hey cunt,” “Smile,” “Smile for me, baby,” “Smile, bitch,” “Come here, girl,” and “I’ll be back when you get a little older, baby.” When these acts occur on a public street, street harassment takes place. (Cited in Davis 1997, p.192-93)

Sexual Harassment

- Unwelcome behavior imposed on an individual that interferes with his or her daily activities. Examples of sexual harassment include, but are not limited to:
- Sexual comments, jokes, and gestures
- Spreading sexual rumors about an individual
- Explicit or implicit sexual advances
- Sending sexually explicit electronic messages
- Requests for sexual favors
- Verbal or physical conduct of a sexual nature

Sexual violence manifests itself in a variety of ways that include, but are not limited to:

- Sexual harassment on the street, in the workplace, or in school
- Childhood sexual abuse
- Pornography
- Stalking
- Rape/sexual assault

Establishing Group Norms and Guidelines

Prior to starting any session, it is important that all participants agree to a set of rules and guidelines for behavior. This helps to create a safe and respectful environment for all participants. It is a good idea to have group members come up with their own guidelines. However, if they are stuck, feel free to provide some prompts. The following are some suggested group norms:

- Treat everyone (including yourself) with respect. That includes respect for them as people and for their feelings, opinions, and cultures.
- Keep an open mind.
- Take responsibility for your own safety and comfort.
- One person talks at a time.
- Do not interrupt.
- Everyone has a right to pass.
- Use “I” statements. Take responsibility for your own feelings and opinions.
- Keep confidentiality: Don’t repeat what others share in this workshop.
- It’s okay to agree to disagree. Avoid long debates.
- No put-downs, judgment, or criticism of other people or their thoughts or feelings.
- Sharing is voluntary.

Remember, ground rules are only useful if they are about things that matter. It is best to start with a few and add to them if needed later. Ground rules need to be displayed prominently so that everyone can see them. Ask the group members to speak up immediately if they see the ground rules being broken.

Facilitation Issues

[adapted from *The Art of Facilitation: How to Create Group Synergy* by Dale Hunter, Anne Bailey, and Bill Taylor (Fisher Books, 1995)]

As a facilitator/group leader, ask yourself the following questions:

- 1) Am I comfortable with teenagers?
- 2) Am I comfortable with their culture and personalities?
- 3) Do I want to dominate this group?
- 4) Do I like some members of this group but not others?

Think about these questions prior to working with participants. If you've answered no to any of these questions, work on becoming more competent on these issues.

Facilitating a group takes a certain fearlessness (and this includes feeling scared). It takes sufficient awareness of yourself to realize you don't know how to do it (even though you have a toolkit of skills) and a willingness to go with the flow of the group. The role of the facilitator is a role of honor and trust given by the group. As a facilitator, you should:

- 1) Trust the resources of the group.
- 2) Honor each group member.
- 3) Keep the group space safe. It is extremely important for the facilitator to protect the environment of the room and to allow participants to share their ideas freely.
- 4) Be adaptable.
- 5) Remember that beginnings are crucial. Set a good tone at the start of each session.
- 6) Work with conflict. Become comfortable with conflict and encourage participants to express disagreements openly.
- 7) Be yourself. You will be most effective when you are being your natural self and allowing your own personality to be expressed.
- 8) Use questions and suggestions.
- 9) Be culturally-sensitive.
- 10) Monitor your group's energy level.
 - 11) If you don't know, say so.
 - 12) Invite feedback.

Listening is the primary skill of facilitation. The quality of your listening will profoundly affect the group.

Troubleshooting

The following are some suggestions for facilitator intervention in a number of areas. Use these to help your group run more smoothly.

Getting Participation:

- Let's have a round and see what everyone is thinking (or feeling). How about people who haven't spoken so far? What do you think (or feel)?
- What do you think, Lucy?
- What are your feelings about this, Kim?
- Let's have a brainstorm. Call out your ideas. Don't censor them. Jenny, could you please write the ideas on the newsprint?
- Who's like to speak first?
- Share with your neighbor (the person next to you).
- Remember it's okay to pass or decline.
- Who can sum up the (issue/main ideas/areas of difference/where we have gotten to)?

Being Present:

- Is anything getting in the way of anyone participating fully in this discussion?
- Is anything going on for you Kim? You have become very quiet/look worried/seem upset. Is there anything you would like to say?
- Find someone you feel comfortable with and share something you have been afraid to say in the whole group.
- Let's stand up and stretch (do an energizing exercise) to get the energy moving.
- Here's a joke that might wake everyone up.

Keeping on task:

- We are getting distracted. Let's get back on task.
- Can anyone summarize where we have gotten to?
- How can we move this issue forward?

Preparations that Facilitators Should Make Before Starting This Curriculum

There are several activities that must be planned and implemented before beginning this curricula.

Program Participation:

- Do you have permission slips for participation in the program?
- Do your consent forms make it clear to parents or guardians that you will cover sensitive topics throughout the program?
- Do your permission slips include emergency contacts and phone numbers?

Physical Needs:

The physical level is about people being comfortable and having their physical needs attended to. Care needs to be taken with:

- Seating arrangements.
- External noise.
- Room temperature.
- Adequate food and drink.
- Toilet facilities.
- Breaks for food, toilet, and other physical needs.

Guest Speakers:

- Are your guests being paid?
- Who will pay them?
- When will they be paid?
- Do you have an alternate plan in case they do not show or have to cancel at the last minute?

Issues in Sexual Violence Prevention Education

You will be addressing a number of sensitive topics in this curriculum.

Importance of presenter's knowledge and self awareness

One of the possible pitfalls in sexual violence prevention education is an unintentional reinforcing of harmful attitudes. We are products of our culture. Like other members of society, we are affected by cultural attitudes and erroneous assumptions that form the basis of myths about sexual violence. These attitudes and incorrect assumptions contribute to a culture that tacitly condones sexual harassment and assault. It is very important, therefore, that those of us who teach sexual assault prevention be aware of these assumptions and attitudes, so that we can separate myth from reality.

The first step in doing this work is developing our personal awareness of the attitudes and assumptions we hold as individuals. A good place to begin to build this awareness is to read books and articles on the topic of sexual harassment and assault.

Personal comfort with the issue of sexual violence

There are a number of reasons that a facilitator may be uncomfortable about addressing the issue of sexual violence prevention. Since one in three women and one in six men has been sexually victimized in their lifetime and most women have experienced harassment, many people will be in the position of teaching a subject about which they have intense personal feelings. Even if they, themselves, have not been sexually assaulted or harassed, they may have a close family member or friend who has been affected. Make sure that you are personally ready and able to address this topic.

Safety and Groundrules

Ask the participants what they need from you and from each other in order to feel safe talking about harassment and violence. Do they require confidentiality, or the right to refuse to participate?

Emotional reactions and disclosures of participants

As a facilitator, you should assume that most young women have experienced some form of sexual harassment and some may have experienced abuse, including sexual and domestic abuse from partners or family members.

Be prepared for potential disclosures within your group. Make sure that you have appropriate referrals available for participants. Also find out what your guidelines are about reporting abuse.

Youth workers and teachers are usually not therapists. Providing emotional counseling is a fundamentally different process than education, and

the relationship between a youth worker or teacher and a young person is significantly different than the relationship between a counselor and client.

If a participant gets upset, it is sufficient to be generally supportive while referring them to other more appropriate places to receive services. Familiarize yourself with local organizations available in your community, so you can make informed referrals. It is also important to create as safe a space as possible for students to honestly discuss their experiences, opinions, and feelings.

[adapted from Issues for Teachers in Sexual Violence Prevention Education by Janet Meyer (11/22/00)]

Module I: Personal Experiences of Violence

Time: 1 hour to 1:30.

Materials Needed:

- Journals (one for each girl)
- Index cards (one for each girl and each facilitator)
- Pencils (one for each girl and each facilitator)
- Newsprint and markers or other visible writing surface
- Copies of worksheet “My Experience of Violence”
- Copies of worksheet “I used to think... but now I know.”


Icebreaker: Two Truths and a Lie

Goal: Have participants introduce themselves

Materials: Index card and pencil for each participant

Pass out an index card and a pencil to each girl. Ask them to write two truthful statements and one false statement about their lives on the card (i.e. “I love to paint,” “I have three sisters,” “I hate pizza”). Then have girls read their three statements to the group. The group tries to guess which statement is the lie.


Variation: You can give a little prize to the girls who guess the most accurately, or who fool the most people.

 **Tip:** The group leader should fill out a card, too; group members enjoy guessing about your life!



Journal Activity: Introduction

Hand out journals to each participant. Inform them that they should use the journal to record their thoughts as the workshop progresses. The journal is theirs to keep, but that you would like them to bring it to each meeting. No one will look at what they write in their books. If they choose to share something from their journal, they will have an opportunity to do so at the beginning of each meeting.

 **Tip:** Participants may forget to bring their journals to each session. Make sure to have extra paper available, just in case.

Group Activities

Activity 1: **What is Violence?**

Time: 5 minutes


Brainstorm a list of violent actions. (**WORKBOOK P. 1**)

Activity 2: **Continuum of Violence**

Time: 5 minutes

What are some of the ways that men abuse women (physically, emotionally, sexually)?

- List answers on newsprint.
- Arrange these responses on a continuum for each type of abuse, from less damaging to more damaging.
- Get consensus from girls. Explain that since opinions of the relative damage of each item may vary, the order of the continuum is to some extent arbitrary.

 **Facilitator Note:** If students get stuck, offer some examples (war, punching, etc.). Or use the definition of violence worksheet to encourage ideas.

- Ask them whether you have placed some items toward the wrong end of the continuum.

Continuum of Violence: Take Home Point:

We are all different and different things are hurtful to us as you can see. We need to be mindful of this when we think, oh this is “just a small thing”, it may be a huge thing to someone else. There is no such thing as “minor violence.”

Activity 3: Personal Safety Activity

Ask girls to brainstorm all the things that they do on a daily basis to feel safe or protect themselves from physical harm from others. Record their answers on newsprint.

When they have finished, start a new sheet. Ask the girls to imagine what men do on a daily basis to feel safe or protect themselves from physical harm from others. Record their answers.

Personal Safety Activity: Discussion Points:

- What differences do you notice in the two lists?
- How do you account for the differences?
- How do these concerns affect the lives of girls and boys?

Personal Safety Activity: Take Home Point

Women are much more concerned about their safety on a daily basis. While men may give some thought to physical safety, they generally have little worry about sexual assault or harassment, which is of paramount concern for most women. As a result of sexism, women and men experience different feelings of safety and ability to move about freely in the world.


Activity 4: My experience with violence


(WORKBOOK P. 2)

Activity 5: I used to think... but now I know. (WORKSHEET)

Use this as a closing activity. Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session. For example, “I used to think that emotional violence was not as hurtful as physical violence,... but now I know that for some people, emotional violence can be even more hurtful.”

(WORKBOOK P. 3)

 **Facilitator Note:** This is an important point to make because some participants will think that street harassment is a “minor” issue. Remind them of the continuum of violence/abuse exercise.

 **Key point:** Generally, the men’s list is quite short, with items such as locking one’s door, while the women’s list is quite long, with a wide variety of measures, such as not walking alone, carrying mace, not walking in certain places and at certain times of the day, and checking their car before getting in.

Module II: Writing About Violence

Time: 1 hour to 1:30

Materials Needed:

- M&Ms
- Flip chart and markers
- Pencils (one for each girl and each facilitator)
- Copies of chosen poetry and prose for participants
- Paper and writing/drawing materials for each girl
- Copies of worksheet “I used to think... but now I know.”

Icebreaker: M&M Game

Time: 15 to 20 minutes

Goal: Allow the participants to learn about each other

Materials: M&Ms, flip chart, markers

Write the following on the flip chart before the training. Cover the flip chart or place it out of the way.

- Favorite Birthday Gift
- Favorite Food
- Favorite Singer or Band
- Favorite Item of Clothing
- Favorite Movie

Instructions

Inform the group that this activity will help us get to know each other better. Tell each girl to pick three different colors of M&Ms. (But not to eat them yet!) Write up a color of M&M next to each “favorite” category on the chart. Have each person tell their name and give their answer to each category. Share the remaining M&Ms with the group, and enjoy!



Journal Activity: Check-In

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: Reading “I’ve Been Thinking”

Read aloud “I’ve Been Thinking About Violence” by Eve Ensler.

(**WORKBOOK P. 4**)

Discuss: What was the author saying about violence? What feelings did violence bring up for her? What feelings did the piece bring up in you?



Key point: Use “I have been thinking” to talk about the feelings engendered by violence: grief, fear, hopelessness, anger, confusion, empathy, sadness.

Activity 2: Reading Youth-Written Poetry and Prose about Experiences of Violence

You can use selections from any of the following collections:

- You Hear Me: Poems and Writing by Teenage Boys. Edited by Betsy Franco.
- Things Get Hectic: Teens Write about the Violence that Surrounds Them by Youth Communication.
- My Sister's Voice: Teenage Girls of Color Speak Out by Iris Jacob.
- Ophelia Speaks by Sara Shandler.

(Full bibliographies of suggested works are included at the end of the manual.)

Spend time discussing each of these pieces.




Activity 3: Writing about Experiences of Violence


Ask the girls to write/draw something about violence from their own perspective (it can be a poem, rap, essay, words, a drawing). They can use their journals or the art materials you provide. Allow time for the participants to share their work, if they choose.

Activity 4: I used to think... but now I know.

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(WORKBOOK P. 3)

 **Tip:** Select a variety of pieces to appeal to different learning styles.

 **Tip:** You can use "I've Been Thinking About Violence" as a prompt.

Module III: Communication

Time: 1.5 hours to 2 hours

Materials Needed:

- Flip chart and markers
- Masking Tape
- Paper for silhouettes
- Pencils (one for each girl and each facilitator)
- Copies of the Top 10 Comebacks to Obnoxious Catcalling
- Copies of worksheet “I used to think... but now I know.”



Journal Activity: **Check-In**

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: **Verbally Communicating Aggression**

Brainstorm answers to the following questions:

1. What are the ways that you can communicate aggression?
(You can provide prompts – physically??? verbally??? whistling, catcalls, yelling)
2. Has anyone here ever been whistled at or catcalled? What are some examples of things that were said?

Activity 2: **Comebacks to Catcalling**

Using examples from the previous activity, ask the girls to craft a response to something that was said to them on the street.

Read: “Top 10 Comebacks to Obnoxious Catcalling” (**WORKBOOK P. 5** from Teen Voices) and the “Young Women’s Action Team’s Top 10 Comebacks to Obnoxious Catcalling” (**WORKBOOK P. 6**).

Variation: If you have time, have the group come up with their own top ten list — or start thinking about the Top 10 comebacks for another day.

Activity 3: **Line ‘em Up!**

Introduce this activity by reflecting back on the answers the girls gave to the first activity. Remind the girls that catcalling and verbal aggression aren’t the only ways to communicate aggression.

Objective: To show the importance of non-verbal communication.

Instructions:

Create a straight line on the floor using masking tape. Ask the entire



Tip: This activity can be done verbally or with the facilitator (or a designated recorder) writing up the answers. As you become familiar with the participants, you will be able to judge whether they need the structure of writing up their answers.

group to stand on the line that you put on the ground. Tell them that they will have to arrange themselves according to their height. From the tallest to the shortest. Announce two rules:

- No verbal communication is allowed. Everything must be done strictly nonverbally.
- Also participants can't step off the line to move around. They must keep at least one foot on the line at all times.

Allow 5 minutes for this.

Ask for their attention, and acknowledge that this was an easy assignment. With that experience already accomplished, their final assignment is to group themselves on the line based on their birth dates – oldest to youngest (month/day/year). Again no talking is allowed! All communication must be nonverbal.

Allow at least 10 minutes for this.

Line 'em Up: Discussion Points:

- How easy did the first task seem to you?
- What were some of the ways you used to speed up the process?
- What were some of the barriers you overcame in the last assignment?

Line 'em Up: Take Home Point:

There are many ways that we communicate our thoughts without speaking. We need to pay attention to these ways in order to have healthy relationships/interactions with others.

Mini-Lecture 1: Nonverbal Communication

When we refer to communication, we generally think about words. People who are talking, however, use much more than words to communicate with one another.

How they say things is just as important – sometimes, more so – than *what* they say. Their inflections, tones, pauses, cadence, and loudness also convey meaning. If people are speaking face-to-face, their gestures, expressions, mannerisms, and use of space also contain significant messages.

Nonverbal communication is especially significant in conveying feelings and attitudes. Through ways so subtle that they lie beyond even our own perception – and ways so obvious that no one can miss the message – we communicate feelings of comfort and discomfort, trust and distrust, pleasure or tension, suspicions, uncertainties, and a host of other feelings and concerns.

Yet we seldom think about our nonverbal communications. Our body language, for example, usually seems to be “just doing what is natural.” Researchers, however, have found little that is “natural” about it. Like our speech, our body language and other forms of nonverbal communication are acquired.

Nonverbal communication is the first form of communication you learn. You use this preverbal language, consciously and unconsciously, every day to tell other people how you feel about yourself and them. This language includes your posture, gestures, facial expressions, costume, the way you walk, even your treatment of time and space and material things.

All people communicate on several different levels at the same time but are usually aware of only the verbal dialogue and don’t realize that they respond to nonverbal messages.

Discussion Question: How do you show someone that you are listening to what they are saying? (Possible answers: You smile, you nod vigorously. You raise an eyebrow. You look at people in their eye.)

Men and women use their eyes differently, but there are also class, generational, regional, ethnic, and cultural differences. Americans often complain about the way foreigners stare at people or hold a glance too long.

Discussion Question: How is nonverbal communication used to attract the attention of someone that you like? Use this answer to transition into the next activity.

Activity 4: **Party Role-Play**

Tell the group that they will role play a scene. Divide the group.


Scenario:

You are at a party. And you see someone that catches your eye. Please act out what you would do without using words. Tell them to work out their scene quietly within their groups.

Allow each group a few minutes to plan their scene, then have each group present their skit to the other group.

Discussion Question: Based on your own observations and experiences, what nonverbal techniques do people use to show their attraction to someone?

(Examples: flirtatious wink, smile, staring, pursing your lips)

 **Tip:** Using the name of the actor in the skit can be an icebreaker: “Did you notice how Mia was batting her eyes at you?”

Discussion Question: How do women often communicate interest in men?

In addition to such familiar gambits as smiling at him, she may glance shyly at him, blush, and then look away. Or she may give him a real come-on look and move in very close when he approaches. She may touch his arm and ask for a light. She may use preening gestures – touching the back of her hair, thrusting her breasts forward, tilting her hips as she stands, or crossing her legs if she's seated.

Discussion Question: How do men often communicate interest in women?

If a man sees a woman whom he wants to attract, he tries to present himself by his posture and stance as someone who is self-assured. He moves briskly and confidently. When he catches the eye of the woman, he may hold her glance a little longer than normal. If he gets an encouraging smile, he'll move in close and engage her in small talk. He too, may make preening gestures – straightening his tie, smoothing his hair.

Discussion Question: How do you use nonverbal cues to communicate **disinterest** in someone?

[Ask for a volunteer to act this out for you]

Discussion Question: Why have we developed all these different ways of communicating messages without words?

One reason is that people don't like to spell out certain kinds of messages. We prefer to find other ways of showing our feelings.

Discussion Question: Why is it important to understand these things especially with regards to street harassment?

Because most often non-verbal tactics are used to harass people. One example could be intimidating someone by threatening to throw a bottle. We have to be attuned to nonverbal communication so that we can figure out our street comfort zone and reclaim the streets. We will talk more about this next time we meet.

Activity 5: I used to think... but now I know.

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(WORKBOOK P. 3)

Module IV: Negotiating Public Space

Time: 1 hour to 1:30.

Materials Needed:

- Flip chart and markers
- Photocopies of the “Neighborhood Safety Zones” template
- Stickers in multiple colors
- Copies of worksheet “I used to think... but now I know.”



Journal Activity: **Check-In**

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: **How Close is Too Close – Personal Space**

Ask for two volunteers. Have them stand facing each other. Instruct one of the volunteers to remain still at all cost. The other person should slowly move closer. After each step, ask the volunteer who is standing still if she is feeling comfortable. Repeat this activity until the person who is standing still says that she is feeling uncomfortable.

How Close is Too Close: Discussion Points:

- How did it feel to have your personal space invaded?
- How did it feel to invade someone’s personal space?
- [Ask the audience] Can you think of examples when your personal space has been invaded?

We know from research that everyone has around herself an invisible bubble of space that contracts and expands depending on several factors: her emotional state, the activity she’s performing at the time, and her cultural background. People are very sensitive to any intrusion into their spatial bubble. If someone stands too close to you, your first instinct is to back up. If that’s not possible, you lean away and pull yourself in, tensing your muscles.

Emotions also have a direct effect on the size of a person’s territory. When you’re angry or under stress, your bubble expands and you require more space.

Activity 2: **Neighborhood Safety Zones**

Label the first “Neighborhood Safety Zones” template (**WORKBOOK P. 7**) “Home,” and tape it to the center of the area where you’ll be doing the exercise. (This could mean the center of the table, of the floor, of the chalkboard, or of a wall.)

Give each girl a piece of tape and a template that you have labeled with the name of an area in the community. Ask each girl to place her location in the “neighborhood” by taping it somewhere near “home.”

Explain to the participants that we will be making a “safety map” of the community. Each participant is going to label each place with a sticker representing whether she feels the location is safe, unsafe, or something in between.

Have the group help you decide what the colors mean. Write on a flip chart each of the sticker colors.

Start with the color that will represent “unsafe,” and ask the participants “What does it mean for a place to be unsafe? What do you do differently in a place that isn’t safe for you?” Write up one or two of the answers. (If you don’t get any responses, put up “A place you don’t go alone, even during the day.”)

Focus next on the color that will represent “safe,” and ask the participants “What does it mean for a place to be safe? What do you do differently in a place that is safe for you?”

Ask each participant to think about the place on the piece of paper that she is holding. Each participant should place a sticker on that “location,” then go up and tape the template somewhere in the “neighborhood.”

Give the girls five to ten minutes to put stickers on the other places in their neighborhood, then ask them to be seated for the discussion.

Neighborhood Safety Zone Activity: Discussion Points:


- Were there any responses that surprised you?
- Which places have “mixed reviews” — which places do some people feel are very safe, and others feel are unsafe?
- Which places were felt to be most unsafe? Does anyone want to share what makes those places feel unsafe?

Neighborhood Safety Zone Activity: Take Home Point

Being able to identify and share with others our experience of violence and safety is powerful. Often, women are discouraged from talking together about safety and from questioning the forces behind this danger.

Discussion Question: Why do you think that men think it’s OK to harass women on the street in our community?

Brainstorm answers to this question.

 **Tip:** Keep in mind that many youth groups have members from different areas, so it is often best to keep the names generic (i.e. grocery store, corner store, mall, school, street in front of school, etc.) so every member can participate.

We will talk at our next meeting about the social forces that support this behavior.

Activity 3: I used to think... but now I know.

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(WORKBOOK P. 3)

Module V: Being a Girl

Time: 1 hour to 2 hours.

Materials Needed:

- Flip chart and markers
- Pieces of butcher paper 1 foot longer participants' height or pre-made body silhouettes
- Masking tape
- Markers
- Pencil
- Copies of worksheet "I used to think... but now I know."



Journal Activity: **Check-In**

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: **Women Stand Up Exercise**

(**WORKBOOK P. 8**, adapted from Paul Kivel *Helping Teens Stop Violence*)

The goal of this activity is to provide an opportunity to think about some of the things that girls do. I am going to read a statement. If the statement is true for you, please stand up silently. I will allow a few seconds, then say "thank you," and you may sit down.

This activity is optional. If you do not feel comfortable standing up after a statement, you may stay seated.

We are not going to talk about the specifics of your answers, and I ask that you respect the confidentiality of the answers that others give.


To close this exercise, the group processes their feelings about the experience. This shows how much we have in common as women and the effects of socialization on creating our ideas of what it means to be a woman.

Activity 2: **Body Silhouette**

Instructions

Roll the butcher paper out on the floor. (This works best if you are not on a carpet). Tape the paper lightly at the four corners. Lie down on and strike a comfortable pose. The physically challenged participant can tape the butcher paper to a wall. Decide what type of posture or stance you would like for the outline of your body. This stance you chose can say a lot about the way you portray yourself.

Once you have chosen your stance, stretch out very still on the paper. Have your partner trace your body onto the butcher paper with a pencil. The person drawing the outline should keep in mind that she or he is drawing a person, not just blindly following a form. With the pencil

 **Tip:** This project can be done in many ways. The supplies listed are suggestions; you are completely free to embellish upon these suggestions.

A sample silhouette (**WORKBOOK P. 9**) can be enlarged

drawing finished to your satisfaction, go over it with a marker.

Once the outline is finished, find a wall where you can hang it. Study this outline of yourself. Reflect on the following questions:

- How do you think girls [teenagers] are perceived by society [people who are not your friends or family]?
- How do you perceive yourself as a girl/young woman?

Once you have answered the above questions and are ready to reflect the answers on this butcher paper mirror, you are ready to begin the next phase. On the inside of your body silhouette, write down the words, draw the images of how you perceive yourself. On the outside of the silhouette, write down the words or draw the images of how you think girls are perceived by society [people who are not your friends or family].

Activity 2 Variation: This activity can be done by creating silhouettes on 11 by 17 paper in advance of the meeting. Give one to each girl.

Body Silhouette: Discussion Points:

- How do you think men see women?
- How are Black, Asian, Latina, White women viewed?
- Are there differences/similarities in these views/perceptions?
- What are the common ideas/themes that all of the images/stereotypes share?
- How are you treated if you are considered to be a “strong” woman? By both men and women? If you stand up for yourself? Speak up for yourself?

Body Silhouette: Take Home Point

As you’ve shared, women are often treated as subordinate to men in our society. Women have to focus on issues that men don’t ever have to consider. Over the next few sessions, we are going to analyze some of the institutions that perpetuate women’s subordination or oppression

Activity 4: I used to think... but now I know.

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(WORKBOOK P. 3)

To Prepare for Module VII:

Ask girls to bring music or lyrics to the next meeting.

Find lyrics that you think illustrate “girl power/empowerment”.

Find lyrics that you think “put girls down” or are degrading to women.

Module VI: Advertising and the Media

Time: 1:30 to 2 hours

Materials Needed:

- Flip chart and markers
- Magazines (preferably women's magazines) with ads
- Scissors for each girl or team of girls
- Computer and projector for showing slides from CD-ROM (optional)
- TV and VCR (optional)
- Paper to create anti-ads
- Colored markers or pencils
- Glue

Journal Activity: **Check-In**

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.



Activity 1: **Magazine Images**

Tell each girl to pick out an ad that speaks and/or reaches out most to her. Allow girls to go through magazines and cut out the ads they want to talk about. Then ask each participant to fill out a worksheet for each image. Allow 5 to 10 minutes for the search and the worksheet, then ask if there are any volunteers who want to share their comments on the ad.

Activity 1 Variation: If you have access to the hardware and software needed, tell the girls to hold onto their images because they will be creating their own CD ROM of images as a group later in the week.

Show: Power point ads from CD Rom as an example.



Magazine Images: Discussion Points:

- Why do you think that women tend to be sexualized more often than men?
- Why are women portrayed the way that they are in the ads that you chose?

Activity 2: **The Treatment of Objects**

Bring out a chair and ask the chair "Hi Mr. Chair, can I sit on you?"

Discussion Question: What is wrong with this picture?

The chair is an object. It doesn't have an opinion. We are asking for permission to do something for which it is was designed.

Discussion Question: What does it mean to treat something like an

object? What are the characteristics of objects? Write up the answers on a flip chart.

Discussion Question: If we say that women are treated like objects, that they are objectified, what does that mean?

If you see her as a thing, you don't feel that you need her consent.

You can do anything you want to an object. You feel like you can dehumanized her.

Discussion Question: Did you see any examples of women being treated as objects in your ads?

Show: Still Killing Us Softly 3 (34 minutes)

This is a good video to use if you want to illustrate the role of advertising in defining women's role in society.



Mini-Lecture: Media Literacy

Pass out copies of the "How to Be a Critical Media Viewer" handout (**WORKBOOK P. 24**)

Write "Sex Sells" on the Board.

Discussion Question: What does this mean to you?

Discussion Question: When we say "Sex Sells," what do we mean by "sex"?

The word "sex" has multiple meanings:

A biological definition of sex is that sex is a reproductive mechanism, hormonally controlled, a basic biological drive that exists in all species.

An emotional or physical definition of sexuality is a bond between two people, an expression of profound emotional feelings, a physical manifestation of emotions of love, trust and caring.

A spiritual definition of sexuality is that sex is an expression of inner human spiritual life and is a connection between two people.

Sexuality can be used positively or negatively. When it is used in advertising, certain attitudes and values towards sex are being "sold" to consumers along with the products. The main question that has to be asked to **analyze** any advertisement is:

What underlying message is being sold by this ad?

Review the handout "How to Be a Critical Media Viewer." Use the handout "Gender Stereotyping in the Media (from Whose Perspective?)" (**WORKBOOK P. 11**) as a guide to discuss the different ways that women are portrayed in the media.

Activity 3: **Creating Anti-ads or Counter-ads**

(**WORKBOOK P. 9**, from New Mexico Media Literacy Project – www.nmmlp.org]

You can “talk back” to deceptive or harmful media messages by creating counter-ads. These are parodies of advertisements, delivering more truthful or constructive messages using the same persuasion techniques as real ads. By creating counter-ads you can apply media literacy skills to communicate positive messages, in a fun and engaging exercise.

The simplest way to create a counter-ad is to alter a real ad (magazine or newspaper ads work best) by changing the text or adding graphic elements; just write or draw over the original ad, or paste new materials onto it. (An example: change “Come to Marlboro Country” to “Come to Marlboro’s Graveyard” and add a few tombstones to the landscape.) A counter-ad can also be created by drawing a new image, copying the design and layout of a real ad. Collage techniques work well, too. You can also write scripts for radio or TV counter-ads, and read them to a class or group. Or take it a step further and record or videotape your counter-ad.

Here a few tips to help you make effective counter-ads:

- **Analyze.** Look at several real ads and try to figure out why they’re effective. The best counter-ads use the same techniques to deliver a different message.
- **Power.** Your message has to break through the clutter of all the real ads that people see or hear. Think about what makes an ad memorable to you. What techniques does it use to grab your attention? Use them.
- **Persuade.** Use the same persuasion techniques found in real ads – like humor, repetition, or flattery – to deliver your alternative message.
- **Pictures** – Visual images are incredibly powerful. People often forget what they read or hear, but remember what they see. The best counter-ads, like the best ads, tell their stories through pictures.
- **Rebellion.** Advertising targeted at young people often appeals to a sense of youthful rebellion. Effective counter-ads expose misleading and manipulative advertising methods and turn their rebellious spirit toward corporate sponsors who use them.
- **“KISS”** – Keep it Short and Simple. Use only one idea for your main message. Focus everything on getting this message across.
- **Plan** – Try to think of everything – words, images, design – before you begin production. Make a few sketches or rough drafts before you start crafting the final product.

- Have fun! Making counter-ad is a fun way to learn about media, to be creative, and to express your views. Enjoy it.

Show the girls examples of counter-ads from Adbusters' (www.adbusters.org) creative resistance section. Or from About Face (www.about-face.org).

Activity 4: Creating an Anti-Ad

Ask girls to create their own "anti-ad." Create an ad that either makes fun of the ads that you are annoyed with or create a more realistic image of femininity or masculinity.

This anti-ad will provide an opportunity to talk back to the advertising business and offer your own form of resistance to the objectification of women.

Activity 5: I used to think... but now I know.

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(WORKBOOK P. 3)

Module VII: Music and Violence Against Women

Time: 1 hour to 1:30

Materials Needed:

- Flip chart and markers
- CD and copies of lyrics (see Activity 1 and 4)
- CD player
- TV and VCR
- (Optional) Music Videos
- Video *Respect is Due*



Journal Activity: Check-In

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: The Meaning of Music

Facilitator should bring in some music. Pick at least one song that you find has positive messages about girls and choose another on that you feel has negative messages about girls.

Invite the participants to bring in CDs and songs they would like to discuss

There are a number of examples. We have included lyrics from two sample songs in the student worksheet pages.

Keep Your Head Up by Tupac (positive image) (**WORKBOOK P. 13**)

Treat her like a Prostitute by Slick Rick (negative image) (**WORKBOOK P. 15**)

Activity 1 Variation: show music videos and share lyrics. Discuss.

The following questions are designed for a discussion about music videos. We recommend bringing in music videos, because they clearly depict the behavior the questions focus on. However, most teens we work with have seen enough music videos so that you can have a productive discussion about current music videos without showing specific examples in class.

Discussion Question: Imagine that you were an alien from outer space. You have been sent to earth to study everything that you can about men and women. The only way that you can gather this information is to watch BET and MTV for 48 hours. Based on this, what would your image be of American men and women?



Tip: Ask the girls to bring in music or suggest songs at least a session in advance, so that you have time to find a copy of the lyrics.

Two resources we used to find lyrics:
<http://www.ohhla.com/>
<http://www.lyrics.com/>

Depending on the population and the age of the participants, you may want to edit the lyrics accordingly.

Discussion Question: What do girls in videos look like? What images come to mind?

Prompts -- Are they White, Asian, Black?
Skinny, curvy, big breasted, flat chested?

Discussion Question: Is this the image that you think is considered to be beautiful by men? Is this the image that you think is considered to be beautiful by women?

Discussion Question: What are the images of women in video? What do women *do* in videos? Give your own examples.

- Toys for boys.
- Prostitutes.
- “In rap videos, there is no self. Girls become body parts and nothing more.” [Essence Magazine, June 2002, p.122, Joan Morgan]

Discussion Question: When women are treated this way in mass media, what message is being sent?

- The unavoidable message is that women shaking their half-naked butts in front of a man is the only way we have to secure male affection.
- Sexually degrading content.
- Women can be treated as objects. Violence is not a leap.

Activity 2: **Writing About Music’s Message**

You can use any article analyzing music videos and music, or any of the three included in the student workbook.

Read: Ugly Ways by T. McElroy (**WORKBOOK P. 19**)

Read: Rap and R & B videos: what are they trying to tell us? (**WORKBOOK P. 20**)

Read: Being Pimped Ain’t Easy (**WORKBOOK P. 21**)

Show: Respect Is Due (9 minutes)



This video analyzes the way women are portrayed in popular music and music videos.

Use the handout “Popular Music Culture: Music Lyrics and Videos” (**WORKBOOK P. 17**) to summarize the different ways that women are portrayed in music videos.



Activity 4: **Song-writing**

If time permits, have the participants write an original poem/song inspired by the lyrics of another song.

One example is Sarah Jones’s “Your Revolution,” (**WORKBOOK P. 23**).



Key point:

Women live in a culture where their bodies are constantly scrutinized, objectified. For women, the emphasis is almost always about how we look.

Jones used lyrics from other songs to craft this poem. (Note: this song has explicit lyrics.)

Activity 5: I used to think... but now I know.

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(WORKBOOK P. 3)

Module VIII: Masculinity and Violence

Time: 1:30 to 2 hours.

Materials Needed:

- Flip chart and markers
- TV and VCR
- Video *Tough Guise*
- T/C Growth Chart, available from Transforming Communities www.transformingcommunities.org, \$10.00



Journal Activity: **Check-In**

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.



Activity 1: **Becoming Boys**

Introduce *Tough Guise*. In this innovative and wide-ranging analysis, Jackson Katz argues that widespread violence in American society, including the tragic school shootings in Littleton, Colorado, Jonesboro, Arkansas, and elsewhere, need to be understood as part of an ongoing crisis in masculinity.

Ask girls to take notes on key things that they agree with or disagree with.

Discussion Question: What does Jackson Katz say about “Real Men”? How is a “Real Man” expected to act?

Ask the participants to list some of the messages that boys receive while growing up. Use the T/C Growth Chart for this activity.

Discussion Question: How do movies portray men’s violence? Is violence considered to be normal behavior? How does that affect men?

Activity 2: **Boys Will Be Boys**

Write the saying “Boys will be boys” on the board or on newsprint.

Discussion Question: What does this saying mean to you?

Discussion Question: What kinds of behavior does this saying excuse? (Examples: When we excuse sexual assault by saying “boys will be boys,” we say that boys do not need to respect others’ wishes or bodies. When we excuse fist-fights by saying “boys will be boys,” we say that boys do not need to be responsible for their actions when they’re angry.)



Tip: *Tough Guise* has two versions. We recommend showing the shorter version in its entirety or previewing the video in advance to select relevant clips.



Key point: Traditionally, the process of male socialization has encouraged boys to be aggressive, strong, and powerful. When faced with aggressive or violent acts, attitudes such as ‘boys will be boys’ are one way that male violence is condoned and encouraged by society.

Activity 3: **Girls Will Be...**

Refer back to the responses to “boys will be boys.” Ask the girls to think of a similar chart for girls. What would their socialization messages be?

Activity 4: **Being a Real Man**

Read the article “Guys Feel the Pressure to be Real Men” (**WORKBOOK P. 29**) as a group.

Activity 5: **I used to think... but now I know**

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(WORKBOOK P. 3)

Module IX: Street Harassment

Time: 1.5 to 2 hours

Materials Needed:

- Flip chart and markers
- TV and VCR
- Video *War Zone*
- “Is it abuse” statements



Journal Activity: Check-In

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.



Activity 1: Is it Harassment?

This activity is intended to provide the girls with an opportunity to reflect on their beliefs about street harassment.

Tape signs up to three walls: “Agree,” “Disagree,” and “Not Sure.” Have students stand up in the center of the room.

I am going to read a statement, and you will need to decide whether you agree, disagree, or are unsure about it. If you agree with the statement, please go toward the sign that says “Agree.” If you disagree with the statement, please go toward the other side of the room. I will then give you an opportunity to explain your position. I hope there will be many differences of opinion, since the goal is to bring up issues and have a discussion.

Read the first statement and ask students to move to the side that represents their opinion. Once they have settled, ask the students why they agree or disagree with that statement. To prevent putting one or a few people “on the spot,” begin with the largest group. If anyone changes her mind during an explanation, she can move to a new position. Allow students to discuss the issue back and forth until it has been adequately addressed, and then move on to the next statement. Continue with statements until the allotted time is used.

Agree/Disagree Statements:

1. Street harassment is a serious issue
2. There’s nothing that girls can do about being catcalled and groped on the street.
3. If I smile at a man on the street, then I’m asking to be harassed.
4. If I wear a tank top and shorts, then I’m asking to be harassed.
5. If you ignore street harassment, it will stop.

6. The best way to handle street harassment is to respond to the harasser by giving him the finger.
7. Guys can't be sexually harassed by girls.
8. Guys are harassed on the street just as often as girls.
9. It's not street harassment if you say you're "just kidding" or "it's a compliment."

Activity 2: Experiences of Street Harassment

Ask girls to brainstorm what street harassment means to them. When we say "street harassment," what do we mean by that? What are some of the things that you've heard said by men on the street?

You can then go over these more formal definitions.

Street harassment is *sexual intimidation on the street, ranging from whistling or other noises, sexual remarks, or offensive stares. It involves a person affirming his right to intrude on another person's space, forcing him or her to interact with him or her as a sexual object. It is often a manifestation of male power and control over women in our society, limiting our mobility and making us feel uncomfortable in public. It is difficult to suggest tactics for dealing with street harassment outside simply following your instincts. Most of the time, the harasser doesn't have the nerve to confront you as a person, so if you do choose to respond with some kind of remark and/or gesture, it may be enough to both catch him off guard and humiliate him. Unfortunately, street harassment can happen anywhere and to anyone; many women find that ignoring the harasser altogether (if possible) is the best method for retaining their own personal control and pride.*

Source: www.umich.edu/~handbook/violence/streetharass/html

Harassment is *any number of acts or comments by people who are not close friends or family members (although sometimes they can make offensive remarks too but they are often easier to challenge).*

Acts and comments considered harassment:

Ogling, leering, staring, wolf-whistles, touching, 'Hey baby', 'Give us a smile', 'Nice ones', 'I'd like you give you one', 'Hello sexy', 'Oooh, I wouldn't eat that if I were you? Too fattening', 'Thunder thighs'

Source: UK anti-harassment project.

Activity 3: Talking About Street Harassment

Discussion Questions:

- What body parts are usually targeted by street harassers?
- Who is responsible for street harassment?
- What causes street harassment?

- What are the effects of street harassment?
- Where are you more likely to experience street harassment?
- How do you feel when you are catcalled on the street?
- Do you ever feel bad if you DON'T get catcalled on the street?
- Do you feel that you can wear anything that you want to? Why or why not?
- Do you feel women wear certain things on purpose to get attention?
- Do you think that street harassment is a serious issue?

Show: War Zone (50 minutes)

You can purchase this film through the media education foundation.
www.mediaed.org

Process the film

Activity 4: Effects of Street Harassment

Handout “What street harassment looks and feels like” (**WORKBOOK P. 31**). If you have time, go over the handout with the girls.

Activity 5: I used to think... but now I know

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(**WORKBOOK P. 3**)

Module X: Writing from Experience

Time: 1 to 2 hours

Materials Needed:

- Flip chart and markers
- Copies of Emily's story
- Student copies of writing and poetry



Journal Activity: Check-In

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: Girls' Experiences of Street Harassment

Read: "I am sick of being called babe" (**WORKBOOK P. 32**)

What is this poem about?

Have you ever experienced what she writes about?

Read: "Searching for a Little Respect" (**WORKBOOK P. 33**, optional)

Discuss

Read: "Walking While Female" (**WORKBOOK P. 34**) or Writings by members of the Rogers Park Street Harassment Project (**WORKBOOK P. 38**).

Discuss these selections with your group.



Activity 2: Getting the Words Out

Invite girls to write something about their own experiences with street harassment.

Activity 3: Adult Experiences of Street Harassment

Read the poem “I’m not that lonely” (**WORKBOOK P. 41**) or article “Street Harassment Yields Emotional Repercussions” (**WORKBOOK P. 42**) — focus on the idea that someone younger shouldn’t be harassing an adult woman.

What do you think about that? Is street harassment different when the harasser and the harassed are the same age?

What about harassment that happens in school, versus harassment on the street?

Activity 4: Acting It Out

Select girls to act out Emily’s skit (**WORKBOOK P. 43**). (Be sure to select “harassers” who are going to be able to improvise during the second part of this activity.)

Re-run the skit, allowing the girls in the audience to shout “change” and step in as one of the girls in the skit. The “harassers” do not change during the skit, and should be encouraged to improvise.

The girl who enters the scene is able to **change** any part of the scene she wants to.

Activity 5: I used to think... but now I know

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(**WORKBOOK P. 3**)

Module XI: Resistance to Violence

Time: 1 to 2 hours

Materials Needed:

- Flip chart and markers
- Copies of “Know Different Harassing Styles So You’re Best Prepared to SMASH Them”



Journal Activity: Check-In

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: Talking About Resistance

What does it mean to “resist”?

When we talk about non-violent resistance, what names come up? When we talk about Rosa Parks and Martin Luther King, Jr., does anyone remember some of the tactics they used? How did they bring attention to the unfairness of segregation and unequal protection under the law?

Let’s talk about some of things girls and women have done to call attention to the problems of street harassment and to resist

Examples of Action and Resistance — Case Studies

- Rogers Park Young Women’s Action Team (**WORKBOOK P. 45**)
- The Street Harassment Project etc... (**WORKBOOK P. 46**)
- Sista 2 Sista — www.sistaisista.org

Read: “High School Girls Catch Flasher” (**WORKBOOK P. 49**)

Discussion Questions: Would you have reacted similarly? Why or why not? What are the ways that you can resist? Do you feel that you can?

Activity 2: Recognizing Styles of Harassment

Ask the girls to break into 4 groups. Give them a copy of “Know Different Harassing Styles So You’re Best Prepared to SMASH Them” (**WORKBOOK P. 50**). Assign each group a harasser type and ask them to role play a good way to respond to that type of harasser and a bad way to respond.

1. Oblivious (or Mr. I’m just being friendly, babe).
2. Dominating Ego-Tripper (or Mr. Bow down to my sexual power, now).
3. The Sexual Predator (or Mr. I’m a criminal pervert, baby).
4. Strategic and Territorial (or Mr. I need to put you in your place).

Go over the strategies that fail and the strategies that work best. (Handouts about responses begin **WORKBOOK P. 56**).

Activity 3: Ads to Stop Street Harassment

Show examples created by the Street Harassment Project in NYC. (“Street Harassment is an Ugly Thing” **WORKBOOK P. 51**)

Ask the participants to create their own ad to stop street harassment.

Use the handout “How to Create Your Own Print Ad” (**WORKBOOK P. 52**) to offer the girls some guidance in creating their own project. They should work in groups.

Activity 4: I used to think... but now I know

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(**WORKBOOK P. 3**)

To Prepare for Module XII:

Tell the girls that the next session will be a self-defense demonstration. Girls should wear comfortable clothes and shoes.



Facilitator Note:
Remind the girls that creating anti-ads is also a form of resis-

Module XII: Self-Defense

Time: 1 to 2 hours

Materials Needed:

- Flip chart and markers



Journal Activity: Check-In

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: Fighting Like a Girl

Read: “I Fight Like a Girl” (**WORKBOOK P. 55**)

Discussion Question: What is this poem about? What does it usually mean when someone says “you fight like a girl”?

Activity 2: Self-Defense

Invite someone to present a self-defense workshop for participants.

Talk about the importance for girls to feel connected to their bodies, to feel strong and empowered.

Activity 3: I used to think... but now I know

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(**WORKBOOK P. 3**)

Module XIII: Action Plan

Time: 1 to 2 hours

Materials Needed:

- Flip chart and markers



Journal Activity: Check-In

Ask the girls to take 5 to 10 minutes to write anything they want in their journals. Ask if there are any volunteers who want to share something that they wrote.

Activity 1: Talking about Activism

Start by writing the following quotations on the flip chart:

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” — Margaret Mead

“Each of us must be the change we want to see in the world.” — Mahatma Gandhi

Discussion Question: What do these quotations mean? How do these quotations reflect the need for individuals to become active in improving society?

Activity 2: Who Is an Activist?

What does it mean to be an activist?

Our working definition: Activism is when an individual or group takes organized steps to remedy problems, make changes, lend support to those who need it, or act in some other way to demonstrate a commitment to improving society.

Who can be activists? What kinds of things do you see people do? Why do people become activists?

Why do people not become activists? What barriers exist that make it difficult to take action? Whose responsibility is it to be activists?

Who are some of the historical activists and the social issues they address?

Activity 3: Working to End Street Harassment

Write “What can you do to end street harassment?” List students responses on the flip chart. If they are stumped, provide some suggestions:

- Write a guest editorial column or letter to your local paper
- Organize a discussion group about street harassment at school or in your community.
- Find out what your community feels about street harassment.

Ask the students to consider all of the activities they come up with and decide upon the three they think are best and that would create the most change for the better.

Activity 4: I used to think... but now I know

Ask participants to share what they learned during the session and how their thinking about a particular topic discussed has evolved throughout the session.

(WORKBOOK P. 3)

Resources

Crisis Hotlines

Chicago Rape Crisis Hotline

(888) 293-2080 provides a 24-hour crisis line with volunteers who will offer support and referrals for victims of sexual assault.

Friends of Battered Women and Their Children

(800) 603-HELP (4357) provides a 24-hour crisis line with volunteers who will offer support and appropriate referrals to local resources for victims of domestic violence.

Child Abuse Hotline

(800) 25 ABUSE (1-800-252-2873)

The National Domestic Violence Hotline

(800) 799-SAFE provides telephone counselors who will listen, help you clarify your thoughts and feelings and give you information and referrals to services in your area (www.ndvh.org).

Rape, Abuse, and Incest National Network (RAINN)

(800) 656-HOPE provides crisis counseling, information and referrals and can transfer your call to a rape crisis center in your area (www.rainn.org).

Child Help USA (National Child Abuse Hotline)

(800) 422-4453 has professional counselors available for crisis intervention and referral to local child protective services and community agencies. This hotline has access to translators in over 100 languages (www.childhelpusa.org).

Useful Websites

www.streetharassmentproject.org

www.anti-harassment.ik.com

www.adbusters.org

www.aboutface.org

www.nmmlp.org

First-Person Narratives about the Experience of Street Harassment

Day, Ashley. "Editorial: Not for Public Consumption" *Tolerance.org* 12 Jan. 2002

<www.tolerance.org/news/article_hate.jsp?id=541

Dickerson, Debra. "Too Sexy for My Shirt" *Salon.org* 21 May. 1999

<www.salon.com/news/feature/1999/05/21/harassment/

Snyder, Julene. "You Talkin' To Me? Street Walking" *The Well* 1 August. 1995
<www.well.com/~julene/columns/harass.html

Williams, Dana. "Street Harassment on Display" *Tolerance.org* 12 June. 2002
<www.tolerance.org/news/article_hate.jsp?id=540

"Street Harassment: The Price of Being Prey" *Tolerance.org* 12 June 2002
<www.tolerance.org/news/article_hate.jsp?id=542

1st Person Plural: Street Harassment (November 1, 1999)
These include thoughts about street harassment by teen girls in England.
<www.childrens-express.org/dynamic/public/d273718.htm

Articles About Street Harassment

Kay, Julia "Students Plagued by Street Harassment"
<www.mbhs.edu/silverchips/articles/apr2001/harassment.html

Yonker, Teresa. "When Street Harassment Gets Nasty" *On The Issues* 13 July 1996
<www.echonyc.com/~onissues/sum96/harass.html

Articles About Resisting Street Harassment

Andrews, Hanna. "Girls Gone Wild: Catholic schoolgirls pin pervy perp to the pavement."
In Bust Magazine Spring 2004.

Girls pummel man who exposes himself.
<www.cnn.com/2003/US/Northeast/10/31/crime.girls.reut/index.html

"Talking Back: Women in NYC Confront Street Harassment" *Off Our Backs* September-October 2002

Books With Writing by Teens

Franco, Betsy. *You Hear Me: Poems and Writing by Teenage Boys*. Candlewick Press, 2001

Jacob, Iris. *My Sister's Voice: Teenage Girls of Color Speak Out*. Owl Books, 2002

Kay, Philip and Youth Communication. *Things Get Hectic: Teens Write About the Violence that Surrounds Them*. Touchstone Books, 1998

Shandler, Sara. *Ophelia Speaks: Adolescent Girls Write About Their Search for Self*. Perennial Books, 1999

Curriculum Materials

Ansa, Tina McElroy. *Ugly Ways*. Harvest Books, 1995

T/C Growth Chart. Available from Transforming Communities, www.transformingcommunities.org, \$10.00.

Videos

Killing Us Softly 3: Advertising's Image of Women. Film Fatale, Inc./Hank Levine Film Gmbtt Prod. Educational Dis. Media Education FoundationDir. 2000. 34 minutes
www.mediaed.org. High schools and non-profits \$150.00.

Jean Kilbourne's pioneering work helped develop and popularize the study of gender representation in advertising. In this important new film, Kilbourne reviews the question of if and how the image of women in advertising has changed over the last 20 years.

War Zone. Film Fatale, Inc./Hank Levine Film Gmbtt Prod. Educational Dis. Media Education Foundation, 1998. 35 minutes
www.mediaed.org. High schools and non-profits \$125.00.

This is a film about sex, power, and what happens when men threaten a woman's right to walk undisturbed on the streets.

Street Harassment -- Produced by Forest Hills Community Center -- This is a youth-produced documentary that asks "what allows for men to harass and disrespect women publicly? How do women respond & feel about the situation? [8 minutes]. www.ymdi.org
Contact e-mail: ambiath@yahoo.com

Tough Guise: Violence, Media, and the Crisis of Masculinity. Film Fatale, Inc./Hank Levine Film Gmbtt Prod. Educational Dis. Media Education Foundation. 1999. 82 minutes (full-length) or 56 minutes (abridged)
www.mediaed.org. High schools and non-profits \$150.00.

This is the first educational video geared toward college and high school students to systematically examine the relationship between pop-cultural imagery and the social construction of masculine identities in the U.S. at the dawn of the 21st century. It features Jackson Katz, founder & director of MVP Strategies, an organization that provides gender violence prevention training to colleges, high schools, professional & college sports teams among others.

Respect is Due by Cyrille Phipps, Third World Newsreel, (10 minutes, 1992)
www.twn.org

In keeping with the doctrines of Wall Street and Madison Avenue, sex sells rap music. In

this video, Black youth examine the ways women of African descent are frequently portrayed in rap lyrics and music videos. Excellent for discussions on sexism, gender roles, and sexuality.

\$35 video rental / \$125 video sale + \$15 shipping and handling

Places to Find Icebreakers

Luvmour, Sambhava. *Everyone Wins! Cooperative Games and Activities*. Philadelphia, PA: Nwe Society Publishers, 1990.

Newstrom, John W. *The Big Book of Team-Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do*. New York, NY: McGraw-Hill, 1998.

Rohnke, Karl. *Quicksilver: Adventure Games, Initiative Problems, Trust Activities, and a Guide to Effective Leadership*. Dubuque, IA: Kendall/Hunt Publishing Co., 1995.

Ukens, Lorraine L. *Getting Together: Icebreakers and Group Energizers*. San Francisco, CA: Pfeiffer, 1997

Organizational Resources

Illinois Coalition Against Sexual Assault
123 S. Seventh St., Ste 500
Springfield, IL 62701-1302
(217) 753-4117

National Sexual Violence Resource Center
Pennsylvania Coalition Against Rape
125 N. Enola Dr.
Enola, PA 17025
Phone: (717) 728-9740
Fax: (717) 728-9781
www.nsvrc.org

Recommended Reading for Facilitators

Passing By: Gender and Public Harassment by Carol Brooks Gardner. Berkeley: University of California Press, 1995.

An academic consideration about the issue of gender-related public harassment. She relies on observation and interviews to gather her data and develop her analysis. She describes the scope and variety of harassing behaviors and investigates the different ways women & men respond to and interpret them.

Back Off! How to Confront to Stop Sexual Harassment and Harassers by Martha J. Langelan. New York: Fireside, 1993.

This book includes true stories of women's experiences with sexual harassment. The book focuses on the direct-action tactics that work and describes the successful resistance strategies that can be used.

"The Harm That Has No Name: Street Harassment, Embodiment, and African American Women" by Deirdre E. Davis. In *Critical Race Feminist: A Reader*, Edited by Adrienne Katherine Wing, New York: New York University Press, 1997. pp.192-202.

Cynthia G. Bowman, Street Harassment and the Informal Ghettoization of Women, *Harvard Law Review*. 517 (1993).