

Brothers Rising

Curricula

*Boys component of
Promoting Adolescent Sexual Health and Safety (PASS)*

Acknowledgements

Sisters Rising and Brothers Rising are components of the Promoting Adolescent Sexual Health and Safety (PASS) program, written for adolescent girls and boys (respectively). PASS was co-developed by Urban Institute and UC San Diego researchers, DC Housing Authority Benning Terrace residents, the DC Rape Crisis Center, Men Can Stop Rape staff and consultants, and health service providers from Washington, DC.

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How to Use This Guide:

This guide is meant to be used by PASS facilitators. It contains outlines for each of the workshops to aide facilitators in delivering all important content. Each workshop begins with a curriculum overview, which highlights the learning objectives, key outcomes, facilitator goals, and points on role modeling. The workshops will include a variety of activities. You will find instructions in the guide to ensure proper execution of these activities. Please use the key below to guide you through the content in the guide:



Learning Objectives



Key Outcomes



Activity Goal



Instructions



Script



Facilitator Notes

Workshop 1: Introductory Workshop: More Than Meets the Eye

CURRICULUM OVERVIEW

The Scoop

This module is all about laying a foundation. It's about getting you and the brothers familiar and comfortable with each other. It's also geared to help them think about the ways that their assumptions and perceptions influence how they see the world and how others see them. These skills will be called upon throughout the rest of the modules.

Approximate Duration: 2.5 hours



Learning Objectives

By the end of the workshop, Brothers will be able to:

- Identify their personal goals for the program
- Define brotherhood and have a sense that they are becoming a part of one through this program
- Define what an assumption is and how assumptions impact their lives
- Gain an understanding of how language and experiences can skew perceptions and create assumptions



Key Outcomes

Brothers should leave this session having made steps toward promoting a healthy identity by:

- Increasing their self-esteem
- Creating a sense of brotherhood
- Building trust and opening up to the experience of vulnerability
- Clarifying their goals

Facilitator Goal

Your biggest goal in this module is to lay the foundation for a brotherhood to be built upon. Your example will help to build trust and allow the brothers to begin to share openly with the group.

Role Modeling

Setting the right tone is crucial in this module, be sure to give your own examples during the exercises and to lead by example. The iceberg activity is particularly important.

SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<ul style="list-style-type: none"> <input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Handouts on program description and logistics <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers <input type="checkbox"/> Easel <input type="checkbox"/> Tissues <input type="checkbox"/> Iceberg activity worksheet <input type="checkbox"/> Pens and pencils <input type="checkbox"/> A light ball or balloon <input type="checkbox"/> Laptop 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins, <input type="checkbox"/> Place the chairs in a half circle with flip charts at the front of the room <input type="checkbox"/> Load today's two clips: Monkey and Caterpillar <input type="checkbox"/> Post the agenda on the wall in the front of the room

AGENDA

Total duration	154 minutes (approximate length 2.5 hours)
Dinner, Welcome, and Facilitator Introductions	10 min
Program Description and Logistics	10 min
Icebreaker	10 min
Group Agreements	15 min
What is Brotherhood	15 min
Goal Setting	10 min
Assumptions	15 min
Break	5 min
Snail and Caterpillar	7 min
Iceberg Activity	45 min
Recap and Looking Ahead	7 min
Shout-outs	5 min

ADDITIONAL RESOURCES

- ☐ **Video clip:** Assumptions <https://youtu.be/zNbF006Y5x4> **Video clip:** Sometimes You're A Caterpillar: <https://www.youtube.com/watch?v=hRiWgx4sHGg>

FACILITATING THE WORKSHOP

Introduction

DINNER, WELCOME, AND INTRODUCTIONS

10 MIN



GOAL OF ACTIVITY

Introductions and the establishment of a ritual to provide consistency at the start of every session.



ACTIVITY INSTRUCTIONS

- As the Brothers enter, welcome them and invite them to get dinner. Once the Brothers have arrived and are seated, welcome them all to Brothers Rising by introducing yourselves and sharing why you volunteered to be a part of the program and what your hopes are for your time together. Ask each brother to share their name, where they live and what their current favorite hobby/activity is.
- It is important to recognize that the Brothers' lives outside of your time together may be chaotic. It can be helpful to start the beginning of each workshop with a ritual to signal to the Brothers that they are entering a safe space. This activity could be standing up, inhaling and exhaling together, stretching together, a unity clap, playing a song and singing along, etc. Pick an activity that will work for the Brothers in the room and make sure that there is consistency in starting this activity on time, after dinner, at the start of every workshop. **Use the same starting ritual at each session.**

PROGRAM DESCRIPTION AND LOGISTICS

10 MIN



GOAL OF ACTIVITY

Provide brothers with program background, program goals, and any logistical information.



NOTE TO FACILITATOR

You can model this activity, but during it please moderate versus participate.



ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



Suggested phrasing: *"We chose the name Brothers Rising because this program is about learning the skills to create a strong and supportive brotherhood. This program is about rising above stereotypes that limit boys' – specifically black boys' ability to be in charge of their own lives. It's designed to empower you to be critical thinkers, so you can make the best decisions for yourself when it comes to your relationships with yourself, your family and friends, your body, and your future. We are so happy that each of you is here and ready to spend the next few weeks creating this brotherhood with each other and with us."*

- Ask if they have any questions
- Answer the following questions for the brothers:
 - Where will brothers meet every week?
 - What day and time?
 - Where will brothers meet every week?
 - How many sessions will there be?
 - Will brothers receive an incentive in exchange for attending the sessions? How much?
 - What happens if someone has to be late or skip a session?
 - How can brothers communicate with facilitators and other resources outside of the program sessions?
- Ask the brothers if they have any additional questions.

ACTIVITY 1: ICEBREAKER: IN THE AIR

10 MIN



GOAL OF ACTIVITY

Learn each other's names and begin to bond.



ACTIVITY INSTRUCTIONS

Follow these facilitator directions:

- Instruct the brothers to stand in a large circle. Facilitators may participate in this activity as well.
- Tell them they are going to move the balloon around the circle and must keep it in the air at all times.
- Each time a brother hits the balloon he must say his name.
- Everyone must make contact with the balloon at least three times as it passes around the circle. The participants may pass it across the circle or simply to the person next to them. If the balloon hits the ground, they must start over.
- Once successfully completed, ask the group whose names they remember and why.

ACTIVITY 2: ESTABLISHING GROUP AGREEMENTS

10 MIN



GOAL OF ACTIVITY

Promote a sense of unity; agree and sign on to the ground rules that will guide behavior during the brother's time together.



ACTIVITY INSTRUCTIONS

- Ask brothers to brainstorm a list of Group Agreements. This will be the code that everyone will agree to follow when together. Ask brothers to suggest Group Agreements that will help them feel more comfortable discussing sensitive topics, sharing respect and privacy.
- Ask the brothers to give an example when they share an agreement. When a brother shares an agreement, ask them to come to the front of the room and write it on a poster board.
- Once the list is finished, ask the brothers to sign the poster to show their commitment to the group agreements.
- Post the Group Agreements poster on the wall for every session. Encourage the brothers to give positive shout-outs and recognition when a brother represents a group agreement. Ask the brothers to remind each other when someone's behavior goes against the Group Agreements. It could be fun to pick one signal such as a peace sign or

thumbs up when someone acts with a group agreement and one signal such as pointing at the Group Agreements poster or a thumb down when someone's behavior conflicts with the Group Agreements.

SUGGESTED GROUP AGREEMENTS

If needed, you can add on to what the brother's brainstorm with these example agreements.

- **Respect:** Do not talk over one another or interrupt. Give full attention to the person who is speaking. No cell phones!
- **Confidentiality:** Keep personal information that we share in this group in this room. It's OK to share facts about HIV, alcohol or other drugs, birth control or STDs with others, just not personal information about any of the brothers. For example, do not tell anyone about the story John shares about his relationship.
- **Openness:** If you feel comfortable, be open, honest, and ready to learn. No one should make anyone feel uncomfortable or pressured.
- **Nonjudgmental approach:** You can disagree with another brother's point of view or behaviors, but don't judge or put anyone down. It's important to provide a safe space for everyone to discuss sensitive topics. Agree to disagree.
- **Nondiscrimination:** Be aware that brothers in the group may have different backgrounds, family situations, sexual orientations or financial situations. Be sensitive to the fact that we all have differences during discussions and while making comments. In this group, we celebrate our differences.
- **Right to pass:** It is always OK to pass. You can say, "I'd rather not do this activity," or, "I don't want to answer that question."
- **Acceptance:** It's OK to come out of your comfort zone, especially when talking about sex, HIV, and the body for example.
- **Responsibility:** Come to the session and be on time. If you can't attend, let the group leader or another brother know.
- **Speak using "I":** Speak from your own personal experiences and try not to judge the experiences of others. Use I-statements such as "I feel..." or "In my experience..." Do your best to avoid starting sentences with "You should" or "You all think that ...".
- **Share air time:** If you're someone who likes to speak a lot, try to keep track of that and make sure that others get equal air time. If you're someone who doesn't like to speak in front of groups, try to challenge yourself to take up more air time.

**GOAL OF ACTIVITY**

Reach a definition of the term “brotherhood” and understanding that PASS is a space to develop brotherhood with all the men in the room.

**NOTE TO FACILITATOR**

It’s possible that the topic of “crews” or “gangs” might come up during this exercise. It could also be helpful to ask the brothers if a crew is truly a brotherhood in the way you as a group are defining it.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:



Suggested phrasing: “Now that we’ve set our Group Agreements, and all agreed to make them the code we’ll follow them during our time together. So now, let’s talk a little about the name of this program, Brothers Rising. We are here to learn with each other and to create a brotherhood.”

- Ask the group: “What defines brotherhood? What are the qualities and characteristics that you have with brotherhood?” Write their answers on a flip chart.
- Ask them “Why is having a brotherhood important?” Answers might include:
 - To have a support system of other men
 - To have family relationships with other men
 - To be a part of a team
 - To be able to learn from other men, to learn about fatherhood
 - To have guys to hang out with
 - To have trusting relationships with other men
- Ask them, “What are examples of brotherhood that you’ve seen in your life or in the media?” Try to steer them toward examples of team dynamics, not leader/follower. Examples might include:
 - A band, where it takes everyone working together to produce great music and everyone gets the chance to solo
 - A team sport, where it takes all the people on the field or court to be successful

- Ask them, “How do brothers look out for each other?”

ACTIVITY 4: BROTHERS RISING GOAL SETTING

10 MIN



GOAL OF ACTIVITY

Identify brothers’ main goals for participating in the program, reassert their commitment to the program and to each other.



ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



Suggested Phrasing: “We’ve come together in this group to create brotherhood with each other. We have ground rules, we know what brotherhood is, now it’s time for each of us to ask ourselves what it is we hope to gain from this brotherhood that we will develop during this program. We’re going to do a short activity where we set some personal and group goals for our time together.”

- Pass out post-it notes of two colors; each brother gets one of each color.
- Ask the brothers to write a goal they have for themselves, a personal goal, on one color.
 - Examples might include learning about a new topic, answering a question, making new friends, and/or challenging themselves to try something new.
- Ask the brothers to write down a goal they have for all of the brothers to achieve together, a group goal, on the second color.
 - Examples might include, sharing with each other open and honestly. To be respectful of each other, to learn from each others experiences.
- Once all the brothers are done, ask them to stick their personal goals on one section of the wall and their group goals on another section.
- Ask a brother to volunteer to read the personal goals out loud.
- Ask another brother to volunteer to read the group goals out loud.
- (Alternatively, the brothers could be invited to look at the cards collectively, a “gallery walk.”)

DEBRIEF

- Ask the brothers if there are any additional group goals that weren't listed that should be added? If there are any, add them.

ACTIVITY 5: ASSUMPTIONS

10 MIN



GOAL OF ACTIVITY

Understand how difficult it can be to know all the information in a given situation, how assumptions and stereotypes develop, and how we are impacted by both.



ACTIVITY INSTRUCTIONS

Begin this activity by thanking the Brothers for sharing their goals and introducing the topic of perception and assumptions. You may use the following phrase:



Suggested phrasing: *"Thank you everyone! Those are some great goals. We look forward to helping you achieve them over the next ten weeks. It's time to dive into this week's topic which is about how we perceive (or see) the world, how we all make assumptions, and how we can explore how complex we all are as people."*

- Play the Assumptions video: <https://youtu.be/zNbF006Y5x4>

QUESTIONS:

- What did we just see?
- How does this experiment relate to real life? Answer might include:
 - That it's hard to pay close attention to many things happening at once. That we are missing a lot of what goes on around us.
 - That we don't realize we are missing so much. That what we think of as reality might not be the whole picture.
- Can anyone here give me a definition for what an assumption is?

- Ask a brother to come up and write their definition on the flip chart and finish by saying:



Suggested phrasing: “When we make a statement or reach a conclusion without proof or evidence, we are making an assumption. The assumptions we make are based in our experiences, what we have been taught, our values and the emotions we feel. Sometimes assumptions are based on stereotypes. Stereotypes are when people have an image or idea of another person that is too simple and general like ‘People from Jersey are jerks’ or ‘Women are bad drivers.’” There are always exceptions.”



WHY DO WE MAKE ASSUMPTIONS?

The brain is trying to process a lot of information at once, so it likes to create shortcuts, especially when there’s a lot going on. One of the ways the brain creates shortcuts when we meet new people is we tend to make assumptions about them – just based on what they look like.

DISCUSSION

Facilitators should lead with examples for the following questions:

- What are some assumptions that have been made about you?
- Are the assumptions we make about a person generally positive or negative?
- Why do you think that is?
- What happens if we make an assumption that turns out to be wrong?
- What assumptions have people made about you?
- How did it feel to have them make that assumption?
- What are some other common stereotypes that aren’t true?

Break (5 minutes)

**GOAL OF ACTIVITY**

See how assumptions and self-interest can be overcome by open communication and problem solving. This small group discussion will set them up to succeed in the next activity which will be much more personal.

**ACTIVITY INSTRUCTIONS**

- Show the Snail and the Caterpillar clip:
<https://www.youtube.com/watch?v=hRiWgx4sHGg>
- Ask the brothers to sound off alternating by saying 1 and 2.
- Ask all the 1s to form a small circle and all the 2s to form a small circle. Manage one of the circles and ask the co-facilitator to manage the other.

QUESTIONS

Facilitators should lead with examples for the following questions:

- Have you ever felt like the snail before? How did you respond? Would you like to share an example with the group?
- Have you ever felt like the caterpillar before? How did you respond then? Would you like to share with the group?
- How were the snail and the caterpillar able to overcome the obstacle of the fence? What did they each have to do to make that happen? How does that apply in real life?
- How does the story of the snail and the caterpillar relate to assumptions and stereotypes?

**GOAL OF ACTIVITY**

Establish trust, learn how to share and open up to the group, recognize how complex and interesting they are as individuals, recognize how many of the assumptions they might have had about the other boys are false, see that others' lives are just as interesting and complex as they are.

**ACTIVITY INSTRUCTIONS**

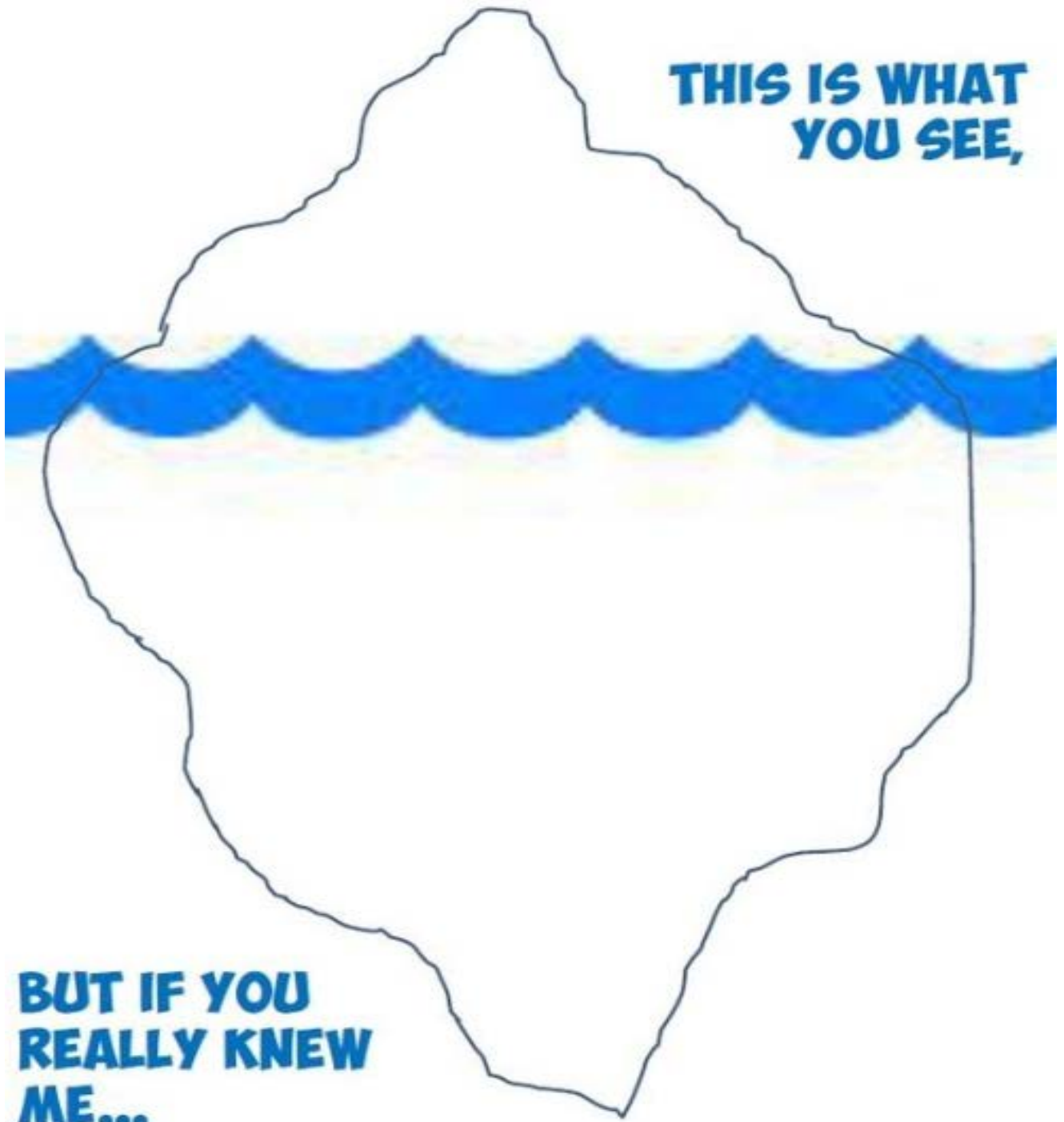
- Using a poster sheet, draw the outline of an iceberg. Now, draw a line of water so that only the tip of the iceberg is visible above the water. Explain:



Suggested phrasing: *"The majority of the iceberg is underwater and not visible. In this way an iceberg is a bit like a person. Other people can tell a few things about you from what they see, but the majority of what makes up who you are is below the surface. So, when people make assumptions, it's usually about what they think they know or see from this top part sticking out above the surface."*

- Ask brothers to remain in their small groups. Ask a brother to hand out pieces of paper for the teens to draw their own icebergs, or handouts of the iceberg outline below.

**THIS IS WHAT
YOU SEE,**



**BUT IF YOU
REALLY KNEW
ME...**

DIRECTIONS

- Instruct brothers to fill out their handouts.



Suggested phrasing: "Write or draw all of the things you can tell about me from what you can see on the tip of the iceberg that is above the water. Write or draw all of the things you wouldn't know about me unless we were friends or family on the part of the iceberg that is underwater."

- You might want to touch on talents, likes, dislikes, siblings, sexual orientation, physical ability, mental ability, race, religion, age, ethnicity, education, favorite books and movies, race, religion, age, favorite sports, health, family relationships, music tastes, where your family is from, things you've overcome, pets, allergies, hopes, fears, and/or relationship status when modeling your answers.
- Give the brothers 5 minutes to reflect and fill out their iceberg.
- Share your iceberg first and then ask your co-facilitator to share, setting a tone for the group.
- After your co-facilitator has facilitated share, ask the brother's if they'd like to write anything else on their iceberg (they may feel encouraged to share more after seeing your icebergs). Give them a minute to write down any additional thoughts.
- Brothers can choose to reveal what they feel comfortable with. Be open to anything that they want to share whether it's something low risk or high risk. Encourage them to say what is important to them at the time of the activity.
- Ask brothers go around the circle sharing their iceberg. While each brother is speaking, remind the rest of the circle to be quiet as a sign of respect. At the end of each share, the facilitators should thank each brother and clap for them.
- After every brother has had the opportunity to speak, ask the small group to reflect on the activity together, facilitators should ask:
 - What are 1-2 words that describe what it felt like to put things about yourself on the iceberg?
 - How did you feel when you shared?
 - How did you decide what to share about yourself?
 - Did any of your peers' responses surprise you? Why?

DEBRIEF

Use a large group debrief to discuss the following questions:

- How does this activity relate to assumptions people have about each other? How does it relate to assumptions you had about each other?
- Do you think it will change the way you look at other people?

- Do you think the iceberg is a good way to start creating a strong and trusting brotherhood? Why?

Closing

RECAP

2 MIN

Summarize the learning objectives for the day:



Suggested phrasing: “Today we looked at how often what we see isn’t the whole picture and how making assumptions or using stereotypes doesn’t tell the whole story. We learned just how dynamic we all are and that we each have a lot going on below the surface. From our group agreements and goals and your sharing during the iceberg activity we’ve already created a strong base for this group of brothers rising!”

HOMEWORK EXPLANATION

2 MIN

Preview of next week:



Suggested phrasing: “Over the next week, I want you to look for the ways you make assumptions and to challenge them. Come prepared next week to share an example of how you see or have experienced brotherhood at home, at school, with your friends, etc. Also, for those of you on Instagram, please follow @BlackMenSmile (<https://www.instagram.com/blackmensmile/>). Next week we’ll be talking about power and relationships. Any questions before we close out with some shout outs?”

SHOUTOUTS

5 MIN

Highlighting good behavior and engagement:



Suggested phrasing: “We’ll be ending every meeting with shout-outs, this is your opportunity to give credit to a brother who exemplified our group

agreements, goals, made a great contribution today or really pushed themselves. Who has a shout out to share?"

Workshop 2: Racial Identity and Leadership

CURRICULUM OVERVIEW

The Scoop

In this section you and the brothers will have the opportunity to explore what it means for you to be black boys and men. From assumptions made about you, to how you are treated in certain situations, to the joy, power and strength of your blackness. You will also be able to reflect on what it means to have a brotherhood of other black boys to relate to and learn from.



Learning Objectives

By the end of the workshop, Brothers will be able to:

- Identify the positive and negative ways that race impacts their lives
- Understand key terms around race and racial identity
- Define what leadership is, and identify positive black male leaders
- Share a goal that they could use their leadership skills and personal power to help achieve



Key Outcomes

Brothers should leave this session having made steps toward promoting a healthy identity by:

- Increasing their racial pride
- Increasing their self-esteem, self-efficacy and promoting healthy identity
- Understanding how they can set goals to support their community
- Seeing themselves as leaders in the making

Facilitator Goal

This is all about helping the brothers to unpack and think about their race, how it impacts them and how to increase their racial pride. It's also about helping them to think about themselves as leaders.

Note some brothers might think of themselves as black, as biracial, or multiracial. They might think about their race in terms of ethnicity as well, for instance being Jamaican American instead of African American.

Role Modeling

You are already fulfilling the role of a black male role model, you might want to think more about those who have been role models for you and talk a little bit about those men with the brothers.



Did You Know?

Black boys and education: in America, the deck is stacked against young black boys, which is one of the many reasons why Brothers Rising and programs like it are so important.

- Black boys are three times more likely to be suspended or expelled from school than their White peers, causing Black boys to miss valuable learning time in the classroom.
- Only about 59% of black boys graduate high school
- Black boys are 2.5 times less likely to be enrolled in gifted and talented programs, even if their prior achievement reflects the ability to succeed.
- Less than half of Black male students graduate from high school on time, although many eventually complete a GED.

Share with the Brothers that, “In this program, we are going to celebrate how amazing all of you are and the bright futures ahead of you. Together, we are going to rise above stereotypes like these.”

SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Race definitions worksheet <input type="checkbox"/> Blank paper <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers <input type="checkbox"/> Easel <input type="checkbox"/> Pens and pencils	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins, <input type="checkbox"/> Place the chairs in a half circle with flip charts at the front of the room <input type="checkbox"/> Load today's clip: Being Black in High School <input type="checkbox"/> Post the agenda on the wall in the front of the room <input type="checkbox"/> Magazines

AGENDA	
Total duration	150 minutes (approximate length 2.5 hours)
Dinner and Check-Ins	10 min
Icebreaker	10 min
Race Definitions	25 min
Paired Questions	20 min
Break	5 min
Being a Black Boy in High School	25 min
What Does Black Male Leadership Look Like	20 min
Did You Know: Civil Rights Leaders	5 min
Personal Leadership and Goal Setting	20 min
Recap and Looking Ahead	5 min
Shout-outs	5 min

*To shorten the length of the workshop, you may remove the Being a Black Boy in High School segment.²

ADDITIONAL RESOURCES

These are some great resources you might want to consider viewing before this module, the first two are short videos, the third is a recording, the fourth is an article, and the fifth is a film.

- ❑ **Video clip:** 5 Things You Should Know About Racism
<https://www.youtube.com/watch?v=8eTWZ80z9EE>
- ❑ **Video clip:** 13 Things White People Take for Granted
<https://www.youtube.com/watch?v=EcPLL3qjkl>
- ❑ **Recording:** A Role Model Pipeline for Young Black Men
<http://www.npr.org/sections/ed/2014/06/30/327058449/a-role-model-pipeline-for-young-black-men>
- ❑ **Article:** What Is Internalized Racism?
http://www.racialequitytools.org/resourcefiles/What_is_Internalized_Racism.pdf
- ❑ **Film:** Bayard Rustin
<http://www.pbs.org/pov/brotheroutsider/video/brother-outsider-the-life-of-bayard-rustin/>

This is a great film about one of the civil rights leaders that is talked about in this module, Bayard Rustin. It's free to watch and is called Brother Outsider.

FACILITATING THE WORKSHOP

Introduction

DINNER AND CHECK-INS

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- As youth are finishing up food, begin your transition to the workshop through the ritual that you established in workshop 1.
- Ask the Brother what they remember from last week's session? Ask what was spoken about?
- If they're quiet remind them that you talked about the group's ground rules, the meaning of brotherhood, and assumptions.
- If there are newcomers, have them introduce themselves to the group and ask one person who was there last week to briefly explain to them what they missed.
 - You may use the following phrase:



Suggested phrasing: "Last week, I asked everyone to look for ways you make assumptions and challenge them. I also asked everyone come prepared with an example of how you saw or experienced brotherhood at home, at school, with your friends, etc."

Activities

ACTIVITY 1: ICEBREAKER: CHAIR HOP

10 MIN



GOAL OF ACTIVITY

Learn more about each other and reinforce group commonalities.



ACTIVITY INSTRUCTIONS

Instruct brothers to bring their chairs to the middle of the room and put them in a circle. You should join them.

1. Choose one brother to take their chair out of the circle and stand in the middle.

2. Ask the brother in the middle to say “My name is....” and then say something that he has, likes, or something he wants to be, etc., like “is wearing a sweatshirt”, or “likes Kendrick Lamar”, or “has a younger brother,” “wants to be a doctor,” etc.
3. Anyone who identifies with that statement has to get up and run to another seat that is not directly to the right or left of her. The person in the middle also has to run to find a seat.
4. The last person to find a seat, or the person left without a seat has to come to the middle of the circle to share next by introducing himself.
5. The game continues so that everyone gets a chance to introduce themselves.
6. If there is time at the end, let a couple of brothers attempt to go around the room and say everyone’s name and one thing about them.
7. Allow brothers to go back to their workspaces with their chairs.

ACTIVITY 2: COLORS AND COLORISM

15 MIN



GOAL OF ACTIVITY

Learn more about colorism and the boundaries that expectations tied to race create in their lives.



NOTE TO FACILITATOR

Allow the conversation to go where your students take it, but also monitor for mean language and put-downs. Issues related to color privilege, bias, and beauty image are extremely personal and sensitive, especially for young people.



ACTIVITY INSTRUCTIONS

Ask:

- Do you think all black teens have the same racial expectations? Why? Why not?
- Do you think black folks from the Caribbean have the same racial expectations as black folks from Africa or black folks living in the United States?

- Do you think black girls/boys with light skin have the same racial expectations as black girls/boys with dark skin? Why? The facilitator should be prepared here to define colorism.

Show this video <https://www.youtube.com/watch?v=76X4jvjpXug>

- Do you identify with the folks who spoke in this video?
- What are some ways we see colorism in our own lives?

Spread out the pages of a popular magazine and provide the youth with scissors. Ask them to work together to cut out every model and line them up in order from darkest skin tone to lightest skin tone.

- Ask if there are many dark-skinned models? Why?
- Ask the teens to think about their favorite black musicians or actors. Do they have dark or light skin?
- How can we use our community power to fight back against colorism?

ACTIVITY 3: RACE DEFINITIONS

20 MIN



GOAL OF ACTIVITY

An understanding of key terms that relate to race and racism.



ACTIVITY INSTRUCTIONS

- Break the brothers into groups of 3-4.
 - Ask the youth to define “race” (Once you’ve heard from a few brothers, read this definition).
 - Hand out the **Race Definitions Worksheet**.
 - Tell them they have ten minutes to come up with as many definitions as they can, tell them if they can’t define a word to try to come up with an example.

The **Race Definitions Worksheet** contains the words below with blank spots for each brother to write in their brainstormed definition.

RACE DEFINITIONS WORKSHEET

Race: When people are put into different groups based on characteristics such as physical appearance (particularly skin color), their ancestral and cultural heritage, and cultural history.

Ethnicity: When people are divided into social groups based on characteristics such like their values, language, politics and where their ancestors came from. (Not necessarily skin color).

What are examples of different races: White, Black, Native American, Asian

What are examples of ethnicities: Examples of different ethnic groups are: Ethiopian, Cape Verdean, Haitian, African American (black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (white).

White Privilege: The unquestioned and unearned set of advantages, and benefits that white people get just for being white. Generally, white people who experience such privilege do so without being aware of it.

Biracial: A person that comes from two races. A person whose biological parents are of two different races.

Multiracial: A person that comes from more than two races. An individual whose parents are born from more than one race.

Colorism: Discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group.

Racism: Prejudiced thoughts and discriminatory actions based on difference in race and or ethnicity; usually by white people against people of color. Racism is a complex system of beliefs and behaviors, rooted in a presumed superiority of the whiteness.

TYPES OF RACISM

Internalized: This is when someone internally has a set of beliefs and ideas about one race being better or worse than another. Usually around the superiority of whites and the inferiority of people of color. Among people of color, it shows up as internalized oppression -which is the idea that their race is inferior, or that they are inferior. Among whites, it manifests as internalized racial superiority, or that they are better than people of color.

Interpersonal: When racism happens between two people or within a group of people. It occurs when individuals interact, and their private beliefs affect their interactions. Examples include telling a racist joke or thinking less of someone solely by the color of their skin.

Structural: A system in which society at large works in various, often reinforcing ways to promote one race over others. It is racial bias across institutions and policies that systematically privilege white people and disadvantage people of color. *Example:* Government policies that explicitly restricted the ability of people to get loans to buy or

improve their homes in neighborhoods with high concentrations of African Americans (also known as "red-lining").

DISCUSSION

- After ten minutes, bring the groups together and go through each word and ask groups to share their definition for a word and then share the correct definitions of the answer key.
- Once you have worked through all the definitions, give each brother a copy of the answer key so they all have the same definitions to reference.
- Once all brothers have a copy of the reference sheet, begin to facilitate a discussion. Questions may include:
 - Why should we know the difference between these terms?
 - Did you learn anything new from these definitions?
 - Were you surprised by any of them?
 - What is your racial identity? What about your ethnicity?
 - What do you love most about your racial and/or ethnic identities?
 - What are examples of each type of structural racism?
 - Which type do we talk about the most? (Hint: Interpersonal)
 - How does making assumptions relate to understanding race and racism?
 - Remember last week when we talked about assumptions, how often do you think people make assumptions based on race?

ACTIVITY 3: 1:1 PAIRED QUESTIONS ON RACIAL IDENTITY

20 MIN



GOAL OF ACTIVITY

Identify and process ideas and emotions about their own racialization and experiences with racism.



NOTE TO FACILITATOR

You can model this activity, but during it please moderate versus participate.



ACTIVITY INSTRUCTIONS

- Ask the brothers to stand in two lines facing each other, and to pair up with the person across from them.

- Tell everyone in one line that they each will have two minutes to speak while their partner across from them listens and that you will be giving them questions to answer in those two minutes. After the two minutes, they will swap, so each brother has a chance to answer each prompt.

PROMPT 1

What are two messages you are being told to remember as a black man? And, what are somethings you heard about what it meant to be black? Are those messages negative and/or positive?

- After providing the prompt, model an example answer or ask your co-facilitator to model an answer.
- Ask one line of partners to begin to share.
- After two minutes, ask the partners to swap roles.
- After those two minutes, have one line of brothers move two people to their left so that everyone changes partners to answer prompt two.

PROMPT 2

Have you experienced racism or colorism in the last 3 months, seen racism or colorism in the last 3 months, or know someone who experienced racism or colorism in the last 3 months? Can you share an example?

- After providing the prompt, model an example answer or ask your co-facilitator to model an answer.
- Ask one line of partners to begin to share.
- After two minutes, ask the brothers to swap

FULL GROUP DISCUSSION

- Were there any similarities between your answers? Care to share an example?
- What did you feel when you were listening to your partner? What did you feel talking about your own examples?
- What did you learn with this activity?
 - Examples might include:
 - That we share a lot of similarities.
 - That it's pretty common to experience racism
 - How other people learned about being black
- What are some things we could say about racial identity based upon what you heard in your one-on-one conversations and in the large group?
- Do you think it would have been a lot different to do this with a female partner, why or why not?

Break (5 minutes)

**GOAL OF ACTIVITY**

Identify the stereotypes most frequently associated with Black men

**ACTIVITY INSTRUCTIONS**

Last week we saw the similarities that exist between our experiences as black boys living in D.C. We're going to watch a clip now that talks about racial stereotypes in movies.

- Play this short film: <https://www.youtube.com/watch?v=7aHEh7OzddQ>

DISCUSSION

The following questions may be used to facilitate discussion:

- What is the point of the video?
- Have you ever seen a black man playing any of these roles in movies?
- What are your favorite movies? What do the black men in that movie do?
- Describe some of things you associate with black men. How do you think you should act as black men?
- If racial expectations didn't exist, do you think there are things you would do or learn that you feel you can't right now?
- How do the boys in your neighborhood act? Is it different from the movies?

**GOAL OF ACTIVITY**

Initiate discussion about black leaders.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:



Suggested phrasing: "Do you know about the group of young people who helped make the Civil Rights movement happen? The Civil Rights movement occurred during the 1950s and 1960s and was dedicated to ending racial

segregation and making sure that black Americans could vote and access their other constitutional rights. Rosa Parks refusing to give up her seat on the bus, the Montgomery bus boycotts that followed, sit-ins, school desegregations and the March on Washington where MLK gave his famous I Have A Dream Speech were all part of the Civil Rights Movement. A lot of people know the names Martin Luther King Jr. and Malcom X, but did you know these other remarkable young men who were key to the movement?"

- Hand out **Did You Know? worksheet** and post one on the wall. It will contain the following text plus photos, ask a different brother to read each of the mini bios.

Worksheet: Did you know?

- **Bayard Rustin** was a close friend of Martin Luther King and helped him develop his understanding of nonviolent resistance. He was an activist and was one of the main organizers of the March on Washington, which took a lot of time, leadership and vision to make happen.
- **John Lewis** is right now currently serving as a congressman in DC from Georgia, a position he's had since 1987. Back in 1963 he was the chairman of the Student Nonviolent Coordinating Committee one of the most important organizations during the entire Civil Rights movement. They trained students to be activists and raised a lot of money to help grow the Civil Rights movement. When he was the chairman he was around your age and was a powerful leader in the movement, just like many young black men and women today in the Black Lives Matter movement.
- **Philip Randolph** (on the left) led the March on Washington that Bayard Rustin (on the right) and others organized. He was an activist and was responsible for organizing the first ever majority black labor union –which meant that black workers could collectively fight for better wages and working conditions. This is the cover of Life Magazine from September 1963. Randolph and Rustin worked together as the key architects of the modern civil rights movement of the 1950s and 1960s.

DEBRIEF

- Do you notice any similarities between these black leaders and black leaders from today?
- Who are some black male civil rights leaders today? (Jessie Williams, Deray McKesson, Shaun King)
- Do you notice similarities with the Civil Rights movement and Black Lives Matter? What are they?



GOAL OF ACTIVITY

Develop a list of black men the brothers can look up to on a personal to a national level and expand their understanding of leadership.



ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



Suggested phrasing: *"We have the images of three black leaders in front of us on this piece of paper. What I want us to do now is as a group come up with what we think the main characteristics of leaders are."*

- Ask a brother to take notes on the flip chart.



Suggested phrasing: *"Leaders use their talents to help others, they bring groups together and help define and work toward shared goals. Leaders raise team spirit, and help others to feel empowered, and they use their voice to get people to listen and to act just like the three men we just read about. Leaders make you feel good about yourself. Leaders give others hope. Some people naturally start off as better leaders than others, but everyone can learn to become a leader. Everyone has his own style of leadership, like how each painter or singer has their own style."*

- Break the brothers into small groups of 3-4. Ask each group to brainstorm a list of black male leaders across three categories:
 - In their personal lives
 - In their community
 - At the institutional level in the United States
- For each person named, they should answer the questions:
 - In what ways were they a leader?
 - What improvements have they made?
 - What do they have in common with other black male leaders?



GOAL OF ACTIVITY

Identify a goal and map their internal resources for achievement.



ACTIVITY INSTRUCTIONS

- Keeping the brothers in their small groups, hand out the Leadership and Goals worksheet Leadership and Goals worksheet.
 - In what ways are you a leader?
 - How often do you assert your leadership skills?
 - Where do you practice your leadership? In what ways?
 - What talents do you have?
- Once they're done, ask them to share their answers with the brothers in their group.
- Go on to explain:



Suggested phrasing: “The men who helped organize and lead the March on Washington had a big goal. They wanted to end segregation and improve the lives of African Americans and poor people. Their entire lives were focused on that goal, and they worked to achieve it in many different ways. Now, I want you to write down a goal you have for your community on the worksheet. Below that, I want you to write all the ways you could use your talent, personal power, leadership qualities and knowledge to help achieve it.”

- After the brothers fill out the worksheet and then share with their small group.

QUESTIONS

- How could you help each other reach your goals?
- Are there other people in the community who could help?

Closing

Summarize the learning objectives for the day :



Suggested phrasing: “Today we talked a lot about race and what it means to be a young black man. From stereotypes and expectations to examples of what leadership looks like. Next week we’ll be talking about power, relationships, and community.”

Preview of Next Week:



Suggested phrasing: “During this week, take some time and finish filling out this worksheet. When you are done read it over and sign the pledge at the bottom of the page. Please bring it back next week to share with the Brothers.”

Highlighting good behavior and engagement:

- Which brothers went above and beyond this week? Who demonstrated their leadership qualities this week? Allow the boys to go around in a circle and “shout-out” individual brothers by sharing things that they appreciated, admired, etc. about each other.
- After each boy shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the brothers as well!

Workshop 3: Gender and Sexual Orientation

CURRICULUM OVERVIEW

The Scoop

What does it mean to be a man? This module looks at what gender and sexual orientation is and how they impact our lives, and how we see and treat other people.

Approximate Duration: 2.5 hours



Learning Objectives

By the end of the workshop, Brothers will be able to:

- Introduce the concepts of gender and sexual orientation
- Understand how healthy masculinity differs from unhealthy masculinity
- Name and discuss stereotypes and taboos associated with gender and sexual orientation
- Gain an understanding of what male privilege is
- Challenge stereotypes they might have about LGBT people



Key Outcomes

Brothers should leave this session with an understanding of:

- What gender and sexual orientation is
- The power of stereotypes, put-downs and taboos associated with gender and sexual orientation
- Unhealthy and healthy masculinity
- Equitable gender norms
- Hyper masculinity norms and combative sexual norms

Facilitator Goal

This topic is sometimes difficult for boys. There can be a lot of discomfort in talking about these issues. Your goal is to help them understand. There is a lot of noise and pressure in society and sometimes that prevents us from figuring out what is true for us and what our real identities are. How can we create a brotherhood that is respectful and celebrates the different ways we show up as males? There will be multiple opportunities to challenge commonly held stereotypes about gender, LGBT (lesbian, gay, bisexual and transgender) people and masculinity.

Role Modeling

By being open and respectful of these topics, you will set the stage for the brothers to do the same. There will also be plenty of opportunities to help model for them what healthy masculinity looks like by sharing experiences from your own life.

Also, the Gender Boxes activity will provide the chance to talk specifically about what it means to be both black and male. Please Prepare for this module by beginning to think about examples or stories that you can share that speak to how you've been put in boxes due to being a black man.



NOTE TO FACILITATOR

It is possible that a brother may trust you enough to confide in you that they are gay or are questioning their sexuality or gender. We recommend reading the below bullets (adapted from the article) or this [entire article](#) to help you in case that situation occurs.

DO:

- ✓ Know this is a sign of huge trust! (Yay!)
- ✓ Thank them for having the courage to share this with you.
- ✓ Check-in on how confidential this is (Do other people know? Is this a secret?)
- ✓ Remember that their gender/sexuality is just one dimension or piece (of many) of who they are. Show interest about this part of them that they are sharing with you.
- ✓ Ask them how you can best support them.

DON'T:

- ✓ Say "I always knew," or downplay the significance of their sharing with you.
- ✓ Laugh, act awkward, or pull away.
- ✓ Tell other people, unless they give you permission.
- ✓ Assume you know why they came out to you.

SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Sexual Orientation Definitions Q&A Sheets <input type="checkbox"/> Markers <input type="checkbox"/> Easel <input type="checkbox"/> Pens and pencils	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins, <input type="checkbox"/> Place the chairs in a half circle with flip charts at the front of the room <input type="checkbox"/> Load today's two clips: Black Boys in Boxes and Jason Collins <input type="checkbox"/> Post the agenda on the wall in the front of the room

AGENDA

Total duration	149 minutes (Approximate length 2.5 hours)
Dinner and Check-In	10 min
Icebreaker	10 min
Defining Gender	5 min
How Have You Gendered Yourself Today	10 min
Gender Boxes	30 min
Break	5 min
Unhealthy Masculinity	10 min
Healthy Masculinity	25 min
Sexual Orientation Spectrum	20 min
Did you Know: Jason Collins	5 min
Think Before You Speak	12 min
Recap and Looking Ahead	2 min
Shout-outs	5 min

ADDITIONAL RESOURCES

- ☐ **Article:** Sex? Sexual Orientation? Gender Identity? Gender Expression?
<http://www.tolerance.org/magazine/number-50-summer-2015/feature/sex-sexual-orientation-gender-identity-gender-expression>
- ☐ **Video Clip:** What's the Difference Between Sex and Gender?
<https://www.youtube.com/watch?v=8kX5vNmat7Q>

FACILITATING THE WORKSHOP

Introduction

DINNER AND CHECK-IN

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- Complete your starting ritual.
- Ask the Brothers who remembers what happened last week? What was spoken about?
- If they're quiet remind them that they learned about race and racism, and discussed what leadership looks like.

Activities

ACTIVITY 1: QUIETLY ACQUAINTED

10 MIN



GOAL OF ACTIVITY

An entertaining and slightly challenging way to connect using non-verbal communication.



ACTIVITY INSTRUCTIONS

- Tell brothers they are going to get to know another brother without speaking. Tell them their immediate impulse might be to laugh but that this activity depends on everyone staying silent. Encourage them to challenge themselves.
- Instruct brothers to find a partner through making eye contact.
- Ask them to go stand by their partner.
- Tell the partners they have a minute to look at the other brother and see what they can tell about them just from looking at them.
- Explain that the first partner will have two minutes to communicate information about their day to their partner without speaking.
- At the end of two minutes instruct the brothers to switch roles.
- After time has expired have the partners share with one another what they learned about their partner

DEBRIEF

- Ask the brothers if there was anything difficult about this activity? Ask what they learnt about their ability to communicate without using words?

ACTIVITY 2: DEFINING GENDER (MINI LECTURE)

15 MIN



GOAL OF ACTIVITY

Brothers have a working understanding of the difference between gender and sex.

ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



***Suggested Phrasing:** “Now that we’ve talked about race and racism we’re going to explore another characteristic we all share, which is gender. Because gender is more complex than you might think we’re going to start off by reading to you about the basics.”*

- Begin by explaining that each person has a sex, and a gender:
 - **Sex is biological.** It’s based on your body parts, genetic makeup or DNA, and hormones, when you were born a doctor looked at you and labeled you either a boy or a girl based on those things, that’s sex.
 - **Gender** is related but different. Gender is society's expectations about how we should think and act as girls and boys, and women and men. For example, society places the expectation on girls that they will play with dolls and wear makeup and society places the expectation on boys that they will play sports and have short hair. For example, when you check a box saying you identify as male, that’s gender, or your driver’s license saying you’re male, the way you dress or cut your hair also relates to your gender. Just because someone was assigned the sex of a woman at birth, does not mean that their gender is female. There is a whole spectrum of gender options, not just two choices.



***Suggested Phrasing:** “You learned about gender roles from an early age — from parents and family, religion, friends, television, magazines, and other media. One’s gender identity is their feeling of self as male, female, something else, both, or neither. It also means that one’s gender identity can be the same or different than their sex assigned at birth. Some people find that their gender*

does not match their biological sex. When this happens, there is a spectrum of choices for a person to express their gender (through such things as clothing, hairstyles, and mannerisms, to name a few). Some persons may choose to identify as transgender. It's important to understand that just how you feel you are female; a transgender person feels that they are their preferred gender – even if their biological sex doesn't match"

GROUP DISCUSSION

You may use the following phrase to initiate discussion:



Suggested phrasing: *"I know we just covered a lot of ground. Can anyone recap for me the difference between sex and gender? [...] To recap, sex is biological where gender refers to the way we express our 'male-ness' and 'female-ness'."*

- Growing up what were some things girls were expected to do? These are gendered messages.
 - What happened if they didn't act that way?
- Growing up what were some things boys were expected to do? These are gendered messages.
 - What happened if they didn't act that way?



Suggested phrasing: *"These expectations are how our culture teaches gender. But, sometimes boys want to play with dolls and girls want to play with trucks but as children grow, they stop or hide behaviors that are ridiculed, shamed, or punished. It is important that we don't judge anyone because of how they choose to express their gender. Instead, we should celebrate those who break gender expectations because they are living as their truest self and being yourself is important."*

- What are 5 things you saw today that made you think someone was a boy or a girl?
 - Are you surprised at all the ways that you reinforce your gender every day?
 - What type of gendered messages do you get at home? At school?
 - What roles and behaviors are expected of you because of your gender?

- How have you gendered yourself today? For example, wrapping a towel around your chest not your waist after showering. (Other examples: clothing, make-up, the color razor you buy, nail polish, jewelry).

ACTIVITY 3: HOW HAVE YOU GENDERED YOURSELF TODAY?

10 MIN



GOAL OF ACTIVITY

Brothers internalize that they do “gender themselves,” and see that gender is a role that is played.



ACTIVITY INSTRUCTIONS

Because gender is a role we play, there are many ways we use to express our preferred gender.

- Ask the brothers to brainstorm as a group at least 5 things they saw today that made them think someone was a boy or a girl?
- Write their answers on the flip chart

QUESTIONS

- Are you surprised at all the ways that you reinforce your gender every day?
- What type of gendered messages do you get at home? At school?
- What roles and behaviors are expected of you because of your gender?

**GOAL OF ACTIVITY**

That gender stereotypes and expectations set by our society are not realistic or healthy. Brothers will understand that there is a double standard between men going outside the box and women and that staying inside your box doesn't guarantee safety.

**NOTE TO FACILITATOR**

There's an opportunity for you to share your experiences and insights into the overlap of gender and race in this exercise. If you can please share examples or stories during the debrief that speak to how you've been put in boxes due to being a black man.

ACTIVITY INSTRUCTIONS

Let's look more in depth at the two most common gender categories, male and female.

- Take two sheets of flip chart paper, put the below on each:

A man	A woman
Acts like...	Acts like...
Likes...	Likes...
Is supposed to...	Is supposed to...

- Ask brothers to come up with as many stereotypes as they can for men and then for women.
- Record what they come up with under each heading.
- Next, draw boxes around each set of lists and explain to brothers these are the boxes our society puts men and women inside of. They are gender stereotypes.
 - For example, enjoying sports or going shopping isn't inherently a male or female activity but we place each in separate boxes.
- Now, ask the brothers what happens when a man steps outside of that box, what names does he get called what do people think about him? List those answers around the outside of the box.
- Now, ask the brothers what happens when a woman steps outside of her box, what names does she get called what do people think about her? List those answers around the outside of the woman box.

- Ask the brothers what is the impact of the names that men get called when they leave the box?
 - Answer: Men that step outside the box are called names that are associated with being female. That the worst thing a man can be is to be like a woman.
- Ask the brothers what conclusions they can draw from the names women are called when they step outside the box.
 - Answer: They should arrive at understanding that the names women are called degrade/put down their humanity and are often related to their sexuality.
- Ask the brothers: Do you think this is fair? Ask them if they see a double standard (a rule or principle that is unfairly applied in different ways to different people or groups). What harm is done in having a double standard?

ADDITIONAL QUESTIONS

- How do these stereotypes hurt women and men?
- Where do these ideas/stereotypes come from?
 - Media will be one of the answers, ask them, how do the messages from the media and pop culture keep people in boxes?
 - What do they say being a “man” is all about?
- How many brothers here feel like they are in the box all of the time? What are those boxes? What does that feel like?
- How should a “man” react if he gets called these names?
 - Would that put him back inside the box?
- How should a “man” react if he sees a woman getting called these names?
- Are you always safe if you stay in your box?
- Finish the activity by asking about positive ways men and women are pushing the boundaries against their gender boxes.
 - Examples might include more men staying home to raise and be closer to their children or women competing in male dominated sports like MMA, and gaining more leadership roles in political positions or companies.

Break (5 minutes)

ACTIVITY 5: UNHEALTHY MASCULINITY

10 MIN



GOAL OF ACTIVITY

Brothers develop their understanding of how proving manhood is a part of unhealthy masculinity.



ACTIVITY INSTRUCTIONS

- Welcome back everyone, the box activity helped us clarify all the ways that being put in boxes due to our gender impacts us. The “man in the box” we described is an example of unhealthy masculinity.

DISCUSSION

- How do men usually prove their manhood?
- How do you see your friends and peers trying to prove their manhood in school?
- What are you really trying to do when you “prove your manhood?” Is that true for your friends?
- What are the impacts of “proving your manhood?”
 - Examples might include: not being able to show emotions easily, being closed off from other men and women, using drugs and alcohol more often than you might like, being angry or lonely.

ACTIVITY 6: HEALTHY MASCULINITY

25 MIN



GOAL OF ACTIVITY

Brothers have identified real world examples of healthy masculinity they can look to as examples.



ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



Suggested phrasing: “Since we’ve explored what unhealthy manhood or “in the box” manhood looks like, let’s explore the opposite. Healthy manhood is the ability to recognize unhealthy parts of masculinity like the ones we’ve talked about and replacing those with behaviors and attitudes

that benefit men and others. Healthy masculinity promotes gender equality and other forms of equality based on identity.”

DISCUSSION

- Can our group list (at least ten) examples from TV, movies, or history of men that exhibit one or more of these qualities of healthy manhood? [Record their answers on the flip chart]
- How do they use their power? Are they assertive, passive or aggressive communicators?
- What about the men on the @BlackMenSmile Instagram page? What are some other Instagram/Snapchat pages like this that we should be following that promote healthy masculinity?
- How do people respond to those healthy masculinity qualities?
- Out of the men we’ve listed, who would you most like to be like and why. Let’s go around in a circle and have everyone share their answer.

ACTIVITY 7: THE SEXUAL ORIENTATION SPECTRUM

20 MIN



GOAL OF ACTIVITY

Brothers can identify that sexual orientation exists across a spectrum and can define key terms.



ACTIVITY INSTRUCTIONS

- Now we’re going to switch topics from **gender** to looking at **sexual orientation**.
 - Can anyone explain what we mean by **sexual orientation**?
- Allow a brother or two to define it, then read this definition:

Sexual Orientation is the type of sexual and romantic attraction a person has for another person. It is generally labeled based on the genders between the person and the people they are attracted to, like straight or gay.

- Ask the brother if anyone knows how **sexual orientation** is different from **gender**?

- Now remind the brothers of the civil rights leader Bayard Rustin. You may use the following phrase:



Suggested phrasing: “Do you remember last week how we learned about the Civil Rights leaders who worked with Martin Luther King? Remember Bayard Rustin who was one of MLK’s right hand men? He wrote a lot of his speeches, educated King on nonviolence, and even organized the march on Washington. But because he was gay some people thought he should be in the background of the movement. But, leaders like Philip Randolph (who we also learned about) stood by him, supported him, and defended his right to be gay and to be a leader of the Civil Rights movement.”

- How is that an example of brotherhood?

Q&A

- For this activity break brothers into groups of 3-4.
- Ask two brothers to hand out **The Sexual Orientation Q&A** (see facilitator packet).
- Inform the brothers they have 5 minutes to finish the Q&A. (The format will be matching terms to their definitions).

SEXUAL ORIENTATION Q&A

Lesbian:

Transgender:

Queer:

LGBTQIA:

Questioning:

Gay:

Intersex:

Asexual:

Homophobia:

Bisexual:

Q&A ANSWER KEY

Lesbian: A term given to females who are attracted to other females.

Transgender: People whose gender identity is different from the gender/sex they were assigned at birth.

Queer: A term to describe individuals who don't identify as straight. It is not embraced or used by all members of the LGBTQ community because it can be used in a hurtful way.

LGBTQIA: An acronym that stands for, Lesbian Gay Bisexual Transgender and Queer and/or Questioning.

Questioning: When someone isn't sure of their own sexual orientation or gender identity and is exploring who they are.

Gay: A term given to males who are attracted to other males.

Asexual: A person who typically doesn't feel sexual attraction towards anyone.

Intersex: A person born with a female and male reproductive system

Homophobia: Negative and sometimes hateful and sometimes violent attitudes, toward people who are LBGTQ or are thought to be LBGTQ based on assumptions and beliefs

Bisexual: People who are attracted to both males and females.

DEBRIEF

- Bring the groups back together and read them through the answer key, ask the groups how many they got correct.
- Ask them if any of the terms were new to them
- Ask for the brothers to share ways in which people who are lesbian, gay, bisexual, and transgender are similar.
- Ask brothers about violence against transgender people. You may use the following phrase:



Suggested Phrasing: “Lesbian, gay, bisexual and transgender people are the most likely targets of hate crimes in America. L.G.B.T. people are

twice as likely to be targeted as African-Americans. What do you think is in the minds of those people who act violently towards transgender people?"

- Ask if the brothers can remember any hate crimes in the media? In school? (e.g., Deenequia Dodds (trans woman) in Washington DC, 2016 shooting at the Pulse Orlando nightclub).
- Show this video: https://www.youtube.com/watch?v=isE_sM40GMU
- Ask the brothers what are ways that straight people can stand up for LGBT people?
- Ask the brothers if they have ever stood up for someone who was LGBT? What were the benefits? What were the challenges?

ACTIVITY 8: THINK BEFORE YOU SPEAK: BEING AN ALLY TO LGBT PEOPLE

12 MIN



GOAL OF ACTIVITY

Brothers have an increased understanding about the impact of hurtful language on others.



ACTIVITY INSTRUCTIONS

- Prior to the activity, post signs at opposite ends of the room that say STRONGLY AGREE and STRONGLY DISAGREE
- Begin the activity by telling brothers that you are going to read a series of statements aloud that relate to some commonly used expressions and put-downs.
- Explain that they will respond to each statement by standing along an invisible line that ranges from STRONGLY AGREE to STRONGLY DISAGREE (point out the signs).
- Tell brothers that they can stand by either sign or anywhere in-between that reflect their opinion.
- Read the first statement aloud and give participants time to figure out where they want to be along the invisible line

STATEMENTS

- When people say, "that's so gay" or "no homo," they do not mean it as an insult against actual LGBT people.
- You have ever heard disrespectful language be used toward gay or transgender people
- You or someone you know has ever laughed at a joke someone made about being gay or transgender

- I hear people say to boys “stop acting like a girl” as an insult.
- When expressions like “that’s so gay” or “no homo” are aimed directly at me, it bothers me.
- When expressions like “stop acting like a girl” or being called a “pussy or wimp” are aimed at me it bothers me.
- Expressions like “that’s so gay” and “no homo” are okay as long as they are not used to directly attack an LGBT person.
- I hear people say, “that’s so gay,” “you’re so gay,” “no homo” or the word “gay” as an insult a lot.
- I’ve never thought about how expressions like “that’s so gay” or “no homo” might make others feel.
- I’ve said stuff like “that’s so gay,” “you’re so gay” or “no homo” with my friends before.
- It would be impossible to get boys my age to stop saying things like this.
- I would be willing to limit or stop using these types of expressions.

DEBRIEF QUESTIONS

- Did the group’s overall response to any of the statements surprise you? If so, which ones and why?
- Were you alone or in the minority in how you responded to any of the statements? How did that make you feel?
- Did you change your mind about any of the issues raised in this exercise as a result of your peers’ responses? If so, how did your opinion change?

Closing

RECAP

2 MIN

Summarize the learning objectives for the day:



Suggested Phrasing: “Today we learned about gender and the ways it impacts our lives. We also discussed sexual orientation and ways in which we can be supportive of people in our communities that do not identify as straight.”

Preview of next week:



Suggested Phrasing: “Think about the times that you wanted to do or say something but stopped yourself because of some of the assumptions we discussed earlier—and be ready to give an example.”

Highlighting good behavior and engagement:

- Allow the boys to go around in a circle and “shout-out” individual brothers by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Mark initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each boy shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the brothers as well!

Workshop 4: Power, Relationships, and Community

CURRICULUM OVERVIEW

The Scoop

You may use the following phrase to introduce today's curriculum:



Suggested phrasing: *"The last time we met, you set a foundation as brothers and talked about masculinity, today we will learn talk about types of power, different communication styles, types of relationships, and end on a high note talking about the power of community."*



Learning Objectives

By the end of the workshop, brothers will be able to:

- Identify different types of power and how they have personal power
- Gain an understanding of power dynamics



Key Outcomes

Brothers should leave this session having made steps toward promoting a healthy identity by:

- Increasing their self-esteem
- Understanding how they can tap into personal and community power
- Learning the ways to use power to change their community

Facilitator Goal

You want to make sure the brothers understand and can give examples of the different types of power, communication styles, and relationships. You also want to make sure that they're connecting what you're talking about to their own day to day lives.

As you pre-read this module, think about how power operates in your life. What kind of communicator are you? What categories would you put the relationships in your life into?

Role Modeling

There are a **lot** of places in this module for facilitators to lead by example and share their experiences with the brothers. Be sure to have brainstormed some ahead of time.

SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers <input type="checkbox"/> Easel <input type="checkbox"/> Pens and pencils <input type="checkbox"/> Laptop	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins, <input type="checkbox"/> Place the chairs in a half circle with flip charts at the front of the room <input type="checkbox"/> Post the agenda on the wall in the front of the room <input type="checkbox"/> Load the clip from The Fresh Prince of Bel Air

AGENDA	
Total duration	137 minutes (Approximate length 1 hours and 40 min)
Dinner and Check-In	10 min
Icebreaker	10 min
What is Power	15 min
Unequal Power in Relationships	20 min
Power Dynamics at Play	15 min
Break	5 min
Communication Styles	15 min
Looking Ahead and Homework	2 min
Shout-outs	5 min

*If the length needs to be shortened, you can provide fewer examples and limit discussion in the segment on healthy, unhealthy and abusive relationships segment as well as the group discussion that follow.

ADDITIONAL RESOURCES

- ☐ **Video Clip:** 4-minute clip from *The Fresh Prince of Bel Air*
<https://www.youtube.com/watch?v=Q5D2RvIQwQE>
- ☐ **Article:** What is a Healthy Relationship?
<http://www.loveisrespect.org/healthy-relationships/>
- ☐ **Article:** The Difficulties Of Interracial Dating In High School
<http://jezebel.com/5557461/the-difficulties-of-interracial-dating-in-high-school>
- ☐ **Article:** What Is Assertiveness?
<http://kidshealth.org/en/teens/assertive.html>

FACILITATING THE WORKSHOP

Introduction

DINNER AND CHECK-IN

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- Go through your starting ritual.
- Ask the brothers:
 - Who remembers what happened last week? What did we talk about?
 - Did anyone follow @BlackMenSmile on Instagram? What did you think?
- If they are quiet, remind them that you spoke about gender, and what it means to be a black man.
- If newcomers, have them introduce themselves to the group and ask one person who was there last week to briefly explain to them what they missed.

Activities

ACTIVITY 1: ICEBREAKER: 3 CHOICES

10 MIN



GOAL OF ACTIVITY

Engage brothers to assess what they have in common with other brothers.



ACTIVITY INSTRUCTIONS

- Instruct the brothers that you will be reading statements and giving them three choices for completing the statement.
- Read each statement and ask them to go to different corners/areas of the room that represent how they would complete each statement.

STATEMENTS AND CHOICES

The one piece of technology I could not live without is:

- Cell phone/Tablet
- Television
- Game system

I'd rather eat this food:

- Mexican
- Italian
- Chinese

I'd rather have this super power:

- Be able to fly
- Be able to stop time
- Be invisible

My favorite type of movie is:

- Comedy
- Action
- Horror

I would rather be a:

- Doctor
- Lawyer
- Professor (or teacher at a college)

I would rather listen to:

- Hip hop
- Pop Top 40
- Rock

My favorite sport is:

- Baseball
- Basketball
- Football

I would rather travel to:

- Africa
- The Caribbean
- Europe

DEBRIEF AND PROCESSING

- What interesting facts did you learn about other brothers?

**GOAL OF ACTIVITY**

Define power and the three different types of power.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:



Suggested phrasing: “Our first week together when we talked about brotherhood, one of the things we touched on was how brothers share responsibility and power like on a team. Today we’re going to talk more about power and see all of the different ways it’s at work in our lives. We’re also going to talk about healthy and unhealthy relationships.”

- Throughout the brainstorms below regarding power, call different youth up to write their examples and definitions on the flip chart at the front of the room. One way to make this more interactive is to have each youth do a quick dance move after they write their example on the board.

GROUP BRAINSTORM

- Ask the brothers:
 - How would you define power?
 - What words or images do you think of when you hear the word “power”?
 - Who comes to mind when you think of a powerful male?
- Use the brainstorm to explain the definition of power and supplement the brothers’ definition with the points below:
 - Power is the ability to do or act.
 - It’s the focus and energy you have inside you to decide and to control how you behave, how you think about things and how things turn out in your life.
 - Being powerful doesn’t always mean power over someone else.
 - Power means that you can determine what kind of people you allow in your life and how they should treat you.
 - Power is about being in the driver’s seat of your life.

3 KINDS OF POWER

Provide the following definition:

Personal Power: The power that all of us have to define who we are, make the choice of what we want our lives to look like, and to make it happen.

- What is an example of what personal power looks like?
- After a brother gives an example, supplement with these examples:
 - Stand up for yourself in an awkward/weird situation
 - Standing up for a friend
 - Deciding to learn a new skill or challenging ourselves to meet a personal goal
 - Coming out as bi, gay, queer, or trans
 - Standing up for someone who has a different sexuality or gender than you

Provide the following definition:

Community Power: The power that all of us have to collectively make change in our communities, in our environments, and even in the world.

- What is an example of what community power looks like?
- After a brother gives an example, supplement with these examples:
 - Protesting injustice and not shopping at a particular place
 - Creating community centers and programs
 - Raising money for someone in the community going through a hard time

Provide the following definition:

Institutional Power: The power of government, churches, organizations, and corporations. It is the authority that institutions have to influence society. Institutional power is in the hands of the few but affects many.

- What is an example of what institutional power looks like?
- After a brother gives an example, supplement with these examples:
 - Passing laws
 - Denying people membership
 - Using a company or brand to spread a message

DISCUSSION

- Do these three types of power make sense to you?

**GOAL OF ACTIVITY**

Develop an understanding of what a relationship with unequal power looks like and how to identify one; also understand how power relates to values.

**NOTE TO FACILITATOR**

When discussing unequal power, it is important to note that some relationships should be equal like peer friendships and dating relationships, while others are always unequal like boss-employee relationships.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:



Suggested phrasing: *"We all have power in our relationships, but sometimes this power can be off balance or unequal. One person in a relationship could have the power to make the rules, to say how you should behave, speak, dress or where you should go. In society, when one group or organization tries to control or limit the power of another, it's called oppression. For example, when police use their power to arrest people by harassing or profiling people based on the way they look. This same kind of unequal power can happen in our personal relationships when one person tries to take away your personal power and relationships are imbalanced. The alternative is also true. We can be in relationships with people and the power is in balance, in these situations, both people feel secure in communicating openly and honestly and both are equally responsible for directing/deciding the terms of the relationship. Power is something that we all have and rely in everyday life."*

VALUES

Suggested phrasing: *"Tapping into your personal power is rooted in your personal values, what you believe in and who you are."*

- Ask for a volunteer to take notes on the flip chart.

Provide the following definitions:

What are values?



Suggested phrasing: “Values are what you stand for in life -- they are often things that you are for or against -- what you believe in and are willing to support and stand up for.”

What are personal values?



Suggested phrasing: “Personal values are the beliefs, principles or ideas that are important to you in your life. Compassion, strength, justice, a belief in the overall goodness of people are all examples of personal values, can you come up with some more examples of personal values?”

UNEQUAL POWER IN RELATIONSHIPS

- Try to incorporate examples that the brothers gave in session 1 around brotherhood.



Suggested phrasing: “Now we are going to think of different types of relationships that can have unequal power. Help come up with some examples about how people in these different relationships could use their power positively to help you hold on to your values OR negatively to make you give up your values. Positive examples are when the relationships help you hold on to your values and negative examples are when the relationship makes it difficult to hold on to your values. One way to make this activity more interactive is to split the youth into two groups. Give the youth a situation and have one group come up with ways the actors could use their power positively in that situation and the other group come up with ways the actors could use their power negatively in that situation.”

- If the brothers have difficulty coming up with relationships that demonstrate unequal power, you can guide them with the following:
 - **Family:** Parents make rules and set chores

- **Teacher and student:** A teacher can give student bad grades; a teacher has authority over student.
- **Boss and employee:** A boss can fire an employee if they don't do what the boss wants.
- **Friends:** What about popularity and being in with the cool crowd?
- **Dating Relationships:** What if one person has more money than the other and pays for things? What if one person is always in charge of deciding where to go on dates?
 - It's always nice to receive gifts or pay for dinner, but sometimes if one person pays for more things they may have the expectation that you always answer their calls or texts.

DEBRIEF

- What is personal power?
- And what does it mean to stand in your personal power?
- How does your personal power affect your life?
- Why are equal power dynamics so important? Why are unequal dynamics so detrimental?

**GOAL OF ACTIVITY**

Brothers will be able to identify in a real scenario how power dynamics unfold and will be able to identify the different types of power at work.

**ACTIVITY INSTRUCTIONS**

- Play this 4-minute clip from *The Fresh Prince of Bel Air*. Stop the clip at 3:00: <https://www.youtube.com/watch?v=Q5D2RvIQwQE>

DISCUSSION

- Who had power in this scene?
 - Phi Beta Gamma brother who says they don't want Carleton
 - Will
 - Carleton
 - Phi Beta Gamma Brother who tells the first brother he's going to have him kicked out
- How did they use their power?
- Did they have the same kind of power, or different types of power?
 - Phi Beta Gamma brother thought he had institutional power behind him
 - Will had personal power
 - Carleton had personal power
- How did the 2nd Phi Beta Gamma brother show that he could use institutional and community power?
- How was brotherhood represented in this clip?
- What would you have done if you were Will in this scenario?



Suggested phrasing: *"It is important to remember that we all have personal power, even Carleton who was left out of the fraternity exercised his personal power. And, when we come together we can amplify our power just like Will and Carleton did together—when*

individuals come together as a group, we're tapping into our community power."

Break (5 minutes)

ACTIVITY 5: COMMUNITY ASSET MAPPING

45 MIN



GOAL OF ACTIVITY

To better understand their relationship with their community.



ACTIVITY INSTRUCTIONS

- Ask teens to sit in a circle facing the front of the room.
- Print out a large map of DC.
- Ask one teen to volunteer to write down the places where they belong on the map.

CATEGORIZING

Ask the teens to share some places they visit on a regular day around DC. Provide the following categories as prompts if needed: school, home, running errands and shopping, places to hang out with friends, places inside [housing site], places outside [housing site], things to do for fun, doctors/offices/appointments, places to eat, etc. For each category, have teens call out specific places in their community to record (e.g., the name of a convenience store). Teens should share these places but not spend too much time commenting on the quality of these locations as that will happen during discussion.

Record keeping: While the teens are sharing names and locations of places they visit, the teen volunteer write the names of the places on the map. Put circles or stars on the places that continue to come up after each participant shares.

Invite teens to use their stoplight stickers to mark their impressions of the places they go and whether they are teen-friendly for sisters/brothers in the room. When thinking about if a place is teen-friendly think about if it feels like you are welcome, feels like you are safe, feels like you belong, feels like it is easy to get to and use, etc.

*Teens have 5 to 7 minutes for this piece.

Red stickers are negative ("stop"): The teens go to this place but do not like it at all or they can't get to it. The teens do not like it because of negative connotations.

Yellow stickers are okay but not good (“slow down”): The teens go here but it’s not the best place, maybe they go here because it’s convenient, cheap, or accessible.

Green stickers are good places (“go”): Teens go here often, like the location and feel welcomed and safe.

COLORING IN THE CATEGORIES

After everywhere teens go regularly is recorded, review the locations on the map.

Ask:

- What color or colors dominate the categories?
- Why is [color] the most dominant color?
- What would it take to make the red or yellow spots in the categories green ones?
- Are these locations spread out through DC or mainly just in one place? Why? Why not?
- Why do you feel more comfortable in this part of DC?
- What does it feel like to travel to other parts of DC?
- What might stop teens from [site] from travelling to other parts of DC? Answers could include there aren’t buses, too expensive, not welcome, not safe.
- Why isn’t there always transportation between [site] and other parts of DC? Answers should touch on segregation and institutional racism.
- Would you feel differently about travelling to other parts of DC if you were a different gender? Older? A different race? Why?
- Do you think if a white group of teens from Chevy Chase filled out this same map it would look similar? Why? Why not? Does this have to do with structural racism?

OPTIONAL ADDITION:

Show this video https://www.youtube.com/watch?v=Sff2N8rez_8 to further explain segregation of communities.

Ask:

- What do you think about this video? Do you relate to the youth in the video?
- Do you see segregation in DC? Where? Why?

- How does segregation relate to power? What type of power is it?
- How can we build personal and community power? How can we use it to solve problems?

Closing

RECAP

2 MIN

Summarize the learning objectives for the day:



Suggested phrasing: “Today we looked at the different types of power, personal, community and institutional. You also came up with a game plan of how you can reach out and rely on others if you have a problem come up!”

HOMEWORK EXPLANATION

2 MIN

Preview of Next Week:



“Over the next week your homework is to watch an episode of a television show like *Empire*, *Game of Thrones*, *The Walking Dead*, *Atlanta*, *Love and Hip Hop* and make a note of the power dynamics and communication styles at work that you see in those shows. Come prepared next week to tell us who those power relationships involved and examples of how power was used and whether those relationships were healthy or unhealthy.”

SHOUTOUTS

5 MIN

Highlighting good behavior and engagement:

- Allow the boys to go around in a circle and “shout-out” individual brothers by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Mark initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each boy shares, everyone snaps their fingers like they’re at a poetry show.

- If you noticed anything in the session, make sure you celebrate the brothers as well!

Workshop 5: Building Healthy Relationships

CURRICULUM OVERVIEW

The Scoop

You may use the following phrase to introduce today's curriculum:



Suggested phrasing: “The last time we met, you learned about types of power, different communication styles, types of relationships, and the power of community. Today we will talk about how to build healthy relationships and communicate effectively.”

Approximate Duration: 2.5 hours



Learning Objectives

By the end of the workshop, brothers will be able to:

- Identify unhealthy and abusive relationship dynamics
- Identify and give characteristics of the three types of relationships: healthy, unhealthy and abusive
- Identify the three main styles of communication and give examples for each
- Identify people and adults in their neighborhood they could reach out to if they were in trouble or needed support



Key Outcomes

Brothers should leave this session having made steps toward promoting a healthy identity by:

- Understanding how they can communicate better
- Understanding the different types of relationships in their lives and being able to identify unhealthy and abusive relationships
- Tap into various types of power to end unhealthy relationship dynamics

Facilitator Goal

You want to make sure the brothers understand and can give examples of the different types of power, communication styles, and relationships. You also want to make sure that they're connecting what you're talking about to their own day to day lives.

As you pre-read this module, think about how power operates in your life. What kind of communicator are you? What categories would you put the relationships in your life into?

Role Modeling

There are a **lot** of places in this module for facilitators to lead by example and share their experiences with the brothers. Be sure to have brainstormed some ahead of time.

SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers <input type="checkbox"/> Easel <input type="checkbox"/> Pens and pencils <input type="checkbox"/> Laptop	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins, <input type="checkbox"/> Place the chairs in a half circle with flip charts at the front of the room <input type="checkbox"/> Post the agenda on the wall in the front of the room <input type="checkbox"/>

AGENDA	
Total duration	145 minutes
Dinner and Check-In	10 min
Icebreaker	10 min
Healthy, Unhealthy, and Abusive Relationships	30 min
Group Roleplay	10 min
Types of Relationships	15 min
Communication Styles	15 min
Principles of Smart Relationships	20 min
Looking Ahead	2 min
Shout-outs	5 min

FACILITATING THE WORKSHOP

Introduction

DINNER AND CHECK-IN

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- Go through your starting ritual.
- Ask who remembers what happened last week? What did was spoken about?
- If they're quiet remind them that they spoke about power and power dynamics in their neighborhoods.
- If there are newcomers, have them introduce themselves to the group and ask one person who was there last week to briefly explain to them what they missed.

Activities

ACTIVITY 1: MY BEST FRIEND

10 MIN



GOAL OF ACTIVITY

Develop a deeper understanding of each other's lives



NOTE TO FACILITATOR

If their best friend is in the room, do no pair them together for this activity.



ACTIVITY INSTRUCTIONS

- Ask:
 - Who is your best friend?
- Pair the brothers up. Have them tell another brother about their best friend.
 - Why is this person your best friend?
 - How long have you been friends?
 - What do they do for you?
 - What do you do for them?
 - How do you feel when you hang out with them?
- Bring the group back together and have them share about the other person's best friend



GOAL OF ACTIVITY

Develop an in depth understanding of the different types of relationships. Think about if they have unhealthy or abusive relationships in their lives.

ACTIVITY INSTRUCTION

HEALTHY RELATIONSHIPS

You may use the following phrase to introduce the activity:



Suggested phrasing: “Will and Carleton have a pretty healthy friendship, what are some examples of other men who have healthy friendships?”

- Examples might include:
 - Barack Obama and Joe Biden
 - Chris Rock and David Chapelle
 - Keegan-Michael Key and Jordan Peele (Key & Peele)
 - The Rock and Kevin Hart



Suggested phrasing: “What we’re going to do now is figure out what are the differences between healthy, unhealthy and abusive relationships. They all have to do with how power is used as well as communication. Out of the friendships above, what are the characteristics of those friendships that make them healthy?”

- Ask brothers to take turns writing the characteristics brainstormed on a flip chart under the word “Healthy”.
- If they need additional ideas, you can supplement with these:
 - **Communicating:** You talk openly about problems, listen to each other and respect each other’s opinions.
 - **Respectful:** You value each other as you are. You respect each other’s emotional, digital and sexual boundaries.
 - **Have fun together:** You like to do the same stuff.

- **Trusting:** You believe what your partner has to say. You do not feel the need to “prove” each other’s trustworthiness.
- **Honest:** You are honest with each other but can still keep some things private.
- **Equal:** You make decisions together and hold each other to the same standards.
- **Enjoying personal time:** You both can enjoy spending time apart, alone or with others. You respect each other’s need for time apart.
- Ask, “How do people use their personal power in healthy relationships?”

UNHEALTHY RELATIONSHIPS



***Suggested phrasing:** “Ok, now let’s switch to brainstorming the characteristics of unhealthy relationships, what do you think those have in common?”*

- Ask a brother to write unhealthy on the top of a flip chart page and write down the characteristics.
- If they need additional ideas for unhealthy characteristics you can supplement with these:
 - **Not communicating:** When problems come up, you fight, or you don’t discuss them at all.
 - **Disrespectful:** One or both partners are not considerate of the other’s feelings and/or personal boundaries.
 - **Not trusting:** One partner doesn’t believe what the other says or feels it’s okay to invade their privacy.
 - **Dishonest:** One or both partners tell lies.
 - **Trying to take control:** One partner feels their desires and choices are more important. For example, if your partner only wants the both of you to hang out with their friends
- Ask, “How do people use their personal power in unhealthy relationships?”

ABUSIVE RELATIONSHIPS



***Suggested phrasing:** “And, now the opposite of healthy relationships, what do you think are characteristics of abusive relationships?”*

- Ask a brother to write abusive on the top of a flip chart page and write down the characteristics.
- If they need additional ideas for abusive characteristics you can supplement with these:
 - Communicates in a way that is hurtful, threatening, insulting or humiliating.
 - Disrespects the feelings, thoughts, decisions, opinions or physical safety of the other.

- Physically hurts or injures the other partner by hitting, slapping, choking, pushing, or shoving.
- Blames the other partner for their harmful actions, makes excuses for abusive actions and/or minimizes the abusive behavior.
- Controls and cuts off the other partner by telling them what to wear, who they can hang out with, where they can go and/or what they can do.
- Pressures or forces the other partner to do things they don't want to do; threatens, hurts or blackmails their partner if they resist or say no.
- Ask, "How do people use their personal power in abusive relationships?"

COMPARING RELATIONSHIP TYPES

- Put the words healthy, unhealthy, and abusive on pieces of paper in different corners of the room and have youth walk to the one they think the couple belongs in when you call out the couples' name.



Suggested phrasing: "Now that you can see all of the characteristics on the wall, think about the main relationships in your life and how you would categorize them. (Give a long pause)."

To help us think about how to categorize real life relationships, I am going to read off a list of scenarios and ask you as a group to choose which category the scenario fits best in and why."

- If they don't agree, encourage them to discuss why they don't.

Scenarios

- Your best friend thinks he should have a say about who you hang out with. He doesn't like a group of your friends. He calls them losers and makes fun of them behind their backs to you even though you've asked him to stop.
- Your girlfriend wrote you a card and listed the top ten reasons she loves you.
- Your cousin promises you great tickets to see the Wizards, the only thing you have to do in return is promise not to tell your aunt that he put a dent in her car. You know he took it without her knowing and was driving drunk.
- You just made it on the team and the older teammates demand that you get hazed, they want to make you run through school naked.
- You and your girlfriend have been disagreeing about how to spend your weekends, she wants to go out and you just want to stay home and chill. You sit down with each other and figure out how to reach a compromise.

- Every time you try to tell your girlfriend how you're feeling, she tells you to man up and shuts the conversation down by calling you a "pussy."

CATEGORIZING RELATIONSHIPS



Suggested phrasing: *"Now that we've defined what healthy and unhealthy communication looks like and what healthy, unhealthy and abusive relationships look like we're going to look at real life couples. Can you place these celebrity couples in the category you think they most belong in?"*

- Make sure they answer why they are putting them in a certain category and to incorporate conversation around power dynamics like money and status differences in the below examples:
 - Jay Z and Beyoncé
 - Barack and Michelle Obama
 - Chris Brown and Rihanna
 - Cardi B and Offset
 - Steph and Ayesha Curry
 - Rob Kardashian and Blac Chyna
 - Ray Rice and Janay Rice
 - Will Smith and Jada Pinkett Smith
 - Kobe and Vanessa Bryant
 - Gabrielle Union and Dwyane Wade

SONGS FOR RELATIONSHIP TYPES



Suggested phrasing: *"Finally, let's think about examples of songs that would fit in each relationship category. What lyrics make you think of a healthy versus an abusive relationship?"*

- Ask a brother to come to the front of the room and say a lyric, then the other brothers will walk to the card that best fits with the lyric.



GOAL OF ACTIVITY

Recognize the ways in which they can reach out to get help dealing with unhealthy or abusive relationships and unequal power dynamics.



ACTIVITY INSTRUCTIONS



Suggested phrasing: *"After looking at all of those examples, do you feel like you can place the main relationships in your life into categories? The reality is that many times relationships can change over time, what once was a healthy relationship can turn into an unhealthy or abusive one. Raise your hand if you have ever seen that happen in other people's relationships."*

- Can you think of an example of unhealthy power dynamics that might happen on a date?
 - How would you handle the situation in a healthy way? (ask the youth who provided the example to choose a brother to role play the situation with him).
- Can you think of an example of a conversation between a couple in an abusive relationship at school?
 - How would you handle the situation in a healthy way? (ask the youth who provided the example to choose a brother to role play the situation with him).
- Can you think of an example of a conversation between a person trying to recruit someone into a gang/group?
 - How would you handle the situation in a healthy way? (ask the youth who provided the example to choose a brother to role play the situation with him).
- What are healthy ways that you can deal with unhealthy relationships and unhealthy power dynamics?
 - Examples might include:
 - Talking to the person about the issue
 - Relying on friends and family
 - Talking about it with friends
 - Reaching out to an adult you trust in the community
 - No longer seeing or engaging with the person
 - Tapping into community power can help too. Remember, community power is the power that all of us have together to make change in our neighborhood, our community and in the world.

QUESTIONS

- What are some strengths in [THEIR NEIGHBORHOOD] that would make managing these situations easier?
- Can you rely on other guys in [THEIR NEIGHBORHOOD] to help you? Maybe the guys in this group are a good place to start.
- Are there adults here in [THEIR NEIGHBORHOOD] that you can rely on to help you?



***Suggested phrasing:** “We are going to be talking about organizations and resources throughout our time together that can help you in these situations. I’m going to write a list of adults in the neighborhood you can call if you need help. I want everyone to take a picture of these numbers with your phone in case “you ever need to call one of them or provide them to a friend.”*

*Facilitators should prepare to have these resources on hand to provide to youth.

- Please document the neighborhood resources the brothers identify to add to Urban Institute’s list of referrals.

ACTIVITY 4: TYPES OF RELATIONSHIPS

30 MIN



GOAL OF ACTIVITY

Learn how to tell whether a relationship is healthy or unhealthy. Build language skills for discussing healthy relationships. Provide tools for youth to analyze their own relationships.



ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



“There are three questions you can ask to determine if a relationship is healthy. The three questions are simple, but important, and have to be answered honestly. If you do, you will know if the relationship is healthy or not. These questions can apply to romantic relationships and friendships.”

Healthy		Unhealthy
Does it feel conditional?	OR	Does it feel unconditional?
Does it feel controlling and disrespectful?	OR	Does it feel equal, respectful, and supportive?
Does it feel mostly sexual and material?	OR	Does it feel like there is attraction on many levels?

- Explain that there are six kinds of relationships:
 1. Conditional
 2. Unconditional
 3. Controlling/disrespectful
 4. Respectful/equal/supportive
 5. Mostly about sex or material things and selfish
 6. Attractions on many levels and giving
- Split the teens into six groups and give each group a card that describes one of the relationship types. Have each group read their card and discuss the following questions.
 - Have any of you ever seen a relationship like this?
 - What behaviors do you see?

- What is it like to be around this couple?
- If you were in that type of relationship, how would it feel?
- Give each group some sculpting material such as play dough, pipe cleaners, toothpicks, etc. Ask each group to make a sculpture that represents that kind of relationship. For example, one group made a remote control for the controlling/disrespectful relationship while another made a bridge for the equal and supportive relationship.
- Play music while they work and provide about 10 minutes for the group.
- When everyone is done, do a gallery walk where everyone is able to read the card and see the sculpture. Another option is for each group to present their sculpture.

ACTIVITY 5: COMMUNICATION STYLES

15 MIN



GOAL OF ACTIVITY

Understand the three main communication styles and can provide examples of each in action.



ACTIVITY INSTRUCTIONS



Suggested phrasing: “We each have our own way of expressing ourselves, think about how Will talked at the fraternity party versus the way the Carleton or the Phi Beta brothers spoke. They each had their own style. We all have our own style, but there are three main communication styles that are common. It’s useful to know what they are so you can recognize them and better react to them.”

- Ask for a volunteer to take notes during the discussion.

TYPE 1: PASSIVE



Suggested phrasing: “Can anyone tell me what you think passive communicating might look like? Do you have an example?”

- Examples might include:
 - Avoiding expressing feelings, needs and opinions
 - Allowing unfair matter to build, but once a limit is reached, reacting in an outburst
 - Finding it hard to announce themselves
 - Allowing others to violate their rights
 - Experiencing anger, bitterness and confusion

TYPE 2: AGGRESSIVE



Suggested phrasing: “Can anyone tell me what you think aggressive communicating might look like? Do you have an example?”

- Examples might include:
 - Dominating and controlling conversations
 - Advocating for their needs and opinions in a way that divides, deprives, violates others
 - Doesn't listen well
 - Using “you” statements
 - Low tolerance for being frustrated
 - Criticizing and attacking others
 - Speaking loudly and interrupting others
- What about passive aggressive? Have you ever heard that term, what do you think that means?

TYPE 3: ASSERTIVE



Suggested phrasing: “Can anyone tell me what you think assertive communicating might look like? Do you have an example?”

- Examples might include:
 - Clearly communicating their needs and feelings and advocating for themselves without infringing on others
 - Respecting the opinions, feelings, and rights of others
 - Good listeners
 - Speaking clearly and calmly

- Feeling connected to others

DEBRIEF

- How would you categorize Will, Carleton, and the Phi Beta member's communication styles from the clip?
- How do you think communication styles relates to power dynamics?
- What do you think that we assume about people based on their communication styles?
- Why is it helpful to know about communication styles? Do you think you can use different communication styles for different situations? How so? How does this benefit you?

ACTIVITY 6: PRINCIPLES OF A HEALTHY RELATIONSHIP

min

20



GOAL OF ACTIVITY

Build language skills for discussing healthy relationships. Provide tools for youth to analyze their own relationships.



ACTIVITY INSTRUCTIONS

- Building on the prior activity, have youth shout out words they associate with a healthy and then unhealthy relationship.
- Then, fill in using the six principles of healthy relationships below.

PRINCIPLES OF HEALTHY RELATIONSHIPS

1. **Seek a good match. Look for common interests:** Do you have some similar interests? What activities do you enjoy together? Do you have similar attitudes about life, priorities, and future goals? Do you enjoy talking together? Do you find each other interesting? Are you roughly matched in energy levels? Do your differences work together?
2. **Pay attention to values:** Are the values and beliefs you hold most dearly shared or respected by your partner? Consider religious, spiritual, political, and moral values. Other important values are children, family, parental, and financial responsibility. Are your values about sex, drugs, alcohol, faithfulness, and commitment in sync?
3. **Don't try to change the other person into someone he or she is not:** If you go into a relationship thinking you can change the person into the type of person you desire, you will be disappointed. Do not be so desperate to be in a relationship that you fool yourself about who

this person really is. Support others in making positive changes, but do not think you can do it for them. Ask yourself if you genuinely like his or her personality and character.

4. **Don't try to change yourself just to get someone's love:** Be true to yourself. Don't try to pretend or become what you think the other person wants. Be the real you and look for people who appreciate you. Remember, nobody is perfect. Recognize and build upon your strengths. Work to make the changes that you have identified.
5. **Expect good communication and do not run from conflict:** Explore your differences and pay attention to how you both deal with conflicts. Evaluate how well you communicate and handle anger. Are you both willing to learn and improve communication skills if necessary? How you communicate, and handle conflicts says a lot about your future happiness in this relationship.
6. **Don't play games, pressure, or use someone:** Do not manipulate, pressure, or use a power advantage to get someone to do something. A worthy and equal relationship is not one based on games, pretenses, manipulations, or pressure.
7. **Expect respect—have standards:** Have a standard for how you will be spoken to and treated. Expect respect. Do not tolerate disrespectful or abusive behavior! Your relationship is better than a destructive relationship, where you are forced to compromise your dignity. Remember, it not only hurts you, but it can hurt your child (now or a future child).
 - Have youth role play ways to live up to the principle, and examples of comments in relationships that do not live up to the principle. For example, a pick-up line that doesn't play games, and a pick-up line that does play games.

Closing

RECAP

2 MIN

Summarize the learning objectives for the day:



"Today we looked at the different types of relationships and communications. We also discussed how to build a healthy relationship!"

HOMEWORK EXPLANATION

2 MIN

Preview of next week:



“Over the next week, I want you to think about the healthy relationships in your life. Next week, we are going to explore family and parenthood.”

SHOUTOUTS

5 MIN

Highlighting good behavior and engagement:

- Allow the boys to go around in a circle and “shout-out” individual brothers by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Mark initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each boy shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the brothers as well!

Workshop 6: Family Planning and Fatherhood

CURRICULUM OVERVIEW

The Scoop

This module covers a variety of topics. It begins by introducing the brothers to sexual anatomy and how both male and female reproductive systems work. This module also focuses on family planning and the various forms of birth control options that are available. Adolescent fatherhood and teen pregnancy will also be covered in today's workshop.

Approximate Duration: 2.5 hours



Learning Objectives

By the end of the workshop, Brothers will be able to:

- Identify ways in which traditional masculine behavior and female gender roles can place men and women at risk of early/teen pregnancy and parenthood
- Display increased knowledge about family planning options and clinics in DC
- Communicate with female partners around family planning.



Key Outcomes

Brothers should leave this session with an understanding of:

- Both male and female reproductive systems
- Family planning and birth control options
- Teen pregnancy and adolescent fatherhood
- Gender roles and early/teen pregnancy

SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<ul style="list-style-type: none"> <input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers <input type="checkbox"/> Easel <input type="checkbox"/> Pictures of famous people who had children as teenagers (Lil Wayne, LeBron James, Lamar Odom, and TI (rapper with the birth name of Clifford Joseph Harris, Jr.) <input type="checkbox"/> Free Family Planning Clinics in DC resource 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins, <input type="checkbox"/> Place the chairs in a half circle with flip charts at the front of the room <input type="checkbox"/> Post the agenda on the wall in the front of the room

AGENDA	
Total duration	60 minutes (Approximate length 1 hour)
Dinner and Check-In	10 min
Icebreaker	10 min
Family Planning, Teen Pregnancy, and Adolescent Fatherhood and Men's Behavior	10 min
Break	5 min
How Might Conditioning of Women/Socialized Gender Roles Impact Family Planning, Teen Pregnancy, and Adolescent Fatherhood	10 min
Communication with Female Partners about Birth Control	10 min
Recap and Looking Ahead	2 min
Shout-outs	5 min

ADDITIONAL RESOURCES

- ☐ **Resource:** Free Family Planning Clinics in DC
- ☐ **Website:** All About Birth Control Methods <https://www.plannedparenthood.org/learn/birth-control>
- ☐ **Website:** Emergency Contraception <https://www.womenshealth.gov/a-z-topics/emergency-contraception>

FACILITATING THE WORKSHOP

Introduction

DINNER AND CHECK-IN

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- Go through your starting ritual.
- Ask the Brothers who remembers what happened last week? What was spoken about?
- If they're quiet remind them that they learned about healthy relationships?
- If there are newcomers, have them introduce themselves to the group and ask one person who was there last week to briefly explain to them what they missed.

Activities

ACTIVITY 1: FEMALE REPRODUCTIVE ANATOMY

30 MIN



GOAL OF ACTIVITY

Increase knowledge of the functions of the internal and external organs of the female reproductive system.



ACTIVITY INSTRUCTIONS

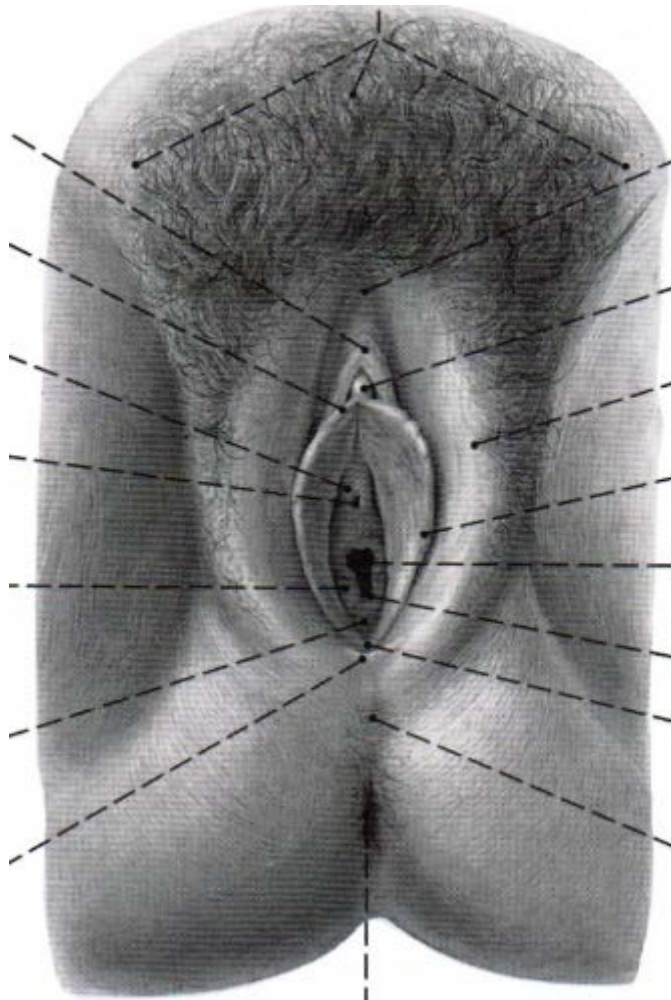
Understanding how female bodies work is the first step to understanding menstruation, sex, reproduction, pregnancy, etc.

- Understanding how our bodies work is the first step to understanding menstruation, sex, reproduction, pregnancy, etc.
- Divide the group into no more than three groups; give each group a blank female anatomy handout.
- Present a word bank of female internal and external anatomy terms to the groups.
- Each group has 5 minutes to label the parts.

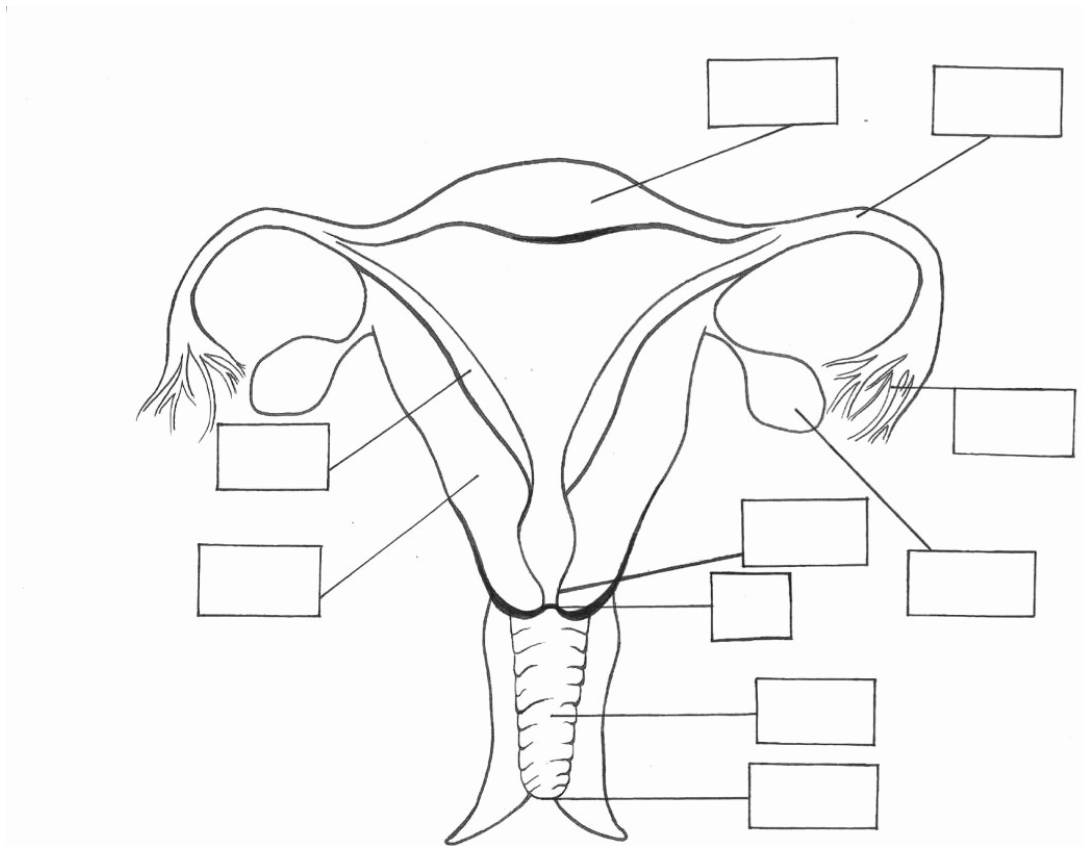
- Have a representative from each group present their handouts.
- After each group presents, facilitator explains the proper location and function of both internal and external parts.

FEMALE ANATOMY HANDOUT

- **External Parts**



- **Internal Parts**



WORD BANK

Terms for External Parts

Vulva:

- Function: The vulva is the collective name for the external female genitalia in the pubic region, including the labia, clitoris, and urethral and vaginal openings. These organs work together to support urination and sexual reproduction.

Mons Pubis:

- Function: The mons pubis is a fatty region that can be found directly above a woman's pubic bone. Typically, the mons pubis area is comprised of coarse skin and public hair. Providing a woman's body with natural physical protection during intercourse, the mons pubis helps to protect a woman's underlying bones and tissues.

Urethra:

- Function: This small opening, which is where urine comes out, is right below the clitoris.
- Facts: It's hard to see, and you can't really feel anything there.

Vaginal opening:

- Function: The exterior opening to the vagina

Labia majora:

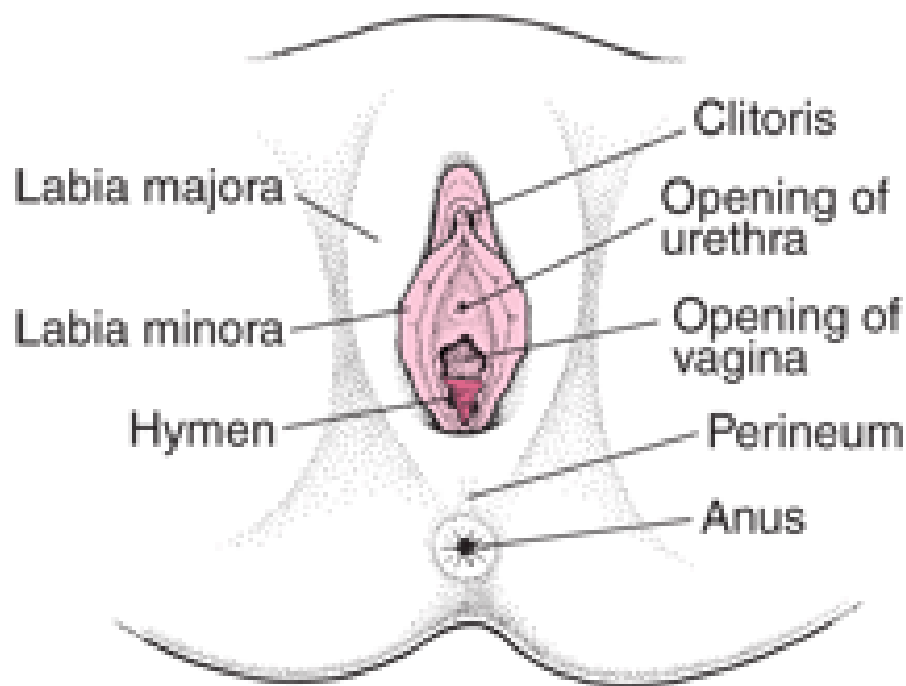
- Function: The labia majora enclose and protect the other external reproductive organs.
- Facts: Translated as "large lips," the labia majora are relatively large and fleshy, and are comparable to the scrotum in males.

Labia minora:

- Function: They lie just inside the labia majora and surround the openings to the vagina.
- Facts: Translates as "small lips," the labia minora can be very small or up to 2 inches wide.

Clitoris:

- Function: The two labia minora meet at the clitoris, a small, sensitive protrusion that is comparable to the penis in males. Like the penis, the clitoris is very sensitive to stimulation and can become erect.
- Facts: The clitoris is covered by a fold of skin called the prepuce, which is similar to the foreskin at the end of the penis.



Terms for Internal Parts

Ovaries:

- Function: Ovaries store eggs. We are born with at least a million eggs. Each month one

egg matures in the ovary and is released as part of the menstrual cycle.

- Facts: Ovaries are shaped like almonds. They sit above the uterus and are connected to the fallopian tubes. Only one ovary releases an egg each month.

Fallopian Tubes:

- Function: Fallopian tubes are narrow channel-like tubes that connect ovaries to the uterus. The egg travels down the fallopian tubes during ovulation. They're like a highway for your eggs!
- Facts: The sperm and egg usually meet inside the fallopian tubes and after combining, need to travel to the uterus to implant in the nutrient-rich walls. If an egg implants in the fallopian tubes, it's called an ectopic pregnancy which is extremely dangerous for the mother and child.

Uterus:

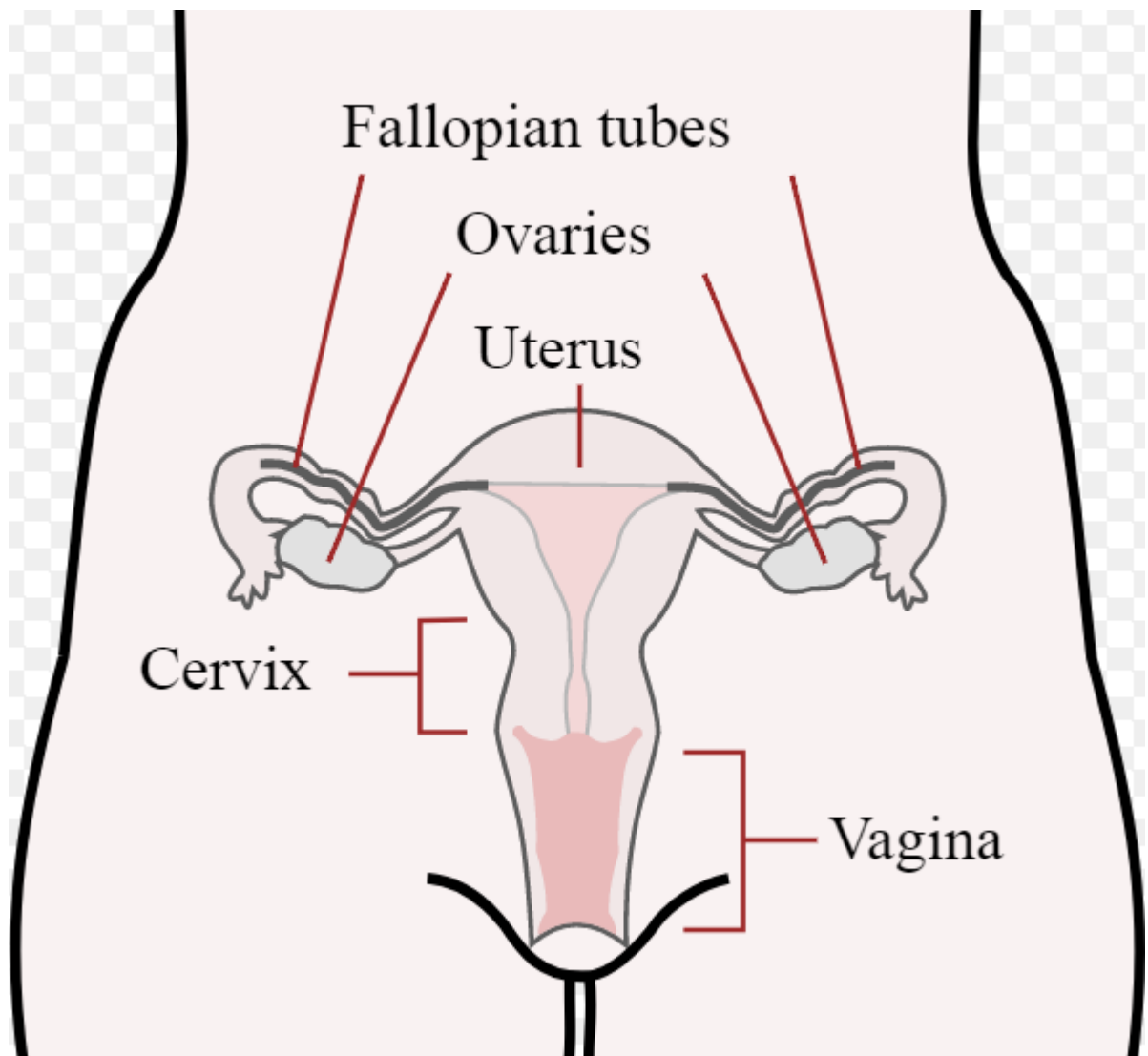
- Function: The uterus is where a fertilized egg grows into a fetus and pregnancy develops. Eggs travel to the uterus via the fallopian tubes. If the egg is not fertilized by sperm, it dissolves. If it has been fertilized, the egg implants itself into the nutrient-rich wall of the uterus, beginning pregnancy.
- Facts: The uterus is about the size of your fist and shaped like a pear. The uterus enlarges and expands during pregnancy to make room for the developing fetus. It is one of the strongest muscles in the human body.

Cervix:

- Function: This is a strong muscle between the uterus and the vagina. It protects the uterus and prevents anything from entering the uterus (except sperm!). It has a very tiny opening that's only big enough for sperm to fit in.
- Facts: When someone is in labor and going to give birth, the cervix dilates and enlarges so that it is big enough to fit a baby through the hole. Tampons and penises cannot get through the cervix!

Vaginal Canal:

- Function: The vaginal canal is a passageway between the outside of the body and the internal reproductive system. It's where your menstrual blood/tissue comes out of, where women birth babies through, and where tampons/penises/sex toys/fingers/etc. might go into.
- Facts: The vaginal canal is about 3-5 inches long. It's very muscular and can expand and contract. Its walls are ribbed and lined with mucous membranes to keep it moist and protected from tears/cuts (that's why we have discharge!)



DISCUSSION QUESTIONS:

- What did you learn that you didn't know before?
- What are some myths or stereotypes you've heard about these body parts?
- Did this activity disprove any myths or stereotypes?
- Why is it important for someone to know about the internal system?
- What questions do you still have?

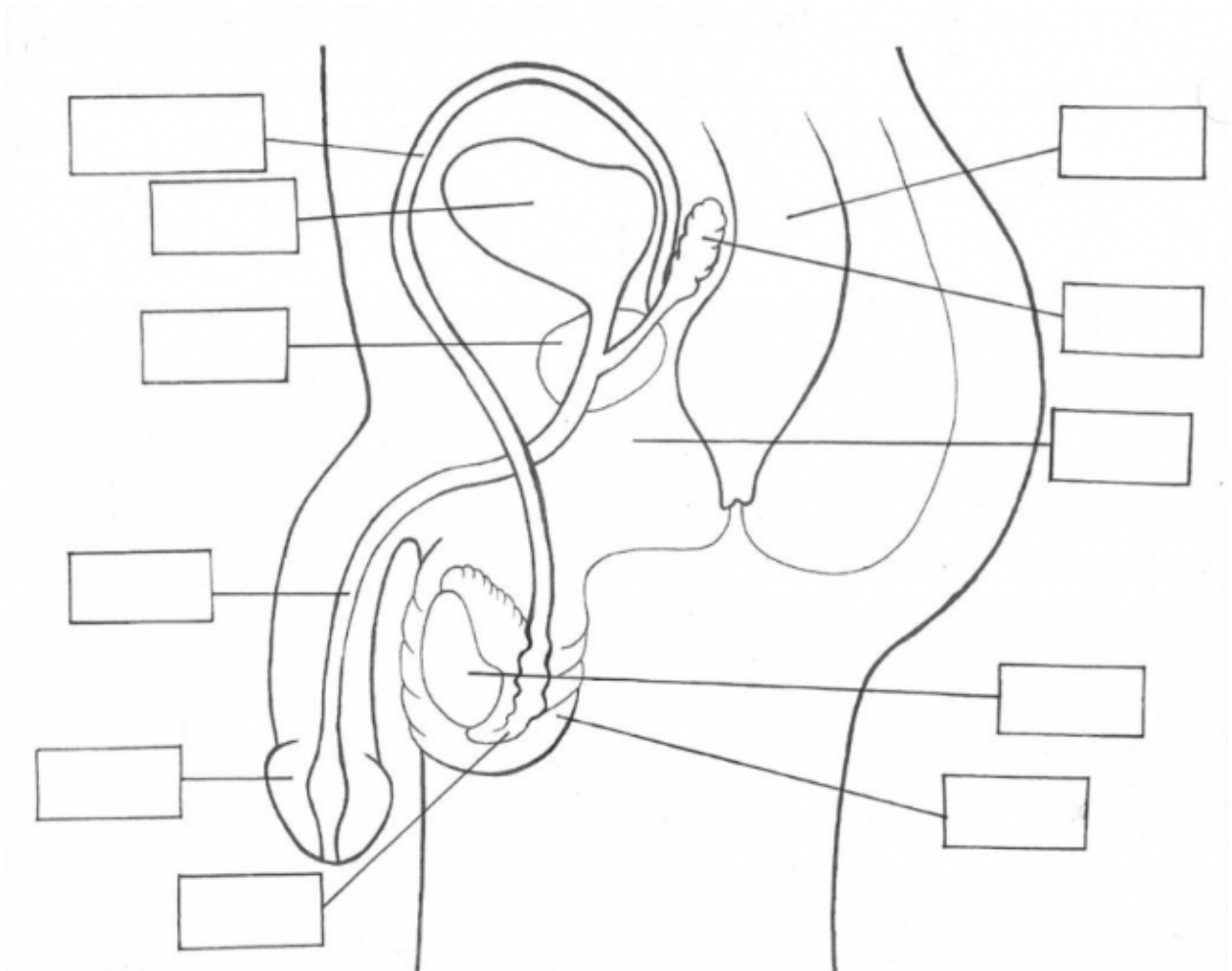
**GOAL OF ACTIVITY**

Increase knowledge of the functions of the internal and external organs of the male reproductive system.

**ACTIVITY INSTRUCTIONS**

- Understanding how our bodies work is the first step to understanding sex, reproduction, pregnancy, etc.
- Divide the group into no more than three groups; give each group a blank male anatomy handout.
- Present a word bank of male internal and external anatomy terms to the groups.
- Each group has 5 minutes to label the parts.
- Have a representative from each group present their handouts.
- After each group presents, facilitator explains the proper location and function of both internal and external parts

MALE ANATOMY HANDOUT



WORD BANK

Testicles:

- Function: These glands produce sperm and testosterone. They regulate the male reproductive cycle.
- Facts: Better known as 'balls.' It takes sperm 72 days to mature, and they are regularly generating new sperm (unlike female bodies, that are born with all of their eggs)

Epididymis:

- Function: This tube on the back of each testicle stores sperm cells while they mature and until ejaculation.
- Facts: It is connected to the vas deferens.

Spermatic Cord (Vas Deferens):

- Function: This tube carries sperm from the epididymis during and in preparation for ejaculation.
- Facts: You can feel this cord through the groin. It's a tube of 18" long.

Seminal Vesicles:

- Function: Produces liquid that aids sperm's mobility and survival

Prostate:

- Function: A gland that produces substances that are critical for the sperm's survival. This fluid is the last addition to the seminal fluid before ejaculation.
- Facts: Located under the bladder. Many male bodied people find prostate stimulation pleasurable.

Urethra:

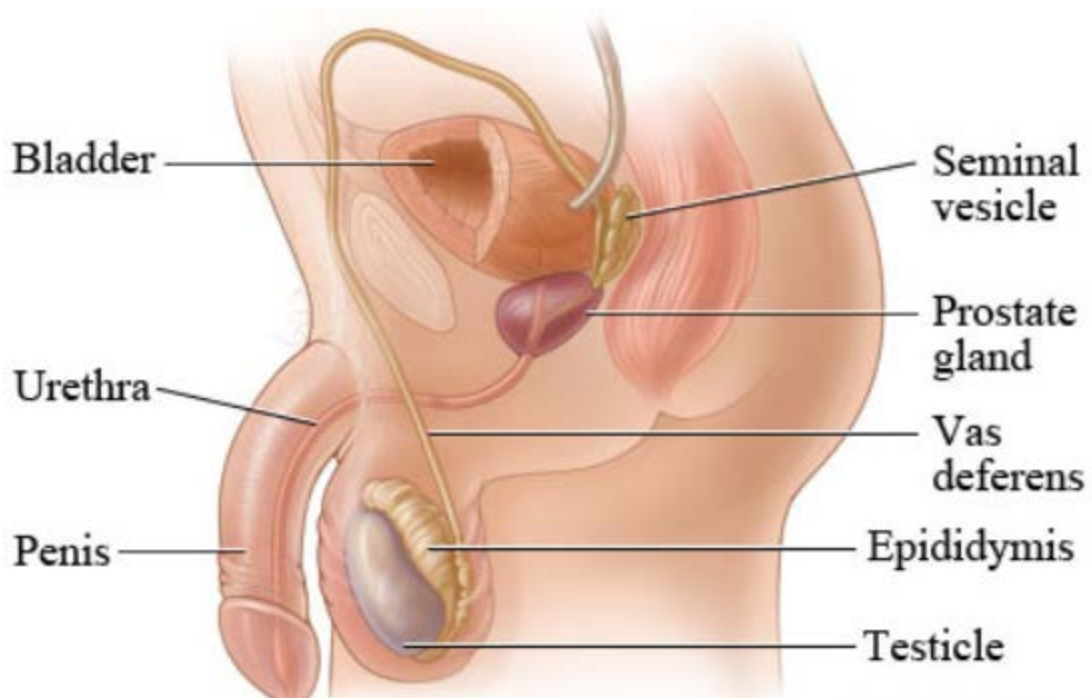
- Function: Semen and urine pass through this tube as they are released from the body. This tube runs from the bladder, through the prostate, and the shaft of the penis, ending at an opening at the tip.
- Facts: While both semen and urine pass through the urethra, it is impossible for them to pass at the same time!

Penis:

- Function: contains urethra; made of spongy tissue that gets erect during increased blood flow

Cowper's glands:

- Function: Two pea shaped glands on either side of the prostate that secrete pre-ejaculate to lubricate the urethra and neutralize acid that could still be in the urethra from urine.
- Facts: Without Cowpers's glands, sperm would not make it down the urethra!



DISCUSSION QUESTIONS:

- What did you learn that you didn't know before?
- What are some myths or stereotypes you've heard about these body parts?
- Did this activity disprove any myths or stereotypes?
- Why is it important for someone to know about the internal system?
- What questions do you still have?

**GOAL OF ACTIVITY**

Increase knowledge about menstrual cycle phases, ovulation, and preventing pregnancy.

**ACTIVITY INSTRUCTIONS**

- Load video clip: Puberty in Girls: Getting Your Period
<https://youtu.be/RX4Njrjxwss>



Suggested Phrasing: "Understanding the menstrual cycle, how it works, what is happening to your body during this time is one of the most important things that you can know about a woman's body. Before we get started -- let's see how much you know."

- Proceed to ask the brothers the following questions:
 - How long is a woman's cycle?
 - When do most women ovulate (at what point in the cycle). How many times do they ovulate in one cycle?
 - What are the different parts of the cycle?
 - How long do eggs and sperm live?

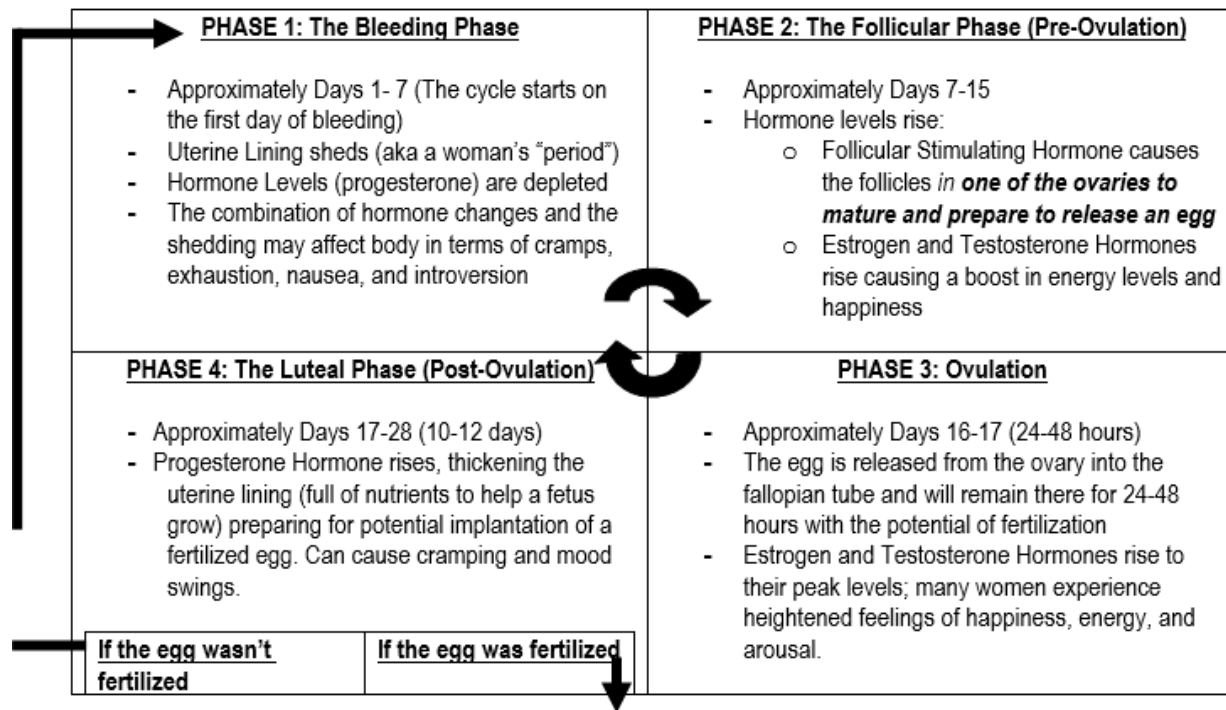
EXPLAIN:

- Menstruation is a cycle (like the moon!) that occurs every 28 days. Every month after puberty until menopause, an egg (aka ovum) matures and pops out of one of your ovaries. Cycle length can range from 18-40 days, but the average length is 28 days for most women; this time includes time between the first day of your period and the last day before your period begins.
- During the menstrual cycle (these 28 days) several important things happen:
 - The egg matures and is released;
 - The uterine lining thickens and is eventually shed
 - Hormones go through different peaks and valleys.

- During ovulation, the egg travels from the ovary into the fallopian tubes and towards the uterus. As the egg travels, it sends a signal (progesterone hormone) to the body to build a thick lining of blood & tissue.
- The job of the uterine lining is to help the egg attach to the uterus should it meet up with a sperm and become fertilized. If this happens, the egg latches on to the thick lining of tissue and blood and pregnancy begins. That lining provides a cushion of nutrients for the fetus to grow.
- If there's no fertilization, then there's no need for the thick lining. The egg then dissolves, and the uterus will release the blood and tissue lining. That shedding is a woman's period.
- The egg can take up to 2 – 3 days to reach the uterus. Sperm can live up to 4 days. That means you can get pregnant before, during and after a period.
- When the sperm and egg unite, the combination cell (called a blastocyst) travels to the uterus. Once the egg has implanted in the nutrient-rich lining of the uterus, pregnancy has officially started! Remember: Even though ovulation only lasts for 24-48 hours, there is always risk of pregnancy with unprotected sex because sperm can live for up to 5-7 days inside the female body.

MENSTRUAL PHASING:

- Break into pairs.
- Each pair gets a sheet with an empty chart
- Cut out the blocks of text for each phase and mix them up.
- Youth should place information in the correct space on the chart
- Each pair presents their cut and paste to the full group; facilitators fill in blanks or incorrect



The new sperm-and-egg combination cell (called a blastocyst) travels to the uterus. Once the egg has implanted in the nutrient-rich lining of the uterus, pregnancy has officially started! Remember: Even though ovulation only lasts for 24-48 hours, there is always risk of pregnancy with unprotected sex because sperm can live for up to 5-7 days inside the female body.

DISCUSSION

- When is a woman most likely to get pregnant during her cycle? If you have sex on Monday, can you get pregnant on Thursday. Why?
- What is the role of the Follicle Stimulating Hormone in the cycle?
- Can you get pregnant when you have your period? Why or why not?

**GOAL OF ACTIVITY**

Learn how effective correct and consistent use of a birth control method is at preventing pregnancy; that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, making effective birth control important; what emergency contraception is.

**NOTE TO FACILITATOR**

You will notice that we use the phrases “external” condom. While students may be familiar with the term “male” condom, you are using these terms to reflect how the methods are used, rather than to assign a gender to them.



ACTIVITY INSTRUCTIONS

- Introduce the topic by explaining that birth control, sometimes called contraception, is a way to prevent a pregnancy if a different sex couple has vaginal sex.



Suggested phrasing: *“There are many different kinds of birth control that work by preventing the sperm and egg from joining in a variety of ways, if they are used consistently and correctly. This means the method is used every time the way it was intended.”*

- On the left end of the board draw a horizontal line running all the way to the other end of the board. You’re creating a timeline. On the left end write the average age of the teenagers in the room.
- Ask teens to raise their hands if they think they may want to have children or become parents someday. Acknowledge that some might and some might not and either is fine.
- Ask students what someone would need to do in order to be ready to have a child. As teens brainstorm responses, write them on the board near the timeline you have created. Students will likely suggest things like have money, have a job, have a place to live, etc.



Suggested phrasing: “Based on all the things on this list, what is the best age to have children, knowing that people’s personal experiences can vary a lot?” (As students call out answers, write them under the timeline with a tick mark indicating where they fall. Students might give answers ranging from late teen years to early adulthood.) Summarize by saying, “Okay, now that we know what someone who wants children has to do to get ready by ages (insert ages they gave you), let’s look at what they can do to reach those goals.”

- Draw a stick figure above the timeline all the way to the left side. Introduce the stick figure you have drawn by stating they are currently 14.



Suggested phrasing: “The stick figure wants to have children someday, but not any time soon. They are trying to decide if they should have vaginal sex or not. Let’s imagine that they wait until they are older—maybe 16 before they have vaginal sex.”

- Write the age of 16 on the timeline above where the stick figure is.



Suggested phrasing: “And this person also agrees with what we’ve brainstormed about what they need to do in order to be the best parent they can be. So maybe they want to wait until they are out of high school before they have children. Generally someone is done with high school at age 18.”

- Write the age 18 on the timeline a few inches down from where you wrote age 16.



Suggested phrasing: “So once this 8th grader is done with high school, have they done everything on this list we created?”

- Allow students to respond authentically here since some may be children of young parents.



Suggested phrasing: “So, let’s say this person wants to wait a few more years after high school to have children, maybe until they’re 21 years-old.”

- Write the age 21 on the timeline a few inches down from age 18.



Suggested phrasing: “Now let’s do some math. If this stick figure decides to have vaginal sex while they are age 16 but doesn’t want to have children until age 21, how many years do they need to protect themselves from starting a pregnancy?”

- The answer should be 5 years.



Suggested phrasing: “We know the most effective way for this stick figure to absolutely make sure that they don’t start a pregnancy is by delaying having vaginal sex, until they are older. So, let’s imagine that our stick figure is able to do that. Maybe they show their affection for people they are dating in other ways, but they do not have vaginal sex until age 17.”

- Write the word “sex” under the age 17 on your timeline.



Suggested phrasing: “Now, between age 17, when they decide to have vaginal sex, until age 21, when they think they want to start having children, how many years is in between there?”

- The answer is 4 years so draw an arrow under the timeline from age 17 to 21 and the words ‘need to use effective birth control’.



Suggested phrasing: “So we have narrowed the gap a bit by waiting from 5 to 4 years But, four years is still a really long time! So this stick figure, if they decide to have vaginal sex will need to use effective birth control during that time period to make sure they don’t start a pregnancy until they want to. And keep in mind that we’re only talking

about pregnancy today, but they will also need to protect themselves from STDs too.”

- Explain.



Suggested phrasing: *“There are many methods of birth control available to people who want to wait to have children until later in life or who may never want to have children.”*

- Introduce the three categories and tape each category to the board to form three columns as you talk.



Suggested phrasing: *“All of these methods work a little differently, but some protect right now, some protect for a short time, like one month, and some protect for a long-time, sometimes even a few years.”*

- Review the following 7 methods of birth control one at a time by showing a card with name of the method on it, stating the information about the method below and then tape the method card in the correct column you have already created.

Abstinence



Suggested phrasing: *“Abstaining from vaginal sex is the only 100% effective way to prevent pregnancy when done consistently and correctly. What does ‘when done consistently and correctly’ mean?”*

- Affirm or correct their statements until you feel satisfied that that they understand that abstinence only works when people use it every time. This means a penis not going inside another person’s vagina. Tell them that most people are not abstinent forever but choosing to delay having sex until you are a bit older can be a very healthy choice. [Place in the “protects right now” category.]

External Condoms



Suggested phrasing: *“External condoms (sometimes called male condoms) are worn on a penis. Anyone can buy them at the store (including 8th graders) and they are very effective at preventing pregnancy when used consistently (meaning every time a couple has vaginal sex) and correctly. They also have*

the added bonus of protecting against most sexually transmitted diseases or STDs.” [Place in the “protects right now” category.]

Birth Control Pill, Patch, and Ring



Suggested phrasing: *“The birth control pill, the patch and the ring all contain hormones that are very effective at preventing pregnancy. The patch and the ring work for a month at a time and then have to be replaced. The patch you replace once a week and the ring you replace once a month. The pill needs to be taken once a day, at the same time every day. A pack of pills lasts one month and then you need to start the next pack. These are called short-acting methods that you can get from a clinic.” [Place in the “short-acting- protects for a month” category.]*

IUD



Suggested phrasing: *“Most IUDs, the shot and the implant contain hormones that are very effective at preventing pregnancy for anywhere between a few months (3 months for the shot) and many years (up to 10 for some IUDs). These are called long-acting methods that you can get from a clinic too.” [Place in the “long-acting- protects for a few years” category.]*

Withdrawal



Suggested phrasing: *“Withdrawal, often called pulling out, is when a penis is removed from a vagina before sperm are ejaculated to prevent pregnancy and while it is not as effective as some other methods, it is definitely better than not using anything. It is not, however, the same thing as abstinence.” [Place in the “protects right now” category.]*

Emergency Contraceptive



Suggested phrasing: *“Emergency contraception, often called Plan B, is medicine that is taken after unprotected vaginal sex to prevent pregnancy and the sooner it is taken after vaginal sex, the more effective it is.” [Place in the “protects right now” category.]*

Dual Use



Suggested phrasing: “Dual use is when people who have vaginal sex want to get the most effective protection possible by using a condom in addition to another method (a condom and the pill, a condom and the IUD). This doubles their protection and helps protect them against both unintended pregnancy and sexually transmitted diseases. But this does not apply to using two condoms at the same time, which should not be done, as that can cause the latex to break.” [Place a dual use sign in all three categories to show that a wide variety of methods can be used together.]

“WHICH ONE IS NOT TRUE?”

- Select seven student volunteers and have them come to the front of the room.
- Give each of the seven volunteers one of the seven method cards and have them review the three statements on the back of the card to prepare to read them aloud to the class. While volunteers are preparing, explain to the rest of the class that each of the seven students will be representing one of the methods of birth control that are on the board. The students will be sharing three statements about the method but only two will be true and one will be a lie. The class needs to decide which statement is the lie and be able to explain why it’s a lie.
- Once the seven students are ready, have them reveal which birth control method they are and read aloud the three statements. Ask the class to guess which statement the lie is and explain why it’s a lie adding in accurate information as needed and correcting any misinformation that might come up. Continue playing until all seven methods have been shared.
- Close by returning to the stick figure.



Suggested phrasing: “Now that you know more about birth control, what methods do you think would be effective for this person if they were to have vaginal sex right now? What about when they are in high school?”

- Take some ideas and make sure to reinforce that delaying vaginal sex is the most effective way to prevent pregnancy, and if anyone chooses to have vaginal sex and they are not ready for a possible pregnancy, that using two methods together (dual use) can be very effective.

CARD 1

Statement 1) Abstinence, if used consistently and correctly, is 100% effective at preventing pregnancy.

Statement 2) Abstaining from vaginal, oral, and anal sex can also protect against STDs.

Statement 3) Abstinence never fails. (NOT TRUE – Abstinence can fail if, for example, a person is under the influence of drugs or alcohol and doesn't stay abstinent.)

CARD 2

Statement 1) Condoms can help make sex last longer.

Statement 2) You must be 16 years old to purchase condoms. (NOT TRUE – Condoms can be legally bought from any store at any age. While they may be placed behind a counter, anyone of any age is legally allowed to buy condoms in all 50 states.)

Statement 3) Condoms, if used consistently and correctly, are 98% effective at preventing pregnancy.

CARD 3

Statement 1) The pill, patch and ring can help reduce menstrual cramps and make menstrual periods shorter.

Statement 2) The pill, patch and ring, if used consistently and correctly, are each 99% effective at preventing pregnancy.

Statement 3) The pill, patch and ring, if used consistently and correctly, are also really effective at preventing STDs. (NOT TRUE – The pill, patch and ring ONLY provide protection from pregnancy but do not provide any protection against STDs. So, using a condom along with one of these methods will help increase the protection against pregnancy and protect against STDs.)

CARD 4

Statement 1) You can get the IUD, shot and implant at pharmacies like Target, Walgreens or CVS. (NOT TRUE – The IUD, shot and implant require a person to go to a health care provider.)

Statement 2) Many people who use the IUD, shot or implant experience much shorter and lighter menstrual periods.

Statement 3) The IUD, shot and implant, if used consistently and correctly, are 99% effective at preventing pregnancy.

CARD 5

Statement 1) Withdrawal or pulling out, prevents most STDs. (NOT TRUE – Since withdrawal does not prevent skin-to-skin touching or fluid exchange, if one person is infected with an STD it can still be passed to their partner even if they used withdrawal perfectly.)

Statement 2) Withdrawal is more effective at preventing pregnancy than doing nothing if someone has unprotected sex.

Statement 3) Pre-ejaculatory fluid (or “precum”), which comes out of a penis when it is erect, may contain some sperm. Withdrawal cannot prevent this “pre-cum” from getting inside a vagina.

CARD 6

Statement 1) Anyone of any age and gender can buy emergency contraception from a drugstore like Target, CVS, Rite Aid or Walgreens.

Statement 2) The sooner after unprotected vaginal sex a person takes emergency contraception, the more effective it is. It must be taken within five days after unprotected sex.

Statement 3) Emergency contraception works by forming a barrier in the fallopian tube which prevents sperm from passing through. (NOT TRUE – Emergency contraception works mostly by telling the ovaries to not let any eggs out and sometimes by preventing the egg from being fertilized.)

CARD 7

Statement 1) Dual use generally means using a condom in addition to another method of birth control for STD and pregnancy prevention.

Statement 2) A person would need to get a doctor's permission before they used dual use with their partner. (NOT TRUE – Dual use is something two people can decide on their own if they want to increase their protection.)

Statement 3) A person of any age is legally allowed to buy condoms at a drugstore like Target, CVS, Rite Aid or Walgreens. Protects for a Few Years

VIDEO REINFORCEMENT

- Watch the video, Birth Control Animation | The Contraceptinator available here: <https://www.youtube.com/watch?v=ybpxZQ8wEFY> , and answer the following questions.

DISCUSSION

- Why are Phoebe and Lee visited by the Contraceptinator and their future selves?
- List two pieces of advice that Lee and Phoebe are given and explain why they are given it.
- Now that Lee and Phoebe know how to prevent a pregnancy and STDs, what is your
- advice to them?

ACTIVITY 6: FAMILY PLANNING, TEEN PREGNANCY, AND ADOLESCENT FATHERHOOD AND MEN'S BEHAVIOR

10 MIN

ACTIVITY INSTRUCTIONS

How does the risk of pregnancy and pregnancy itself affect women differently than men?

How might men act in ways that increase the likelihood of early and unintended pregnancy and parenthood?

What are some traditional or popular expectations of male behavior that put men at risk for early and unintended pregnancy and parenthood?

Answers:

- Men should have multiple sexual partners;
- Men should always want to have sex with as many women as possible;
- Real men don't use condoms;
- It is a woman's problem to take care of birth control;
- It is not sexy or manly to talk about birth control with a female partner;
- Men don't care about their sexual partners as people, only as sex objects;
- A man is super masculine, "stud-ly", manly, and dominant if he has a child, and especially if he has children with multiple women.

DISCUSSION: DELAYING FATHERHOOD

- Why delay fatherhood?
 - Men should wait until they are ready emotionally and financially to support a child
 - Men should respect women and use condoms
 - Fatherhood can impact a man's education and career path
- Men should be ready to support their female partners in taking control of their sexual health and go to a clinic for regular exams important even if not sexually active- and birth control if sexually active
- Men should be ready to commit to partners with whom they are engaged in sexual activity. This means they do not have multiple sexual partners at the same time. other reasons for- Men should wait until they are ready emotionally and financially to support a child
- Men should respect women and use condoms
- Fatherhood can impact a man's education and career path
- Men should be ready to support their female partners in taking control of their sexual health and go to a clinic for regular exams- important even if not sexually active- and birth control if sexually active
- Men should be ready to commit to partners with whom they are engaged in

sexual activity. This means they do not have multiple sexual partners at the same time.

Break (5 minutes)

ACTIVITY 7: HOW MIGHT TRADITIONAL GENDER ROLES FOR GIRLS IMPACT FAMILY PLANNING, TEEN PREGNANCY, AND ADOLESCENT FATHERHOOD

10 MIN

ACTIVITY INSTRUCTIONS

How might traditional relationship roles for girls and women impact whether a girl becomes pregnant before she finishes high school and can reach other goals she might have for her life?

- Girls may not feel empowered to say no to sex, or to demand consistent use of condoms
- Girls may feel embarrassed or peer pressured to not go to a clinic to get other forms of birth control (birth control pill, Depo Provera)
- Girls may feel that their “popularity” or “attractiveness” depends on their willingness to engage in sex, even unsafe sex
- Girls may be shamed into NOT using condoms or other forms of birth control (will be accused of not trusting their partner or of being “a whore” because she knows about condoms and birth control)
- Women are supposed to want to have children; that motherhood is the ultimate form of womanhood
- Girls may feel pressured to not use birth control and become pregnant because the guy that they are with wants her to have his baby (even if this is something that she does not want).

DISCUSSION

- Why might a woman choose to become pregnant and have a child before she finishes high school?
- How does motherhood impact women?
 - Huge responsibilities – feeding, changing, 24-hour childcare, sleep interruptions
 - May impact ability to complete school and/or getting a job
 - May be a financial cost the parents cannot meet

- What is birth control?
- What are forms of family planning/birth control? What forms are you familiar with?

List at least three forms of birth control OTHER than condoms

<http://www.plannedparenthood.org/health-info/birth-control>

- Birth control pills
- Depo Provera (a shot)
- Implanon and Nexplanon (implants)
- Ortho Evra (patch)
- Today Sponge
- NuvaRing (vaginal ring)
- Cervical cap
- Diaphragms
- IUDs (intrauterine device)

What is emergency contraception?

<https://www.womenshealth.gov/a-z-topics/emergency-contraception>

- Also known as the “morning after pill”
- Can be used up to five days after unprotected sex
- Should be used as a back-up to a less invasive form of birth control or when accidents happen (such as a condom breaking)
- Some emergency contraceptives can be purchased at a drugstore, other forms require a prescription and/or the services of a doctor or nurse

How can you support your girlfriend’s efforts to get family planning?

- Letting them know about free or low-cost clinics/access to birth control
- Going to appointments with them

RECAP

2 MIN

Summarize the learning objectives for the day:



Suggested Phrasing: “Today we learned about sexual anatomy! We also discussed how to fatherhood, family planning, and various forms of birth control!”

HOMEWORK AND LOOKING AHEAD

2 MIN

Preview of next week:



Suggested Phrasing: “Over the next week, I want you to talk to some people in your life about birth control. Listen to how people talk about genitals and challenge some of the incorrect information you hear. Next week, we are going to talk about STI/HIV”

SHOUTOUTS

5 MIN

Highlighting good behavior and engagement:

- Allow the boys to go around in a circle and “shout-out” individual brothers by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Mark initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each boy shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the brothers as well!

Workshop 7: HIV/AIDS/STIs: What are they and how are they transmitted?

CURRICULUM OVERVIEW

The Scoop

This module discusses STIs and how to prevent transmission. This module also informs the brothers of resources available to them.

Approximate Duration: 1 hours



Learning Objectives

By the end of the workshop, Brothers will be able to:

- Build common understanding of what HIV/AIDS/STIs are
- Raise awareness about transmission and testing



Key Outcomes

Brothers should leave this session with an understanding of:

- How HIV/AIDS/STIs can be transmitted
- Methods to avoid transmission
- How to access testing for free/low cost

SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<ul style="list-style-type: none"> <input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers <input type="checkbox"/> Easel <input type="checkbox"/> Set of notecards, one for each member, marked according to directions below <input type="checkbox"/> Pens and pencils <input type="checkbox"/> Free/Low-Cost STD Testing Resources in DC handout <input type="checkbox"/> Condom and demonstration penis (cucumber or artificial penis), condom, female condom 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins, <input type="checkbox"/> Place the chairs in a half circle with flip charts at the front of the room <input type="checkbox"/> Post the agenda on the wall in the front of the room

AGENDA	
Total duration	60 minutes (Approximate length 1 hour)
Dinner and Check-In	10 min
Icebreaker	10 min
What are STIs, and why are we talking about this?	15 min
Break	5 min
Preventing the Spread of HIV/AIDS and STIs	15 min
Recap and Looking Ahead	2 min
Shout-outs	5 min

ADDITIONAL RESOURCES

- ☐ **Article:** How is HIV Transmitted? <https://www.hiv.gov/hiv-basics/overview/about-hiv-and-aids/how-is-hiv-transmitted>
- ☐ **Resource:** Free/Low-Cost STD Testing Resources in DC

FACILITATING THE WORKSHOP

Introduction

DINNER AND CHECK-IN

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- Go through your starting ritual.
- Ask who remembers what happened last week? What did was spoken about?
- If they're quiet remind them that they learned about family planning and anatomy.
- If there are newcomers, have them introduce themselves to the group and ask one person who was there last week to briefly explain to them what they missed.

Activities

ACTIVITY 1: WHAT ARE STIs, AND WHY ARE WE TALKING ABOUT THIS?

15 MIN



GOAL OF ACTIVITY

Increase knowledge of STIs and how they can be transmitted.



NOTE TO FACILITATOR

Given that this exercise is being conducted with all young men, be ready to address and discuss issues of homophobia and heteronormative attitudes and resistance. Given your knowledge of the group, you may want to address this issue head on, given that a handshake is representing having sex. You may want to address BEFORE you have asked the group to shake hands with 3-5 (depending on the size of the group) other members of the group, if you feel that their reaction may be disruptive to the exercise, particularly if not brought up proactively and in advance of "setting them up" by asking them to shake hands without a discussion first.



ACTIVITY INSTRUCTIONS

What do you know about STIs?

- They should be able to list at least a few things, including a few examples, and some ways STIs are transmitted
- Use a flipchart to write up key points for all to see

ACTIVITY PREPARATION

Materials:

- Cards (or pieces of paper) with various marks written on them (see below)
- Pencils or pens
- Printed sheet of free or low-cost HIV/STI testing and treatment clinics in DC (see below)

Set Up:

1. Prepare enough small cards to distribute to all the participants.
2. Mark the cards as follows: Mark one card with an “X”, one-third of the remaining cards with a “C”, and one-third of the cards with an “N”. Leave one-third of the cards blank.

ACTIVITY STEPS

1. Give a card to each participant in the room, make sure you save the one marked with an “X” for yourself. A co-facilitator or adult in the room not leading the exercise should start with this card.
2. Ask the participants to sign their names on the top right-hand corner of the card. Their name identifies their card, and the participants should keep track of their card throughout this activity.
3. Ask the participants to go around the room and shake hands with 5 other participants. (NOTE: If the group is smaller than 15 people, you should ask them to shake hands with only 3 participants.) Instruct the participants to sign each other’s card after they shake each person’s hand. Once each participant has shaken hands with 5 (or 3) other people, he or she should have 5 (or 3) signatures on his or her card. After the task is completed, ask the participants to return to their seats.
4. Inform the group that this is an exercise to demonstrate how quickly HIV can spread within a community. Ask the group if HIV infection can occur between two people who are uninfected. Acknowledge that it cannot, and that HIV needs an infected host in order to spread. Therefore, for the purposes of this exercise, you will need a participant to represent a person infected with HIV. Remind the group that the person who is chosen to have HIV for this exercise is not really infected, but instead is being used in this activity to make a point.
5. Ask the participants to look at their cards and see if there is an “X” on their card. Ask the one person with the “X” to stand up.
6. Inform the group that for the purposes of this exercise, you are going to say that the person standing up is infected with HIV. Make the point that you cannot tell if someone has HIV simply by looking at the person. Most people who are infected with HIV do not show any visible signs or symptoms. In fact, many individuals with HIV do not even know they are infected.
7. Next, ask the participants how HIV is spread. Make sure that the group agrees that HIV can be transmitted in the following ways:

- a. During unprotected sexual intercourse with a person infected with HIV;
 - b. By HIV-infected blood transfusion (though blood supply in US is tested to make sure is free of HIV infection) or contaminated injecting equipment (drug users who use and share needles) or cutting instruments (people who cut their skin for tattoos, piercing or to relieve anxiety and then re-use instruments that have infected blood on it);
 - c. From an HIV-infected woman to the baby during pregnancy, delivery, or breast-feeding.
8. Ask the group if HIV can be spread by shaking hands. Acknowledge that HIV cannot be passed from shaking hands. However, for the purposes of this exercise, you will say that shaking hands represents the opportunity of having sex with another person. Therefore, the participants will be considered at risk for HIV infection from anyone with whom they shook hands.
9. Ask the participant with the “X” card to state the names of people on his or her card. Next, ask those who hear their names to stand up when called. Note that all of those standing to share the names of those with whom they shook hands. Those who hear their names should also stand when called. Continue to do this activity until all of the participants are standing. If a person’s name is called more than once, remind the participants that this means they were infected with a second type of the virus.
10. Explain that in a world of unprotected sex, HIV can spread very quickly through the social networks of a community. Remind the participants that a single handshake does not mean that every time a person has one act of unprotected sex with an infected person, the virus is passed, but the chances are high.
11. Introduce the idea of prevention. Remind the participants that HIV infection can be prevented several ways. Ask the participants to see if they have an “N” on their card. Inform the group that every person with an “N” on his or her card said “No” to sex and, therefore, is not infected with HIV. Those with an “N” may sit down.
12. Ask the participants if they have a “C” on their card. Inform the group that those with a “C” on their card used a condom consistently and correctly every time they had sex and, therefore, were protected from HIV. Those with a “C” may sit down.
13. Inform the group that those still standing did not say “No” to sex, did not use a condom, and, therefore, are infected with HIV. Remind the group that this is just a game and allow everyone to sit down.
14. After the exercise, discuss the following questions:
 - a. How many people started out being infected? (Remind the group again that the person who had the “X” card is not really infected with HIV.)
 - b. How many people ended up being infected? Did the original person who was infected directly infect every person in the room?
 - c. How does this exercise help explain how HIV can spread so quickly in a community?

- d. Did anyone realize that he or she was infected before passing on HIV to someone else?
- e. Does anyone think in real life that HIV is often passed from one person to another without someone realizing that he or she is infected? Why is this?

DISCUSSION

- What does this exercise demonstrate? Did this surprise you? Anything you will do differently as a result of this exercise?
- Do you think HIV/AIDS or STIs are problems in your community?
- Use the flipchart to write up key points for all to see.
- Allow members to talk about their personal experiences with HIV (known people who have died from HIV/AIDS, seen the impact on their families or communities).

Free/Low-Cost STD Testing Resources in DC

The following public facilities provide Washington, DC residents with free or low-cost STD tests including Chlamydia, Gonorrhea, Hepatitis B, Hepatitis C, Herpes, HIV, and Syphilis.

- **DC Department of Health (Southeast Sexually Transmitted Diseases Clinic)** 1900 Massachusetts Avenue Southeast (Bldg 8) Washington, DC 20003 202-698-4050
<http://doh.dc.gov/service/sexually-transmitted-disease-services> Mon-Wed, Fri 8:15AM-3:00PM; Thu 8:15AM-11:30AM No appointment necessary Must be 12 years old or older Free
- **Whitman-Walker Health (Elizabeth Taylor Medical Center)** 1701 14th Street, Northwest Washington, DC 20009 202-745-7000
<http://hivtest.cdc.gov/Detail.aspx?id=18453> Mon-Thu 8:00AM-8:00PM; Fri 8:00AM-6:00PM Call for appointment Open to residents of Washington DC Sliding scale basis Bring photo ID and proof of income/address
- **Whitman-Walker Health (Max Robinson Center)** 2301 Martin Luther King Jr. Avenue Southeast Washington, DC 20020 202-745-7000
<http://hivtest.cdc.gov/Detail.aspx?id=26292> Mon-Fri 8:00AM-5:00PM Call for appointment Open to residents of Washington DC Sliding scale basis Bring photo ID and proof of income/address
- **Family and Medical Counseling Service Incorporated** 2041 Martin Luther King Jr. Avenue Southeast Suite 303 Washington, DC 20020 202-889-7900
<http://hivtest.cdc.gov/Detail.aspx?id=21806> Mon-Fri 8:30AM-5:30PM Call for appointment Open to residents of Washington DC

- Sliding scale basis Bring photo ID and proof of income/address
- **Unity Health Care Incorporated (Southwest Health Center)** 850 Delaware Avenue Southwest Washington, DC 20024 202-548-4520 <http://hivtest.cdc.gov/Detail.aspx?id=110335> Mon-Fri 8:15AM-4:45PM Call for appointment Open to residents of Washington DC Sliding scale basis Bring photo ID and proof of income/address
- **Unity Health Care Incorporated (Homeless Shelter)** 1355 New York Avenue Northeast Washington, DC 20002 202-281-3880 <http://hivtest.cdc.gov/Detail.aspx?id=111449> Mon-Fri 5:00PM-9:00PM No appointment necessary Must be homeless Sliding scale basis Bring photo ID and proof of income/address
- **Unity Health Care Incorporated (DC General Center)** 1900 Massachusetts Avenue, Southeast (Bldg 29) Washington, DC 20003 202-548-6500 <http://hivtest.cdc.gov/Detail.aspx?id=5163> Mon-Wed, Fri 8:15 AM-4:45 PM; Thu 8:15 AM-8:00 PM Call for appointment Open to residents of Washington DC Sliding scale basis Bring photo ID and proof of income/address

Break (5 minutes)

Closing

RECAP

2 MIN

Summarize the learning objectives for the day:



Suggested Phrasing: “Today we learned about STIs. While this topic can be a little uncomfortable, learning more will always empower you to make better decisions!”

HOMEWORK AND LOOKING AHEAD

2 MIN

Preview of next week:



Suggested Phrasing: “Over the next week, listen to how people talk about STIs and challenge some of the incorrect information you hear. Next week, you are going to learn how to talk about sex.”

SHOUTOUTS

5 MIN

Highlighting good behavior and engagement:

- Allow the boys to go around in a circle and “shout-out” individual brothers by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Mark initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each boy shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the brothers as well!

Workshop 8: Condom Negotiation

CURRICULUM OVERVIEW

The Scoop

You may use the following phrase to introduce today's curriculum:



Suggested phrasing: “The last time we met, we learned how STIs can be transmitted, today we will learn about condom-use. We will discuss why non-use of condoms occur, specifically the dominant stories of masculinity.”



Learning Objectives

By the end of the workshop, Brothers will be able to:

- Identify dominant stories of masculinity that contribute to non-use of condoms
 - Challenge the dominant story that sex without condoms “feels” better and is more important than being safe
 - Challenge the dominant story that condoms use is male initiated and based on male preference
 - Challenge the dominant story that using a condom is a red flag (i.e., only girls who are unfaithful or promiscuous use condoms)
- Increase condom acceptance and identify condom use as a shared responsibility (including who purchases and carries condoms) between consenting adults
- Increase condom communication/negotiation skills with partners and empower young men to initiate conversations with female partners around consistent condom use



Key Outcomes

Brothers should leave this session with an understanding of:

- Condom usage
- Dominant stories of masculinity

SESSION PREP

MATERIALS		ROOM SET UP (35 MINS)	
<input type="checkbox"/>	Clock	<input type="checkbox"/>	Arrange dinner: Place all the food, drinks, utensils, napkins,
<input type="checkbox"/>	Sign-in Sheet	<input type="checkbox"/>	Place the chairs in a half circle with flip charts at the front of the room
<input type="checkbox"/>	Nametags	<input type="checkbox"/>	Post the agenda on the wall in the front of the room
<input type="checkbox"/>	Chart paper (flip chart)		
<input type="checkbox"/>	Markers		
<input type="checkbox"/>	Easel		
AGENDA			
Total duration		60 minutes	(Approximate length 1 hour)
Dinner and Check-In		10 min	
Icebreaker		10 min	
Activity 1: How Dominant Stories of Masculinity and Myths of Condom Use Contribute to High Rates of Transmission Of HIV/STIS		30 min	
Recap and Looking Ahead		2 min	
Shout-outs		5 min	

FACILITATING THE WORKSHOP

Introduction

DINNER AND CHECK-IN

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- Go through your starting ritual.
- Ask who remembers what happened last week? What was spoken about?
- If they're quiet remind them that they learned about STDs and inform them that today we are going to continue that discussion but focus on protection.
- If there are newcomers, have them introduce themselves to the group and ask one person who was there last week to briefly explain to them what they missed.

Activities

ACTIVITY 1: HOW DOMINANT STORIES OF MASCULINITY AND MYTHS OF CONDOM USE CONTRIBUTE TO HIGH RATES OF TRANSMISSION OF HIV/STIs

30 MIN



GOAL OF ACTIVITY

Increase understanding of the actions partners must take to avoid the transmission of HIV/STIs, such as consistent condom usage.



ACTIVITY INSTRUCTIONS

Facilitate the following discussions.

- What are actions that can place men and women at risk of HIV/STIs?
 - Having multiple partners
 - Refusing to use condoms
 - Refusing to have conversations about safe sexual practices with partners
 - Facing uncertainty, fear or lack of knowledge about sexual behavior and practices
 - Refusing to ask for information, help or medical treatment
- What are dominant stories that contribute to non-use of condoms? Are men or women more likely to enforce these ideas?
 - Sex without condoms “feels” better and is more important than being safe

- Condoms use is male initiated and based on male preference
- Condom is a red flag (i.e., only girls who are unfaithful or promiscuous use condoms)
- What would make you feel more comfortable using condoms?
- What would help you encourage your partners and friends to consistently use a condom?
- Condom use is a shared responsibility (including who purchases and carries condoms) between consenting adults – males and females
 - For vaginal or anal sex, use latex condoms, or a female condom, each and every time.
 - For those allergic to latex, polyurethane and polyisoprene condoms are alternatives.
 - Natural/lambskin condoms are not recommended for STD prevention
 - Female and male condoms **should not** be used at the same time
 - Also, two male condoms **should not** be used at the same time
 - However, consider using other forms of dual protection, such as male condoms and birth control or IUDs
 - Condoms should be stored in a cool, dry place. **Do not** store condoms in your wallet, as heat and friction can damage them
 - For oral sex, use a condom over the penis, use plastic wrap or a condom cut open to cover the vagina or anus;
 - Engage in other forms of sexual activity, such as using your hand to stimulate your partner (always wash your hand immediately afterward).
- If you are sexually active, get checked regularly for STIs because some STI's have not symptoms or signs. If you think you might have been exposed to HIV, get tested 3 months after the exposure and again three months after that. If you think you might have an STI, go to a clinic, and have a medical professional check you as soon as possible. Do not wait and hope the STI will go away. If you have an STI, it is important to tell your most recent sexual partners, if possible, so they can also get treatment.

How to put on and take off a male condom

OPRaH consists of Four Simple Steps: *Open, Pinch, Roll, and Hold*

O = Open package and remove rolled condom without twisting, biting, or using your fingernails. This could damage the condom and allow fluid to leak out.

P = Pinch the tip of the condom to squeeze the air out, leaving ¼ to ½ inch extra space at the top.

R = Roll condom down on penis as soon as the penis is hard, before you start to have sex.

a = and after sex is over...

H = Hold the condom at the rim or base while partner pulls out after ejaculation but before the penis goes soft. You could lose protection if the condom comes off inside of your partner.

- **For more on the right way to use a condom**, please visit the Center for Disease Control and Prevention website: <https://www.cdc.gov/condomeffectiveness/male-condom-use.html>

*Demonstrate how to properly put on a condom using the cucumber or demonstration penis – eliminating air bubbles, fully covering shaft, etc.

SAFE SEX DISCUSSION

- How you would start a discussion with your partner about safe sex?
- When? At what point in the relationship? During the first “date” or time together?
- Encourage and empower the members to initiate conversations with female partners around consistent condom use.
- Role play a situation in which brothers talk to their partners about condom use.

How to talk about testing:

- Have you been tested?
- Disclosing own testing history and results?
- How long ago?
- Risk of infection since that test?

Role play a situation in which brothers talk to their partners about STIs

*Vary the gender of the partner.

Closing

RECAP

5 MIN

Summarize the learning objectives for the day:

- Ask the brothers for one takeaway that they will apply in the upcoming week.
- There are lots of myths out there about how to get HIV and other STIs. Knowing the facts about STIs is an important step in prevention.

- Another way to lower your risk for getting an STI is to know how to properly use a condom. You can also be a leader in your community by showing others how to do this.
- There are three steps to remember when communicating with a partner that you want to begin using condoms:
 - **First**, pick an appropriate time. **Second**, communicate assertively. **Third**, be a good listener and negotiate.

HOMEWORK EXPLANATION

2 MIN

Preview of Next Week:

- Spend some time thinking about what makes sense to you and answer the big question: Is HIGH Risk (having sex without a condom) too much risk for you? If you decide that HIGH Risk is too much risk for you, then take some time to choose how you will lower your risk. Will you lower your risk to SOME RISK by using a condom every time you have sex? Will you lower your risk to LITTLE or NO RISK by not having sex at all or by engaging in foreplay only?
- Next week, we are going to talk about stories we tell ourselves about fathers and force!

SHOUTOUTS

7 MIN

Highlighting good behavior and engagement:

- Allow the boys to go around in a circle and “shout-out” individual brothers by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Mark initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each boy shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the brothers as well!

Workshop 9: Coercion and Myths

CURRICULUM OVERVIEW

Learning Objectives

By the end of the workshop, Brothers will be able to:

- Identify reproductive coercion as actions that support the dominant story of masculinity and is an abusive behavior and reduce acceptance of these behaviors
- Identify and communicate non-traditional expectations and behaviors of young men who become fathers in order to increase positive father involvement in the lives of their children
- Empower young men with counter stories of strength in becoming a young father

SESSION PREP

MATERIALS		ROOM SET UP (35 MINS)	
<input type="checkbox"/>	Clock	<input type="checkbox"/>	Arrange dinner: Place all the food, drinks, utensils, napkins,
<input type="checkbox"/>	Sign-in Sheet	<input type="checkbox"/>	Place the chairs in a half circle with flip charts at the front of the room
<input type="checkbox"/>	Nametags	<input type="checkbox"/>	Post the agenda on the wall in the front of the room
<input type="checkbox"/>	Chart paper (flip chart)		
<input type="checkbox"/>	Markers		
<input type="checkbox"/>	Easel		
AGENDA			
Total duration	60 minutes		
	(Approximate length 1 hours)		
Dinner and Check-In	10 min		
Icebreaker	10 min		
Understanding Pregnancy Coercion	5 min		
Eliciting counter stories of strength that reduce acceptance of reproductive coercion	10 min		
Break	5 min		
Defining positive father involvement	5 min		
Eliciting counter stories of strength that increase positive father involvement	10 min		
Recap and Looking Ahead	2 min		
Shout-outs	5 min		

FACILITATING THE WORKSHOP

Introduction

DINNER AND CHECK-IN

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- Go through your starting ritual.
- Ask who remembers what happened last week? What was spoken about?
- If they're quiet, remind them that you talked about condom negotiation.
- If there are newcomers, have them introduce themselves to the group and ask one person who was there last week to briefly explain to them what they missed.

Activities

ACTIVITY 1: UNDERSTANDING PREGNANCY COERCION

5 MIN



GOAL OF ACTIVITY

Understanding what coercion is and what it looks like.



ACTIVITY INSTRUCTIONS

- Ask the brothers to share their ideas about what coercion means. Write their responses on newsprint.
- Be sure to include that coercion is the practice of persuading someone to do something by using force and threats.
 - Example: If someone asks you for your umbrella, you might say no. If they asked with a gun in hand, you might find it harder to say no.

Discussion

- Has anyone ever felt coerced to do something? How did it make you feel?
- Do you think you have ever coerced anyone in your life? This could be a sibling, a significant other, a friend, etc.
- How do you think that made them feel?



Suggested Phrasing: “Let’s look at some scenarios and determine if coercion is taking place or now”

Example Scenario

She said she doesn’t want to get pregnant, but he’s told her that she needs to have his baby, so he:

- Pulls off the condom at the last minute
- Refuses to use a condom
- Finds her birth control pills and flushes them
- Tells her that if she doesn’t have his baby he’ll dump her

DISCUSSION

What is really happening?

- Is this coercion? Is he pressuring her to become pregnant?
- Is this different than simply refusing to use a condom?
- He is disrespecting her and what she wants for her life/future

What are other ways in which guys might help a girl keep from becoming pregnant or having a baby she doesn’t want?

- Support her in getting birth control/family planning services; support her in getting an abortion.
- Role play a conversation between a brother and his partner showing support for birth control/family planning services.
- Not doing things that make it hard for her to use birth control such as hiding, taking, destroying or removing birth control that she can control (e.g., birth control pills, IUDs, contraceptive patches); breaking or taking off a condom during sex; not pulling out.
 - Why is this coercion?

ACTIVITY 2: ELICITING COUNTER STORIES OF STRENGTH THAT REDUCE ACCEPTANCE OF REPRODUCTIVE COERCION

10 MIN

ACTIVITY INSTRUCTIONS

- Facilitate a discussion. Use a flipchart to write up key points for all to see.

- What are some healthy habits that can reduce the acceptance of reproductive coercion? What dominant stories of strength promote or support reproductive coercion?
 - Men should communicate honestly and openly with their partners about whether they want to have sex
 - Men need to respect their partners' wishes to not have sex or to use contraception to not get pregnant
 - Men should use condoms to make sure that they don't get a female partner pregnant, regardless of whether she asks him to use one
 - Men should wait to have children until they are emotionally and financially able to support those children
 - Men should want to know about and support their partners' wishes for their future (finishing high school, attending college, having a good job, delaying pregnancy until they are emotionally and financially able to support children)
 - Men need to take care of their own and their partners' sexual health (using birth control, getting checked by doctors, avoiding infection of STIs)
- What are some unhealthy ideas that promote the acceptance of reproductive coercion?
 - If women are true women they would want to become mothers, even if young, if a female partner does not want to become pregnant she must not be a good woman or truly love her man
 - If a man and a woman love each other, having a baby is the paramount way to show that love and commitment to each other
 - Loyal women make their man the top priority in their lives

ACTIVITY 2: RAPE CULTURE

10 MIN



GOAL OF ACTIVITY

Brothers can define rape culture and how it's related to unhealthy masculinity.



ACTIVITY INSTRUCTIONS

Because men have privilege in our society above other genders, it also means that men have power over other genders, and unfortunately can use that personal and institutional power to do harm.

- Have you ever heard the term rape culture? What do you think it means?"

- After a brief discussion, share the following definition

Definition

Rape culture includes everything from what you see in the media, to jokes, to music, and attitudes towards women that make rape and sexual assault seem normal. Rather than viewing rape and sexual assault and coercion as a problem to change, people in a rape culture might think about rape as “just the way things are.

Questions

- What do we mean by culture?
- When you see women being treated poorly every day, from media to real life, what happens over time?

ACTIVITY: NFL “NO MORE” VIDEO

<https://www.youtube.com/watch?v=cfto6ZXgt70>

Questions

- What were they talking about? *Answers should get at the typical excuses made for men who abuse women.
- How do those excuses support rape culture?
- How do these excuses relate to unhealthy masculinity?
- Can men also hurt other men?

*Acknowledge that men both straight and gay are also victims of sexual assault.

ACTIVITY 3: CONSENT AND COERCION REFRESHER

20 MIN



GOAL OF ACTIVITY

Brothers explore the concept of consent and tie it to previous lessons.



ACTIVITY INSTRUCTIONS



***Suggested Phrasing:** “I know we’ve talked a lot about consent and coercion over the last few weeks, but we wanted to review it one more time and share a video that boils it down to the basics. While watching it, think about if you think it’s missing anything.”*

- Play **Cup of Tea** video
<https://www.youtube.com/watch?v=fGoWLWS4-kU>

DEBRIEF

- What is consent?
- Did the video define consent the way that you would?
- Do you have anything to add?
- How does consent relate to personal power?

Consent

Consent is when someone verbally agrees, gives permission, or says yes enthusiastically to sexual activity with someone else.

When can't someone give consent?

- If they are drunk
- If they are on drugs
- If they are asleep or unconscious
- If they have a serious mental health problem, learning disability or a head injury

Can someone give sexual consent through body language?

- (After pausing for their answers, make sure you tell them the answer is no).
You or your partner has the right to change your mind at any time. Once consent is taken back you have to stop sexual activity immediately. Does that make sense?

Coercion

We talked about consent and coercion a few weeks ago, can anyone remind us about what coercion is?

- Hear what they have to say, and then remind them of this definition:



Suggested phrasing: “Coercion is when someone uses their power over another person and tries to influence or control them. Coercion occurs when a person threatens, tricks, or forces someone into sexual activity without the use of physical force. The person might use threats of violence, blackmail, drugs, and/or alcohol to coerce someone into sexual activity.”

Can you give examples of coercion in one sentence?

- “If you won’t do it, I’ll find someone who will.”
- “But you’ve been flirting with me all night.”
- “Oh, so you’re just a tease then, screw you.”
- “If you really loved me, you would have sex with me.”

QUESTIONS

- Are the examples you just named characteristics of healthy, unhealthy or abusive relationships, how?
- What about the communication style of these examples? What kind are they?
- You might have to remind them about assertive, aggressive, and passive

Break (5 minutes)

**GOAL OF ACTIVITY**

Address the role of fathers.

ACTIVITY INSTRUCTIONS

- Use a flipchart to write up key points for all to see.
- If any of the members disclose they are fathers (either before or during this session), be aware that this topic may provoke some strong feelings or defensiveness, particularly if they do not have an active role in their children's lives.
- Be prepared to discuss the role members' fathers played in their lives. Many members are likely to have been raised by single mothers; some may have no or very limited relationships with their fathers; some may have multiple father-figures (step-fathers, boyfriends of their mothers) in their lives. This topic could elicit some strong feelings, anger, disappointment, and defensiveness that they are fine without their fathers and/or that their mothers did a great job without their fathers' involvement
- Brainstorm using the questions below and have youth come to write answers on a flip board.
 - If you and your partner have a child or choose to have a child, what is important to do as a father? Why are these things important? How do you define positive father involvement?
 - Spending time regularly with their children.
 - Expressing love and positive guidance to their children – recognizing when children are trying hard (in school, at sports, doing artwork).
 - Introducing their children to positive experiences such as cultural events, family gatherings, sporting events.
 - Providing financially for children's needs such as daycare; clothing; diapers.
 - Making sure to avoid introduce their children to negative experiences such as arguments/disagreements with the children's mother, illegal activities such as drug use or theft, fights or violence with others or "on the street".



GOAL OF ACTIVITY

Emphasizing importance of positive father involvement.



ACTIVITY INSTRUCTIONS

- Use a flipchart to write up key points for all to see.
- What keeps men from having positive involvement in their children's lives?
 - Answers could include time, money, conflict with child's mom, they're loud and a lot of work etc.
- Do these answers have to do with masculinity?
- Caring for children is thought of as "women's" work, people will make fun of me if they see me playing with a baby because I am a man, it is more important that I work than the mom of my child because men should work, and she has time to take care of the baby.
- Have one side of the room be "strongly agree" and one side of the room be "strongly disagree". Read off the following statements and have the youth move to the middle of the room if they don't know and the ends of the room if they have an opinion.
 - Men aren't able to deal with small children;
 - Men aren't sensitive or gentle enough to care for children, especially when small
 - Men are busy doing other things; it is "women's work" to take care of children
 - Men should not express affection/love openly
 - Men should not avoid conflict, even if children are around
 - Men should tell the mothers of their children what to do and not hesitate to argue with them, even in the children's presence. Men should have a relationship with their children
 - Men should want to have healthy relationships with their children's mothers
 - Men should try to express their emotions in a healthy fashion and are able to express love
 - Men should want to take care of their children emotionally and financially
- Which of these statements do you think promote healthy masculinity? Which of these statements do you think make it hard for boys to have positive involvement in their children's lives?

- Be prepared to discuss some common perceptions of paying child support, such as, “She (the mother) gets all this support and doesn’t work at all, why should I have to pay her money?”; “I buy Pampers for my children, why should I have to pay her more money?”. Inherent in these attitudes is that raising children is easy and going to a job is real work; a lack of understanding of how expensive it is to raise children.

DISCUSSION

- How would you like to raise your children, either actual or future?
- What are your commitments to do so?

Closing

RECAP

2 MIN

Summarize the learning objectives for the day:



Suggested phrasing: “Today, we introduced the idea of rape culture and explore the coercion, consent, and stories about fatherhood. We cover a lot and I am very proud of you are for sticking through it!”

HOMEWORK EXPLANATION

2 MIN

Preview of next week:



Suggested phrasing: “Over the next week, pay attention to the things you are forced to do on a regular basis. Try to notice the things you have to do and why. Then start looking for examples of things you freely choose in your life. Next week, we are going to talk about how to we can support the women in our lives”

SHOUTOUTS

5 MIN

Highlighting good behavior and engagement:

- Allow the boys to go around in a circle and “shout-out” individual brothers by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Mark initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each boy shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the brothers as well!

Workshop 10: Rape Culture and Bystander Responsibility

CURRICULUM OVERVIEW

The Scoop

This module ties together a lot of the ideas and skills the brothers have been developing so far. It brings together power dynamics, communication skills, understanding about relationships and consent. This module will give them multiple ways to put all of these skills to use by learning how to become an awesome bystander (witness or neighbor). These are the leaders in our communities who do more than stand around when they see or hear something that needs attention.



Learning Objectives

By the end of the workshop, Brothers will be able to:

- Define rape culture
- Learn and practice what bystander responsibility looks and feels like
- Increase ease of speaking out in a tense or awkward situation
- Reinforce the concept of consent and coercion



Key Outcomes

Brothers should leave this session with:

- Increased communication with adults around reporting
- Increased knowledge of constructive bystander behavior around sexual assault and dating violence
- Reduced acceptance of abusive behaviors from peers and partners (including sexual and reproductive coercion)

Facilitator Goal

You're here to help the brothers get more comfortable with standing up for others, identifying sketchy situations and being able to talk freely about what rape culture is, what creates it and how they can help end it.

Role Modeling

Take part in the activities and share examples of when you've had to intervene for others, or when others have intervened to help you!

SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Sexual Orientation Definitions Q&A Sheets <input type="checkbox"/> Markers <input type="checkbox"/> Easel <input type="checkbox"/> Pens and pencils <input type="checkbox"/> Four copies of the <u>Bystander Scenario Handout</u> <input type="checkbox"/> <u>Ball of string</u>	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins, <input type="checkbox"/> Place the chairs in a half circle with flip charts at the front of the room <input type="checkbox"/> Load today's two clips: NFL No More, Cup of Tea, and Who Are You? <input type="checkbox"/> Post the agenda on the wall in the front of the room

AGENDA

Total duration	142 minutes (Approximate length 2.5 hours)
Dinner and Check-In	10 min
Step In/Step Out	10 min
Rape Culture Is	10 min
Consent and Coercion Refresher	20 min
Break	5 min
Be a Bystander	10 min
Why Act?	10 min
Who are you? Role Play	20 min
Bystander Scenario	25 min
Flash Scenarios	15 min
Recap and Looking Ahead	2 min
Shout-outs	5 min

ADDITIONAL RESOURCES

- ☐ **Handout:** Bystander Scenario
- ☐ **Video Clip:** NFL No More <https://www.youtube.com/watch?v=cfto6ZXgt70>
- ☐ **Video Clip:** Cup of Tea <https://www.youtube.com/watch?v=fGoWLWS4-kU>
- ☐ **Video Clip:** Who Are You? <https://www.youtube.com/watch?v=iUj2OHLAG3w>
- ☐ **Video Clip:** Rape Culture and Media (especially music videos) <https://www.youtube.com/watch?v=JDMo5clJN3A>

- ❑ **Video Clip:** Ending Street Harassment <https://www.youtube.com/watch?v=L5DA2MjNb-E>
- ❑ **Video Clip:** How Objectifying Women Hurts Everyone https://www.youtube.com/watch?v=u_4dPB9MVS8&t=142s

FACILITATING THE WORKSHOP

DINNER AND CHECK-IN

10 MIN

- As the boys are eating, ask them about their weeks and how they are doing.
- Go through your starting ritual.
- Ask who remembers what happened last week? What was spoken about?
- If they're quiet, remind them that they learned about coercion and fatherhood involvement.
 - Anyone care to give a quick summary?
- If there are newcomers, have them introduce themselves to the group and ask one person who was there last week to briefly explain to them what they missed.

Activities

ACTIVITY 1: STEP IN/STEP OUT

10 MIN



GOAL OF ACTIVITY

Brothers will have developed a deeper understanding of the ways in which they have male privilege.



ACTIVITY INSTRUCTIONS

- Ask the brothers to stand up and form a circle.
- Tell them that you will be reading a series of statements. If they agree with the statement they take one step into the circle, then look around to see who else stepped in, and then step back to their starting place.

Practice Round

- Facilitator says "You can drive a car"
- Everyone who can drive takes a step into the circle
- After you look to see who stepped in, step back to your original starting place

Statements

- Read these one at a time, and participate in the activity
 - You can walk comfortably (or walk down a public street) without the fear of being stalked by a stranger or having unwanted comments said to you like “dang you’re thick” or “baby come say hi.”
 - You can walk alone at night without the fear of being sexually assaulted or otherwise harmed
 - You can go on a date with a stranger without the fear of being raped
 - You can dress how you want and not worry if someone will say you dressed like you wanted to be raped
 - You can decide not to have children and not have your masculinity questioned
 - It’s rare to see a member of your sex be sexually attacked in tv or movies
 - You are not pressured by peers and society to be thin
 - You’re not expected to spend a lot of money on grooming, style, and appearance to fit in
 - You don’t make less money at work because of your gender
 - You can have sexual hook ups and not be viewed negatively because of it
 - You can go to a car dealership or mechanic and assume you’ll get a fair deal and not be taken advantage of because of your gender
 - Expressions and standard language reflect your gender (e.g., mailman, “all men are created equal”)
 - Every major religion in the world is led by individuals of your gender
 - You are less likely to be interrupted in conversation than members of the opposite gender

DEBRIEF

- What were some factors that you have never thought of before?
- How did it feel to step into the group and stepping out of the group?
- What were some of the privileges explored in this exercise?
 - Have you ever heard the term male privilege? Did you realize these were all examples of the privileges we have as men in America?

Break (5 minutes)

ACTIVITY 2: BE A BYSTANDER

10 MIN



GOAL OF ACTIVITY

Brothers understand what an active bystander is, and the basic thought process an active bystander uses when deciding whether to get involved or not.



ACTIVITY INSTRUCTIONS

- Explain to the brothers what an active bystander is:
 - Knowing about consent and coercion is important for having a healthy sex life. But what about your friends, family, and acquaintances –what about if you saw them in a situation in which they were being taken advantage of, where someone was coercing (or forcing) them or doing something to them without having consent?
 - This is where the role of a bystander comes in. Bystanders are the individuals who witness emergencies or situations that could lead to harmful and dangerous outcomes. Just being present doesn't mean a bystander will act, they might do nothing, or they could even contribute to the negative behavior. When bystanders choose to get involved and be helpful we call them active bystanders. Think about being at the metro and hearing the recording, "If you see something, say something," that's the motto of being an active bystander!
 - Examples of active bystanders are: stopping and helping at car accidents, stopping some kids in your class from bullying a younger student, stopping a friend from sharing naked pictures of their ex on the internet.
 - Here's a real-world example that happened recently at Baylor University in Texas. Natasha Nkhama a black college student was walking to class when a white male student, in her words, "went out of his way to bump into [her] and shove [her] off the sidewalk." In addition to pushing her off the sidewalk, the unknown white male student teased, "No n*ggers allowed on the sidewalk." Another student overheard and stuck up for Natasha by stepping in and saying, "Dude, what are you doing? That's not cool." Two days later nearly 300 students gathered on campus to walk Natasha to class, making sure she was safe, while also raising awareness that such racist behavior will not be tolerated. The hundreds of students who participated in the emotional walk of unity, supported their fellow student with the hashtag, #IWalkWithNatasha.

QUESTION

- Who were the active bystanders in this situation? How did they use personal and community power?
- There are some key things that you should consider when becoming an active bystander, we'll have a chance to practice all of these but for now let me tell you about them:
 - Identify why you're worried: If you see something that makes you nervous, think about it and see if you can understand why it's making you feel that way.
 - Think about the outcomes of getting involved: How might the situation affect the people who are involved? What's the possible outcome?
 - Get help from friends or allies: There's comfort and safety in numbers. Getting help from a friend, a teammate or roommate can be much safer than trying to go it alone.
 - Some ways to handle the situation as an active bystander:
 - Ask the person (potential victim) if they need help or if they're comfortable.
 - Don't leave. By remaining present and keeping an eye on the situation the potential wrongdoer is less likely to act.
 - If you know the potential wrongdoer, ask him/her to leave the potential victim alone

IMPORTANT: *If you think stepping in as a bystander could put you in any danger call 911 instead.*

Now that we've identified what an active bystander is, it's time to look at all the reasons why you would step up and all the reasons that might keep you from standing up

ACTIVITY 3: WHY ACT?

10 MIN



GOAL OF ACTIVITY

Brothers take ownership of the reasons they would most be likely and least be likely to be an active bystander. Group processing allows them to look for solutions to any fears they might have.



NOTE TO FACILITATOR

If the brothers have difficulty coming up with reasons why they would step up as a bystander challenge them to think about how they would feel if a younger sibling, mom, aunty, friend with a disability or grandmother or grandfather was harassed on the street or taken advantage of? How will they handle the situation?



ACTIVITY INSTRUCTIONS

- Break the brothers into two groups and provide them with flipchart paper and pens.
- One group should write 'Why?' in the middle of their paper.
- The other group should write 'Why Not?'
- The first group should think of reasons why they would step up in a situation and be a bystander
- The second group should think of reasons why they would not be a bystander
- After 5 minutes ask the groups to feed back to each other what they have come up with on their paper.
 - If there's disagreement try asking them: How could you work around that? Or if someone shares the threat of physical violence as a reason not to be an active bystander offer the solution of getting a third party involved like a teacher or an older relative they can trust.

DEBRIEF

- Do you think that being a male is helpful in being a bystander? Why?
- What type of power are you using when you step up as a bystander?
- How does male privilege impact your ability to be a bystander?

ACTIVITY 4: WHO ARE YOU VIDEO AND BYSTANDER ROLE PLAY

20 MIN



GOAL OF ACTIVITY

Brothers have an in-depth understanding of what being an active bystander looks and feels like.



NOTE TO FACILITATOR

Role plays should just be a few seconds long, emphasizing low risk interventions.



ACTIVITY INSTRUCTIONS

- Play the Who Are You video and **pause film at 4:25**
<https://www.youtube.com/watch?v=iUj2OHLAG3w>

DEBRIEF

- What happened?

- Have the brothers walk you through the film scene by scene, focus on the just getting a description of events, not commentary yet.
- What do you think will happen next? Answers may include:
 - She looked pretty asleep and really drunk by the time they made it home, she probably can't give consent.
 - Rape, because if they have sex she is incapable of giving consent.
- What could the guy have done differently?
- Next, ask the brothers to list all the people who could have intervened in the scenario. Write them down on the flip chart. Answers include:
 - The girl's friend
 - The bartender
 - The taxi driver
 - The guys waiting in line
 - The bouncer
 - The guy's friends
 - Her roommate
- Now, ask brothers to volunteer to come up in front of the room and role play the ways in which each of these people could have positively intervened.

Role Play Examples:

- Friend: Do you like this guy? Are you alright? Do you want to be with him? Do you want to go home?
- Bar Tender: Are you ok? Would you like me to call you an uber?
-
- Guys waiting in line: Do you know him? Do you need someone to walk with you?
- Bouncer: Do you know him? Do you have friends here? Can I call you an uber?
- The guy's friends: *To the guy* She looks drunk, maybe you shouldn't go home with her. Instead try getting her number and call her tomorrow.
- Roommate: How do you two know each other? Where are you sleeping tonight? Do you want me to come get you before I leave?
- Play the rest of the clip

DISCUSSION

- What do you think about how people intervened?
- Which interventions could you see yourself doing?
- Do you think any of the interventions put people in danger?
- How did the active bystanders use their power?

**GOAL OF ACTIVITY**

Brothers unpack the ways in which group/team dynamics impact being a bystander

**ACTIVITY INSTRUCTIONS**

We have another scenario for you to think about. We're going to ask brothers to take turns reading the following scenario. As they are reading be thinking about who has power, and who could stand up as an active bystander.

- Ask two brothers to share reading the scenario, give them each a **Bystander Scenario Handout** with the scenario printed on it, ask the first to stop reading half way through.

Bystander Scenario

- Jason and Jemmel are the starting guards on their high school basketball team. They've been friends since eighth grade but have drifted further and further apart in high school. Jason takes advantage of all the status being the star of their team has to offer, he dates multiple girls at once, talks smack on the court, and routinely gets kicked out of class for talking back to teachers but doesn't get detention because he can't miss practice.
- Jason and Jemmel are both respected by their teammates and they score the most points.
- Jemmel is frequently annoyed with Jason's behavior but feels like he can't say anything because Jason and the rest of the team might hassle him because he thinks they see Jason as their leader.
- Half way through the season a new girl, Jackie, transferred into their school and got assigned to their health class. It quickly became apparent that Jackie didn't know much about sex and was probably a virgin. Jason started taunting Jackie in the hallways and at lunch and got some of his teammates to do the same.
- Jemmel noticed that Jackie went from sitting in the front of the classroom to being hunched over in a hoodie in the back row hoping to escape Jason's taunts.
- Mr. Reed, their health teacher has noticed that Jason picks on the new student but chalked it up to boys being boys and that all new students get hazed a little bit, plus that Jason is amazing to watch on the basketball court!

- One day in the locker room Jason shares that he got Jackie's phone number and has been texting her pictures of porn and that she keeps begging him to stop. He told her the only way he would stop is if she texts him a photo of her breasts.
- The guys in the locker room all laugh, except Jemmel, and they encourage Jason to take it further, one guy said, "Tell her you won't stop until she has sex with you." Another guy said, "Screw that, let's just tell everyone that we ALL had sex with her."
- Jemmel was uncomfortable so he got dressed quickly and left the locker room. He thought about talking to Coach Mac about it but then talked himself out of it, he didn't want to make a big deal out of what was most likely nothing.
- But then Jemmel noticed that Jackie was absent the next few days from school. At first, he assumed she was just out sick until he heard a group of girls talking about what a "slut" that new girl is and how "weird and psycho" her Snapchats had been the last few days.
- Finally, Jackie was back in school and Jemmel decided to go up to her between periods and ask her what was going on with her.
- Jackie wouldn't make eye contact with Jemmel and stepped back as he approached her. When he asked her what was wrong she said, "You're all trash, your whole team, you're trash, you're liars and I wish I never transferred here, you've ruined my life."

DEBRIEF

- What are the issues around rape culture here?
- What are the issues around power?
- Are there any issues around consent? Or coercion? (Have the brothers review the scenario to point these out.)
- Rank the characters in order of who is most responsible for what happened to Jackie.
 - Jackie
 - Jason
 - Jemmel
 - Mr. Reed
 - Coach Mac
 - Teammates
- Who could have been an active bystander in this situation? What would it have looked like?
- How could Jemmel have used his personal and community power in this scenario?
- What do you think would have gotten through to Jason?
- If you were Jemmel what would you have done?

**GOAL OF ACTIVITY**

Reinforce their instincts regarding being a bystander and decision making.

**ACTIVITY INSTRUCTIONS**

- Ask the brothers each one of these questions and tell them it's a flash round, have them role play their answer.
 - A friend tells you he tricked a girl into having sex with him. What do you do?
 - You're with a group of guys having lunch when two girls walk by and some of the guys start harassing the girls, calling them fat and stupid. What do you do?
 - A friend shares with you that they were raped last weekend, what do you do?
 - You're at a party or out drinking. Someone nearby has had a lot to drink and is being harassed or manipulated by someone you think may do something physically harmful to them. What do you do?
 - A friend keeps tagging a girl in your grade in scandalous pictures of porn stars on Instagram. You can tell she's really upset about it.
 - A friend sends a naked picture of his girlfriend in a group chat.

PROJECT: CREATING A NEIGHBORHOOD CAMPAIGN

- How might your neighborhood and school change if more people were active bystanders? Do you think a lot of people know about being a bystander or how to be one?
- After some discussion ask a brother to take notes, and ask the following:
 - What would the people in your neighborhood need to know in order to start acting like active bystanders?
 - What does being a bystander mean to you?
 - Have you ever had to be an active bystander?
 - What did you learn?
 - We'll all share our findings and watch some of the recordings together, then we can work on how to get the word out more broadly.
 - What do you think about that approach? Can you think of any ways to make it more powerful?

Closing

Summarize the learning objectives for the day:



Suggested phrasing: *"Today we covered a lot of ground, we reviewed consent and coercion, we talked about rape culture and how unhealthy masculinity feeds into creating rape culture. And, you all did a great job at looking at all the ways that a person can be an active bystander. There are things we can do socially that to support women and stop sexual assault. It's our responsibility to show up for women"*



Suggested phrasing *"We're going to do a shout out activity since it's our last time meeting like this."*

Directions:

- Ask the brothers to form a circle.
- Each brother should go around the circle and say one thing they admire about or learned from each of the other brothers. It can be something brief and simple.
- Participants should stand in a circle. Hand one volunteer the ball of string. Tell them to tie one end of the string to their finger and then ask them to say something they are proud of another brother for doing over the course of PASS, then toss the ball to that brother.
- That participant should then wrap the yarn around his finger, give a shout out and toss the ball. Continue this until everyone has given a shout out.
- Then ask the brothers to name one thing they are proud of every time they get the ball.
- hen ask the brothers to name one thing they will take away from PASS every time they get the ball. Continue this until everybody has had a chance to speak and there is an intricate web of string uniting the circle.
- Make sure to tell the brothers how proud you are of them all and how the brotherhood that they have formed may live on before PASS, allowing them to rely on each other for support and providing a space to share the information they learned with friends and family.
- Before everyone drops the string, you could try to place an object in the middle of the string like an apple or can of soda to show how strong the bond between the brothers is, even though you can't always see it.

