

About Positive Youth Connections (PYC)

Positive Youth Connections

Positive Youth Connections (PYC) is a youth focused program that seeks to educate various members of the youth community, dedicated to the primary prevention of sexual violence in the lives of our youth. Each presentation is tailored to meet the unique needs of the training program, class, curriculum or organization. The content of this curriculum has been tailored for students in grades 9-12. Our curriculum has been integrated with 9-12th grade state and federal standards for a smooth integration into the classroom.

About NFHC Community Education

Community Education

Northland Family Help Center's Community Education Program serves communities throughout Northern Arizona and is dedicated to decreasing the incidence of sexual and relationship violence by addressing cultural attitudes and behaviors through open discussion, increased awareness and prevention education.

About Northland Family Help Center

Northland Family Help Center's mission is to provide safe haven, advocacy, counseling, and education to promote and restore healthy relationships.

We envision a community where all people live in safety, where all forms of violence have been eradicated, and where healthy families and individuals serve as the foundation of a vibrant and productive community. Northland provides life-saving resources for people in need of help.

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All sessions can be uniquely tailored to fit any audience or situation. All sessions have been linked to state standards. Each session runs approximately 60 minutes. These specially designed sessions have been developed with the social ecological model with emphasis on the individual, relationship, community, and societal realms. Curriculum is evidence based and ready to be tailored to the needs of the community. If there is an interest in further focus/discussion on certain topics—community educators will be happy to come back with new activities/presentations to meet specific needs.

PYC Session One

Time: 60 min

HS Standards:

State Health

S 2 PO 3. Recognize how peers can influence healthy and unhealthy behaviors

S 2 PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors

State ELA

9-10.SL. 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10, 11-12 .L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Federal

SH1.12.1 Explain how to build and maintain healthy family and peer relationships.

SH1.12.2 Analyze the characteristics of healthy relationships.

Materials:

- Sign-in sheet
- Name tag paper
- Markers
- Pre-survey
- Pens
- Note cards/sticky notes
- #thatsnotlove worksheet

Lesson Plan Outline

Introduction:

- Have all students sign in on log
- Presenter introduction
- Northland Family Health Center Intro
- Sexual Violence Prevention Education Intro
 - o Healthy Relationships, Positive Self-Esteem, Effective Communication, Bystander Intervention, Gender Norms, Media

Student Connection:

- Ice Breaker
 - o On name tent, write name and one thing that you would change about the world
- All or partial sharing depending on class size
- Ground Rules
 - o Active listening, confidentiality, open mind, active participation, I-statements, step outside
 - o Mandatory reporting disclosure

Pre-Survey

- Students will be asked to fill out a pre-survey. This is used to gauge our effectiveness in teaching and to help us identify any changes that might need to be made to better meet the needs of the students.
 - o Survey is confidential
 - o Personal ID Instructions:
 - Box 1: write the first three letters of your middle name. NMN if no middle name.
 - Box 2: write the month you were born in. (This is simply used to compare the pre and post surveys to evaluate our effectiveness)
 - Try to answer all questions, BUT if you don't know it—its fine! We are looking at how much you improve from the first survey to the second. We don't expect you to know all of the answers at first.

Goals for the Day

- Understand teen dating violence
- Know the aspects of healthy and unhealthy relationships

Relationships are Important!

- Everyone deserves happy and healthy relationships
- Relationships don't have to be romantic! They can be between friends, family, teachers, community and more. This info can help you make all of your relationships healthy ones.
 - o Unhealthy Relationships
 - These consist of power and control. One partner will try to get power over their partner by trying to control them.
 - o Healthy Relationships
 - EQUALITY! Both people hold equal power and feel that their individual needs are respected.

Sexual Violence

- In order to make sure that everyone is on the same page, we want to share some definitions of sexual violence. This will help us recognize what is considered SV and point out unhealthy behaviors.
 - o What is Sexual Violence?
 - Rape, sexual assault, abuse, and sexual harassment are all forms of sexual violence
 - SV is ANY unwanted sexual attention or activity. It can include staring, kissing, blocking someone's path, revealing oneself, watching somebody's sexual acts, attempting to touch someone sexually, making sexual comments, whistling, etc. if they are unwanted or with someone who cannot give consent. .
 - o How do we know if it is unwanted? (Intro to the conversation, will be revisited)
 - o Who does it effect?
 - EVERYONE all ages. Males, females, any gender. Gay people, straight people, transgender people. Poor people, rich people. All races.
 - o Who carries out (perpetrates) sexual and dating violence?
 - Usually not a stranger! Who do you think does this? See above list! It can be anyone.
 - o Who else does it effect?
 - Family, friends, partners, community, law enforcement, society, etc.
 - o How can it effect the victim?
 - Can cause anxiety, depression, PTSD, suicide, job loss, hyper-sexuality, STD's/STI's, unplanned pregnancy, future unhealthy relationships, even ruined romantic and family relationships

Teen Dating Violence Video (5 min)

- Have you ever seen these examples happen to anyone you know? What do you think about this?

#thatsnotlove Activity

- We will be showing short video clips that give healthy and unhealthy examples of relationships.
- After each video, write on your worksheet the healthy and unhealthy way to deal with the situation.
- Pass out worksheets
 - o We will discuss as a group, or in small groups how we answered the sheet.

Wrapping it up!

- You all were given a sticky note/notecard, now I need everyone to think of one question that you have about what we went over today. If you can't think of a question that you might have, please write down something that you learned today or how you felt about the session. (Remember that these are anonymous!)
- Thank you for helping me out! In our next session we will be focusing on understanding our emotions, healthy ways to express anger and how to practice self-compassion.

PYC Session Two

Time: 60 min

HS Standards:

State Health

S2 C1 PO 3. Evaluate how peers influence healthy and unhealthy behaviors

S2 C1 PO 5. Evaluate the effect of media on personal and family health

S2 C2 PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors

S4 C2 PO 1. Evaluate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others

State ELA

9-10.SL. 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10, 11-12 .L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Federal Health

SH1.12.1 Explain how to build and maintain healthy family and peer relationships.

SH1.12.4 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and romantic relationships

SH4.12.3 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.

materials:

- Sign-in sheet
- Name tag paper
- Markers
- Hot Buttons scraps
- Pens
- Note cards/sticky notes
- Toot Your Own Horn worksheet
- Question Box

Lesson Plan Outline

Introduction:

All students must sign in on designated sheet.

Goals for the Day

- Explore your hot buttons
- Understand our critical voice
- Develop self-compassion and confidence

Opening Ice Breaker

- Reporter
 - o Everyone partner up and share 3 goals with your partner
 - o Ask if anyone would like to share a goal with the class

Why is Self-Compassion Important?

- We're taught how to physically take care of ourselves, but not so much emotionally
- Taking care of ourselves emotionally helps prepare us for important things in life like healthy relationships
- Knowing yourself can help you be happier, communicate better, and feel respected
- Part of this is knowing and understanding your own complex emotions. An example of this would be rather than thinking to yourself "I'm mad" you might think, "I'm embarrassed that I made a mistake and somebody pointed it out"

Hot Buttons!!

- What in the world is a hot button? Discussion time
- It is important to know yourself and how to respond in a healthy way BEFORE you get angry
- I would like all of you to think in your head of three things that make you angry
 - o Take a few volunteers to share what makes them angry
- Distinguishing between immediate and pent-up anger
 - o Use examples from the students
 - o Each have different techniques to help calm yourself down
- Now in your heads, think of three things that you do to help yourself calm down when angry

Getting to the Root of the Problem

- There are many other emotions or feeling behind one word answers like angry or sad
- Naming these emotions can help us get to the root of the problem
 - o Ex. When you're sad; lonely, scared, left-out, ashamed

- Ex. When you're happy; grateful, proud, fulfilled, excited
- Ex. When you're mad; irritated, frustrated, unacknowledged, unconsidered

Be Compassionate with Yourself

- Name your feelings, let them exist, let them pass
- Keeping all of your emotions inside and not letting them out will only make it worse
- Instead of being disappointed in yourself for something you did in the past, reflect and decide how to do it better or react better next time. We ALL make mistakes!

Just Breathe

- Video (3.5 min)
- This is a great visual reminder to calm yourself down and breathe before addressing the issue.
- Think of the ideas you came up with to help you calm down, and think of the things others try. Keep these in your tool box and try any and all of them next time you feel yourself needing to calm down.
- If we take a few minutes to calm down, we will likely have a much better outcome in dealing with the issues that made us upset to begin with.

Self-Compassion

- What is negative self-talk?
- WE are our own worst critics
- Why do we have a critical voice in the first place? (discuss with students)
 - It cares about us and wants us to succeed
 - But it can be mean sometimes
 - Recognize the loving message behind the criticism and focus on that!
- Treat yourself like you would a dear friend

Toot Your Own Horn!

- If our goal is to prevent violence, why do you think we would talk about self-compassion?
 - It is important to learn how to treat ourselves and to translate that to those around us
 - We have to learn how to be a friend to ourselves, so that we can be good friends to others
 - Loving yourself brings confidence and that can be a huge help in communicating our needs without jumping to getting upset or even violent.
- One way to be compassionate with ourselves is by recognizing our strengths.
 - Take a few minutes to fill out this worksheet.

- It might be hard at first to find things that you love about yourself, keep trying. Dig down into you as a person, think of the things that other like about you, and really think about what your favorite things are about yourself.
- After the allotted time, please feel free to share somethings with the class. This isn't bragging, this is loving your unique self and owning it!
- If you find yourself doing nothing but criticizing yourself, pull out his sheet and remind yourself of all of the wonderful things about yourself.

(if time allows) "The Space Between Self-Esteem and Self-Compassion" (9min)

Last Sessions Questions!

- Go through a few of the unanswered questions from the last session
- Encourage students to write down any questions they have about the session today

Next session we will be focusing on positive and negative relationships, healthy communication, and consent.

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Time Pending Alternate Activity **Gratitude**

Showing Gratitude

- Improves our mental health
- People who express gratitude are often:
 - More satisfied with their lives, more optimistic about the future, and better connected with others
- The Science of Happiness video (7 min)

Write a short letter of gratitude

- Pass a notecard to each student
- 5 min to write a letter of gratitude to someone or something in your life
- Share if you would like
- Strengthen relationships by letting your partner, friends, family etc. know that you appreciate them

PYC Session Three

Materials:

- Sign-in sheet
- Name tag paper
- Markers
- Pens
- Note cards/sticky notes
- Question Box

Time: 60 min

HS Standards:

State Health

S2 C1 PO 3. Evaluate how peers influence healthy and unhealthy behaviors

S2 C2 PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors

S4 C1 PO 2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks

S4 C1 PO 1. Utilize skills for communicating effectively with family, peers, and others to enhance health

State ELA

9-10.SL. 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10, 11-12 .L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Federal

SH1.12.1 Explain how to build and maintain healthy family and peer relationships

SH1.12.2 Analyze characteristics of healthy relationships

SH1.12.4 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.

SH1.12.29 Analyze techniques that are used to coerce or pressure someone into having sex

SH1.12.30 Explain why it is an individual's responsibility to verify that all sexual contact is consensual

SH1.12.32 Explain why it is wrong to trick, threaten, or coerce another person into having sex

SH4.12.3 Demonstrate effective peer resistance, negotiation, and collaborative skills to avoid engaging in sexual risk behaviors

Lesson Plan Outline

Introduction:

All students must sign in on designated sheet.

Ice Breaker

- Telephone
 - o I will whisper a sentence into my neighbor's ear and she will pass it on to her neighbor. The message will be passed all through each student and the last student will stand up and repeat the sentence he heard.
 - o Sentence; the funny bunny hid the colored candy.
 - o Now what does this have to do with communication?
 - Messages get confused, better to directly ask the source about it

Goals for the Day

- Know examples of physical abuse
- Know examples of emotional abuse
- Develop healthy communication
- Understand consent

Power and Control vs. Equality

- People abuse others to maintain power. They control others to gain that sense of control

Physical Dating Abuse

- List examples (fill in what students miss)
- Making others feel afraid, driving recklessly, smashing gifts, destroying objects, blocking path, touching without permission, holding them down, slamming into a wall, hurting where bruises won't show, grabbing, slapping, hitting, shoving, punching, kicking, scratching, biting.

Emotional Dating Abuse

- List examples (fill in what students miss)
- Extreme jealousy, possessiveness, low self-esteem, extreme mood swings, drugs and alcohol, unrealistic expectations, isolation, blaming, rigid gender roles, accusing of cheating, telling partner how to act/dress, put downs, making partner feel crazy, treating like a baby, setting all rules, threatening to find someone else, saying you will commit suicide if you breakup, bragging about sex, yelling, threatening to "out" your partner, controlling all of the money, comparing you to others, pressuring sex

EQUALITY

- How do you know when the relationship is equal?
 - o Free to express yourself, admitting being wrong, keeping your word, being yourself, have your own friends, having fun together, fulfilled separate lives, not relying solely on one another for happiness, respectfully disagreeing, share work(planning dates, making dinner, paying, doing dishes), showing appreciation, support, asking what the other needs, give space when needed, listening, asking before acting, respecting the right to say no, respecting privacy, paying attention, working for mutual solutions.

Red Flags vs. Green Flags

- Consider what you want in a relationship. Think of your preferences for a partner such as interests, style, hobbies, etc. Think about your beliefs and standards that are non-negotiable or a hard boundary like not having sex, making sure that you have a voice, maybe no touching under clothing, or even making sure that your family knows them.
 - o Thinking of these things ahead of time can help you decide if someone is or is not a right fit.
 - o It can be hard to stick to your boundaries when you are excited about someone, but often the things you were worried about in the beginning can end up being the thing that ends a relationship.
 - o Notice the red flags and realize that it might get worse
 - o Never go into a relationship under the condition that someone will change, this usually doesn't happen.

Communication Styles

- Passive, Aggressive, Assertive
- Passive Communication
 - o Avoiding expressing opinions, feelings, or needs. Views themselves as less important than others
 - o Might think that they are being agreeable or helpful, but it eventually piles up and they blow up, becoming more aggressive.
 - o Video "Signs You're the Passive Aggressive Friend" (2min)
- Aggressive Communication
 - o Ignores rights and feelings of others.
 - o Use fear and power and pressure others to get their way
 - o Can seem like just sticking up for themselves, but often hurt the feelings of others and continue to be inconsiderate
 - o Video "Mean Girls—I'm a Good Friend" (2min)
- Assertive Communication
 - o View own rights and the rights of others as equal.

- Express feelings and deal with conflicts openly, honestly, and with respect for others.
- Takes patience and confidence!
- Developing Boundaries
 - Know yourself well enough to know these. Hold other people to your boundaries and don't allow them to take advantage of them.
- Video "How to be Confident" (5min)
- I-statements
 - Practice writing your own
 - Communication Blocks
 - Tips for Active Listening

Consent

- What is consent?
- Acronym
- "Consent as Tea" video (3min)
 - Restate the 5 conditions that make people unable to give consent
- Video "Do You Want to Have Sex" (1.5min)
 - Ask for consent every step of the way, check in with your partner!

Wrap it Up!

- Last Session's Questions
- Write down another question or comment that you would like to be answered next session.
- Next session we will be focusing on becoming an active bystander, understanding ways to create safer communities, and know how to help a friend who is experiencing abuse.

PYC Session Four

Materials:

- Sign-in sheet
- Name tag paper
- Markers
- Pens
- Note cards/sticky notes
- Question Box

Time: 60 min

HS Standards:

State Health

S2 C1 PO 3. Evaluate how peers influence healthy and unhealthy behaviors

S2 C2 PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors

S4 C2 PO 1. Evaluate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others

S2 C1 PO 4. Evaluate how the school and community can impact personal health practice and behaviors

S4 C3 PO 1. Evaluate effective ways to ask for and offer assistance to enhance the health of self and others

S8 C2 PO 1. Work cooperatively as an advocate for improving personal, family, and community health

State ELA

9-10.SL. 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10, 11-12 .L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Federal

SH1.12.30 Explain why it is an individual's responsibility to verify that all sexual contact is consensual

SH1.12.42 Summarize ways to show courtesy and respect for others when aspects of their sexuality are different from one's own

SH4.12.6 Demonstrate how to effectively communicate support for peers whose aspects of their sexuality are different from one's own.

Lesson Plan Outline

Introduction:

All students must sign in on designated sheet.

Ice Breaker

- Counting
 - o Each student must say a number, counting to the total number of people in the group
 - o If two people shout out the same number, we have to start over
 - o The next person to call a number can't be sitting next to the previous speaker
 - Is it easy to work as a community when we aren't working together?

Goals

- Become active bystanders
- Understand ways to create safer communities
- Know how to help a friend who is experiencing abuse

Who is Responsible?

- Who is responsible for preventing sexual violence and creating healthy relationships?
 - o Teachers, principals, school counselors
 - o Parents, friend, family
 - o Media, churches, community members
 - o Police, government agencies, political leaders
 - Truly ALL of us

Victim Blaming

- Video "She Asked for It" (5min)
- Explain that it is not the victim's responsibility to protect themselves
- When we think or react this way it protects the perpetrators and hurts the victims
- Examples of this mentality include saying, "what was she wearing", "boys will be boys", or thinking victims falsely report. In truth, less than 2% of reports are false.

Bystander Intervention

- What is a bystander?
 - o One who witnesses a potentially harmful situation
- Active bystander
 - o A bystander who does something to try and stop the harmful situation
- Passive bystander
 - o A bystander who does nothing to try and stop the harmful situation

- Why would someone not intervene?
 - Bystander effect
 - Bias and stereotypes
- The Bystander Effect video (2.5min)
 - Why do you think people didn't intervene?
 - Have you witnessed a situation what might need someone to intervene?
- Types of Intervention
 - How can you intervene?
 - Direct
 - Indirect
 - Safety First
 - Don't endanger yourself
 - Social Intervention-> change the norms
 - Calling out
 - Calling in

Flirting vs. Sexual Harassment

- In order to decide whether to intervene, let's determine the difference
 - Flirting
 - Physical behaviors people show when they are flirting
 - Physical Behaviors people show when they LIKE the flirting
 - Feelings you have if you like that someone is flirting with you
 - Sexual Harassment
 - Physical behaviors people show when they are sexually harassing
 - Physical behaviors people show when they are being sexually harassed
 - Feelings you have if someone is harassing you

Scenarios

- A friend is taking a drunk person into a bedroom
- Someone in the school hallway is being picked on by other students
 - Talk about not perpetuating the cycle of violence
- A group of friends whistles at a woman walking down the street
- You see a confused person standing outside a broken car on the side of the road

Bystander Revolution video (3min)

If someone tells you they've been abused...

- Support
- Start by believing them
- Don't ever blame the victim
- Listen

- Resources
- Safety
- Online help
- Local help

Wrap it Up!

- Last session's questions
- Write a question you would like answered or a comment anonymously and put in q-box
- Next session we will be focusing on the root causes of violence, gender norms and sexuality, and knowing how to critically watching media

PYC Session Five

Time: 60 min

HS Standards:

State Health

S2 C2 PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors

S2 C1 PO 4. Evaluate how the school and community can impact personal health practice and behaviors

S4 C3 PO 1. Evaluate effective ways to ask for and offer assistance to enhance the health of self and others

S8 C2 PO 1. Work cooperatively as an advocate for improving personal, family, and community health

S2 C1 PO 5. Evaluate the effect of media on personal and family health

S2 C2 PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors

State ELA

9-10.SL. 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10, 11-12 .L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Federal

SH1.12.39 Summarize the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance

SH1.12.40 Summarize why it is wrong to tease or bully others based on aspects of their sexuality.

SH1.12.42 Summarize ways to show courtesy and respect for others when aspects of their sexuality are different from one's own.

materials:

- Sign-in sheet
- Name tag paper
- Markers
- Pens
- Note cards/sticky notes
- Question Box
- 10 things men can do to prevent gender violence

SH2.12.8 Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.

SH4.12.1 Demonstrate effective communication skills to promote sexual health and healthy relationships

SH4.12.6 Demonstrate how to effectively communicate support for peers whose aspects of their sexuality are different from one's own.

Lesson Plan Outline

Introduction:

All students must sign in on designated sheet.

Ice Breaker

- Attractive Celebrities
 - o Who are some famous celebrities who are known to be attractive?
 - We will discuss this further in the lesson

Goals

- Understand root causes of violence
- Understand gender norms
- Know how to critically watch media

Roots of Violence

- Where does violence stem from?
 - o Violence is most commonly carried out by men
 - IMPORTANT: women can also carry out violence. It is extra hard for men who are survivors to speak out because people do not usually think women are violent. Men are also expected by society to be tough
 - Why men?
 - Men are taught from the earliest age that they need to be strong, powerful, decision makers, and can't express emotions. They are unfairly taught to express emotions through toughness and violence
 - How do we change the violence?
 - Learn about causes, don't reinforce gender norms, critically watch media

Boys vs. Girls

- Describe what the typical male is supposed to look and act like
 - o (create a man box and write down student suggestions)
 - o What happens if he doesn't look and act this way?
 - What kind of things do these men get called?
 - Fag, bitch, pussy, girl, wuss, pansy, gay
- Describe what the typical female is supposed to look and act like
 - o (create a woman box and write down student suggestions)
 - o What happens if she doesn't look or act this way?
 - What kind of things do these women get called?
 - Butch, lesbo, fat, ugly, gross, bitch, etc.
- Where do we learn this!?
 - o Movies, TV, advertisements, family, friends, school, etc.

Are we born this way?

- Sex vs. Gender
 - o Sex (biological)
 - Determined by a person's genitalia, chromosomes, and hormones
 - Most commonly described as:
 - Male: penis, XY chromosome, testosterone
 - Female: vagina, XX chromosome, estrogen
 - Intersex: ambiguous sex organs, XXY chromosomes, combination of hormones
 - o Gender (Social)
 - Socially Constructed
 - Depending on what sex you are assigned at birth, society assigns the correlating gender
- Gender "Binary"
- More than just 2 genders
 - o Many people do not identify with mainstream genders

The Gender Unicorn

- This graphic explains that there is a gender scale. You could be any combination of the categories. It makes a distinction between gender identity, gender expression, sex assigned at birth, physically attracted to and emotionally attracted to.
- Think about where you currently place yourself on each part of the scale
 - o This is fluid, which means that it may continually change!

Killing Us Softly 4 (5min) video

- Shows where female gender norms originate and how they are forced upon us at every turn.
- What did you see or notice in this clip?
- Did anything bother you about this?
- Do you see this in your everyday life?

Tough Guise video clip (1min)

48 Things a Man Will Hear in a Lifetime (1.5min)

- Summarize the clips
- Do you agree with this?
- Do you notice this pressure put on males every day?

Gender in Advertisements

- Stop between video clips and ask which stereotypes this reinforces
- Go through each with student/teacher discussion

More about Gender

- Do you think that gender norms cause violence?
- How do gender roles affect self-esteem?
- Do advertisers benefit from creating gender norms?
- Is gender "bad"?
- How do we change the negative parts?
 - o Pass out, "10 things men can do to prevent gender violence"
 - o Go over sheet if time allows
 - o "Does sexism hurt men?" 4 min if time allows

Wrap It Up!

- Last session's questions
- This is our final session and now we need to take the post-survey! Let me remind you that this is to help us as presenters know how we are doing and if you are learning. Please do your best to answer all questions based on what we have discussed here together.

Positive Youth Connections (PYC)

Seeking to educate the youth community in the prevention of sexual violence and the building of healthy relationships.



PYC Curriculum: Grades 9-12

Making a positive change in the individual, relationship, community, and society



Northland Family Help Center

Northland Family Help Center

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