



Man to Man:

“Ending Violence against Women and Girls”

Facilitator’s Curriculum Guide

Developed by:

Bruce Dienes Ph.D.

Project Coordinator

Engaging Men and Boys in Ending Violence against Women and Girls

Chrysalis House Association, Kentville, NS

<http://chrysalishouseassociation.org>

<http://cjproject.engagingmenandboys.ca>

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“Outside the Box” – Freeing Ourselves from Gendered Limits

A series of six one-hour classes/workshops for high school students.

Purpose: To give students interactive opportunities to examine how gendered roles create challenges in our sense of self and in our relationships with others.

Overall Objectives: (for specific learning objectives, see the six sections below)

- To work towards ending gendered violence in our schools and in our communities.
- To empower students to make informed choices about how they relate to others.
- To highlight ending gendered violence as a men’s issue as well as a women’s issue.
- To see how popular culture shapes our thoughts and actions without our knowledge or consent, and how awareness of this can help us to choose our own paths.
- To provide opportunities for young men and women to speak openly on these issues.
- To raise a generation that will not tolerate gendered violence.

Overview:

This series draws heavily on the *Man to Man* toolkit produced by the Fredericton Sexual Assault Crisis Centre. The toolkit focusses specifically on engaging men and boys to end sexual violence, but the exercises and resources can also be applied to domestic violence and other types of gendered violence, and they are useful in a mixed gender setting. The full toolkit can be downloaded as a PDF at no charge (see resource section below).

We have extracted six key themes from that toolkit and provide a suggested agenda for each class, including information handouts, classroom activities and multimedia resources. These are not intended to be “set in stone”. We encourage those who are delivering the classes to adapt the materials to the specific group you are working with, as needed. For example, a video that is appropriate for 12th graders may not be for 8th graders. Or an inner-city class may have different needs than a rural class. If you find multimedia materials that are more current, feel free to replace the suggested videos with ones that speak better to the youth you are working with. These classes can also be delivered outside the school setting to community youth groups.

We have sequenced the topics so that they start with easier topics (e.g. gender roles and media), move to ones that are more challenging (e.g. pornography, power, consent and violence) and end on a positive note (e.g. self-worth, healthy relationships). This is not to say that any of these topics are easy! Note that some students may have experienced violence in their lives, and the material presented may be triggering for them. We recommend that you let the school’s counselling staff know that you are presenting this material, and let the students know that there are resources available if it stirs up feelings for them. (e.g. the Help Line at 1-800-668-6868, your local women’s centre or shelter, teen health centre, etc.)

Ideally, have the teacher sit in on the class so that they can integrate the experience into their ongoing work with the students over the year.

The six classes/workshops: (Detailed descriptions can be found below)

1. Gender Stereotypes
2. Media and Pornography
3. Power and Privilege
4. Sexuality, Consent, Coercion, Sexual Violence
5. Self-Esteem / Self-Worth / Self-Expression
6. Healthy Relationships

If you do not have access for six sessions, you could delete #2 and/or #5, but all six is ideal.

If you can only do three, try #1, #4 and #6, dropping #6 if you can only do two.

To focus in more detail on sexual violence issues, you could drop the last two sessions, and have Pornography and Sexual Violence as two stand-alone sessions to make up the six.

For community groups, this could be done as a two-day workshop, or as two Saturdays, e.g.

- 1st Day Morning: Gender Stereotypes and Media.
- 1st Day Afternoon: Pornography and Power & Privilege.
- 2nd Day Morning: Sexuality, Consent, Coercion, Sexual Violence.
- 2nd Day Afternoon: Self-Esteem/Self-Worth/Self-Expression and Healthy Relationships.

There would be more time to go deeper into the material, exercises and discussion, as you would have twelve hours instead of six.

Of course, any one of these topics could fill a whole year's course! We are not expecting students to be experts in these areas after one class each but we do hope that it will plant a seed and encourage them to ask questions and think "out of the box" about the life choices they are making day by day. We will highlight one key "take-away" idea for each class.

A fundamental challenge is that men and women experience gendered violence very differently. Men are typecast as aggressors and women as helpless. In order to break out of these boxes:

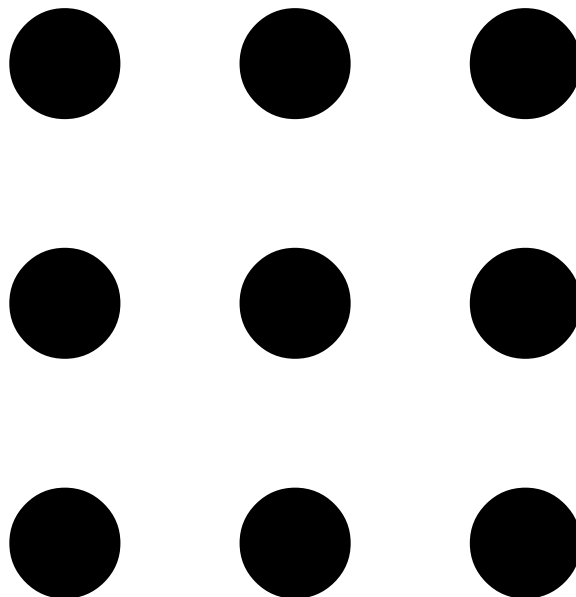
1. Men need to examine their "man box" roles and to see themselves as part of the solution rather than part of the problem.
2. Women need to examine their "woman box" roles and look at ways they can support one another to step outside them.
3. To see that the needed changes in our lives are difficult, and we will need to find a way to respectfully trust each other in this work. We are all embedded in roles we cannot always even see, and will make mistakes. It is in risking mistakes that we move forward.
4. To become aware of the wide spectrum of gender violence and to recognize that changing our whole cultural frame around gender is necessary in order to end violence. This can include seemingly small things like respectful listening, not interrupting, sharing time equally, etc. Men will need to earn the trust of women with more than just words.

“Outside the Box” Theme

The series of classes is connected by the ongoing theme of examining the “boxes” that our society puts us in based on our gender: the “man box” and the “woman box”. This is introduced in the first class. In each of the ones that follow, we look at the impact of living within that box, and the implications of stepping outside of it. The Nine Dot Puzzle is a 100-year-old example of needing to “think outside the box”. You may want to start the first class by handing out the puzzle and giving a minute for students to try to solve it:

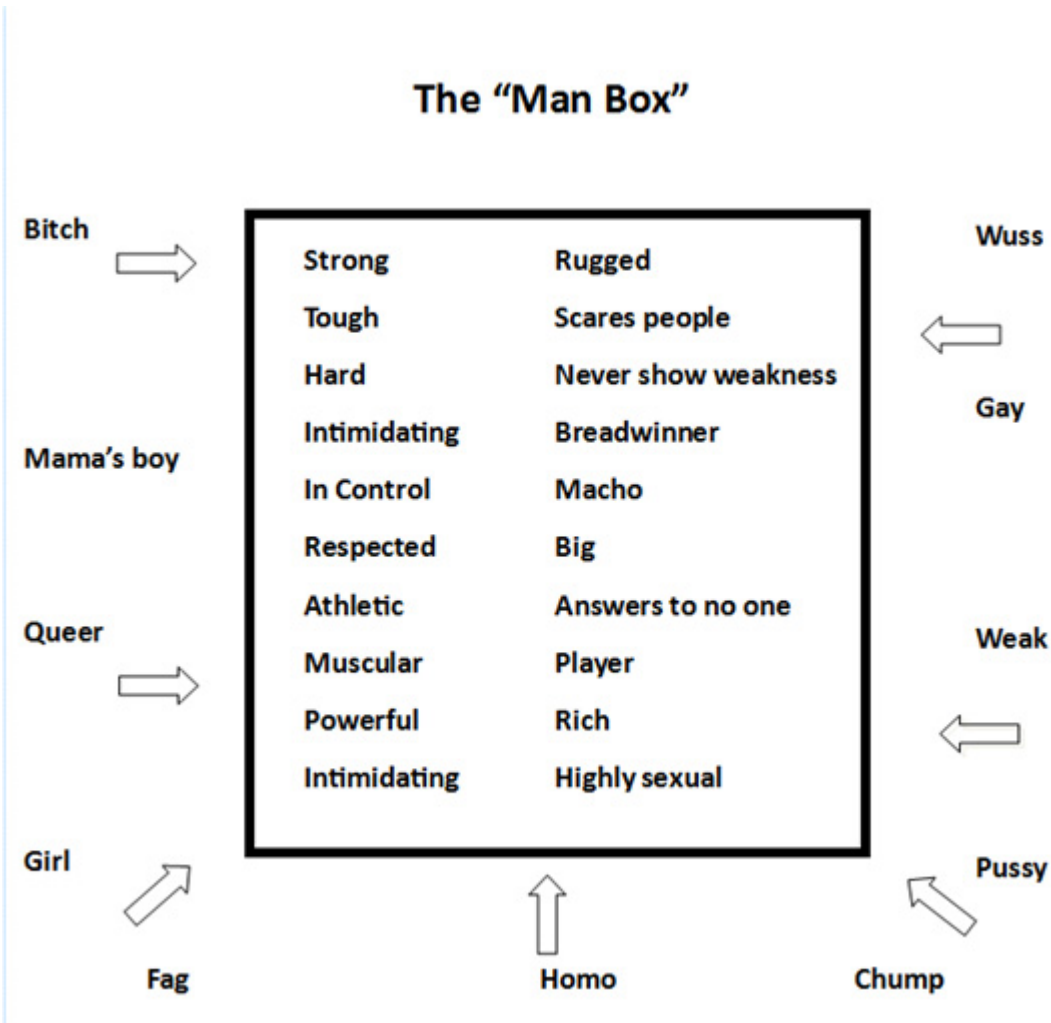
Nine Dot Puzzle

Connect the dots by drawing four straight, continuous lines that pass through each of the nine dots, and never lifting the pen or pencil from the paper.



“Act Like a Man”: The “Man Box”.

What are the “rules” and what are you called when you step out?



What actions might you experience when you step outside the box?

fight, beat up, harassed, teased, abused, ignored, shamed



“Act Like a Lady”: The “Woman Box”

What are the “rules” and what are you called when you step out?

Names	The Woman Box		Actions
dyke	be thin	low self-esteem	harassed
tomboy	nice	weak	abused
slut	follow the man	gossiper	ignored
ho	don't sleep around	sadness	raped
whore	pretty	quiet	bad rep
lesbian	compliant	care-giver	bullied

What actions might you experience when you step outside the box?



Agendas for the Six Sessions

Notes

- For all of these classes, prepare by reading the “Facilitator’s Information” section of the module you will be presenting. Check to see if handouts need printing or materials need to be brought.
 - All of these agendas contain more than you could present in a one-period high school class. This is to allow for flexibility. It is better to have more material than not enough! If one activity “bombs” with a particular group, move on to the back-up one. In most cases, by the time you have done an introduction, video, one exercise and discussion, the time will be up.
 - Feel free to substitute a different exercise from the module if it works better for you.
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1. Gender Stereotypes

a. Learning Objectives:

- i. To become aware that many ways that we think and act are not by our choice, but are pushed on us by gender expectations.
- ii. That as we become aware of these influences we can make choices about how to live our lives on our own terms.

b. Challenges:

- i. It is important to point out that these “boxes” are not a description of any individual person, but a set of stereotypes that we can recognize.
- ii. Some students may feel very comfortable in the roles they have been given, and may resent them being challenged. It is important not to “dis” men or women, but to simply look at the influences that shape us.

c. Agenda

- i. Introduce yourself, introduce the topic title very briefly, and move directly into “Setting the Tone”. (e.g., “Hello, my name is _____. Today we will be looking at how gender roles shape how we think and what we do, but first I’d like to set the tone for today’s class.”) See the “Setting the Tone” handout in the Resources section. This would be good to have as a handout.
- ii. Screen and briefly discuss: *“If Women’s Roles in Ads were Played by Men”*.
- iii. “Man Box” / “Woman Box” exercise [“Expected to Act” – Module 2, p.11] You may want to have two separate sheets for the two gender boxes to allow for room to add what happens when they “step outside of the box”. Let the students know that in this exercise you are going to ask them to say words that are offensive to some people. These words are important to say and to write down, but ask them to answer the questions as calmly and respectfully as possible. This may take 30-40 minutes. [Note: Do not substitute this one!]
- iv. If the “Boxes” exercise goes more quickly than planned, or if you have a longer class period, do the optional “What’s my Worth” exercise [Module 2, p. 25].

- d. A possible handout could be pages 36 and 38 of Module 2 on one double-sided page. (“Exposing Gender Stereotypes” and “Gender Stereotypes that Set Up Men and Women for Sexual Violence”.)

- e. End with an energizer like “High Five” [p. 25 of Icebreakers and Energizers.]

2. Media and/or Pornography

- a. Learning Objectives:
 - i. See how we get pushed into boxes by media without our knowledge or consent.
 - ii. Become aware of how pornography can distort our understanding of sexuality and attraction, and how it can increase risk of sexual violence.
Note: *There is not enough time in a standard class period to do both of these.*
- b. Challenges:
 - i. There are so many completely new forms of media available today that it is hard to understand each one's unique impact. It is not just the content of the medium, but the medium itself that can be problematic. (Ex 1: Consuming pornography morphs to producing it via sexting. Ex 2: Rapid and repeated access to any medium can develop into a dependency, regardless of content.)
- c. Agenda:
 - i. Introduce yourself and review "Setting the Tone" guidelines and resources.
 - ii. Screen "*The Little Mermaid Honest Trailer*" and briefly discuss.
 - iii. Present **one** of "Tuning into Tunes" [Module 3, p.21] **or** "Tell-A-Vision" [Module 3, p.25]. This will take 20-25 minutes.
 - iv. If you have an extended period of time (1 ½ to 2 hour class) then present "Strike a Pose" [Module 3, p.27] which enables a discussion of pornography without graphic imagery. Or, you can present this one **instead of** i and ii above. 50 min.
 - v. High 5 energizer to close.

3. Power and Privilege

- a. Learning Objectives:
 - i. To understand how power and privilege operate within sexism.
 - ii. To understand the difference between "getting perks" and "having power". (When we stay "within the box," we often get perks. If we step outside, we can get put down, isolated and attacked. Do we have power or are we being controlled?)
 - iii. To consider what we lose and what we gain by stepping "Outside the Box".
- b. Challenges:
 - i. People often feel threatened or angry when their privilege is questioned. Teens may not feel "powerful" compared to adults. This intersects with class, race, age, ethnicity, etc. Looking at ways in which each of us are privileged, and ways in which we are not, may help give understanding. In this class we are looking at how male privilege can lead to violence against women and girls. This does not deny that other types of privilege and oppression exist. Keep on topic.
 - ii. It needs to be clear that questioning the status quo is not "anti-male", it is actually a call for men to step up into real shared power and dignity. It is challenging the "man box", not the man himself.
- c. Agenda:
 - i. Introduce yourself and review "Setting the Tone" guidelines and resources.
 - ii. Screen "*A Needed Response*" and discuss briefly.
 - iii. Choose one of the following exercises: Privilege Survey [Module 1, p.49] or Privilege Shuffle [Module 1, p.50]. This will take about 15-20 minutes.
 - iv. Present the Power Check exercise [Module 8, p.22]. Note the handout on p.37 that will need to be copied in advance. This will take about 15-20 minutes. If this is an extended class (1 ½ to 2 hours) do Positive Power [Module 8 p.24] instead.
 - v. High 5 energizer to close.

4. Sexuality, Consent, Coercion, Sexual Violence

- a. Learning Objectives:
 - i. What does consent look like? What does coercion look like? How do the gender boxes complicate understanding these issues?
 - ii. How do we move away from sexual violence towards healthy sexuality?
- b. Challenges:
 - i. This can be a very triggering topic. About 2 in 5 women and about 1 in 5 men have been sexually assaulted as children or adults. This may not be an “abstract” concept to some in the class. Make sure you go over “Setting the Tone” clearly, and watch for anyone who may need assistance. Having backup from the teacher or a counsellor may be indicated.
 - ii. Many teens (male and female) seem to have difficulty grasping the nuances of consent. You may need to spend more time on this part of the topic.
- c. Agenda:
 - i. Introduce yourself and review “Setting the Tone” guidelines and resources.
 - ii. Screen “*Who Are You*” and discuss briefly.
If short for time, Screen “*Who Will You Help*” instead.
 - iii. Present the “Agree, Disagree, Unsure” activity. [Module 4, p.14]. This can take up all the rest of the time. A good alternative is “Two Sides” [Module 4, p.26].
 - iv. Briefly discuss consent and the law. Give Handouts.
 - v. If you have an extended class (1 ½ to 2 hours) or if the other exercise finished early, present the “Convince Me” exercise. (See Appendix of this document).
 - vi. High 5 energizer to close.

5. Self-Esteem / Self-Worth / Self-Expression

- a. Learning Objectives:
 - i. To notice how the gender boxes make us feel about ourselves.
- b. Challenges:
 - i. Looking into our personal insecurities can be challenging and may feel unsafe for some. Make sure all know that there is no requirement to self-disclose.
- c. Agenda:
 - i. Introduce yourself and review “Setting the Tone” guidelines and resources.
 - ii. Screen “*Blow Up Boyfriend*” and discuss briefly.
 - iii. Choose **one** of “How Would You Feel” [Module 5, p.13] **or** “Dramatic Differences” [Module 5, p.20]. Remember to bring index cards. Keep to 20 min. total.
 - iv. Choose **one** of “Thoughts on Me” [Module 6, p.15] **or** “Inner Champ-Inner Critic” [Module 6, p.21] Keep to 20 min. total.
 - v. High 5 energizer to close.

6. Healthy Relationships

- a. Learning Objectives:
 - i. Once we are free of the gender boxes, what would our relationships look like?
 - ii. How can we work together to free ourselves from the “boxes”?
- b. Challenges:
 - i. Remember that the risks and benefits of stepping outside of the “gender boxes” are intensified in regard to romantic relationships.
- c. Agenda
 - i. Introduce yourself and review “Setting the Tone” guidelines and resources.
 - ii. Screen “*The Line*” and/or “*Five Things Guys Need to Stop Doing to Girls*” and discuss briefly.
 - iii. Handouts: “Defining Healthy Relationships” pp. 10-11 back-to-back would make a good handout for this class.
Other good ones are on p40 and p.46. “Dangerous Dating” on p.51 could be a good connection into how the “man box” can lead to trouble in dating.
[Remember also to print and bring handouts for the two exercises.]
 - iv. Present the “Conversation Starters” exercise. [Module 7, p.28].
 - v. Present the “Perfect Match” exercise. [Module 7, p.30].
 - vi. For this last class, if time, do a quick evaluation of the series of classes. “Goods and Betters”: First, on one flipchart paper, do a quick one minute brainstorm: write down what they thought was good about the series. Next, on another sheet, write down what they would like you to do next time to make it even better.
 - vii. High 5 energizer to close.

Notes:

The classes will almost never happen exactly as you planned them. If a great discussion occurs, don't stop it just to complete the next item on the agenda. Make sure that the class isn't all talk though – the exercises are designed to keep the class active and keep the attention up.

Many of the exercises from the Toolkit are designed as part of a one-day or two-day workshop, so lots of time is given to go deep. This can't happen as easily in a 50 minute class. Feel free to adjust the agendas to your personal style and the needs of the particular group of students you are working with. You may want to do fewer exercises per class, and go deeper into them, rather than trying to cover a lot of ground.

In our work engaging men and boys in ending gendered violence, we have found that there are four questions we need to help them answer, in this order:

1. What are the issues? [Information; Sensitization]
2. What does this have to do with me? [Motivation]
3. What could I do about it? [Action]
4. Who will help me / support me in this? [Co-operation]

You may notice the young men in the classes go through this process as time progresses.

The men's pledge: *“I promise never to commit, condone or remain silent about violence against women and girls.”*

Resources

Videos:

This Is What Happens When You Replace The Women In Ads With Men

www.buzzfeed.com/caitlincowie/what-happens-when-you-replace-the-women-in-ads-with-men

Who Will You Help: <https://www.youtube.com/watch?v=c2ZSZrGc-O8>

Rape prevention video from New Zealand that backtracks to look at intervention options:

“Who are You?” <https://www.youtube.com/watch?v=iUj2OHLAG3w>

British teen rape prevention video: https://www.youtube.com/watch?v=Cli4D_krYtI

The Line (control issues) https://www.youtube.com/watch?v=dNvt_zSilkg

Catcalling video: <https://www.youtube.com/watch?v=b1XGPvbWn0A>

Aussie construction workers: <http://www.ebaumsworld.com/video/watch/83969544/>

Men and Feminism: <https://www.facebook.com/video.php?v=950699214970937>

Blowup Boyfriend! (College Humour) <https://www.facebook.com/video.php?v=10152513602667807>

Australian Army General on unacceptable behaviour:

<https://www.youtube.com/watch?v=QaqpoeVgr8U>

Gender role reversal video (trigger warning. NSFW. Likely not appropriate for school use.)

<https://www.youtube.com/watch?v=V4UWxIVvT1A>

Media awareness: <https://www.youtube.com/watch?v=CA-eyG7IUv8> (May not be approved by Sch Bd.)

Five Things Guys Need to Stop Doing to Girls: <https://www.youtube.com/watch?v=Q24xA6AQNfK>

“A Needed Response” - Getting what she deserves:

<https://www.youtube.com/watch?v=eZxv5WCWivM>

Web Sites

Man to Man Toolkit in PDF: http://fsacc.ca/Man_to_man.html

The Empowerment Project in PDF: http://fsacc.ca/Empowerment_project.html

<http://cjproject.engagingmenandboys.ca>

<http://facebook.com/engagingmenandboys>

<http://whiteribbon.ca>

<http://www.itstartswithyou.ca/index.cfm?pagePath=EDUCATORS&id=33798> Resources for educators

<http://goodmenproject.com/families/the-healthy-sex-talk-teaching-kids-consent-ages-1-21/>

<http://natepyle.com/seeing-a-woman/#sthash.e1Worss4.dpbs> A father's conversation with his son.

Coaching Boys into Men: <http://www.coachescorner.org/>

Setting the Tone

1. **The facilitators are not the only experts**

- The facilitators do not see themselves as “the experts” but rather, value everyone’s experiences.
- Although the facilitators are not “experts” they do know a great deal about the subject because they have spent time reading and thinking about it.
- We welcome ideas and input from participants.

2. **Confidentiality**

- Everyone should feel safe to openly discuss their personal experiences and not fear that the information will be discussed after the class.
- We cannot guarantee this, so take responsibility for what you choose to share.

3. **The facilitators recognize and value different points of view**

- Different life experiences bring different perspectives. All are important to hear even if they are unusual. The facilitators hope that participants respect other’s opinions, listen, avoid judgment and recognize the value of diversity.

4. **Share at your own comfort level**

- Disclosure of any kind is not required.
- The group values and respects personal boundaries.
- Participants have the right to speak and the right to pass.

5. **Be aware of your assumptions**

- Since 2 of 5 women and 1 out of 5 men are sexually assaulted as children or adults it is safe to assume that there may be survivors in the group – be aware of this when you speak.

6. **This is a difficult topic so...**

- The facilitators will stay after, if possible, to give referrals or just to talk.
- Give a local crisis line number so the participants may talk to someone after the workshop. National number is 1-800-668-6868. Local resource: _____

7. **There are no stupid questions**

- Feel free to ask anything.

8. **Share the air**

- Due to time constraints, we ask that we all make an effort to stay on topic, to be succinct in our comments and to recognize that others also need an opportunity to voice their opinions.

Consent

A common defence of a person accused of committing sexual assault is that he thought she had consented. In cases of acquaintance or date sexual assault, this defence is more likely to succeed than sexual assault by a stranger.

For any sexual act to be considered legal, both persons must agree to have sex. There are, however, a number of situations when consent cannot be given.

Consent cannot be given when:

1. One person submitted because the other person used threats or force.
2. One person submitted because the other person threatened or used force against a third person.
3. Lies were used to obtain consent.
4. A third party said yes to sex for someone.
5. A person is under the influence of drugs or alcohol.
6. The person is a blood relative.
7. The person changed her/his mind.
8. A child under the age of 12 is one of the partners. Children under 12 are never considered able to consent to sexual activity.
9. One person is under 14 years of age and the other person is more than two years older. Children between 12 or more, but under 14 are not considered old enough to consent to sexual activity, with one exception. If two people of this age group consent to sexual activity and there is less than a two year age difference between them, then the consent is legal.
10. Both people are over 12 and under 14 with less than 2 years between them, but the older person is in a position of trust or authority (a baby-sitter).
11. One person is 14, 15, 16, or 17, and the older person is in a position of trust or authority.
12. One person is over 14 years of age but under 16 years of age and the older person is over 5 years older.

**If you are unsure, call child protection at the Department of Social Development
(<http://www.gnb.ca/0017/index-e.asp> or dial 1-888-99-ABUSE).**

Sexual Violence: THE LAW

Sexual Assault: Level 1 (Common Sexual Assault)

It is a crime if someone forces any form of sexual activity on someone else (e.g., kissing, fondling, touching, sexual intercourse, etc.) without that person's consent.

Sexual Assault: Level 2 (Causing Bodily Harm)

It is a level 2 crime if, during a sexual assault:

- The attacker uses a weapon or threatens to use a weapon (imitation or real),
- The attacker threatens to harm a person other than the victim,
- More than one person assaults the victim in the same incident.

Sexual Assault: Level 3 (Aggravated Sexual Assault)

It is a level 3 crime if, while committing a sexual assault, the attacker:

- Wounds, maims disfigures or brutally beats the victim,
- Endangers the life of the victim.

Criminal Harassment (Stalking)

These are examples of conduct that could be criminal harassment if they cause you to *reasonably fear* for your safety, or the safety of someone you know:

- Repeatedly following you;
- Repeatedly visiting, calling or writing you, either directly or through someone else;
- Watching you, your home or workplace.
- Doing something that threatens you or any member of your family.

Sexual Interference (Against Children Under 14 and Under 16)

It is a crime if someone, for a sexual purpose, touches any part of the body of a child under the age of 14 unless the child is over 12 years of age and there is a 2 year age difference.

It is a crime if someone more than 5 years older than a child who is either 14 or 15 years old to touch any part of their body for a sexual purpose.

It is a crime for anyone to engage in any sexual activity with a child under 12 years old.

Invitation to Sexual Touching (Against Children Under 14 and Under 16)

It is a crime if someone, for a sexual purpose, encourages a child to touch him with any part of the child's body or with an object. It is also a crime if someone, for a sexual purpose, encourages a child to touch his or her own body, or the body of someone else. Unless the child is over 12 and there is less than a 2 year age difference.

It is a crime if someone more than 5 years older than a child who is either 14 or 15 years old to touch him or her with any part of the child's body or with an object or encourages the child to touch his or her own body or the body of someone else.

Sexual Exploitation (Against Children 14-17)

It is a crime if someone, who is in a position of trust or authority towards a young person or is a person with whom the young person is in a relationship of dependence, commits the offences described above.

Incest

It is a crime if a blood relation has sexual intercourse with another blood relation (e.g. parent, brother, half-brother, grandfather).

Exposure

It is a crime if someone, for a sexual purpose, exposes his or her genital organs to a person who is under the age of 14 or if the person is more than 5 years older than a 14 or 15 year old child. Exposure is against the law toward persons of any age if it happens in public.

Adapted from:
Today's Talk About Sexual Assault:
A booklet for teens
Victoria Women's Sexual Assault Centre 1994

Consent and the Law

Consent laws can often be confusing to understand, and are subject to change. The chart below may be useful when deciding if a particular relationship is consensual in the eyes of the law.

Can consent be given if....

The youth is.... →											
↓ And the other person is...	Under 12	12	13	14	15	16	17	18	19	20	
Under 12	*	No	No	No	No	No	No	No	No	No	
Same Age	No	Yes**	Yes**	Yes**	Yes**	Yes**	Yes**	Yes	Yes	Yes	
Less than One Year Older	No	Yes**	Yes**	Yes**	Yes**	Yes**	Yes**	Yes	Yes	Yes	
Less than Two Years Older	No	Yes**	Yes**	Yes**	Yes**	Yes**	Yes**	Yes	Yes	Yes	
Less than Three Years Older	No	No	No	Yes**	Yes**	Yes**	Yes**	Yes	Yes	Yes	
Less than Four Years Older	No	No	No	Yes**	Yes**	Yes**	Yes**	Yes	Yes	Yes	
Less than Five Years Older	No	No	No	Yes**	Yes**	Yes**	Yes**	Yes	Yes	Yes	
More than Five Years Older	No	No	No	No	No	Yes**	Yes**	Yes	Yes	Yes	

*Children under the age of 12 cannot consent to any sexual activity with any other age. However, it is not an offence if two children under 12 engaged in sexual activities.

**This does not apply if one of the individuals is in a position of trust or authority towards the other, one is in a relationship of dependency with the other, or if the relationship between them is found to be exploitative.

Other Considerations

The law also provides for the protection of persons with mental or physical disabilities without any age restrictions.

Appendix:

Convince Me

Objectives:

- To discuss the circumstances surrounding sexual assault and relationships.
- To discuss the specific issues of consent and coercion.

Materials:

Launching the activity

1. Ask everyone to find a partner and to make two lines facing each other.
2. Give one line of people a lollipop.
3. Explain to the group that the people with the lollipop really want to keep the lollipop and the people without really want to get the lollipop.
4. Tell the group without lollipops that they must try to get their partner's candy without touching or grabbing, that they must use words.
5. Give them a few minutes to do this, then give everyone some candy and have them return to their seats.
6. Ask them to define consent. (Consent is voluntary agreement. This means that two people agree to do certain things of their own free will. Sexual Assault is any form of sexual activity (kissing, fondling, touching, oral sex, and sexual intercourse) without consent.)
7. Then ask them when consent cannot be given.
 - One person submitted because the other person used threats or force.
 - One person submitted because the other person threatened or used force against a third person.
 - Lies were used to obtain consent.
 - A third party said yes to sex for someone.
 - A person is under the influence of drugs or alcohol.
 - The person is a blood relative.
 - The person changed her/his mind.
 - Age of Consent (see chart)
8. Ask them to define coercion. (When one person manipulates, threatens or pressures another person).
9. Ask the participants why we did the candy activity. Explain that this is a safe way to demonstrate coercion and that we often do this activity with youth. The reality is we coerce each other all the time, so when it is happening in a manner that is overstepping our sexual boundaries or unsafe we may not be as quick to recognize it. Also, often coercion is used by people we like, we may not want to do the behaviour they are asking but we may not want the relationship to end. If time, ask who managed to get the lollipop and what they said.