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# Ending Sexual Exploitation: Activities and Resources for Educators of High School Students



Chicago Alliance Against Sexual Exploitation

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# Goals and Guidelines

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## Talking To Your Students about Gender Roles, Sexual Exploitation, and Human Trafficking

Thank you for being a part of the fight to end sexual exploitation and to eliminate the demand to purchase sex. As an educator, you play an invaluable role in your students' lives, influencing what they learn and value. You can use the information in this toolkit to teach your students to bring about change and stop sexual exploitation. To end sexual exploitation requires macro-level change: we must alert our youth to the harmful messages our culture bombards them with every day and ultimately transform these messages so that students learn to respect themselves and one another. Implementing this toolkit is a significant step in the process of ending the sex trade by increasing your students' awareness and understanding.

This toolkit includes several exercises that you can use to talk with your students about gender roles, sexual exploitation, and human trafficking. These activities focus on the pressures your students may face to engage in sexually exploitive acts or sexual activities that make them feel uncomfortable. Also provided are conversation ideas to help cultivate an open dialogue with your students regarding these issues. The goal of this activity guide is to provide assignments, ideas, and classroom discussions to help educators facilitate interactive, informative, and moving interpersonal and peer-group discovery about the difficult issues their students may be facing.

### Useful Guidelines for Utilizing the Toolkit

- **Teach in a sex-integrated setting.** Girls need to learn about the male role stereotype to increase their sensitivity to the pressures and challenges faced by men in exactly the same way that boys need to learn about how the construction of the female gender stereotype negatively impacts women and girls.
- **Integrate the curriculum into other subject areas.** Since most teachers will not have the luxury of teaching an entire unit on sex roles, many of the activities can be integrated into other lessons.
- **Be aware of your own attitudes.** Your own attitudes about masculinity and femininity may affect how you present this material to your students. You may find it helpful to do some of the exercises yourself beforehand to explore your own values and biases about masculinity and femininity before sharing the activities with your students.
- **Create a safe environment for discussion.** Your students' willingness to discuss the issues raised in these exercises will depend in part on your ability to establish a trusting, supportive environment in the classroom. You may want to provide a few ground rules for your students prior to the discussions:
  - Respect each other
  - Listen carefully to others' comments.
  - Speak only when no one else is speaking.
  - Views expressed in discussion are confidential.
  - Debate the topic, not the person.
  - Share only what feels comfortable.

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## What to Do if a Student Discloses Committing Sexually Exploitive Acts or Being Sexually Harmed

As an educator, you are with your students up to 40 hours a week and may be the first and only person they feel comfortable confiding in. As a result, it is important to prepare yourself for these often sensitive and difficult conversations.

- ◆ **Remain calm.** Reactions matter. An angry or panicked reaction may scare your students.
- ◆ **Imagine yourself in your student's place.** Think about how nervous and intimidated your student might feel when divulging such sensitive information.
- ◆ **Immediately begin to establish a relationship.** Let your student know he or she is in a safe place and can speak freely. Your student should know you are not there to judge, only to listen and help in any way you can.
- ◆ **Validate the student's feelings.** Affirm whatever feelings your student has and let him or her know that these feelings are normal.
- ◆ **Deal with the explicit language.** Use age-appropriate words and explanations but also realize that your students may use explicit terms to discuss their experiences. Be prepared to use this language too. Let the students know that they can talk about anything. They may already feel embarrassed and shameful about purchasing sex or having been exploited and avoiding or discouraging embarrassing topics may serve to reinforce these feelings.
- ◆ **Remember that you are a mandated reporter.** Inform your students that you are a mandated reporter and that you may have to share some of what they tell you with other people. Be clear and specific about this, and do not make promises that you are not permitted by law to keep. In most situations, when students are ready to share their stories, your status as a mandated reporter will not discourage them from sharing.

It is important for students to understand the difference between sex and gender. **Sex** as a female or male is a biological fact that is the same across all cultures. It refers to biological differences—chromosomes and hormonal profiles, as well as internal and external sex organs. **Gender** (or a gender role) refers to the characteristics and behaviors that a culture delineates as masculine or feminine. The following two activities—the Gender Box and the Step-Out Exercise—help demonstrate the difference between sex and gender so students have a better understanding of how society constructs gender and how restricting these constructs can be.

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# Exercises

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## Exercise: The Gender Box

Often, stereotyped gender expectations result in discrimination, unequal relationships, and in the most extreme cases, violence and subjugation. This exercise helps students understand the distinction between sex and gender. It also promotes analysis of gender stereotypes. Students take a look at their own assumptions about what it means to be a male and what it means to be a female. By objectively examining the social constructs that create gendered behavior, this exercise helps students **understand how mainstream gender roles can be constricting and unfair and keep individuals “in a box.”**

### Directions:

- Copy an activity sheet for each student in your class (**worksheet 1 on page 38**). There is also an example worksheet filled out for the educator below.
- Ask your students to come up with (1) four physical qualities a woman and man *should* have (four for each), (2) five behaviors that traditionally have been defined as appropriate for men and women respectively, and (3) three negative words that describe a man or woman whose behavior or appearance falls outside traditional gender roles.
- After your students have finished their worksheets individually, have them break into pairs. Instruct each pair to go through their worksheets, circling responses that show up on both sheets.
- After everybody is finished, go over it as a class, discussing the differences between what society defines as traditional and acceptable gender roles and what men and women should actually be free to express through their appearance and behavior.
- After discussing those answers, discuss what words are used to describe women who don't fit the stereotype of how a woman should look or act.
  - How does this make the young women in the class feel? Angry? Irritated? Or do they believe that the stereotypical image of how they should look and act is correct?
  - If they feel the stereotypical image is correct, ask what experiences they have had that led them to that conclusion.
- Now repeat the same steps for the young men: discuss what words are used to describe men who don't fit the stereotype of how they should look and act.
  - How does this make the young men feel? Angry? Irritated? Or do they believe that the stereotypical image of how they should look and act is correct?
  - If they feel the stereotypical image is correct, ask what experiences they have had that led them to that conclusion.

## Sample Worksheet for Educator

What young women should look like	What young men should look like
1. skinny	1. six pack
2. long hair	2. big muscles
3. nice features (high cheek bones, large breasts, soft lips)	3. short hair
4. clean	4. some facial hair
What young women's role should be and how they should act	What young men's role should be and how they should act
1. quiet	1. watches sports
2. the caregiver	2. acts tough, never cries
3. a follower, takes the lead from others	3. loud and outspoken
4. reads magazines and watches soap operas	4. provider for the family
5. cooks and cleans	5. leader/the one in control
Put-downs used when young women don't fit the normal stereotypes	Put-downs used when young men don't fit the normal stereotypes
1. butch	1. wimp
2. tomboy	2. nerd
3. bitch	3. fag

### Exercise: Step-Out Exercise

This activity deals with popular gender stereotypes. The goal is to understand that gender stereotypes are not an abstract theory; they actually exist in the real world. This activity will allow students to **explore their thoughts and emotions regarding gender stereotypes.**



## Directions for Part 1:

- Have the young men and women line up separately on opposite sides of the room, facing each other.
- Explain that the following exercise will be done in two parts; first, you will read a question for the young men and then one for the young women.
- The students should remain silent. If they feel the need to talk, laugh, or make noise, ask them to notice the uncomfortable feelings they are experiencing rather than to express them and distract others.
- Explain that although everyone is expected to participate in the exercise, individuals may choose to pass for any reason.
- Read each statement below and ask all the male students to whom it applies to take two steps forward. Notice who has stepped forward and their reactions. Ask them to step back into line and then read a statement for the females, asking them to step forward in the same manner.
- Remind the students they have the right to pass if they do not feel comfortable.

### Men's Step-Out Exercise

*Please step forward silently if...*

1. You have ever been called a wimp, a pussy, a fag, or other similar name.
2. You have ever worried you were not masculine enough.
3. You have ever changed your diet or exercised to make yourself more masculine.
4. You have ever been in a fight because you felt you had to prove you were a man.
5. You have ever tried to grow facial hair.
6. You have ever been forced to play a sport you did not want to play.
7. You have ever been told not to cry.
8. You have ever felt pressured to engage in a sexual activity.
9. You have ever been physically injured and hid the pain or kept it to yourself.
10. You have ever stopped yourself from showing affection to another man out of fear for how it might look.

### Women's Step-Out Exercise

*Please step forward silently if...*

1. You have ever been called a bitch, a dyke, a whore, or other similar name.
2. You have ever worried you were not feminine enough.
3. You ever changed your diet or exercised to make yourself more feminine.
4. You have ever worn uncomfortable or restrictive clothing to show you were a woman.
5. You have ever worn makeup, or shaved your legs and underarms.
6. You have ever been forced to cook or wash dishes while the boys and men relaxed.
7. You have ever felt less important than a man.
8. You ever felt pressured to engage in a sexual activity.
9. You have ever remained silent, or were ever ignored, because boys or men were doing all the talking.
10. You have ever limited your activity, or changed your plans, out of fear for your physical safety.

## Directions for Part 2:

- Have the group break into same-gender pairs to discuss the feelings that arose during the exercise.
- Then ask for students willing to share the feelings that arose for them with the whole class.
- After each student shares, ask the student the following question: instead of what happened, what would have been a better scenario (e.g., “instead of a guy whistling at me, which made me feel vulnerable and objectified, if a guy wants to get my attention, he should come up and talk to me in a friendly way”)?

## Exercise: A Woman’s World

Everyone is hurt by sexism and rigid gender roles. However, women are almost 20 times more likely to be victims of male violence than men are to be victims of female violence. Also, when men get physically hurt, it is usually by other men. So to stop this violence largely means that we must stop male violence—in particular, violence against women.

Further complicating the issue, women are often expected to prevent men from being violent toward them. Each day, many women modify their activities, clothing, body language, and other behavior to try to reduce the likelihood that a man will commit violence against them. A woman who doesn't modify her behavior—who wears short skirts or walks alone at night—is often blamed if a man chooses to commit violence against her. In effect, women are held responsible for preventing violence against themselves—something they ultimately cannot control and that is the complete responsibility of the men who choose to commit violence against women. It is actually these men who should modify their violent behavior, not women who should have to modify their behavior to try to avoid male violence. The goal of this exercise is to **help students understand how the threat of male violence affects the daily lives of women and girls.**

### Directions:

On a sheet of paper, ask students to create two lists, one describing what women do to try to protect themselves from violence (e.g., the clothes they wear, particular places they will not go, descriptions of the type of people they won't talk to) and another detailing the steps men take to protect themselves from violence.

After the students have had a few minutes to write,

- Call on students who want to share their “woman list.”
- Then call on students who want to share their “man list.”
- Then ask the class to describe the differences between the two lists (e.g., women have to do a lot more than men to try to stay safe).
- What about the similarities (e.g., both men and women are primarily afraid of male violence rather than female violence; if men perpetrate most violence, this means men who don't condone violence have an important role to play in changing other men's beliefs about violence).
- Now ask the class:
  - How does society view women who don't modify their behavior to try to protect themselves from male violence (e.g., a woman who wears a low-cut blouse, flirts with men, or stays out late at night at a party)?

- How does society view women who don't modify their behavior to try to protect themselves from male violence *and then are victims of that violence* (e.g., a woman who is raped by a man she met at a party at 2 a.m. while she was drinking alcohol and wearing a low-cut top)?
- In these situations, whom does society tend to hold responsible for preventing male violence? Why?
- Ask the students what they conclude from their observations. Some conclusions the students may draw include the following:
  - A man—not a woman—should be held accountable for his own decision to commit violence against a woman.
  - Women should be able to wear what they want and go where they want when they want without fear of male violence or fear that society will blame them if they are victimized.
  - Women's freedom is significantly impinged by the threat of male violence; it's not just those women who fall victim to actual violence that are affected. High rates of violence against women affect all women because all women live with a certain amount of fear and restrictions on their actions. It is never a woman's responsibility to prevent violence from being perpetrated against her. Though making smart decisions regarding our safety is everyone's responsibility, we need to put more energy into working with young men so they become allies and not potential abusers.

### Exercise: Sentence Completion

The goal of this exercise is to **discuss how gender stereotypes limit behavior**. It also helps students **explore who they believe does the limiting** (e.g., the media, their peers, their family, members of the opposite sex). The hopeful outcome of this exercise is that students will feel as though their behaviors need not be dictated by the beliefs of others.

#### Directions:

- Hand out the relevant worksheet to each of your students (**worksheet 2 on page 39**) and ask the students not to write their names on them. There is also an example worksheet for the educator below.
- When everybody has a worksheet, ask the boys to fill out only the male section and the girls to fill out only the female section.
- After everybody is finished, you can either ask them to share their responses with the class or you can collect and redistribute all the responses, which again, should be anonymous.
- Ask the students to identify patterns of dissimilarity or similarity in the ways they completed the sentences (e.g., “most of the boys’ responses talk about a need to be tough and not show emotions”).
- Then ask them whether boys as a group and girls as a group respond in similar ways? Do the responses to any given question seem to reflect a limited set of choices? Are boys or girls limited in how they behave? If so, who does the limiting?
- Note: You may choose to have each student fill out the entire worksheet, collect and redistribute the worksheets, and have the students guess the sex of the respondent. This becomes a slightly different activity, but it may prove useful for your students.

### Males' statements:

1. The best thing about being a boy is\_\_\_\_\_.
2. A boy would never let a girl see him\_\_\_\_\_.
3. Boys would reject another boy if\_\_\_\_\_.
4. A boy would be praised by his parents if he\_\_\_\_\_.
5. Boys can't\_\_\_\_\_.
6. The parents of a boy let him\_\_\_\_\_.
7. Boys get embarrassed when they\_\_\_\_\_.
8. Parents expect boys to\_\_\_\_\_.
9. Boys are allowed to\_\_\_\_\_.
10. Girls really want boys to\_\_\_\_\_.
11. Boys don't like\_\_\_\_\_.

### Females' statements:

1. The best thing about being a girl is\_\_\_\_\_.
2. A girl would never let a boy see her\_\_\_\_\_.
3. Girls would reject another girl if\_\_\_\_\_.
4. A girl would be praised by her parents if she\_\_\_\_\_.
5. Girls can't\_\_\_\_\_.
6. The parents of a girl let her\_\_\_\_\_.
7. Girls get embarrassed when they\_\_\_\_\_.
8. Parents expect girls to\_\_\_\_\_.
9. Girls are allowed to\_\_\_\_\_.
10. Boys really want girls to\_\_\_\_\_.
11. Girls don't like\_\_\_\_\_.

### Exercise: What Do You Think?

The goals of this activity are (1) for students to explore **why they accept or reject how people behave in certain situations and how gender plays a role in this acceptance or rejection** and (2) to help students notice **how gender stereotypes are related to their acceptance or rejection of certain behaviors**.

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**Directions:**

- Ask the students to respond to a variety of situations for each gender as set forth in the sentences below (e.g., a woman who wins a bodybuilding contest, a man who wins a bodybuilding contest, and so on). It is not necessary to discuss all of them.

**What do you think about...**

- A man who is very muscular and wins a bodybuilding contest?
- A man who hugs his friend, another man, when they run into each other on the street?
- A man who lets a woman drive a car for him?
- A man who is a stay-at-home dad?
- A man who gets a girl drunk in order to take her home and have sex with her?
- A man who flirts with women at a bar so they buy him drinks?
- A man who starts a fight because another man called him a pussy?
- Two men who are sitting on a couch crying together?
- A man who is playing with children in a park?
- A man who joins the military during wartime?
- A man shooting a gun at another man?
- A man who frequents strip clubs?
- A player on the losing football team who cries at the end of the game?
- A man who wears an apron in his kitchen?
- A man driving an expensive sports car?
- A man who purchases sex from a person in prostitution?

**What do you think about...**

- A woman who is very muscular and wins a bodybuilding contest?
- A woman who hugs her friend, another woman, when they run into each other on the street?
- A woman who lets a man drive a car for her?
- A woman who is a stay-at-home mom?
- A woman who gets a man drunk in order to take him home and have sex with him?
- A woman who flirts with men at a bar so they buy her drinks?
- A woman who starts a fight because another woman called her a bitch?
- Two women who are sitting on the couch crying together?
- A woman who is playing with children in a park?
- A woman who joins the military during wartime?
- A woman shooting a gun at another woman?
- A woman who frequents strip clubs?
- A player on the losing softball team who cries at the end of the game?
- A woman who wears an apron in her kitchen?
- A woman driving an expensive sports car?
- A woman who purchases sex from a person in prostitution?

**Directions Continued:**

- After the students have had a chance to discuss some of the sentences, highlight a few examples and ask the following:

- *According to gender stereotypes*, is it okay or not okay for men/women (whichever is appropriate for the particular scenario) to do this activity or demonstrate this behavior?
- *According to gender stereotypes*, are there some behaviors that either prove or lead you to question a woman's femininity/man's masculinity (again, whichever is appropriate)?
- *According to your own opinion*, is it okay or not okay in general for women or men to do this activity or demonstrate this behavior? Why do you feel that way?
- *According to your own opinion*, are there some behaviors that either prove or lead you to question a woman's femininity/man's masculinity, or would you react the same way to some or all of the behaviors on the list, regardless of the gender of the person behaving that way? Why?

## Exercise: Gender and Language

The language students use and hear is often filled with hidden assumptions about sex roles. You can help them uncover and analyze these hidden assumptions. The goals of this activity are that

- Students become confused by the use of an “opposite-gender pronoun” and thus **aware of the hidden bias or stereotyping inherent in language**.
- Students become **aware that sex-role stereotyping is used in everyday conversation**.
- Students see **how they can be restricted by language that embodies gender-role stereotypes**, as well as the ways they may unintentionally restrict each other's behavior.

### Directions:

- Throughout the class day, read all instructions, descriptions, and announcements out loud with the “opposite” pronoun. For example, you might say:
  - “He is pretty.”
  - “Uncle Henry had a baby.”
  - “The surgeon made her first incision.”
  - “The babysitter raised his voice.”
- While the sentences are grammatically correct, they may be confusing to some students because of the apparent disagreement of noun and pronoun. In order to help the students understand that this is clearly an effect of sex-role stereotyping, ask them why the sentences sound funny to them?
- At another time, read announcements, descriptions, or instructions using only female pronouns, even though the information refers to both sexes. The boys may feel excluded or assume that the information does not pertain to them. Discuss this with them in the context of other information or announcements that only use the male pronoun to refer to both sexes; ask them how the announcements made them feel and why, and what insights this gives them about how women and girls may feel when they hear the male pronoun used to refer to both sexes?

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## Exercise: Definitions—The Words We Use

The goals of this activity are for students (1) to **explore their pre-existing knowledge of the sex trade** and (2) to **learn the definitions of terms associated with the sex trade**, enabling them to discuss the topics further.

### Directions for Step 1:

- Have your students break up into groups of five or six and give each group a large piece of poster paper.
- Tell each group to use the paper to come up with definitions to the following terms: *sexual exploitation*, *prostitution*, *pimping*, and *human trafficking*.
- Allow each group 15-20 minutes to create their definitions.
- When everybody is finished, go around the room and have each group present their definitions. Take time to discuss the similarities and differences between the various definitions.
- Then present the given definitions and brief background information (set forth below) to the class after all the groups have shared. Use this as an opportunity to discuss any or all of these terms in greater detail.

### **Sexual Exploitation**

Definition: The abuse of power or social position to make money by harming someone sexually; it includes pimping, sex trafficking, pornography, and other adult entertainment.

Brief background information:

- It is important to remember that people in prostitution—including people in street or brothel prostitution, escort services, pornography, and strip clubs—are usually being exploited by a pimp or other sex trafficker.
- Pimps and other sex traffickers control people in prostitution through threats and abuse and take all or most of the money they earn.

### **Prostitution**

Definition: Engaging in or offering to engage in a sexual act in exchange for something of value, such as money, drugs, clothing, or shelter.

Brief background information:

- In the US, the average age of entry into prostitution is 12-14 years old, and life expectancy is just 7 years after entry.
- Most prostituted people were sexually abused or assaulted before entering prostitution.
- Ninety percent of prostituted people in Chicago say they want to get out of prostitution immediately.
- The vast majority of people in prostitution have pimps or other sex traffickers who take all or most of the money they earn and often physically and sexually abuse them.

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## Human Trafficking

Definition: Forcing, coercing, or deceiving people into labor or commercial sex. A trafficking victim is a person who believes she or he would experience serious harm if she or he tried to leave a labor or commercial sex situation. (Note: anyone under 18 who is engaging in commercial sex is also considered a trafficking victim; it is not necessary to prove force, coercion, deception, or fear of serious harm.) Human trafficking is broken into two categories: labor trafficking and sex trafficking. Pimping is a form of sex trafficking (see below).

Brief background information:

- Similar to slavery that existed in the US before the Civil War, human trafficking involves forcing other people to work for your own financial gain.
- It is often referred to as a form of modern-day slavery.
- There are approximately 27 million victims of human trafficking/modern-day slavery in the world today. This means that *more slaves exist today than at any other time in human history*.

## Pimping

Definition: Using power, control, trust, threats, force, or deception to prostitute someone for personal financial gain.

Brief background information:

- According to federal law, pimps are sex traffickers.
- The justice system has criminalized the violence, threats, and manipulation pimps employ to keep women and children under their control, and many pimps have gone to prison for 20 or more years for sex trafficking.

## Directions for Step 2:

Use the following questions to spark discussion with the students:

- What was the definition or background information that surprised you most? Why?
- Did this exercise change your perspective on any of the words you discussed—*sexual exploitation, prostitution, pimping, and human trafficking*? Why or why not?

## Exercise: The Role of the Media

The media plays a significant role in shaping the way we perceive and respond to violence against women. Although there is no proven causal relationship between media images and sexual violence, these images are nonetheless influential. While some movies and TV shows do depict the men committing violence against women as criminals and the women who are victimized as survivors, the majority of media images and stories are not so accurate. This leads us to ask a very important question: **do mass media images of women and girls support prostitution and violence against them?**



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### Directions for Step 1:

Make copies of this activity (**worksheet 3 on page 40**) and have your students answer the questions (which are also set forth below):

1. Name a television show or movie where a man hired a woman in an employment setting based solely on her looks.
2. Name a television show or movie where a woman was the victim of domestic violence, but the man was portrayed as "just being a man."
3. Name a television show or movie where a woman was the victim of sexual harassment in her place of employment, but no actions were taken against the man.
4. Name a television show or movie where a woman was called a bitch, slut, or whore.
5. Name a television show or movie where a man whistled at, yelled at, or grabbed a woman in public.
6. Name a television show or movie where a man raped a woman and got away with it.
7. Name a movie with a scene that mixes erotic images with violence against a woman.
8. Name a television show or movie where people in prostitution are seen as criminals.
9. Name a television show or movie where rape or another form of sexual exploitation occurred, and you felt the director used the depiction of sexual violence to communicate a positive message about women's rights.
10. Name a celebrity (actor, rapper, or athlete) who has been convicted of sexual assault.
11. Name a celebrity (actor, rapper, or athlete) who has admitted to being a "pimp."
12. Name a video game in which women or people in prostitution are beaten up or murdered.

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## Directions for Step 2:

After the students complete the worksheet, discuss the following questions with them:

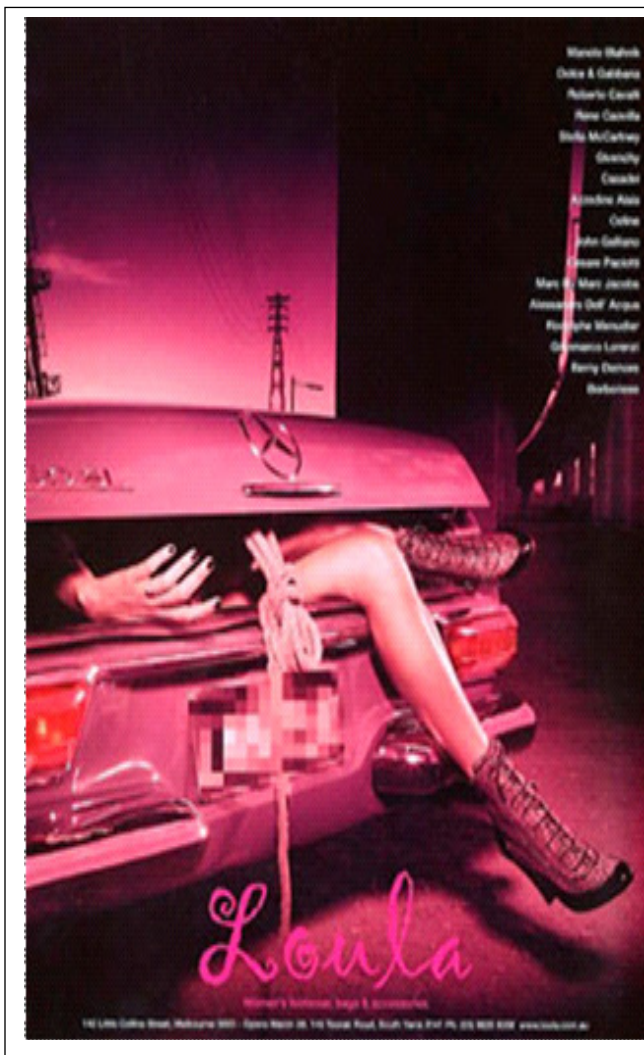
- What are the messages of these television shows and movies—are they saying violence against women is erotic, normal, or entertaining, or are they portraying violence against women as bad in some way?
- How often do these depictions in television shows and movie scenes happen in real life?
- Do the frequent movie and TV depictions of images such as the ones described in the exercise cause more violence against women and girls? Do they make people think violence against women and girls is normal or okay?
- Do these depictions indicate a problem within our society that must be dealt with? Why, or why not?

## Exercise: Advertising Without Sex

The average American views 3,000 advertisements a day. These repetitious images often normalize sexism and men's violence against women. Passive, vulnerable, and dehumanizing images of women in many ads reinforce women's second-class status and normalize the attitude that objectification, domestic violence, rape, and prostitution are inevitable and acceptable.

**Directions for Step 1:** Copy the images below for your students and ask them the following questions for each ad.

- What do you see in this ad? What messages do you perceive?
- What do you believe this ad is trying to sell?
- What is the ad using to try to sell this product? A stereotype? A desire the advertisers assume the consumer has? An assumption about a belief the consumer has?
- How does this ad normalize, justify, or eroticize violence against women?



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Below is a series of ads that are less obviously violent toward women. Pick five or more ads and, for each ad, ask the students the following questions:

- What do you see in this ad? What message do you perceive?
- What do you believe this ad is trying to sell?
- What is the ad using to try to sell this product? A gender stereotype? A desire or belief the advertisers assume the consumer has?
- How, if at all, does this ad normalize, justify, or eroticize the following:
  - Violence against women?
  - Objectification of women?
  - Women as submissive to men/men as the ones in control?
  - Women as the primary ones who take care of the home, or women in confined traditional gender roles?
  - Women as primarily sexual beings without other more important assets?
  - Women as unintelligent?
  - Women as unimportant?
  - Women as willing to exchange themselves or their bodies for material things?
  - Women as having low self-esteem?
  - Women as annoying?
  - Other ways of disrespecting women and/or placing men in charge?
- Pick a few of the ads and ask the students to imagine the man in the woman's role and the woman in the man's role (e.g., what if an ad, instead of showing a man blowing smoke in a woman's face, showed a woman blowing smoke in a man's face, with the caption "blow it in his face, and he'll follow you anywhere"?).
- Ask the students,
  - How would you react to an ad like that?
  - Would the advertisers be as effective at selling their product with an ad where the gender roles are switched?
  - What does your reaction tell you about gender stereotypes or expectations in our society? What does it tell you about gender boxes?

**Blow in her face and she'll follow you anywhere.**

Hit her with tangy Tipalet Cherry. Or rich, grape-y Tipalet Burgundy. Or luscious Tipalet Blueberry. It's Wild! Tipalet. It's new. Different. Delicious in taste and in aroma. A puff in her direction and she'll follow you, anywhere. Oh yes... you get smoking satisfaction without inhaling smoke.

Smokers of America, do yourself a flavor. Make your next cigarette a **Tipalet.**

**AT LAST!**

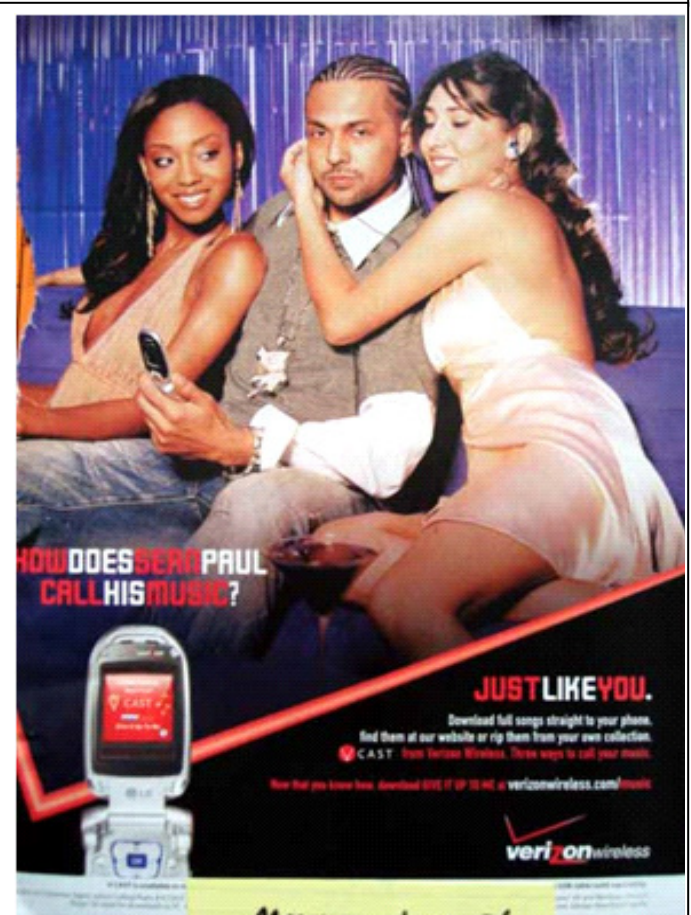
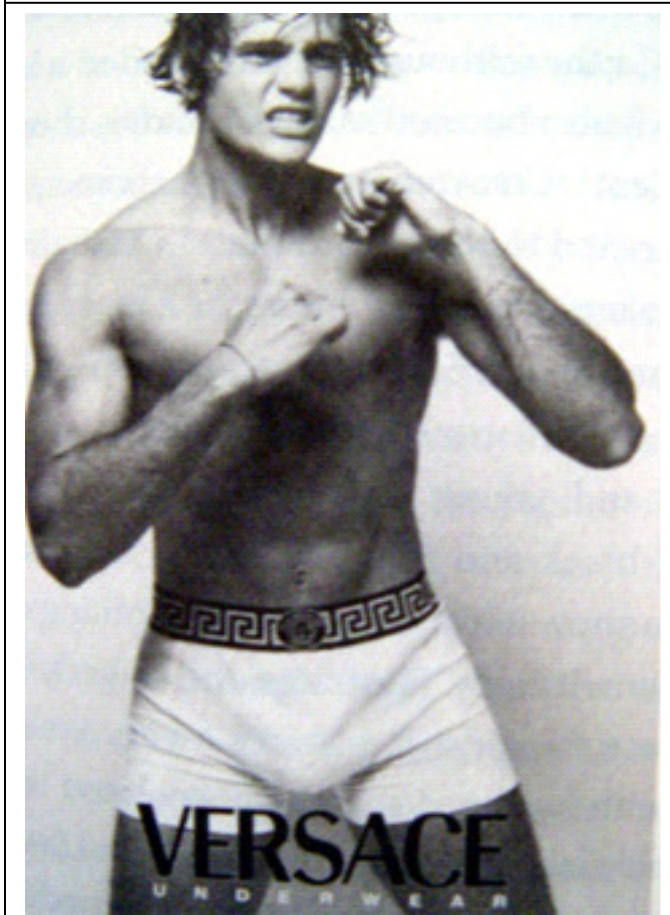
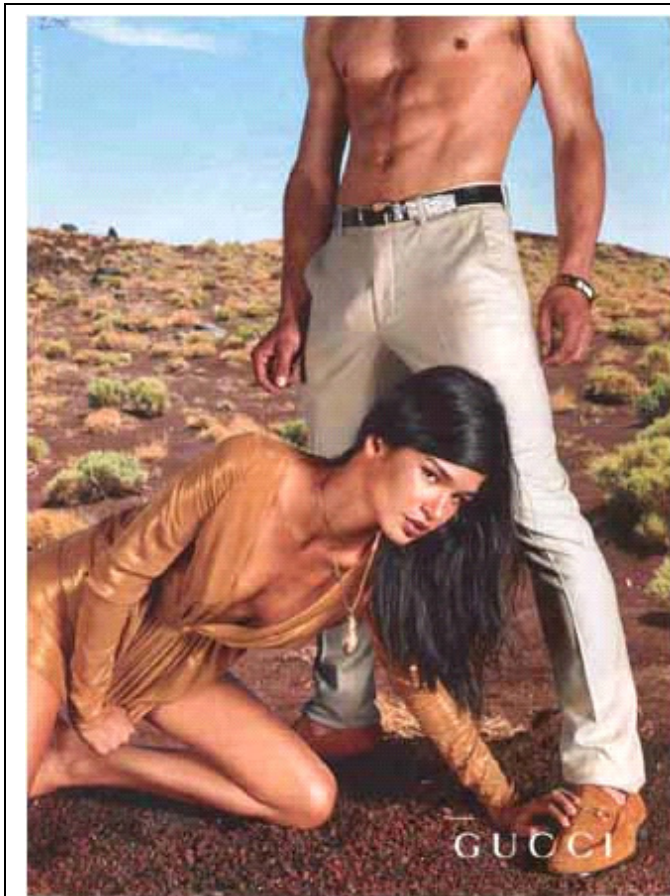
**GEOMETRIC PRINCIPLES OF THE WEDDING NIGHT.**

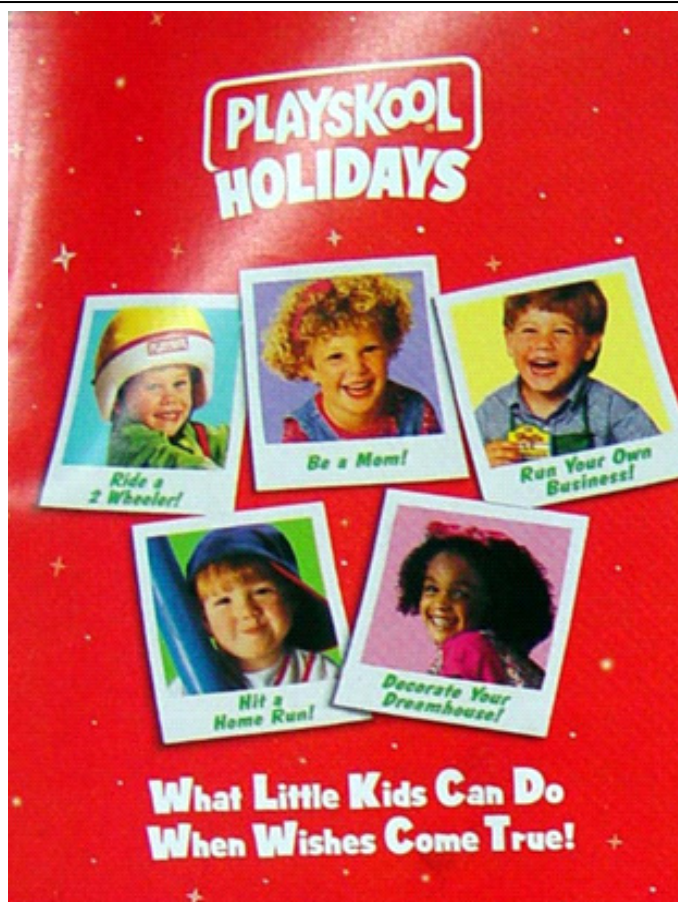
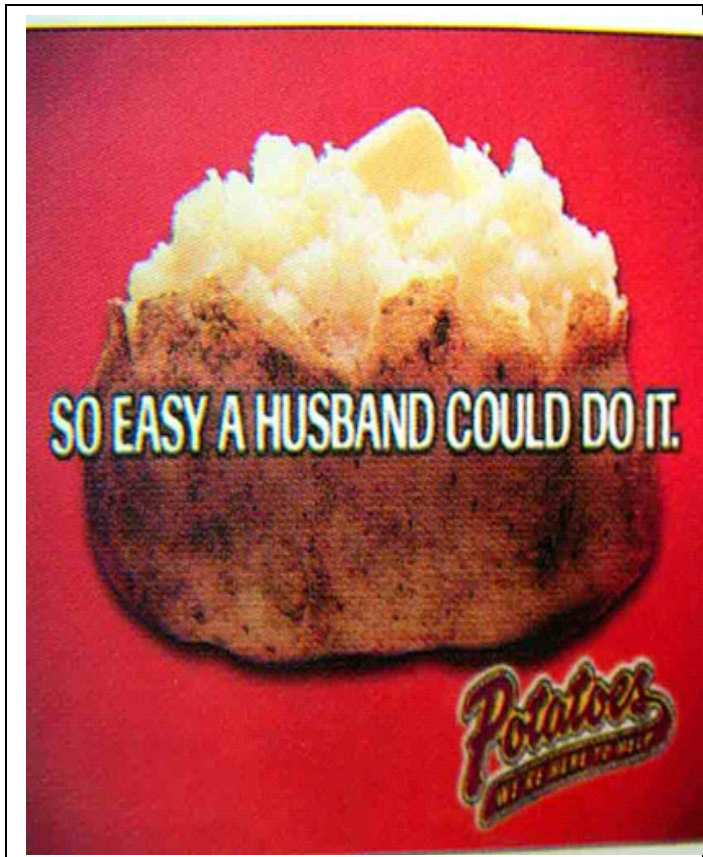
The first night as a married couple. The very beginning of the entire wedding process. How will you mark this great occasion? WeddingNetwork.com. We'll help you plan and keep track of everything from your engagement to your celebration to even your honeymoon arrangements. We're also the official online gift registry of Modern Bride. [www.WeddingNetwork.com](http://www.WeddingNetwork.com). Smart wedding tools, creative ideas and intelligent answers.

**TURN A TICKET INTO A WARNING.**

**LYCRAPOWER X-BRA**

**THE ULTIMATE ADJUSTABLE PUSH-UP BRA**





**THE AVERAGE WOMAN  
SPEAKS 10,000 WORDS  
IN A DAY.  
ROUGHLY 9,950 TOO MANY.**

**LIVE BIG.**

▲ Ad appearing in *The Onion* for Moosehead Lager; Moosehead Breweries Limited, 89 Main St. West, Saint John, NB, E2M 3H2, Canada; (877) 888-2337; [consumerinquiries@moosehead.ca](mailto:consumerinquiries@moosehead.ca)

Christina Aguilera

**SKECHERS FOOTWEAR**

Christina Aguilera

**SKECHERS FOOTWEAR**

Christina Aguilera

**The wife.**

**The mistress!**

sometimes ya gotta cheat.

**CODE BREAKER**  
Solving puzzles for Xbox and GameCube

**CHEATING MADE EASY.**

Available for Platform Connectivity, Advance and GamePlay Cards.  
Solving puzzles for Xbox and GameCube.

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Code Breaker is a registered trademark of Felician Accessories. Felician and the Felician logo are registered trademarks. PlayStation 4/5/6/8/9, The are registered trademarks of Sony Computer Entertainment Inc. Game-Cube, Game Boy Advance and Game Boy Color are trademarks of Nintendo.



## Directions for Step 2:

Ask the students if they think it is possible to create a fashion magazine where degradation of women isn't used to sell the product.

- Have your students create an ad for women's fashion; this can include shoes, any type of clothing, perfume, sunglasses, purses, or accessories. The goal is to create an interesting, catchy ad that has no images that objectify women or that depict disrespect or violence toward women.
- After your students finish their ads, have them present them to the class.
- First have the class guess what the ad is trying to sell; next have them analyze the ad and discuss how the ad is effective without the use of objectification or violence.
- At the end of the activity, have the class vote for which ad is the most effective at making the class want to buy a product without using objectification or degradation of women.

## Exercise: Taking a Stand

Children, adolescents, and young adults are frequently exposed to misogynistic music, which can distort how they view women and sexuality. The lyrics of many popular songs and hyper-sexualized music videos can have a strong effect on how men and boys perceive women and what they come to expect from them in certain social situations, such as dating, parties, and relationships. Some women feel as though men expect them to act and behave the way the women do in many music videos.

Moreover, the idea of the pimp has permeated hip-hop culture and beyond—pimps, pimping, pimp juice, pimp paraphernalia such as goblets and canes (seen frequently in red-carpet shows and pre-award ceremonies), and the pimp lifestyle, ethos, and code of honor have been glamorized and idealized. The Oxford English Dictionary defines a pimp as “a man who controls prostitutes and arranges clients for them, taking part [or all] of their money in return.” This is not the type of person one would want as a role model for a child, but it is the type of man favorably portrayed in some (though not all) hip-hop songs and videos. Moreover, many music videos not only dehumanize and degrade women, they create stereotypes that perpetuate ongoing feelings of inequality between men and women. Songs and music videos both deliver and create a pervasive message that women are mere sex objects and/or possessions that have to be controlled.

In this activity, **students will think about their own views on popular music, especially hip-hop, and learn to think more critically about the messages contained therein.**

Selling girls from Eastern Europe or Thailand makes you a trafficker; selling American girls makes you a pimp and gets you a sneaker deal, a soft drink endorsement, and a Chrysler commercial. — Rachel Lloyd, about Snoop Dogg

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## Directions:

Make sure all students are sitting at their desks. Read the statements below aloud to the class one at a time. Instruct the students to stand up if they agree with the statement.

- Hip-hop is a creative art form and a form of expression.
- I enjoy listening to most hip-hop music.
- When I hear hip-hop, I pay more attention to the beat than to the lyrics.
- The lyrics in hip-hop are often degrading to women.
- Many hip-hop artists reinforce negative stereotypes about women.
- Hip-hop lyrics contain too many references to violence.
- Hip-hop lyrics often connect violence and sex.
- Women in hip-hop lyrics are often described as possessions of men.
- Hip-hop music as a whole is disrespectful towards women.
- Hip-hop music, like movies, is ultimately entertainment and should not be taken so seriously.
- Hip-hop music videos have too many negative images of women.
- Images in hip-hop music videos are usually an accurate depiction of the lyrics.
- Hip-hop artists often use the words "slut," "whore," or "ho" in their lyrics, but they're not trying to be disrespectful to women.
- Hip-hop music videos often show one man with many women; this isn't necessarily disrespectful to women.
- Hip-hop music videos often show one man with many women. This portrays an unequal relationship between the man and the women; it doesn't promote equality between men and women.
- Hip-hop music videos glamorize pimping and acting like a pimp.
- Music videos would not be as entertaining if there weren't half-naked women dancing around.

Now lead the students in a debate about the questions below (one at a time):

- Is it possible for hip-hop music and videos to be a creative art form and also be degrading to women?
- Is it possible for male hip-hop artists to use words like "slut," "whore," or "ho" without being disrespectful to women? Why or why not?
- Is it degrading to women to portray one man with many women giving him attention?
- Is it degrading to women to glamorize pimping and acting like a pimp?
- Does the way hip-hop artists portray women affect how men and women think about appropriate sexual or romantic relationships? How?
- Is the influence of hip-hop artists on how men and women think about appropriate sexual or romantic relationships good or bad?
- How, if at all, could hip-hop music and videos be changed to empower rather than degrade women?
- Is it important for hip-hop artists to change the way they depict women? Why or why not?
- If it is important for hip-hop artists to change how they depict women, how can hip-hop consumers influence them to do this?

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## Exercise: Song Lyrics

**A warning to educators:** This activity involves having students examine lyrics to songs that could be deemed offensive and inappropriate for classroom use. We included this activity for the following reasons: (1) the lyrics really capture all of the forms of hatred against women commonly found in hip-hop lyrics, and (2) young adults listen to 18.5 hours of music a week, meaning that music can be hugely influential in their lives. **The goal of this exercise is to provide students an opportunity to critically examine this music.**

### Directions for Step 1:

Have your students get into pairs and instruct each pair to write down 5-10 songs they believe are offensive to women. Next to each song, have them describe why they believe it is offensive. Some examples of songs may include the following:

- "Pimp Like Me" by D12
- "P.I.M.P." by 50 Cent
- "Sex Room" by Ludacris
- "Area Codes" by Ludacris
- "Like a Pimp" by David Banner

### Directions for Step 2:

The chorus is often the most memorable part of a song. The chorus of a hip-hop song is often referred to as "the hook." Continuing from part one of this exercise, have your students stay in the pairs they are already in but this time have them write down the choruses or "hooks" from two of the songs on their list. Then have them share with the class what they came up with. After each presentation, ask each pair the following questions:

- How did you remember the hook or chorus? What makes it easy to remember?
- What is the overall message of the hook or chorus?
- Does it objectify or disrespect women in any way? If so, how?
- Do you think people think about what the lyrics mean when they sing along with a song?
- Do you think degrading, objectifying, or otherwise disrespectful lyrics shape how we view women? How we view men?

## Exercise: Rappers as Pimps

### Directions for Step 1:

Read each statement aloud to the class and ask them whether they believe each is true or false.

- **True or false:** Rapper 50 Cent received a \$50 million Reebok sneaker deal after his song "P.I.M.P." was released.
- **True or false:** Snoop Dogg brought two girls on leashes to an MTV awards show in 2003.
- **True or false:** Rap artists Three 6 Mafia won an academy award for the song "It's Hard Out Here for a Pimp" in 2006.

- **True or false:** The December 2006 cover of Rolling Stone magazine featured Snoop Dogg in a Santa hat with the copy line reading “America’s Most Lovable Pimp.”
- **True or false:** At the 2003 MTV movie awards, Snoop Dogg and 50 Cent were joined on stage while singing “P.I.M.P.” by Don Magic Juan, a real-life former pimp who serves as an advisor and touring mate to Snoop Dogg.
- **True or false:** Pimp Juice, an energy drink promoted and marketed by rapper Nelly, can be purchased nationwide.
- **True or false:** *Lil' Pimp*, an animated feature film distributed by Sony Pictures, tells the story of a nine-year-old white boy who abandons his suburban enclave after he's introduced to the world of pimping by "master pimp" Fruit Juice and "working girl" Sweet Chiffon. The film features the voices of rappers Lil' Kim and Ludacris and makes pimping seem fun and harmless.

### Directions for Step 2:

- After reading all of these statements aloud, tell the students they are all true.
- Ask your students how each statement makes them feel.
- Do these statements make them feel differently about the hip-hop artists mentioned in the exercise?
- Why do they think the artists glamorize pimping?

### Exercise: Question the Message

The goal of this activity is to allow students to **discuss common misconceptions about prostitution** in a safe place, and to **provide them with information about the realities of sex trade.**

#### Directions for Step 1:

- Before beginning this exercise, it will be helpful for you to read the facts related to each statement.
  - Divide the room in half and designate one side as “agree” and the other as “disagree.”
  - Read the statements, one at a time, and ask your students to move to the side of the room that best reflects their reaction to each of the statements.
  - Once the students have settled on an opinion, ask a few students from each side of the room to explain their point of view.
  - You may wish place a line in the middle of the room and instruct students that their distance from the line should reflect the strength of their opinion.
1. “Most prostitutes are drug-addicted women who voluntarily engage in prostitution to support their drug habit.”
  2. “Most people involved in prostitution are there by choice.”
  3. “Prostitution mainly happens on the streets.”
  4. “Purchasing sex makes men feel happy and satisfied.”
  5. “Pimps offer women protection from the harms associated with the sex trade.”

6. "If a couple has sex following a date where the man paid, then it is a form of prostitution."
7. "Sexually transmitted diseases are the primary health issues associated with prostitution."
8. "Most people enter into prostitution as adults."
9. "People in prostitution can stop whenever they want."

**Directions for Step 2:**

- Tell the students that all the statements on the worksheet are actually false.
  - Read each statement again, one at a time, and this time read the facts that accompany each one.
  - Ask the students how this information does, or does not, change their opinions from earlier.
1. "Most prostitutes are drug-addicted women who voluntarily engage in prostitution to support their drug habit."
    - Drug and alcohol use often start or increase *after* a woman or girl gets involved in prostitution.
    - People in prostitution often use drugs as a way to numb the pain of engaging in prostitution. This pain often involves rape, beatings, extreme degradation by pimps and johns, incarceration, isolation from family and friends, and life-threatening illnesses.
    - Women involved in street-level prostitution in Chicago stated in a recent survey that they significantly increased their drug and alcohol usage *during* street prostitution.
    - Pimps force or coerce women and children to take drugs and become addicted so the pimps can use the drugs as a way to control the women and children.
  2. "Most people involved in prostitution are there by choice."
    - Pimps and other sex traffickers coerce and deceive young girls into the sex trade.
    - Studies that have addressed individuals' decisions to enter the sex trade have found that the most common reason people entered was to meet basic survival needs.
    - If prostitution were really about choice, then why do 92 percent of individuals in the sex trade want to escape immediately?
  3. "Prostitution mainly happens on the streets."
    - Only 10-20 percent of prostitution happens on the street.
    - In Chicago, 25-50 percent of women working as exotic dancers in strip clubs exchange sex for money or other items of value.
    - There are 1000-2000 women currently prostituting via escort services in Chicago.
    - Prostitution also occurs in massage parlors and hotels, at private parties, and through the Internet.
  4. "Purchasing sex makes men feel happy and satisfied."
    - A research study conducted by CAASE found that 40 percent of interviewees identified as being drunk or intoxicated the majority of the time they bought sex.
    - Most men surveyed said they felt bad after they purchased sex.

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- Common words used by interviewees to describe how they felt were “guilty,” “regretful,” “ashamed,” and “lonely.”
5. “Pimps offer women protection from the harms associated with the sex trade.”
    - Studies have shown that pimp-controlled girls and women suffer the same amount of or more violence than those without pimps.
    - One survey found that 82 percent of the prostituted individuals surveyed had been physically assaulted, and 83 percent had been threatened with a deadly weapon by a pimp or john.
    - Another study found that 78 percent of the prostituted women interviewed were raped on average 16 times a year by their pimps and 33 times a year by johns.
    - One study showed that 86 percent of women under the control of a pimp said they were physically abused by *their pimps*, and 50 percent of these women said their pimps assaulted them frequently or daily.
  6. “If a couple has sex following a date where the man paid, then it is a form of prostitution.”
    - Prostitution is the exchange of a sexual act for something of value, and it often involves force or coercion.
    - Healthy dating relationships are mutually consensual, and both parties are free to give and accept gifts without the expectation of anything in return.
  7. “Sexually transmitted diseases are the primary health issues associated with prostitution.”
    - Women in prostitution do indeed contract many STDs, including HIV/AIDS. However, they also suffer from other health problems, including exhaustion, frequent viral illnesses and vaginal infections, back aches, sleep deprivation, poor nutrition, severe depression, eating disorders, high rates of cervical cancer, high rates of suicide, premature death, and even traumatic brain injury from being beaten, kicked, or strangled or having their heads slammed into objects by pimps and johns.
  8. “Most people enter into prostitution as adults.”
    - The average age of entry into prostitution in the US is 12-14 years old.
    - In one study on homeless youth, researchers estimated that a total of 208,278 youth under the age of 18 not living in their own homes are being prostituted in the US.
  9. “People in prostitution can stop whenever they want.”
    - Research has found that 80-90 percent of all prostitution is pimp-controlled; this means that most people in prostitution are under the control of another person who is taking their money and threatening them to keep them from trying to leave.
    - Pimps use violence, threats, drugs, and manipulation to maintain their control, thus making it difficult for a person to leave prostitution.
    - Pimps keep prostituted women and children in virtual captivity by verbally and physically abusing them; keeping the money they earned; withholding food, shelter, and water; and threatening violence.

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# Resources

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## Online Curricula for Educators

### Units on Human Rights

**The Advocates for Human Rights:** Encourage Children to Become Human Rights Activists

[http://www.discoverhumanrights.org/Students\\_as\\_Human\\_Rights\\_Activists](http://www.discoverhumanrights.org/Students_as_Human_Rights_Activists)

This is an AMAZING website filled with lesson plans, fact sheets, quizzes, PowerPoint presentations, and newsletters! Click on "Our Educational Resources."

**Amnesty International USA:** Universal Declaration of Human Rights

<http://www.amnestyusa.org/human-rights/universal-declaration-of-human-rights/page.do?id=1031003>

Read through Amnesty International's list of human rights with your class and brainstorm instances in which the rights are upheld or ignored. Click on the "Human Rights" tab and view the topics at the bottom of the screen. Also click on "Women's Rights" and "Resources" for movies, online chat archives, and PDF fact sheets.

**Australian Human Rights Commission:** Youth Challenge—Teaching Human Rights and Responsibilities

<http://www.hreoc.gov.au/education/youthchallenge/unit1/teaching.html>

Human rights are about recognizing and respecting the inherent value and dignity of all people. Human-rights standards are contained in internationally agreed human-rights treaties and declarations. You can see how Australia compares to the US with regards to recognizing human rights. Click on the "Human Rights" tab.

**History of Human Rights Development:** The Eleanor Roosevelt Papers Project

<http://www.gwu.edu/~erpapers/humanrights/>

This project is dedicated to bringing Eleanor Roosevelt's writings (and radio and television appearances) on democracy and human rights to audiences as diverse as those she addressed. For timelines, lesson plans, and case studies, click on "Lesson Plans" and "Teaching Human Rights."

### Units on Human Trafficking

**PULSE: Human Trafficking:** <http://www.gng.org/pulse/fall2008/Human-Trafficking-LP.pdf>

This lesson plan presents information on human trafficking in order to facilitate a dialogue among high school students in the US about human trafficking. It also strives to present human trafficking as an issue that directly affects the US and its citizens. This is a PDF, so just scroll down to find activities.



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**Slavery Map:** <http://www.slaverymap.org/>

Slavery Map records and displays instances of human trafficking across the globe. Whether you find such instances hidden in your hometown or covered in the *New York Times*, report them on this map for people everywhere to see. Click on an orange icon on the map to read about a trafficking case in that area. You can zoom in and out to change your search.

**Start Freedom:** <http://www.stopthetraffik.org/startfreedom/>

Start Freedom is a global campaign that teaches schools and young people to help raise awareness about human trafficking and to realize their power to make a difference. This is a great website, complete with fact sheets for students, teacher resources, and a full PowerPoint presentation on human trafficking. Once at the website, you must join to receive full access (it is free). Click on the "Resource" tab and select lesson plans for 12- to 14-year-olds or 15- to 18-year-olds.

### Units on Gender

**Media Awareness Network:** <http://www.tc.umn.edu/~rbeach/linksteachingmedia/chapter5/index.htm>

This lesson plan teaches students in grades 11 and 12 about the ways male violence is used and promoted in advertising. It is a great website for guided discussions, media pictures, and activity ideas. Click on "[5.8] Studying Representations of Social Types and Groups," "[5.8a] Representations of Femininity," and "[5.8b] Representations of Masculinity."

**Media Watch:** <http://www.mediawatch.com/welcome.html>

Media Watch's goal is to challenge abusive stereotypes and other biased images commonly found in the media. The organization, which began in 1984, distributes educational videos, media literacy information, and newsletters to help create more informed consumers of the mass media. Use the remote control on the left side of the screen to navigate the site. Click on the archives and select categories on the right. Also, from the home page, click on "Multimedia" for radio interviews to play in class.

**Men Can Stop Rape:** <http://www.mencanstoprape.org/index.htm>

An international organization that mobilizes men to use their strengths to create cultures free from violence, especially men's violence against women. MCSR provides agencies, schools, and organizations with direct services for youth, public-service messaging, and leadership training. This organization works to institutionalize the prevention of men's violence against women through sustained initiatives that generate positive measurable outcomes in populations throughout the world. Click on "Resources," then "Free Educational Handouts" at the top of the page. Click on "Trainings and Workshops" to learn how to create a campus program.

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## Recommended Books

### ***Runaway: Diary of a Street Kid*** by Evelyn Lau

At the age of six, Evelyn Lau already knew what she wanted from life—to be a writer. Frustrated and discouraged by her parents who forbade her to “waste” valuable study time writing, Evelyn ran away at the age of 14. Seduced by the freedom and independence that life on the streets of Vancouver seemed to offer, she was soon trapped in a downward spiral of drug addiction and prostitution. During her two harrowing years on the street, Lau's writing ambition never left her; almost obsessively, she kept a written record of her days on the street, which she eventually turned into this book. Tragic, sometimes infuriating, but always honest and inspired, *Runaway* makes no apologies, passes no judgments, and offers no trite moral-of-the-story solutions. The result is a raw and vivid portrait of the life of a street kid.

### ***Sold*** by Patricia McCormick

Lakshmi is a 13-year-old girl who lives with her family in a small hut in the mountains of Nepal. Her family is desperately poor, but her life is full of simple pleasures, like raising her black-and-white speckled goat and having her mother brush her hair by the light of an oil lamp. But when the harsh Himalayan monsoons wash away all that remains of the family's crops, Lakshmi's stepfather says she must leave home and take a job to support her family. He introduces her to a glamorous stranger who tells her she will find her a job as a maid working for a wealthy woman in the city. Glad to be able to help, Lakshmi undertakes the long journey to India and arrives at “Happiness House” full of hope. But she soon learns the unthinkable truth: she has been sold into prostitution.

### ***Taken*** by Edward Bloor

By 2035, the rich have gotten richer, the poor have gotten poorer, and kidnapping has become a major growth industry in the United States. The children of privilege live in secure gated communities and are escorted to and from school by armed guards. But the security around Charity Meyers has broken down. On New Year's morning, she wakes and finds herself alone, strapped to a stretcher, in an ambulance that's not moving. She is amazingly calm—kids in her neighborhood have been well trained in kidnapping protocol. And if this were a normal kidnapping, Charity would be fine. But as the hours of her imprisonment tick by, Charity realizes there is nothing normal about what's going on here. No training could prepare her for what her kidnappers really want...and worse, whom they turn out to be.

### ***Children in the Game*** by Ross MacInnes

This is not a book you're going to curl up with for pleasure in front of the fire, but it is a vital read nonetheless. As Bill Kurtis of A&E's *Investigative Reports* notes, "*Children in the Game* provides a revealing look at how these pimps operate, the destruction they can cause and what you need to do to protect your child."

### ***Listening to Olivia: Violence, Poverty and Prostitution*** By Jodi Raphael

For 19 years, Olivia lived the shadowy life of stripper, streetwalker, and heroin addict on the fringes of society. Leaving a troubled home at 16 to land a seemingly glamorous job at a Chicago strip

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club, she became trapped in a web of prostitution and drug addiction that eventually forced her onto the streets and into a world of hardship at the hands of abusive men. But Olivia, a resourceful, vibrant woman of color, ultimately escaped the prostitution lifestyle and is now director of addiction services at a community counseling program, working to support drug-dependent women. Olivia's story gives a human face to the overwhelmingly low-income, non-white, and unempowered young women in prostitution today. Combined with a wealth of new findings, this gripping and accessible study challenges the academy, the legal system, and society as a whole to wake up and listen to women like Olivia.

***Henderson the Rain King*** by Saul Bellow

Henderson, a troubled middle-aged man, decides to go to Africa to escape the complications and sadness that plague him at home. Henderson, a large man, often bumbling and loud, with an imposing physical appearance, came from a distinguished family, and his father, a famous author, left him \$3 million when he died. A World War II veteran and pig farmer, Henderson has a secret desire to become a doctor, a desire at which his first wife laughs derisively. It is a good read for analyzing gender roles and social pressures.

***Gender Outlaw: On Men, Women, and the Rest of Us*** by Kate Bornstein

"I know I'm not a man...and I've come to the conclusion that I'm probably not a woman either. The trouble is, we are living in a world that insists we be one or the other." *Gender Outlaw* is the work of a woman who has been through significant changes—she is a former heterosexual male, a one-time Scientologist and IBM salesperson, and now a lesbian writer and actress who makes regular rounds on the TV talk shows. In her book, Bornstein covers the "mechanics" of her surgery, discusses everything you've always wanted to know about gender (but were too confused to ask), addresses the place and politics of the transgendered, and interrogates the questions of those who give the subject little thought, creating questions of her own. She takes on various communities—gay, lesbian, straight, S/M, and transgender, along with society at large—and through her witty, incisive observations offers the foundation of a radical new politics of sexuality and gender. Note to educators: this book may be a little racy!

***Deconstructing Tyrone: A New Look at Black Masculinity in the Hip-Hop Generation*** by Natalie Hopkinson and Natalie Y. Moore

This is a superb, thorough, and intellectually honest examination of the present-day African American male. Leaving no stone unturned, the authors assess how such phenomena as homophobia, the incarceration rate, brothers on the down-low, abandonment by "baby-daddies," the rise of "gangsta" rap, academic underachievement, and chronic underemployment have contributed to what they see as an unfortunate schism between brothers and sisters.

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## Recommended Movies

### ***Not for Sale***

This documentary, based on the book *Not For Sale* by David Batstone, covers what modern-day abolitionists are doing to fight the rampant terrors of human trafficking in the US and abroad. Traveling over 120,000 miles across five continents, producer and director Robert Marcarelli and his film crew gathered undercover footage on this billion-dollar industry and interviewed the heroes that are determined to see it end. Not only does the film expose harsh realities, but it also breathes new hope into the issue by documenting the valiant work of contemporary emancipators and the practical steps they've taken to mount an anti-slavery movement. Stories are told by the people who have lived them, and these compelling accounts aim to inspire individuals to practical action. It's time the world knew the realities of slavery. It's time to spread the word that a new era for abolitionists is at hand.

### ***Tough Guise: Violence, Media, and the Crisis in Masculinity***

This 1999 video features Jackson Katz, one of America's leading experts on violence, media, and masculinity, and examines the relationship between images in popular culture and the social construction of male identities in the United States, a process in which media messages play a large role. The video identifies several cultural developments in the last 30 years that are partly responsible for the current levels of date rape, domestic violence, and school shootings. The *Wizard of Oz* is cited as a metaphor of how men wear a mask that is a disguise of toughness—i.e., a tough guise. This is a great movie for examining masculinity and gender roles.

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# Worksheets

**Worksheet 1: The Gender Box**

<b>What young women should look like</b>	<b>What young men should look like</b>
1.	1.
2.	2.
3.	3.
4.	4.
<b>What young women's role should be and how they should act</b>	<b>What young men's role should be and how they should act</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
<b>Put-downs used when young women don't fit the normal stereotypes</b>	<b>Put-down used when young men don't fit the normal stereotypes</b>
1.	1.
2.	2.
3.	3.

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## Worksheet 2: Sentence Completion

### Males' statements:

1. The best thing about being a boy is\_\_\_\_\_.
2. A boy would never let a girl see him\_\_\_\_\_.
3. Boys would reject another boy if\_\_\_\_\_.
4. A boy would be praised by his parents if he\_\_\_\_\_.
5. Boys can't\_\_\_\_\_.
6. The parents of a boy let him\_\_\_\_\_.
7. Boys get embarrassed when they\_\_\_\_\_.
8. Parents expect boys to\_\_\_\_\_.
9. Boys are allowed to\_\_\_\_\_.
10. Girls really want boys to\_\_\_\_\_.
11. Boys don't like\_\_\_\_\_.

### Females' statements:

1. The best thing about being a girl is\_\_\_\_\_.
2. A girl would never let a boy see her\_\_\_\_\_.
3. Girls would reject another girl if\_\_\_\_\_.
4. A girl would be praised by her parents if she\_\_\_\_\_.
5. Girls can't\_\_\_\_\_.
6. The parents of a girl let her\_\_\_\_\_.
7. Girls get embarrassed when they\_\_\_\_\_.
8. Parents expect girls to\_\_\_\_\_.
9. Girls are allowed to\_\_\_\_\_.
10. Boys really want girls to\_\_\_\_\_.
11. Girls don't like\_\_\_\_\_.

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### Worksheet 3: The Role of the Media

1. Name a television show or movie where a man hired a woman in an employment setting based solely on her looks.
2. Name a television show or movie where a woman was the victim of domestic violence, but the man was portrayed as "just being a man."
3. Name a television show or movie where a woman was the victim of sexual harassment in her place of employment, but no actions were taken against the man.
4. Name a television show or movie where a woman was called a bitch, slut, or whore.
5. Name a television show or movie where a man whistled at, yelled at, or grabbed a woman in public.
6. Name a television show or movie where a man raped a woman and got away with it.
7. Name a movie with a scene that mixes erotic images with violence against a woman.
8. Name a television show or movie where people in prostitution are seen as criminals.
9. Name a television show or movie where rape or another form of sexual exploitation occurred, and you felt the director used the depiction of sexual violence to communicate a positive message about women's rights.
10. Name a celebrity (actor, rapper, or athlete) who has been convicted of sexual assault.
11. Name a celebrity (actor, rapper, or athlete) who has admitted to being a "pimp."
12. Name a video game in which women or people in prostitution are beaten up or murdered.