

# Maine Boys to Men

## Reducing Sexism and Violence Program – Middle School (RSVP-MS)

### Seventh Grade Curriculum

### Module 2

**Module Time:** 60 Minutes

**Materials:**

- Curriculum: Module 2
- AV Equipment / Adaptors
- Module 2 Slide Show (7<sup>th</sup> Grade)
- Flipchart and markers
- Computer with Internet Access
- Video Display Source
- Dry Erase Markers *(If applicable)*
- “The Importance of Empathy” Video Clip
- “Tea and Consent (Clean)” Video Clip
- Affirmative Consent: GEAR Handout

**Objectives:**

1. Define empathy and identify strategies individuals can use to build or improve their skills in empathizing with others.
2. Define affirmative consent and identify the conditions necessary for consent to be present between individuals who are physically engaging with each other.
3. Apply strategies of empathy when practicing consent and consider how others feel when consent is communicated clearly versus when consent is absent.

### Module 2 Overview

<b>2.1 - Introduction</b>	5 min
<b>2.2 - Mirror, Mirror</b>	5 min
<b>2.3 - Video Clip: The Importance of Empathy</b>	10 min
<b>2.4 - Introducing Affirmative Consent</b>	5 min
<b>2.5 - Wave, Handshake, Hug</b>	10 min
<b>2.6 - Video Clip: Tea and Consent</b>	5 min
<b>2.7 - Affirmative Consent: GEAR</b>	10 min
<b>2.8 - Closing</b>	5 min

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## 2.1 Introduction

<b>Objectives:</b> 1. Re-introduce self and the program. 2. Remind students of the safety and support resources referred to in Module 1. 3. Review the goals for Module 2.	<b>Required Time:</b> <b>5 minutes</b>
	<b>Materials</b> • Module 2 Slides #1 - #4

1. The room will have already been set up to accommodate seating, flip chart use, technology needs, etc..
2. **Display SLIDE 1** followed by **Slide 2**. Briefly begin by re-introducing yourselves and any other adults present in the room. Remind students of the purpose of the MB2M 7<sup>th</sup> grade program and why they are gathered for this module.
3. Remind students of the safety and support resources referred to in Module 1. Take a minute to ask if there are any questions or concerns the participants may have from the last session. Any issues not addressed should be recorded on the flip chart or erase board and returned to when time allows.
4. **Display SLIDE 3: “Today’s Agenda”**. Share with students that today’s module focuses on two themes: empathy and consent. Remind students that the first module focused on safety and support and recognizing stereotypes using the gender box exercise.
5. **Display SLIDE 4: “Goals for Today”**. Read through the goals as below. Summarize that how today’s activities are aimed to give students an opportunity to spend some time considering their relationships and how they communicate with each other about personal boundaries.
  - Gain an understanding of empathy as an active process.
  - Gain an understanding of consent as a mutual agreement and process of communication.
  - Understand how to apply the practice of empathy and affirmative consent into your personal relationships.

## 2.2 Mirror, Mirror

### Objectives:

1. Introduce the concept of unconscious mechanisms of reacting to another person.
2. Encourage students to experience the effort necessary to engage and focus attentively on another's actions.

**Required Time:**  
**5 minutes**

### Materials

- Module 2 Slide #5

1. **Display SLIDE 5.** Introduce the session by reviewing the rules for the session's activity. Reframe from using the term 'empathy' or describing the purpose of the activity.
2. Demonstrate the activity with either the co-facilitator or, if necessary, another adult in the room. Stand face to face with one another. Describe and demonstrate how one person doing the actions can make certain motions while the other will follow along, doing exactly the same motions and acting like a mirror.
3. Following the demonstration, ask all students to find a partner and stand about 3 feet away, face to face. One person will be the "self" while the other is the mirror. During this activity the "self" will make movements and the mirror will make the same movements.
4. When students are pairing, if the group is an odd number, the facilitator should join the group as a participant in the activity so that no one is left without a partner. If there are any students being excluded, intervene quickly to partner students up. ***It is important that students are not forced to do activities that they are not comfortable with, so allow students to opt out if they indicate they are not comfortable.***
5. Before beginning, review with the students several things to keep in mind below:
  - The main role of the individual making the actions, or the "**self**," is to move slow and deliberate enough that the "**mirror**" can keep up. The person making the movements is not trying to trick or overcome the mirror's ability to follow along.
  - Together, the two are trying to make the best mirrored image possible.
6. After one minute of the activity, have students switch roles as self and mirror.
7. Take a minute to debrief from the exercise using questions such as:
  - Why do you think we did that?
  - How does this connect to understanding someone else's perspective?

## 2.3 “The Importance of Empathy” (Video Clip)

<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Define empathy.</li> <li>2. Understand the value and importance of empathy.</li> <li>3. Identify useful skills and techniques for practicing empathy.</li> </ol>	<div> <b>Required Time:</b>  <b>10 minutes</b> </div> <div> <b>Materials</b> <ul style="list-style-type: none"> <li>• Module 2 Slide #6</li> <li>• Flip Chart and markers</li> <li>• Computer with internet access</li> <li>• Video Display Source (Projection or Monitor)</li> <li>• AV equipment and adaptors</li> <li>• YouTube: “<a href="https://www.youtube.com/watch?v=UzPMMSKfKZQ">The Importance of Empathy</a>”  <a href="https://www.youtube.com/watch?v=UzPMMSKfKZQ">&lt;https://www.youtube.com/watch?v=UzPMMSKfKZQ&gt;</a> </li> </ul> </div>
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1. Required materials will need to be set up in advance and include access to a computer, Internet access, and a way of displaying the video. Mac users have the option of using Airplay; non-Mac users will need an adaptor to convert HDMI or VGA to the input on the computer. PC users will need an HDMI or VGA cord, depending on available ports.
2. Ask students if they can define the term empathy. Open the discussion to allow students to explore their ideas about empathy and come to an understanding of it as a group before moving on. Record the students’ consensus on the Flip Chart and show an example of the definition **on SLIDE 6**.
3. Ask the students to pay attention to the video that relates to empathy. Let them know that after the video, there will be a brief discussion to review some of the ideas presented. Play **Video Clip: “[The Importance of Empathy](https://www.youtube.com/watch?v=UzPMMSKfKZQ)”** [<https://www.youtube.com/watch?v=UzPMMSKfKZQ>](https://www.youtube.com/watch?v=UzPMMSKfKZQ)
4. After the video, facilitate a discussion on empathy among the students using the questions below. Include the bullets listed below in the discussion. Refer to the definition provided by the students earlier on the Flip Chart if relevant and use the Flip Chart to record key words from students’ correct responses to questions below.
  - “How does the “mirror” activity we did before the video relate to empathy? What did they say about that in the video?”
    - Our brains are wired to mirror the actions and feelings of others. The mirror activity is different than empathy because students were *consciously* mirroring each other, but we do it *unconsciously* all the time.
  - “What are the habits of empathy that were discussed in the video?”
    - Observe others around you (e.g., Ask people what kind of day they are having or how they are feeling);
    - Active Listening (e.g., Slow down and take a moment to understand the others statement; ask questions to further understand what they intended,

emotional state, what motivations led them to that view what brought them to their understanding of the world);

- Open Up and Share your own feelings and experiences.
  - *“How do we – or can we - practice those habits?”*
  - *“Why is it important to talk about, think about, or practice empathy?”*
    - To better understand that we all have shared experiences and feelings. If we don’t empathize with others we tend to label unfamiliar people as the other, problem, or enemy.
5. Ask students to share voluntarily an example of how someone else has been empathetic to them or they empathized with another person? What was the impact?

## 2.4 Introducing Affirmative Consent

### Objectives:

1. Gain a basic understanding of affirmative consent and how consent is communicated with others.
2. Establish the necessity of verbal communication when receiving consent from another person or providing consent to someone.

**Required Time:**  
**5 minutes**

### Materials

- Module 2 Slide #7
- Flip Chart and markers

1. Facilitate a discussion to explore student's knowledge and understanding of affirmative consent. Throughout the discussion, allow students to explore their ideas about consent. Once generated correctly by the group, record the specific definition of Affirmative Consent on the Flip Chart emphasizing the requirements that it is freely given, clear, verbal and enthusiastic. Specifically highlight the necessity for a verbal communication to be certain consent is given and explore what physical cues may look like.
2. Discussion questions are provided below:
  - *"Have students heard of the term consent, and, if so, how would you define it?"*  
Permission for something to happen or agreement to do something.
  - *"Does anyone want to take a shot at explaining what consent means in the context of interacting with another person?"*
  - *"Have students heard affirmative consent and, if so, how would you define it?"*  
Affirmative Consent relates specifically to sexual contact and is a clear, verbal, and enthusiastic "yes" that is freely given between two people regarding sexual conduct (e.g., physical touching).
3. **Display Slide 7: Affirmation Consent.** Recap for the students by summarizing that the **Affirmative Consent Standard** states that the person who initiates sexual contact must receive a VERBAL YES (affirmative consent) from the other person before engaging in any sexual activity -- and that consent must be ongoing throughout the sexual encounter. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

## 2.5 Wave / Handshake / Hug

### Objectives:

1. Demonstrate the complexities in communicating affirmative consent, particularly as it relates to nonverbal vs. verbal cues.
2. Gain an understanding of personal boundaries, as well as how others' boundaries may differ across circumstances.
3. Consider and reflect on physical touch/intimacy with others.

**Required Time:**  
**10 minutes**

### Materials

- Module 2 Slide #8

1. Introduce an activity by informing students they will continue exploring this idea of consent by practicing greeting each other. Acknowledge that many may know each other and may have already greeted each other today, but this activity is to help them see how it feels to think about it in a different way.
2. **Display Slide 8.** Engage the co-facilitator or other adult in the room to demonstrate several examples of the activity. Standing face to face with the other individual, tell students each individual will silently decide which one of the three ways they would like to interact with the other person, either-
  - wave--raise hand as if beginning to wave,
  - handshake--stick hand out, or,
  - hug--extend both arms as if going for a hug.
3. Demonstrate with several examples how if, the other person shows a different preference for greeting, the pair should proceed by using the greeting that has the least amount of physical contact.
4. Recognize how they greet each other will likely be different depending on who they are greeting. Remind students each student should stick to what feels comfortable to them, i.e., if someone extends their arms signaling a hug but the other student would rather shake hands, then shake hands.
5. Instruct the students to stand and circulate, greeting each other silently following 3 simple but important rules:
  - Be completely silent for the duration of the activity, using only non-verbal greetings.
  - Use only one of three greetings to greet each other - a wave, a handshake, or a hug.
  - Greet the other person with the greeting that involves the least amount of physical contact between the two greetings chosen.
6. Once two students have completed greeting each other, move on to the next person. After one minute, ask students to return to their seats.
7. Debrief from the exercise using the following questions to raise awareness on verbal versus non—verbal cues, respecting different personal boundaries, physical touch and affirmative consent.

- *“What are people’s initial reactions to doing this exercise?”*
- *“Why do you think we asked that you do the greeting that involved the least contact?”*
- *“What did you notice as you did the exercise?”*
- *“How does that exercise relate to the conversation that we had around consent?”*
- *“How did it feel if someone wanted a different greeting than you?”*
- *“Is it hard to tell someone you’re uncomfortable with something?”*
- *“How did it feel when someone else respected your boundaries?”*



## 2.6 "Tea and Consent (clean version)" (Video Clip)

### Objectives:

1. Understand how consent relates to various forms of agreement.
2. Further define what needs to be present for consent to be legitimate.

**Required Time:**  
**5 minutes**

### Materials

- Module 2 Slide #9
- Computer with internet access
- Video Display Source (Projection or Monitor)
- AV equipment and adaptors
- YouTube: "[Tea and Consent \(Clean Version\)](https://www.youtube.com/watch?v=fGoWLWS4-kU)"  
<<https://www.youtube.com/watch?v=fGoWLWS4-kU>>

1. Display **Slide 9**.
2. Ask the students to pay attention to the video on consent. Explain to students that this clip is going to refer to sex, but that consent is important for all forms of intimacy. Give them permission to laugh when it is funny, but to be respectful of the conversation by containing that laughter to brief moments. Let them know that after the video, there will be a brief discussion to review some of the ideas presented.
3. Play **Video Clip**: YouTube: "[Tea and Consent \(Clean Version\)](https://www.youtube.com/watch?v=fGoWLWS4-kU)"
4. If time remains, open discussion to students to share some thoughts on the video.

## 2.7 GEAR for Affirmative Consent

<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Define affirmative consent using GEAR acronym to outline consent's necessary components.</li> <li>2. Discuss the benefits of obtaining affirmative consent and the potential consequences of not practicing affirmative consent</li> </ol>	<div data-bbox="1023 273 1250 340"><b>Required Time:</b> <b>10 minutes</b></div> <div data-bbox="852 373 1427 525"> <b>Materials</b> <ul style="list-style-type: none"> <li>• Module 2 Slide #10</li> <li>• Flip Chart and markers</li> <li>• <a href="#">GEAR for Affirmative Consent Handout</a></li> </ul> </div>
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1. Introduce activity by informing students this exercise revisits the idea of affirmative consent discussed earlier in more detail to help them all better understand what is needed for consent to be present, and more importantly, why consent is so important in relationships.
2. Pass around GEAR handout and describe the term as an acronym for affirmative consent. Have student volunteer read each item one at a time. Discuss each item briefly to be sure it's meaning is clear.
  - **Given Freely**
  - **Excited, enthusiastic "YES"**
  - **Aware**
  - **Reversible**
3. **Display Slide 10.** Share with students that obtaining affirmative consent may seem difficult or awkward but will get easier with continued practice.
4. **Display Slide 11.** Review with students key points on how empathy and consent are related and why practicing consent is so important. Review the benefits of practicing consent as outlined on the slide. Practicing consent...
  - is a clear expression of empathy because it shows that we are thinking about how the other person feels during our interaction.
  - means that we are keeping people safe, ensuring that no one is unintentionally harmed by our behavior.
  - is a key part of healthy relationships, where open and clear communication is present.
  - shows that we have courage to communicate our feelings and be vulnerable. It models a new way of being a young man and leads to stronger relationships in our lives.
  - can be awkward, but the awkwardness is a short-term feeling.
  - most importantly, can prevent someone from being hurt when he or she did not agree to physical contact.
5. Emphasize how students can, by using the information this programs provides, learn how to be sure they actually have affirmative consent before or when they physically interact with another person

## 2.8 Closing

### Objectives:

1. Discuss students' questions and comments.
2. Encourage students to access school resources if needed or online or hotline resources described in the first session.

### Required Time:

**5 minutes**

### Materials

- [Support and Safety Handout](#)
- Module 2 Slide #12

1. Open up the space for questions and further thoughts on the consent/empathy activities.
2. Remind students that they should access resources like a trusted adult or a friend if they need support following the conversation. Remind them of the support resources that were provided them during the first session and provide additional copies of the [Support and Safety Handout](#) if needed.
3. **Display Slide 12.** Thank students and show appreciation for their engagement in the conversations and activities.