

Sexual Exploitation, Day 1: Communication

Grades 9 and 10, Lesson #9

Time Needed

One class period

Student Learning Objectives

To be able to...

1. Identify the 2 critical components of good communication as: “assertiveness” and “really listening.”
2. Distinguish among assertive, aggressive, passive and manipulative communication.
3. Demonstrate good communication, with coaching.

Agenda

1. Explain the lesson’s purpose.
2. Have volunteers demonstrate how-not-to and how-to communicate using Demonstration Scripts.
3. Use the Communication Reference Sheet to elaborate on the communication concepts.
4. Have two-person teams practice the skills using the Communication Rehearsal Sheet.
5. Summarize the lesson, remind class about upcoming Field Trip Reports and make an extra credit assignment of “*Georgie’s Rap*”.

Materials Needed

Classroom Materials (2 sets per class):

Demonstration Scripts 1 and 2
Georgie's Rap

Classroom Materials (one class set, which you can re-use in subsequent class periods):

Communication Reference Sheet
Communication Rehearsal Sheet

Activities

1. Explain the lesson's purpose:

By the end of this lesson, you will all have some ideas about:

*>> how to communicate honestly...
how to avoid getting hurt or used, and
how to say what you want (or don't want) without having to hurt or use other people.*

2. Have two volunteers enact *Demonstration Script 1*. In private, instruct the person playing the Major Role to play it poorly ... to avoid eye contact with the other person, to sit in a slumped position, to fidget a lot, to speak softly, and generally to act like someone who doesn't have much confidence.

Without class discussion of the first scenario, have two more volunteers launch into enacting *Demonstration Script 2*. This time, however, privately instruct the person in the Major Role to try to convey the image of someone who is self-assured ... to look at the other player, to sit in a relaxed and confident way, to speak with a convincing tone.

Don't be alarmed if the class has trouble taking the role plays seriously. Some humor may actually help alleviate their discomfort. As the unit progresses you can expect them to become more comfortable with role-playing.

Facilitate a class discussion of the contrast between the two scenarios. See if students can identify the differences described above. See, too, if they can identify that, in Script 2:

- the person in the Major Role (MR) used fewer terms such as "uh" and "y'know" ... that MR may not have done a perfect job of it, but that he or she at least did try to get to the point.
 - that MR didn't apologize for her or his decision, or for the other person's discomfort.
 - that MR stopped interrupting and tried to listen.
 - that both people actually asked each other questions, to *check out* whether they understood each other.
3. Hand out the *Communication Reference Sheet* and have volunteers take turns reading aloud. As one person reads, it might be fun to have another person pantomime (or silently act out) the description being read.

NOTE: The Reference Sheet discusses four types of communication: Assertive, Aggressive, Passive and Manipulative. It's important to discuss with students, as you read the Reference Sheet together, that there are culturally differences among communication styles and norms. For instance, in one culture it might be considered rude to look someone in authority (parent or doctor) directly in the eyes, whereas in another culture it could be

considered rude not to look someone in authority directly in the eye. And sometimes it depends on the context of the situation. The idea is to find culturally appropriate ways to effectively communicate our needs without being unfair to the other person ... keeping in mind your possible cultural *differences* (between you and the person you are trying to communicate with). It's important to allow the students to adapt these styles for themselves to what would realistically work within their families and their cultures.

4. Hand out the *Communication Rehearsal Sheet* and give the class three minutes to read it silently (or read it aloud to them). Have students pair up with a partner. You may have to join someone if there is an odd number of students.

Give the pairs four minutes to try enacting Situation A. Discuss how it felt and which "Assertiveness" and "Really Listening" skills they were able to incorporate.

Have those who played Person #1 now switch to Person #2 and vice versa. Give them four minutes to enact Situation B. Again, discuss their successes.

5. Summarize the lesson:

*A lot of the hurt in relationships could be avoided if couples could just communicate better. Good communication involves two things: **assertiveness** and **really listening** to the other person.*

Remind people doing Field Trip Reports on sexual exploitation ("Child Sexual Abuse", "Acquaintance Rape", and "Other Sexual Assault") that their reports are due tomorrow (as part of lesson 10.)

Arrange for two volunteers to prepare *Georgie's Rap* to present the day after tomorrow (at the beginning of lesson 11) -- presumably for extra credit. Give them each copies of the Rap to take home. They should **not** be people whose Field Trip Reports are also due tomorrow.

Communication Reference Sheet

One reason that sexual exploitation happens, is that couples don't know how to communicate! He thinks he's supposed to take what he wants ... that it's manly to take charge and make demands. She thinks she's supposed to act "nice" ... that it wouldn't be feminine to stand up for herself and say what she really does and doesn't want. Neither person is really honest about what he or she feels and neither one really listens to the **other's** feelings.

Good communication takes at least two things:
BEING ASSERTIVE and REALLY LISTENING

Here's what **ASSERTIVENESS** looks like:

<i>Speech and Voice</i>	<i>Honest statements; direct and to the point. Smooth, flowing speech pattern. Clear, firm, relaxed voice that is loud enough to hear but not too loud. Voice not monotonous.</i>
<i>Eyes</i>	<i>Open, with direct, comfortable eye contact, but not staring. *</i>
<i>Posture</i>	<i>Well-balanced, straight-on; sitting or standing "tall" but relaxed.</i>
<i>Hands</i>	<i>Relaxed motions; appropriate gestures.</i>
<i>Examples of Behavior</i>	<i>Giving compliments; accepting compliments. Asking for what you want; being willing and able to take "no" for an answer. Saying "yes" or "no" to requests, according to what you have decided is best. Controlling your temper when people get angry. . . so that you might yell, but you wouldn't use put-downs, threats, or violence to get your way.</i>

* These descriptions, especially the parts about the eyes, will differ from culture to culture. In many Asian and North American Indian cultures, for instance, it's *rude* to look right into a person's eyes. What about your culture ... does looking at a person show rudeness or confidence?

The italicized parts of this and the next two pages are adapted, with permission, from "Assertive, Nonassertive, and Aggressive Behavior," Family Life Educator, Network Publications, a division of ETR Associates, Winter 1987/88, Santa Cruz, CA.

Assertiveness is different from aggressiveness.

Here's what AGGRESSIVENESS looks like: *

<i>Speech and Voice</i>	<p><i>"Loaded" words and generalizations that start fights (such as "always" and "never").</i></p> <p><i>"You messages" (such as "You are so... ")</i></p> <p><i>Superior or put-down words (such as "prude", "wimp" or "slut" etc.)</i></p> <p><i>Sarcasm (such as "I guess you never stole anything!")</i></p> <p><i>Tense, loud voice or cold, deadly quiet voice.</i></p>
<i>Eyes</i>	<p><i>Narrowed, cold, staring, not really "seeing" you.</i></p> <p><i>"Rolling the eyes;" refusing to look at you.</i></p>
<i>Posture</i>	<p><i>Hands on hips; feet apart; back turned; stiff and rigid.</i></p>
<i>Hands</i>	<p><i>Clenched; fist pounding; finger pointing; abrupt gestures.</i></p> <p><i>Violent (shoving, grabbing, poking. etc.)</i></p>
<i>Examples of Behavior</i>	<p><i>Put-downs; name-calling; interrupting; demanding; giving orders.</i></p> <p><i>Just taking things (touch, etc.) without asking; violence.</i></p> <p><i>Ignoring you; hanging up the phone on you; walking away when you're talking.</i></p>



So what should you do? Just let people walk all over you?
 No. That's not assertiveness; it's passiveness.

Here's what PASSIVENESS looks like: *

<i>Speech and Voice</i>	<i>Lots of apologies and "ums", "ers" and "I means." Not coming to the point; not saying any thing at all. Lots of throat clearing. Soft, watery voice.</i>
<i>Eyes</i>	<i>Downcast or looking away; pleading.</i>
<i>Posture</i>	<i>Leaning for support; stooped; nodding head a lot; holding onto him or herself.</i>
<i>Hands</i>	<i>Fidgety; hand wringing; picking at fingernails.</i>
<i>Examples of Behavior</i>	<i>Saying "yes" when you want to say "no." Letting people treat you or someone else badly, and not saying anything. Deciding you can't do something before you've even tried.</i>



Some people don't want to be "wimps" (passive), but they don't know how to stand up for themselves (be assertive), either. So they end up being manipulative, instead.

MANIPULATIVENESS looks like this:

<i>Speech and Voice</i>	<i>Soft, watery voice; baby talk; "too" sweet or "con man" tone.</i>
<i>Eyes</i>	<i>Downcast or looking away</i>
<i>Posture</i>	<i>Leaning back; arms crossed; "too cool" stance. Stopped, holding onto him or herself.</i>
<i>Hands</i>	<i>Fiddling with something or fidgety.</i>
<i>Examples of Behavior</i>	<p><i>Trying to get people to give him or her things without coming right out and asking.</i></p> <p><i>Playing "poor me."</i></p> <p><i>Making excuses for his or her decisions, often untrue excuses (such as, "I can't lend you the money; I need it for lunch." When the truth is, he just doesn't want to lend you any more money 'til you pay back the last loan.) Note: "Little lies" may seem easier, but they hurt when the person finds out.</i></p> <p><i>Giving compliments she doesn't really mean; doing things for a person just to get something in return, without saying so ahead of time.</i></p> <p><i>Tricking a person into something.</i></p>



So what have we got?

ASSERTIVENESS = STANDING UP FOR YOURSELF,

without having to hurt or use others.

Being honest, without having to be brutal about it.

Being strong, without needing to be stronger than the other person.



ASSERTIVE

He may or may not get what he wants; but at least he tried. He'll accept it gracefully if she says, "No."

ASSERTIVE

She stood up for herself, without *trashing* his feelings. Being assertive doesn't mean having to *always* say "no", but it means communicating your decisions honestly and without long, guilty apologies when you *do* decide to say "no."

AGGRESSIVENESS = HURTING OR USING OTHERS TO GET WHAT YOU WANT.

Taking things from others, without asking. Acting rude, mean, selfish.

Needing to prove how powerful you are; using verbal or physical violence, or threats.

PASSIVENESS = NOT STANDING UP FOR YOURSELF.

Not asking for what you want; expecting people to read your mind.

Letting people hurt you without speaking up. Doing things you don't want to do because you "can't" say "no" or because it is hard to say.

MANIPULATIVENESS = GETTING WHAT YOU WANT THROUGH DISHONESTY.

Saying one thing when you mean another to get what you want.

Tricking or conning people into giving you what you want.

ASSERTIVENESS is a step toward good communication . . . but it isn't enough. Good communication also means **REALLY LISTENING** to one another.

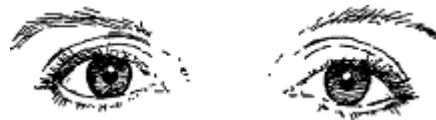
REALLY LISTENING takes **THREE** Parts of your head.

1. You have to use your **EARS**...



to hear what the person is trying to say.

2. You have to use your **EYES**...



to watch the person's expression and body language.

3. You have to use your **MOUTH**...



to check out whether you understand, and to let the person know that you do.

Demonstration Script 1: How NOT to Communicate*

Major Role = M	Minor Role = m
M: I've been thinking about us a lot, and I'm really...	m: Yeah, it was.
m: Oh really? What have you been thinking?	M: And, uh ... uh ... I'm not sure about this ... Are you angry? I didn't mean to...
M: Well, y'know, I, uh, like you a lot. I like going out with you. I was thinking maybe we ought to, y'know, talk some and, uh, make some decisions. Uh, y'know I would hate to be in a spot where we'd, uh, where something happened. You know what I mean?	m: Uh, look ...
m: No. Not really.	M: I didn't mean to get you mad. It's just that we have a lot of feelings for each other and I'd hate to...
M: Well, it's just that we like each other a lot and I guess that I think that, uh, it's time for us to, uh, y'know talk about... I'd hate for something to happen that neither of us wanted to happen...	m: It makes me nervous. But we do have a ... I do like you a lot, too. And I have a good time with you, but...
m: Hmm...	M: Oh, I didn't mean to make you nervous. We don't have to talk about it. You know, why don't we just go to the movies?
M: You don't know what I mean?	m: OK. I think there's a good movie at the theater out at the mall.
m: Well, sort of ... I ...	M: Really?
M: Just the last couple of times, y'know, when we've been together, uh, it was kind of hard to go home at the end of the evening.	m: Yeah.
	M: Great. Let's go then.
	m: OK!

* Adapted, with permission, from Family Life Educator, Network Publications, a division of ETR Associates, Summer 1988, Santa Cruz, CA

Demonstration Script 2: How TO Communicate*

Major Role = M	Minor Role = m
M: I really have something I want to talk with you about before we go out for the evening. It's something I've been thinking about a lot and I would like us to have some time to talk.	M: Not, y'know, tonight, or right away - but I just see it as a possibility. I'm afraid we're gonna end up having sex and I don't want to.
m: OK, let's talk.	m: I hear you. I wouldn't want to do it either, without birth control. I sometimes worry about HIV, too.
M: Well...	M: I've gotta be honest with you. I wouldn't be ready even if we used condoms.
m: Go ahead. Tell me what's on your mind.	m: I understand; look ... I would kind of like to do it, but it would be OK with me if we waited a while.
M: Well, I guess I'm not sure how to say all this. Uh, I was thinking about the last couple of times we were together. I really enjoy the time we have together, not only going out and being with you and, y'know touching the way we do and just ... It really feels great!	M: Boy, do I feel better! I was worried that if we talked about not having sex you'd get mad and want to break up.
m: For me too.	m: Well, I don't want to break up and just to prove it, let's go to the movies.
M: Sometimes I really didn't want to leave you at the end of the evening.	M: Well, before we do I need to talk about one more thing. Uh, it's easy to say we won't have sex, but how can we make sure we really don't?
m: Me either. Are you saying you want to make love?	m: Well, I could promise not to pressure you.
M: Huh? No! I ... It's just that I have a lot of feelings for you and, uh, I can see a time when we might decide we want to make love.	M: Thanks. We could go out more with friends, too, and not spend as much time alone at your house.
m: It's been on my mind, too.	m: OK. Come here. (They hug)

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Communication Rehearsal Sheet

SITUATION A

SKILL PRACTICE WITH A PARTNER:
Dealing with “teasing” or “flirting” that feels like harassment

Person #1:

Your friend – person #2 -- always seems to be looking at you (in class, in the halls, in the cafeteria). She or he keeps grabbing your butt and saying things like, “You think you’re so cute” and “Hey, sexy.” You don’t like it; it doesn’t feel like friendly teasing any more.

The scene begins with Person #2 calling you “Hey, Sexy.” Use all your good communication skills (**ASSERTIVENESS** and **REALLY LISTENING**) to let him or her know you want it to stop.

Person #2:

You like Person #1. You have been enjoying joking around with her or him. You want a friendship (maybe you are interested in more; maybe not ... that’s up to you).

The scene begins with you playing around with your friend, calling her or him “Hey, sexy.”

SITUATION B

SKILL PRACTICE WITH A PARTNER:
Dealing with a boyfriend’s or girlfriend’s going out with someone else

Person #1:

You heard that your boyfriend or girlfriend (Person #2) went out on a date with someone cute named Chris last night. You are hurt and scared. You thought you were going out ... that you had an agreement that neither of you would go out with anybody else. Does she or he want to break up? Does she or he care about you as much as you care about her or him? Honestly, you’re pretty upset.

The scene begins with you knocking on her or his front door. Use all your good communication skills (**ASSERTIVENESS** and **REALLY LISTENING**) to try to work it out.

Person #2:

You have been going with person #1 for 2 months. Last night you were at the movies with a friend (someone who really is just an old friend) when Chris happened to sit behind you. You haven’t been “going out” with anybody but your girlfriend or boyfriend (Person #1), and you don’t want to break up with Person #1 but you sure don’t want to stop having friends.

The scene begins with Person #1 knocking on your front door.

Georgie's Rap

*Georgie porgie puddin' and pie,
Kissed the girls and made them cry.*

*Georgie was a sex offender;
If a person says "no" ... well, it's not tender.*

*Forcing touch, or pushin' or teasin',
Just ain't love and it just ain't pleasin'.*

*You gotta know a playful flirt,
From recognizin' someone's hurt.*

*Consent means both people wanted the touch;
They freely chose to touch that much.*

*Neither one's drunk and neither one's high;
Neither would tell the other a lie.*

*Consent means both people listen and care;
They like each other; they wanna be fair.*

*So back to George of the nursery rhyme;
He exploited folks once-upon-a-time!*

*We s'pose that's not what Mother Goose meant,
But let's teach George about consent.*

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