

A Guide

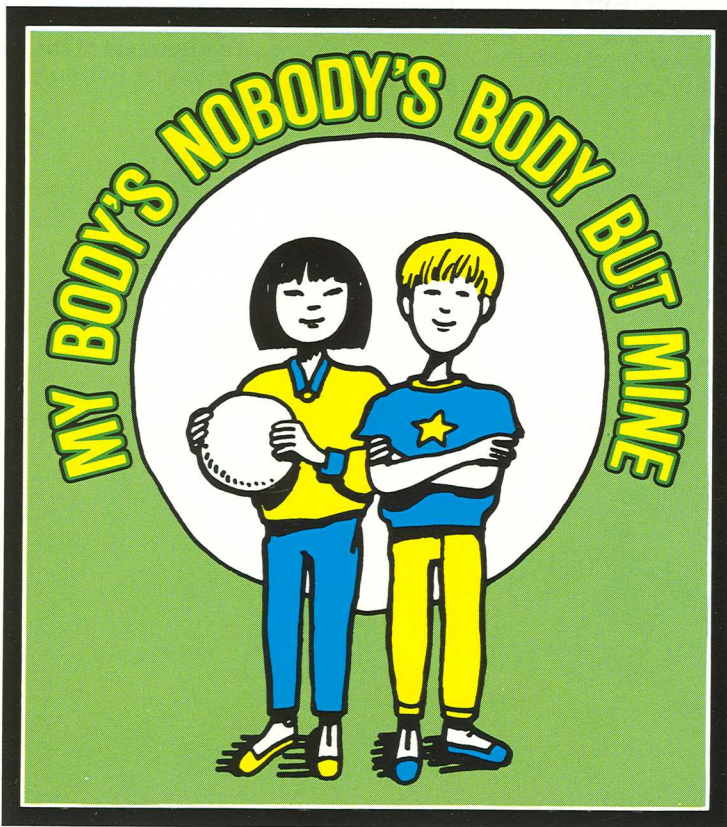


National
Film Board
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Office
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FOR CHILDREN AND THEIR TEACHER/S

FEELING YES, FEELING NO: PART 3



**A Sexual Assault Prevention Program
for young children.**

Produced by the National Film Board of Canada, Pacific Region

"The feeling of identity stems from a feeling of contact with the body. To know who one is, an individual must be aware of what s/he feels. S/he should know the expression on his/her face, how s/he holds him/herself and the way s/he moves. Without this awareness of bodily feeling and attitude, a person becomes split into a disenchanted spirit and a disenchanted body."

The Betrayal of the Body
Alexander Lowen

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FOR THE TEACHER

- Your role is essential for the success of this program. Please read these materials before previewing the film.
- Complete the prescribed program for **FEELING YES, FEELING NO: PART 2** before proceeding with this part of the program.
- The prescribed program for **FEELING YES, FEELING NO: PART 3** consists of four essential exercises to accompany the viewing of the film. These exercises meet the objectives listed on page 4. The approximate three hours of instruction needed to complete these exercises are considered to be the minimum requirement for the success of the program.
- Adjust the exercises to suit the special needs of your students. Exercises 1 and 2 are followed by Supplementary Lessons.
- A vocabulary list is provided at the end of this guide.

THE PRESCRIBED PROGRAM

FOR CHILDREN AND THEIR TEACHER/S

PART 3

*BEFORE
THE FILM*

Before viewing the film **FEELING YES, FEELING NO: PART 3**, the children should complete the following:

EXERCISE 1

Identify some reasons why it is hard to tell an adult they trust about a “no feeling” they have had.

THE FILM

Plus discussion questions.

*AFTER
THE FILM*

After viewing the film **FEELING YES, FEELING NO: PART 3**, the children should complete the following:

EXERCISE 2

Practice using the **Five Good Responses**.

EXERCISE 3

Practice strategies to use when they are asking for help.

EXERCISE 4

Identify and evaluate the **Personal Safety Skills** they have learned.

EXERCISE 1

SOMETIMES IT'S HARD TO TELL

- Objective:** The children will be able to identify some reasons why it is hard to tell an adult they trust about a “no feeling” they have had.
- Time:** 30 minutes (approx.)
- Materials:** None
- Methods:**
1. Stimulate a discussion on why it is sometimes hard to tell an adult about a “no feeling” they have had. (“I’m afraid I won’t be believed,” “I may have been some place I wasn’t supposed to be when I got the ‘no feeling,’” “I may have been threatened I would be hurt if I told,” “I may have promised to keep it a secret” etc.)
 2. Discuss the part in the film where the girl was tricked into thinking that the man in the park wanted her to help him look for his dog.
 - Discuss with the children how they feel when they’ve been tricked.
 - Discuss why they might find it hard to tell someone that they’ve been tricked. (“I feel stupid,” “I feel like I’ve been had and I don’t want anyone to know,” etc.)
 3. Tell the children the following story:

Sarah and Bob are two kids about your age. They live in a house up the street from a shopping mall. One rule in their house is that Bob and Sarah cannot go to the mall unless their Mom or Dad is home. One day Sarah and Bob came home from school and no one was home. They wanted to go to the mall to buy some gum. They decided that if they ran all the way to and from the mall the journey would only take a few minutes and their Mom and Dad would never know. In the mall, while they were walking to the candy store, a man on a bench lifted the newspaper on his lap and exposed himself to Sarah and Bob. They had the “no feeling,” shouted “No!” to the man and ran home.
 4. Discuss the story using the following questions as a guide. Accept any responses and clarify their answers with the “points to emphasize” in italics following.
 - How do you think Sarah and Bob feel?
 - What could they do?
 - Why do you think it would be hard for them to tell their Mom or Dad or the police about what happened?

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- Whose fault is it that Sarah and Bob were exposed to?

It is the man's fault. Even though Sarah and Bob were not supposed to be in the mall, no one has the right to sexually assault another person.

- If you were their parents, what would you say to Sarah and Bob?

The five good responses plus "It's not your fault you were sexually assaulted even though you should not have been in the mall."

5. Finish the story about Sarah and Bob:

When Sarah and Bob arrived home, there was no one there. Like you suggested, they felt _____ (*fill in their suggestions from #4 here*). They were afraid to tell anyone what happened because _____. However, when Sarah and Bob's Mom came home they told her what happened. She said "I know you're telling me the truth and I'm very sorry the man did that to you. I'm glad you told him 'No!' and came to me. We'll call the police and tell them what happened. It is not your fault the man sexually assaulted you even though you were not supposed to be in the mall. No one has the right to do that to you. However, I hope that you will learn to obey our house rules. Your Father and I make these rules to help keep you safe. I'm angry you broke the rules but really proud you told me what happened."

6. Discuss why it's important to tell an adult about a "no feeling" you have, even if you feel guilty or scared.
7. Allow the children to write their own hypothetical "**hard-to-tell**" stories. Encourage them to include solutions to their stories.

Follow-up:

1. On a daily basis, continue to tell stories and discuss them as in methods 2, 3 and 4, using situations involving **hard-to-tell** "secrets," "threats," and "tricks." These situations need not deal with the issue of sexual assault.
2. Set up a Question Box in the classroom for the children to anonymously suggest discussion ideas.

SUPPLEMENTARY LESSON TO EXERCISE 1

Objective: The children will be able to practice telling others how they feel.

Time: 2 hours, over 2 days (approx.)

Materials: Art supplies, magazines, overhead projector, roll of butcher paper.

Methods: **DAY ONE**

1. Divide the class into pairs and, over the course of the day, allow each pair to trace a large profile of each other's head using the overhead projector and the butcher paper.

DAY TWO

1. a) Instruct the children to cut out (from magazines or colored paper) words, pictures, drawings and colors that represent their personal feelings at this particular moment.
b) Instruct each child to glue the material they have gathered inside the profile of their head, thus making a collage of their current concerns.
c) When they are finished, ask them to define to their partner (from Day One) which images in their profile are "yes feeling" and "no feelings."
d) Hold a class discussion about what they could do with those feelings that are in their head. Which feelings will still be there tomorrow?
2. Write new verses for "My Body's Nobody's Body But Mine" using their collages for inspiration. Post the collages around the room with the verses underneath.

- Follow-up:**
1. Have the class sit in a circle. Ask the children to pretend that they have a package any size or shape they want. Inside this imaginary box they are to place whatever it is in the whole wide world that would make them happy. Ask the students to share with the rest of the group what would be in the box and why it would make them happy.
 2. Ask the children to share with the class things they have brought from home which make them happy.

THE FILM FEELING YES, FEELING NO: PART 3

PLUS DISCUSSION QUESTIONS

- Objective:** The children will be able to describe what **Personal Safety Skills** the people in the film use.
- Time:** 30 minutes (approx.)
- Materials:** The film **FEELING YES, FEELING NO: PART 3**, screen, projector.
- Methods:**
1. Tell the children that today they will be seeing the final film in their **Personal Safety** unit. Ask them to observe what **Personal Safety Skills** the people in the film use.
 2. Show the film.
 3. Discuss the film by using the following questions as a stimulus. Accept any response and help each child clarify their answers with the "points to emphasize" in italics following.
 - a) What did you learn?
(*Keep telling until you find help,* *Even adults you know could sexually assault you,* etc.)
 - b) What happened to the three children in the film?
(*They were sexually assaulted by someone they knew,* etc.)
What did they do?
(*They said 'No!', but it didn't work,* *One girl told her neighbor* *One girl told her mother and the guy phoned a help line,* *They asked for and got help,* etc.)
Why was it so hard to tell someone about their problems?
(*It's hard to talk about,* *They were told not to,* *They were scared,* etc.)
If you were sexually assaulted, whom would you tell?
What would you like to hear from that person you tell?
What would you do if you didn't get the **Five Good Responses** from the person you asked to help you?
 - c) What kind of help do you think those kids got?

"I believe you."

"I'm sorry that happened to you."

"I'm glad you told me."

"It's not your fault."

"I'm going to help you."

EXERCISE 2

WHAT I DESERVE TO HEAR

Objective: The children will be able to respond appropriately to a person with a problem.

Time: 20 minutes

Materials: **Five Good Responses** from Exercise 1, Part 2, and approximately seven **I Need Help** statements. (Example given in #2 below.)

- Methods:**
1. Refer to the list of **Five Good Responses** you deserve to hear when you go to someone for help.
 - I believe you.
 - It's not your fault.
 - I'm sorry that happened to you.
 - I'm glad you told me.
 - I'm going to help you.

Discuss how, in the film, Barb's teacher used the **Five Good Responses**. (You may wish to review the film.)
 2. Divide the class into groups and supply each group with a written **I Need Help** statement from a hypothetical person.

For example, "I feel bad. I was walking home from school and a big bully tripped me. I said 'No!' but he laughed and called me a sissy. He said he was going to beat me up tomorrow." Each group should have a different statement. (You may wish to use examples of "**hard-to-tell**" situations from Exercise 1.)
 3. Allow the children a few minutes to decide how their group could use the **Five Good Responses** to help this person. Encourage the children not to list the five points verbatim, but to adapt them in a sentence pertaining to the problem.

For example, a possible response to the problem above could be "I'm sorry that boy tripped you and then threatened you. I'm glad you shared this problem with me because it's not your fault he did that. I will walk home with you tomorrow and talk to this boy to make sure he doesn't do it again."
 4. In front of the rest of the class, go to each group as the person who needs help and read the **I Need Help** statement. Allow the group as a whole to offer you the **Five Good Responses**.

SUPPLEMENTARY LESSON TO EXERCISE 2

- Objective:** Identify “put-down statements” and suggest strategies to use in response to these statements.
- Time:** 1 hour
- Materials:** The film **FEELING YES, FEELING NO: PART 3**, projector, screen.
- Methods:**
1. Conduct a class discussion around the following questions:
 - Have you ever wanted to share things, ideas, feelings or a problem but were afraid to? Were you afraid that people might put you down? What kinds of things might they say or do that would put you, your ideas, or your feelings down?
 2. Introduce the concept of “put-down statements” to the children. Explain to them that all of us have many feelings, thoughts and creative behaviors that are stifled by other people’s negative comments or put-downs. Some “put-down statements” that are often used are:
 - “We don’t have time for that now.”
 - “I don’t believe you.”
 - “That’s a dumb idea.”
 - “It’s all your fault.”
 - “Are you crazy? Retarded?”
 - “Only girls/boys do that.”
 - “What a weirdo!”
 3. Show the last sequence in the film **FEELING YES, FEELING NO: PART 3** beginning where Barb decides to tell someone about her uncle coming into her room at night. Identify the “put-down statements” her mother, coach, and her friend’s mother make to Barb.
 4. Ask the children to keep a record of all the “put-down statements” they hear or see over the course of a week.
 5. At the end of the week, allow the class to share or act out their observations.
 6. Discuss what we can do when someone gives us the “no feeling” by putting us down. (Say “No!” and if we still feel bad, tell someone we trust about it.)
 7. Tell the students that what is known as an obscene phone call, where someone says things to us that give us the “no feeling,” is a type of put-down statement.

EXERCISE 3

WHAT I REALLY WANT TO SAY IS...

- Objective:** The children will be able to practice strategies to use when they are asking for help.
- Time:** 20 minutes (approx.)
- Materials:** Blackboard and chalk.
- Methods:**
1. Discuss how we use our body to communicate that we need help. Accept any responses. ("I cry," "I say 'Help'," "I curl up in a ball," etc.)
 2. Discuss what a person needs to know if we want them to help us. From their suggestions, construct a list on the board that includes:
 - How I feel.
 - What my problem is.
 - What kind of help I want.Ask the children how they would title this list. Pick a mutually accepted suggestion and write it above the list. For example: I need help.
 3. Discuss why communicating clearly that you need help is a **Personal Safety Skill**.
 4. Ask each child to remember a small "no feeling" or problem they had today. Give them a few minutes to think about how they could use their **I Need Help List** to clearly ask for help.
For example:
"I feel sad. I broke my favorite pencil today. I want you to help me get another one."
 5. In groups, allow each child to state their problem. Encourage the listeners to use the **Five Good Responses** to help their classmate with his/her problem.
For example:
"I'm sorry it broke. It's not your fault. These things happen. I'm glad you told me how you feel. I'll go to the store with you to buy a new one."
Walk around from group to group to help them get started on track.
Note: Make sure the suggested solutions to each problem are followed through in some way, either through role play or direct action.

EXERCISE 4

WRAPPING IT UP

- Objective:** The children will be able to identify and evaluate the **Personal Safety Skills** they have learned.
- Time:** 90 minutes, over at least 2 days (approx.)
- Materials:** **Personal Safety** definition printed on a card, lots of shapes and sizes of colored paper, yarn, felt pens, an entire wall, art supplies, journals.
- Methods:**
1. Tell the children that they have reached the end of the unit on **Personal Safety**.
 2. Tack the title **Personal Safety** and its definition to the middle of the bare wall. Tell the children that together they are going to cover the wall with **Personal Safety Skills**.
 3. Ask each child to identify three **Personal Safety Skills** they have learned, and, using the paper provided, write down or draw pictures of the three skills they have chosen.
 4. Using yarn to connect their skills with the **Personal Safety** definition, allow each child to post their statements and/or drawings.
 5. Discuss the skills pictured on the wall. Why will they keep us safe? Are there any more? Why did you pick the skills you did? How have you been able to use these skills over the past few days?
 6. Ask the children to write in their journals a "Dear Me" letter based on the following sentence starters.
"The part I liked best about this unit was..."
"My strongest Personal Safety Skill is..."
"My weakest Personal Safety Skill is..."
"Three things I'd like to improve in my Personal Safety Skills are..."
"I'm going to practice my Personal Safety Skills by..."
"I felt best about myself in this unit when I..."
- Follow-up:**
1. Over the next few weeks, have the children describe in their journals how they have used the **Personal Safety Skills** they have learned. Repeat this exercise from time to time throughout the year for review.

VOCABULARY

Hard-to-tell “no feelings”:

“No feelings” I am very scared to talk about.

The “I need help” list:

What I tell someone I want to help me.

- How I feel.
- What my problem is.
- What kind of help I want.

Obscene phone call:

A type of “put-down statement” meant to scare or humiliate me.

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