Lesson for
Guys Can
Stop Rape

LEARNING OBJECTIVES
By the end of this lesson, students will be able to
1) Describe at least two ways men can decrease
the potential for rape in their community.
2) Analyze and express their opinions about the
effectiveness of one campaign that engages
men to prevent violence against women.

TIME NEEDED
50 minutes

MATERIALS
• Copies of “Guys Can Stop Rape”—one per
student
• Copies of Men Can Stop Rape postcard
samples—one page per small group
• Flip chart or chalkboard
• Markers or chalk
• Index cards—one per student
• agree and DISAGREE signs
• Tape

PREPARATION
Write stem sentences on flip chart or chalkboard.

PROCEDURE
1. Review class ground rules with your students.
Remind students that they have the right to pass if
any of the activities make them feel uncomfortable.
[1 minute]

2. Distribute an index card to each student.
Tell students that you will be reading five stem
sentences and their task is to write on their index
card the first thing that comes to mind to complete
that sentence. Let students know that for this
activity there are no right or wrong answers, just
opinions. Read the first stem sentence aloud
and pause to give students time to write their
responses. Continue with the four other stem
sentences.

A) Rape or sexual assault is . . .
B) One misunderstanding about sexual
assault is . . .
C) When it comes to sexual assault, one
stereotype about guys is . . .
D) When it comes to sexual assault, one
stereotype about girls is . . .
E) One way to help prevent sexual assault is . . .
[2 minutes]

3. Next, ask for volunteers to share their responses
to each stem sentence as you read them again.
If there is a diversity of opinions, point that out to
show the range of ideas present. (Facilitator’s Note:
When processing responses to statement B, please make
sure the following are included if your students do not bring
them up: only females are victims of sexual assault, only men
perpetrate sexual assault, guys only rape women, if someone
was wearing certain clothes/was drunk, he or she was asking for it, etc.) [8 minutes]

4. Next, tell students that you will read a statement and they are to decide, without discussion, if they agree or disagree with the statement. If they agree with the statement, they should stand on the side of the room that has the AGREE sign taped to it. If they disagree with the statement, they are to go and stand on the side of the room with the DISAGREE sign taped to it. They must choose a side (standing in the middle is not allowed). Remind students of the following:

- There are no right or wrong answers, since this is your opinion, not fact.
- Participants may change sides at any time.
- Keep in mind ground rules about respecting other people's opinions. [1 minute]

5. Read the following statement aloud: “Men can stop rape.” Instruct participants to go to the side of the room that best fits their opinion. Explain that you're not talking about men intervening to stop a rape that's in progress, but men acting in other ways to prevent rape. [1 minute]

6. Give participants about three to four minutes to discuss their reasons for choosing that side of the room. (Facilitator's Note: If a participant ends up alone on one side of the room, the facilitator should go to that side of the room and talk with that participant about his or her reasons for choosing that side.) Then, ask for a few volunteers to share their opinions with the whole group. Remind the group that this is not a debate, but a sharing of opinions from a range of viewpoints. When done hearing from one side, turn to the other side and ask for volunteers to share their opinions. If no one is on one side, you can also ask students to make the case as to why someone might have that opinion. At the end of this activity, tell students that this should help them understand why someone might think differently from them on a particular issue. [10 minutes]

7. Ask students to return to their seats. Distribute copies of the article “Guys Can Stop Rape” and read together with your students. Ask students the following questions:

- What are your reactions to the Men Can Stop Rape campaign and MOST clubs?
  - Who can make a connection between something said during the last exercise, where they were asked to agree or disagree with the statement “Men can stop rape,” and something we just read in this article?
  - How difficult or easy is it to say something to a friend who is using disrespectful language with his or her boyfriend or girlfriend? Can you give an example?
  - What's the connection between using disrespectful language toward a girlfriend or boyfriend and a climate that encourages violence? [10 minutes]

8. Divide students into small groups of three or four. Distribute a page featuring four postcards from the Men Can Stop Rape campaign to each group. Instruct groups that these are postcards created by the same campaign described in the article “Guys Can Stop Rape.” Their task is to use the postcards to develop a school-wide or community campaign and help increase awareness about sexual assault prevention. Give students five minutes to complete this task. [6 minutes]

8. When time has passed, gather students’ attention and ask each group to briefly report back on the school-wide or community campaign it developed. [10 minutes]

9. Close the lesson by pointing out that everyone has a role to play in preventing sexual assault. Explain that you hope that the students will share what they learned today with their friends and family and get involved. [1 minute]
Men Can Stop Rape: Postcards

MY STRENGTH IS NOT FOR HURTING.

So when I wanted to and he didn’t, WE DIDN’T.

Men can stop rape.

So when I wasn’t sure how she felt, I ASKED.

Men can stop rape.

So when she was drunk, I BACKED OFF.

Men can stop rape.

So when she wasn’t ready, I DIDN’T PUSH IT.

Men can stop rape.