

The Backbone Zone

Audience	Grades 9-12
Timing	90 minutes
Materials Needed	<ul style="list-style-type: none">• PowerPoint Presentation• BBZ student hand-outs• BBZ poster/s• Activity materials (if needed)
Essential Questions	<ul style="list-style-type: none">• How is gender portrayed in cultural and media representations?• How does that portrayal impact our relationships and behavior?• What are some of the ways you can safely take action to encourage respect and equality?
Main Learning Results	<p>D.1: Students explain and analyze influences on adolescent health behaviors.</p> <p>C.2: Students demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>E.1: Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.</p>

Facilitation Guide:

Slide Reference	Dialogue	Action Steps
<p>SECTION I: Introduction 10 Minutes</p>  <p>Slide 1</p>  <p>Slides 2 - 5</p>	<ul style="list-style-type: none"> • Introduce yourself; your agency • Review any ground rules you may have • Review the Essential Questions for the session. Depending on the literacy level of the group, here are some other ways to phrase the questions: <ul style="list-style-type: none"> - What does gender look and feel like in our culture and media? - How does gender affect our relationships and the way we act? - What are some safe ways to help others act with respect? 	<ul style="list-style-type: none"> • Pass out the pre-test
<p>SECTION II: Activity I: Gender Boxes 15 Minutes</p> <p>This activity is designed to help students answer the question of how gender is portrayed in cultural and media representations.</p>		<ul style="list-style-type: none"> • Begin by drawing two boxes on the board: the Man box and the Lady box.

Slide Reference	Dialogue	Action Steps
 <p>Slide 6</p>	<p>ASK: How does our culture describes “real men” and “real women?” Use prompts such as:</p> <ul style="list-style-type: none"> -What do ‘real men’/’real women’ do for work? -What do they drink or eat? -How do they dress? -How do they express their emotions? -How do they act in relationships? -How do they act sexually? -What are their hobbies? -What do they do with their friends? -What kinds of products do they use? <p>ASK: How we describe individuals or what we call them when they don’t fit the mold of the Boxes? What are some words we might use when we talk about them?</p>	<ul style="list-style-type: none"> • These answers go inside the appropriate boxes. <p>TIP: The “Man Box” will typically say things like: tough, macho, player, rich, angry, fit, etc.</p> <p>TIP: The “Lady Box” will typically say things like: feminine, soft, emotional, care-taker, thin, etc.</p> <ul style="list-style-type: none"> • Write these words outside of the Boxes. <p>TIP: The Man Box will typically feature words like pussy, fag, gay, etc. The Lady Box will typically feature words like tomboy, slut, dyke, etc.</p>

Slide Reference	Dialogue	Action Steps
 <p>Slides 7-10</p>	<ul style="list-style-type: none"> • What do the words on the inside of the boxes have in common? • What do the words on the outside of the boxes have in common? • What does this activity tell you about how our culture and society talks about and thinks about gender? 	<p>TIP: Students should come away with the following: When actions and behaviors are outside of expected social norms and sexist/homophobic language is used, that is gender based harassment.</p>
<p>SECTION III: Lecture 15 Minutes</p> <p>This lecture should:</p> <ul style="list-style-type: none"> • Answer the Essential Question: How does the portrayal of gender in culture and media impact relationships and behavior? • Introduce the concept of the “backbone” as a tool for reducing gender-based harassment and violence, and introduce the BBZ concept and materials to students. 		<ul style="list-style-type: none"> • During this portion, refer to the PowerPoint provided as a guide if you choose.

Slide Reference	Dialogue	Action Steps
 <p>Slide 11</p>	<p>ASK: Given what we learned in the Gender Boxes activity, how many of you have witnessed gender-based harassment in your school?</p>	<ul style="list-style-type: none"> • Encourage students to think to themselves or to have a show of hands.
 <p>Slide 13</p>  <p>Slide 14</p>		<p>TIP: Open up the conversation. You can invite neighbor to neighbor sharing. You can take a vote. You can ask students to write their responses on a piece of paper.</p> <p>TIP: Some sample prompts may be: Think about how it might impact a person's physical, mental, and psychological health. What about their relationships? How might other people in the community feel about witnessing it?</p> <p>TIP: You want students to reach the conclusion that schools are not safe places for people to learn.</p>

Slide Reference	Dialogue	Action Steps
 <p>Slide 15</p>  <p>Slides 16-24</p>	<p>PRESENT: We believe there is a tool that EVERY student, teacher, staffer, and community member has to work toward that world. Their backbone.</p>	<p>TIP: Get students thinking about how gender based harassment impacts everyone’s overall wellness.</p>
 <p>Slide 25</p>	<p>ASK: What are some ways that you can stand up to this issue?</p>	<p>TIP: Brainstorm ways that students and teachers can talk about what that might look like in different situations. Refer back to the “big/small” and “loud/quiet” backbone slides as needed. Some examples include:</p> <ul style="list-style-type: none"> - How might a quiet student who tends to keep to themselves use their backbone? - What would it look like if a popular student used their backbone in a large group of friends? - What would it look like if a teacher used their backbone in the hallway between classes?

Slide Reference	Dialogue	Action Steps
<p data-bbox="109 215 426 509">  </p> <p data-bbox="109 513 220 542">Slide 26</p> <p data-bbox="109 579 585 846">  </p> <p data-bbox="109 849 220 878">Slide 27</p>	<p data-bbox="888 120 1020 149" style="text-align: center;">Dialogue</p> <p data-bbox="653 823 1266 917" style="text-align: center;">PRESENT: Let students know that their efforts are part of a larger movement to create safer schools and communities.</p>	<p data-bbox="1320 215 1948 277" style="text-align: center;">TIP: Have students brainstorm additional things they might say or do.</p> <ul data-bbox="1320 557 1919 787" style="list-style-type: none"> • Introduce the images of the Backbone Zone social marketing campaign. • Handout the Student Handout and pass out enough BBZ Postcards for each student to choose up to three if they would like to (to share with friends or post around school).

Slide Reference	Dialogue	Action Steps
<p>SECTION IV: Activity II: Being a Bystander 25-30 Minutes</p> <p>This activity is designed to demonstrate to students the different ways of being a bystander and to help them engage in practical skills-development regarding bystander behaviors.</p>  <p>Slide 29</p>		<p>TIP: The discussion may take more or less time than designated, depending on the size of the group and their level of participation.</p> <ul style="list-style-type: none"> • In order to complete this activity, select ONE long or TWO short activities (see attached). All activities there are intended to answer the Essential Question: What are some of the ways you can safely take action to encourage respect and equality?
<p>SECTION V: Wrap- Up 10 Minutes</p>  <p>Slides 30-32</p>	<p>SUMMARIZE: Revisit essential learning questions. Again, Depending on the literacy level of the group, here are some other ways to phrase the questions:</p> <ul style="list-style-type: none"> - What does gender look and feel like in our culture and media? - How does gender affect our relationships and the way we act? - What are some safe ways to help others act with respect? <p>ASK: Any other questions?</p>	<p>TIP: Encourage students to think about how they can commit to being active bystanders with strong backbones in their schools/communities.</p> <ul style="list-style-type: none"> • Pass our post-test • Wrap up