

**Building a Girls Movement for the Next Decade:
V-Girls Pilot Program**

Rehearsal Guide

{V DAY}
{2009}



V-Girls Pilot Rehearsal Guide

Building a Girls Movement for the Next Decade

You Tell Me How to Be a Girl in 2010

OVERVIEW

Text:

You Tell Me How to Be a Girl in 2010

Topics:

Activism vs. apathy, the environment, violence, women's rights, poverty, greed, genocide, great modern leaders of social change

Language:

- **Terms Students May Not Know** – Cote Sud, big brother, scud missiles, “hetero nuclear isolated family”, “six million dead in the Congo”; Margaret Thatcher, botox, implants, cutting, female genital mutilation
- **Strong Language** – “blowjob”, “cutting”, “sucks”

Notes:

Review additional V-Girls resources on cutting and eating disorders.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- Are there references in the monologue that you are unfamiliar with?
- How does it feel to be a girl in 2010?
- Do you ever feel outraged by the world? Do you feel hopeful that you can create change? Why or why not?
- Do you think your generation is active or apathetic about the problems in the world?
- Are there things in the monologue that surprised you?
- What is the most important thing about this monologue to you?

REHEARSAL NOTES

Try rehearsing the monologue as a group reading and as an individual reading.

RHEARSAL EXERCISES

1. Improvisation: Creating Power Statues

- **The Exercise** – Players stand in a circle. One player begins by making a “power” statue. The next player mimics the first statue, and then makes another “power” statue. Players go around the circle, mimicking each statue that has been created and adding her own. Once every player has contributed, the ensemble learns the entire sequence.
- **Variations** – After creating movement sequence with the entire group, you can also divide into smaller groups or as individuals and create statues or sequences and perform them for the whole group.
- **Debrief** – What did you see, experience and learn from the exercise?

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STUDENT GUIDE: ART & ACTIVISM

- **Group Collages** - Create two collages with your cast and crew. Create one collage of images and words that show things that make you angry, give you despair, or that you want to change in the world. Create another collage of images and words that give you hope. Materials – Magazines, scissors, glue, markers, large sheets of paper.
- **Be moved by your anger.** If any of the issues in the play are angering you or inspiring you, start thinking about how you can help create change by being an activist. Research organizations or individuals who are working for change, and dream up ways you can also help.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- Make a list of references in the monologue that you don't know or you want to know more about. Find out about them. Bring your questions and ideas to rehearsal.
- What does it mean that we spend our money on killing, not creating? How do you spend your money? What does money represent?
- Do you see a division between rich and poor in the world? How does that make you feel? Do you see a solution?
- Do you think things like YouTube, Myspace, and Facebook divide us or keep us connected?

RESOURCES

- Article - *Weather may account for reduced honey crop* by Jane Black; *Washington Post*; <http://www.washingtonpost.com/wpdyn/content/article/2007/09/09/AR2007090901287.html>
- Article – *The rights of arctic peoples, not a barren country*; *The Economist*; http://www.economist.com/world/international/displaystory.cfm?story_id=14031276
- Article – *Thin ice for arctic beasts*; *The National*; <http://www.thenational.ae/apps/pbcs.dll/article?AID=/20090725/MAGAZINE/707249922/-1/NEWS>
- Article - *Drill, Drill, Drill* by Eve Ensler; *The Huffington Post*; http://www.huffingtonpost.com/eve-ensler/drill-drill-drill_b_124829.html
- Web Resource - The Cost of War (Wars Since 2001, Iraq War, War in Afghanistan), The National Priorities Project; <http://costofwar.com/>
- Article – *Cost of Iraq war will surpass Vietnam by year's end* by Julian E. Barnes; *Los Angeles Times*; <http://articles.latimes.com/2009/apr/11/nation/na-iraq-vietnam11>
- Article - *Arts Programs in Academia Are Forced to Nip Here, Adjust There* by Patricia Cohen; *New York Times*; <http://www.nytimes.com/2009/08/10/arts/10cuts.html>
- Article - *Women Left for Dead, and the Man Who's Saving Them* by Eve Ensler, *Glamour Magazine*; <http://www.glamour.com/magazine/2007/08/rape-in-the-congo>
- Article - *The Women's Crusade* by Nicolas Kristof, *New York Times*, http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?_r=1&emc=eta1
- Book – *Outrageous Acts and Everyday Rebellions* by Gloria Steinem

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Let Me In

OVERVIEW

Text:

Let Me In

Topics:

Peer pressure, bullying, harassment, conflict

Language:

- **Terms Students May Not Know** – Miley, Britney, Uggs, Beyonce
- **Strong Language** – “Slutty”, “shitty”, “perfect breasts”

Notes:

Review additional V-Girls resources on bullying and harassment.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- Why do we classify/exclude each other? Why do we want to fit in?
- Why do we hate difference? Fear difference?
- Why do we bully one another? Why do we allow ourselves to be bullied?
- What is the difference between external and internal power? Where do you see each in the monologue?
- Have you ever stood up for someone in a peer pressure or bullying situation?
- Have you ever been in the position where you wish that you had stood up for yourself or someone else experiencing cruelty or exclusion? Why did you or didn't you stand up?
- How did this make you feel?
- What do you value in a friend? What kinds of friends are in this monologue?

REHEARSAL NOTES

Try rehearsing the monologue with one person alone onstage. Try rehearsing it with other actors on stage silently playing the other characters.

RHEARSAL EXERCISES

1. Improvisation: Static Status, All Hail the Queen!

- **Preparation/Materials** – Prepare enough slips of paper so each player has one. One slip of paper will say “The Queen”. Place dots or stickers with corresponding colors on the rest of the slips of paper. Red – Princess, Green – Duchess, Blue – Servant.
- **The Exercise** –
- **Round 1** - One player is “The Queen”. She is the most important person, and all other players must keep their status lower than her. Example – keep head/eyes lowered to the queen; if the queen sits, other players get lower than her, etc.
- **Round 2** – One player is “The Queen”, all other players are “Princess”,

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- “Duchess”, or “Servant” (in descending order of hierarchy). Players must maintain their appropriate status, relative to the players who are “higher” or “lower” than their rank.
- **Debrief** – What did you notice? How did the game make you feel?

2. Improvisation: Changing Status

- **Preparation/Materials** - Create a list of situations/characters or have players come up with them as you play the game. Examples: Situation – Doctor’s office, pompous doctor, patient with lice; Situation – Hair salon, bossy hairdresser, shy client who is getting hair done for the prom.
- **The Exercise** – Assign each player a role, with one character having higher status than the other. During the improvisation, have the players reverse their status while keeping the same character. Example – Pompous doctor begins scene as being condescending to the patient with lice, but it is revealed that the “unkempt” patient is actually on the hospital board of trustees. The doctor’s status is lowered, the patient’s status is raised.
- **Debrief** – What did you notice? How did the game make you feel?

3. Character Exercise: Follow the Power

- **Preparation** – Divide ensemble into three groups (A, B, C)
- **The Exercise** – All players walk around on stage. Leader gives players verbal prompts.
- **Prompts** –
 - Walk like a person in power. Where do your eyes go?
 - Walk like a follower. Where do your eyes go?
 - Groups A and C, you are now followers. Group B, you are people in power.
 - Keep walking. Where do your eyes go? How do you interact? (Play again with Group A as powerful, Group C as powerful).
 - Freeze. Everyone stand in a statue or a person in power surrounded by followers.
 - Now stand in a statue of a follower in the presence of a person in power.
 - Now stand in a statue of an independent, inwardly powerful person.
- **Debrief** – What did you notice? How did the game make you feel?

4. Character Exercise: Most Popular

- **The Exercise** – All players stand on stage. Leader gives players verbal prompts.
- **Prompts** –
 - You are **Julie**, the most popular girl in school. Become a statue of Julie - 1. Angry, 2. Happy, 3. Gloating, 4. Dismissing another girl
 - You are **Wendy Apple**, the outsider, the independent girl. Become a statue of Wendy - 1. Confronting Julie and leaving the group, 2. Hugging the narrator, 3. Rescuing the narrator in the lunchroom, 4. Drawing while watching the narrator in your bedroom.
 - You are the **narrator**. Become a statue of the narrator – 1. Gossiping with the popular girls, 2. Upset with your mom about not having the right shoes, 3. Trying to get in at the lunch table, 4. Waking up at Wendy Apple’s
- **Debrief** – What did you notice? How did the game make you feel?

STUDENT GUIDE: ART & ACTIVISM

- **Experiment** – Spend a day where you really pay attention to how you treat others, how others treat you, and how others are treated around you. Notice how you respond,

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how you feel, and how you think others feel. Write about your experiences.

- **Raise awareness** about peer pressure and bullying in your school by asking students to pledge or sign a petition to only speak kindly about others for one day (or week).
- **Write an article** about cliques, bullying and peer pressure for your school newspaper. Submit it to your local newspaper as an op-ed piece.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- Have you ever wanted to fit in or felt excluded? Why do we want to fit in or exclude others? Why are we afraid to be different?
- Think about bullying on a larger scale – in your city, country, in the world. How can social, political, or cultural groups be bullies or cliques? How does this lead to conflict and violence?
- Who has external power in the monologue? Internal power? Which is more important?
- What would the world be like with out bullies, cliques, or peer pressure?

RESOURCES

- Article – “My Bullied Son’s Last Day on Earth” by Mallory Simon. *Jaheem Herrera, 11, committed suicide after school bullied continuously called him “gay” and “the virgin”. His mother believes her son killed himself because nobody would help him.*
<http://www.cnn.com/2009/US/04/23/bullying.suicide/>
- Movies – *Mean Girls*; *Erin Brokavich*.

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Bad Boys

OVERVIEW

Text:

Bad Boys, Girl Fact: 1 in 5 high school girls say they do not know three adults to whom to turn if they have a problem.

Topics:

Identity, well-being, parental pressure, cutting, eating disorders, divorce, suicide

Language:

- **Terms Students May Not Know** – bulimia, Ritalin, cutting, ADD, Sylvia Plath, Ralph Lauren, panic attack

Notes:

Review additional V-Girls resources on eating disorders, cutting, and suicide.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- How do other people's expectations affect the character? Do you think she is angry or sad?
- What's a bad boy?
- Are you drawn to danger or dangerous people? Why do you think this is?
- Do you ever feel like a bad girl? Is this a good thing or a bad thing?
- Why does the mother put so much pressure on her daughter?
- Do you ever feel like you are failing your parents?
- How can other people's expectations weigh us down?
- Where do we get our ideas of "perfection"?
- Is it possible to be "perfect"? How can trying to be perfect be damaging?
- Do people that love you ever pressure you to be something other than yourself? Why do you think that happens?
- How can you deal with other people's expectations in a healthy way?

REHEARSAL NOTES

Try rehearsing the monologue with an actor alone on stage. Try rehearsing it with actors silently on stage as the presence of the mother, father, and boyfriend to give a sense of presence and influence.

RHEARSAL EXERCISES

1. Emotional Atmosphere Exercise (Inspired by Michael Chekhov)

- **The Exercise** – All players stand on stage. Leader gives players verbal prompts. Explain to players that you will be exploring "emotional atmosphere".
- **Prompts** –
- Close your eyes and relax. Imagine that you are home alone. (*Pause*) You hear your

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mother's car pull up. As she opens the door you can hear how tense she is. The entire house is filled with her tension. How do you feel? How do you stand? *(Pause)* Your father comes home, he is angry. They start to fight. The entire house is filled with the air of anger and tension. How do you feel? How do you stand? *(Pause)* You hear the front door open. There is yelling. The door slams. There is quiet. The house returns to stillness. *(Pause)* You hear the front door open. Your mother calls your name. How do you feel? How do you stand? Relax. Breathe. Return your awareness to this room. You are safe. Breathe, relax, and open your eyes.

- **Debrief**
 - How did this exercise make you feel? How did your posture change?
 - What do you think “emotional atmosphere” means? What are the emotional atmospheres of the monologue?

2. Improvisation Scenes

- **The Exercise** – Divide players into pairs. Players will improvise the scenes in their groups and then perform for one another.
- **Prompts** –
 - Characters – Mother, daughter. Improvise a scene where characters are putting away groceries, and the mother wants to find out if the daughter has a boyfriend.
 - Characters – Boyfriend (“bad boy”), girlfriend (“perfect girl”). Improvise a scene where characters are discussing how they hate their parents and try to comfort each other.
 - Group prompt – Become a statue of the mother’s perfect daughter. Become a statue of the real girl.

STUDENT GUIDE: ART & ACTIVISM

- **Practice honesty.** Be honest with yourself about what is important to you. Talk about your feelings and speak your mind. Dare to have an honest conversation with someone who you feel wants too much from you.
- **Challenge the “beauty myth”.** Renounce traditional ideas about what is beautiful. Celebrate your unique beauty. Compliment others freely and genuinely.
- **Organize a letter writing campaign** to “pursuit of perfection” beauty magazines. Tell them that you want to see magazines that show real girls with real beauty and substance.
- **Boycott** magazines that perpetuate unrealistic ideals for women. Get your friends to do the same.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- What emotions is this character experiencing? How is she trying to deal with these feelings?
- Do you ever feel out of control? What do you do when you feel that way?
- Who do you feel that you can turn to when you have a problem?
- Do you see any other solutions for this character? If she were a friend of yours, how would you try to help her?
- Why do you think the character chooses a boyfriend who is a “bad boy”?
- What do you do when someone you love wants too much from you?

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RESOURCES

- Dove Real Beauty Campaign, www.campaignforrealbeauty.com
- Search www.youtube.com for “Dove Real Beauty” advertisements.
- Book – Naomi Wolf, *The Beauty Myth: How Images of Beauty Are Used Against Women*.

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What I Wish I Could Say To My Mother

OVERVIEW

Text:

What I Wish I Could Say To My Mother

Topics:

Mothers and daughters, generation communication, pregnancy, sexual identity, divorce

Notes:

Review additional V-Girls resources on sexual identity and pregnancy.

REFLECTION

Discuss:

- What is going on in this monologue?
- How does the monologue make you feel?
- Is this situation familiar?
- Do you think mother/daughter relationships are difficult? Why or why not?
- Why is communications between the generations so challenging?
- Do you think it is possible to bridge the gap when communication is difficult?
- Would you like to be able to communicate with adults, or would you rather be left alone?
- Are there things you wish you could tell your parents that you can't? Why?
- Are there other adults you can trust to go to when you need to talk?

REHEARSAL EXERCISES

Improvisation: Mothers and Daughters

- **Preparation/Materials** – Copy the monologue. Cut out each line of the monologue so that each line is on it's own slip of paper. Place slips of paper in a bowl. Players will choose partners for this exercise.
- **Improv** - In partners, on player will be the mother, the other will be the daughter. "Daughter" picks slip of paper out of bowl and begins a partner improv from the line.
- **Note** - Improvs do not have to be long. The ensemble will naturally create a variety of mothers and daughters. If the different pairs of mothers and daughters seem too similar, mentors and other ensemble members should suggest character traits, such as - nice mother/uptight daughter; conservative mother/timid daughter; hippy mother/ conservative daughter; vain mother/ punk daughter.
- **Debrief** – What did you notice? How did the improv make you feel?

REHEARSAL NOTES

Try performing the monologue with one person and as an ensemble piece.

STUDENT GUIDE: ART & ACTIVISM

- **Experiment** by telling your mom something you are afraid to say or asking a question that makes you nervous.
- **Ask your mom** what she liked and what she hated about being a teenager. Ask her the

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same about being an adult.

- **Plan a mother/daughter project.** Find a project to do with your mom that you both can enjoy. Write mother/daughter blog, plant an organic garden, cook, create a scrapbook, throw a party, see a movie, create a journal together where you each write on one side of the page, start a mother/daughter book club, etc.
- **Create a collage** with images of mothers and daughters and words that describe a mother/daughter relationship from magazines, newspapers, or pictures that you draw. Post the collage in your rehearsal space.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- Have you ever wanted to be understood better by your mom? Do you think your mom might want to understand you better?
- What is one question you'd like to ask your mom? What is one thing you would like her to know about you?

RESOURCES

- Movies - *Real Women Have Curves*; *Terms of Endearment*; *Freaky Friday*; *The Joy Luck Club*
- Book - *In Search of Our Mother's Garden's* by Alice Walker
- Book - *Mother-Daughter Movies* by Rosemary Rogers
- Book - *Mother-Daughter Project: How Mothers and Daughters Can Band Together, Beat the Odds, and Thrive Through Adolescence* by SuEllen Hamkins, M.D. and Renée Schultz, M.A
- Web Resource – *The Mother-Daughter Project*; <http://www.themotherdaughterproject.com/>
- Web Resource – *The Mother-Daughter Book Club*; <http://www.motherdaughterbookclub.com/>

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It's Not a Baby, It's a Maybe

OVERVIEW

Text:

It's Not a Baby, It's a Maybe; Girl Fact: Abstinence

Topics:

Sexuality, decision-making, pregnancy, birth control, abstinence, teen parenthood, abortion, adoption

Notes:

Review additional V-Girls resources on teen pregnancy and abortion.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- How does the young woman in the monologue feel about her “problem”? How do you feel about it?
- How did the girl get pregnant? Do you think she wanted to? If not, why did it happen?
- Do you think the girl is taking care of herself? Do you think she is able to get/ask for what she wants?
- Do you think she is pleasing her boyfriend, friend, or mother rather than herself?
- Do you think having sex is more accepted than becoming pregnant? Why or why not?
- Are you afraid of getting pregnant? Do you think getting pregnant as a teen changes your life dramatically?
- Have you ever practiced abstinence? Does it work?
- Do you think she has sexual pleasure? Do you think that it is important for sex to be pleasurable for both partners?
- What advice would you give the character?
- Do you think she is ready to be a mother? Do you think that matters?
- Do you feel like you have a choice about having sex? Can you move at the speed you want?
- Do you think there is a difference between sex and love?
- What does it mean to truly love someone?

REHEARSAL EXERCISE

Improvisation – What's My Motivation?

- **Explain/Teach** - In a scene, characters always want something, this is their **objective**, and characters always have to overcome an **obstacle** to get what they want.
- **The Exercise** – Players will improvise scenes based on given objectives. The characters in the scene are the girl in the monologue and her mother.
- **Scene 1** –
 - **Characters** - The girl in the monologue, her mother

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- **Objectives** - Girl wants to find out if she can/should tell her mother that she is pregnant. Mother wants to talk to her daughter about her failing grades in school.
- **Setting** – Kitchen at home
- **Scene 2** –
 - **Characters** - The girl in the monologue, her friend Juicy
 - **Objectives** – Girl wants Juicy to listen and help her think about her options. Juicy wants to convince her to keep the baby.
 - **Setting** – Cafeteria at school
- **Scene 3** –
 - **Characters** – The girl in the monologue, her boyfriend Carlos
 - **Objectives** – Girl wants to tell Carlos about the baby. Carlos wants to make plans for the prom.
 - **Setting** – On a date
- **Debrief** – What did you learn about the characters through this exercise?

STUDENT GUIDE: ART & ACTIVISM

- **Find out** what your school's policy is on sex education. If you do not agree with what is being taught in your school's sex education program, **write a letter** to your principals, school board, or state governing body.
- **Make flyers** about teen pregnancy rates and post them or pass them out in school. Bathroom stalls are a great spot to post flyers – you have a captive audience! (Don't forget the boy's bathrooms.)
- **Invite a speaker** from Planned Parenthood or a local feminist women's health center to your school or your V-Girls group.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- In this situation so much is unknown for the character. How does facing the unknown bring up mixed emotions? How does facing the unknown conjure up our greatest fears?
- If you got pregnant as a teenager, what do you think you would do? Would you be able to tell your parents? Would you tell the boy? How would you get help? Where would you go for information?
- How does your society/community educate teens about sex and pregnancy? How would you improve it?

RESOURCES

- Planned Parenthood – Fighting for Real Sex Ed,
<http://www.plannedparenthoodaction.org/positions/fighting-real-sex-education-97.htm>
- Centers for Disease Control Report, *Improvements in Sexual and Reproductive Health of Teens and Young Adults Slowing*,
<http://www.cdc.gov/media/pressrel/2009/r090716a.htm>
- Movie – *Juno*

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What Do You/Don't You Like About Being a Girl? What's a Good Girl?

OVERVIEW

Text:

What Do You Like About Being a Girl?; What Don't You Like About Being a Girl?; What's a Good Girl?

Topics:

Identity, self image, self esteem, expectations, girls' empowerment, rape, pregnancy

REFLECTION

Discuss:

What Do You Like About Being A Girl?

- What do you like about being a girl? (Make group list and post in your rehearsal space.)
- Can "girls do things better?"
- Are women closer? How have you experienced this?
- Do you think about negativity towards girls in our culture?
- How can we focus on what we like about being a girl?

What Don't You Like About Being a Girl?

- What don't you like about being a girl? (Make group list and post in your rehearsal space.)
- Do girls have less freedom than boys? How have you experienced this?
- Is it true in your culture that "girls can't work even though they are educated"? If it is not true in your culture, where in the world do you think it is true?
- What can we do about the things that we don't like about being a girl?
- How can we celebrate our gender?

What's a Good Girl?

- What's a "good girl"? (Make group list and post in your rehearsal space.)
- What do you like about the idea of a "good girl"? What don't you like?
- Who decides what a "good girl" is?
- Is there pressure to be a "good girl"?
- If you are not a "good girl" are you necessarily a "bad girl"?

REHEARSAL NOTES

Rehearse the monologues ensemble pieces.

RHEARSAL EXERCISES

1. Round Robin Improvisation:

- **The Exercise** – All players stand in a circle. Each person says one thing that they like about being a girl – rapid-fire. Keep going until every person has run out of things to say. As a girl runs out of things to say, she stays standing in the circle, listening, until the entire group has run out of things to say and falls silent naturally.

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- Repeat exercise with “What don’t you like about being a girl?”

2. Characterization Improvisation:

- **The Exercise** – Players act out prompts given by leader.
- **Prompts** –
 - Become a statue of a good girl. Become a statue of a bad girl.
 - Walk like a good girl. Walk like a bad girl.
 - Chew gum like a good girl. Chew gum like a bad girl.
- **Discuss** - What are a good girl’s gestures? What are a bad girl's gestures?

STUDENT GUIDE: ART & ACTIVISM

Collect and share positive images of girls from magazines, newspapers, articles, or your own drawings or photographs. Post them next to your list about what you like about being a girl.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

Make your own lists based on the questions in the monologues and include them in your journal. What do you like about being a girl? What don’t you like about being a girl? What’s a good girl?

RESOURCES

- Teen Health and the Media, *Fast Facts, Body Image and Nutrition*;
<http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&page=fastfacts>
- *Teen self image, the fantasy, the reality*; In the Mix; PBS;
http://www.pbs.org/inthemix/shows/show_self_image.html

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Don't 5 Cows and a Calf

OVERVIEW

Text:

5 Cows And A Calf, Don't

Topics:

Gender based violence and inequality, sexual violence, physical violence, female genital mutilation/circumcision (FGM/FGC), femicide, family relationships, Female Genital Mutilation, reconciliation, community, love of one's culture

Language:

- **Terms/Issues Students May Not Know** – Dreams program, female genital mutilation/circumcision (FGM/FGC), femicide, Maasai, shillings
- **Strong Language** – “Don't fight it, the razor...Don't cry he needed to cut it off.”

REHEARSAL NOTES

- These monologue deals with very intense and emotional issues and graphic subject matter. Keep in mind that your group might have a strong emotional response to the material. This material can be very difficult and leaders are encouraged to have an opening conversation about safe space with your group. Include your entire ensemble in exploratory sessions dealing with FGM and leave ample time to explore the issue.
- Introduce the term “femicide” to your group. Explain that femicide is the systematic destruction of female population through rape, battery, incest, female genital mutilation, sexual violence as a tactic of war, and other forms of sexual violence. It is important for students to understand this term, as this systematic destruction is a critical and pervasive theme.
- It is important to note that while speakers in these monologues are Egyptian and Maasai, these are not the only cultures in which FGM/FGC is practiced, nor is this treatment of girls uniform throughout Egypt or Kenya. Additional resources on this topic are included in this guide.
- Review additional V-Girls resource materials on FGM, sexual violence, and related issues. Leaders should review all material and video on FGM before presenting it to your group.

MATERIALS

- DVD player and monitor or laptop and projector
- Copy of DVD *V-Day: Until the Violence Stops (2004)*; you will only be using a portion of the film – Chapter 6, Agnes Pareyio (Rift Valley, Kenya), Start 48:50, Stop 1:04:10. This video clip is available free to V-girls pilot sites on the V-Spot under “Suggested Media”. *Until the Violence Stops* DVD can also be rented from Netflix or purchased for \$15 at <http://www.store-vday.org/blackv-dayknithat-1.aspx>
- Note – This film is a documentary about V-Day, and the clip is a trip Eve Ensler made to Kenya to visit a safe house for girls who have escaped FGM. The clip includes a detailed description of how FGM is practiced in this region of Kenya, however please keep in mind and inform students

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that there are many different ways that it is practiced. This is just one example. This depiction of FGM can be graphic, please preview the clip.

EDUCATING OURSELVES: VIEWING, LEARNING AND REFLECTING ON FGM/FGC

Introduction

- Read both monologues aloud at the beginning of this rehearsal. Begin with an open discussion about the monologues.
- After ensemble has talked about their feelings, ideas, questions and impressions of the monologue, discuss references to FGM in the monologues.
- Introduce the topics of FGM/FGC and femicide.
- View video clip.

Reflection on FGM/FGC

- What do you think/feel about the practice of FGM/FGC?
- What do you think the consequences might be for a girl who refuses to be cut?
- Many people are working towards FGM to be abolished in their cultures. In Egypt and Kenya, where these monologues take place, FGM/FGC is banned, yet it is still often practiced. Do you think people can change their deeply held beliefs, even when the law is changed? How?
- FGM is in part practiced to reduce the temptation of men. Why do you think men are often considered to not be in control of their sexual impulses?
- What do you feel are the political and moral responsibilities of the international community in regards to FGM? To violence against women? What is your responsibility?

Reflection on the Monologues

- What is going on in these monologues? How do they make you feel?
- Are these situations familiar?
- Do the girls in these two monologues have anything in common? Do the two girls have differences in their experiences?
- Because they are girls, the speakers are told that they can't or must do things. Are there expectations you experience as a girl?
- What do these monologues say about the importance of education?
- What is the role of power and fear in the monologues? How do power and fear lead to violence? How can fear motivate a person to action?
- What is the role of hope and joy in these monologues? How do hope and joy motivate these girls towards action?
- Where do you see reconciliation in these monologues? Where would you like to see reconciliation?
- How does/can your hope and fear motivate you?
- What do you fear and what do you hope for - for the world, for yourself personally and for future generations?

STUDENT GUIDE: ART & ACTIVISM

- **Plan a V-Girls Empowerment Through Education Fair** to raise awareness in your community or school about violence against women around the world

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- **Organize a film screening** of *V-Day: Until the Violence Stops* and do a talk-back session after the movie. Have resources available for those who wish to learn more.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- In your journal, write your feelings about the practice of FGM.
- Why do you think gender violence is spread throughout the world and throughout history?
- Make your own list of “don’ts”. List the things that you are expected to do or not do because you are a girl. Think of ways you can challenge those expectations.
- Where would you like to have reconciliation for yourself, in your family, friendships, or other aspects of your life?
- Write about your fears and hopes. Make plans for actions that address your fears and can make your hopes reality.

RESOURCES

- V-Day Resources on FGM –
 - About FGM - <http://www.vday.org/female+genital+mutilation>
 - Statistics - <http://www.vday.org/take-action/violence-against-women/fgm>
 - Article – *10 Year Old Girl Dies from FGM, Circumcisor Arrested* by Kim Rosen; <http://www.vday.org/news-alerts/cry-of-a-girl>
 - Biography – Agnes Pareyio; <http://www.vday.org/anniversary-events/superlove/bios/pareyio>
- Web Resource – *Egypt, Amnesty International Report 2008, Human Rights in the Arab Republic of Egypt*; <http://www.amnesty.org/en/region/egypt/report-2008>
- Article – *Sexual Repression is No Light Issue* by Ahmed Maged; *The Daily News, Egypt*; <http://www.dailystaregypt.com/article.aspx?ArticleID=7264>
- Article - *Egyptian Grand Mufti Against Female Circumcision*; *Egypt.com News*; <http://news.egypt.com/en/20070718271/news/-egypt-news/egyptian-grand-mufti-against-female-circumcision.html>
- Article - *Egypt: Illiteracy still rife among rural women*; IRIN; <http://www.irinnews.org/report.aspx?reportid=26179>
- Article - *Stand up for your rights, says victorious Noha Roushdy* by Abdel-Rahman Hussein; *The Daily News Egypt*; <http://www.thedailynewsegypt.com/article.aspx?ArticleID=17336>
- Article - *Ishraq: Safe Spaces for Girls to Learn, Play, and Grow*; *Population Council*; http://www.popcouncil.org/projects/ta_egyptishraq.html
- Article/Facts: This site is the UN Population Fund's Facts on FGM/FGC <http://www.unfpa.org/gender/practices2.html>
- Article: *Female 'circumcision by words' gains ground*; *BBC News*; July 10, 1998
- Film: *Women On The Run: A Documentary* (2005) <http://womenontherun.se/node/7>

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Would You Rather?

OVERVIEW

Text:

Would You Rather 1,2,3; Girl Fact: A majority of 5-year-old girls would rather lose an arm than be fat.

Topics:

Friendship, conflict, pregnancy, eating disorders, sexual activity, peer pressure

Language:

- **Terms Students May Not Know** – HPV, dyke
- **Strong Language** – bitch, dyke, slut

Notes:

Review additional V-Girls resources on teen pregnancy.

REFLECTION

Discuss:

- What is going on in these monologues? How does it make you feel?
- Is this situation familiar?
- What do you think about the Girl Fact? Does it surprise you?
- Have you ever played a game like “Would You Rather” (Truth or Dare, Never Have I Ever, etc.)? Are these games harmful or harmless?
- Do you think that the “would you rather” questions asked in these monologues are fair?
- What is fun about these games? What is cruel about them?
- Have you ever played a game like this where you or someone else has been teased about their answers, even long after the game is over?
- Is there a way to play these games without hurting other people?
- Why do you think people find pleasure in other’s discomfort?

REHEARSAL NOTES

Materials needed – Flashlights (at least 2). Try rehearsing the monologue a few different ways - in the dark, with a flashlight; in the light, but with characters not looking at each other; in the light and with characters looking at each other. Note the different experiences.

REHEARSAL EXERCISES

1. Improvisation: Would You Rather?

- **The Exercise** - Give players a few moments to create their own “cruelty free” Would You Rather? questions. Play a round of the game.
- **Debrief** – Is it difficult to play the game without cruelty? Why or why not?

2. Character Work:

- **Preparation/Materials** – You will need flashlights. You can either play this game with just the girls who are performing the monologue, or use it as an ensemble activity.
- **The Game** – Players will explore the use of a flashlight as a prop.

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- **Round 1** - In a dark room with only flashlights for light, explore –
 - How can you use the flashlight? (inquisition style, pointing at the ceiling, passing back and forth, etc.)
 - How can you use the flashlight to communicate?
- **Round 2** – In a lit room, explore –
 - How do we communicate in the dark differently in the light?
 - For Girl 2 in the monologue – What are the many ways you can try to avoid this game? What are the ways that you can express your displeasure?
 - For Girl 1 – What are the many ways that you can try to get your friend to play the game?

STUDENT GUIDE: ART & ACTIVISM

- **Find out more** about a current event where negotiations and/or diplomacy are taking place. Think about the role that “the middle road” has in diplomacy. How can you encourage this in yourself and the world?
- **Explore creative ways to increase communication and diplomacy** in conflict. Music, dance, theatre, and art are a universal language. Create art that can build bridges between people.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- Do you think there is danger in being forced to make a choice without any discussion or compromise or is it just "good fun"?
- What do you do when you are stuck between “a rock and a hard place” and it seems that there is no good option to choose?
- Do you think it is harder/easier to find a compromise or middle ground than answer yes or no questions?
- What is the price to not “playing the game” when someone else wants to or pressures you?

RESOURCES

- Article – *Study: Friendships More Vital to Teen Girls*;
<http://abcnews.go.com/Technology/story?id=99590&page=1&page=1>
- Article – *Under pressure – are teen girls facing too much?*;
<http://www.msnbc.msn.com/id/29055786/>
- Web Resource - Girls Bill of Rights; Girls, Inc.; <http://www.girlsinc.org/about/girls-bill-of-rights/>
- Article – *Girls and Sexual Health*; <http://www.girlsinc.org/downloads/GirlsandSexualHealth.pdf>
- Article – *Stressed Out! The Life of a ‘Super Girl’*;
http://www.msnbc.msn.com/id/29103520/ns/today_books/
- Web Resource – Smart Girls Know; <http://www.smartgirlsknow.com/>
- Article – *Teens are more stressed than ever*; <http://www.smartgirlsknow.com/?p=1597>
- Article – *Sticky Fingers: The Rise of Shoplifting; Teen Vogue*;
<http://www.teenvogue.com/connect/blogs/soundoff/2009/08/sticky-fingers-the-rise-of-shoplifting.html>
- Article - *1 in 4 teen girls has sexually transmitted disease*;
<http://www.msnbc.msn.com/id/23574940>

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- Article – *Teen girls discuss their sex lives: Is oral sex really sex, and how do boys use sex against girls?*; <http://abcnews.go.com/Primetime/Health/Story?id=1968984&page=1>
- Article – *Girls feelings about body weight affect condom use*; <http://www.theglobeandmail.com/life/family-and-relationships/girls-feelings-about-body-weight-affect-condom-use/article1352898/>
- Web Resource – *How to use a condom*; Planned Parenthood; <http://www.plannedparenthood.org/teen-talk/watch/how-use-condom-26797.htm>
- Web Resource – *Fast Facts on Teen Body Image*; <http://www.gurl.com/findout/fastfacts/articles/0,,710236,00.html>

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Stephanied

OVERVIEW

Text:

Stephanied

Topics:

Sexual identity and questioning, religion

Notes:

Review additional V-Girls resources on sexual identity and questioning.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- What does it mean to be “Stephanied”?
- What are other made up words we use or see in the media?
- Why do we feel compelled to label our relationships, ourselves and others?
- Do you think labels like “gay”, “straight”, “friend”, “girlfriend”, “boyfriend” are helpful or a hindrance? How? Why?
- Why do other people care who we love? Why do we care who others love?

RHEARSAL EXERCISES

1. Improvisation: Creating Love Statues

- **The Exercise** – Players stand in a circle. One player begins by making a “love statue”. The next player mimics the first statue, and then makes another “love statue”. Players go around the circle, mimicking each statue that has been created and adding her own. Once every player has contributed, the ensemble learns the entire sequence.
- **Variations** – After creating movement sequence with the entire group, you can also divide into smaller groups or as individuals and create statues or sequences and perform them for the whole group.
- **Debrief** – What did you see, experience and learn from the game?

STUDENT GUIDE: ART & ACTIVISM

- **Does your school have a pride group** of GLBTQ (gay, lesbian, bisexual, transgendered, queer) students? If so, consider partnering to do some kind of human rights awareness raising activity together. If not, maybe some of your cast or crew would like to start a group like this.
- **Come up with a creative way to show love and support** for teens of all sexual identities. Create flyers, posters, bracelets, have a hug-a-thon or invite a speaker to your school.
- **Have a video contest** that highlights issues of discrimination at your school. Post the videos on your V-Girls website or social networking site.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

In your journal, write about your questions, feelings and longings about your own sexual

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identity, whatever you perceive that to be. Use your journal as a private place to explore. You can write, draw, collage, or express yourself in any way you wish.

RESOURCES

- Web Resource - Human Rights Campaign Youth and Campus Activism, http://www.hrc.org/issues/youth_and_campus_activism/youth_and_campus_activism_resourcesandpublications.asp
- Web Resource – Youth Resource (Youth-driven site, sexual health for GLBTQ youth); <http://www.amplifyyourvoice.org/youthresource>
- Web Resource – Amplify Your Voice (Youth-driven site for sexual health); <http://www.amplifyyourvoice.org/>
- Web Resource – Audre Lorde Project; <http://www.alp.org/>
- Web Resource – Hetrick Martin Institute; <http://www.hmi.org/Page.aspx?pid=214>
- Web Resource – National Youth Advocacy Coalition; <http://www.nyacyouth.org/>
- Book – *Am I Blue? Coming Out from the Silence* by Marion Dane Bauer
- Book – *GLBTQ: The Survival Guide for Queer and Questioning Teens* by Kelly Huegel
- Book – *Hear Us Out!: Lesbian and Gay Stories of Struggle, Progress, and Hope, 1950-Present* by Nancy Garden
- Book – *Not the Only One: Lesbian and Gay Fiction for Teens* by Jane Summer
- Article – *The Impact of Homophobia and Racism on GLBTQ Youth of Color*; Advocates for Youth; http://www.advocatesforyouth.org/ec/index.php?option=com_content&task=view&id=425&Itemid=177
- Plays –
The Laramie Project by Moisés Kaufman and The Tectonic Theater Project, *RENT* by Jonathan Larson, *Angels in America* by Tony Kushner
- Movie – *For the Bible Tells Me So* (2007); <http://www.forthetelletsmeso.org/index2.htm>

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Moving Towards the Hoop

OVERVIEW

Text:

Moving Towards the Hoop; Girl Fact: Sports

Topics:

Girls who play sports less at risk; use of sports to combat current and past injustices; identity; personal cultural history.

Language:

- **Terms Students May Not Know**

- Taino, Canela, Morena, nappy head, Katrina, Jena 6, Detroit, Watts, Lower Ninth, South Bronx, Soweto, Eastland, favela, Dharvai, barrio, Eastern Congo
- Basketball Terms: Fake, Duck, Lay Up, Break Open, Free of Guards, In Possession, Dunk, Score

Materials:

- Slips of paper on which to write phrases and words, container for paper slips
- Pens or pencils for ensemble
- A clock, watch or stopwatch with which to keep time
- Copy of *25 Benefits of Girls Playing Sports*,
<http://www.womenssportsfoundation.org/Content/Articles/Sports%20And%20Fitness/123/25%20Benefits%20of%20Girls%20Playing%20Sports.aspx>

REFLECTION

Discuss:

- What is going on in this monologue?
- How does this monologue make you feel?
- Is this situation familiar to you?
- Is identity something we choose or others choose for us?
- What do you feel is your identity?
- Do you have one identity or many?
- Do you think other people see you differently than you see yourself? If so, how does this feel? Why do you think this is so?
- Is there a difference between an identity and a label?
- Do you think we can really know each other on the insides?
- Do you play sports? Why or why not?
- How does playing sports make you feel?
- Are you encouraged to play sports as much as boys are?
- How does the author, use sports terms as a double meaning in this monologue?
- Read the Girl Fact about sports: Does this fact reflect your experience?

REHEARSAL EXERCISES

Sports Charades

- Ensemble makes a list of benefits of girls playing sports - write the list on a large sheet of

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paper and on slips of paper to use in charades.

- Compare your list with *25 Benefits of Girls Playing Sports*. Write items the ensemble likes from this list on slips of paper and your big list. Put slips of paper in a container.
- One at a time, have each girl draw a slip of paper and act it out for the group. Set a time limit for each round. Play as long as you wish.
- Variation: Act in teams of 2 or 3
- Reflect: How does acting out these benefits make you feel? Do you think these benefits are true?

Masquerade Charades Variation

- Each ensemble member is given two slips of paper on which to write three identity words or phrases:
 - A word or phrase that expresses how she views herself/her identity
 - A word or phrase that expresses how she believes others view her/her identity
- Put the slips of paper into a container
- One at a time, have each girl draw a slip of paper with an identity word or phrase and act it out for the group. Set a time limit for each round. Play as long as you wish.
- Reflect: How does acting out these identities make you feel? How did it feel to have one of your identity words or phrases acted out?

Unmasking Ourselves Charades Variation

- Ensemble is in a circle
- Each ensemble member is given three slips of paper on which to write three identity words or phrases:
 - A word or phrase that expresses how she views herself/her identity
 - A word or phrase that expresses how she believes others view her/her identity
- Each actress acts out the word or phrase she identifies with for the group and then reveals the word.
- The whole ensemble then acts out the word, trying on this identity.
- Do the same with each identity word or phrase.
- Reflect: What is it like to take on identities that are not are own?

REHEARSAL NOTES

Try as an ensemble piece and as a solo piece

STUDENT GUIDE: ART & ACTIVISM

- **Art:** Make posters of girls in sports. Research and think about how playing sports benefits girls and use these girl facts on your posters.
- **Educate & Inform:** Find out more about girls who play sports in your community. Are there any girls who play on boys' sports teams? Are there equal resources for girls and boys in sports?
- **Project:** Coach a younger girls' sports team.
- **Experiment:** Try doing something that is outside of your usual sense of identity. Write in your journal about how you feel when you are doing things with which you don't normally identify.

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STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- What do you like about sports? What do you dislike about sports?
- What do you think of as your identity?
- What would it mean to lose your identity? To change it?
- Do you ever surprise people by doing things they don't identify you with?
- Why is identity important? How can it help us? How can it hurt us?

RESOURCES

Sports Resources:

- National Association for Girls & Women in Sports, <http://www.aahperd.org/nagws/>
- Gender Equity in Athletics and Sports, <http://feminist.org/sports/index.asp>
- Women's Sports Foundation, <http://www.womenssportsfoundation.org/>
- Nike Gamechangers: Change the Game for Women in Sport, <http://sportforchange.changemakers.com/en-us>
- Article - Leveling the Playing Field, <http://life.familyeducation.com/recreation/sports/29771.html?detoured=1>
- Article - Girls in Sports: Celebrating 35 Years of Title IX , <http://family.go.com/parenting/pkglearning/>
- Article - Urban Girls and Sports, <http://www.womenssportsfoundation.org/Content/Articles/Issues/Equity-Issues/U/Urban-Girls-and-Sports.aspx>
- Article - Saudi Girls Deserve Sports Heroes, Too, <http://www.kabobfest.com/2008/08/saudigirls-deserve-sports-heroes-too.html>
- Videos: Nike -
 - Nike Women Gamechangers (40 seconds), <http://www.youtube.com/watch?v=XUo13iX03N8&NR=1>
 - Nike Women Gamechangers (1:58), <http://www.youtube.com/watch?v=e9pLLOQnIYs&NR=1>
 - Nike: Women Gamechangers: Girls from Qatar, <http://www.youtube.com/watch?v=nCpDc8sXwDo&NR=1>
 - Girls in Sports - U. Minnesota Report on Active Girls doing better in life and school, <http://www.youtube.com/watch?v=EXZ4nhr7hfQ>

Resources for History/Cultural References in the Text

- Taino People <http://www.topuertorico.org/reference/taino.shtml>
Subgroup of Arawakan Indians in Greater Antilles in Caribbean. Important to Puerto Rican history. Taino words still in Puerto Rican vocabulary.
- Canela = cinnamon (town in Serra Gaucha of Rio Grande do Sul, Brazil).
- Morena = <http://www.urbandictionary.com/define.php?term=Morena>
A Spanish word used to describe Latinas who are tanned/dark in varying degrees.
- Affirmative Action Plan "Affirmative action" means positive steps taken to increase the representation of women and minorities in areas of employment, education, and business from which they have been historically excluded. <http://plato.stanford.edu/entries/affirmativeaction/>
- Nappy Headedness a term used to describe someone (typically of African descent) who possesses tightly coiled, very curly hair. Term also used as a slur, insult, or associated indicator of self loathing. The term is also often used to express an individual's self-love, individuality, uniqueness and beauty. <http://www.urbandictionary.com/define.php?term=nappyhead>

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- "Nappy Headed Hos" was used by Don Imus, an American Radio personality, to refer to members of the Rutgers University women's basketball team.
<http://mediamatters.org/research/200704040011>
- Katrina refers to Hurricane Katrina which decimated a large part of Southern United States, especially New Orleans. Tens of thousands of people, mostly African-American, were left without homes and without proper governmental support during and after the crises. This event and how it was handled is held out as an example of the racism and classism in America.
- Video about Katrina:
 - The Unmasking of New Orleans: The Untold Story of Hurricane Katrina (Trailer) (1:37)
<http://finalcall.com/katrina/trailer.htm>
 - Kanye West/Red Cross Video about Katrina, speaking of racist reporting during Katrina (1:52)
<http://video.google.com/videoplay?docid=7801085471711396755#docid=-678544159975250524>
- Video about The Jena 6: *Complete background and Jena 6 incident made before settlement.*
<http://www.youtube.com/watch?v=YuoiZnr4jLY>
- *The Jena Six (6) Story ESPN Outside the Lines (10:46),*
<http://www.youtube.com/watch?v=3SrIEM8X0qA&feature=related>
- Article: *CNN: 5 defendants plead no contest in 'Jena Six' case*
(Note - This article is only about settlement, does not provide much background.)
<http://www.cnn.com/2009/CRIME/06/26/louisiana.jena.6/index.html>
- Cities/Neighborhoods referenced in monologue: Detroit, Michigan, US; Watts - Los Angeles, USA; Lower Ninth, New Orleans, Louisiana, US; South Bronx, New York, US; Soweto, Johannesburg in [Gauteng, South Africa](#); Kibera, Nairobi, Kenya (largest slum in Africa), EASTLAND, Dharvai; Favela = Shanty town in Brazil; Dharvai = Indian Slum; Barrio= Latin poor neighborhood/ghetto as the term is used in the USA
- Video of Dharvai
- <http://ngm.nationalgeographic.com/2007/05/dharavi-mumbai-slum/jacobson-text>
- Eastern Congo -
 - V-Day Resource, *DRC: Background*, <http://www.vday.org/drcongo/background>
 - V-Day Resource, *Congo Teach-In* – register and download a power point presentation of background on the conflict in DRC and how rape is being used as a systematic tool of war, <http://www.vday.org/congo-teach-in>
 - Video – V-Day Activist Spotlight, Christine Schuler Deschryver, Director of the City of Joy, <http://www.vday.org/meet-vday/activist-spotlights/christine-schuler-deschryver>
 - Web Resource - V-Day Congo Campaign, Turning Pain Into Power: Stop Raping Our Greatest Resource; <http://www.vday.org/drcongo>
 - V-Day Resource, Congo Campaign Photo Galleries and Video - <http://www.vday.org/drcongo/photo>
 - Article - *Women Left for Dead, and the Man Who's Saving Them* by Eve Ensler, *Glamour Magazine*; <http://www.glamour.com/magazine/2007/08/rape-in-the-congo>
 - Article - *War on Women in Congo* by Eve Ensler; *Huffington Post*, http://www.huffingtonpost.com/eve-ensler/war-on-women-in-congo_b_204949.html

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Sophie et Apolline or Why French Girls Smoke

OVERVIEW

Text:

Sophie et Apolline or Why French Girls Smoke

Topics:

Friendship, growing up, parental relationships, stress, smoking, sexuality, alcohol, addiction

Language:

- **Terms Students May Not Know** – “et” (meaning “and”); “peut-etre” (meaning “perhaps”)
- **Strong Language** – No specific language flags; monologue refers to sex, smoking, drug and alcohol use.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- Describe the friendship between Sophie and Appoline.
- What are their similarities and differences?
- The characters each describe a “good future” and a “bad future”. What are your dreams and fears about your future?
- Sophie says she talks to her father about sex. Could you talk to your father about sex?
- What do you think about the reasons the characters give for smoking?
- What do you think about how Sophie and Appoline talk about their boyfriends and sex?

REHEARSAL EXERCISES

1. Mirror Exercise

- **Preparation/Materials** – Leader should prepare a list of actions for players to mirror (getting ready for school, eating dinner, etc.).
- **Before the Game, Discuss** –
 - How can you tell when two girls are best friends?
 - How do best friends move when they talk, walk and fight?
 - What do best friends share? (*clothes, values, attitudes, music, etc.*)
- **The Game** – Players will be in groups of two, one mirroring the other. Leader will give directions for actions to mirror or allow the pairs to improvise.
- **Notes for Players** - Keep it slow at first. Don't trick your partner. The goal is to move together, like a mirror. When you get really good, no one will be able to tell who the leader is and who is the follower. Try different levels and activities. When you are confident enough, move around the space together.
- **Advanced Mirror Exercise** – Partners mirror one another while changing who is leading. The goal is to switch leaders without stopping or others noticing that the leader has changed.
- **Debrief** – What did you notice? How did the improv make you feel?

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2. Character Work: Sophie and Apolline

- Actresses who are playing Sophie and Apolline should explore -
- How do these two characters: Walk? Sit? Smoke? Talk? Dance?
- Two actresses playing these characters mirror each other, but retain the character they are playing. Two best friends will often unconsciously mirror each other's gestures and body postures, but retain some of their own style.

STUDENT GUIDE: ART & ACTIVISM

- **Write a poem** about friendship or your best friend.
- **Write a letter** to a friend. Tell her what she means to you.
- **Conduct friendship interviews.** Create a list of questions about friendship and find best friends to interview. Don't forget to take pictures, and consider submitting to your school newspaper. Consider including some of these interviews in your V-Girls zine, anthology, or website.
- **Make friendship bracelets** for all of the girls in your V-Girls group.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- How important are your friendships to you?
- Why do many girls like to do things that make them seem older than they are? Why are many girls in a rush to grow up? What does that "rush to grow up" feel like?
- In this monologue, the girls speak of smoking to handle stress. How do you and your peers handle stress?

RESOURCES

- Article - *Concern for teenagers' wellbeing as fewer say they have a best friend - Study of 16-year-olds and counterparts 20 years ago*; Guardian UK;
<http://www.guardian.co.uk/uk/2007/jun/05/lifeandhealth.children>
- Article - *Even France, haven of smokers, is clearing the air*; New York Times;
<http://www.nytimes.com/2008/01/03/world/europe/03smoking.html?scp=2&sq=cigarettes%20france&st=cse>
- Article – *Teens smoke to be cool study*; News 24;
http://www.news24.com/Content/SciTech/News/1132/446f9e1e55a549b8bf4a7872cb510202//Teens_smoke_to_be_cool_-_study
- Movie – *Ghost World (2001)* – *Explores friendships between two teenage girls (Thora Burch, Scarlett Johanssen).*

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WHAT I HEARD ABOUT SEX

OVERVIEW

Text:

What I Heard About Sex

Topics:

Sexuality, birth control, abstinence, masturbation, menstruation, pregnancy

Language:

- **Terms Students May Not Know** – Abstinence, masturbating

Notes:

Review additional V-Girls resources on sexual identity, pregnancy, and abortion.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- What have you heard about sex?
- Do you think that you have heard more fact or fiction about sex?
- Where do you get your information about sex?
- Do you think boys really want to have sex more than girls?
- Create a group list of things you have heard about sex. As a group, classify each one as fact, fiction, or opinion and discuss.

REHEARSAL NOTES

Try performing the piece as a monologue and as an ensemble.

REHEARSAL EXERCISES

Round Robin Improvisation:

The Exercise – All players stand in a circle. Each person says one thing that they have heard about sex – rapid-fire. Keep going until every person has run out of things to say. As a girl runs out of things to say, she stays standing in the circle, listening, until the entire group has run out of things to say.

STUDENT GUIDE: ART & ACTIVISM

- **Use the monologue** to inspire your own creative writing.
- **Knowledge is power.** If you have questions about sex, find someone you trust to talk about it and do your own research. Seek out organizations like a local feminist women's health center.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

What do you think is true about sex? What more do you want to know about sex? Who do you think you could talk to about your questions?

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RESOURCES

- Web Resource – *Sexuality and U.* <http://www.sexualityandu.ca/teens/index.aspx>
- Web Resource - *Spotlight on a Sex Educator, Eileen Friedrichs*; gURL; <http://www.gurl.com/showoff/spotlight/qa/0,,688288-2,00.html>
- Article – *Everybody’s Doing What? Interview with Dr. Laura Berman* by Aimee Lee Bell; *O Magazine*; <http://www.oprah.com/article/omagazine/200905-omag-sex-talk-lauraberman>

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I Dance

OVERVIEW

Text:

I Dance (1); I Dance (2); I Dance (3)

Topics:

Dancing, sexuality, gender bias, sexual slavery, sexting

Language:

- **Terms Students May Not Know** – Sexting, burqas, corsets, Wounded Knee, killing fields, slave branding, Sufi, hora, jingle dance, buckskin dance, hula, kabuki, Bollywood, flamenco, salsa, 'ote'a, cicadas, holocaust tattoos
- **Strong Language** – horny, sexting, “*R u naked? What ru doing with ur hands?*”

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is it familiar?
- Do you dance? If you do, why do you dance? If you don't, why don't you dance?
- Do you think it is important to most teenagers to be a good dancer? Why or why not?
- What is rhythm? What is the rhythm in these monologues?
- How are girls the ultimate survivors?
- What do you think “I dance because there is a bird in me” means?
- What do you think “my skin is a map” means?
- What do you think “I dance to disappear, I dance to know I’m here” means? How can dance help you “know you are here”? How can it help you disappear?

REHEARSAL NOTES

These monologues are very unique and if you choose to stage them with choreography, will most likely require considerable planning and rehearsal. We encourage you to engage your VGirls in the process of defining how you will present the *I Dance* monologues. Seek out your VGirls who have dance backgrounds and invite them to participate in choreography. Engage your group in the selection of music. Use the resources provided in addition to your own exploration of the dances referenced in the monologue. Do not feel confined to the dances specifically referenced. There are several ways that you can stage the monologues. Try rehearsing the monologue as an ensemble piece, with part of your ensemble on stage, or with the entire ensemble dancing. These are by no means the only ways to perform these monologues. The *I Dance* pieces are open to a great deal of creativity and imagination. Also note that the monologues create “bookend” and continuity throughout the sections of *I Am an Emotional Creature*.

REHEARSAL EXERCISES

1. Dance

- **Preparation/Materials** – Everyone brings in her favorite song to dance to ahead of time (including mentors).

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- **Dance** - Everyone dances to the music of the mix.

2. Dance Share

- **Preparation/Materials** – Anyone who wishes, brings in a dance to teach the others.
- **Dance Share:** Ensemble teaches each other short dances that they like.

STUDENT GUIDE: ART & ACTIVISM

- **Experiment by dancing** every day for a week and see how you feel
- **Find dance music** that relates to the places, cultures, and dances in the *I Dance* monologues. Bring music in, make a mix. Consider using this music for *I Dance*.
- **Learn a dance** from another country or a dance from your culture that you don't know. Come in and share dances.
- **Organize a Dance Marathon** to raise money and awareness about issues have learned about from V-Girls and organizations working for girls' empowerment in your community - <http://bruindancemarathon.org/getinvolved.html>

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- What words remind you of dancing?
- How does dancing make you feel? Why do you dance?
- Why do you think dancing is important to human beings?

RESOURCES

- Article and Video - *Her teen committed suicide over 'sexting' - Cynthia Logan's daughter was taunted about photo she sent to boyfriend*; MSNBC; <http://www.msnbc.msn.com/id/29546030/>
- Movie – *Wounded Knee (2008)*; http://festival.sundance.org/2009/film_events/films/wounded_knee
- Article - *Lakota accounts of the massacre at Wounded Knee*; PBS; <http://www.pbs.org/weta/thewest/resources/archives/eight/wklakota.htm>
- Article and Video - *Remembering the Killing Fields*; CBS News; <http://www.cbsnews.com/stories/2000/04/15/world/main184477.shtml>
- Movie - *The Killing Fields (1984)*; <http://www.imdb.com/title/tt0087553/>
- Article – *Slave Branding, American Slavery*; Ancient Historical Society Virtual Museum; <http://www.ancienthistoricalsociety.org/AmericanSlaveryMainPage.html>
- Article – *Tattoos and numbers: The System of Identifying Prisoners at Auschwitz*; United States Holocaust Memorial Museum; <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007056>
- Video - Sufi Dance; <http://www.youtube.com/watch?v=86yjpKzfOol>
- Article – *Sufi Dance; Famous dancers engaged in religious ritual*; *Omaha World-Herald*; <http://www.omaha.com/article/20090806/ENTERTAINMENT05/708069900>
- Video - Israeli Hora Dance; <http://www.youtube.com/watch?v=AyRg1UIUkjl>
- Web Resource – *The Hora Dance*; <http://www.yiddishdance.com/hora.html>
- Video – *Native American Jingle Dance*; <http://www.youtube.com/watch?v=SLPAa4U3wpk&feature=related>
- Web Resource – *Native American Jingle Dance (Description)*; <http://www.visitmariposa.net/powwow/dances.html>

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- Video – Native American Buckskin Dance; <http://www.youtube.com/watch?v=Ki36I97TNFs>
- Web Resource – Native American Buckskin Dance (Description); http://www.wyandottenation.org/community/the_dances.html
- Video - Hawaiian Hula Dance; <http://www.youtube.com/watch?v=P7ruLscHfN4>
- Video – Tahitian ‘Ote’a Dance; <http://www.youtube.com/watch?v=bt7MYx9LWGk>
- Web Resource – Hawaiian Hula Dance (Description); <http://www.alohamagazine.com/en/hula.htm>
- Video – Japanese Kabuki Dance; <http://www.youtube.com/watch?v=mi3qwJF1XZI>
- Web Resource – Japanese Kabuki Dance (Description); <http://www.amphi.com/~psteffen/fmf/kabuki.html>
- Web Resource – Bollywood Dance (Description); <http://www.bollywoodworld.com/whatisbollywood/>
- Video – Bollywood Dance; http://www.youtube.com/watch?v=_1i_KMI9w3M&feature=PlayList&p=AE0D07E3778FECF3&index=1
- Movie – Bollywood Dance; *Slumdog Millionaire (2008)*
- Web Resource – Flamenco Dance (Description); <http://www.inquisitivetraveler.com/pages/artlib/flamenco.html>
- Video - Flamenco Dance; http://www.youtube.com/watch?v=xxfwm9N1L_4
- Web Resource – Salsa Dance (Description); <http://www.justsalsa.com/salsa/dance/steps/>
- Video – Salsa Dance; <http://www.youtube.com/watch?v=0cYAOskFoBY>

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I Have 35 Minutes

OVERVIEW

Text:

I Have 35 Minutes, Girl Fact: 1 in 5 teens who have been in a serious relationship report being hit, slapped or pushed by a partner.

Topics:

Gender based violence and inequality, rape, domestic violence, sexual harassment, sexual abuse, physical abuse, femicide

Language:

- **Terms Students May Not Know** – Syphilis, herpes
- **Strong Language** – This monologue is an intense account of a young girl’s physical and sexual abuse.

Notes:

Review additional V-Girls resources on sexual abuse and physical abuse.

REFLECTION

Discuss:

- What is going on in these monologues? How does it make you feel?
- Is this situation familiar?
- If you have assigned reading or research, review that here. Share some statistics about sex trafficking and sex slavery with the group. Invite them to respond.
- How do the people who are supposed to be protecting her betray the girl in the monologue?
- Could this girl ever recover? Do you think that you could?
- Where can hope lie for this girl?
- Do you have any ideas about how you can help stop sex slavery and trafficking?

REHEARSAL NOTES

- Before rehearsal - It is of the utmost importance that your students are educated about this issue and its prevalence. You may want to assign reading about sex trafficking and slavery prior to rehearsing this monologue to grow your ensemble’s understanding about the issue.
- During rehearsal – try performing this monologue as a solo piece. Try including the voices of other actors at the end of the monologue (“I am from the Philippines, I was taken from Sierra Leone, I am Russian...”).

STUDENT GUIDE: ART & ACTIVISM

- **Knowledge is power.** Educate yourself about trafficking and how it affects you and your community – and then spread the word.
- **Use the power of your online social networks** to get the word out about sex trafficking and sex slavery. Create a cause, fan group, or write a blog post.
- **Find an organization in or near your community** that is working to end sex slavery and

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sex trafficking.

- **Write an email, letter, create a petition, organize a march or protest.** Let your local, state and federal representatives know you want them to pass legislation to stop sex slavery and sex trafficking and provide support services to victims.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

What is the role of power and fear in this monologue? How do power and fear lead to violence?

RESOURCES

- V-Day Resources on Sex Slavery/Trafficking -
 - Information on Sex Trade, <http://www.vday.org/sex+trade>
 - Statistics on Sex Slavery/Trafficking, <http://www.vday.org/take-action/violenceagainst-women/traffic>
- Article – Shauna Newell, Teen Recounts horror of abduction into sex slavery, <http://www.msnbc.msn.com/id/27098993/>
- Coalition to Abolish Slavery and Trafficking, www.cast.org
Film – *Trade* (2007), www.tradethemovie.com
Film – *Born into Brothels* (2004)
- Amnesty International - Violence Against Women, <http://www.amnestyusa.org/violence-against-women/page.do?id=1011012>
- The Protection Project, Johns Hopkins University, <http://www.protectionproject.org/>
- Article – *Child exploitation not just a problem for developing nations* by Elizabeth Kiem, UNICEF, http://www.unicef.org/infobycountry/usa_46464.html
- Girls' Education and Mentoring Service (GEMS), <http://www.gemsgirls.org/aboutus.html>

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Free Barbie

OVERVIEW

Text:

Free Barbie; Girl Fact: Barbie was based on a German Doll called Lili who was sold as a sex toy for men.

Topics:

Barbie, child labor, eating disorders, cultural perceptions of beauty, identity

Notes:

Review additional V-Girls resources on Eating Disorders.

REFLECTION

Discuss:

- What is going on in these monologues? How does it make you feel?
- Is this situation familiar?
- Did you have a Barbie? Did you ever “turn on her”?
- Why do you think Barbie is so popular around the world?
- Do you think Barbie influences how girls see themselves?
- How much do you think Barbie has influenced the global idea of what a woman should be?
- What is a “head send”?
- The monologue includes many facts about Barbie and how she is made. Are these facts surprising to you?
- In production, Barbie travels from Taiwan to Japan to China and many girls in factories help make the dolls. In light of this, do you think it is worth it to have a Barbie? Do you think there could be better ways to make the dolls?
- The speaker says Barbie lives in a dream house, but she lives in a nightmare house.
- What do you think about this dichotomy?
- What would happen if we really freed Barbie? What do you think this means? What would she say?
- What are the differences and similarities between Chang Ying and Barbie?

REHEARSAL EXERCISES

Free Barbie Improvisation

- **Preparation/Materials** - Invite your group to bring dolls and images of Barbie to rehearsal. Discuss reactions the images and dolls.
- **Improvisation** –
 - Make a statue of Barbie as she has been created. Make your Barbie statue come to life before she is liberated. What does she say? How does she talk, walk, and dance?
 - Make a statue of free Barbie. Make your free Barbie statue come to life. What does she say? How does she talk, walk, and dance?

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STUDENT GUIDE: ART & ACTIVISM

- **Knowledge is power.** Educate yourself about the facts about Barbie and child labor around the world – and then spread the word.
- **Raise your voice.** Write an article for your school newspaper about Barbie’s influence and child labor around the world, write an op-ed piece for your local newspaper or a magazine, write a letter to Mattel (the maker of Barbie).
- **Create a recycled sculpture** with your V-Girls group out of old Barbie dolls, clothes, and accessories. Think about the message you want your sculpture to convey.
- **Organize a movement** to free Barbie. Ask your community and retailers to refuse to buy or sell Barbie until child laborers no longer make the doll.
- **Design a V-Girls “Free Barbie” T-Shirts.** Sell the T-shirts to raise money for your local beneficiary working to empower girls in your community.
- **Find out more** about the Barbie Liberation Organization. Brainstorm creative ways you can use art to liberate Barbie. Article - <http://sniggle.net/barbie.php>; Video - <http://www.youtube.com/watch?v=OVT4T7OR3iQ>
- **Use the power of your online social networks** to get the word out about child labor issues. Create a cause, fan group, or write a blog post.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- Design a free Barbie and draw her in your journal. What would she look like?
- Imagine you are Change Ying. Do a 10-minute free form writing from Chang Ying’s perspective.
- Write a short story about what would happen if Barbie were free.

RESOURCES

- Article and Photo Gallery - *50-year-old Barbie, based on ‘gag toy for men’*; CNN; http://www.cnn.com/2009/LIVING/03/09/barbie.50th.anniversary/index.html#cnnSTCP_hoto
- Article - *Barbie Sweatshops* by Christina Chiarello; IHS Child Slave Labor; http://ihscslnews.org/view_article.php?id=38
- Article - *Introducing: Slave Labor Barbie!* by Ashleigh Ritz; HIS Child Slave Labor; http://ihscslnews.org/view_article.php?id=187
- Article - *Sweatshop Barbie: exploitation of Third World labor* by Anton Foek; *The Humanist*; http://findarticles.com/p/articles/mi_m1374/is_n1_v57/ai_19016001/
- Article – *Barbie banned in Vermont* by Sarah Strohmeyer; Salon; <http://www.salon.com/mwt/feature/1997/11/26banned.html>
- Article - *China curbs its toy sweatshops as workers stay away* by Michael Sheridan; *Times Online*; <http://www.timesonline.co.uk/tol/news/world/article399202.ece>
- Article - *The skinny on Barbie – essential facts about her checkered past*; Salon; <http://www.salon.com/mwt/feature/1997/11/26facts.html>
- Article - *Children turn to torture as Barbie loses her sparkle* by Sarah Womack; *The Telegraph*; <http://www.telegraph.co.uk/news/uknews/1505814/Children-turn-totorture-as-Barbie-loses-her-sparkle.html>
- Holiday Dmitri; *Reason Online*; <http://www.reason.com/news/show/32194.html>
- Article - *My Barbie, Myself* by Cintra Wilson; Salon; <http://www.salon.com/mwt/feature/1997/11/26moments.html>

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- Article - *The Little Harlot* by Tracy Quan; *Salon*;
<http://www.salon.com/mwt/feature/1997/11/26harlot.html>
- Article - *What's it all about, Barbie?*; *Salon*;
http://www.salon.com/mwt/feature/1997/11/cov_26feature.html
- Video – *West Virginia law maker wants to ban Barbie*; *WXPI News*;
<http://www.wpxi.com/video/18850570/index.html>
- Web Resource – *Mattel Barbie Website*; <http://barbie.everythinggirl.com//>

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Sky, Sky, Sky The Wall

OVERVIEW

Text:

Sky, Sky, Sky and *The Wall*

Topics:

Israeli/Palestinian conflict, suicide bombing, mandatory military enlistment, peacemaking, conscientious objectors

Language:

- **Terms/Issues Students May Not Know** – The West Bank Wall; issues and history of the Israeli/Palestinian conflict

REHEARSAL NOTES

- *Sky, Sky, Sky* and *The Wall* should be rehearsed and explored together as a pair of monologues. It is suggested that you read each monologue, discuss them individually, and then reflect on them both in the same rehearsal session. This guide includes more resources and discussion questions than you will likely have time to use as a group. Choose the resources that are best suited for your girls and encourage them to do their own reading and reflection. Spend as much time as necessary on background information on the Israeli/Palestinian conflict, depending on your students' familiarity with the issues.
- These monologues deal with issues that may be very sensitive for teens in your group. It may be very helpful to spend some time at the beginning of class discussing safe space and respect for differing opinions in class discussion.
- The Israeli/Palestinian conflict is complex and controversial. It is important for instructors to appropriately prepare for this lesson by reviewing history of the issue and differing opinions to more deeply understand the conflict. However, if a student asks a question you do not comfortable answering, let the student know that this lesson is an opportunity for you to learn together. You do not need to be an expert to lead this rehearsal, however, you should thoroughly review the resources included in the curriculum and do any additional research you feel is necessary.

REFLECTION

Discuss:

Sky, Sky, Sky -

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- What do you know about the conflict between Israel and Palestine?
- How does this monologue make you feel?
- What do you have in common with the speaker?
- How do you imagine you would feel if your country was occupied?
- How do you feel about the speaker being imprisoned when she chose to not bomb?
- Can you imagine loving someone so much that you would want to die with them?

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- Why do people choose their own deaths as a way to fight their oppressors?
- How do you feel about her statement: “I don’t really mind being in prison. At least I no longer have to pretend I’m free.” What does she mean?

The Wall -

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- What do you have in common with the speaker?
- Why do you think the speaker refused to join the army?
- Why would her family be so upset that she refuses to go?
- She can choose to say she has a mental illness to get out of military service. Why do you think she refuses to use this excuse?
- Has anything ever hit your conscience so hard that it changed you?
- Have you ever risked something to stand up for what you believe in?
- How do you think you would fare in solitary confinement?
- Who is the girl who haunts her in her prison cell?

Both Monologues -

- What is similar between the girls in the two monologues? What is different?
- Do you think it is possible to believe two things are right at the same time?
- How would it feel to be an Israeli or Palestinian girl who could see both sides, and be stuck in the middle?
- Can you find middle ground even when people on two sides of an issue believe strongly that they are right?

REHEARSAL EXERCISE

Exercising Your Imagination

- **The Exercise** – All players should sit or lie down comfortably with eyes closed. Leader gives players verbal prompts for guided visualization.
- **Prompts** –
 - Exercise 1, Betraying Your Conscience**
Think about an issue that you care about deeply. You know in your heart that you must fight for this cause. You believe you must do what is right no matter the cost. *(Pause)*
Visualize yourself standing up for your cause, speaking out, doing what is right. *(Pause)*
Now, imagine that everyone you love most thinks you are wrong. They tell you that you must stop fighting. Imagine what you feel. What is your life like? What is your heart like? *(Pause)* Imagine that you decide to do what they say. You give up your fight. *(Pause)* Imagine what you feel. **Give players a few moments between exercises to sit silently.**
 - Exercise 2, Following Your Heart**
Think about the issue same issue you care about deeply. You know in your heart you must go on and do what you feel is right. You know that the people you love most do not understand you. You know they may turn against you. You know you might end up in jail. You know your life may never be the same. *(Pause)* You choose to go on. *(Pause)* Open your eyes.
- **Debrief** – How did it feel to go against your heart? How did it feel to do what you felt was right, even though you knew there were consequences? Is it harder to betray your

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heart, or betray the people you love?

STUDENT GUIDE: ART & ACTIVISM

- **Create an original piece of visual art or performance art** on the theme of peace and reconciliation. Share your art with the group. Consider having a V-Girls art exhibition to showcase your work.
- **Organize a “V-Girls Increase the Peace Fair”** for your community or school. Students can work individually, in pairs, or in small groups to research a particular peace, justice, or human rights issue and create an informational posters or display about the conflict and groups or individuals working to resolve it.
- **Create a Collage of Conflict.** Read the newspaper for 2 to 3 weeks and clip all the headlines you see which relate to a conflict, either on a global, local, or personal scale. Use headlines and images from the news to communicate a message about conflict and its consequences (negative or positive). Share with your V-Girls group why you chose what you chose and reflect on what you learned.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

When have you felt “walled in” or “walled out” in your own life? What, or who, caused you to feel this way? How did you cope with this feeling?

RESOURCES

- Article – *2 Palestinians Turned Back from Suicide Missions; Women’s eNews*, <http://www.womensenews.org/article.cfm/dyn/aid/989/context/archive>
- Article – *Young Israelis dodge the draft, some in protest; Reuters*, <http://www.reuters.com/article/latestCrisis/idUSL16824853>
- Photo Essay – *Serial No. 3817131* by Rachel Papo, Everyday lives of Israeli girls in the army, <http://www.serialno3817131.com/serialno1.html>
- Article - *Palestinian, Jewish women in New Mexico breaking down barriers* by Christine Steele, *Silver City Sun-News*, http://www.scsun-news.com/ci_13019540
- Article - *Youth Talk Peace for Middle East* by Melody Hu, *The Harvard Crimson*, <http://www.thecrimson.com/article.aspx?ref=526786>
- Play – *A Land Twice Promised* - <http://noabaum.com/index.php?page=a-land-twicepromised;>
- View an excerpt of the play at <http://www.youtube.com/watch?v=qoZw0mEI4YI>
- Creativity for Peace - <http://www.creativityforpeace.com/>
- One Voice Movement - <http://www.onevoicemovement.org/>
- V-Day Karama Program in the Middle East - <http://www.vday.org/karama>
- Poem – *Mending Wall* by Robert Frost, <http://writing.upenn.edu/~afilreis/88/frostmending.html>
- Essay – *Civil Disobedience* by Henry David Thoreau, <http://thoreau.eserver.org/civil.html>

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A Teenage Girl's Guide to Surviving Sex Slavery

OVERVIEW

Text:

A Teenage Girl's Guide to Surviving Sex Slavery; Girl Fact: Girls between 13 and 18 years of age constitute the largest group in the sex industry. It is estimated that around 500,000 girls below 18 are victims of trafficking each year.

Topics:

Conflict in the Democratic Republic of Congo, gender based violence and inequality, sex trafficking/slavery, sexual and physical abuse, femicide

Language:

- **Terms Students May Not Know** – Bukavu, Democratic Republic of Congo, Goma, Lake Kivu, Fanta, pange
- **Strong Language** – “He will be on top of you. He will be old enough to be your father. He will smell like the woods, alcohol, and marijuana. He will hold his hand over your mouth. You are a virgin. You are only 15.”; “He will be shoving himself into you. He will do this 2 or 3 times a day. It will not be painful after the first 20 times. Your insides will no longer belong to you.”; “He raped me every day three times a day. He gave me diseases and made me pregnant.”

Notes:

This monologue, like many in *I Am an Emotional Creature*, deals with intense and emotional issues and difficult subject matter. In addition, many people are unaware of the epidemic of sexual violence in the DRC. Do not feel that you have to be an expert on the issues. Basic knowledge will allow you to engage in a learning experience with your V-Girls. Do not be afraid to not know the answer and learn about the issues alongside your group. In their struggling with these issues, your group will become empowered to raise their voices and create change in the world.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
Is this situation familiar?
- What do you know/don't know about the epidemic of sexual violence in the Democratic Republic of Congo?
- What makes you angry in the monologue or what you learned about the DRC?
- What does the speaker teach about inner strength? Where does her strength come from?
- Do you think she always felt strong?
- What transformations does the speaker go through?
- Where does the speaker gain hope?
- How do you think your imagination could be a gateway to freedom when under horrible circumstances?
- The final rule is, “No one can take anything from you if you do not give it to them.” Do you think this is true?

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STUDENT GUIDE: ART & ACTIVISM

- **Raise awareness** by sharing your knowledge about the situation in the DRC. Continue to learn more about to take a stand and help stop war in the Congo.
- **Organize a Congo Teach-In** at your school or in your community.
- **Create a profile at V-Day's V-Wall for the Congo** and post your messages to the women of the DRC at <http://congowall.ning.com/>
- **Create a V-Girls Wall for the Congo** at your school or in your community (at a library, museum, or other public space). Post information and statistics about sexual violence in the DRC, create visual art for activism about the Congo, post information about how people can donate to the City of Joy at the Panzi Hospital in Bukavu (<https://secure.ga4.org/01/drcongo>), and think of other creative ways to show your support.
- **Write a letter** to Congolese government officials and representatives - <http://www.vday.org/drcongo/getinvolved>

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- The girl in the monologue believes in the power of names. "By the way, never use his name." Why do you think she believes this is so important? What is the power of names to make us human to each other?
- Is there more you would like to learn about the situation in the DRC? Write your thoughts and information you find in your journal. How do you think you can raise awareness and support for women in Congo?

RESOURCES

- You may request an 11-minute DVD of V-Day video footage from the DRC. We highly suggest this as viewing for your group. Contact Nikki Noto, V-Girls Campaign Manager, to request a DVD - nikki@vday.org
- V-Day Resource, *DRC: Background*, <http://www.vday.org/drcongo/background>
- V-Day Resource, *Congo Teach-In* – register and download a power point presentation of background on the conflict in DRC and how rape is being used as a systematic tool of war, <http://www.vday.org/congo-teach-in>
- Video – V-Day Activist Spotlight, Christine Schuler Deschryver, Director of the City of Joy, <http://www.vday.org/meet-vday/activist-spotlights/christine-schuler-deschryver>
- Web Resource - V-Day Congo Campaign, Turning Pain Into Power: Stop Raping Our Greatest Resource; <http://www.vday.org/drcongo>
- V-Day Resource, Congo Campaign Photo Galleries and Video - <http://www.vday.org/drcongo/photo>
- Article - *Women Left for Dead, and the Man Who's Saving Them* by Eve Ensler, *Glamour Magazine*; <http://www.glamour.com/magazine/2007/08/rape-in-the-congo>
- Article - *War on Women in Congo* by Eve Ensler; *Huffington Post*, http://www.huffingtonpost.com/eve-ensler/war-on-women-in-congo_b_204949.html
- Article and Video - *War Against Women: The Use Of Rape As A Weapon In Congo's Civil War*; 60 Minutes; <http://www.cbsnews.com/stories/2008/01/11/60minutes/main3701249.shtml>
- Article – *DR Congo: Peace Accord Fails to End Killing of Civilians*, *Human Rights Watch* –

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Brussels, July 21, 2008; <http://www.hrw.org/en/news/2008/07/17/dr-congo-peaceaccord-fails-end-killing-civilians>

- Article – *Kabila forces blamed for killings*; BBC; October 25, 2007; <http://news.bbc.co.uk/2/hi/africa/7061445.stm>
- Article – *DRC hospital's tale reveals missing children, brutalized women* by Anuradhi Kher, IPS; October 24, 2007; <http://ipsnews.net/news.asp?idnews=39797>
- Article – *Rape Epidemic Raises Trauma of Congo War* by Jeffrey Gettleman; *The New York Times*; <http://www.nytimes.com/2007/10/07/world/africa/07congo.html>
- Book – *The Congo Wars: Conflict, Myth and Reality* by Thomas Turner
- Book – *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* by Adam Hochschild
- Book - *In the Footsteps of Mr. Kurtz: Living on the Brink of Disaster in Mobutu's Congo* by Michala Wrong
- Book – *The Congo: From Leopold to Kabila, A People's History* by George Nzongola-Ntalaja
- Audio – *They Are Destroying the Female Species in Congo, Congolese Christine Schuler Deschryver on Sexual Terrorism and Africa's Forgotten War*; Interview with Amy Goodman; *Democracy Now*; http://www.democracynow.org/2007/10/8/they_are_destroying_the_female_species
- Audio - *A Conversation with Eve Ensler and Christine Schuler Deschryver – Ending Femicide in the Congo*; PBS Podcast; http://www.pbs.org/pov/lumo/special_ensler.php

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Refuser

OVERVIEW

Text:

Refuser; Girl Fact: Bulletproof vests, fire escapes, windshield wipers, and laser printers were all invented by women.

Topics:

Activism vs. apathy, the environment, violence, women's rights, poverty, greed, genocide, great modern leaders of social change

Language:

- **Terms Students May Not Know** – El Doret, Tai Chi, Judo, Kungo Foo, Pink Sari Gang, Uttar Pradesh, Peshmerga women, Kurdish, Kerala, Cindy Sheehan, Crawford, Malilal, Loya Jurga, Zoya, clitoris, Rachel Corrie, Aung San Suu Kyi, Anne Frank, burquas, whale murders, freegans, vegans, trannies, Janis Joplin, Angela Davis, Simone Weil, Joan of Arc, Bella Abzug, Ellen Sirleaf Johnson, Arundhati Roy, Rigoberta Menchu, Michelle Obama, Julia Butterfly Hill
- **Strong Language** – “raping warlords”, “girls who stopped cutting ourselves”, “girls who refused to have our clitoris cut”, “trannies”, “bullshit”, “skinny ass stomachs”, “bitch”

Notes:

Review additional V-Girls resources on issues such as cutting, FGM, eating disorders, etc. This monologue has many references to individuals, events, and issues which that you and/or your group may not be familiar with. You may wish to do research to familiarize yourself with all of the reference, but do not be afraid to let your V-Girls know that this is a learning experience for both you and your group.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- Who do you recognize in this monologue? Who are you unfamiliar with?
- How does it make you feel to know that so many women have fought and are fighting for a better world?
- “Most everything is found in the action, and instinctively we get that the scariest thing isn't dying, but not trying at all.” What do you think about this statement?
- “And we don't hate boys, okay?” Do you think strong women are perceived as hating men? Why or why not?
- Do you see yourself as a “refuser”?
- How is performing *I Am An Emotional Creature* an act of refusing?

REHEARSAL NOTES

Try rehearsing the monologue as an ensemble piece.

STUDENT GUIDE: ART & ACTIVISM

- **Create a Wall of Refusers** in your rehearsal space or at home. Post pictures, articles,

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your art and creative writing. Continue to add to your wall throughout your V-Girls program.

- **Create a Refuser/Emotional Creature Mix CD** with your V-Girls group. Bring in “emotional creature” music that inspires you by artists who are activists. Have each girl bring in a writable CD and make copies for your group. Consider using your songs as your house music or curtain music during your reading of *I Am an Emotional Creature*.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- Write a list of people (women and men) you view as “refusers”. Who are you inspired by? Why?
- Learn more about the refusers included in the monologue. What individual or issue are you speaks to you? Why?
- How can you be a refuser in your everyday life? Do you think teens can make a big impact as a refusers? Why or why not?

RESOURCES

- Article and Video - Pink Sari Gang in Uttar Pradesh, <http://www.bittenandbound.com/2008/11/24/pink-sari-gang-gulabi-gang-photosand-video/>
- Article - Peshmerga Women; *Warrior Women* by Anastasia Taylor-Lind; BBC; http://www.bbc.co.uk/wales/southeast/sites/newport/pages/article_peshmerga.shtml
- Article - Liberian Women Blocking Exits; *At Peace Talks, Women Barricade Conference Hall To Protest Carnage In Monrovia* by Moses M. Zangar, Jr.; <http://www.theperspective.org/carnageinmonrovia.htm>
- Movie – Liberian Women Blocking Exits; *Pray the Devil Back to Hell* (2008); <http://www.praythedevilbacktohell.com/v3/>
- Article - Nigerian Women Occupying Oil Terminals of Chevron; *Support for Nigerian Women Occupying Oil Plants Swells*; <http://www.commondreams.org/headlines02/0722-03.htm>
- Article – Cindy Sheehan in Crawford, Texas; *Soldier's mom digs in near Bush ranch, Senator sees 'echoes of Vietnam' in vigil to meet president*; CNN; <http://www.cnn.com/2005/POLITICS/08/07/mom.protest/>
- Article - Women in Atacama desert in Chile; *Widows in Chile Seek Prosecution for Missing Kin* by Jen Ross; *Women's eNews*; <http://womensenews.org/article.cfm/dyn/aid/2074/>
- Video – Malalai Joya, V-Day Activist Spotlight; <http://www.vday.org/meet-vday/activistspotlights/malalai-joya>
- Article - Malalai Joya Speaking to Afghan Loya Jirga; *Malalai Joya: The woman who will not be silenced*; *The Independent*; <http://www.independent.co.uk/news/world/malalaijoya-the-woman-who-will-not-be-silenced-1763127.html>
- Article - Zoya Kosmodemyanskaya; *HEROES: Kosmodemyanskaya*; *Time*; <http://www.time.com/time/magazine/article/0,9171,773085,00.html>
- V-Day Resource – Female Genital Mutilation (FGM, “clitoris cut”); <http://www.vday.org/female+genital+mutilation>
- V-Day Resource – Agnes Pareyio, FGM - <http://www.vday.org/anniversaryevents/superlove/bios/pareyio>

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- Rachel Corrie Memorial Website - <http://www.rachelcorrie.org/>
- Article - Aung San Suu Kyi; *Profile: Aung San Suu Kyi*; BBC; <http://news.bbc.co.uk/2/hi/asia-pacific/1950505.stm>
- Article - Anne Frank; *Remembering 'The Diary of Anne Frank'* by Matt Carey; CNN; <http://edition.cnn.com/2009/SHOWBIZ/Movies/08/10/diary.anne.frank/>
- Article – Burqas; *Backstory: A burqa's-eye view* by Sara Terry; Christian Science Monitor; <http://www.csmonitor.com/2006/0711/p20s01-wosc.html>
- Web Resource – Whale Murders; *Whaling: Questions and Controversy*; Discovery Network; <http://animal.discovery.com/tv/whale-wars/whaling/>
- Article – Freegans; *Not Buying It*; *New York Times*; <http://www.nytimes.com/2007/06/21/garden/21freegan.html>
- Web Resource - Vegans; *Veganism in a Nutshell*; *The Vegetarian Resource Group*; <http://www.vrg.org/nutshell/vegan.htm>
- Web Resource- Transgender; *What does it mean to be transgender?*; *Human Rights Campaign*; <http://www.hrc.org/issues/transgender/1506.htm>
- Article – Janis Joplin; *Janis Joplin, a cutting cry through time*; *Washington Post*; <http://www.washingtonpost.com/wp-srv/style/features/joplin.htm>
- Article - Angela Davis; *Angela Davis Biography*; <http://www.biography.com/articles/Angela-Davis-9267589>
- Article - Simone Weil; *Simone Weil Biography*; <http://www.biography.com/articles/Simone-Weil-9526568>
- Article – Joan of Arc; *Joan of Arc Biography*; <http://www.biography.com/articles/St-Joan-of-Arc-9354756>
- Article – Bella Abzug, *National Women's Hall of Fame*, <http://www.greatwomen.org/women.php?action=viewone&id=4>
- Article – Ellen Sirleaf Johnson, *African first for Liberian leader*; BBC; <http://news.bbc.co.uk/2/hi/africa/4615764.stm>
- Article - Arundhati Roy; *Wind, Rivers, and Rain, The author of 'The God of Small Things' talks about India, the obscenity charge she faces, and how writing is like architecture*; *Salon.com*; <http://www.salon.com/sept97/00roy.html>
- Article - Rigoberta Menchu; *The Nobel Women's Initiative*; <http://www.nobelwomensinitiative.org/about-us/laureates/person/rigoberta-menchtum>
- Article – Michele Obama; *Meet Michele*; http://www.barackobama.com/about/michelle_obama/#michelle
- Article – Julia Butterfly Hill; *Catching up with Julia Butterfly Hill*; *San Francisco Chronicle*; <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2009/04/16/DDPQ16TJPC.DTL>

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My Short Skirt **Things I Like About My Body** **Things That Give Us Pleasure**

OVERVIEW

Text:

My Short Skirt; Things I Like About My Body; Things That Give Us Pleasure

Topics:

Body image, self-esteem, pleasure, sexual harassment, rape

Notes:

Review additional V-Girls resources on eating disorders, sexual abuse, and physical abuse.

REFLECTION

Discuss:

My Short Skirt -

- How do people judge us by our clothes and how do we judge others?
- What do you wear that makes you feel most you? Most attractive?
- Why is being sexy something we are made to feel ashamed of?
- Why does being beautiful and sexy sometimes make others see us as dumb and frivolous?
- Do you think that “girls ask for it” with the way they dress?
- If a girl is dressing in a revealing sexy way, does that make it acceptable for boys or men to treat her any way they wish?
- Why do you think some men think clothing like a short skirt is an invitation to be inappropriate or forceful?
- Why do many cultures assume that men are not responsible for their actions/can’t control themselves if attracted to a woman?

Things I Like About My Body -

- What do you like about your body? (Make group list and post in your rehearsal space.)
- Do you ever dislike your body? How can you feel good about your body?
- Why is how we feel about our bodies so important?
- What kind of energy do we have when we feel beautiful?
- How does media play a role in how we feel about our bodies and in how we judge others?
- What are the dominant images of beauty in your culture?
- How is are the cultural and personal imaginations of “perfect beauty” violent and damaging to ourselves, to others and to our world?

Things That Give Us Pleasure -

- What gives you pleasure? (Make group list and post in your rehearsal space.)
- Is pleasure important? Why?
- Does your culture encourage girls to seek out things that make them truly happy?

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- How does pleasure nourish our hearts?
- How does seeking and doing things we enjoy keep us healthy?

REHEARSAL NOTES

Rehearse the monologues ensemble pieces.

REHEARSAL EXERCISES

1. Improvisation: Do the clothes make the girl?

- **The Exercise** – Players improvise their movements while walking around the room. Leader gives verbal prompts.
- **Prompts** –
 - Imagine that you are wearing a short skirt. Imagine the skirt moving with your legs as you walk. You feel sexy and self-confident. Enjoy it.
 - Now imagine that you are in the baggiest clothes ever. Notice how this changes how you move. Now feel sexy and self confident underneath your baggy clothes. Notice how this changes how you experience yourself and your baggy clothes.
 - Now imagine that you are in your short skirt but you feel self-conscious. Notice how this changes how you move. Imagine that you are being stared at and hassled by a group of boys. Notice your feelings change and how this changes how you move.
- **Debrief** - What did you see? What did you experience? How did your feelings and movement change?

2. Circle of Appreciation

- **The Exercise** - Players sit in a circle. Each person speaks to the person on their left and listens to the person on their right. The player will tell the girl to her left something she finds beautiful about her, internally or externally. The receiver must accept the appreciation without looking away or making a dismissive comment. Continue until the circle is complete.
- **Debrief** - How did it make you feel to have to take in the appreciation? Did anything surprise you? How does your energy change when you are appreciated?

STUDENT GUIDE: ART & ACTIVISM

- **Experiment with clothing styles** you would not normally wear and see how others respond to you. Wear a short skirt and enjoy it.
- **Organize a “My Short Skirt Day”** at your school. Make buttons or stickers for people to wear with quotes from the monologue like, “My Short Skirt Is...” Pass out flyers with information statistics about rape and sexual harassment.
- **Create a “My Short Skirt Art Exhibit”**. Have students take a short skirt and create a piece of art and put together an exhibition. Expand on this idea and have a short skirt fashion show.
- **Learn more about the Guerilla Girls and create guerilla art** like alternative advertisements or performance art challenging the beauty industry and the media and post around your school. <http://www.guerrillagirls.com/>

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- How can you challenge cultural and personal attitudes that “girls ask for it” if they dress in a certain way?

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- How do women look in real life? What do you find beautiful in real life?
- How can you enjoy your body every day, all the time?
- Make your own lists in your journal – Things I Like About My Body, Things That Give Me Pleasure.

RESOURCES

- Article – *Rape, Did We Ask for It?*;
<http://www.thesun.co.uk/sol/homepage/woman/47614/Rape-Did-we-ask-for-it.html>
- Article – *Police: People Watched Gang Rape of Teen and Did Nothing to Help (Richmond, CA)*, *Huffington Post*; http://www.huffingtonpost.com/2009/10/27/police-people-watched-gan_n_334975.html
- Article – *Body image pressure inundates teen girls*; CNN;
<http://www.cnn.com/2007/HEALTH/03/15/BK.girls.body.image/index.html>
- Article - *Sena wisdom on rape: girls are asking for it*;
<http://www.indianexpress.com/oldStory/69154/>
- Article – *High school senior charged with rape*, *The Washington Post*;
<http://www.washingtonpost.com/wp-dyn/content/article/2009/02/05/AR2009020503492.html>
- Article – *Rape and sexual assault: teen girls at risk; Sex, etc.* (Answer's Teen to Teen Sexuality Education Project); <http://www.sexetc.org/story/abuse/1956>
- Web Resource – About Face (Media Messages, Self Esteem, Body Image); <http://www.about-face.org/>
- Web Resource – *Violence & Harassment*; Advocates for Youth;
http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=80&Itemid=114
- Web Resource – Sexual Assault Statistics, RAINN; <http://www.rainn.org/statistics>
- Web Resource – International Statistics – Sexual Assault, Domestic Violence, Rape;
http://www.womenagainstrape.net/international_statistics.htm
- Plays by Eve Ensler - *The Good Body*, *The Vagina Monologues*
- Book – *Our Bodies Ourselves*, Boston Women's Health Book Collective

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I Build It With Stone

OVERVIEW

Text:

I Build It With Stone

Topics:

Forms of devotion

Language:

- **Terms Students May Not Know:** Ramadan, Allah, open slam, marijuana, anorexia, twitters, "Latine locqui coactus sum" (Translation from Latin - "I have this compulsion to speak Latin")

Notes:

Review additional V-Girls resources on eating disorders.

REFLECTION

Discuss:

- What is going on in this monologue?
- How does the monologue make you feel?
- Is this situation familiar?
- What does "I build it with stone" mean? What is being built?
- What is devotion for you? What are you devoted to?
- What would you add to this monologue?
- Does devotion have to relate to religion?
- Do you think all of the forms of devotion in the monologue could be equally important in different ways?
- What are you searching for?
- What does "I make altars everywhere" mean? What are the "altars" you create?

REHEARSAL EXERCISES

1. Devotion Tableau

- **Preparation** - Have the ensemble pick out devotional words in the piece *I Build It With Stone* and write on a large piece of paper. Invite ensemble to add their own words of devotion. In the interest of time, mentors could write down the devotional words ahead of time. Share with the group that their "tableaus" will a still picture created by the actresses.
- **The Exercise** –
- Divide the ensemble into groups or 3-5. Each group will take one or more of the devotional words and create a group statue/tableau. They should rehearse by taking a 3 count to walk into the Tableau and then freezing in the tableau. Have the groups share their tableaus with the ensemble. When the groups share a mentor or actress should call out, "1,2,3, TABLEAU!"
- **Discuss** - What did you see? How did it feel to create the tableau? How might we use these tableaus in our performance?

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2. Devotional Gestures

- **Preparation** - Have the ensemble pick out devotional words in the piece *I Build It With Stone* and write on a large piece of paper. Invite ensemble to add their own words of devotion. In the interest of time, mentors could write down the devotional words ahead of time.
- **The Exercise** – Players stand in their own space. Leaders calls out each devotional word. Players respond to each word by becoming a statue inspired by the word.
- **Variations** - Split the group in half so that each group can observe the other. Actresses may add sound to their statues.
- **Discuss** - What did you see? How did it feel to create the statues? How might we use these statues in our performance?

REHEARSAL NOTES

- **IMPORTANT** - Pilot performances of *I Am an Emotional Creature* will begin with this monologue. This piece will guide and inspire the staging of your performance space. Girls will be using objects of their choosing to build a “devotional altar” on the stage or performance space. (“I make altars everywhere.”)
- Each actress should choose an item that symbolizes devotion. Each girl should bring one personal item and an item related to the monologue they are performing. These items are to represent something the girls are devoted to (not necessarily religious items).
- The opening monologue is read by multiple girls as an ensemble piece. During the monologue, each girl should place a personal item to begin building the devotional altar.
- As each monologue is read, an object representing an aspect of that monologue should also be added to the altar.
- During the reading, the altar will grow and grow. Staging should be simple. There are many ways you could display these objects on the stage. It could be as simple as a few chairs, a low table, wooden cubes, or you could design a more custom structure.
- You could also try rehearsing with actresses using tableaux, statues or some other form of gesture.

STUDENT GUIDE: ART & ACTIVISM

- **Explore** devotional movements, postures, chants, dances, and services from different cultures.
- **Create devotional art.** Write a poem, song or piece of theatre. Draw, paint, make a sculpture, take photographs, or choreograph a dance.
- **Make an altar** from images, objects and text that are sacred to you.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- What is sacred to you?
- How do you show your devotion?
- What are your deepest questions?
- All cultures have devotional practices, why do you think this is so?

RESOURCES

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- Audio – *Children and God; Speaking of Faith with Krista Tippett*; American Public Radio Archive; <http://speakingoffaith.publicradio.org/programs/childrengod/index.shtml>
- Web Resource – Interfaith Youth Core; <http://www.ifyc.org/>
- Book - *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation* by Eboo Patel (2007); <http://www.beacon.org/productdetails.cfm?SKU=7726>
- Book – *Life After God* by Douglas Coupland (1993)
- Speech – Barack Obama; *Remarks by the President on a New Beginning*; Cairo, Egypt; The White House Office of the Press Secretary; http://www.whitehouse.gov/the_press_office/Remarks-by-the-President-at-Cairo-University-6-04-09/

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hunger blog

OVERVIEW

Text:

hunger blog

Topics:

Eating disorders, body image, relationship to food

Language:

- **Terms Students May Not Know** – blog

Notes:

Review additional V-Girls resources on Eating Disorders and Suicide.

REFLECTION

Discuss:

- What is going on in this monologue?
- How does this monologue make you feel?
- Is this situation familiar to you?
- What is an eating disorder?
- What do you think causes an eating disorder? What do you think is causing it for this girl based upon what she says in her blog?
- Why do you think the speaker chooses to write her blog?
- Share statistics –
 - 1 in 5 women (in the U.S.) struggle with an eating disorder or disordered eating. (National Institute of Mental Health's (NIMH) guide, Eating Disorders: Facts About Eating Disorders and the Search for Solutions)
 - According to a recent study, over 1/2 the females between the ages of 18-25 (in the US) would prefer to be run over by a truck than be fat, and 2/3 surveyed would rather be mean or stupid. (Gaesser, G. (1996), Big Fat Lies: The Truth About Your Weight and Your Health. New York: Fawcett Columbine)
 - Eating Disorders affect up to 24 million Americans and 70 million individuals worldwide. (The Renfrew Center Foundation for Eating Disorders, Eating Disorders 101 Guide: A Summary of Issues, Statistics and Resources, published September 2002, revised October 2003, <http://www.renfrew.org>)
- How do you feel about these statistics? Do they surprise you?
- Are eating disorders prevalent in our culture? Why do you think this is?
- How does the media contribute to eating disorders and body image?
- Can most women ever meet the ideal image of a woman in our culture?
- How do “real women” in our culture look like as opposed to the beauty myth in advertising?
- Can boys have eating disorders?

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- Can an eating disorder be life threatening?
- How do you think you could help someone with an eating disorder? How could you help yourself if you were experiencing this?
- How can we improve our body image?

RHEARSAL EXERCISES

I Love My Body

- Ensemble sits or stands in a circle. Have each girl share something that they love about their body.

Moving Transformations: From Model to Me

- Materials: A variety of magazines with images of women
- Have each girl find a picture of a "perfect" woman and a picture of an "average" woman.
- Each girl will create a statue of each image. Next, add a movement for each image. Finally, return to standing as herself. Create a sequence from statue, to movement, to self. Share these movement sequences with the group.
- Reflect: How did it feel to try to be these different women? How did it feel to transform back into yourself?

STUDENT GUIDE: ART & ACTIVISM

- Make posters that illustrate the variety of beauty in women. Copy and post these everywhere you can - especially in locker rooms and girls' bathrooms.
- Make posters and pamphlets that let women know how abnormal the typical model body-type is. Let women and men know that this body cannot even be achieved by 95-99% of the population.
- Hold a Real Woman Beauty Contest &/or Celebration. Visit the Dove Real Beauty Campaign for suggestions: <http://loveyourbody.nowfoundation.org/pageant.html>
- Write to magazines and advertisers about their choices in how they portray women and beauty.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- How do you feel about your body?
- What do you like to eat? What is your relationship to food?
- When you look in the mirror, what do you see? Do you think your self image matches reality?
- What would the world be like if we loved and appreciated each other as we are? What if all images of women were of "real" women? What would change?

RESOURCES

- Website – EDIN (Eating Disorders Information Network, <http://www.myedin.org/>)
- Warning Signs of Anorexia Nervosa, http://myedin.org/siteadmin/news_images/warning%20signs%20anorexia.pdf
- Warning Signs of Bulimia, http://myedin.org/siteadmin/news_images/ws%20bulimia.pdf
- Warning Signs of Binge Eating Disorder, http://myedin.org/siteadmin/news_images/ws%20compulsive.pdf

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- National Eating Disorders Network, <http://www.nationaleatingdisorders.org/about-us/neda-network.php>
- Article – *What is an eating disorder?*
http://www.nationaleatingdisorders.org/p.asp?WebPage_ID=286&Profile_ID=41145
- Facts on American *Teens' Sexual and Reproductive Health* from Guttmacher Institute, www.guttmacher.org/pubs/fb_ATSRH.pdf
- CDC: Healthy Youth: Health Topic: Sexual Risk Behaviors ,
<http://www.cdc.gov/HealthyYouth/sexualbehaviors/index.htm>
- CDC: HIV/AIDS Among US Youth – 2004,
<http://www.cdc.gov/hiv/resources/factsheets/youth.htm>
- National Institute on Drug Abuse - Definition of HIV & AIDS, effects on Teen population. Relationship to Drug Use, http://teens.drugabuse.gov/facts/facts_hiv1.php
- Article - Half of HIV-Infected Teens in US Unaware
http://www.redorbit.com/news/health/1712104/half_of_hivinfected_teens_in_us_unaware/
- U.S. Teen Sexual Activity - Fact Sheet, Kaiser Family Foundation Report on US Teen Sexual Activity 2005, www.kff.org/youth/hivstds/.../U-S-Teen-Sexual-Activity-Fact-Sheet.pdf
- Stats: World AIDS/HIV Stats from AVERT, <http://www.avert.org/worldstats.htm>
- Article - Safe, Sound & Sexy: A Safer Sex How-To,
http://www.scarleteen.com/article/sexuality/safe_soundSexy_a_safer_sex_how_to
- Article - Be a Blabbermouth! The Whys, Whats and Hows of Talking About Sex With a Partner
http://www.scarleteen.com/article/relationships/be_a_blabbermouth_the_whys_whats_and_hows_of_talking_about_sex_with_a_partner
- Book - *S.E.X.: The All-You-Need-To-Know Progressive Sexuality Guide to Get You Through High School and College* by Heather Corrina; Capo Press; April 2007

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The Joke About My Nose

OVERVIEW

Text:

The Joke About My Nose

Topics:

Cosmetic surgery, parental pressure, eating disorders, cultural perceptions of beauty, identity

Language:

- **Terms Students May Not Know** – Mesopotamia Gonzo, Muppet

Notes:

Review additional V-Girls resources on eating disorders.

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Is it familiar?
- Do you think the way someone looks can influence their personality?
- What do you have to look like to be considered "pretty"?
- Why do you think there's so much emphasis on being pretty?
- The speaker says that noses are intense and funny. Do you agree?
- What do you think the speaker means when she says that her nose "let everyone know I could be trusted"?
- Why do you think her parents made her have a nose job? Do you think they believed they had her best interest in mind?
- The boy the speaker dates couldn't tell if she was Jewish, Iranian or Italian. Is it important to embrace your ethnic identity? Can you think of similar examples?
- What does the speaker mean when she says, "I was once Mesopotamia and now I'm a mall"?

REHEARSAL EXERCISE

Circle of Self-Appreciation

All players sit in a circle. Each girl shares their body part they like the most and why.

STUDENT GUIDE: ART & ACTIVISM

- **Write "Notes to Self"**. Write self-affirmations or inspirational quotes on post-it notes. Put them up where you will see them during your day – on your mirror, your wall, your locker, your calendar, in your journal, etc.
- **Take notice of celebrity magazines** that focus on who's having plastic surgery the next time you are in the supermarket. **If you visit celebrity blogs**, notice how many posts are focused on the way people look or what kind of cosmetic surgery they have had. Choose to boycott these magazines and sites or write a letter to the editor in protest.
- **Create a video of interviews** with people about what they like about their bodies. Come up with a few questions that you ask each person. One question might be, "Pick

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one part of your body that tells us the most about your story - tell us about it.”

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- What part of your body tells your story the most?
- Write a poem or monologue celebrating your unique body and features.

RESOURCES

- Article and Video - *Iran: Nose Job Capital Of World - Women Lining Up In Record Numbers For Cosmetic Surgery*; CBS News;
<http://www.cbsnews.com/stories/2005/05/02/eveningnews/main692495.shtml>
- Article - *Seeking Self Esteem Through Surgery* by Camille Sweeney; *New York Times*;
http://www.nytimes.com/2009/01/15/fashion/15skin.html?pagewanted=1&_r=1
- Article - *For More Teenage Girls, Adult Plastic Surgery - Rise in Breast Implants, Other Procedures Raises Doubts About Long-Term Effects* by Sandra G. Boodman; *Washington Post*; <http://www.washingtonpost.com/wp-dyn/articles/A62540-2004Oct25.html>
- Article - *Way to go, grad! Here's a check for a new nose - Is cosmetic surgery an appropriate commencement gift for teens?*; MSNBC;
<http://www.msnbc.msn.com/id/17932515/>
- Film – *The Day I Became a Woman*, <http://www.thedayibecameawoman.com/>

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Dear Rihanna

OVERVIEW

Text:

Dear Rihanna; Girl Fact: 1 in 5 teens who have been in a serious relationship report being hit, slapped or pushed by a partner (from Teenage Research Unlimited [TRU] studies for Liz Claiborne Inc., Technology & Teen Dating Abuse Survey 2007 & Teen Dating Abuse Survey, 2006)

Topics:

Teen dating abuse, domestic violence, role models, friendships, jealousy, celebrity, male attitudes in relationships and toward women, romantic relationships

Language:

- **References Students May Not Know** – Rihanna, Chris Brown - American Music Celebrities who were in a romantic relationship when they got into a fight and he beat her. The incident is very well-known in the United States and received a great deal of press coverage and teen response. Pictures of Rihanna's beaten face, excerpts from the police report, Chris Brown's arrest were in the news extensively. One survey that showed almost of Massachusetts, USA's teens felt that Rihanna herself was responsible for her beating.

Notes:

Review additional V-Girls resources on teen dating abuse in the Facilitator's Guide.

REFLECTION

- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- How do you feel about domestic violence and violence in teen relationships?
- Do you think leaving an abusive relationship is easy? How might it be difficult or complicated?
- Do you think jealousy can be an expression of love?
- What would you do in Rihanna's situation?
- Do you think some people might think that staying in an abusive relationship might be better than not being in a relationship at all?
- What can you tell about the speaker's view of men, love and violence? How do you feel about her views?
- Do you think growing up in an abusive home can affect what you might expect or accept in a relationship?
- Do you think it is possible to love someone who is abusing you and still leave them? Can you abuse someone and still love them?
- How could you help a friend in this situation? How could you help yourself?
- What do you think is a healthy relationship?
- Why do you think the abuse incident between Chris Brown and Rihanna became such a widely publicized story? Why did it spark a national conversation on these issues?
- What role does "celebrity worship" play in what issues we pay attention to in the world?

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- As Emotional Creatures, we often feel what other people are feeling and empathize with them. How can we use this empathy to help ourselves and others in the world?
- Do you think domestic abuse and teen dating violence is common or rare?
- Many people, including teens, say that Rihanna is at fault, what do you think?
- How can celebrities use their fame to bring attention to important issues like teen dating violence?
- Do you think a celebrity has moral obligation to be a role model or use their fame to help the world? Name some celebrities whom you think use their fame to help the world.

RHEARSAL EXERCISES

1. Expressions of Love & Violence

- **The Exercise** – Ensemble forms a large circle - there should be room enough between each girl for movement. (Leader can be a part of this circle or outside it). Leader prompts ensemble to express various forms of love and violence through movements, postures and voice
- **Prompts – Leader coaches ensemble:**
 - With your face only, Express: Love. Rage. Jealousy
 - With your eyes only, Express: Love. Jealousy. Rage
 - With your right hand only, Express: Jealousy. Rage. Love
 - With your whole body, Stand In: Rage. Love. Jealousy
 - With your voice, Express: Jealousy. Love. Rage.
 - With your whole body, walk around the room in - love, rage, jealousy. Repeat as many times as is useful.
- **Debrief**
 - How did this exercise make you feel? What did you learn?
 - Which jumps between emotions were easy? Which were hard?
- **Variation** - Divide ensemble into performers and audience. Have the performers face the audience for this exercise, then switch. It is useful for the girls to watch each other work - it helps them to digest what an audience will see and what they are experiencing on stage. They may decide to use some of these postures/movements in their production.

1. Write Your Own Letter to Rihanna

- **The Exercise** – Each ensemble member writes her own letter to someone who is in an abusive relationship. This person may be real or imagined, it may be themselves. How can you help them?
- Ensemble may share these letters with each other. They may post these letters in the space and gather pictures of abused women and girls to add to this section of their wall. These pieces may be used at a later post-show coffee house where the girls share their own writings with their community.

STUDENT GUIDE: ART & ACTIVISM

- **Empower by Educating.** Research teen dating violence. Create a pamphlet and distribute it at your school.
- **Organize a teen dating violence awareness campaign** - create videos, flyers, websites, blogs, or other media. Consider inviting a speaker on the issue to your school. Organize a Violence Free

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Day. Have informal and formal discussions, invite teens and adults to share ideas with each other, invite speakers, distribute literature, collect images, make art, research and think for yourself.

- **Organize a letter writing campaign** about domestic violence and teen dating abuse. Ask people to write letters to someone they know in this situation or to magazines, news commentators and government officials asking them to help raise awareness and create change.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- What emotions is this character experiencing? How is she trying to deal with these feelings?
- How do you feel about the relationship between love and violence?
- What role do celebrities have in your life? How do we envy and destroy celebrities?
- What does being in a healthy relationship mean to you? How do you think you can attain this?

ADDITIONAL RESOURCES

- Video – Rihanna Interview with Diane Sawyer on ABC's 20/20, "He had no soul in his eyes" (Nov. 6, 2009); <http://abcnews.go.com/video/playerIndex?id=9020947>
- Article - *Chris Brown pleads guilty to Rihanna assault*, <http://www.guardian.co.uk/music/2009/jun/23/chris-brown-pleads-guilty>
- Police Affidavit (Complete Text of Report of Incident), <http://www.thesmokinggun.com/archive/years/2009/0305093brown4.html>
- Additional Girl Facts –
- One third of high school students have been or will be involved in an abusive relationship. <http://www.dosomething.org/tipsandtools/11-facts-about-youth-dating-violence>
- Facts about domestic violence - <http://www.feminist.com/antiviolence/facts.html>
- V-Day Resource – Take Action, <http://www.vday.org/take-action/get-help>
- **National Domestic Violence Hotline:** 800-799-7233 <http://www.ndvh.org/>
- **Rape, Abuse & Incest National Network (RAINN),** (800) 656-HOPE, <http://www.rainn.org/>
- National Teen Dating Abuse Helpline at 866-331-9474 or loveisrespect.org or the National Domestic Violence Hotline at 800-799-SA
- Summary of state laws on teen dating violence, <http://www.ncsl.org/?tabid=17582>
- Teen Dating Abuse Survey Results; Teen Dating Bill of rights, <http://www.dosomething.org/whatsyourthing/Violence+and+Bullying/Dating+Abuse>
- 11 Facts About Youth Dating Violence, <http://www.dosomething.org/tipsandtools/11-facts-about-youth-dating-violence>
- Article - Many Boston teens surveyed say Rihanna is at fault for assault, http://www.boston.com/news/local/massachusetts/articles/2009/03/13/many_boston_teens_surveyed_say_rihanna_is_at_fault_for_assault/
- Video - Experts say teen dating violence on the rise, (Note - This video links with the Boston survey referenced in the above article. Teens and young adults interviewed. References "Start Strong" initiative of teens counseling other teens about relationships.)
- <http://www.necn.com/Boston/Health/2009/05/28/Experts-say-teen-dating/1243545486.html>
- Video - Tyra Banks & Oprah Interview on Teen Dating Abuse, (Note - During an after show talk with an audience about dating violence. Topics: how abuse can start slowly, verbally; the new phrase "I'm going to Chris Brown you"; teens making jokes about the Rihanna/Chris Brown

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event; speaker about culture of violence & acceptance of violence; good conversation about real love feeling good. Time: 7:34), <http://www.oprah.com/media/20090312-tows-tyra-banks>

- Video - Teens reactions to Rihanna/Chris Brown *Time: 1min. 19 sec.*, <http://www.oprah.com/media/20090312-tows-teens-reaction>
- Video - Inside an Abusive Relationship (teen story), <http://www.oprah.com/media/20090312-tows-brittany-abuser>
- Video - Dating Violence: Warning Signs, Time: 1 min., <http://www.oprah.com/media/20090312-tows-warning-signs>
- Article - *Domestic Abuse Myths: Five mistakes we make when we talk about Rihanna and Chris Brown's relationship*, <http://www.newsweek.com/id/188353>
- Web Resource - Break the Cycle, <http://www.breakthecycle.org/>
- Web Resource - Men Stopping Violence, <http://www.menstoppingviolence.org/index.php>
- Web Resource - Liz Claiborne "Love Is Not Abuse" campaign, <http://www.loveisnotabuse.com/index.html>
- Videos Made by Teens - Finalists & Winner for "Love is Respect" Video Campaign from Liz Claiborne, <http://www.loveisrespect.org/video/>
- Web Resource - Start Strong: Building Healthy Teen Relationships, <http://www.startstrongteens.org/about/index.html>

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I Am an Emotional Creature

OVERVIEW

Text:

I Am an Emotional Creature; Girl Fact: In space you cannot cry because there is no gravity to make the tears flow.

Topics:

Emotions, girls' empowerment, well-being, gender

REFLECTION

Discuss:

- What is going on in this monologue? How does it make you feel?
- Can you relate to the theme of the monologue?
- What does it mean to be an emotional creature?
- How do your feelings and thoughts work together? Is the heart capable of thinking?
- What do you think the speaker is saying about intuition?
- Are you ever afraid of your own emotions? Do you ever second-guess or hide your feelings?
- Do you ever see your friends, parents or others pleasing others and not themselves?
- Do you always know what you are feeling? When do you not know?
- When have you stifled or cut off your intensity or passion?
- What do you think the speaker means when she says, "I can feel the invisible strings in the air"?
- Do you ever feel like you have to please other people and not yourself? In what situations?
- How do you see your friends, parents, etc. pleasing others and not themselves?
- Where do our feelings go? What happens when we shut our feelings down?
- What would we be if the big door inside us flew open?
- Who do you know that lives fully in their passion?

REHEARSAL NOTES

Try rehearsing the monologue as an ensemble piece. Try rehearsing the monologue as a group in a circle, giving extra emotional emphasis to the reading.

REHEARSAL EXERCISES

Improvisation: Emotional Creature Embodiment

- **The Exercise** – Players stand in a circle. Leader gives verbal prompts for players to show emotions through facial and body expression.
- **Emotion Prompts** – Anger, joy, sadness, discomfort, playfulness, strength, confidence, devotion

STUDENT GUIDE: ART & ACTIVISM

- **Collect the art that your V-Girls group has created** and think about how you might display it at your performance of *I Am an Emotional Creature*.
- **Have an Emotional Creature photo/video contest** to create short films and

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photographs that show Emotional Creatures in action.

- **Do a survey** of girls in your school and community. Ask the question, “What makes you passionate?” Collect responses and share.
- **Make a group anthology** of Emotional Creature music, movies, books, and art.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- Write a list of 100 things that give you pleasure, confidence, and passion.
- What would happen if you let the big door inside you fly open?
- Author Laurel Thatcher Ulrich wrote, “Well behaved women seldom make history.” Do you think this is true? Why?

RESOURCES

- Book – *Well Behaved Women Seldom Make History* by Laurel Thatcher Ulrich
- Article – *Emotional Wiring Different in Men and Women* by Robin Lloyd; *LiveScience*; http://www.livescience.com/health/060419_brain_wiring.html

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Epilogue: Manifesta

OVERVIEW

Text:

Manifesta; Girl Fact: In space you cannot cry because there is no gravity to make the tears flow.

Topics:

Girls' empowerment, well-being, gender, self-expression

Notes:

This piece will not be performed, but it will be included in your program notes. You should still read and discuss the epilogue with your group.

REFLECTION

Discuss:

- What is going on in the epilogue? How does it make you feel?
- Can you relate to the epilogue?
- The author says, "Everyone's making everything up. There is no one in charge except for those who pretend to be." What does this mean to you?
- What are some things that girls are told you should and shouldn't do?
- The epilogue includes a lot of questions. Answer these questions in your own words –
 - Why am I whispering when I have something to say?
 - Why am I adding a question mark at the end of all my sentences?
 - Why am I apologizing every time I express my needs?
 - Why am I hunching over?
 - Why am I starving myself when I love food?
 - Why am I pretending it doesn't mean that much to me?
 - Why am I hurting myself when I mean to scream?
 - Why am I waiting, whining, pining, fitting in?
 - Would you rather be liked or admired?
 - Is fitting in more important than finding out what you're doing here?

REHEARSAL NOTES

Read the epilogue as an ensemble piece.

STUDENT GUIDE: ART & ACTIVISM

- **Write your own monologues and poems** inspired by *I Am an Emotional Creature*. Use the epilogue of *I Am an Emotional Creature* to inspire writing your own Manifesta
- **Plan a poetry slam or open mic night** to showcase your V-Girls poems, monologues, music, and other art. Collect donations for a local beneficiary working to empower girls in your community.
- **Collect the writing and visual art** your V-Girls group has created and put together a zine, anthology, literary magazine, or website. Print copies and sell them at your performance to raise money for a local beneficiary working to empower girls in your community.

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- **Organize a teen speakers group** for girls' empowerment and ending violence against women and girls.

STUDENT GUIDE: TO THINK, DREAM, DISCUSS, AND WRITE...

- How can I keep my heart open? How can I resist the numbing of my heart?
- How do you want to be an activist in the world? What issues and causes are important to you?

RESOURCES

- Play - *For Colored Girls Who've Considered Suicide When the Rainbow is Enough* by Ntozake Shange
- Play - *I Know I Saw Gypsies* (The Work of Many Young Playwrights, Adapted by Tom Erhard)
- Web Resource - Guide to Making a Zine, *gURL* - <http://www.gurl.com/findout/guides/pages/0,,625068,00.html>
- Book - *Grassroots: A Field Guide for Feminist Activism* by Jennifer Baumgardner and Amy Richards
- Book - *Manifesta: Young Women, Feminism, and the Future* by Jennifer Baumgardner and Amy Richards