

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

Student Guide





Welcome to the V-Girls Student Guide

Eve Ensler's newest work, *I Am an Emotional Creature: The Secret Life of Girls*, will debut in 2010 (in book format) and chronicles the struggle of girls everywhere to overcome the obstacles, threats, and pressures that rob them of their originality and power. The piece is the story of what girls face, their resiliency, their wildness, their pain, their fears, their secrets and their triumphs. It will be a call, a reckoning, an education, a catalyst, an act of empowerment. The piece consists of original monologues about and for girls from around the world and aims to inspire girls to take agency over their minds, bodies, hearts, and curiosities.

I Am an Emotional Creature: The Secret Life of Girls will be a vehicle for young girls to participate in the V-Day movement through the V-Girls program, in the same way *The Vagina Monologues* has built a movement on college campuses and in communities around the world. The goal of V-Girls will be to engage young women in our "empowerment philanthropy" model, igniting their activism.

About the V-Girls Pilot Program

The V-Girls pilot program is focused on empowering girls and inspiring activism and is based on Eve Ensler's newest work *I Am an Emotional Creature: The Secret Life of Girls*. The pilot program will guide girls and their leaders in reflection and response to the material personally, and will empower them to act on local, national, and global levels.

About the Student Guide

This guide is for you, the students participating in the V-Girls program to produce a staged reading of *I Am an Emotional Creature: The Secret Life of Girls*. In your rehearsal sessions, you will build a V-Girls community where you will explore the monologues through rehearsal, reflection, art and activism. Although you will work on many projects in your rehearsal, this guide allows you to reflect, do projects independently, write in your journal, do your own creative writing, and learn more about the issues and topics explored in the monologues.

The V-Girls guide for rehearsal, production, and performance of a staged reading of *I Am an Emotional Creature* includes -

- Art and activism activities to enhance monologues that you can work on with your group or on your own
- Topics to think, dream, discuss and write about in your journal
- Resources to learn more about the issues and topics explored in the monologues, including web links, articles, books, music, and films

How to Prepare for Rehearsal

You should bring your script, V-Girls Student Guide, rehearsal schedule, and a pencil to all of your rehearsal sessions. Before each rehearsal, make sure you have read the materials you will be working on. Take some time before rehearsals to reflect on the monologues in your journal and bring your thoughts and questions to the session to discuss with your leaders and group.

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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

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.

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/wp-dyn/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/>

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- 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>
- *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>
- *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>

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Let Me In

OVERVIEW

Text:

Let Me In

Topics:

Peer pressure, bullying, harassment, conflict

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, 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.

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/>
- Movie – *Mean Girls*

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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

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.

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?

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*.



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

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 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.

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 - *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.themother-daughterproject.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

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.

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*



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

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.

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:

Don't, 5 Cows and a Calf

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

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
- **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>

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- 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

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.

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>

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- Article - *1 in 4 teen girls has sexually transmitted disease*;
<http://www.msnbc.msn.com/id/23574940>
- 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

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.

TO THINK, DREAM, DISCUSS, AND WRITE...

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

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- 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.forthetelstellsmeso.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.

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.

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-Girlsand-Sports.aspx>
- Article - Saudi Girls Deserve Sports Heroes, Too, <http://www.kabobfest.com/2008/08/saudigirls->

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[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>
- "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>

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- 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=3SrlEM8X0qA&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

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.

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](http://www.news24.com/Content/SciTech/News/1132/446f9e1e55a549b8bf4a7872cb510202//Teens%20smoke%20to%20be%20cool%20-%20study)
- Movie – *Ghost World (2001)*



WHAT I HEARD ABOUT SEX

OVERVIEW

Text:

What I Heard About Sex

Topics:

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

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.

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?

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-laura-berman>

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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

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>

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 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>

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- 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>
- Video – Native American Buckskin Dance;
<http://www.youtube.com/watch?v=Ki36I97TNFs>
- Web Resource – Native American Buckskin Dance (Description); http://www.wyandotte-nation.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.justsalsa.com/salsa/dance/steps/>

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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

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

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/>

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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

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 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.

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/violence-against-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/>

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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

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.

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/

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- Article – *Barbie banned in Vermont* by Sarah Strohmeier; 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-to-torture-as-Barbie-loses-her-sparkle.html>
- Article – *Barbie's Taiwanese homecoming: A plastic, fantastic tale of globalization* by 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>
- 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

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.

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-twice-promised>; View an excerpt of the play at <http://www.youtube.com/watch?v=qoZw0mEI4YI>

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- 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/frost-mending.html>
- Essay – *Civil Disobedience* by Henry David Thoreau, <http://thoreau.eserver.org/civil.html>



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

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>

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

- 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>
- V-Day Resource, Congo Campaign Photo Galleries and Video - <http://www.vday.org/drcongo/photo>
- You may also request an 11 minute DVD of V-Day video footage from the DRC. Contact Nikki Noto, V-Girls Campaign Manager, to request a DVD - nikki@vday.org

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- 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>

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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

ART & ACTIVISM

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

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-photos-and-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.praythediabacktohell.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>

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- 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/>
- 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/malalai-joya-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/anniversary-events/superlove/bios/pareyio>
- 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 transgendered?*; *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>

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- 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-mench-tum>
- 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>



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

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/>

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?
- 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/>

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- 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

REHEARSAL NOTES

Try rehearsing the monologue as an ensemble piece. Try rehearsing the monologue with one actress speaking and the others using tableaux, statues or some other form of gesture.

NOTES ON STAGING

- 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.

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.

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?

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RESOURCES

- 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

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.

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
- National Eating Disorders Network, <http://www.nationaleatingdisorders.org/about-us/neda-network.php>

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- 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/youthhivstds/.../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

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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

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 photographs that show Emotional Creatures in action.
- **Do a survey** of girls in your school and community. Ask the question, "What is an emotional creature?" Collect responses and share.
- **Make a group anthology** of Emotional Creature music, movies, books, and art.

TO THINK, DREAM, DISCUSS, AND WRITE...

- What is an Emotional Creature? How are you an Emotional Creature?
- 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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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

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 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.

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>

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- 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 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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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

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.
- **Organize a teen speakers group** for girls' empowerment and ending violence against women and girls. Volunteer to speak at clubs or organizations.

TO THINK, DREAM, DISCUSS, AND WRITE...

- How can you keep my heart open? How can you 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