

- ii. Ask the other participants whether the solution role-played is realistic or acceptable. If the answer is no, discuss why.
- iii. Get other participants to put forward alternative solutions. You may role-play these with the same actors or with different participants.

*When participants are **NOT** willing to role-play*

- i. Get two participants (volunteers) to sit on chairs in front of the group. Tell the other participants to instruct the two volunteers on what to do.
- ii. Freeze the volunteers in their last act. Ask the participants whether that was how they envisaged the outcome.
- iii. If they disagree, get them to give further instructions to their volunteers or invite a participant to come forward and demonstrate how it should be done.

Worksheet 9: MPM Scenario 1

Abang Angkat

Synopsis

The story revolves around Azlina, a schoolgirl and Zaidi, the burger boy who sells burgers outside her school. Azlina is upset and unable to concentrate in school because her parents are always quarrelling. She tells her friends her problem and they are sympathetic. Zaidi overhears Azlina's friends talking about her and learns about her situation. Zaidi then befriends Azlina. They become good friends and she considers him her *abang angkat*.

One day, during a fight between her parents, Azlina intervenes and gets slapped by her father. She runs out of the house. In her distraught state, she goes to Zaidi who takes her back to his place. She asks to stay the night as she does not want to go home. Zaidi agrees as his housemates are all away. Zaidi's housemates however, return unexpectedly. The housemates do not seem trustworthy. Azlina feels very uncomfortable.

For Female Participants

Questions

1. What do you think is going to happen in the last scene?
2. How did Azlina come to find herself in such a situation?
3. What is the role of an *abang angkat*?
4. Can Zaidi be trusted as an *abang angkat*?
5. Is Zaidi responsible for his friends' behaviour?
6. Can he control his friends?
7. Who is ensuring Azlina's safety?
8. When is it safe to seek shelter in someone's house?
9. Have you or your friends experienced or heard of problems involving an *abang angkat*?
10. If you were in Azlina's position in the last scene, what would you do?

Role-play

Role-play some safer options of behaviour for Azlina (see Tips to the Facilitator).

Conclusion

Conclude by explaining that in *Abang Angkat*, Azlina found herself in a situation when she was at risk of being sexually exploited. Point out to the participants that they have role-played various options of behaviour for Azlina which should help them identify ways of avoiding or getting out of a risky situation. Emphasise that at any one point in a given situation, participants should:

- make decisions which will ensure a safer outcome
- take a bit of time to think through options
- choose friends carefully, and
- be aware of the safety aspect in any relationship.

Remind participants that despite all the precautions that they may take, it may still not be possible to prevent a sexual assault from happening. Stress that the victim is not to be blamed and that the perpetrator must be held responsible for his actions.

For Male Participants

Questions

1. Do you think Zaidi can be trusted?
2. How do Zaidi's friends behave when they come back?
3. What do their comments and behaviour suggest?
4. When Zaidi's friends behaved in that manner, how do you think Azlina felt?
5. Why do you think some young men behave this way?
6. What do you think about this type of behaviour?
7. If you were out with your friends and they behaved in this manner, what would you do?
8. If your friends behaved in this manner towards your younger sister, or any other female family member, how would you feel?
9. Explain why you might feel this way.
10. How do you think your sister or female family member would feel?
11. Explain why you think she would feel this way.
12. What sort of respect or behaviour do you extend or show to women around you?

Conclusion

Conclude by explaining that in *Abang Angkat*, Zaidi's friends may think their comments are merely jokes or that their actions are harmless or acceptable as typical of male behaviour. Point out that their behaviour and comments are actually disrespectful to Azlina and that not everything is a joke and harmless. Azlina was made to feel unsafe and uncomfortable because of the comments and behaviour of Zaidi's friends which implied that they viewed her as a sex object. Remind the participants of their responses when they were asked how they felt when a family member were treated in such a manner. Emphasise that they need to be aware of how their comments, actions and behaviour impact on women and that they should show respect to women at all times.

Worksheet 10: MPM Scenario 2

Mabuk Cinta

Synopsis

This is a classroom romance between Siti and Johari. Johari is a new comer to the school. The attraction between Siti and Johari develops over time (stolen glances, passing notes, telephone calls, sitting together and eventually dating). Siti and Johari spend all their time together and begin to ignore their other friends in school. Aishah, Siti’s close friend, tries to advise her to take the relationship at a slower pace, but Siti ignores her advice.

One day, Johari starts to get more physical with Siti. She feels uncomfortable, but does not to tell him to stop. When they are in a park by themselves, Johari embraces her against her will.

For Female Participants

Questions

- 1. Do you think there is a problem in the last scene in the park?
- 2. If yes, explain what the problem is.
- 3. Is Johari in control of his emotions?
- 4. Why do you think so?
- 5. What do you think about Johari’s behaviour towards Siti in the park? Why?
- 6. Do you think *sentuhan membuktikan cinta* (physical contact proves love)?
- 7. Are they other ways of showing a person that you love them?
- 8. Give some examples.
- 9. Describe the development of Siti’s relationship with Johari from the start to the end of the scenario.
- 10. When does Siti begin to show signs of discomfort with Johari’s touches?
- 11. Why do you think she continued with the date even though she was uncomfortable with Johari’s behaviour?

- 12. Have you or your friends ever experienced or heard of a situation similar to Siti’s?
- 13. If you were in Siti’s position in the last scene, what would you do?

Role-play

Role-play some safer options Siti could have taken (see Tips to the Facilitator).

Conclusion

Conclude by explaining that in *Mabuk Cinta*, Siti found herself in a situation where she was at risk of being sexually exploited. Point out to the participants that they have role-played various options of behaviour for Siti which should help them identify ways of avoiding or getting out of a risky situation. Emphasise that at any one point in a given situation, participants should:

- make decisions which will ensure a safer outcome
- take more time to think through options
- choose friends carefully
- be aware of the safety aspect in any relationship.

Remind participants that despite all the precautions that they may take, it may still not be possible to prevent a sexual assault from happening. Stress that the victim is not to be blamed and that the perpetrator must be held responsible for his actions.

For Male Participants

Questions

- 1. What do you think are Johari’s feelings towards Siti?
- 2. Are these feelings natural?
- 3. Compare Johari’s behaviour towards Siti in the library and at the park.
- 4. What is the difference?
- 5. Compare Siti’s feelings in the library and at the park.
- 6. Explain the change in her feelings.
- 7. Do you think Johari understood Siti’s feelings at the park?
- 8. Did Johari respect Siti’s feelings at the park?
- 9. Explain your answer.
- 10. If Johari asked you for tips on how to win Siti’s heart, what advice would you give him?

11. Would your advice be different if Siti were your younger sister?
12. If yes, explain why.
13. Can a man show his love for his girlfriend without any physical contact?
14. What can he do to show his love?

Conclusion

Conclude by explaining that in *Mabuk Cinta*, while Johari may regard his actions at the park as acceptable male behaviour, forcing someone to fulfil one's needs is neither love nor respectful behaviour. Remind the participants of their responses when they were asked how they felt when a family member were treated in such a manner. Emphasise that they need to be aware of how their comments, actions and behaviour impact on women and that they should show respect to women at all times.

Worksheet 11: MPM Scenario 3

Lelaki Matang Trang Trang Trang

Synopsis

This story revolves around Ayu and her two friends who are very interested in dating working men and not schoolboys. Norman and his friends, who are working men, pick up Ayu and her two friends at the bus stop. They group-date and are physical with each other despite hardly knowing each other. Ayu discusses Norman's behaviour with her friends. Ayu's friend, Rozi, tries to warn Ayu that Norman is not trustworthy but Ayu does not listen. She likes his gifts and his attentions and accuses Rozi of being jealous.

One day after school while Ayu is waiting for the bus, Norman's friend Sham, comes up to her and strikes up a conversation. Sham invites her for a drink at a nearby food court and she willingly accompanies him and his two friends. Ayu has a good time but after a while, she realises it is time to leave. Sham tries to get her to stay by holding on to her. Ayu pushes him off. His friends also begin to grab her. Ayu manages to free herself and storms off. The boys shout after her that Norman told them that she is *bohsia*. Ayu is extremely upset.

For Female Participants

Questions

1. What do you think of Ayu's behaviour towards Norman at the beginning of the story?
2. Is Ayu's behaviour linked to something she wants?
3. What do you think she wants?
4. What aspects of Ayu's behaviour places her at risk of being sexually exploited?
5. Why is Ayu upset over Sham's comments about her at the food court?
6. Have you or your friends ever known or heard of a person who behaves like Ayu?
7. If you were in Ayu's position, what would you do?

Role-play

Role-play some safer options of behaviour for Ayu (see Tips to the Facilitator).

Conclusion

Conclude by explaining that in *Lelaki Matang Trang, Trang, Trang*, Ayu is upset that her reputation has been damaged because her boyfriend has revealed intimate secrets to his friends. Explain that it is important not to naively trust someone. Point out to the participants that they have role-played various options of behaviour for Ayu which should help them identify ways of avoiding or getting out of a risky situation. Emphasise that at any one point in a given situation, participants should:

- make decisions which will ensure a safer outcome
- take more time to think through options
- choose friends carefully
- be aware of the safety aspect in any relationship.

Remind participants that despite all the precautions that they may take, it may still not be possible to prevent a sexual assault from happening. Stress that the victim is not to be blamed and that the perpetrator must be held responsible for his actions.

For Male Participants

Questions

1. Describe Norman's character.
2. Describe Ayu's character.
3. How does Norman see his relationship with Ayu?
4. How does Ayu see her relationship with Norman?
5. Why do you think some older working men date teenage girls?
6. What do they want from such a relationship?
7. Why do some teenage girls prefer to date older working men?
8. What do they want from such a relationship?
9. If your sister were dating an older working man like Norman, how would you feel?
10. What would you do?

Conclusion

Conclude by explaining that in *Lelaki Matang Trang, Trang, Trang*, Ayu was a teenage girl who was taken advantage of by an older man because of her emotional immaturity. She had placed her trust in someone who violated that trust. Remind participants of their responses when they were asked how they felt when a family member were treated in such a manner. Stress that respect towards women is essential in any relationship and that they should never take advantage of a woman even if the opportunity presents itself.



Activity 15: What Should I Do?

AIMS

To get participants:

- To recognise exploitative behaviour
- To understand the emotions and expectations of the parties involved in an exploitative situation
- To resolve personal safety issues
- To identify consequences of actions taken to resolve issues

Materials : Worksheet 12: What Should I Do?, mahjong paper, marker pens, blu-tack

Time : 40 - 60 minutes

Group Size : 10 - 12 participants

How to Conduct the Activity

1. Organise participants into small groups of 3 or 4.
2. Hand out a different case study to each group.
3. Ensure that participants read and understand their case study.
4. Give them the questions relating to their case study. Allow them 15 minutes to discuss the situation and to answer the questions on a piece of mahjong paper.
5. Ask each group to present their case study and their answers to the questions.
6. Discuss their answers.
7. Conclude by emphasising to the participants that they need to be able to recognise when they are in danger of being sexually exploited or abused. Point out that if they find themselves in such a situation, they should not keep quiet. They could resolve it themselves or seek help from an outside agency (*see Appendix E for Useful Contacts*).



Worksheet 12: What Should I Do?

Case Study 1

*D is very happy. The girl of his dreams, R, has agreed to be his girlfriend. They have been dating for a few weeks now. All D's friends congratulate him on his relationship. He is really pleased. While D is extremely happy, he realises that he has spent almost all of his monthly allowance on R, taking her to places she likes to go. One day, D tells her that they have to cut down on their outings as he cannot afford it anymore. R tells him that if he really cares for her he would get a part-time job, unless of course he doesn't think she's worth it.

Questions

1. How do you think D feels when R tells him to get a part-time job?
2. Do you think he should get a part-time job?
3. What do you think R wants D to do?
4. If you were in D's situation, what would you do?
5. Work out the consequences of the different actions D could take.

Case Study 2

*N and S have been dating for a few weeks now. N is happy that S buys her gifts and she shows them to all her school friends. Everyone knows that they are a couple. One day N invites S back to her place. She wants to spend some time with him alone. There is no one at home as her parents are at work. They start to kiss and cuddle on the sofa. After a bit, N feels that things are getting too intense and she tries to get off the sofa. S, however, is not willing to stop and tries to force himself on her. He tells N that if she does not give in, he will tell everyone in school that he has slept with her.

Questions

1. How do you think N feels?
2. Do you think N should give in to S?
3. What do you think S wants N to do?
4. If you were in N's situation, what would you do?
5. Work out the consequences of the different actions N could take.

Case Study 3

*J attends tuition classes for Physics with his friends twice a week. His tutor is a fantastic teacher and extremely friendly. He often pats the boys on their backs or shoulders every time he comes near them. J and his friends often joke about the tutor after class and laugh at the boys who have been touched by the tutor. One day, the tutor sits next to J during class and begins to explain the work. The tutor places his hands on J's upper thigh and molests him. None of his friends see what has happened. After class J does not join his friends but goes home instead.

Questions

1. How do you think J feels when the tutor molested him?
2. Why do you think he did not tell his friends?
3. What do you think the tutor wants from J?
4. If you were in J's situation, what would you do?
5. Work out the consequences of the different actions J could take.

Case Study 4

*C and L are dating regularly and have become physically intimate. One day C asks L how much she really loves him. C then tells L that he owes a lot of money to some friends and that if L would have sex with his friends, his debt would be cancelled. Otherwise, he would be beaten up. L does not say anything. C tells her that it is not really a big thing as she is no longer a virgin and that if she truly loves him she would help him out.

Questions

1. How do you think L feels when C makes his suggestion?
2. Do you think L should agree to C's suggestion?
3. What do you think C wants L to do?
4. If you were in L's position, what would you do?
5. Work out the consequences of the different actions L could take.

Case Study 5

*T has recently been getting odd looks and sniggers from her male classmates. She finds out that her boyfriend Z has shown their classmates intimate photos of them taken on his mobile phone. T confronts Z who warns T that if she lodges a complaint or ends the relationship, he will place the photos on the internet.

Questions

1. How do you think T feels?
2. Why do you think Z showed his friends intimate photos of him and T?
3. What do you think Z wants from T?
4. If you were in T's position, what would you do?
5. Work out the consequences of the different actions T could take.

*Give appropriate names to the characters.

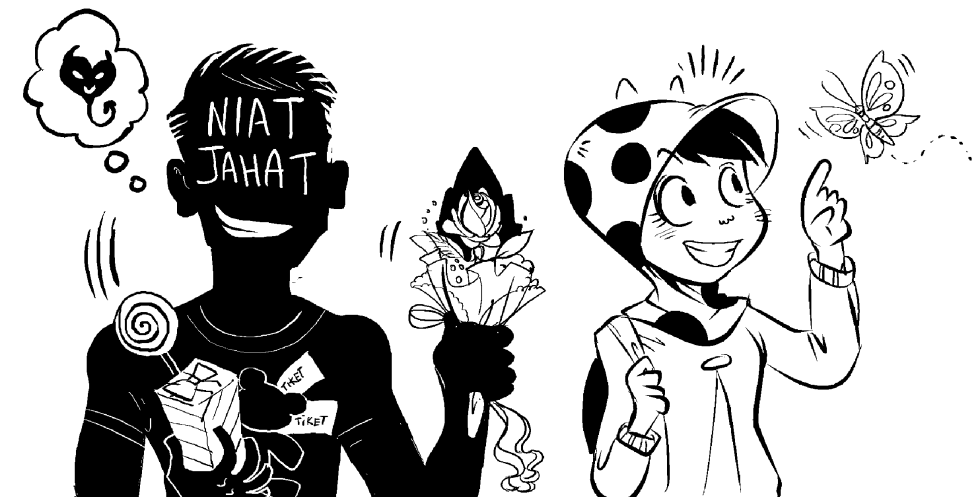
Topic 6: UNDERSTANDING SEXUAL ASSAULT

Crime statistics indicate that a large number of sexual assault victims, e.g., rape victims, are below the age of 18 years. Many of the perpetrators are known to the victims. In many instances, the victims had unwittingly placed their trust in people whom they had regarded as friends.

WCC has come across young people who have been sexually molested or assaulted but were too scared to come forward to seek help. Misconceptions about sexual assault, such as, it is the victim's fault or it is specific to women only, are widespread and only serve to prevent victims from getting the help and support they badly need.

It is important that young people be made aware that sexual assault is the fault of the perpetrators and that the victims are not to be blamed. The victims need to be supported and encouraged to come forward to seek help. They can access necessary help from various agencies like the police, the hospitals, the welfare departments or non-governmental organisations (NGOs).

This section has two activities which aim to help young people to look at friendships more cautiously and dispel misconceptions about sexual assault. These are:

Activity 16: Misplaced Trust**Activity 17: Dispelling Myths on Sexual Assault**

Activity 16 focuses on an analysis of three newspaper reports on sexual assault involving teenagers who have placed their trust in individuals who then went on to abuse that trust. The victims in the newspaper reports were extremely vulnerable due to their naiveté and ignorance. The group discussion is aimed at helping participants to recognise the risks involved in misplaced trust and to think about safety precautions they should take when they go out.

Activity 17 focuses on an analysis of seven newspaper reports on sexual assault involving male and female victims of different ages and circumstances. First, participants are encouraged to discuss their feelings about sexual assault and brainstorm why they think sexual assault takes place. By doing so, common myths on sexual assault are identified and dispelled. Participants learn to recognise that it is the perpetrator who is responsible for the crime and not the victim. Next, using a series of structured questions, participants explore the feelings of victims, the difficulties they face in seeking help and the importance of lodging a report when a sexual assault takes place. Participants also learn about resources available to the victims of sexual assault.

Methodology:

- ☒ Using visual aids
- ☒ Brainstorming
- ☒ Discussion



Activity 16: Misplaced Trust

AIMS

To get participants:

- To identify the role of misplaced trust in instances of sexual assault
- To consider personal safety issues when deciding to go out with friends
- To be aware of safety precautions to take when going out with friends

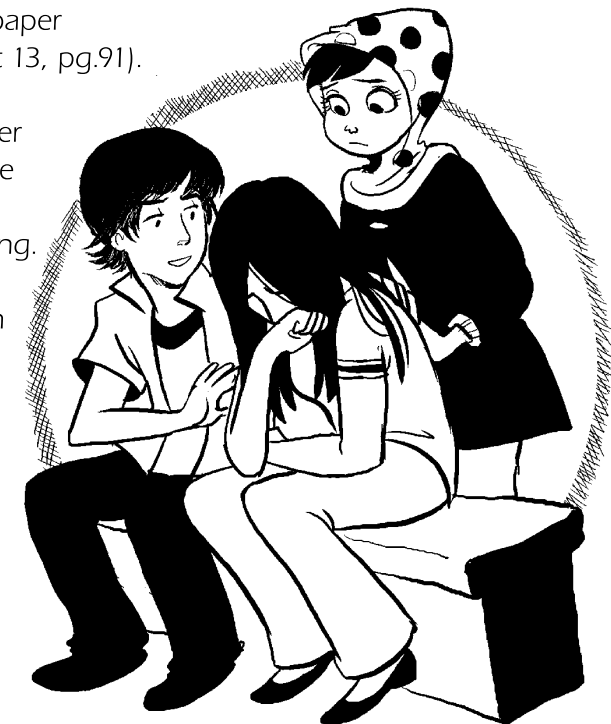
Materials : Worksheet 13: Newspaper Cuttings on Rape

Time : 60 minutes

Group Size : 10 - 30 participants

How to Conduct the Activity

1. Organise participants into three groups.
2. Tell participants that each group will be given a different newspaper cutting to read (see Worksheet 13, pg.91).
3. Hand out a different newspaper cutting to each group. Give the groups 10 minutes to read through their newspaper cutting.
4. Get a representative from each group to recapitulate the contents of their newspaper cutting to the larger group.



5. Ask participants to identify the circumstances which resulted in placing the victim at risk in each situation.
6. Highlight the issue of misplaced trust in each situation.
7. Get participants to brainstorm some precautions young people can take when going out with their friends.
8. Conclude by explaining that in many cases of rape or sexual assault, the victims had unwittingly placed their trust in people whom they regarded as friends. Emphasise the fact that sexual assault is a crime for which the perpetrator is responsible and NOT the victim. Remind participants that if a sexual assault takes place, the victim should lodge a report at the nearest police station or at the nearest government hospital. Give them the following information:
 - what to do should an assault take place (See Appendix C, FAQs on Teenage Dating and Rape, pg.106).
 - contact numbers to seek help (See Appendix E, Useful Contacts, pg.117)

TIPS TO THE FACILITATOR



- Try to use current newspaper reports in place of the cuttings in Worksheet 13.
- You may link the issue of trust back to Activity 1, pg.15.
- You may link safety precautions back to Activity 2, pg.18, and Activity 14, pg.69.
- Some definitions which you may find useful are given in Table 2, pg.92.

Worksheet 13: Newspaper Cuttings on Rape

Story 1: SMS friendship turn ugly

(New Straits Times 23/8/07)

The friendship started via SMS and a 13-year-old girl agreed on a first date. Her 17-year-old sister accompanied her and both the girls were taken for an outing in the city by some youths. Later they were taken to a rented house where they were raped by the suspects between 17 and 18 years old. The youths later sent the girls home at 7.30pm. The 13-year-old claimed the incident was also recorded on a handphone.

Story 2: Student raped by 10 youths

(New Straits Times 8/11/08)

A 15- year-old student was gang raped by 10 youths on the day she befriended one of them in a shopping complex. The girl claimed she met a 17- year-old boy at the shopping complex on Sunday. The boy took her for a joyride on his motorcycle, treated her to dinner and then persuaded her to go back to his rented room where he raped her. He then called nine friends aged 16 to 20 years, who took turns to rape her. He kept the girl in his room for three more days, raping her again several times before sending her home on Wednesday.

Story 3: Teen gang-raped by futsal team

(The Star 23/3/07)

A teenage girl who went to watch a soccer match at a futsal court claims she was gang-raped by the football team with the cooperation of her boyfriend. The 14-year-old victim alleged that her 20-year- old boyfriend had invited her to watch the game last week. When they arrived at the court he told her to wait while he went to get his team. About 10 minutes later, seven strangers surrounded the victim and took turns raping her. The teenage claimed that she was helpless and, after almost 30 minutes, her boyfriend returned and began coaxing her against lodging a police report saying that if her parents found out, they would object to their relationship. He persuaded her to keep the matter a secret and dropped her home at 11pm that day. The girl later told her parents what happened.