

Lesson 15

Pleasure and Human Rights

Activity 4

Drawing Dictations

Divide up into groups of 3. There should be a girl and a boy in each group if possible. Each student chooses to be number 1, 2 or 3. The 1's will be the drawers, the 2's will be the subjects and the 3's will be the observers. In this exercise, the drawer, under the direction of the subject, will be drawing a sketch of the subject. The subject will watch the drawer carefully as he or she sketches and will give the drawer instructions on how the drawer should draw the subject (e.g. "No, make my nose wider..." or "I think my eyes look too sleepy in the drawing" or "Yeah, that looks right!"). The drawer will listen carefully to the instructions from the subject; he or she can ask the subject questions on how he or she wants the image to be drawn. The observer simply observes and takes notes on the interaction between the drawer and subject. After five minutes the students change roles. The observer will become the subject, the drawer will become the observer and the subject will become the drawer. The new drawer will now sketch the new subject and the observer will take notes on the interaction. After five minutes the students will switch roles again. Whichever role a student has not done will be their role in the last five minutes. After the final five minute segment, the students will review and discuss their observations in their triad. At the end of the exercise the students will come back into the large group to share their experiences.

Here are some questions for discussion:

When you were a subject...

1. Did you have a hard time telling the drawer how to draw you?
2. What did you notice about what you asked for and what you did not ask for?

When you were a drawer...

1. Was it hard to understand what the subject was requesting?
2. How did you feel taking directions from the subject?

When you were an observer...

1. Did you notice any differences between when a girl was the subject and when a boy was the subject?
2. How was your experience of being an observer different?

General Questions:

1. In this exercise, was it your experience that boys or girls felt more entitled to express what they want?
2. Who described their feelings more?

Relating this Exercise to pleasure:

1. Do you think it's hard to ask for and control the way you receive pleasure from another person?
2. What about this communication exercise taught you something about expressing desires, feelings, and wants?
3. Why is it that some people *can* ask for pleasure, and others feel *entitled* to ask? Do you think boys feel more entitled?

Some may say it's not a decision for boys, because they think with their penises. ***What does this mean and to what extent do you think it's true?*** Can you give an example of what it means to "think with your penis"? And if this is the case, why don't we say that girls think with their clitorises?