

Study Guide Questions for Plays

General Questions

1. What are some examples of sexism in the play?
2. How is gender role socialization and the gender binary represented?
3. How does sexism intersect with other forms of oppression (classism, racism, ableism etc.) in the play?
4. What is the impact on the characters when there is intersectionality between two or more oppressions?
5. What are some of the social institutions (education, media, criminal justice, economic etc.) represented in the play?
6. How do these institutions promote or uphold systems of sexism and gender oppression?
7. Do you see any variation of severity in struggle between women with different backgrounds and identities?
8. Do some characters have an easier time being believed than others?
9. What is the impact of institutional sexism and oppression on the characters in the play? Think about how all the characters are impacted not only the protagonist.
10. How are men and women characters impacted differently by sexism?
11. Describe some of the examples of privilege from the play?
12. Which of these scenarios have you not experienced or noticed? How could your own privilege contribute to that?
12. How does toxic masculinity show up in the play?
14. Theater of the Oppressed plays are called “anti-models.” This means the first run through of the play always ends with the main character(s) “losing.” What did the main character(s) lose? Please be detailed.
15. Knowing that men and people who are gender non-binary can also be harassed or assaulted why do you think the play focused on the dynamic of how these issues impact women?

Questions about Interventions

In *Theater of the Oppressed (TO)* when audience members enter the scene to change its outcome it is called an "intervention." TO has certain ground rules for interventions including:

- Audience members cannot take the place of the person causing the problem (the antagonist).
 - Audience members can take the place of the person experiencing the problem (protagonist) if they share a similar identity in terms of gender, race, ability etc. This is primarily relevant depending on at what oppression is impacting the character (i.e. if the character is a person with a disability impacted by ableism then the audience member ought to be a person with a disability as well etc.)
 - Audience members of any identity can take the place of the "potential ally/bystander/friend" character.
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1. Why do you think it "against the rules" for an audience member to take the place of the person causing the problem (the antagonist)?
2. Why do you think there is a rule that asks that you only take the place of the protagonist if you share an identity with that character?
3. Which of the characters could have changed their actions to create a different outcome? Pick one or more characters (keeping in mind the ground-rules above) and give a detailed explanation of the strategies and tools the character could have used to create a more positive situation.
4. In general - how could support be provided to these characters and how would it have changed the outcomes? What are some resources the characters could have used?
5. What do you think gets in the way of someone intervening in an oppressive situation?
6. Describe one or more of the oppressive situations in the play. What are some strategies/tactics you personally would use to intervene in this situation?
7. If you saw a friend being assaulted or harassed what would you do or say? Would this approach differ if you did not know the person?
8. What types of privilege do you have that could be useful when intervening in these scenarios?
9. What can you do personally to work to end this oppression?
10. What actions can PCC take to make the college more welcoming and inclusive especially in relation to the issues represented in the play?

Questions for Specific Plays

Questions for “About That Night”

1. Why do you think Josh is unable to understand Catie’s changed attitude towards him and her unwillingness to spend time with him after he raped her?
2. Why do you think Halley and Ryan are initially unwilling to believe that Catie did not give Josh permission to sleep with her?
3. In *About That Night*, can you see what problem Halley has beside being harassed in the bar? What can you do support Halley as a friend?
4. Who in the play has the potential to be an ally? How do they succeed or fail in being an ally?
5. What systems of oppression are present in the play? How do they impact individual characters?

Questions for “Lucky One”

1. What are some of the red flags seen early in the play? How might you able to help someone acknowledge them?
2. What are the ways that racism and sexism intersect in this play?
3. How does internalized sexism show up in the play?
4. What are some instances of victim blaming?
5. What systems of oppression are present in the play? How do they impact individual characters?

Questions for “Her Value”

1. What obstacles does Sky face from her family and other individuals to navigating her life independently?
2. Why do you think Wren feels she has no choice but to be her professor’s personal assistant?
3. As a bystander on the bus, what could you do to help the situation between Sky and Chad?
4. What are the ways that ableism and sexism intersect in this play?
5. What systems of oppression are present in the play? How do they impact individual characters?

Study Guide Questions for the Education Booklet

1. Was any of this information surprising? Why or why not?
2. What are you curious about? What do you want to learn more about after reading the education booklet?
3. Did this information motivate you to change your behavior in any way?
4. How does the binary gender system uphold sexism, heterosexism, and cissexism?
5. What are the expectations of each gender (in the binary gender system) and how have they influenced your life?
6. Stereotypes are part of part daily life. What can we do to realize the gender stereotypes that we have and re-evaluate the judgements we make from those stereotypes?
7. In what ways does failure to live up to stereotypical male behavior lead men to bully or harass women?
8. What types of listening skills do you think allies should develop?
9. What is intersectionality? Why is it important?
10. Sexism impacts every women. However, certain communities are more impacted. How does sexism effect women of color differently from white women in the U.S?
11. In what ways are historical racism and colonialism manifesting in the lives of women of color in the United States today, and in what ways are they organizing to resist the violence against them?
12. Why do you think that society makes it so difficult to be a “good mother”? In what ways does our current society make it more difficult to parent children? Can you think of different obstacles our society places in the way of these groups: teen moms, African-American mothers, immigrant mothers, and LGBT parents who want to adopt?
13. How does sexism also effect other genders beside women?
14. What are some particular struggles that you associate with sexism?
15. What is one initiative/ idea that YOU feel could make gender equality more prevalent in our society?
16. Who are three people in your life that could benefit from this information? How can you share it with them?
17. What has the women's movement contributed to society and how we perceive women today?
18. How can people educate others on this and understand the effects of sexism in society