

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 1 – 6th Grade**

TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn to identify the four main types of relationship violence; physical, mental, verbal, and sexual.

Teens will learn about sexual harassment.

Teens will learn that relationship violence is about power and control.

Teens will learn about assertive behavior.

Teens will learn about respecting boundaries.

Teens will learn about consent.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. Pencils or Pens for students
3. Game materials: See Appendix A (pg. 47)
4. Candy (optional)

Section 1: Introduction (5 minutes)

Introduce yourself and our organization. Give important information about the services we offer. Make sure to stress that all services are free and confidential. Our hotline is 24/7.

Start off by getting them talking.

Section 2: Relationship Violence (30 minutes)

Identify the main types of violence in a relationship – physical, verbal, emotional, and sexual. Give the definition of each type of violence and ask students what kinds of behaviors could be considered abusive. Elaborate with stories or scenarios about different types of violence to make those behaviors clear. Provide statistics and additional information about each of the types of violence.

- **Physical Violence:** Causing physical harm to your partner, using your body to intimidate or scare that person. Examples include hitting, pulling hair, and pushing them.
 - Note: Sometimes at this point someone will bring up that you are relieving anger and in a good way as long as you don't actually hit your partner. You can use that time if you wish to discuss better ways of relieving anger that will not scare or intimidate your partner.
- **Verbal Violence:** Using your words to hurt someone, lower their self esteem. Examples include put downs, name calling, yelling, shouting.
- **Emotional Violence:** Making your partner feel bad about themselves, playing mind games with them. Examples include threats, bribes, humiliating or embarrassing your partner, making them feel guilty, making them “prove” their love.
- **Sexual Violence/Sexual Assault:** Any unwanted, forced sexual contact. Examples include unwanted touching, unwanted kissing, rape, and drug-facilitated sexual assault.
 - Define consent vs. coercion and explain the difference: Consent is agreement or acceptance, coercion is compelling by force or intimidation.
 - Explain that without consent sexual activity is illegal. Let them know the consent law regarding alcohol in Virginia.

Emphasize that relationship violence is a cycle, and that abuse often escalates.

Explain that relationship violence is about power and control. Go back to the examples to show how someone is abusing power in that relationship, or exerting control over another person and their choices.

Section 3: Sexual Harassment (10 minutes)

- Sexual Harassment: Any unwanted or unwelcome sexual attention. Examples include: jokes, gestures, looks, sexual pressure, unwelcome advances or touches.
 - Sexual Harassment can be physical, verbal or non-verbal.
- Explain sexual harassment is a serious problem, even if you think you are just being funny. It can cause people to stop coming to school and can interfere with their school work and self-esteem.
- Explain the difference between sexual harassment and flirting.
 - Flirting is reciprocated and makes both people feel good. It is mutual and welcomed activity.
 - Give students some ways to monitor or consider whether their behavior would be considered sexual harassment or flirting
 - Am I doing this to be funny, or because I know this person will like this?
 - Would I do this if my grandparents/family were watching?
 - Would I want someone to do/say this to my grandparents/sister?

Ask: How might you feel if someone is flirting with you? How would you feel different if that attention is unwanted or if you are feeling sexually harassed?

- Explain that feeling nervous, anxious, or weird is your instinct telling you that something isn't right. You want to listen to that feeling; it is there to protect you.
- Explain in healthy relationships both people should be comfortable and safe.

Section 4: Boundaries and Assertive Behavior (15 minutes)

Boundary Activity (5 minutes)

Note: You can have several volunteers do this activity, or if the class is smaller, everyone can participate.

Have students pair up and spread out and stand facing their partner, tell them there needs to be a good amount of space (at least a two arm span) between them and their partner. Instruct them that one person will stand still and the other partner will slowly step towards them, each time they take a step they will ask "Can I take a step closer?" When the stationary partner feels they are a good "talking" distance apart, they will say "Stop". The other partner will stop.

Have students stand still while you point out differences in closeness. Ask if the students are friends, or don't know each other. Explain everyone has different comfort points, different boundaries. Ask them who decides what their boundaries are, explain that they decide.

Ask: How do you know what your partner's boundaries are?

- You have to ask to know what your partner's boundaries are.

- If you get even a hint that someone is uncomfortable, you need to stop and make sure they are okay with what is going on.
- Explain that both partners have the responsibility to respect each other's boundaries and let each other know what their boundaries are. You have the right to withdraw consent or put up a boundary at any time. Your partner is responsible for stopping.

Ask: If someone crosses your boundaries, how can you let them know?

- Explain that you want to speak up and be assertive if someone crosses your boundaries then they know you will not stand for that behavior. It also let's them know what your limits are.
- Define assertive behavior. Assertive behavior is a way to express your opinions and rights confidently and clearly. Explain what is making you uncomfortable and what steps you want to see happen.
- If you are uncomfortable leave the situation, get away from that person. If you are uncomfortable with someone, don't go off alone with that person. It is assertive, not 'wimpy' to leave a bad situation.

Section 5: Closing Game (20-25 minutes)

For all games see Appendix A.

- Choose one game to play to end presentation

Respectful/Disrespectful Behavior Continuum

Let's Make a Deal

Values Auction

Section 6: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank the students for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 2 - 6th Grade**

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TASA Overview

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This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn that relationship violence is about power and control.

Teens will learn that sexual assault is never the victim’s fault, only the perpetrator is responsible.

Teens will learn about good communication skills.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. VDH Scenario: See Appendix A
3. Pencils or Pens for students if needed
4. Game materials: See Appendix A
5. Candy (optional)

Section 1: Review (5-10 minutes)

Briefly review the main points from Session 1. Give students a brief overview of our organization's services. Make sure students remember all types of relationship violence, consent and boundary information.

Section 2: Power and Control (10 minutes)

Ask: We said before that relationship violence is about power and control; what gives people power in relationships?

- Power is something people respect. If we have more of something, or if we are better at something than someone else, it is possible to use that status to control or influence a situation.

Ask: How can power be used in relationships?

- Power isn't good or bad. It depends on the intent of the person using it. Using your knowledge or status to manipulate or control someone's actions is an abuse of power.

Ask: Who makes your choices?

- Only you decide what to do with your power. Only you decide how to act in a relationship. Nobody else is responsible for your actions, just like you are not responsible for someone else's actions. They are in control of their own choice.

Ask: When abuse happens in a relationship, or when someone is sexually assaulted, who is responsible?

- The victim is never responsible. When someone uses their power to be abusive or to sexually assault someone only the perpetrator is responsible for committing a crime.
 - For example, if a store owner is robbed who is the criminal? Is it the store owner's fault that he/she handed over the money? Is it the owner's fault that they owned the store? Were they asking to be robbed because they had money in the register, or because they were open at night?

Section 3: Communication (20 minutes)

Ask: What are some ways to make sure we are not abusing our power in a relationship? What are some characteristics of a good relationship?

- Explain that communication is a good part of every relationship, but that is isn't always easy. Good communication involves both listening and talking. Communication doesn't happen just once, it is an ongoing process.

- Communication can be especially difficult with someone you don't know well, but that is also when it is most important to communicate, because you do not know what this person would be comfortable with. You also need to communicate to establish consent and boundaries.
- Explain that there is verbal and non-verbal communication. You want to make sure words and actions match. You have to listen to both types of communication.
 - If someone's words and actions don't match, stop and clarify what they mean.
 - No means no, even if you think someone is joking or if they say it quietly.
 - Just because someone doesn't say anything, doesn't mean they are okay with what is going on. Consent has to be given.
 - Consent can be withdrawn at anytime; you have to respect your partner's choices.

Communication Charades Activity (5-10 minutes)

Explain you are going to play a game to demonstrate how difficult communication can be sometimes, especially if you are only using one type of communication. Tell students they will be playing charades.

Explain that one volunteer will come up to act out an emotion without using words. The rest of the class will try to guess the emotion they are demonstrating. Give the class some time, but not too long, to guess. It is not necessary for the class to guess the emotion.

Have one student at a time volunteer. Randomly have them select a card with an emotion written on it (See Appendix A). They must at least try to act out the emotion, even if they feel it is difficult. Once they are done, select another volunteer.

Explain to students that these are just basic emotions and some are hard to act out, imagine how hard more complex emotions or feelings are to demonstrate. We cannot expect people to read our minds or just our body language. Both verbal and non-verbal communication are important and help us to be clear with each other.

Section 4: VDH Scenario (20-30 minutes)

Read VDH Prevention Education Evaluation Scenario aloud. Pass out to students and have them fill it out. Collect papers; then discuss the situation.

Section 5: Closing Game (20-25 minutes)

For all games see Appendix A

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum

Let's Make A Deal

The Values Auction

Section 6: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank them for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 1 – 7th Grade**

TASA Overview

The presentation is divided into two 90 minute presentations.

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Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn to identify the four main types of relationship violence; physical, mental, verbal, and sexual.

Teens will learn about sexual harassment.

Teens will learn that relationship violence is about power and control.

Teens will learn myths and facts about sexual and dating violence.

Teens will learn about consent.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. Pencils or Pens for students
3. Game materials: See Appendix A
4. Candy (optional)

Section 1: Introduction (5 minutes)

Introduce yourself and our organization. Give important information about the services we offer. Make sure to stress that all services are free and confidential. Our hotline is 24/7.

Start off by getting them talking.

Section 2: Relationship Violence and Sexual Harassment (20 minutes)

Identify the main types of violence in a relationship – physical, verbal, emotional, and sexual. Give the definition of each type of violence and ask students what kinds of behaviors could be considered abusive. Elaborate with stories or scenarios about different types of violence to make those behaviors clear. Provide statistics and additional information about each of the types of violence.

- **Physical Violence:** Causing physical harm to your partner, using your body to intimidate or scare that person. Examples include hitting, pulling hair, and pushing them.
- **Verbal Violence:** Using your words to hurt someone, lower their self esteem. Examples include put downs, name calling, yelling, shouting.
- **Emotional Violence:** Making your partner feel bad about themselves, playing mind games with them. Examples include threats, bribes, humiliating or embarrassing your partner, making them feel guilty, making them “prove” their love.
- **Sexual Violence/Sexual Assault:** Any unwanted, forced sexual contact. Examples include unwanted touching, unwanted kissing, rape, and drug-facilitated sexual assault.
 - Define consent vs. coercion and explain the difference: Consent is agreement or acceptance, coercion is compelling by force or intimidation.
 - Explain that without consent sexual activity is illegal. Let them know the consent law regarding alcohol in Virginia.

Emphasize that relationship violence is a cycle, and that abuse often escalates.

Explain that relationship violence is about power and control. Go back to the examples to show how someone is abusing power in that relationship, or exerting control over another person and their choices.

- **Sexual Harassment:** Any unwanted or unwelcome sexual attention. Examples include sexual jokes, gestures, looks, sexual pressure, unwelcome advances or touches.
 - Sexual Harassment can be physical, verbal or non-verbal.
- Explain sexual harassment is a serious problem, even if you think you are just being funny. It can cause people to stop coming to school and can interfere with their school work and self-esteem.

Section 3: Myths and Facts (35 minutes)

Try to get through as many of these as possible, but if discussion runs long, at least focus on issues dealing with consent. Have a student read a statement then give the class the opportunity to answer and discuss. Remind them to be polite and respect other people's answers.

- If someone is dressed in revealing or sexy clothing then they are asking for it when someone makes an inappropriate sexual comment.
 - False. *You have the right to wear what you feel comfortable in without having people comment, or make you feel uncomfortable.*
- Rape can occur between married people.
 - True. *Just because you are in a steady relationship with someone you can't assume you have their consent. Consent isn't a one time event, it is ongoing.*
- If you take someone out on a date and pay for everything you have the right to expect at least a kiss at the end of the date.
 - False. *You cannot coerce someone into any type of sexual activity. Just because you pay for a date doesn't mean you have consent.*

Consent Activity (5-10 minutes)

Do this activity after a Myth/Fact question about consent.

Pair up students randomly by numbering them off 1,1,2,2,3,3 etc...(This exercise works best if students are not paired up with friends and pairing them up yourself saves time). If class is uneven one group have three people.

Give one person in each group a sheet of paper with several questions on it. Explain that this person is going to try to have their partner truthfully answer all the questions. They can use whatever method they want to try to get their partner to answer, as long as they don't physically touch them. Their partner doesn't have to answer.

Each paper should have at least a neutral question, a personal question, and an embarrassing question on it (see Appendix A for possible questions).

After they have had time to ask their partner the questions, have them sit down. Ask the students why they did this exercise. This is a simple example of how consent works. Consent is needed each time, because each question is different.

Ask: Did you assume after you asked the first question that your partner would answer all the questions? Did you assume that the answer to one question would be the answer to all the rest? How did it feel to be pressured to answer a question you didn't want to answer? Did you feel any pressure (from the game or presenter) to answer? What methods did you use to "persuade" your partner to answer? Were any of those methods coercive, why? Who had more power in this game?

- Men can be sexually assaulted.
 - True. *But sometimes stereotypes may prevent men from reporting being assaulted. They may feel like they will be seen as weak, or they should have liked what happened to them.*

- If you get someone worked up or excited and then say “no” to sexual activity it is your fault if they sexually assault you because they couldn’t stop.
 - False. *Only you control your actions. There is a difference between being physically able to stop and not wanting to stop. You have the right to withdraw your consent; the other person is responsible for stopping.*
- Sexual harassment will not stop if you just ignore the behavior.
 - True. *Ignoring the behavior is often seen as a sign that the behavior is acceptable. It may often continue or get worse.*
- Relationship violence and sexual assault are only women’s issues.
 - False. *Both men and women are affected by violence. Both genders can be victims, both can have relationships that are affected by violence, and both genders have a responsibility to stand up against violence.*
- Just because someone stays in an abusive relationship doesn’t mean they like the abuse.
 - True. *Nobody ever asks to be abused. There might be many reasons why someone stays in an abusive relationship – fear, feeling like they deserve it, that there’s nobody to help them, the person might change – but that doesn’t mean the abuse doesn’t hurt.*
- Women often lie about being sexually assaulted to get revenge on a guy.
 - False. *Sexual assault is investigated just like any other crime, but the victim also has to go through an invasive medical exam. Just like false reports of other crimes, only about 2-8% of assaults are falsely reported.*
- If you don’t fight back, you are at least partially responsible for being raped.
 - False. *Often someone may not even realize what is happening to them or how to respond. Many victims try to stop the behavior in some way – with words, physical resistance, etc... A VAdata (2006) report showed that 56% of individuals using physical resistance found it was unhelpful. Why is saying “no” not enough?*

Section 5: Closing Game (20-25 minutes)

For all games see Appendix A.

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum

Let’s Make a Deal

Values Auction

Section 6: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank the students for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 2 - 7th Grade**

TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn to identify the four main types of relationship violence; physical, mental, verbal, and sexual.

Teens will learn about sexual harassment.

Teens will learn that relationship violence is about power and control.

Teens will learn myths and facts about sexual and dating violence.

Teens will learn about consent.

Teens will learn characteristics of healthy relationships.

Materials Needed:

6. Writing Space for organization name and hotline number
7. Pencils or Pens for students
8. Game materials: See Appendix A
9. Candy (optional)

Section 1: Review (5-10 minutes)

Briefly review the main points from Session 1. Give students a brief overview of our organization's services. Make sure students remember all types of relationship violence, consent and boundary information.

Section 2: Media, Stereotypes, and Violence (30 minutes)

Ask: What are some things that might contribute to violence in relationships?

- Have teens name TV shows or movies. Ask them some of the following questions about the show.
 - Is it a violent movie?
 - Do the characters yell or shout at each other?
 - Does the movie show physical violence?
 - Is there sexual violence?
 - How did you react during these scenes?
- Movies and TV shows can minimize the impact of violence by making it seem funny, normal, or acceptable. The media often depicts violent behavior as a joke, but violence isn't funny.
- We can become so numb to violence in movies and advertisements that we no longer even recognize it as violent or inappropriate behavior. Violence in a relationship is not normal, or acceptable.
- Collect print media ads that depict violence, have kids talk about what they think of the ads.

Ask: Does what we see in the media impact our behavior?

- **Note:** Give an example of a commercial slogan, see how many kids recognize it, McDonald's is a good example. Ask if they have ever watched WWE wrestling, and if they have ever tried a move from the show.
- We may not always notice, but ads and ideas from media can get stuck in our heads. It can have an impact on our relationships too.

Be a Man and Act Ladylike Activity (5-10 minutes)

Divide a chalkboard into two sections, label one section "Be A Man" and the other section "Act Ladylike". Start with one section. Ask students what messages they receive about what girls/guys should be. What is expected of each gender? What does it mean when someone tells you to "act like a man" or "be more ladylike"? Write down the descriptions they give you in the appropriate section.

Use the examples they give you to discuss how stereotypes of what men and women should be can affect relationships and violence in those relationships.

- Define stereotype: a generalization, often false, about a group of people based on certain characteristics like race, gender, or origin. Stereotypes are often set up as opposites of one another.

Ask: How can these stereotypes contribute to violence in a relationship?

- Note: You can collect ads that represent some stereotypes and have teens talk about what they think about those as well.
- Explain that stereotypes limit our potential. Explain how they can contribute to violence in a relationship when we expect people to act a certain way based on whether they are male or female.
 - If men are supposed to be aggressive then that can be used to justify their violent behavior in a relationship.
 - If men are powerful and women are not, then it can be seen that men are supposed to be in charge of a relationship.
 - If women are supposed to set the sexual boundaries, but aren't in a position of power, why does her partner have to listen?
- Explain that certain characteristics don't belong to one gender or another, and we should make sure that we are not letting stereotypes determine how we think a relationship should work.

Ask: What are qualities that both genders should have or want in a good relationship?

- Respect, equality, fairness, trust, compassion, communication, etc...

Section 3: Active Bystander (30 minutes)

- Define active bystander: Someone who intervenes or speaks up, safely, when they see situations of violence.
- Speaking up lets people know that violence isn't acceptable, that someone does care what is happening and wants to stop it from happening.
- Be aware that while it is good to speak up and let someone know you are there for them, you cannot force someone to leave an abusive situation. They must make their own decision.
- Explain that there are several safe ways to be an active bystander.
 - Provide general information about what can be considered violence, the consequences for those actions, or where someone can get help
 - Provide emotional support. Ask questions to get someone talking, don't blame the victim, and offer your support.

- Intervene safely. You can speak up immediately, redirect a situation by taking focus off what is going on, or you can take someone out of the situation.
- Emphasize responding assertively, not aggressively. If you respond aggressively you may only increase the tension or violence in a situation.

Active Bystander Scenarios (20 minutes)

See Appendix A for Game Cards

Have students get into five groups. Explain that each group will be getting a scenario to read. They will have to decide how to respond to each situation. Explain that they want to think of realistic and possible responses. They should write their responses on the response card given to them. Each group will share their scenario and their responses with the class. (If time allows and groups choose to, they may do a quick sketch/role-play of their scenario and response).

They will have several minutes to work with their group, during this time you will walk around to see how groups are doing and if they need any help. After some time to work, select groups to present their situations. After they present their solutions, ask the class for their opinions. Also, provide additional information about each scenario and possible solutions.

Section 4: Closing Game (20-25 minutes)

For all games see Appendix A

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum

Let's Make A Deal

The Values Auction

Section 5: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank them for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 1 – 8th Grade**

TASA Overview

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Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn to identify the four main types of relationship violence; physical, mental, verbal, and sexual.

Teens will learn about sexual harassment.

Teens will learn that relationship violence is about power and control.

Teens will learn about trust.

Teens will learn abusive red flags.

Materials Needed:

1. Writing Space for organization name and hotline number
2. Before starting presentation, hang felt for “Is it abusive?” activity: See Appendix A
3. Pencils or Pens for students
4. Paper/index cards
5. Game materials: See Appendix A
6. Candy (optional)

Section 1: Introduction (5 minutes)

Introduce yourself and our organization. Give important information about the services we offer. Make sure to stress that all services are free and confidential. Our hotline is 24/7.

Start off by getting them talking.

Section 2: Relationship Violence and Sexual Harassment (30 minutes)

- Identify the main types of violence in a relationship – physical, verbal, emotional, and sexual. Give the definition of each type of violence and explain that students will do an activity.

Is it Abusive? Activity
See Appendix A for behavior cards

Hang up a large piece of felt for students to velcro behaviors on.

Place students into small groups. Explain that each group will get several cards with behaviors on them. They will decide together what type of abuse they feel each behavior falls under. Tell students they need to stick their behavior under the appropriate category – physical violence, emotional violence, verbal violence, sexual violence, or non-violent – on the felt.

After students have placed behaviors on felt, read through each category. Give students an opportunity to move behaviors if they feel they are in the wrong category or discuss why certain behaviors are considered abusive. Explain that categories can be fluid (it isn't important where some are placed); physical violence can hurt emotionally as well.

After a brief discussion go through each category and go into detail about certain abusive behaviors. Elaborate with stories or scenarios about different types of violence to make those behaviors clear. Provide statistics and additional information about each of the types of violence.

- **Physical Violence:** Causing physical harm to your partner, using your body to intimidate or scare that person. Examples include hitting, pulling hair, and pushing them.
- **Verbal Violence:** Using your words to hurt someone, lower their self esteem. Examples include put downs, name calling, yelling, shouting.
- **Emotional Violence:** Making your partner feel bad about themselves, playing mind games with them. Examples include threats, bribes, humiliating or embarrassing your partner, making them feel guilty, making them “prove” their love.
- **Sexual Violence/Sexual Assault:** Any unwanted, forced sexual contact. Examples include unwanted touching, unwanted kissing, rape, and drug-facilitated sexual assault.
 - Define consent vs. coercion and explain the difference: Consent is agreement or acceptance, coercion is compelling by force or intimidation.
 - Explain that without consent sexual activity is illegal. Let them know the consent law regarding alcohol in Virginia

Emphasize that relationship violence is a cycle, and that abuse often escalates.

Explain that relationship violence is about power and control. Go back to the examples to show how someone is abusing power in that relationship, or exerting control over another person and their choices.

- Sexual Harassment: Any unwanted or unwelcome sexual attention. Examples include sexual jokes, gestures, looks, sexual pressure, unwelcome advances or touches.
 - Sexual Harassment can be physical, verbal or non-verbal.
- Explain sexual harassment is a serious problem, even if you think you are just being funny. It can cause people to stop coming to school and can interfere with their school work and self-esteem.

Section 3: Trust and Red Flags (25 minutes)

- Explain in healthy relationships both people should be comfortable and safe with their partners.

Trust Activity (5 minutes)

Have students form a pair with the person closest to them. Have one student close their eyes. The other student will lead that person around the room (without bumping them into anything). Then have the pair switch positions. The other person closes their eyes and they are lead around. Have the students sit down.

Bring a volunteer up to the front. Have the student close their eyes; and you will lead them around briefly. Walk the student gently into an object, apologize and ask if you can lead them around again. (They say yes). Then gently bump them into another object. Thank them for participating, have them sit down.

Ask: How many of you were nervous being led around? How many of you peeked to see where you were going?

- Explain that this exercise demonstrates trust in a relationship. We each go into a relationship without being able to see what obstacles are in front of us; whether or not we can trust our partners. You depend on your partner not to hurt you, to keep from “bumping you into objects” and in a relationship you can’t peek.
- Define Red Flags: warning signs of a potentially abusive relationship. There is no magic number about how many need to be present before it means a person is abusive, nor are they a guarantee that someone will be abusive.
- Give examples of Red Flags and explain why they are warning signs. Examples include: someone who blames you, solves problems with violence, abuses drugs, tries to isolate you from friends/family, has extreme mood swings, pressures you to be in a serious relationship very quickly, doesn’t view you or your opinions as equal, has strong gender stereotypes, makes you feel bad about yourself.

Section 4: Questions (5-10 minutes)

Hand out an index card or small sheet of paper to each student. Explain that if they have a question that they would like to be answered next class, but don’t want to ask it aloud, they can

write it on this card. Explain that in order for a question to be answered it must pertain to the topics discussed and be appropriate.

Have students fold the card in half and collect a card individually from every student, even if they have not written a question.

Section 4: Closing Game (20-25 minutes)

For all games see Appendix A

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum

Let's Make A Deal

The Values Auction

Section 5: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank them for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 2 - 8th Grade**

TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn that relationship violence is about power and control.

Teens will learn that sexual assault is never the victim’s fault, only the perpetrator is responsible.

Teens will learn characteristics of healthy relationships.

Teens will learn that respect is not about having control.

Materials Needed:

1. Writing Space for organization name and hotline number
2. VDH Scenario: See Appendix A
3. Pencils or Pens for students if needed
4. Game materials: See Appendix A
5. Candy (optional)

Section 1: Review and Questions (5-10 minutes)

Briefly review the main points from Session 1. Give students a brief overview of our organization's services. Make sure students remember all types of relationship violence, consent and boundary information.

Answer any questions that students wrote on index cards from the day before.

Section 2: Power and Control (10 minutes)

Ask: We said before that relationship violence is about power and control; what gives people power in relationships?

- Power is something people respect. If we have more of something, or if we are better at something than someone else, it is possible to use that status to control or influence a situation.

Ask: How can power be used in relationships?

- Power isn't good or bad. It depends on the intent of the person using it. Using your knowledge or status to manipulate or control someone's actions is an abuse of power.

Ask: Who makes your choices?

- Only you decide what to do with your power. Only you decide how to act in a relationship. Nobody else is responsible for your actions, just like you are not responsible for someone else's actions. They are in control of their own choice.

Ask: When abuse happens in a relationship, or when someone is sexually assaulted, who is responsible?

- The victim is never responsible. When someone uses their power to be abusive or to sexually assault someone only the perpetrator is responsible for committing a crime.
 - For example, if a store owner is robbed who is the criminal? Is it the store owner's fault that he/she handed over the money? Is it the owner's fault that they owned the store? Were they asking to be robbed because they had money in the register, or because they were open at night?

Section 3: Respect and Relationships (20 minutes)

Ask: What does a good relationship look like? How do you know if you are in a good relationship?

- Explain that each person has relationship rights and responsibilities. They deserve to be treated well and they are responsible for treating others well.

Ask: What are your rights in a relationship? How do you deserve to be treated? How does your partner deserve to be treated? What are your responsibilities to them?

- Good relationships include
 - Trust
 - Respect
 - Communication
 - Consent
 - Having your own opinions
 - Making your own choices
 - Not being abusive

Ask students “What are behaviors that demonstrate you trust someone or demonstrate that they trust you?” Ask: “How can you be respectful in a relationship?”

- Explain that it is important to know not just what you want in a good relationship, but also what a good relationship looks like.
 - Explain that trust is the opposite of jealousy
 - Pressuring someone to do something they don't want to do isn't respectful
 - Listening is an important part of communication
 - Respect does not equal fear

Section 4: VDH Scenario (20-30 minutes) - See Appendix A -

Read VDH Prevention Education Evaluation Scenario aloud. Pass out to students and have them fill it out. Collect papers; then discuss the situation.

Section 5: Closing Game (20-25 minutes)

For all games see Appendix A

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum
 Let's Make A Deal
 The Values Auction

Section 6: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank them for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 1 -9th Grade**

TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn to identify the four main types of relationship violence; physical, mental, verbal, and sexual.

Teens will learn that relationship violence is about power and control.

Teens will learn the importance of trust in all relationships.

Teens will learn the difference between assertive, aggressive, and passive behavior.

Teens will learn about boundaries.

Teens will learn about consent.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. Pencils or Pens for students if needed
3. Game materials
4. Candy (optional)

Section 1: Introduction (5 minutes)

Introduce yourself and our organization. Give important information about the services we offer. Make sure to stress that all services are free and confidential. Our hotline is 24/7.

Start off by getting them talking.

Section 2: Relationship Violence (35 minutes)

Identify the main types of violence in a relationship – physical, verbal, emotional, and sexual. Give the definition of each type of violence and ask students what kinds of behaviors could be considered abusive. Elaborate with stories or scenarios about different types of violence to make those behaviors clear. Provide statistics and additional information about each of the types of violence.

- **Physical Violence:** Causing physical harm to your partner, using your body to intimidate or scare that person. Examples include hitting, pulling hair, and pushing them.
- **Verbal Violence:** Using your words to hurt someone, lower their self esteem. Examples include put downs, name calling, yelling, shouting.
 - Include information on how to have an appropriate argument
 - Keep voice calm and normal
 - Come up with solutions that allow both people to win
 - If you feel yourself losing control, remove yourself from the situation
- **Emotional Violence:** Making your partner feel bad about themselves, playing mind games with them. Examples include threats, bribes, humiliating or embarrassing your partner, making them feel guilty, making them “prove” their love.
- **Sexual Violence/Sexual Assault:** Any unwanted, forced sexual contact. Examples include unwanted touching, unwanted kissing, rape, and drug-facilitated sexual assault.
 - Define consent vs. coercion and explain the difference: Consent is agreement or acceptance, coercion is compelling by force or intimidation.
 - Explain that without consent sexual activity is illegal. Let them know the consent law regarding alcohol in Virginia.

Emphasize that relationship violence is a cycle, and that abuse often escalates.

Explain that relationship violence is about power and control. Go back to the examples to show how someone is abusing power in that relationship, or exerting control over another person and their choices.

- **Sexual Harassment:** Any unwanted or unwelcome sexual attention. Examples include: jokes, gestures, looks, sexual pressure, unwelcome advances or touches.

- Sexual Harassment can be physical, verbal or non-verbal.
- Explain sexual harassment is a serious problem, even if you think you are just being funny. It can cause people to stop coming to school and can interfere with their school work and self-esteem.

Section 3: Healthy Relationships (20 minutes)

Ask: What are some ways to have good healthy relationships?

- Explain in healthy relationships both people should be comfortable and safe with their partners.

Trust Activity (5 minutes)

Have students form a pair with the person closest to them. Have one student close their eyes. The other student will lead that person around the room (without bumping them into anything). Then have the pair switch positions. The other person closes their eyes and they are lead around. Have the students sit down.

Bring a volunteer up to the front. Have the student close their eyes; and you will lead them around briefly. Walk the student gently into an object, apologize and ask if you can lead them around again. (They say yes). Then gently bump them into another object. Thank them for participating, have them sit down.

Ask: How many of you were nervous being led around? How many of you peeked to see where you were going?

- Explain that this exercise demonstrates trust in a relationship. We each go into a relationship without being able to see what obstacles are in front of us; whether or not we can trust our partners. You depend on your partner not to hurt you, to keep from “bumping you into objects” and in a relationship you can’t peek.

Ask to the volunteer: I apologized after I bumped you into the first object and you let me lead you around again; were you a little more nervous/hesitant?

- Explain that that feeling of nervousness, or anxiety, is your instinct telling you that something isn’t right. You want to listen to that feeling; it is there to protect you.
- Explain that you want to speak up and be assertive if someone crosses your boundaries; that way they know what they are and they know you will not stand for that behavior.

Boundary Activity (5 minutes)

Note: You can have several volunteers do this activity, or if the class is smaller, everyone can participate.

Have students pair up and spread out straight across from their partner. Instruct them that one person will stand still and the other partner will slowly step towards them, each time they take a step they will ask “Can I take a step closer?” When the stationary partner feels they are a good “talking” distance apart, they will say “Stop”. The other partner will stop.

Have students stand still while you point out differences in closeness. Ask if the students are friends, or don’t know each other. Explain everyone has different comfort points, different boundaries. Ask them who decides what their boundaries are, explain that they decide.

Ask: How do you know what your partner’s boundaries are?

- Explain that you want to ask your partner, get their consent each time. If you get a hint that your partner is uncomfortable, stop and make sure they are okay.
- Explain that both partners have the responsibility to respect each others boundaries and let each other know what their boundaries are. You have the right to withdraw consent at any time. Your partner is responsible for stopping if you withdraw consent.

Ask: If someone crosses your boundaries, how can you let them know?

- Emphasize assertive behavior. Explain that if you are uncomfortable leave the situation, get away from that person. If you are uncomfortable with someone, don’t go off alone with that person.

Section 4: Closing Game (20-25 minutes)

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum
Let’s Make a Deal
Values Auction

Section 5: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank the students for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 2 - 9th Grade**

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TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn that relationship violence is about power and control.

Teens will learn that sexual assault is never the victims fault, only the perpetrator is responsible.

Teens will learn about good communication.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. VDH Scenario
3. Pencils or Pens for students if needed
4. Game materials: See Appendix A
5. Candy (optional)

Section 1: Review (5-10 minutes)

Briefly review the main points from Session 1. Give students a brief overview of our organization's services. Make sure students remember all types of relationship violence, consent and boundary information.

Section 2: Power and Control (10 minutes)

Ask: We said before that relationship violence is about power and control; what gives people power in relationships?

- Power is something people respect. If we have more of something, or if we are better at something than someone else, it is possible to use that status to control or influence a situation.

Ask: How can power be used in relationships?

- Power isn't good or bad. It depends on the intent of the person using it. Using your knowledge or status to manipulate or control someone's actions is an abuse of power.

Ask: Who makes your choices?

- Only you decide what to do with your power. Only you decide how to act in a relationship. Nobody else is responsible for your actions, just like you are not responsible for someone else's actions. They are in control of their own choice.

Ask: When abuse happens in a relationship, or when someone is sexually assaulted, who is responsible?

- The victim is never responsible. When someone uses their power to be abusive or to sexually assault someone only the perpetrator is responsible for committing a crime.
 - For example, if a store owner is robbed who is the criminal? Is it the store owner's fault that he/she handed over the money? Is it the owner's fault that they owned the store? Were they asking to be robbed because they had money in the register, or because they were open at night?

Section 3: Communication (20 minutes)

Ask: What are some ways to make sure we are not abusing our power in a relationship? What are some characteristics of a good relationship?

- Explain that communication is a good part of every relationship, but that is isn't always easy. Good communication involves both listening and talking. Communication doesn't happen just once, it is an ongoing process.

- Communication can be especially difficult with someone you don't know well, but that is also when it is most important to communicate, because you do not know what this person would be comfortable with. You also need to communicate to establish consent and boundaries.
- Explain that there is verbal and non-verbal communication. You want to make sure words and actions match. You have to listen to both types of communication.
 - If someone's words and actions don't match, stop and clarify what they mean.
 - No means no, even if you think someone is joking or if they say it quietly.
 - Just because someone doesn't say anything, doesn't mean they are okay with what is going on. Consent has to be given.
 - Consent can be withdrawn at anytime; you have to respect your partner's choices.

Communication Charades Activity (5-10 minutes)

Explain you are going to play a game to demonstrate how difficult communication can be sometimes, especially if you are only using one type of communication. Tell students they will be playing charades.

Explain that one volunteer will come up to act out an emotion without using words. The rest of the class will try to guess the emotion they are demonstrating. Give the class some time, but not too long, to guess. It is not necessary for the class to guess the emotion.

Have one student at a time volunteer. Randomly have them select a card with an emotion written on it (See Appendix A). They must at least try to act out the emotion, even if they feel it is difficult. Once they are done, select another volunteer.

Explain to students that these are just basic emotions and some are hard to act out, imagine how hard more complex emotions or feelings are to demonstrate. We cannot expect people to read our minds or just our body language. Both verbal and non-verbal communication are important and help us to be clear with each other.

Section 4: VDH Scenario (20-30 minutes) – See Appendix A -

Read VDH Prevention Education Evaluation Scenario aloud. Pass out to students and have them fill it out. Collect papers; then discuss the situation.

Section 5: Closing Game (20-25 minutes)

For all games see Appendix A

Respectful/Disrespectful Behavior Continuum

Let's Make A Deal

The Values Auction

Section 6: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank them for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 1 – 10th Grade**

TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn to identify the four main types of relationship violence; physical, mental, verbal, and sexual.

Teens will learn about sexual harassment.

Teens will learn that relationship violence is about power and control.

Teens will learn about assertive behavior.

Teens will learn about respecting boundaries.

Teens will learn about consent.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. Pencils or Pens for students
3. Game materials: See Appendix A
4. Candy (optional)

Section 1: Introduction (5 minutes)

Introduce yourself and our organization. Give important information about the services we offer. Make sure to stress that all services are free and confidential. Our hotline is 24/7. Start off by getting them talking.

Section 2: Relationship Violence and Sexual Harassment (30 minutes)

- Identify the main types of violence in a relationship – physical, verbal, emotional, and sexual. Give the definition of each type of violence and explain that students will do an activity.

Is it Abusive? Activity

Hang up a large piece of felt for students to velcro behaviors on.

Place students into small groups. Explain that each group will get several cards with behaviors on them. They will decide together what type of abuse they feel each behavior falls under. Tell students they need to stick their behavior under the appropriate category – physical violence, emotional violence, verbal violence, sexual violence, or non-violent – on the felt.

After students have placed behaviors on felt, read through each category. Give students an opportunity to move behaviors if they feel they are in the wrong category or discuss why certain behaviors are considered abusive. Explain that categories can be fluid (it isn't important where some are placed); physical violence can hurt emotionally as well.

After a brief discussion go through each category and go into detail about certain abusive behaviors. Elaborate with stories or scenarios about different types of violence to make those behaviors clear. Provide statistics and additional information about each of the types of violence.

- **Physical Violence:** Causing physical harm to your partner, using your body to intimidate or scare that person. Examples include hitting, pulling hair, and pushing them.
- **Verbal Violence:** Using your words to hurt someone, lower their self esteem. Examples include put downs, name calling, yelling, shouting.
- **Emotional Violence:** Making your partner feel bad about themselves, playing mind games with them. Examples include threats, bribes, humiliating or embarrassing your partner, making them feel guilty, making them “prove” their love.
- **Sexual Violence/Sexual Assault:** Any unwanted, forced sexual contact. Examples include unwanted touching, unwanted kissing, rape, and drug-facilitated sexual assault.
 - Define consent vs. coercion and explain the difference: Consent is agreement or acceptance, coercion is compelling by force or intimidation.
 - Explain that without consent sexual activity is illegal. Let them know the consent law regarding alcohol in Virginia

Emphasize that relationship violence is a cycle, and that abuse often escalates.

Explain that relationship violence is about power and control. Go back to the examples to show how someone is abusing power in that relationship, or exerting control over another person and their choices.

- Sexual Harassment: Any unwanted or unwelcome sexual attention. Examples include sexual jokes, gestures, looks, sexual pressure, unwelcome advances or touches.
 - Sexual Harassment can be physical, verbal or non-verbal.
- Explain sexual harassment is a serious problem, even if you think you are just being funny. It can cause people to stop coming to school and can interfere with their school work and self-esteem.

Section 3: Trust and Red Flags (25 minutes)

- Explain in healthy relationships both people should be comfortable and safe with their partners.

Trust Activity (5 minutes)

Have students form a pair with the person closest to them. Have one student close their eyes. The other student will lead that person around the room (without bumping them into anything). Then have the pair switch positions. The other person closes their eyes and they are lead around. Have the students sit down.

Bring a volunteer up to the front. Have the student close their eyes; and you will lead them around briefly. Walk the student gently into an object, apologize and ask if you can lead them around again. (They say yes). Then gently bump them into another object. Thank them for participating, have them sit down.

Ask: How many of you were nervous being led around? How many of you peeked to see where you were going?

- Explain that this exercise demonstrates trust in a relationship. We each go into a relationship without being able to see what obstacles are in front of us; whether or not we can trust our partners. You depend on your partner not to hurt you, to keep from “bumping you into objects” and in a relationship you can’t peek.
- Define Red Flags: warning signs of a potentially abusive relationship. There is no magic number about how many need to be present before it means a person is abusive, nor are they a guarantee that someone will be abusive.
- Give examples of Red Flags and explain why they are warning signs. Examples include: someone who blames you, solves problems with violence, abuses drugs, tries to isolate you from friends/family, has extreme mood swings, pressures you to be in a serious relationship very quickly, doesn’t view you or your opinions as equal, has strong gender stereotypes, makes you feel bad about yourself.

Section 4: Questions (5-10 minutes)

Hand out an index card or small sheet of paper to each student. Explain that if they have a question that they would like to be answered next class, but don’t want to ask it aloud, they can write it on this card. Explain that in order for a question to be answered it must pertain to the topics discussed and be appropriate.

Have students fold the card in half and collect a card individually from every student, even if they have not written a question.

Section 4: Closing Game (20-25 minutes)

For all games see Appendix A

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum

Let's Make A Deal

The Values Auction

Section 5: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank them for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 2 - 10th Grade**

TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn that relationship violence is about power and control.

Teens will learn to recognize that violence in the media is not funny and can impact relationships.

Teens will learn that gender stereotypes can impact relationships.

Teens will learn the importance of being an active bystander.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. Advertisements from magazines representing violence, masculine and feminine stereotypes.
3. Pencils or Pens for students if needed
4. Game materials: See Appendix A
5. Candy (optional)

Section 1: Review (5-10 minutes)

Briefly review the main points from Session 1. Give students a brief overview of our organization's services. Make sure students remember all types of relationship violence, consent and boundary information.

Section 2: Media, Stereotypes, and Violence (30 minutes)

Ask: What are some things that might contribute to violence in relationships?

- Have teens name TV shows or movies. Ask them some of the following questions about the show.
 - Is it a violent movie?
 - Do the characters yell or shout at each other?
 - Does the movie show physical violence?
 - Is there sexual violence?
 - How did you react during these scenes?
- Movies and TV shows can minimize the impact of violence by making it seem funny, normal, or acceptable. The media often depicts violent behavior as a joke, but violence isn't funny.
- We can become so numb to violence in movies and advertisements that we no longer even recognize it as violent or inappropriate behavior. Violence in a relationship is not normal, or acceptable.
- Collect print media ads that depict violence, have kids talk about what they think of the ads.

Ask: Does what we see in the media impact our behavior?

- **Note:** Give an example of a commercial slogan, see how many kids recognize it, McDonald's is a good example. Ask if they have ever watched WWE wrestling, and if they have ever tried a move from the show.
- We may not always notice, but ads and ideas from media can get stuck in our heads. It can have an impact on our relationships too.

Be a Man and Act Ladylike Activity (5-10 minutes)

Divide a chalkboard into two sections, label one section "Be A Man" and the other section "Act Ladylike". Start with one section. Ask students what messages they receive about what girls/guys should be. What is expected of each gender? What does it mean when someone tells

you to “act like a man” or “be more ladylike”? Write down the descriptions they give you in the appropriate section.

Use the examples they give you to discuss how stereotypes of what men and women should be can affect relationships and violence in those relationships.

- Define stereotype: a generalization, often false, about a group of people based on certain characteristics like race, gender, or origin. Stereotypes are often set up as opposites of one another.

Ask: How can these stereotypes contribute to violence in a relationship?

- Note: You can collect ads that represent some stereotypes and have teens talk about what they think about those as well.
- Explain that stereotypes limit our potential. Explain how they can contribute to violence in a relationship when we expect people to act a certain way based on whether they are male or female.
 - If men are supposed to be aggressive then that can be used to justify their violent behavior in a relationship.
 - If men are powerful and women are not, then it can be seen that men are supposed to be in charge of a relationship.
 - If women are supposed to set the sexual boundaries, but aren't in a position of power, why does her partner have to listen?
- Explain that certain characteristics don't belong to one gender or another, and we should make sure that we are not letting stereotypes determine how we think a relationship should work.

Ask: What are qualities that both genders should have or want in a good relationship?

- Respect, equality, fairness, trust, compassion, communication, etc...

Section 3: Active Bystander (30 minutes)

- Define active bystander: Someone who intervenes or speaks up, safely, when they see situations of violence.
- Speaking up lets people know that violence isn't acceptable, that someone does care what is happening and wants to stop it from happening.
- Be aware that while it is good to speak up and let someone know you are there for them, you cannot force someone to leave an abusive situation. They must make their own decision.
- Explain that there are several safe ways to be an active bystander.
 - Provide general information about what can be considered violence, the consequences for those actions, or where someone can get help

- Provide emotional support. Ask questions to get someone talking, don't blame the victim, and offer your support.
 - Intervene safely. You can speak up immediately, redirect a situation by taking focus off what is going on, or you can take someone out of the situation.
- Emphasize responding assertively, not aggressively. If you respond aggressively you may only increase the tension or violence in a situation.

Active Bystander Scenarios (20 minutes)
See Appendix A for Game Cards

Have students get into five groups. Explain that each group will be getting a scenario to read. They will have to decide how to respond to each situation. Explain that they want to think of realistic and possible responses. They should write their responses on the response card given to them. Each group will share their scenario and their responses with the class. (If time allows and groups choose to, they may do a quick sketch/role-play of their scenario and response).

They will have several minutes to work with their group, during this time you will walk around to see how groups are doing and if they need any help. After some time to work, select groups to present their situations. After they present their solutions, ask the class for their opinions. Also, provide additional information about each scenario and possible solutions.

Section 4: Closing Game (20-25 minutes)
For all games see Appendix A

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum
 Let's Make A Deal
 The Values Auction

Section 5: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank them for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 1 - Basic**

TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn to identify the four main types of relationship violence; physical, mental, verbal, and sexual.

Teens will learn that relationship violence is about power and control.

Teens will learn the importance of trust in all relationships.

Teens will learn the difference between assertive, aggressive, and passive behavior.

Teens will learn about boundaries.

Teens will learn about consent.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. Pencils or Pens for students if needed
3. Game materials
4. Candy (optional)

Section 1: Introduction (5 minutes)

Introduce yourself and our organization. Give important information about the services we offer. Make sure to stress that all services are free and confidential. Our hotline is 24/7.

Start off by getting them talking.

Section 2: Relationship Violence (35 minutes)

Identify the main types of violence in a relationship – physical, verbal, emotional, and sexual. Give the definition of each type of violence and ask students what kinds of behaviors could be considered abusive. If they do not have any examples, provide examples for them. Also, elaborate with stories or scenarios to make those behaviors clear. Provide statistics and additional information about each of the types of violence.

- **Physical Violence:** causing physical harm to your partner, using your body to intimidate or scare that person. Examples include hitting, pulling hair, and pushing them.

Note: Sometimes at this point someone will bring up that you are relieving anger and in a good way as long as you don't actually hit your partner. You can use that time if you wish to discuss better ways of relieving anger that will not scare or intimidate your partner.

- **Verbal Violence:** Using your words to hurt someone, lower their self esteem. Examples include put downs, name calling, yelling, shouting.
- **Emotional Violence:** Making your partner feel bad about themselves, playing mind games with them. Examples include threats, bribes, humiliating or embarrassing your partner, making them feel guilty, making them “prove” their love.
- **Sexual Violence/Sexual Assault:** Any unwanted, forced sexual contact. Examples include unwanted touching, unwanted kissing, rape, and drug-facilitated sexual assault.
 - Define consent vs. coercion and explain the difference: Consent is agreement or acceptance, coercion is compelling by force or intimidation.
 - Explain that without consent sexual activity is illegal. Let them know the consent law regarding alcohol in Virginia.

Emphasize that relationship violence is a cycle, and that abuse often escalates.

Explain that relationship violence is about power and control. Go back to the examples to show how someone is demonstrating having power in that relationship, or exerting control over another person and their choices.

Section 3: Healthy Relationships (20 minutes)

Ask: What are some ways to have good healthy relationships?

- Explain in healthy relationships both people should be comfortable and safe with their partners.

Trust Activity (5 minutes)

Have students form a pair with the person closest to them. Have one student close their eyes. The other student will lead that person around the room (without bumping them into anything). Then have the pair switch positions. The other person closes their eyes and they are lead around. Have the students sit down.

Bring a volunteer up to the front. Have the student close their eyes; and you will lead them around briefly. Walk the student gently into an object, apologize and ask if you can lead them around again. (They say yes). Then gently bump them into another object. Thank them for participating, have them sit down.

Ask: How many of you were nervous being led around? How many of you peeked to see where you were going?

- Explain that this exercise demonstrates trust in a relationship. We each go into a relationship without being able to see what obstacles are in front of us; whether or not we can trust our partners. You depend on your partner not to hurt you, to keep from “bumping you into objects” and in a relationship you can’t peek.

Ask to the volunteer: I apologized after I bumped you into the first object and you let me lead you around again; were you a little more nervous/hesitant?

- Explain that that feeling of nervousness, or anxiety, is your instinct telling you that something isn’t right. You want to listen to that feeling; it is there to protect you.
- Explain that you want to speak up and be assertive if someone crosses your boundaries; that way they know what they are and they know you will not stand for that behavior.

Boundary Activity (5 minutes)

Note: You can have several volunteers do this activity, or if the class is smaller, everyone can participate.

Have students pair up and spread out straight across from their partner. Instruct them that one person will stand still and the other partner will slowly step towards them, each time they take a step they will ask “Can I take a step closer?” When the stationary partner feels they are a good “talking” distance apart, they will say “Stop”. The other partner will stop.

Have students stand still while you point out differences in closeness. Ask if the students are friends, or don't know each other. Explain everyone has different comfort points, different boundaries. Ask them who decides what their boundaries are, explain that they decide.

Ask: How do you know what your partner's boundaries are?

- Explain that you want to ask your partner, get their consent each time. If you get a hint that your partner is uncomfortable, stop and make sure they are okay.
- Explain that both partners have the responsibility to respect each others boundaries and let each other know what their boundaries are. You have the right to withdraw consent at any time. Your partner is responsible for stopping if you withdraw consent.

Ask: If someone crosses your boundaries, how can you let them know?

- Emphasize assertive behavior. Explain that if you are uncomfortable leave the situation, get away from that person. If you are uncomfortable with someone, don't go off alone with that person.

Section 4: Closing Game (20-25 minutes)

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum

Let's Make a Deal

Values Auction

Section 5: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank the students for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

**TASA (TEENS AGAINST SEXUAL ASSAULT)
SEXUAL VIOLENCE PREVENTION PROGRAM
SESSION 2 - Basic**

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TASA Overview

The presentation is divided into two 90 minute presentations.

This presentation is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives, but also allow time for teens to quickly bring up their own ideas and comments.

Also provide “real life” examples and scenarios. Teens respond well and understand the information better when presented with situations instead of just facts.

Objectives:

Teens will learn that relationship violence is about power and control.

Teens will to recognize that violence in the media is not funny and can impact relationships.

Teens will learn that gender stereotypes can impact relationships.

Teens will learn that sexual assault is never the victims fault, only the perpetrator is responsible.

Teens will learn characteristics of healthy relationships.

Materials Needed:

1. Writing Space for organization name and hotline number
2. Advertisements from magazines representing violence, masculine and feminine stereotypes.
3. VDH Scenario
4. Pencils or Pens for students if needed
5. Game materials
6. Candy (optional)

Section 1: Review (5-10 minutes)

Briefly review the main points from Session 1. Give students a brief overview of our organization's services. Make sure students remember all types of relationship violence, consent and boundary information.

Section 2: Media Relationships (25 minutes)

Ask: So where do we see relationships? What kinds of relationships do we see?

- Have teens name TV shows or movies. Ask them some of the following questions about the show.
 - Is it a violent movie?
 - Do the characters yell or shout at each other?
 - Does the movie show physical violence?
 - Is there sexual violence?
 - How did you react during these scenes?
- Movies and TV shows can minimize the impact of violence by making it seem funny, normal, and acceptable. The media depicts violent behavior as a joke, but violence isn't funny. Often, we become so numb to violence in movies and advertisements that we no longer even recognize it as violent or inappropriate behavior. Often, we no longer recognize what we see as inappropriate, but we take it as reality.
- Collect print media ads that depict violence, have kids talk about what they think of the ads.

Ask: Does violence in media have an impact on you and your behavior?

Note: Give an example of a commercial slogan, see how many kids recognize it, McDonald's is a good example. Ask if they have ever watched WWE wrestling, and if they have ever tried a move from the show.

- We may not always notice, but ads and ideas from media can get stuck in our heads. It can impact our relationships sometimes too. For example stereotypes in ads might influence how we think people should act in a relationship.

Ask: What messages do we receive from the media about what girls should be? How can these stereotypes contribute to violence in a relationship? What messages do we receive about what guys should be? How can these stereotypes contribute to violence in a relationship?

- Collect ads that represent stereotypes and have teens talk about what they think.

Section 3: Power and Control (10 minutes)

Ask: The media often promotes certain things that give people power. What gives people power in relationships?

- Power is something people respect. If we have more of something, or if we are better at something than someone else, it is possible to use that status to control or influence a situation.

Ask: How can power be used in relationships?

- Power isn't good or bad. It depends on the intent of the person using it. Using your knowledge or status to manipulate or control someone's actions is an abuse of power.

Ask: Who makes your choices?

- Only you decide what to do with your power. Only you decide how to act in a relationship. Nobody else is responsible for your actions, just like you are not responsible for someone else's actions. They are in control of their own choice. When someone uses their power to be abusive or to sexually assault someone only the perpetrator is responsible for committing a crime.
 - For example, if a store owner is robbed who is the criminal? Is it the store owner's fault that he/she handed over the money? Is it the owner's fault that they owned the store? Were they asking to be robbed because they had money in the register, or because they were open at night?

Section 4: VDH Scenario (20-30 minutes)

Read VDH Prevention Education Evaluation Scenario aloud. Pass out to students and have them fill it out. Collect papers; then discuss the situation.

Section 5: Closing Game (20-25 minutes)

Choose one game to play to end presentation:

Respectful/Disrespectful Behavior Continuum
 Let's Make A Deal
 The Values Auction

Section 6: Conclusion (5-10 minutes)

Hand out surveys to students. Collect them and then pass out candy if available. Thank them for participating.

Explain our TASA Peer Educator program while they are filling out surveys.

Appendix A: Games and Activities Descriptions

Many of the games and activities were adapted from the VSDVAA Facilitator's Guide to Teen Dating Violence Prevention Education CD.

Activity: VDH Sexual Assault Scenario

Target Audience:	Teenagers
Materials Needed:	Scenario Handouts Pencils/Pens for Students Candy (Optional)
Advance Preparation:	Print Scenario Handouts

Purpose:

This activity provides teens with a realistic scenario to demonstrate teen sexual violence, and serves as a discussion tool to emphasize information provided in Part I of the session. It also serves as an evaluation tool to determine how many of the students have learned to understand and recognize sexual assault.

Directions:

Hand out the scenario to the audience. The facilitator should read the Sexual Assault Scenario aloud. Inform students that there will be a test on the information provided in the scenario, to insure that they pay attention. Inform teens of the rules. Collect scenario after the audience has completed the work. Discuss the scenario after teens have completed it.

Rules:

Do not to write names on the scenario handouts.
Do not doodle or make marks anywhere on the paper.
Fill in or shade the circle next to the chosen answer(s).
The only writing on the paper should be on the lines provided for a community resource.
Remind participants that your agency is a resource and the phone number on the blackboard.
Collect the handouts when everyone is done.

Optional Tips:

Teens are often annoyed at having to do written work. They are often amused, however, if you tell them that this exercise is a demonstration of your power to control their actions, by using your "adult power" to coerce them into completing the survey questions.

If teachers are present, they usually inform students that failure to complete the survey will affect their grade. Point out that this demonstrates the "power" of "Threats" to "control their actions".

If you have candy available, they are further amused if you offer a bribe – if everyone completes the survey without leaving inappropriate marks on the paper, you will reward them with candy. Often someone will shout “that’s coercion”. Congratulate the person.

Discussion Questions

Is this an example of sexual assault? Why?

Who is responsible? Why?

What power did Ben have?

What power did Shawna have?

Who had more power?

How did that person use their power, positively or negatively?

Even if someone makes a mistake or a bad decision, do they deserve to be sexually assaulted? Have you ever made a mistake?

What can you do to help increase your safety?

Activity: Lets Make a Deal

Time Required: 20-30 Minutes

Target Audience: All Ages

Materials Needed: Game Cards

Game cards are about the size of regular business cards. Each one has a trait or characteristic of a potential dating partner, relating to appearance, personality or interests. Some traits are good, some are bad, and some can be either depending on your perspective.

Purpose:

This game emphasizes that no one is perfect, and teaches participants to prioritize what is most important to them in a dating partner. It demonstrates that what is acceptable to one person, may not be to another person. It also provides an opportunity for the facilitator to point out and discuss a variety of descriptive traits, which may be considered abusive, such as “tells you what to do all the time”, “jealousy”, or “yells a lot”.

Advance Preparation:

Divide the cards into 7 piles:	Positive Appearance	Neutral Appearance
	Positive Personality	Negative Personality
	Similar/positive Interests	Dissimilar/Negative Interests
	Indicators of Abuse	

Group the cards into stacks of 7 cards each, which should each include 3 positive traits and 3 negative traits and 1 indicator of abuse. Each pile should also include 2 appearance cards, 2 personality cards and 2 interest cards. Indicators of abuse cards should be periodically used instead of negative personality cards. The idea is to create a profile of a realistic potential dating partner, so try not to group “polite” or

“respectful” with “calls you names” or “gossips”. (*To view possible cards please see the Let’s Make a Deal Attachment.*)

Also create a stack of both positive and negative cards to use for the blind trade section of the game. You need enough cards in the stack for each member of the audience to trade.

Rules of the Game:

- Each participant must have 7 cards.
- All trades must be consensual.
- Participants have 4 minutes to trade cards. (Any longer and the noise level disturbs other classes.)
- You cannot ignore or hide a card you don’t like. All 7 cards must be included in your description.
- Nobody is required to share their cards.

Directions:

Explain that everyone will receive 7 cards that describe a potential dating partner. Some traits will be good and some bad. They will have an opportunity trade cards with each other to get characteristics that describe someone they would want to date. This is NOT going to be the perfect person, but they have to do the best they can. After trade they will have an opportunity to read aloud the 7 characteristics of their dating partner.

Remind them that the trait may not be bad, yet still be someone they don’t want to date. For example, someone who is a party animal may not want to date someone who is shy and likes to read on weekends. Someone who loves football, may not want to date someone who hates football.

After the trade, ask students if anyone still has a card they don’t like. Offer a blind trade. Each student can choose ONE CARD ONLY that they like the least, and trade it in for a different card. But they can’t see the card they get. It might be good; it might be bad. Using a deck of mixed cards, allow the students to pick one. Keep the incoming trade cards separate from all the others to read later.

A quick way to trade the cards is to start between 2 rows of desks. Tell those 2 rows only to raise their hands with the card they want to trade. Walk to the end of the row collecting all the trade cards on both sides at one time. Then come back down the row, allowing each student to pick a card. Store the traded cards in your pocket to keep them separate. Do this for each set of 2 rows.

Allow anyone to share their “partner” out loud. Ask what their favorite or least favorite card was and why.

Be sure to point out cards that might be indicators of abuse. Also comment on traits that someone can change verses characteristics that most likely will not change over time. For example, someone who smokes might quit. But someone who tells you what to do all the time will probably always want to be in control. Someone who has purple hair might change their look in the future.

- After everyone who wanted to has shared their cards, read off the “worst cards” traded in the blind trade. Point out that these cards should in principle be the worst of the worst – absolute deal-breakers. Ask if anyone would trade a card in their hand for one of those. Commend the group for trading in the abusive cards.
- Ask students to pass all cards to the front of the row and collect the cards.

Activity: Respectful/Disrespectful Behavior Continuum

Time Required:	20 Minutes
Target Audience:	All Ages
Materials Needed:	Respectful and Disrespectful Behavior Signs Behavior Continuum Cards Candy—Optional

Purpose:

This activity teaches teens to identify disrespectful behavior and abuse of power, using specific examples. It also provides an opportunity for the facilitator to point out and discuss a variety of descriptive traits, which may be indicators of an abusive personality.

Directions:

- Tape the “Respectful Behavior” sign to a wall on right side of the room, and the “Disrespectful Behavior” sign to the wall on the left side of the room.
- Tell the students that there is an imaginary line going across the room from the “Respectful” side to the “Disrespectful” side. Explain that the goal of the game is to rate the level of the behaviors, so that the first person in line has the “most respectful behavior” and the last person in line has the “least respectful behavior”. Going from right to left, the students must line up cards so that the behaviors descend from best to worst.
- Distribute the Behavior Continuum Cards to the students (*See Respectful/Disrespectful Continuum attachment for cards*).
- Ask each student, one at a time, to read their behavior out loud, and determine where it should go on the continuum. They should line up their cards facing out so the rest of the class can read the behavior.
- As more and more behaviors line up on the continuum, there will be disagreement from the rest of the class. Instruct each participant to go where he/she thinks is appropriate.
- After each student has chosen a place on the continuum, ask those with “Disrespectful Behaviors” and ask why they think theirs is worse than the behavior beside them. Ask if all students agree. Explain that everyone has different expectations. Our priorities dictate which behaviors we can accept, and which we can’t.
- Be sure to point out, and discuss, which behaviors are rude or gross, as opposed to possible indicators of an abusive personality.

- If a behavior is clearly in the wrong place, ask if all the students agree. If a majority does not agree, ask the person to move the behavior to a more acceptable position on the continuum.
- After the discussion, thank the students for their participation and reward with candy if available.

Activity: Values Auction

Time Required:	20 Minutes
Target Audience:	All Ages
Materials Needed:	SAFE “Fake Money” Values Cards List of Items for auction Candy—Optional

Purpose:

This game emphasizes that no one is perfect, and teaches participants to prioritize what’s most important to them in a dating partner. It demonstrates that what is really important to one person, may not be to another person. It provides an opportunity for the facilitator to point out and discuss a variety of descriptive traits.

Rules:

1. Each group gets one card that lists the values up for auction
2. They must decide as a group what they want to spend their money on and how much they are willing to spend for each item.
3. Each group has 25\$ fake SAFE dollars to spend. They must spend all their money by the end of the game.
4. Each group has only 1 bidder, he/she is the only person allowed to talk during the auction, and the only person you take bids from.
5. If groups get too loud, or more than 1 person per group is bidding, groups get 1\$ taken away for each offense (**Note:** This helps keep the game under control).

Directions:

- Instruct the class to get into groups of 3-5 people. (Adjust groups depending on size of the class). You don’t want more than 10 -12 total groups.
- Explain the rules of the game to the groups and hand out their Values List and 25\$ SAFE money (*See attachment of Values Auction for money and values list*).
- Allow groups 3-4 minutes to work together to decide what they want to bid on. Walk around during this time to make sure groups understand how the game works.
- To start the auction, explain that values will be bid on in the order they appear on each groups’ list. Each item will go to the group that bids the highest. Restate that the point of the auction is to get rid of all your money by the end of the game

- Start the auction with the first item on the list. Once a group has won the bidding, collect payment, write down the selling price of the value, and give the group a card with the name of the value they bought.
- Repeat above step until the end of the auction.
- Some auction values should be negative characteristics or indicators of an abusive personality. If these items, or other any other values, do not get any bids save them for the end of the auction.
- After the last item is bid on, ask if any groups have any money left. Remind them that they were supposed to spend all their money. So, if groups have money left over they now have to bid on the values that nobody bought.
- Read leftover values to the class. Start the bidding for the items, in order.
- Any groups with money left must buy the last value card with the remainder of their money.
- Afterwards, ask groups if they are happy with their purchases. What was most important for them to get and why? Why didn't anyone want the "negative" values cards? Tell groups what values went for the most amount of money and the least amount of money. Was there anything that surprised them about what people bid for?
- Point out how some cards are indicators of abuse, such as, "jealousy", or "controlling". Other values you may want or not want depending on your priorities, but are not abusive, like "has different interests than me".

Activity: Communication Charades

Time Required: 10 minutes
Target Audience: Teens
Materials Needed: Emotion Cards

Advance Preparation: Make emotion cards

Purpose:

To demonstrate how difficult communication can be sometimes if you are only using one type of communication and to explain that we cannot expect people to read our minds or just our body language. Both verbal and non-verbal communication are important and help us to be clear with each other.

Emotion Cards:

Emotion cards may be printed on any card stock that you like. Print out one emotion per card. It is important that cards are not see-through.

Surprised	Frustrated	Confused	Nervous	Suspicious	Silly	Curious
Shocked	Mad	Annoyed	Bored	Lonely	Confident	Ignored
Happy	Overwhelmed	Ashamed	Peaceful	Rushed	Scared	
Tired	Hurt	Sad	Irritable	Embarrassed	In Love	Hopeful

Directions:

1. One volunteer will come up to act out an emotion without using words. They must at least try to act out the emotion, even if they feel it is difficult.
2. Randomly have them select a card with an emotion written on it.
3. The audience will try to guess the emotion they are demonstrating.
4. Once they are done, select another volunteer.
5. Not all the emotion cards need to be acted out. If time or volunteers are running short, some cards can be left out.

Tips:

It is not necessary to have the audience guess the emotion. If they do not guess it just illustrates how difficult communication can be.

Explain to students that these are just basic emotions and some are hard to act out, imagine how hard more complex emotions or feelings are to demonstrate.

Consent Activity

Time Required: 5-10 minutes
Target Audience: All Ages
Materials Needed: Cards with Questions

Advance Preparation: Print Cards with Questions

Purpose:

The purpose is to illustrate consent to the audience. The activity can be used to explain that consent is an ongoing process, not just a one time event. To explain that a non-answer is not consent and that pressuring someone to answer is coercion.

Rules:

- Students will try to get their partner to truthfully answer the questions on the paper.
- Their partner gets to decide whether or not to answer the question.
- Students can use whatever method of persuasion they wish as long as they do not physically hurt or touch their partner. They cannot use inappropriate language or insults.

Optional Questions for Activity:

How old are you?
 What is your favorite color?
 What is your favorite movie?
 Did you eat breakfast this morning?
 Do you sing in the shower?
 Do you think aliens exist?
 Do you snore?
 When was the last time you cried?
 Do you watch cartoons? Which one(s)?
 Have you lied recently?
 Do you like school?
 Have you ever farted in public?
 Do you think you look good in a bathing suit?
 How many times have you gone to the bathroom today?
 Is that your real hair color?
 How much do you weigh?
 Who do you have a crush on?
 What is your biggest fear?
 Do you have morning breath?
 Have you ever gone more than 2 days without bathing?

Directions:

1. Pair up students randomly by numbering them off 1,1,2,2,3,3 etc...(This exercise works best if students are not paired up with friends and pairing them up yourself saves time). If class is uneven one group can have three people.
2. Give one person in each group a sheet of paper with several questions on it.
3. Explain the rules.
4. Each paper should have at least 3 questions - a neutral question, a personal question, and an embarrassing question.
5. After they have had time to ask their partner the questions, have them sit down. Discuss the exercise.

Discussion Questions:

Did you assume after you asked the first question that your partner would answer all the questions?

Did you assume that the answer to one question would be the answer to all the rest? How did it feel to be pressured to answer a question you didn't want to answer?

Did you feel any pressure (from the game or presenter) to answer?

What methods did you use to "persuade" your partner to answer?

Were any of those methods coercive, why?

Who had more power in this game?

Active Bystander Scenarios (20 minutes)

Time Required: 20 minutes
Target Audience: Teens
Materials Needed: Pen/Pencil for students
 Scenarios
 Response sheets

Advance Preparation: Print response sheets and scenarios

Purpose:

This activity allows students to determine how to be an active bystander. They learn appropriate and safe ways to respond assertively, not aggressively, in situations that deal with sexual harassment, abuse, or sexual assault.

Directions:

1. Have students get into five groups.
2. Pass out response cards and scenarios (*For these items please see the Active Bystander attachment*).
3. Explain that each group will be getting a scenario to read. They will have to decide how to respond to each situation. Explain that they want to think of realistic and possible responses.
4. They will have several minutes to work with their group, during this time you will walk around to see how groups are doing and if they need any help.
5. Students should write their responses on the response card given to them.
6. Each group will share their scenario and their responses with the class.
7. **Optional:** If time allows and groups choose to, they may do a quick sketch/role-play of their scenario and response.
8. After each group has presented their solutions, ask the class for their opinions.
9. Provide additional information about each scenario and possible solutions.

Activity: Is it Abusive?

Time Required: 10-20 minutes
Target Audience: All Ages
Materials Needed: Large Piece of Felt (About 1' x 1')
 Tacks or clips for felt
 Place to hang felt for activity
 Velcro
 Abusive behavior cards
 Category cards

Advance Preparation:

Before presentation begins, hang up the piece of felt with tacks or clips. Print category cards and abusive behavior cards (*For category cards and behavior cards see Is it Abusive? attachment*). Attach Velcro to the backs so that cards can be attached to the felt.

Purpose:

This activity allows students to identify and classify different abusive and non-abusive behaviors and discuss why those behaviors are considered abusive. It also provides an opportunity for the facilitator to point out and discuss a variety of abusive behaviors and discuss how those behaviors are related to having power and control in a relationship.

Directions:

1. Hang up a large piece of felt for students to Velcro behaviors on.
2. Place students into small groups.
3. Explain that each group will get several cards with behaviors on them. They will decide together what type of abuse they feel each behavior falls under.
4. Students need to gently stick their behavior under the appropriate category – physical violence, emotional violence, verbal violence, sexual violence, or non-violent – on the felt.
5. After students have placed behaviors on felt, read through each category. Give students an opportunity to move behaviors if they feel they are in the wrong category.
6. Then go back through each category and allow students time to discuss why they placed certain behaviors in an abusive category.
7. Go into detail about certain abusive behaviors. Elaborate with stories or scenarios about different types of violence to make those behaviors clear. Provide statistics and additional information about each of the types of violence.

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