

TASA (Teens Against Sexual Assault) 10 Session Sexual Violence Prevention Curriculum

Overview:

This curriculum is set up for ten sessions of 60 minutes each. This program targets Middle and High School students.

This program is designed to be interactive with your audience. A question and response format works best. You want to cover the important objectives and facilitate discussion allowing time for teens to bring up their own ideas and comments.

Having students sit in a circle or semi-circle assists discussion and comments.

At the end of each session allow 5-10 minutes to have students fill out our evaluation survey and hand out candy for good participation.

Rules:

1. Be respectful of others and their opinions.
2. Do not attack or insult others.
3. Let others finish speaking before you begin. Raise your hand to speak.
4. If someone chooses to share a personal story, information, or opinion, please keep that information within the group. Do not share it with others or spread gossip.

Session 1: Self-Esteem

Time Required: 60 minutes
Materials Needed: Self Esteem Pieces
Tape
Pens/Pencils for students
Surveys
Candy (optional)

Objective: To have students develop skills to build their self-esteem and combat negative self image. To have students recognize that a positive self image can be a protective factor against abuse.

Opening Activities (10 minutes):

- To have the group get to know each other and you, open with an ice breaker.

To start, go around the group and have one person introduce him/herself and then they must say something positive about themselves. After they say something about themselves, they must then say something nice to the next person in the group.

- After the icebreaker, give the group more information about yourself and your organization. Explain what the organization does, and what services you offer. Give information about our 24/7 hotline and explain that all services are free and confidential.
- Explain group rules

Topic Discussion (35 minutes):

Ask: What is self-esteem?

- Define Self Esteem: the ability to accept our strengths and weaknesses and to like ourselves for what we are.

Ask: Why is self-esteem important? What are some characteristics that we use to determine our self worth, or judge our self-esteem?

- Self-esteem can influence how we feel, how we deal with others, and how others deal with us.
- Some things we might base self-esteem on: looks, personality, skills, education, and popularity.
- Sometimes how we feel about ourselves can be influenced by other people.

Ask: How do other people influence our self esteem? Why can basing our opinion of ourselves on what others think of us be a potential “problem”?

- Negative or positive comments do affect us. Often we dwell on the negative longer than on the positive.

- We cannot always control how people perceive us, their opinions may change, and we all must face criticism sometimes.
- Basing our self-esteem on internal qualities, like our skills and character, means we, not external circumstances, are in charge of how we feel about ourselves.
- By believing in yourself and your capabilities you lessen the ability for someone else to manipulate you or make you feel bad about yourself.

Ask: What are some things that you can do to increase your self esteem? What can you do if someone is making you feel bad about yourself?

- One trick to self-esteem is self awareness. People who have high self-esteem know what they are good at and what they are not so good at. You can focus on what makes you feel good about yourself.
- Focus more on positive comments and events than negative ones. Say something positive about yourself every day.
- In a good relationship someone will not try to put you down or hurt you, they should want you to feel better about yourself.

Ask: Is there a difference between putting someone down and constructive criticism?

- Just putting someone down is meant to hurt someone's self-esteem. It is often an attack on someone.
- Constructive criticism: advice that is useful and intended to help or improve something, often with an offer of possible solutions.

Ending Activity: Self Esteem Rip Off (10 minutes)

(Adapted from Sneakers Program Guide)

See Attachment Rip Off Self Esteem for cards

1. Give each student a small piece of paper with "Self Esteem" written on it. Explain that this paper represents their self esteem.
2. Explain that each person should think of things that someone has said or done that has hurt their self-esteem. Students should share these comments with the group.
3. Each time a person says something that has hurt them, they should rip a piece off of their self esteem. If other group members have been affected by similar comments or situations they should rip off a piece of their self esteem as well.
 - a. Note: Do not throw away these ripped off pieces, they will be used later.
4. Go around the room until people have run out of comments.
5. Now give each student some tape.
6. Explain that they are going to put their self-esteem back together again with positive comments. Each student should think of something that they have done or that has been said to them that made them feel good about themselves.
7. Students should share these comments with the group and reattach pieces of their self esteem. If other group members have been affected by similar comments or situations they should reattach a piece of their self esteem as well.

Ask: How did this activity make you feel? What did it feel like when you had to rip apart your self esteem? Did putting it back together feel good or bring back good memories? Does anyone's self-esteem look like it did when we started this exercise?

- Our self-esteem can sometimes take hits, but it is always there and it may take a little time (or work) but we can put it back together again, always.

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Session 2: Strengths & Personal Power

Time Required: 60 minutes

Materials Needed: Blank Paper for each student
Writing utensils for students
Characteristic Cards
Evaluation Surveys
Candy (optional)

Objective: To help students identify their own strengths and sources of power. To teach students that power can be positive or negative depending on how you choose to use it. To help students understand that using your strength or power to hurt someone else is abusive.

Opening Activity (5-10 minutes)

Go around the group and ask each student to pick what superpower they would want to have and why.

Topic Discussion (30 minutes)

Explain that we will be talking about strengths and personal power today. Explain that while we may not have superpowers, each individual person has some source of strength and power.

Ask: What is power?

- Define power: the ability to do or act; influence or control over another.
- Our strengths are what give us power in a situation or relationship

Ask: What are some things that give people power? What are some things that give *you* power?

- Anything you are good at gives you power
- Any skill or characteristic that you have can be a source of power

Power List Activity (5-10 minutes)

1. Hand out a blank piece of paper to each student. Have them divide the paper in half and label one section "Strengths" and the other "Weaknesses".

2. Explain that each person should write down 5-10 personal strengths and weaknesses.
3. Ask students if anyone would like to share some of the things that they listed.

Ask: Just because you have weaknesses, does that make you any less strong or take away from your power?

- Everyone is unique and has their own set of strengths and weaknesses.

Ask: How can people use their power?

- Power is neutral, but it can be used positively or negatively.
- Give examples of how a power can be used both positively and negatively.
 - Money: Can be donated to a good cause, or used to bribe people
 - Sense of humor: Can be used to make someone feel better, or make fun of them
- In an abusive relationship people choose to use their power negatively, to hurt someone or to make that person focus only on their weaknesses.

Ask: How can differences in power affect a relationship?

- If someone has more power than their partner they may feel like they deserve to be in charge
- A person with less power may feel like they don't have a right to speak up about certain things, or that because they have less power they shouldn't get an opinion on something

Ask: In relationships both people have their own strengths and weaknesses. How can we keep from using our power negatively in a relationship?

- You can help your partner work with their strengths and you work with yours.
- Use constructive comments
- Do not focus on someone's weaknesses
- Know that everyone deserves a good relationship
- A good relationship is not about having power over someone, but about using each person's power to strengthen that relationship

Ending Activity (15 minutes)

1. Explain that the group will be learning how to turn a weakness into a strength.
2. Divide the class into smaller groups of 3-5 members.
3. Explain that each person in the group will be randomly given 2 characteristics - one positive and one negative.
4. Each group will have a scenario and they need to use each person's strength to the group's advantage. They also need to figure out how to minimize, or turn someone's weakness into a strength.
5. Each group will then share their scenario with the whole class and describe how each person dealt with their characteristics.

Possible Characteristics:

Positive: Smart, A good leader, Creative, Honest, Very positive outlook, Spontaneous, Strong, Curious, Organized, Assertive, Outgoing, Good public speaker

Negative: Forgetful, Stubborn, Shy, Talks a Lot, Worries a Lot, Impatient, Pessimist, Disorganized, Aggressive, Irresponsible, Nosy, Lazy

Possible Scenarios:

1. You are all members of a band. You are trying to promote your band by playing concerts and getting songs on the radio. What can each member do to help?
2. You are all working on designing a play. You need to assign each person a job to help get the play going, what can each person do?
3. You all have to work together on a class project in English. Your group needs to write a paper and do a presentation. What can each group member do to help?

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Session 3: Respect

Time Required: 60 minutes

Materials Required: Blank paper
Writing Utensils
Large writing space (flipboard, chalkboard)
Surveys
Candy (optional)

Objective: To help teens understand that respect is about acceptance, not about control or fear. To help teens understand that in a good relationship both partners should respect one another and treat each other with respect.

Opening Exercise (5 minutes)

Ask students about someone they admire or that they look up to. Why do they admire that person? Why do they respect them?

Topic Discussion (35 minutes)

Ask: What is respect?

- Respect is an emotion you feel towards someone you admire. It is esteem for, or a sense of worth of, a person.

Ask: What are some characteristics/things that we respect about people?

- Material possessions, personality traits, skills, character
- Sometimes the things that we respect are also things that give people power. But it is important not to confuse power with respect.

Activity: Power, Success, or Respect? (10 minutes)

1. Read scenarios to students and ask “Does this person have power, success, or respect?”
You don’t need to read all the scenarios.
2. Allow time for them to discuss.

Scenarios:

1. Someone who makes a lot of money as a landlord of a run down, rat infested housing complex.
2. A volunteer for a homeless shelter who donates food and talks with the people who live there.
3. A parent who works two jobs to make ends meet so they can raise their kids. But, they try to spend as much time as possible with their kids.
4. A student who worked very hard on a project for school and got a C.
5. A person who was sexually assaulted who now thinks of his/herself as a survivor who lives a happy life.
6. A person who wins \$5 million playing the lottery.
7. A girl who makes her boyfriend pay for all their dates by saying that if he won’t pay then she’ll find someone else who will.
8. A senior in high school who dates a lot of people, most of them freshmen.
9. A guy who tells his friends he thinks it is mean to call girls disrespectful names and then gets made fun of.
10. A celebrity who stars in a lot of movies and makes millions of dollars.
11. Someone who works in a fast food restaurant to pay the bills.

Ask: Do you respect someone immediately? Can you be respectful immediately? How can you gain respect?

- You may need to get to know someone before you feel like you respect them, but you can always act in a respectful manner towards someone.
- Respect can be earned over time with trust or reliability. Sometimes people feel like they get respect by winning it, or showing that they are dominant.

Ask: Why if someone feels that they have been disrespected do they feel that yelling or fighting will gain back that respect? How does respect relate to violence?

- If we feel like we gain respect through violence, then what you have gained is not respect but fear or control.
- Acting respectfully toward someone is not the same as being respected. Respect is a feeling
- Respect is about sharing power and accepting that other people matter, and have value.

Ask: In a relationship, why is it important to have respect?

- In a good relationship, both partners should be treated with respect
- In a relationship respect should not be determined by who is in control of that relationship, but based on a sense of worth towards one another

Ending Activity (10-15 minutes)

How I want to be treated

(From Alexandria Office on Women)

1. Explain to students that this activity is to demonstrate how you want to be treated in a relationship. It will also help them understand what a good relationship looks like.
2. On your large writing space, draw a large square and label it “How I want to be treated”. Leave space around the outside of the square and label it “How I don’t want to be treated”.
3. Have students give examples of each. Often it is easier for them to start labeling how they don’t want to be treated in a relationship then move to how they do want to be treated.
4. Focus on specific behaviors. For example, if students say they want to be treated with respect ask them what behaviors show respect. Do they want their partner to listen to them, open doors for them, do everything they tell them to do?

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Session 4: Abusive Relationships

Time Required: 60 minutes

Materials Required: Writing Utensils
Felt (About 1’x1’) and Abusive Behavior cards
Power and Control Wheel
Equality Wheel
Surveys
Candy (optional)

Advance Preparation: Hang piece of felt

Objective: To give teens tools to identify different types of abuse – physical, emotional, verbal and sexual. To show teens how relationship violence is about power and control.

Topic Discussion (50 minutes)

Ask: What are some types of violence we see in relationships?

- Define each type of violence.
- Physical Violence: Causing physical harm to your partner, using your body to intimidate or scare that person.
- Verbal Violence: Using your words to hurt someone, lower their self esteem.
- Emotional Violence: Making your partner feel bad about themselves, playing mind games with them.
- Sexual Violence/Sexual Assault: Any unwanted, forced sexual contact.

Activity: Is it Abusive? (20 minutes)

See Is it abusive? attachment for behavior cards.

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

2. Explain that students will work as a large group to determine 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.
 3. 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. Explain that categories can be fluid (it isn't important where some are placed); physical violence can hurt emotionally as well.
 4. Allow students to discuss why they classified the behavior as abusive. 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.
- 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.
 - Hand out Power and Control wheel

Ask: Why are some of these behaviors on this wheel? How can these behaviors negatively affect relationships? How are these behaviors about having power and control over someone?

- Allow teens to discuss these behaviors.

Ask: What do you think of jealousy in a relationship? How can jealousy be about having control over someone?

- Jealousy is the opposite of trust, it is a sign of insecurity
- Jealousy is not about love but about control when someone else decides who you can hang out with and whether or not you can go out without them.
- Hand out Equality Wheel

Ask: Why are these behaviors on this wheel? What behaviors are most important to you on this wheel?

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Session 5: Red Flags

Time Required: 60 minutes

Materials Required: Writing Utensils
Surveys
Candy (optional)

Objective: To give teens tools to identify warning signs of a potential abusive relationship. To help teens examine their own relationships and identify myths and facts about relationship violence.

Topic Discussion (2 sections)

Red Flags (35 minutes)

Ask: What is a red flag?

- Red flags normally mean warning
- Define relationship 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. They are cues that you may want to examine your relationship.

Activity: Red Flag Scenarios (20 minutes)

1. Explain to students you will read them some scenarios and they will need to determine if any “red flags” pop up or if anything seems like a warning to them.
2. Have them discuss why they think it is a warning sign.
3. Go over the example and pull out and explain in greater detail why some of the characteristics are considered Red Flags.

Scenarios:

1. Jon and Carrie have been dating about 1 month. One evening Jon goes to pick up Carrie to take her to the movies with friends. He walks to the door and says “hi” to her mom. As soon as they get in the car though, he gives her a look and says disgustedly, “I can’t believe you are wearing that. You look like such a tramp”. He ignores her the rest of the evening.
You can discuss warning signs of ignoring you and withdrawing affection as punishment, also point out that this person is making you feel bad. You can also discuss how abusive people can look and act nice in public.
2. Melissa and Rick decide to go out Friday evening. As they get in the car together Melissa asks, “Where do you want to eat?” Rick says “I don’t know, where do you want to eat?” Melissa says “You pick”.... This goes on for several minutes until they finally decide on Chinese.
This may be annoying, but it isn’t a red flag. A red flag would be someone who never listens to your opinions and always has to do things their way.
3. Derrick and Rochelle stopped in Giant to buy some chips for their movie night together. A woman in front of them is holding up the line and Rochelle starts to get angry. She starts tapping her foot, and sighing loudly. She starts fuming at Derrick about how stupid people are. Derrick tells her to calm down; it’ll be their turn soon. She just glares at him and says “It’s your fault; you picked the slow line anyways.”
Red Flags: someone who is always angry, someone who blames everything on you.
4. Robin and Lee have been dating 3 months. Robin stopped going out with her friends on Friday so she could hang out with Lee because he works on the weekends. She also changed lunch tables because he wanted to spend more time with her at school. Robin’s friends mentioned that they haven’t seen her much so they made plans to hang out that

weekend. She told Lee, and he got angry saying “We never get to spend any time together. But fine, if you like them better, just hang out with them. I don’t care.” Lee slammed his fist on the table nearby. Robin looked surprised, and said she would make other plans if it bothered him so much.

Red Flags: isolation from friends and family, extreme mood swings, cannot control his anger, thinks it is okay to express anger with violence. Also, you may want to examine your relationship if you are always worrying about how to keep your partner happy.

5. Jenn and Jeff have been dating for over a year but are going to different colleges when summer ends. Jenn says she doesn’t want to have to worry about having a boyfriend at college and just wants to have fun and focus on school and new friends. Jeff gets upset and says that lots of people have good long distance relationships and that he wants to continue the relationship. They both get angry and start yelling at each other. They decide that they are too upset to really discuss anything now and decide to talk about it later.

People do get angry with each other. It would be a red flag if you are always yelling and cannot work through problems. They don’t let their anger get out of control and they take time to cool down so that they can listen to each other later.

- Give examples of other Red Flags and explain why they are warning signs. Examples include: someone who abuses drugs or alcohol, pressures you to be in a serious relationship very quickly, someone who doesn’t view you or your opinions as equal, has strong gender stereotypes, makes you feel bad about yourself, is physically rough with you, or someone who abuses animals or children.

True and False (15 minutes)

- Read each statement. Allow teens to discuss why they believe the statement is a false or fact.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.*

6. Jealousy is not a sign of true love.

True. *Extreme jealousy is a common relationship red flag. Jealousy is a sign of control, not love.*

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Session 6: Sexual Harassment

Time Required: 60 minutes

Materials Required: Writing Utensils
Bingo Cards + Bingo Chips
Surveys
Candy (optional)

Advance Preparation: Make several different styles of Bingo Cards (5x5 grid). Randomly fill in Bingo spaces with answers to Bingo questions.

Objective: To explain to teens the different types of sexual harassment. It teaches teens to identify their rights. It gives students the tools to distinguish between flirting and sexual harassment.

Topic Discussion (35 minutes)

Ask: What is sexual harassment? How does sexual harassment differ from sexual assault?

- Define sexual harassment: any unwanted or unwelcome sexual attention. It can be physical, verbal or non-verbal. It can create a threatening or unwelcome environment.
- Define sexual assault: any unwanted sexual contact.
- Both do not involve someone else's consent and both can involve physical contact through force or coercion.
- Charges can be pressed for both.

Ask: What can be considered sexual harassment? Who decides what harassment is?

- Examples include: spreading sexual gossip, jokes, suggestive writing on the bathroom walls, grabbing someone sexually, threats for sexual favors, suggestive stares or comments, unwanted physical contact (like making someone press up against you to get by them), pulling down gym shorts, rape, etc...
- The victim, or person being harassed, decides. No matter what anyone else says, if you feel uncomfortable it can be considered sexual harassment.
- Even if you just think you are joking or fooling around, another person can consider your behavior sexual harassment.

Ask: What might people feel if they are being sexually harassed?

- People may feel embarrassed, angry, upset, helpless, or distracted. There are many different ways to react.
- Sexual harassment can affect school and work performance. If you are uncomfortable it can make it hard to concentrate or make you so uncomfortable that you don't even want to go to school/work.

Ask: What can you do if you are being sexually harassed? Why do you want to take action?

- Non-action is often seen as endorsing the behavior. It makes it seem that the behavior is acceptable. Often the harasser will not stop on his/her own and the harassment may get worse.
- You want to stand up for yourself. Act assertively, not aggressively.
- If you feel safe, you can tell the offender to stop the behavior. Tell someone you trust, a teacher or counselor. Keep telling until you find someone who will help you.
 - Title IX was enacted to keep people from being discriminated against or harassed in school or at work.
 - Your school has its own policy dealing with sexual harassment.
- You can also write a letter telling the offender what behavior you would like to stop and what actions you will take if it doesn't.
- If the behavior does not stop, file a complaint. Keep a written record of any incident.

Ask: What is the difference between sexual harassment and flirting? How would you feel if someone is flirting with you versus if you feel sexually harassed?

- Define flirting: both people are involved and it is welcomed and wanted.
- If it is flirting you probably want to see the other person, not want to avoid them.
- If someone is not responding, doesn't respond positively, or looks uncomfortable, then the behavior is probably not welcome and you should stop.

Ending Activity (20 minutes): Sexual Harassment Bingo

(From Peaceline)

1. Give each student a Bingo card and several tokens.
2. Explain that you will read questions aloud and students will supply the missing word. If a student has that word on their Bingo sheet they should mark it with a token.
3. Once a student has Bingo, you will check their sheet to make sure they have the correct words. You can reward them with candy (optional).
4. Allow students who have not gotten Bingo to continue playing.
5. Options: Students who have already gotten Bingo can continue playing as well. You can have them clear their card and start anew. Or, they can play off the same card, but cannot win more than a certain number of times.
6. Play until all questions have been asked.

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward. Or, give candy to students who did not get Bingo during the game.

Session 7: Limits and Boundaries

Time Required: 60 minutes

Materials Required: Writing Utensils
Surveys
Candy (optional)

Objective: To help teens understand the importance of setting their own boundaries and respecting other people's boundaries in a relationship.

Opening Activity (5-10 minutes)

Have students describe what their personal space bubble looks like. If they could put up a boundary between themselves and others, what would their boundary look like? What color would it be; would it be a wall, a circle, could some people get through it? Can it change depending on your mood?

Topic Discussion (35 minutes)

Ask: What is a boundary?

- Personal, invisible, line of comfort
- We have boundaries for everything. There are social boundaries, verbal boundaries and physical boundaries.

Ask: Have you ever thought about what your boundaries are?

- It is important to think about what your boundaries are, especially in a relationship because then you can let your partner know what is acceptable to you.

Ask: Are everyone's boundaries the same? How do you feel if someone crosses your boundaries? Is the feeling different if they cross a verbal, social, physical boundary?

- Everyone has different levels of comfort.
- You decide what your boundaries are
- Your boundaries can change, you can put them up or take them down

Activity: Elevator Demonstration (5-10 minutes)

1. Mark out a space to be your elevator. You can use desks, chairs, natural boundaries, whatever you have available. Designate the front and back of the elevator.
2. Have several volunteers "ride" the elevator. Have them act as they normally would in an elevator setting.
3. After they demonstrate appropriate behavior, you can get on the elevator.
4. You will cross the boundaries of what is acceptable when riding in an elevator. You can stare at people, stand too close to them, sing, etc...
5. The teens can react, as long as they do not "jump" out of the elevator.
6. Then put the classroom back together and have everyone return to their seats.

Ask: What did I do that crossed a boundary on the elevator? Why is respecting boundaries important, especially in a relationship?

- In a respectful and healthy relationship both partners listen and respect their partner's boundaries.
- It makes us feel uncomfortable when someone crosses our boundaries.
- The uncomfortable feeling we get is a warning sign that something is not right with a situation. You want to listen to that.

Ask: How can you remove yourself from an uncomfortable situation? What can you do if someone is crossing your boundaries?

- Act assertively. Speak up.
- If someone makes you feel uncomfortable it is assertive to leave that situation.

Ask: Why might we not speak up if we feel someone has crossed our boundaries? Why don't we always tell our dates or our partners what our boundaries are?

- Even if it might be a little embarrassing or uncomfortable, that feeling will go away. It is better to be safe.
- Clear communication, even on a first date, is a good thing. That way there is no confusion about what is okay.
- If someone respects you, they will be happy to respect your boundaries. They will not want to make you feel uncomfortable or cross your boundaries.

Ask: What do you think about a person who will not respect your boundaries?

- If you cross someone's boundary, sexually, and that is an unwelcome act it can be considered sexual assault.
- Sexual Assaults can sometimes involve a "set up". Someone will try to slowly violate your boundaries to see if you react.
 - The perpetrator will do things to try to make you uncomfortable, they will try to see if you will react. They will not listen to your limits, or may try to pressure you past your limits.
 - They can also play mind games to make it seem like you are overreacting or that you should like the attention. They want you to question yourself.
 - They may also try to isolate you or get you away from others.
- If you feel like someone is violating your boundaries, a safe thing to do is leave that situation. If you feel uncomfortable around someone do not go off alone with them.

Ending Activity (10-15 minutes)

1. Participants stand in a line across the room from you.
2. You ask them all the same question. You don't need to ask all the questions.
3. If they decide to answer they step forward. If they feel that answering the question violates their limits they don't step forward, but must say "pass".
4. They can elaborate on their responses if they like.

5. You can only pass on three questions before you are out of the game and must stay put.
6. During the game ask them to think about which questions were more difficult for them to answer. Ask them if being in public made them less likely to answer.
7. Explain that we all set limits/boundaries in each aspect of our life, even about what we are comfortable having people know about us.
8. Remind them at the end of the game that while it may be hard to talk about our boundaries, it is important.

Questions:

1. Do you ever sing in the shower?
2. Are you crabby in the morning?
3. What is your favorite class in school?
4. What was the last lie you told your parents?
5. Do you drink more than 5 cans of soda a week?
6. Do you think that global warming is real?
7. Have you ever farted in public?
8. Do you know someone who has been affected by sexual assault?
9. What has someone made fun of you about?
10. Do you think that money is power?
11. Have you ever gone more than two days without bathing?
12. Have you ever gossiped about someone?
13. Have you ever broken a bone?
14. Have you ever been turned down for a date?
15. When was the last time you cried?
16. Do you know someone who has been affected by sexual harassment?
17. Do you think that life exists on other planets?
18. Have you ever eaten dog/cat food?
19. Do you think you look good in a bathing suit?
20. Have you ever been threatened by someone?
21. Do you think that women are more mature than men?
22. Have you ever cried in front of someone?
23. Do you think that violence is sometimes necessary? When?
24. Do you watch cartoons? Which one(s)?
25. Do you know someone who has experienced violence in their relationship?

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Session 8: Stereotypes and Relationships

Time Required: 60 minutes

Materials Required: Blank paper

Writing Utensils

Large writing space (flipboard, chalkboard)

Pictures for Real Men/Real Women activity

Advertisements representing stereotypes
Surveys
Candy (optional)

Objective: To have teens examine how stereotypes can affect relationships. To demonstrate how stereotypes can affect violence in relationships.

Opening Activity (5 minutes)

On a piece of paper, have students come up with as many words to describe a certain stereotype. Examples: Jock, Hippie, Stay at home dad, Nerd

Topic Discussion (35 minutes)

Ask: What is a stereotype?

- An assumption, often false, about a group of people based on certain characteristics.

Ask: What stereotypes do we have about relationships?

- We have stereotypes about each gender

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

1. Divide your writing space into two sections, label one section “Be A Man” and the other section “Act Ladylike”.
2. Start with one section.
3. 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”?
4. Write down the descriptions they give you in the appropriate section.
5. 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.

Ask: How can these stereotypes affect relationships? How can some 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 tough that can make it more difficult for them to come forward if they are being abused.
 - 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 kinds of relationships do we see in the media? Are there stereotypes there?

- Have teens name TV shows or movies. Ask them some of the following questions about the show.
 - Do the characters yell or shout at each other?
 - Does the movie show physical violence?
 - Is there sexual violence?
 - Are there stereotypes about gender?
 - How did you react during these scenes?
- Movies and TV shows can minimize the impact of violence and stereotypes by making them 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 and stereotypes 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.

Ending Activity (10-15 minutes):

- Explain that sometimes the stereotypes we subscribe to each gender are viewed negatively. Just because someone fits the stereotype of “being manly” or “being ladylike” doesn't mean we respect or value those characteristics.
1. Have pictures of famous men and women.
 2. Hold up at least photos and have teens compare the people.
 3. For each set of people ask:
 - a. Who is more manly/ladylike? Why?
 - b. What characteristics does each person possess that fit their gender stereotype? Do some people have characteristics of the other gender? Does that make them any less a man/woman?
 - c. Who do you respect more? Why?

Examples for comparison:

Bill Gates v. Albert Einstein (most teens don't think either one is manly)
 Arnold Swartzenegger v. Barak Obama
 A football player v. a tennis player
 P. Diddy v. Will Smith
 Laylia Ali v. Maria Sharapova

Paris Hilton v. Hillary Clinton
Oprah Winfrey v. Beyonce
Carrie Underwood v. Avril Lavigne

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Session 9: Sexual Assault

Time Required: 60 minutes
Materials Required: Writing Utensils
VDH Scenario
Surveys
Candy (optional)

Advance Preparation: Print VDH Sexual Assault Scenario

Objective: To give teens information about sexual assault, to dispel myths about sexual assault and reiterate that the victim is never responsible for being sexually assaulted. To explain to teens the importance of having consent in a relationship.

Topic Discussion (30 minutes)

Ask: What is sexual assault?

- Define Sexual Assault: any unwanted, forced sexual contact that is obtained through force or coercion without someone's consent.
- Give examples of different types of sexual assault.
 - 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.
- Explain that we have laws in Virginia that deal with consent. If someone is too intoxicated in Virginia, legally they are unable to give their consent. It is illegal to engage any sexual activity with someone who is unable to give their consent, for instance if they are unconscious.

Activity: Consent (5 minutes)

1. Have students pair up.
2. Tell one person in each pair to grab a pen, or another object.
3. Their partner is going to try to "persuade" their partner to give them the object. Their partner can decide whether or not to comply.
4. They can try to persuade the person any way they would like as long as they don't physically touch them or the pencil.

5. After they have had time “persuade” their partner ask the students why they did this exercise.
6. Explain that this is a simple example of how consent works. Explain that consent and coercion are not the same.
7. Ask: What methods did you use to “persuade” your partner to answer? Were any of those methods coercive, why?

Activity: True or False (15 minutes)

- Read each statement. Allow teens to discuss why they believe the statement is a false or fact.
- 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.*
- 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.*
- 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?*

Ask: Who is responsible when a sexual assault is committed? Who is the only person the police would arrest for a crime?

- Only the perpetrator is responsible for committing sexual assault, they are the only person who chose to break the law. Each individual is responsible for their own actions.

Ending Activity (20-25 minutes)

VDH Sexual Assault Scenario

1. Hand out the scenario to the audience.

2. The facilitator should read the Sexual Assault Scenario aloud.
3. Inform students that there will be a test on the information provided in the scenario, to insure that they pay attention.
4. Inform teens of the rules.
5. 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.

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?

How can you help a friend if they have been sexually assaulted?

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Session 10: Assertive Communication

Time Required: 60 minutes

Materials Required: Blank paper
Writing Utensils
Emotion Charades Cards
Surveys
Candy (optional)

Advance Preparation: Print emotion charades cards

Objective: To give teens tools for better assertive communication. The presentation will differentiate between assertive, passive, aggressive, and passive-aggressive communication.

Topic Discussion (35 minutes)

Ask: What is communication? What is the difference between good communication and bad communication?

- Communication is the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior.
- Good communication involves both listening and talking.
- Communication doesn't happen just once, it is an ongoing process.

Ask: Is there more than one type of communication? What types can there be?

- Explain that there is verbal and non-verbal communication.
- There are often different styles of communication and behavior: assertive, passive, aggressive, and passive-aggressive.

Ask: If someone was blocking your locker, how could you tell that person to move? Give me a couple different ways. (The goal is to have teens give you an example of each type of communication style)

- Define passive communication: when you don't stand up for your rights, talk timidly, or make excuses for what you say. Ex – just waiting for the person to leave, or whisper your request
- Define aggressive communication: when you trample on the rights of others, often yell, or don't allow others to give their opinions. Ex- yelling at the person to move it
- Define passive-aggressive: when you do not speak up for your rights or talk about your feelings, but then act out aggressively at a later time to deal with your feelings. Ex – waiting for the person to leave, but then blocking their locker later
- Define assertive communication: respecting your rights and other's rights, expressing your opinions openly and clearly. Ex – Telling the person that they are blocking your locker, and asking them to please move so you can get to it.

Ask: What are the benefits of being assertive, and communicating assertively?

- It can help you avoid misunderstandings
- You can let your opinions be known
- It helps to establish consent and boundaries.

Ask: Is communication always easy?

- Communication can be difficult. Especially if we are upset with each other, or disagree.
- Give good communication skills:
 - Keep your emotions under control
 - Talk in private
 - Tackle the problem, not the other person. Use "I" statements. I feel (blank) when (this happens) because (blank). Ex- I feel frustrated when I can't get to my locker because I'm worried I'll be late.
 - Be honest
 - Find a compromise solution so that both people can win or work together to find a solution
 - If you don't understand ask for clarification
 - Listen

- Make sure actions and words match
- You need to communicate to establish consent. You have to listen to both verbal and non-verbal 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 can be withdrawn at anytime; you have to respect your partner's choices.

Ending Activity: Emotion Charades (10-15 minutes)

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.
 6. 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.
 - 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

Evaluation Survey (5-10 minutes)

Have students fill out evaluation survey. If the class participated well, hand out candy as a reward.

Resources

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