

**LAWS/LCSJ  
Teen Violence Prevention Program  
Curriculum  
2008-2009**

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YAP Ladies Group

Young Adults Project  
1 Semester

*Developed with help from Briana Valentino*

YAP Young Ladies Group  
Session #1

**Objectives:**

- Establish ground rules to facilitate a safe and confidential group process
- To increase respect for self and others
- To identify dominant traits that are associated with traditional notions of femininity
- To recognize traits associated with dominant stories of femininity in oneself, and begin to evaluate the pressure exerted to be considered a “real woman”.
- To identify “counter stories” of femininity that reflect positive and realistic characteristics of femininity

**SOL Compatibility**

Family Life Education Standards of Learning:

- (10.2) The student will describe her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

**Duration:** 60 to 70 minutes

**Activities:**

**Introduction**

Explain that LAWS is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Introduce LAWS services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of LAWS services are free and confidential. LCSJ/LAWS Hotline: 703-777-6552.

This group is about you all, what affects you now and in the future. This group is about exploring friendships amongst girls and learning how to get along with other girls your age-whether at YAP, your home school, in social situations, with future roommates, or current/future co-workers/group members. I know this is not a topic that many people talk about in our society and one that many of you may not have talked about among yourselves, but not one of us has all the answers. We all have different experiences and viewpoints and have to learn from each other, together. In order for this to happen, people have to participate and throw in their two cents.

**Pre-Test**

YAP Young Ladies Group

Please mark **X** if this is a \_\_\_Pre-Test or a \_\_\_ Post-Test

First name: \_\_\_\_\_

1. Name 4 gender stereotypes of women:
2. Name 2 types of Verbal Abuse:
3. Name 2 types of Emotional Abuse
4. Name 2 types of Sexual Abuse:
5. Name 3 reasons people abuse.
6. a.) Name one thing that you can do to help a friend who has been abused  
b.) Name one thing you can do to help a friend who is an abuser.  
a. \_\_\_\_\_  
b. \_\_\_\_\_

**Write “T” for True or “F” for False on the line in front of each question below**

\_\_\_ 7. Just because someone has drank too much or has bad judgement, does NOT mean they should be raped or sexually assaulted.

\_\_\_ 8. Some girls feel like they have to not be themselves in order to copy women they see in television, movies, or music, so that guys will like, and/or they will be accepted by other girls.

\_\_\_ 9. Rape is not something one “just gets over”. All survivors react to trauma differently and for many the rest of their lives are affected.

10. What is “Victim Blaming?”

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ 11. Both females and males abuse other people

\_\_\_ 12. If “you just love someone enough”, then that person will stop being abusive.

\_\_\_ 13. Conflict will occur in all relationships

\_\_\_ 14. Gender stereotyping can lead to abuse

15. List 3 ways you can help someone who has survived rape or attempted rape.

## Ground Rules

1. **Respect** – This means respect for others in the group. Respect of their experiences, ideas and opinions. Respect doesn't mean that you agree with the person or believe their behavior is okay. It means you agree to their right to hold that idea and opinion. Additionally, some of the subject matter covered in the program may affect students very personally, especially the topic of abuse in relationships. Please respect that it may be hard for some people to share their opinions. People who do not show respect may be dismissed from the program.
2. **Participation** – All participants are expected to contribute to the group. As mentioned before, some of the topics discussed could be difficult for participants to address. If at any point you are not comfortable with the subject matter, it is okay if you need to leave the group room for a while, get a breathe of fresh air, and rejoin.
3. **Confidentiality**-If another member discloses personal information in this room, do not ask them about it in a group of other people or in other public places (bathroom, lunch table, etc). You may address the information in this room or in a completely private setting if both parties are interested in continuing the discussion.
4. **Challenge**-This group is about learning from each other and from the group facilitator(s). When group members state their opinions, I may ask them to clarify where they learned what they said or to tell the group more about what they mean. Group members should also ask the facilitator if they do not understand a point that is being made or disagree with the point. Lastly, group members are encouraged to challenge one another if they do not understand or want to know more about what another group member is saying. This leads to group members learning from each other, which is called peer education.
5. **Language**- This group involves talking about subjects that are referred to by sometimes curse words or language that one would not normally use at this school. You will likely hear these words on documentaries or movies used in the group and it is permissible to use these words when referring to these certain topics or repeating a point that was made, however, using this language to put down, degrade, or humiliate a group member or another person will not be tolerated.

### *Activities*

#### Stereotypes: Let's get them out

What is a stereotype? It is when we have a mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment. What are some stereotypes applied to girls?

#### Guided imagery questions & Survey of Audience-VSDVAA Facilitators Guide

Please close your eyes and raise your hand if any of these questions apply to you:

Have you ever had a good friend gossip or talk behind your back?

Have you ever gossiped or talked behind a friend's back?

Open your eyes and look at the flip chart. What did you learn from people's responses?

What do you like about your friendships with girls?

What don't you like about your friendships with girls?

## **YAP Young Ladies Group Session # 2**

### ***Objectives:***

- Establish ground rules to facilitate a safe and confidential group process
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- To recognize traits associated with dominant stories of femininity in oneself, and begin to evaluate the pressure exerted to be considered a “real woman”.
- To identify “counter stories” of femininity that reflect positive and realistic characteristics of femininity

### ***SOL Compatibility***

Family Life Education Standards of Learning:

- (10.2) The student will describe her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

### ***Activities***

#### **Owning Up: The Girl World Box (p.3)-Media collages**

May want to use current magazines advertising/pictures

**Owning Up: Defining Femininity p.3**

**Owning Up: Groups p.7**

**Owning Up: Roles p.8**

**Owning Up: How to communicate p.8**

**MVP Curriculum: Red Card p. 14**

**YAP Young Ladies Group**  
**Session #3: Friendship is not a joke**

***Objectives:***

- To increase respect for self and others
- To identify dominant traits that are associated with traditional notions of femininity
- To recognize traits associated with dominant stories of femininity in oneself, and begin to evaluate the pressure exerted to be considered a “real woman”.
- To identify “counter stories” of femininity that reflect positive and realistic characteristics of femininity

***SOL Compatibility***

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- (10.2) The student will describe her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
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***Activities***

**Owning Up: Rights and Responsibilities in a Friendship p.13**

**Owning Up: Defining Loyalty p.13**

**Rules of Anger in Girl World p.14**

**Owning Up: Agree/Disagree/Unsure Questions about Apologies p.15**

**YAP Young Ladies Group**  
**Session #4: Know your culture**

***Objectives***

- To increase respect for self and others
- To identify dominant traits that are associated with traditional notions of femininity
- To recognize traits associated with dominant stories of femininity in oneself, and begin to evaluate the pressure exerted to be considered a “real woman”.
- To identify “counter stories” of femininity that reflect positive and realistic characteristics of femininity
- Critically evaluate the messages that pop culture sends relating to female roles in society

***SOL Compatibility***

Family Life Education Standards of Learning:

- (10.2) The student will describe her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

***Activities***

**Owning Up: Definition of culture p.17**

**Media Education Foundation: “What a Girl Wants” intro**

**“What a Girl Wants”: Teen Products**

Do you ever feel like or feel as though other girls are “teen products”?

Is a teen product someone who is being themselves?

Listening to the girls’ hopes of what they want to be when they grow up-what are some barriers they may come up against?

Any advice that you would give these young girls?

**“What a Girl Wants”: Booty videos**

**Media Education Foundation: “Beyond Beats and Rhymes” intro**

**“Beyond Beats and Rhymes: Shut up and Give me your bone marrow”**

It is important to see these women from Spellman, because they are part of the young women culture that does not get media attention past the local 6 o’clock news, but their message is one that may speak to you personally or support.

**YAP Young Ladies Group**  
**Session #5: Know your image**

**Objectives**

- To increase respect for self and others
- To identify dominant traits that are associated with traditional notions of femininity
- To recognize traits associated with dominant stories of femininity in oneself, and begin to evaluate the pressure exerted to be considered a “real woman”.
- To identify “counter stories” of femininity that reflect positive and realistic characteristics of femininity
- Critically evaluate the images within pop culture of girls, teen young women, and adult women.

**SOL Compatibility**

Family Life Education Standards of Learning:

- (10.2) The student will describe her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

**Activities**

**Intro: Review the “Girl World” magazine collage**

Are there any themes as to what we see in this collage?

Are there unspoken rules here as to certain images of women that media and advertisers will allow into the world of advertisers?

**Media Education Foundation: “Killing us softly 3 with Jean Kilbourne” intro**

**Killing us softly 3: Taking advertising seriously**

Are people affected by advertising? Any stories of how you or someone you know if affected by advertising?

**Killing us softly: Perception and Artificiality**

**Discussion**

**YAP Young Ladies Group**  
**Session #6: Know your image (continued)**

**Objectives**

- To increase respect for self and others
- To identify dominant traits that are associated with traditional notions of femininity
- To recognize traits associated with dominant stories of femininity in oneself, and begin to evaluate the pressure exerted to be considered a “real woman”.
- To identify “counter stories” of femininity that reflect positive and realistic characteristics of femininity
- Critically evaluate the images within pop culture of girls, teen young women, and adult women.

**SOL Compatibility**

Family Life Education Standards of Learning:

- (10.2) The student will describe her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

**Activities**

**Killing us Softly: “Objectification”**

Q: What does it mean to objectify someone?

A: To treat as an object or cause to have objective reality; to give expression to (as an abstract notion, feeling, or ideal) in a form that can be experienced by others.

Has anyone here ever felt objectified?

**Killing us Softly: “Fragmentation”**

**Discussion**

The word fragment means a part of, detached, or incomplete. Is this the view that is often given of women? Is the whole story about a woman usually told, or is the camera just focused on looks, physical appearance, etc.?

**Killing us Softly: “Femininity, appearance, and slim”**

**Killing us Softly: “Cutting girls down to size”**

**Wrap-up discussion**

**YAP Young Ladies Group  
Session # 7: Boy World**

***Objectives***

- To increase respect for self and others
- To identify dominant traits that are associated with traditional notions of masculinity
- To recognize traits associated with dominant stories of masculinity and begin to evaluate the pressure exerted to be considered a “real woman”.
- To identify “counter stories” of masculinity that reflect positive and realistic characteristics of masculinity
- Critically evaluate the messages that pop culture sends relating to male roles in society

***SOL Compatibility***

Family Life Education Standards of Learning:

- (10.2) The student will describe her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

***Activities***

**Owning Up: Boy World “box”p. 23-24**

**Media Education Foundation: “Wrestling with Manhood”: “Making Men” and “Normalizing Gender Violence”**

**Discussion**

What are your standards for friendships with boys?

Have you had any experiences with boys having different standards/expectations for their friendship with you?

**Owning Up: Rules of Anger in Boy World p.25**

**Owning Up: Active Bystander Scenario p.25**

**Concluding discussion**

**YAP Young Ladies Group**  
**Session #8: Intro to dating violence**

**Objectives:**

- To identify warning signs of dating violence
- To increase awareness of dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes

**SOL Compatibility**

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

**Activities:**

**Continuum of Dating Violence Harm**  
**VSDVAA Curriculum Guide**

Are you surprised at where your classmates put certain examples?

Are the examples on the “least harmful” end more accepted in society?

What is your reasoning for the examples on the “most harmful” end?

Where does the law draw the line typically with these examples?

Where would you draw the line in your own relationship?

At what point would you begin to be concerned about a friend’s relationship with her partner?

At what point do you feel that you would be affected by a roommate’s relationship that involved some of these examples?

**YAP Young Ladies Group**  
**Session # 9: Harassment/Verbal Abuse vs. Flirting**

**Objectives:**

- To identify warning signs of dating violence
- To increase awareness of dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations
- To define and recognize behaviors associated with sexual harassment

**SOL Compatibility**

Family Life Education Standards of Learning:

- (9.5) The student will review the nature and purposes of dating.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

**Activities**

**Sexual harassment vs. flirting?-VSDVAA Curriculum Guide**

**Safe Dates: Red Flags for dating abuse**

Review the Red Flags for dating abuse handout and tie those examples into the continuum of harm that the group completed.

**Media Education Foundation: “War Zone” intro and up to “Gina: New Orleans”**

**Discussion**

Who gets to define whether a comment is a compliment or harassment, the sender or receiver?

Do you think that it ever may occur to guys that women may not want to be approached, talked to, or complimented while walking down the street?

When guys your age see this video, a few usually say, “we’ll that’s how you meet girls. Holla at them and if they respond they like you.” Is that true? Do guys ever misjudge women’s reactions to cat calls, whistles, etc.? Do you feel women are quickly labeled based on how they react-either a prude or slut?

**Media Education Foundation: Beyond Beats and Rhymes**

**“Sisters and Bitches”**

**Discussion**

Were girls put into a ‘catch-22’ situation? Does anyone ever “deserve” to be harassed?

**YAP Young Ladies Group**  
**Session #10: Under the influence**

**Objectives**

- To increase awareness of being under the influence of drugs and dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations
- To engage in active bystanders situations in order to brainstorm options for when drugs and relationship violence has the potential to or does occur.

**SOL Compatibility**

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

**Activities**

**Media Education Foundation: Spin the Bottle-Sex, Lies, and Alcohol**  
**Get this Party started; Under the influence; Message in a Bottle**

**Discussion:**

Have you all encountered these attitudes about binge drinking with people you know?

Is peer pressure a big part of why people drink?

What sort of messages are you receiving from this documentary so far?

**Spin the Bottle: Courage in a Can; Body Shots; Last Call**

**MVP Scenario: Dangerous Play**

**Discussion**

The “Dangerous Play” scenario brings this documentary into your own reality. If you did not want to have alcohol at a party at your apartment, but your roommate does, how are you going to resolve it?

Are you more likely to intervene on a roommate’s behalf or a friend?

Why would people be more willing to stop a friend from driving drunk than they would be to stop a drunken friend from going upstairs with a guy?

**YAP Young Ladies Group**  
**Session #11: Sexual Violence**

***Objectives***

- To increase awareness of dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations
- To engage in active bystander situations in order to brainstorm options for intervening in social situations.

***SOL Compatibility***

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

***Activities***

**Handout: Rape definition**

**Safe Dates True/False Quiz & discussion (attached)**

**What is Consent? May I Have Your Pencil activity (or) Making Consent Real**  
**VSDVAA Facilitators Guide**

## VIRGINIA LAW

The following is a summary of Virginia Law regarding crimes related to sexual assault. For complete language see Code of Virginia, 18.2-61-67.5

|                                      |   |
|--------------------------------------|---|
| <b>RAPE</b><br>18.2-61               | Sexual intercourse against a person's will by force, threat or intimidation, or through the use of the victim's mental or physical helplessness or incapacity.<br><b>Felony - 5 years to life</b> |
| <b>FORCIBLE SODOMY</b>               | Oral or anal sex against a person by force, threat or intimidation or due to the victim's physical or mental helplessness or incapacity.<br><b>Felony - 5 years to life</b>                       |
| <b>AGGRAVATED BATTERY SEXUAL</b>     | Touching against a person's will by force, threat or intimidation, and causes serious bodily or mental injury. And uses or threatens to use a dangerous weapon.<br><b>Felony - 1-20 years</b>     |
| <b>SEXUAL BATTERY</b><br>18.2 - 67.4 | Touching against a person's will by force, threat or intimidation or through the victim's mental or physical incapacity or helplessness.<br><b>Misdemeanor 1 year and/or \$1000.00 fine</b>       |

Physical helplessness: unconsciousness or other condition at the time of the offense that renders the victim unable to communicate a lack of consent, and the accused knew or should have known.

Mental incapacity: a condition where the person can not understand the nature or consequences of the sexual act involved and the accused knew or should have known.

Sexual assault:

Any form of sexual violation against the will of another individual.

Sexual violence: Non-consensual

Accomplished through:

threat

coercion

exploitation

deceit

physical or mental incapacity

power of authority

## SEXUAL ASSAULT – KNOW THE FACTS

*Answer each question by using "T" for True and "F" for False*

|          |  |
|----------|--|
| ----- 1. | Sexual assault is about sex and passion.   |
| ----- 2. | When one or both people are under the influence of alcohol or any other mood altering chemical, it becomes harder to make a good decision about sexual activity. |
| ----- 3. | Only females can be the victims of sexual assault.   |
| ----- 4. | Victims of sexual assault have medical and legal resources available to help them.   |
| ----- 5. | Incest is a form of sexual assault that occurs between family members.   |
| ----- 6. | You can tell when someone has been sexually assaulted because they will be crying and upset.   |
| ----- 7. | Sexual assault can not happen between people who are dating or married because these people are supposed to be having sex anyway.                                |
| ----- 8. | Most sexual assaults occur between people who know one another.  |
| ----- 9. | There is an agency in Loudoun County that offers free help to survivors of sexual assault, both adults and children.   |
| -----10. | Sexual assault can happen to people of any age, race, or socioeconomic class.  |
| -----11. | When females wear short skirts and tight blouses, they are asking to be sexually assaulted.  |
| -----12. | If two people are engaged in sexual activity and one decides to stop, but the other continues, it is not sexual assault.   |

**YAP Young Ladies Group**  
**Session #12: Empathy, Rape Survivors; Rape reporting**

***Objectives***

- To understand the dynamics of sexual violence
- To dispel common myths associated with sexual violence
- To define and discuss victim blaming in cases of sexual violence
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with coercive relationships / situations

***SOL Compatibility***

Family Life Education Standards of Learning:

- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

***Activities***

**Defining “empathy”**

Empathy: the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another; a life-long emotional intelligence tool

**Defining “sexual coercion”**

**Legal Bias Against Rape Victims: Mr. Smith**

**VSDVAA Curriculum Guide**

**Reasons for not reporting-VSDVAA Curriculum Guide**

**Why People Stay in Abusive Relationships: Sam and Diane scenario-VSDVAA**

**Curriculum Guide**

**Rape Trauma Syndrome (RTS)**

**YAP Young Ladies Group**  
**Session #13: How can I help a survivor?**

***Objectives:***

- To understand the dynamics of sexual violence
- To dispel common myths associated with sexual violence
- To define and discuss victim blaming in cases of sexual violence
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn empathy for the survivor process and how to help a friend recover from rape or sexual assault

***SOL Compatibility***

Family Life Education Standards of Learning:

- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
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***Activities***

**Rape Trauma Syndrome (RTS)**  
**Voices of Courage audio cd: Barb’s story**  
**Connect and review: Barb’s story and RTS**

**Voices of Courage audio cd: Barb's Story**  
**Outline and Discussion Questions**

Theme: "Spirit is something no one destroys"

-speaks to the resiliency, inspiration, and strength of survivors

Q: Rape is about power and control being taken away from someone. How does Barb attempt, at first, to regain a sense of control over her body?

A: Through starving and depriving herself of food and nutrition. This sense of control over her body and the feeling that she did not deserve food because of being raped represents also the shame and self-blame that our society's view of rape and survivors inflicts upon survivors. Her anorexia-nervosa was a part of the trauma Barb faced after being raped. Stages 1 & 3.

Q: Barb was helping to counsel a teenage girl who had survived rape. Barb asked this survivor about her pattern of having unsafe sexual encounters with many different partners. The girl said to Barb, "you just don't get it do you-it's just easier being a thing." What does she mean by this?

A: This is an example of how survivors attempt to regain power and control. Some survivors may react in a way that they do not want to have any sexual interaction with existing partners or new partners (Stage 1 & 3). Other survivors may have sex frequently as a reaction to having this right taken away by them, as a way to reaffirm their sense that they have power and control over when and with whom they have sex.

Q: How does Barb compare the grieving process for losing a loved one in a car accident to how a survivor feels after being raped?

A: Barb makes the point that many of after-effects are same symptoms of trauma. After Barb's sister died in a car accident, Barb had the following reactions, just as she did after she was raped. She mentions the following expectations people had for her after the accident: expected to be absent from school, not expected by adults and peers to be "normal", was expected to have bad days when the accident was especially on her mind, was expected to have nightmares of the incident, was not expected to talk frequently about the accident, RTS clearly shows that rape survivors undergo the same trauma, but society does not have nearly the empathy, understanding, or awareness of RTS and does not treat rape survivors the same as other "acceptable" trauma survivors.

Barb's story follows the following stages:

Anger

Denial

Flashbacks

Integration

## **How to Help a Survivor**

### **1) Get immediate medical attention**

The most important thing to do if someone comes to you as a survivor of rape or attempted rape is to review their options of getting medical attention. Especially if someone comes to you within 48-72 hours after being raped, this is the peak time for Sexual Assault Nurse Examiners (SANE) staff at the hospital to collect evidence that could possibly be used in a criminal investigation.

Keep in mind that your friend, partner, loved one, family member, is the most important person in this process. The survivor does not need to be forced into making a decision to even go to the hospital if she/he does not want to. This person has just been forced to do something against their will.

The best thing for you to do is give them options and ways you can help out such as drive them or get them a ride to the hospital or offer to sit with them in the waiting room.

### **2) Don't add to the violence**

For many of us, if the survivor tells us who raped or attempted to rape them, and especially if we know the person, we will naturally be very angry. Our first inclination may be to want to call up our friends and go to their house and beat the crap out of that person. Actually, that is one of the worst things you can do.

Keeping in mind that the survivor is the number one priority, her/his safety is the most important. If you and your friends go and beat up the attacker, he could come back and hurt the person you care about again, or you could get hurt and in legal trouble, or your friend could be fearful that he could hurt her/him again. It is vital that you take a stand, not add to the violence, and instead turn your time, effort, and energy into helping your friend. Do your part to end the cycle of violence.

### **3) Listen**

As friends, family, or partner of the survivor, you likely will have many questions, such as: Who did this to you? Where were you? What exactly happened? Were you at a party? The thing is, none of these questions matter. Your friend, partner, family member needs you right now to listen to them, to what their needs are. Talk less, and listen more. This person may want to tell you about what happened or they may not, it is vital that it is their decision.

### **4) Believe them**

Out of all the ways that you can help someone who has been sexually assaulted or raped, the single most important thing you can do is believe what happened to them. It sounds simple, but many people believe in the myth that people falsely report rape all the time. This is not true. According to the FBI crime reports, which analyze founded and unfounded crime reports, only 6-8% of all reports of crime are false, including reports of rape.

### **5) Refer them to counseling**

There is only so much we can do as friends, family members, or partners. We are not professional counselors, so it is best to refer the survivor to see a counselor as soon as they are ready. Remember, do not force them to go, but give them options, such as the following:

LAWS crisis hotline: 703.777.6552 LAWS sexual assault services 703.771.9020

**YAP Young Ladies Group**  
**Session # 14: Be an ACTIVE bystander & wrap up**

***Objectives:***

- Provide a meaningful conclusion to the group process
- To increase respect for self and others
- To identify options for how to speak up and act up as an ACTIVE bystander
- To identify and act upon warning signs of dating violence

***SOL Compatibility***

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

***Activities***

**MVP Scenarios: Safety and Unnecessary Roughness**

**Post Test**

**Concluding remarks and feedback**

What would you like to see different for next year's group?

What did you like best?

What was least effective?

Hand out LAWS brochures and STAAAY brochures, plus reiterate these resources:

LAWS crisis hotline: 703.777.6552 LAWS sexual assault services 703.771.9020