

12th Grade Objectives

Topics:

1. Healthy Relationships	2
2. Anatomy of a Date Rape.....	12
3. Looking for Power (Gender Roles and Date Rape Drugs)	16

Virginia Standards of Learning:

12.8 The student will identify ways of preventing and/or coping with various types of violence.

Objectives:

- 1) Students will identify abusive behavior in dating relationships.
- 2) Students will identify acceptable sexual behavior, disrespectful sexual behavior and sexual assault.
- 3) Students will define consent.
- 4) Students will understand how alcohol is often used as a date rape drug, as well as information about the other top three date rape drugs.
- 5) Students will explore common myths about sexual assault.
- 6) Students will identify how both men and women can prevent sexual assault

By identifying abusive behavior in dating relationships, students will be able to judge their own behaviors and relationships. By classifying behavior as acceptable, disrespectful or assault, they will be more aware of their own actions and the actions of others. By understanding that consent is the “presence of yes,” they will be able to determine what sexual behavior is acceptable to their partner. Also, understanding the part that alcohol plays in sexual violence will help them make smarter decisions in social situations. Finally, having a discussion about changing the seemingly acceptable sexual behaviors that often lead to sexual violence can help us think about what we do all the time that perpetuates the problem, and what we can do to fix it.

12th Grade Session #1

Healthy Relationships

Supplies Needed:

- After School Role Plays
- Abusive Behavior Flash Cards

Introduction (10 minutes)

Introduce yourself and explain that you are from Crisis Line of Central Virginia and the Sexual Assault Response Program. Explain that SARP is dedicated to preventing and responding to sexual assault. Define sexual assault as any unwelcome sexual contact.

Explain that you will be in their class today and two other times. Today, you will be talking about why it is important to have healthy relationships and what they should look like.

Inform students that there are two rules for these classes:

1. everyone deserves to be heard
2. everyone deserves to be respected

Administer the pretest. Explain to students that anonymous questions will be answered out loud in the next session (provided the questions are appropriate and on topic.)

Activity #1: After School Role Play (15 minutes)

Ask for two volunteers, preferably a male and a female, to act out a relationship. While the volunteers are looking over their script, ask the other students to pay attention to the relationship and decide if it is healthy or unhealthy.

Keith is sitting in his car in front of Crystal's house waiting for her. A car filled with several people and driven by Mike pulls up. Crystal gets out, says good-bye to her friends and gets into Keith's car.

Crystal: Hi! How are you?

Keith: How am I? How do you think I am?

Crystal: Why? What's wrong with you? I just asked you a question!

Keith: So where have you been and what are you doing hanging out with Mike?

Crystal: I wasn't DOING anything. We just went to the mall that's all. Mike gave us all a ride home.

Keith: Don't give me that. I'm not blind you know. I see the way you look at him. You're all over him!

Crystal: I was not "all over him," Keith. It's no big deal. He just gave me a ride. Besides you don't own me you know. If I want to go to the mall with my friends, that's my business.

Keith: Oh yeah! Well you better make it my business. I'm not going to just stand by while my girlfriend makes a fool out of me in front of my face.

Crystal: You're crazy. I'm out of here. I'm not going to sit here while you accuse me of being a slut. What a jerk! (starts to get out of the car)

Keith: What did you say? (blocks her from getting out of the car) What did you say?

Crystal: I didn't say anything. Nothing, Keith. Just forget it.

Keith: No way. I heard you and I'm not going to take that from you or anyone else! (Grabs her face hard)

Crystal: Get your hands off me! You touch me and I'll call the cops.

Keith: (Back-hands her across the face)

Crystal: (Looks at him, stunned and then starts to cry.)

Keith: Oh! I'm sorry Crystal. (Touches her face gently). You just made me lose it riding up with him. I just can't stand the thought of losing you. You know I'd never really hurt you. I need you. I don't know what I'd do if you ever left.

Ask the students what they think about this relationship. Do they think this is a healthy relationship? Do they think this is an abusive relationship? What are the warning signs in this relationship? *Keith was angry from the beginning, Keith didn't trust her, Keith was jealous, Keith wanted to know what she was doing at all times, Grabs her face, Slaps her*

Ask the students "If you don't know Keith and Crystal but you are walking down the street and see this exchange, what would you do?"

OPTIONS:

- Say nothing
- Get a closer look, but don't get involved
- Tell the boyfriend to quit disrespecting your friend
- Find some other friends to go with you and try to get your friend out of the situation
- Go find some adult to help

Ask the students, “How does your reaction change if you are good friends with the girl in this situation?”

Ask the students, “How does your reaction change if you are good friends with the boy in this situation?”

Ask the students for suggestions of what they can do to help a friend who is in a violent relationship. Write these suggestions on the board. If their suggestions are inappropriate (for example, beating the boyfriend up) be sure to offer alternatives. If the following suggestions are not offered, add them to the list yourself.

- Be there for them
- Emphasize that the abuse is not their fault
- Remind them of their strengths
- Identify options and resources
- Respect their decisions

Draw the cycle of violence on the board. (→ Tension → Violence → Honeymoon →)
Ask students why anyone would stay in a relationship like this. Some answers may be: *they are scared to leave, the honeymoon phase, they think that is how relationships are supposed to be.* Ask students when the most dangerous time is in this type of relationship. Explain that the most dangerous time is when the relationship comes to an end.

Activity #2—Teen Dating Violence Continuum (25 minutes)¹

Explain to students that they will each receive a card with an example of unhealthy or abusive behavior in a relationship. Tell them that it will be their goal will be to arrange the cards in order of least harmful to most harmful.

Write the following behaviors on index cards and place a magnetic strip on the back of each card.

1. Michael is always jealous of Jessica.
2. One minute Christopher is sweet to Jennifer, and the next minute he is angry.
3. It takes very little to make Amy angry at John.
4. Two weeks after Amanda broke up with Jason, he shot and killed her.
5. Nicholas has a habit of biting his nails. Lauren is always making fun of him.
6. Sara is always criticizing the way that Eric is dressed.
7. Jose is on the football team and has to practice every day. Kayla says “I see how it is. Football is more important than me.”
8. Patrick won’t let Victoria hang out with Jacqueline anymore because he says that she interferes in their relationship too much.
9. Luis just found out that his grandmother died. Karen tells him to suck it up.
10. Cody is always deciding what he and Jenna will do over the weekend.

¹ Building Healthy Relationships Across Virginia: A Facilitator’s Guide to Teen Dating Violence Prevention, Virginia Sexual & Domestic Violence Action Alliance

11. Jordan and Casey had a fight last weekend. Casey has not called Jordan since then and will not answer Jordan's calls.
12. Ron and Katrina are at a party. Ron asks the group if they think Katrina's skirt makes her look fat.
13. Ashley is helping Jessie with homework. She keeps asking Jessie "Are you really that stupid?"
14. Gary lost his part-time job. He tells Christina that it is all her fault.
15. Jamie is always yelling at Cory.
16. During a fight, Erica picks up her glass and throws it at Craig.
17. Phillip and Courtney have a fight. That night, Phillip keys Courtney's car.
18. During a fight, Kristen slaps Victor.
19. During a fight, Christian punches Monica in the stomach.
20. Holly is late meeting Frank at a party. He shoves her against the wall, and demands to know where she has been and why she is late.
21. Evan grabs Cassandra around the neck and chokes her when she disagrees with him.
22. Larry shows Patricia his gun and says "Don't make me use it."
23. Kristina tells Seth, "If I lose you, I will kill myself."
24. Austin tells Kathleen, "If I can't have you, no one can."
25. Stacy has pledged to remain abstinent until marriage. Dennis is always pressuring her to break her pledge.
26. Joshua continues to kiss Stacey on the neck and tries to unbutton her shirt even though she is telling him no.

Ask for a volunteer to draw a line to separate where an unhealthy relationship becomes an abusive relationship.

Many times, the students will only categorize physical violence as abusive. Explain to students that there are three types of dating violence: emotional, physical and sexual. Ask the students if the line should be redrawn. Ask for a volunteer to do so.

Explain to students that dating violence is a serious problem for teenagers. Offer the students the following statistics.²

- 1 in 5 of dating couples report some type of violence in their relationship.
- Women ages 16-24 experience the highest per capita rates of intimate violence.
- A survey of 500 young women ages 15-24 found that 60% were currently involved in an ongoing abusive relationship and all participants had experienced violence in a dating relationship.
- More than 4 in every 10 incidents of domestic violence involves non-married persons

Explain that we would consider many of the things they listed as signs of an unhealthy relationship to be "red flags." While not all unhealthy relationships become violent, there is a chance that they will. Once a relationship does become violent, it is very difficult to leave.

² Teenage Research Unlimited (2006) *Teen Relationships Abuse Survey*

Ask the students to list qualities of healthy relationships. *Respect, mutual interest, trust, etc.*

Explain that in any relationship there are four rights that you should always have.

- 1) The right to say NO – this is the right to say no in any uncomfortable situation, not the right to say no when your mom asks you to clean your room!
- 2) The right to feel good about ourselves
- 3) The right to make decisions about our own bodies
- 4) The right to be respected, listened to, and heard

Challenge the students to demand and give these in their relationships.

Closing (5 minutes)

Pass out Teen Talk Cards.

If time remains, answer anonymous questions.

Remind students that you will be in their class two other times, and that during the next session you will be discussing sexual assault specifically.

If Time Allows: Deal A Mate³ (15 minutes)

Explain to students that relationships are beneficial if they are good relationships. It is important to recognize what is healthy (good for us) and what is unhealthy (bad for us). Explain to the students that you will challenge them to determine the difference.

Explain to the group that you will be giving them cards with different personality traits on them. They are to use these cards to create their “ideal mate.”

Give each person 5 cards. At least 2 of the cards should have negative personality traits.

Instruct the students to look through their cards and decide which cards they want to keep and which they would want to trade. Tell the group that they will have a chance to trade the 2 cards they want least for 2 new cards. They won't get to see the new cards, but they are probably better than the cards they want to discard. They don't have to trade if they don't want to. Go around to each person with the cards face down. Take the cards that the participant has given back and give them 2 new cards. Keep their discards separate.

If time allows, repeat the process, giving them the opportunity to trade one final card.

³ Building Healthy Relationships Across Virginia: A Facilitator's Guide to Teen Dating Violence Prevention (2007), Virginia Sexual & Domestic Violence Action Alliance

Ask if anyone wants to share the qualities of the person they “created.” Then read the cards they traded in, the cards no one wanted.

Point out that most people did not want abusive cards: jealous, possessive, controlling, etc. Rather, people were most likely to choose healthy characteristics: fun to be with, respectful, sense of humor, trustworthy, etc. Make the point that, according to the exercise, they are looking for healthy relationships. Even if they created the ideal person, but there was still one thing they didn’t like, they got rid of it when they had the chance.

Conclude by saying that no one is perfect and healthy relationships take work. Also, getting out of a relationship is not as easy as getting rid of a card—that’s why it is important that they support each other in having healthy relationships.

Deal A Mate Characteristics

1. Good listener
2. Sincere
3. Polite
4. Sweet
5. Forgiving
6. Talkative
7. Good communicator
8. Open minded
9. Similar background
10. Similar life experiences
11. Tolerant
12. Similar morals
13. Patient
14. Has religious beliefs
15. Smart
16. Stands up for beliefs
17. Affectionate
18. Best friend
19. Understanding
20. Friendly
21. Considerate
22. Motivated
23. Supportive
24. has self-worth
25. encouraging
26. respects own family
27. independent
28. down to earth
29. active
30. reliable
31. sensitive
32. loyal
33. easy to talk to
34. responsible
35. trustworthy
36. fun to be with
37. has self-esteem
38. family is important to them
39. has originality
40. respectful
41. likeable
42. kind
43. dependable
44. honest
45. social
46. happy
47. emotionally strong
48. hopeful
49. handles stress well
50. positive attitude
51. accepts change
52. outgoing
53. goal-oriented
54. good emotional connection
55. competitive
56. likes your family and friends
57. likes music
58. likes the same things you do
59. spontaneous
60. straight-forward
61. trusting
62. saves money
63. truthful
64. good natured
65. healthy
66. flexible
67. team player
68. has their own opinions
69. sense of humor
70. non-judgmental
71. likes me for me
72. creative
73. willing to change
74. artistic
75. ambitious
76. likes sports
77. committed
78. thoughtful
79. likes the outdoors
80. respects boundaries
81. generous
82. athletic
83. attentive
84. kind to others
85. fashionable
86. trend-setter
87. loving
88. gentle
89. similar interests
90. expressive
91. has life goals
92. stands up for themselves
93. life of the party
94. caring
95. successful

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| 96. poor communicator | 145. emotionally needy |
| 97. has to be in charge | 146. makes rude comments |
| 98. controlling | 147. ditsy |
| 99. jealous | 148. insincere |
| 100. possessive | 149. immature |
| 101. makes fun of you | 150. unpredictable |
| 102. disrespectful | 151. it's all about them |
| 103. makes all the decisions | 152. dishonest |
| 104. rude | 153. a slob |
| 105. not dependable | 154. mean |
| 106. non-affectionate | 155. childish |
| 107. dominating | 156. cheap |
| 108. needy | 157. lies |
| 109. insensitive | 158. "one track" mind |
| 110. materialistic | 159. judgmental |
| 111. disrespectful | 160. unemotional |
| 112. moody | 161. cold |
| 113. pushes boundaries | 162. emotionally distant |
| 114. not dependable | 163. no sympathy for others |
| 115. irresponsible | 164. passive |
| 116. impatient | 165. cheats |
| 117. controlling | 166. steals |
| 118. aggressive | 167. unstable |
| 119. annoying | 168. physically abusive |
| 120. uncontrollable anger | 169. emotionally abusive |
| 121. alcoholic | 170. verbally abusive |
| 122. makes all the decisions | 171. manipulative |
| 123. jealous | 172. not trustworthy |
| 124. workaholic | 173. disrespects your parents |
| 125. obsessive | 174. computer geek |
| 126. possessive | 175. plays on a sports team |
| 127. demanding | 176. party animal |
| 128. self-centered | 177. does extreme sports |
| 129. forceful | 178. goody 2-shoes |
| 130. violent | 179. likes anime |
| 131. embarrassing | 180. a loner |
| 132. makes fun of you | 181. plays in a band |
| 133. puts you down | 182. a flirt |
| 134. can't make decisions | 183. straight A student |
| 135. has no boundaries | 184. preppy |
| 136. makes threats | 185. easily influenced |
| 137. lazy | 186. sports fanatic |
| 138. quick-tempered | 187. has different political beliefs from you |
| 139. insecure | 188. has a close knit family |
| 140. needs to impress people | 189. wants to have a big family |
| 141. egotistical | 190. takes pride in own heritage |
| 142. a show-off | |
| 143. low self-esteem | |
| 144. rigid | |

191.	a leader	238.	looking for a free ride
192.	believes in abstinence	239.	not religious
193.	a follower	240.	free thinker
194.	adventurous	241.	has different religious beliefs than you
195.	daredevil	242.	superficial
196.	wants to join the military	243.	likes public displays of affection
197.	loud	244.	dislikes public displays of affection
198.	poser	245.	risk taker
199.	serious nature	246.	couch potato
200.	red neck	247.	emotional
201.	cautious	248.	band geek
202.	likes children	249.	in the choir
203.	reserved	250.	jock
204.	rich	251.	unique
205.	quiet	252.	cheerleader
206.	likes to read	253.	doesn't care about the environment
207.	shy	254.	plays video games
208.	interested in politics	255.	rugged
209.	outspoken	256.	emo
210.	hates politics	257.	works out
211.	opinionated	258.	depressed
212.	good cook	259.	older than you
213.	likes animals	260.	wants to go to college
214.	country person	261.	younger than you
215.	old-fashioned	262.	has a job
216.	city person	263.	has a car
217.	plays by the book	264.	has siblings
218.	morning person	265.	an only child
219.	night owl	266.	prissy
220.	"touchy-feely"	267.	uninvolved
221.	gossips	268.	over involved
222.	competitive with others	269.	high maintenance
223.	charitable	270.	studious
224.	competitive with me	271.	low maintenance
225.	has school spirit	272.	shallow
226.	doesn't care about school spirit	273.	snob
227.	popular	274.	dramatic
228.	not popular	275.	naïve
229.	organized	276.	gullible
230.	clean freak	277.	easily offended
231.	disorganized	278.	intellectual
232.	a perfectionist	279.	easy going
233.	clean	280.	good imagination
234.	an optimist	281.	messy
235.	a pessimist	282.	procrastinator
236.	laid back		
237.	cares about the environment		

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| 283. | vegetarian | 292. | likes public displays of affection |
| 284. | slacker | 293. | dislikes public displays of affection |
| 285. | drinks alcohol | 294. | a flirt |
| 286. | plays a musical instrument | 295. | in ROTC |
| 287. | uses drugs | 296. | doesn't have a job |
| 288. | believes in abstinence | 297. | likes to cuddle |
| 289. | never pays for a date | 298. | a "player" |
| 290. | sexually abusive | 299. | good kisser |
| 291. | romantic | | |

12th Grade Session #2

Anatomy of a Date Rape

Supplies Needed:

- Sexual Behavior Cards
- By the Numbers
- Tape
- VDH Scenarios

Set up the PowerPoint and computer.

Introduction (5 minutes)

Introduce yourself and remind students that you are from Crisis Line of Central Virginia and the Sexual Assault Response Program.

Ask students if they remember what we talked about last time. (*Healthy Relationships, dating violence*) Remind students of the rules.

Answer any anonymous questions from the first session.

Activity #1 – By The Numbers (5 minutes)

Recruit 10 volunteers.

Give 5 of the volunteers statement cards with the blank numbers. Give the remaining volunteers cards with the numbers on them. Ask the students to pair themselves up to insert the correct number in the statement. Explain that they can recruit help from the rest of the class if they like.

- 1 in 4 women has been a victim of sexual assault in her lifetime.⁴
- 1 in 8 men has been a victim of sexual assault in his lifetime.⁵
- 73% of victims know the person who did it.⁶
- Girls age 16-19 are four times more likely than the rest of the population to report sexual assault, rape and attempted rape.⁷
- Over 25% of teens (male and female) reported they had experienced some type of forced sexual activity by a date.
 - Males reported forced kissing, fondling, and removal of clothing. Females reported forced touching and intercourse.⁸

⁴ Sexual Violence in Virginia 2005 report

⁵ Sexual Violence in Virginia 2005 report

⁶ National Crime Victimization Survey, 2005

⁷ National Crime Victim Survey, 2000

⁸ Rhyard, J., Krebs, M., & Glover, J. (1997) Sexual assault in dating relationships. *Journal of School Health*, 67(3), 89-94

Activity #2 - Acceptable Behavior (20 minutes)

Explain that now we will see how specific behaviors fit into this society.

Write the following sexual behaviors on cards. Attach magnet strips to the back of the cards. Ask for volunteers to come up and place the cards on the board in a continuum from “Flirting” to “Disrespectful Sexual Behavior” to “Sexual Assault.” (If the board is not magnetic, use scotch tape.)

1. Flirting with someone you’ve just met.
2. Telling someone, “You look hot tonight.”
3. Insisting that someone accept drinks you’re buying/getting for them.
4. Commenting to a friend about someone, “She/he looks hot. I’m gonna hit that tonight.”
5. Telling someone a joke that puts down overweight women.
6. Telling someone a joke that puts down gay/lesbian people.
7. Intentionally standing/sitting very close to someone to test his/her reaction.
8. Spiking the drink of someone with harder alcohol.
9. Creating excuses to get someone alone in a private place.
10. Initiating a kiss with someone to test his/her reaction.
11. Touching someone on the arm, leg, or waist despite obvious discomfort on the part of the person being touched (e.g. he/she pulls away, tenses up, states discomfort, etc.)
12. Continuing to attempt to kiss someone despite a lack of interest from him/her (e.g. he/she does not kiss back, does not lean in, etc.)
13. Continuing to attempt to kiss someone even though he/she resists (e.g. says no, pushes way, puts hands up, turns head, etc.)
14. Removing clothing from someone without first asking.
15. Removing clothing from someone even though he/she resists (e.g. says no, pushes way, puts hands up, turns head, etc.)
16. Touching someone’s “private parts” without first asking.
17. Touching someone’s “private parts” even though he/she resists (e.g., says no, pushes way, puts hands up, turns head, etc.)
18. Forcing someone to touch your “private parts”.
19. Engaging in a sexual act with someone without first asking, and continuing unless they verbally say, “stop”.
20. Engaging in a sexual act with someone even though he/she resists (e.g., says no, pushes way, puts hands up, turns head, etc.)

After they have finished, ask the class to group the actions into innocent, disrespectful, and sexual assault. Ask the students if they can see how one activity may easily lead to another until you have crossed the line into sexual assault.

Explain that this is what we call a “continuum” of behavior. It is very easy for one activity to lead to another. Also explain that everyone’s continuum is a little bit different. What is acceptable to one is not acceptable to another. That is why it is important to communicate clearly with your dating partner.

Ask if some of the behaviors they categorized as disrespectful sexual behavior are seen as acceptable seduction practices in our society. Explain that because we live in a culture that accepts these practices, it is easy for sexual assault to occur.

Challenge the students to stay with actions that are innocent. This is where they are the safest. Explain that when they do experiment with things that are disrespectful, they are putting themselves at risk for being hurt or for hurting someone else.

Activity #3 – May I have your pencil? (5 minutes)

Inform students that a key part of the definition of sexual assault is the word UNWANTED. People have the right to say NO to sexual activity. When someone says no, it is the responsibility of the other person to respect the NO and STOP the activity. In other words, if there is not consent for the activity, it should not happen.

Ask to borrow someone's pencil or pen. Someone will usually give you their pencil without thinking. Return the pencil to the owner. Ask all the participants:⁹

- Did I have permission to take the pencil?
- How did I establish or get permission?

Using the same student, walk up and take the pencil. Be certain to get the pencil, but don't use any force. If the student will not let you "take" the pencil, either tell them to play along or pretend you took the pencil

- Did I have permission to take the pencil?
- Can't I just assume that he/she will let me have the pencil because they let me borrow it yesterday?
- They more or less "deserve" to have their pencil taken, just leaving it out for anyone to take.

Explain to the students that we don't blame that person for someone taking his pencil, nor do we think I had the right to take his pencil. Because I didn't have that right! I didn't ask.

There is obviously a difference between the pencil and a physical action. When I take a pencil, I can give it back to him without any harm to his body or self. If I hug or kiss someone without consent, I can't take that back. Or as you go further down the spectrum of sexual activity, one might test other boundaries regarding sexuality and force someone into a sexual act they do not want. This is the definition of rape! It is not possible to take back a sexual act.

How many people in here want to be harassed or assaulted? How many want to harass or assault another person? Usually no one will raise their hand. So, what is the

⁹ Building Healthy Relationships Across Virginia: A Facilitator's Guide to Teen Dating Violence Prevention (2007), Virginia Sexual & Domestic Violence Action Alliance

one way we can make sure what we are doing is consensual? Ask. Just like with the pencil, I need to ask permission.

Conclusion (10 minutes)

Explain to students what to do if they or someone they know has been raped. Pass out the SARP excuse cards.

Remind everyone that you'll be back for one more session and ask if anyone has any questions. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

If time allows, administer the VDH Scenario.

12th Grade Session #2

Looking for Power (Gender Roles and Date Rape Drugs)

Supplies Needed:

- Scrap paper
- Working Together to Prevent Rape handout

Set up the PowerPoint and computer.

Introduction (5 minutes)

Introduce yourself and explain that you are from Crisis Line of Central Virginia and the Sexual Assault Response Program.

Remind students that in the last session, you discussed attitudes regarding rape and the anatomy of a date rape.

Activity #1: Date Rape Drug (10 minutes)

Give facts of the top three date rape drugs (GHB, Rohypnol and Ketamine).

Explain the steps to protect yourself from date rape drugs. Stress the importance of looking out for one's friends and family.

Ask students what the number 1 date rape drug is. Explain that this drug is alcohol and that 70% of all acquaintance rapes involve alcohol.

Activity #2: A Closer Look at Safety Tip;¹⁰ (25 minutes)

Draw a vertical line dividing the board in half so that there are 2 columns. Write "men" at the top of the left column, and "women" at the top of the right column.

Ask the males in the room, "What are some of the things you do on a daily basis to protect yourselves from being raped or sexually assaulted?" Very few, if any, responses will result.

Ask the females in the room, "What are some of the things you do on a daily basis to protect yourselves from being raped or sexually assaulted?" You will get numerous examples of "risk reduction and safety techniques", and safety techniques, such as: having keys ready, always parking in lighted area, always checking in and around a car before getting in, carrying mace, maintaining an assertive stance when walking alone (e.g., head up, shoulders squared, etc.), always trying to travel with a group of friends when going out at night, "keeping an eye on" your drink, taking care not to drink too much, always having enough money for a cab ride, etc.

¹⁰ Building Healthy Relationships Across Virginia: A Facilitator's Guide to Teen Dating Violence Prevention, Virginia Sexual & Domestic Violence Action Alliance, 2007

Ask the men in the room if they knew that women do all of these things on a regular basis. They will mostly likely answer no. Ask several men to comment on how they feel about women feeling they need to take these measures to stay safe.

Select 3-5 examples of safety tips from the women's column—try to pick examples that many people agreed with, and try to have one example relate to alcohol consumption. Break the group into 3-5 groups (being sure to have a mix of men and women in each group). Ask each group to select a spokesperson who will record the thoughts of the group and share those with the larger group.

Assign one of the “safety tips” to each group and write the following questions on the board:

1. How might this tip be helpful? Harmful?
2. What kinds of underlying messages does this tip send to women? (Does it limit behavior? Does it place blame on women if they are sexually assaulted?)
3. Does this tip apply to sexual violence committed by an acquaintance or by a stranger assault?
4. How realistic/practical is this tip? Is it easy to follow in real life—why or why not?

The small groups will then discuss each of the questions as it pertains to their assigned “safety tip” (should take 5-8 minutes). If you have to, remind the groups that the women have the most experience with these tips, so they should be the leaders of the discussion.

Reconvene the large group, and get the answers to each question from all the groups. Then, ask:

- Who is responsible for stopping sexual violence in each of the tips?
- Does this perpetuate victim blaming?
- What responsibility should men have in preventing sexual assault.

Conclude by asking a few participants to share what they learned from this activity.

Pass out the “Working Together to Prevent Rape” handout.

Conclusion (10 minutes)

Ask if anyone has any questions. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

Administer the Post Test or the VDH Scenario.



12th Grade Pre Test

Date _____ Class Period _____

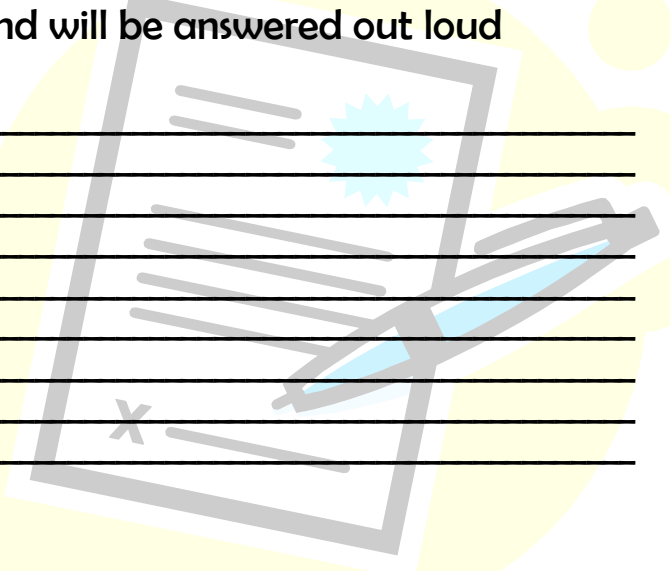
- 1) Which of these seemingly acceptable sexual behaviors would most probably lead to sexual violence?
 - a) Flirting with a good friend
 - b) Telling your girlfriend a rude joke
 - c) Kissing your boyfriend in front of the teacher
 - d) Continuing to kiss your date even though they are resisting

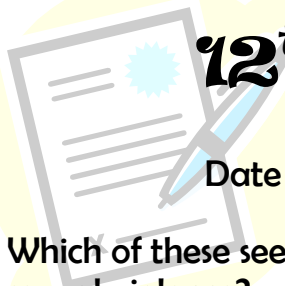
- 2) _____ True or False: Alcohol is considered to be a date rape drug.

- 3) How do you know you have permission to do something physically with another person?
 - a) He/she says "please take me home"
 - b) He/she does not say no
 - c) He/she says yes
 - d) He/she does not react to your actions

- 4) Which of these is NOT a type of dating violence?
 - a) Being pushed into a locker
 - b) Respecting decisions & opinions
 - c) Being called names like "stupid," and "dumb"
 - d) Being forced to have sex even though you don't want to

Do you have any questions that you would like me to answer in the next session? All questions are anonymous and will be answered out loud **WITHOUT** names.





12th Grade Post Test

Date _____ Class Period _____

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- 3) How do you know you have permission to do something physically with another person?
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- 4) Which of these is NOT a type of dating violence?
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 - b) Respecting decisions & opinions
 - c) Being called names like “stupid,” and “dumb”
 - d) Being forced to have sex even though you don’t want to

What did you like best about these classes?

What did you like least about these classes?

What one change would you suggest?

