

8th Grade Objectives

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Virginia Standards of Learning:

- 8.3 The student will become aware of the need to think through decisions and to take responsibility for them.
- 8.5 The student will recognize the nature of dating during adolescence.
- 8.6 The student will interpret the messages in society related to sexuality.
- 8.13 The student will identify the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.

Campbell County Standards of Learning:

- 8.3 Awareness of the need to think through decisions and take responsibility for them
- 8.5 Recognize the nature of dating in adolescence
- 8.6 Interpret the messages in society related to sexuality
- 8.13 Identify the effects and prevention of sexual assault, rape, incestuous behavior, and molestation

Objectives:

- 1) Students will distinguish between the characteristics of healthy and unhealthy relationships.
- 2) Students will identify the warning signs of dating violence.
- 3) Students will learn the facts about sexual assault.
- 4) Students will identify the actions of perpetrators of sexual assault.
- 5) Students will compare the qualities of masculinity valued by pop culture with the qualities of masculinity valued in their personal lives.

Letting students know the basic information about sexual assault and dating violence gives them solid information so that they can recognize false information in the form of myths. By learning about healthy relationships, they will be able to assess their own relationships with peers and dating partners. Finally, by comparing the positive qualities in males they admire in their own lives to the qualities in males admired by society, they will be able to stand up to pressures from the media to be involved in unhealthy relationships.

8th Grade Session #1

Healthy Relationships

Supplies Needed:

1. Deal A Mate Cards
2. Red Light Green Light Handout

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.

Administer Pre-Test. Define the word “stereotype” as a way that we think about a certain group. It may or may not be true but affects how we respond to them. Invite the students to provide anonymous questions on their pretest. Explain that questions that are appropriate and on topic will be answered in the next class session.

Activity #1: Deal A Mate (20 minutes).

Ask students to define the term “relationship.”¹

...A relationship involves a connection between people and although we come into contact with many people in our daily lives only a few encounters will result in relationships or friendships. Some people have many relationships, a wide circle of friends and acquaintances, and others prefer only a few close friends.

Explain that a healthy relationship is good for you while an unhealthy relationship is bad for you. This could mean friendship or dating relationships, but the focus will be on dating relationships. Explain that it is important to know what to expect before beginning to date.

Explain that you will first start with a game called “Deal A Mate.”² The goal of this game is to create the “perfect mate.” Challenge students to think about what qualities they would like to have in their significant other.

Give each person 5 cards. At least 2 of the cards should have negative personality traits. Remind the students not to write on or fold the cards because they are to be used all school year.

Instruct the students to look through their cards and decide which cards they want to keep. Tell the group that they will have a chance to trade the 2 cards they want least

¹ Calgary Health Region (2004), Sexual Assault, Lesson 2, www.teachingsexualhealth.ca

² Building Healthy Relationships Across Virginia: A Facilitator’s Guide to Teen Dating Violence Prevention (2007), Virginia Sexual & Domestic Violence Action Alliance

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 given them 2 new cards. Keep their discards separate.

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

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.

Read the characteristics that students traded in during the game. 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.

Activity # 2: Choosing Healthy Relationships (10 minutes)

Explain to a healthy relationship can be summed up by 4 basic rights. When these are upheld, the relationship is probably healthy. These rights are:

1. The right to say "no."
2. The right to feel good about themselves
3. The right to make decisions about their own bodies
4. The right to be respected, listened to, and heard.

Explain that while not all unhealthy relationships become violent, there is a chance that they will. Offer the students the following statistics.³

- 1 in 3 teens have experienced violence in a relationship.
- More than half of teens (57%) know friends or peers who have been physically, sexually, or verbally abused.
- One in four teen girls have been in a relationship where they have been pressured to perform sexually.

Offer the following questions to students to judge the health of their relationship. Do you or they...

- Demand that the other person spend all their time with you?
- Keep checking up on the other person?
- Have explosive anger?
- Constantly ridicule or criticize the other person?
- Threaten to hurt the other person?
- Threaten to hurt yourself/themselves if the other person leaves?

³ Teenage Research Unlimited (2006) *Teen Relationships Abuse Survey*
Last revised August 2007

Explain that these are “red lights,” or warning signs that a relationship may not be healthy. Distribute the “Red Light/Green Light” handout. Challenge the youth to remember this when they choose who to make a part of their lives.

Conclusion (5 minutes)

Explain that you will be back for two more sessions with the students, and that during the next session you will be discussing sexual harassment and sexual assault.

Deal A Mate Characteristics

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

- | | | | |
|------|--------------------------|------|--------------------------|
| 79. | committed | 131. | self-centered |
| 80. | thoughtful | 132. | forceful |
| 81. | likes the outdoors | 133. | violent |
| 82. | respects boundaries | 134. | a "player" |
| 83. | generous | 135. | embarrassing |
| 84. | athletic | 136. | makes fun of you |
| 85. | attentive | 137. | puts you down |
| 86. | kind to others | 138. | can't make decisions |
| 87. | fashionable | 139. | has no boundaries |
| 88. | romantic | 140. | makes threats |
| 89. | trend-setter | 141. | lazy |
| 90. | loving | 142. | quick-tempered |
| 91. | gentle | 143. | insecure |
| 92. | similar interests | 144. | needs to impress people |
| 93. | expressive | 145. | egotistical |
| 94. | has life goals | 146. | a show-off |
| 95. | stands up for themselves | 147. | low self-esteem |
| 96. | life of the party | 148. | rigid |
| 97. | caring | 149. | emotionally needy |
| 98. | successful | 150. | makes rude comments |
| 99. | poor communicator | 151. | ditsy |
| 100. | has to be in charge | 152. | insincere |
| 101. | controlling | 153. | immature |
| 102. | jealous | 154. | unpredictable |
| 103. | possessive | 155. | it's all about them |
| 104. | makes fun of you | 156. | dishonest |
| 105. | disrespectful | 157. | a slob |
| 106. | makes all the decisions | 158. | mean |
| 107. | rude | 159. | childish |
| 108. | not dependable | 160. | cheap |
| 109. | non-affectionate | 161. | lies |
| 110. | dominating | 162. | "one track" mind |
| 111. | needy | 163. | judgmental |
| 112. | insensitive | 164. | unemotional |
| 113. | materialistic | 165. | cold |
| 114. | disrespectful | 166. | emotionally distant |
| 115. | moody | 167. | no sympathy for others |
| 116. | pushes boundaries | 168. | passive |
| 117. | not dependable | 169. | cheats |
| 118. | irresponsible | 170. | steals |
| 119. | impatient | 171. | unstable |
| 120. | controlling | 172. | physically abusive |
| 121. | aggressive | 173. | sexually abusive |
| 122. | annoying | 174. | emotionally abusive |
| 123. | uncontrollable anger | 175. | verbally abusive |
| 124. | alcoholic | 176. | manipulative |
| 125. | makes all the decisions | 177. | not trustworthy |
| 126. | jealous | 178. | disrespects your parents |
| 127. | workaholic | 179. | computer geek |
| 128. | obsessive | 180. | plays on a sports team |
| 129. | possessive | 181. | party animal |
| 130. | demanding | 182. | does extreme sports |

183.	goody 2-shoes	232.	doesn't care about school spirit
184.	likes anime	233.	doesn't have a job
185.	a loner	234.	popular
186.	plays in a band	235.	not popular
187.	a flirt	236.	organized
188.	straight A student	237.	clean freak
189.	preppy	238.	disorganized
190.	easily influenced	239.	a perfectionist
191.	sports fanatic	240.	clean
192.	has different political beliefs from you	241.	an optimist
193.	has a close knit family	242.	a pessimist
194.	wants to have a big family	243.	laid back
195.	takes pride in own heritage	244.	cares about the environment
196.	a leader	245.	looking for a free ride
197.	believes in abstinence	246.	not religious
198.	a follower	247.	free thinker
199.	adventurous	248.	has different religious beliefs than you
200.	in ROTC	249.	superficial
201.	daredevil	250.	likes public displays of affection
202.	wants to join the military	251.	dislikes public displays of affection
203.	loud	252.	risk taker
204.	poser	253.	couch potato
205.	serious nature	254.	emotional
206.	red neck	255.	band geek
207.	cautious	256.	never pays for a date
208.	likes children	257.	in the choir
209.	reserved	258.	jock
210.	rich	259.	unique
211.	quiet	260.	cheerleader
212.	likes to read	261.	doesn't care about the environment
213.	shy	262.	plays video games
214.	interested in politics	263.	rugged
215.	outspoken	264.	emo
216.	hates politics	265.	works out
217.	opinionated	266.	depressed
218.	good cook	267.	older than you
219.	likes animals	268.	wants to go to college
220.	country person	269.	younger than you
221.	old-fashioned	270.	has a job
222.	city person	271.	has a car
223.	plays by the book	272.	has siblings
224.	morning person	273.	an only child
225.	night owl	274.	prissy
226.	"touchy-feely"	275.	uninvolved
227.	gossips	276.	over involved
228.	competitive with others	277.	high maintenance
229.	charitable		
230.	competitive with me		
231.	has school spirit		

278. studious
279. low maintenance
280. shallow
281. snob
282. dramatic
283. naïve
284. gullible
285. easily offended
286. intellectual
287. easy going

288. good imagination
289. messy
290. procrastinator
291. vegetarian
292. slacker
293. drinks alcohol
294. plays a musical
instrument
295. uses drugs

8th Grade Session #2

Introduction to Sexual Assault

Supplies Needed:

1. “What Do You Think?” Handout –or- Agree to Disagree Scale Signs
2. Sexual Assault scenarios
3. Scrap Paper

Introduction (5 minutes)

Ask the students if they remember what was discussed in the previous session. *Healthy relationships*

Ask if anyone can describe what a healthy relationships looks like. *In a healthy relationship you feel good about yourself and make decisions regarding your own body and future.*

Explain that today we will be discussing sexual assault.

Before beginning the session, quickly answer any questions that were on the pre/post tests.

Activity #1: What Do You Think?⁴ (20 minutes)

Ask students if anyone can define “sexual assault.” *Sexual assault is “any incident involving sexual contact that is forced on someone, where permission is not given.”*

Ask students what is the difference between sexual assault and rape. *Rape is forced intercourse while sexual assault is any type of sexual contact. Rape is a type of sexual assault.*

Explain to the students that you want to hear their opinions regarding sexual assault.

Option A (Small Space)

Distribute the “What do You Think?” Handout, and give participants about 5 minutes to complete it.

Facilitate a large group discussion on each of the 5 questions using the activity guide below.

Option B (Large Space)

Tape signs representing the 5-points on the “Agree-Disagree” scale at even intervals along the front wall of the classroom.

⁴ Building Healthy Relationships Across Virginia: A Facilitator’s Guide to Teen Dating Violence Prevention (2007), Virginia Sexual & Domestic Violence Action Alliance
Last revised August 2007

Ask students to come to the front of the class. Explain that they should place themselves by the sign that matches their responses to the statements you are going to read aloud. You may also ask for 5 volunteers to come to the front of the classroom for each question.

Read each of the 5 statements on the “What Do You Think” handout. After you read each statement, facilitate discussion by asking for volunteers under different points of the “Agree-Disagree” scale (Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree) to share their reasons for standing there. Use the activity guide below to lead the discussion with participants.

After finishing the discussion on a particular item, but before moving on to the next item, give the participants a chance to switch position on this “human bar graph.”

Both Options

****Please note:** The explanations are not to be read word for word. Use these facts as a discussion guide only. Be sensitive to the maturity and needs of the group.**

1) *Sexual Assault is a crime of power, where controlling another person’s sexual decisions is the objective.*

- Rape does not result from an uncontrollable sexual urge of biological origin. The notion that men rape impulsively out of biological need/evolutionary programming (“he just couldn’t help himself...”) is a popular assumption that has never been scientifically tested.
- This control may be expressed (“Women are there for men’s pleasure, and they should do what I want.” Or implicit (“It’s too late for her to tell me ‘no’ now, I’m already too excited...”). This desire cannot be blamed on, or excused by, some sort of biological need or evolutionary trait.
- About half of convicted rapists were married or had potential sexual partners at the time of their offense.
- Research has shown that the majority of rapes are planned, not impulsive.
- Most men do not commit rape, nor do they have the desire to commit rape.

2) *Most sexual assaults are reported to the police.*

While reporting rape to law enforcement appears to be increasing, due in large part to advances in public awareness and increased support and services to survivors championed by advocates and activists in the anti-sexual violence movement for over thirty years, it is still one of the most underreported crimes in America. The 2005 National Crime Victimization Survey, which includes statistics on reported and unreported crimes in America, reports that only 38% of sexual assaults were reported to police that year.

3) *Sexual Assault can happen to anyone.*

- Sexual violence can happen to anyone regardless of whatever “precautions” they take. No one asks for this to happen to them. All kinds of people—young, old, rich, poor, black, white, straight, gay, transgender, disabled, male and female—are sexually assaulted in all kinds of situations.

- The idea that victims provoke assault by their behavior assumes that they have no right to be as free as you or me. Even if you think a victim made poor decisions, bad judgment is not a rape-able offense.
- The underlying motivation for engaging in this myth may be so that we can feel more secure—if the rapes happen because of something the victims are doing, then we can convince ourselves that we can keep rape from happening to us by acting or not acting a certain way. This myth makes rape seem more controllable. In actuality, however, the decision to rape is completely in the hands of the rapist.
- Only the rapist can control whether or not a rape is initiated against a potential victim, and thus responsibility for rape falls firmly on the rapist's shoulders. This is why sexual violence is never a victim's fault—and no one deserves to be raped.

4) *When a woman says no, she is just playing "hard to get" and she really means yes.*

- If a person says no, then that is all you can know about what sexual acts are OK with her/him—it should not be assumed that they “really mean yes”. If it is unclear as to whether or not consent exists (i.e., if neither “yes” or “no” have been said), then it is the responsibility of the person initiating the sexual acts to ask.
- Many rapists have used the defense, “C’mon, I knew she really wanted it. She was just putting on a show so that I didn’t think she was too easy or slutty.” You can only know what another person wants if you ask—and respect the answer given (the first time). While begging, convincing, persuading someone to do more than they are comfortable with may be pretty common practice, it is, at least, disrespectful, potentially coercive, and perhaps illegal.

5) *Because of a few violent incidents, the issue of rape tends to be overblown—it's not really that big of a problem.*

- The National Violence Against Women Survey estimated lifetime combined prevalence of experiencing a rape or attempted rape at about 18% for women. This does not account for male victims, nor does it take into account the fact that some victims may have experienced rape/attempted rape on more than one occasion.
- Using a different methodology, the National Institute of Justice (under the US Department of Justice) found that approximately 1 in 5 women in the United States experienced rape or attempted rape at some point in their lives (the definition of rape they used included forced vaginal, oral or anal intercourse).
- In Virginia, a survey conducted by the Virginia Department of Health in 2003 found that lifetime prevalence of sexual violence in Virginia was 27.6% (1 in 4) among females and 12.9% (1 in 8) among males.
- Acquaintance rape is more common than being left handed, having a heart attack, or being an alcoholic.⁵

Conclude by explaining that there is a lot of misinformation about sexual violence and rape—but the numbers don't lie. The chance is that everyone will be affected by this issue at some point in their life.

⁵ Pennsylvania Coalition Against Rape
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Activity #1: Three Warning Bells⁶ (15 minutes)

Explain to students that we often place the blame for sexual assault on the victim. She shouldn't have been wearing that outfit. She shouldn't have had so much to drink. She shouldn't have gone home with him. Etc.

Challenge the students to think about a sexual assault from the perspective of the perpetrator. In many sexual assault cases, the perpetrator uses three techniques: intrusion, desensitization and isolation. Explain that these stages may not happen in order.

Write those three words on the board and ask the students if they think they know what each of them means.

Intrusion: During this stage, the offender “tests” the person by invading his/her victim’s space or privacy. These invasions may be comments that feel too personal, or they may be unwanted looks or touches. These intrusions may not feel threatening at first, yet they are intended to catch the victim off guard, or to make him/her feel uncomfortable. Many times a person will feel some sense of danger during this stage and may confront the offender with his/her feelings. Some people refer to this sense of danger as having a little “bell” ringing in the back of their head. It is at this time that the offender proceeds to stage two.

Desensitization: During this stage, the offender tries to make the victim feel less sensitive to the intrusion by making him/her feel responsible for his/her offensive behavior. He/She may blame the victim’s reaction, saying it is too childish or “uptight.” The intruder might ask questions such as “Don’t you trust me?” or “I thought you liked me?” You can hear bell number two ringing. A person may get used to these intrusions and begin to question whether he/she might be too uptight or overreacting—feeling “wrong” for their reactions. However, once the offender regains the victim’s confidence and trust, he/she progresses to the third stage.

Isolation: This is the stage in which the offender gets the victim to go to an isolated area with him/her. After he/she has intruded on his/her space and attempted to desensitize how he/she is reacting to him/her, the offender may ask, “Do you want to go for a ride with me?” or “Do you want to go to my room to listen to my new CD?” Bell number three should be ringing a loud warning. Avoid being alone with this person, as this is when the assault can occur.

Divide the class into groups of 4-5. Give each group a sexual assault scenario and a piece of scrap paper. (Be sensitive to the maturity of the group and the comfort level of the school when selecting scenarios to give to the students.) Ask them to read the scenario and identify the 3 stages. If time allows, ask the students to what the perpetrator could have changed to make this a positive scenario. Give the groups about five minutes for this task.

Ask for volunteers to share their scenario and answers. Allow as many groups to share as time allows.

⁶ Building Healthy Relationships Across Virginia: A Facilitator’s Guide to Teen Dating Violence Prevention (2007), Virginia Sexual & Domestic Violence Action Alliance
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Scenarios:

1. Mary is at a party at a friend's house. Her friend's parents are away for the weekend. There are almost 50 people at the party, with a lot of older high school kids. Mary knows some of them, but doesn't know a lot of them. She meets Jamie at the party. He is funny, kind and compliments her all night long. Mary ends up drinking two alcoholic drinks, and Jamie has been drinking as well. Towards the end of the party, Jamie leads Mary to a back bedroom and starts to kiss her. She is OK with the kissing but doesn't really want to go any further. Even though Mary tells him to slow down, and to stop, over and over, Jamie forces her to have intercourse with him.

Intrusion: Talks to her all night, brings her alcohol

Desensitization: Kisses her

Isolation: Back bedroom

2. Linda and Bobby meet up at the mall to go out to dinner and see a movie. They have been seeing each other for 6 months, and things have been going great. They have done some sexual activity together and Linda is very comfortable in the relationships. During the movie, Bobby kisses Linda. At one point, Bobby suggests things become more sexual but Linda doesn't agree. She is afraid of being caught in the movie theatre and just isn't comfortable doing anything else with Bobby at this point, even though they have done some sexual activity before. But Bobby keeps pressuring her, asking her if she really loves him. Eventually, Linda is tired of Bobby pressuring her and performs this sexual act even though she didn't want to and made it clear that she didn't want to. After the movie, Bobby drops Linda off at home and kisses her goodnight, like nothing ever happened.

Intrusion: Asking her to become more sexual

Desensitization: "Do you really love me."

Isolation: Dark movie theatre

3. Beth is at a friend's house watching TV. Her friend has gone to the bathroom and while she is gone, her dad comes into the room and sits next to Beth on the couch. She feels a little uncomfortable, but doesn't move because she doesn't want to be rude. He inches closer to her, talks about the TV show, and puts his hand on Beth's leg. He tries to touch her inappropriately, but as soon as he does, Beth's friend walks into the room and he moves away. He says they were just talking about school, winks at Beth and then walks out of the room.

Intrusion: Sitting next to her

Desensitization: Puts his hand on her leg

Isolation: Waits until the friend leaves the room

4. Barbara is walking through your neighborhood alone after going to a friend's party. The night is pretty chilly and Barbara is really cold, since she is only wearing a short skirt and tank top. A man starts to walk

behind her on her way home. Barbara starts to walk faster and he starts to make rude comments about what she looks like. She starts to run but he catches up with her, pulls her into bushes and sexually assaults her. Nobody witnessed the attack and Barbara has never seen the attacker before and is unsure if she could identify this person to the police.

Intrusion: Following her

Desensitization: Making rude comments

Isolation: pulling her into the bushes

5. John is at home after school working on his homework. His parents are not home. His friend from school, Trish, calls because she needs to borrow one of his books for English class. When she arrives, John invites her inside to talk. The situation is very relaxed until Trish leans over and kisses him without asking. John tells her that he just likes her as a friend and isn't interested. Trish tries to kiss John again, but he pushes her away. Just then, John's sister walks in. Trish immediately moves away from John.

Intrusion: Kissing him

Desensitization: Trying to kiss him again

Isolation: she comes over when his parents are gone

6. "It still seems like a bad dream. Every day I look around here and think, 'How could this happen to me?' I thought I was a good person. It's still kind of fuzzy...I was drinking. We were all drinking—Rebecca, too.

Rebecca and I had already gone out a few times, and we'd always kissed, and a couple of times, it got kind of hot. Then this once, at this party, we went to a room. We started up and it got really hot and heavy. One thing led to another...I mean, she put up a little fight. But we kept kissing, and I thought she was OK with everything. Then I tried to, you know, have sex with her, and she started saying no again and pushing me away. But I thought she didn't mean it. I thought she'd like it if I kept on. So I did.

I really liked Rebecca. I never thought I could do anything to hurt her. I don't think I realized she was crying until it was over. She was just saying, "Oh no, oh no," over and over again, and then I started realizing something was really wrong."

Intrusion: Kissing

Desensitization: Continuing to kiss even though she was resisting

Isolation: Going to a back room

7. Pat and Terry know each other from algebra class. Pat thinks Terry is cute and they arrange to go to a party after the Homecoming football game. They meet at the party and Pat is surprised at the way Terry is dressed. Pat has never seen Terry dressed like that before. Pat walks over to Terry, stands real close, and says, "Wow, Terry, you look GREAT in that outfit." Then Pat leans over and says, "What are you trying to do to me?" and very obviously, looks Terry's body up and down.

They talk, dance, and kiss throughout the night. Pat makes several suggestive remarks, and Terry says to stop and is getting uncomfortable. Pat says, "Oh lighten up, I'm just playing with you. What's the matter? Don't you trust me?"

After several dances, and a few beers, Terry says, "Boy, it sure is hot in here!" Pat says, "Let's go outside to get some fresh air." When they get outside, Pat decides that they should sit down by the lake where they can be alone. Terry agrees to go, reluctantly.

As they sit down, Pat pushes Terry off balance and they wind up on the ground with Pat lying on top of Terry. Pat starts to take off Terry's clothes. Terry struggles and says, "No, STOP," but Pat says, "You know you want it." Terry is scared, feels unable to fight back, and finally lies there and waits for it to be over.

Afterwards, Pat kisses Terry gently on the forehead and says, "Come on, let's go back to the party." Pat drops Terry off at home, and says, "I had a great time. I'll call you tomorrow."

Intrusion: Pat comments about Terry's dress and checks out Terry's body.

Desensitization: making suggestive remarks. "Don't you trust me?"

Isolation: sitting by the lake

8. "I had never met Brian before the night of the party. I knew he went to our rival high school, but I had never seen him around. My friends said his parents were always out of town and he threw huge parties. When we walked into the party, there were people drinking and dancing in every room. My friends introduced me to Brian and he seemed really nice, he even offered to get me something to drink.

The party was great. Before I knew it, it had gotten pretty late and people were starting to leave. I looked all over for my friends, but I couldn't find them anywhere. That's when Brian came up to me. He told me he'd give me a ride home if I helped him clean up. I thought, 'Why not.' It was late, his parent's house was trashed, and I didn't know anyone else to ask for a ride. Looking back, I wish someone would have told me that he was checking me out all night and had planned on me staying.

Brian didn't seem to care too much about cleaning up. He was more interested in asking me questions and saying he couldn't believe he had never seen me around before. I told him that I had a great time, but I needed to get home. He left the room and I figured he went to get his car keys, but when he came back he sat down on the couch. He told me to come sit with him and relax for a few minutes. At this point, I was really ready to go home. When he started to kiss me, I pulled away. I wasn't expecting that at all.

He started saying all this stuff like he knew why I really stayed and that everyone else knew, too. I got scared...I think he could tell that I was afraid because he told me we didn't have to do anything I didn't want to do. I told him fine, and that I didn't want to do anything.

He started kissing me again, and pushed me down on the couch. I told him to let me go and take me home. I started screaming and kicking at him. He looked down at me and said, 'You know you want it.' I started crying and finally, gave up fighting him. He was bigger and stronger...and there was nothing I could do to stop him.

I didn't say anything as he drove me home. I felt like throwing up. When we got to my house, he asked for my phone number. I just ran inside. How will I ever be able to explain what happened?"⁷

Intrusion: Sitting on the couch, kissing

Desensitization: "everyone knows why you stayed"

Isolation: asking her to help clean up

9. Maggie was excited and a little nervous. She checked her makeup and hair; she wanted to look really nice for Josh. Maggie met Josh through a mutual friend and had been immediately attracted to him. After a couple of weeks of flirting, Josh asked Maggie to the party.

At the party, Josh paid a lot of attention to her. Maggie was enjoying getting to know Josh. She had heard some rumors that he had "a lot of girlfriends" but he seemed really sweet and genuine. She could tell he liked her too. Josh smiled at Maggie and pulled her close. Maggie put her arms around Josh's neck and put her face on his chest. Josh began to rub Maggie's back and let his hands wander down to her pants. Maggie felt uncomfortable about the way Josh was touching her, so she pushed him away and suggested they get something to drink.

Josh took Maggie's hand and led her over to the cooler. He handed her a beer and gave her a long, slow kiss. Maggie was surprised by the kiss and felt unsure about her feelings. She laughed nervously and began talking about how much she liked the beach as Josh led her away from the party.

When Josh and Maggie got away from the noise of the party, Josh suggested they sit and talk. Maggie hesitated. She told Josh that she was feeling a little sick and should probably go home. Josh said, "We won't talk long. I just want to get to know you better." He took Maggie's hand and pulled her down beside him.

Maggie sat down feeling confused. Josh began to kiss her. He pushed her down onto the sand and unfastened the back of her bra. Maggie stopped responding to his kisses and said she wanted to leave. Josh ignored her and said, "Don't worry, I won't hurt you." and had sex with

⁷ Adapted from Preventing Family Violence: A Curriculum for Adolescents, 1984
Last revised August 2007

her. Maggie felt guilty and wondered what she had done to make Josh act that way.

Intrusion: Touching her pants

Desensitization: Bringing her alcohol

Isolation: Leading her away from the group

Conclusion (5 minutes)

Explain to students that part of protecting themselves is to listen to these “warning bells.” Also explain that we must remember that the perpetrator has a choice in each scenario. They are the ones that are responsible for what happens.

Pass out Teen Talk cards.

Remind everyone that you’ll be back for one more sessions 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.

8th Grade Session #3

Real Man/Strong Man

Supplies Needed:

1. PowerPoint presentation
2. Computer
3. Post Tests
4. VDH Scenarios

Introduction (5 minutes)

Introduce yourself and explain that you are from SARP.

Remind the students of the rules:

- 1) Everyone has the right to be respected.
- 2) Everyone has the right to be heard.

Ask the students if they remember some things you have talked about before. *Sexual Assault and Healthy relationships*

Give the students the opportunity to ask any questions they have.

Activity #1: Real Man/Strong Man⁸ (30 minutes)

Remind the students that during the last session, they looked at sexual assault from the perspective of the perpetrator. Tell them that in order to stop dating and sexual violence, men will need to get involved. Ask the students why they think more men do not get involved.

Challenge the students to think about messages we get from society about what it means to be a man, more specifically what it means to be a REAL MAN.

Collect pictures of male celebrities that the students would recognize. Be sensitive to the culture of the school in which you are teaching. Show pictures of pairs of male celebrities and ask the student who society would say is the real man. Ask the students to explain why society would say that. Examples of pairs are as follows:

- Tiger Woods v. The Rock
- Johnny Depp as Jack Sparrow v. Johnny Depp as Willy Wonka
- 50 Cent v. Will Smith
- Spiderman v. Homer Simpson

Help the group generate a list of things that our society says that “real men” do or are or don’t do or aren’t. Ask follow-up questions based on their responses (i.e., if someone says that real men are not emotional, ask about anger; if someone says that real men don’t cry, ask about what emotions men can show, etc.). You should be able to generate at least 15 or 20 statements (real men win, are in control, know what a

⁸ Building Healthy Relationships Across Virginia: A Facilitator’s Guide to Teen Dating Violence Prevention (2007), Virginia Sexual & Domestic Violence Action Alliance
Last revised August 2007

woman wants, don't admit they are wrong, don't ask for directions, don't take no for an answer, etc.). The point here is to show that there are, in fact, numerous ways in which men are confined by gender stereotypes.

After they have generated their list describing real men, ask the students who is the strongest man in their own lives, someone they personally know. Write their list on the board. Many students will talk about their fathers, coaches, uncles, and so on, but occasionally you'll have someone say his mom is the strongest man he knows, or Jesus, or on one, or he himself is the strongest man he knows. Don't try to have them name someone else; validate whoever they choose. This is especially important since you may be speaking to some students who do not have positive male role models in their lives.

Ask the students, why they say these men are strong. Write these characteristics on the board too. Explain that the second list represents real strength, but many of these are not qualities that society typically uses to describe a "real man."

Take a moment to review the characteristics listed under REAL MAN and point out that many of the qualities are contradictory and/or impossible to live up to. (For example, how can we all be expected to "make it on our own," "have power and money," "play with pain," and "be funny" all at the same time?)

Ask the group to compare the qualities of the "strongest man I know" with the qualities of "The Real Man."

Emphasize the differences, such as:

- One list talks about what you have on the outside (i.e., money, fancy car, girls hanging off you) and the other talks about the value of what you have on the inside (i.e., caring, determination, gentleness, pride).
- One list promotes self-destructiveness (i.e., play with pain) and harm to others (i.e., win at all costs; always be in control) while the other list is about caring for, protecting, and valuing others as equals.
- One list is about "using power over" someone else (i.e., "conquering" many women) while the other is about "sharing power" (i.e., being a family man; looking out for someone else's best interests; being affectionate).
- One list promotes sexual assault and violence in general (i.e., never take "no" for an answer; sexual prowess); the other prevents it (i.e., concern for others; warm; supportive; good listener).

Conclude by summarizing the activity with the following points:

- First, being a Real Man does not equate to being a Strong Man.
- Second, strength is about valuing and building others up, not tearing them down or being violent in order to boost yourself up.
- If we just pay attention, men who represent a different way of being strong are all around us in our everyday lives. We can draw strength from them and see them as role models. We don't even need to create something new, but highlight the alternatives already around us!
- If men are to become like the strongest men they know, they must resist the traps of manhood that lure them into hurting and putting others down in order to prove they are man enough.
- Challenge the females to choose Strong Men over Real Men.

Activity #4: Ben and Shawna Scenario (10 minutes)**

Last revised August 2007

Pass out the Ben and Shawna Scenario. Remind students not to make stray marks on the sheet, and that they are to fill in the squares completely. Ask the students to do questions 1-5 when they get them and then wait for further instructions.

Read the scenario out loud, then have the students complete the remaining questions. After you have collected the scenarios, discuss the story.

Q. Do you think this story is realistic?

Q. Was this a case of sexual assault?

Q. If so, why?

A. Ben did not have permission to have sex with Shawna.

Q. If not, why not?

A. Several students will comment on the fact that Shawna has been drinking and that she put herself at risk. Explain to them that yes, there are things women can do to reduce their risk, but that there is never an excuse to force someone to do something. Unless the woman has given permission, if someone forces her to have sex, it is rape.

Q. Explain that rape is a crime of power—when one person forces another to do something they are overpowering them. What were the things that gave Ben power in this scenario?

A. He was older, he was popular,

Q. Did Shawna have any power in this situation? If so, what gave her power?

A. She was at the party with a friend

If you are in an all female group, explain that although Shawna is not at fault for what happened to her, she could have used her power to reduce her risk. Remind the students that in the next school year, they will be new to high school and may face a similar situation as Shawna.

If you are in an all male group, explain that Ben had a great deal of power in this scenario. However, he also had the power of choice. He could have chosen against using his power for harm. Refer to the Men Can Stop Rape Campaign. Show the students a poster and point out the slogan “My strength is not for hurting.” Remind them that they have a great responsibility to protect those around them.

Conclusion (10 minutes)

Offer the students suggestions for how to prevent sexual assault.⁹

Men:

⁹ Adapted from Reaching & Teaching Teens, Nebraska Domestic Violence Sexual Assault Coalition, p. 2.30

- Believe what you are hearing from your partner.
- Don't take "no" as a personal rejection or insult.
- Get involved if you believe someone is at risk.

Women:

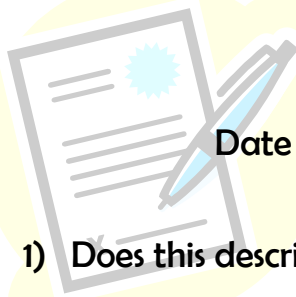
- State your limits clearly.
- Be aware of your date's actions.
- Make a scene if you feel threatened.
- Stick with friends you trust.

Explain to the students what steps they should take in the event of a sexual assault.

Hand out post-tests.**

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.

**Choose one.



8th Grade Pre Test

Date _____

Class Period _____

1) Does this describe a healthy relationship? (Circle YES or NO)

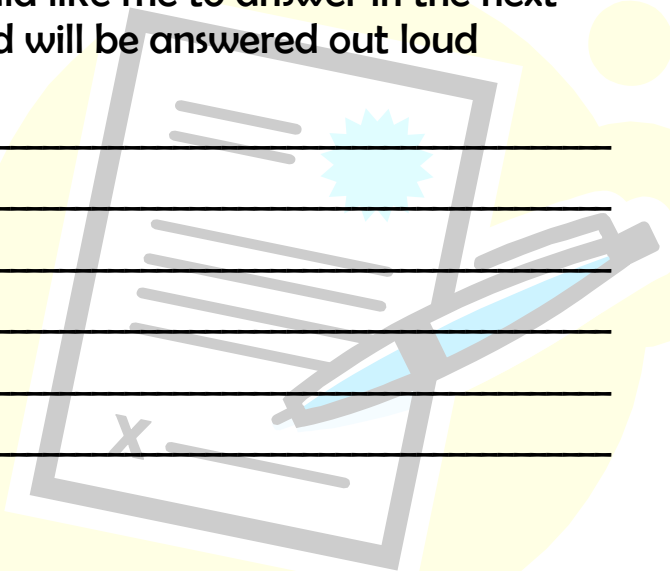
- | | | |
|---|-----|----|
| Someone asks how you are feeling. | YES | NO |
| Someone is always jealous. | YES | NO |
| Someone expects you to spend all your time with them. | YES | NO |
| Someone is honest with you. | YES | NO |

2) True or False? (Please write T or F)

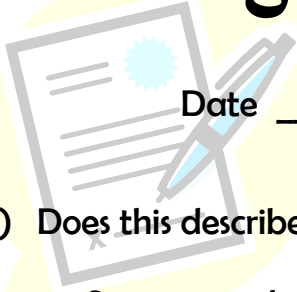
- ___ Most survivors of rape know the person who did it.
- ___ Women should be responsible for preventing sexual assault.
- ___ Most people who are raped share responsibility for what happens to them.
- ___ If a woman says “no” to sexual activity, she means “yes” most of the time.

3) List 2 qualities of a “real man.”

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.



8th Grade Post Test



Date _____

Class Period _____

1) Does this describe a healthy relationship? (Circle YES or NO)

Someone asks how you are feeling.	YES	NO
Someone is always jealous.	YES	NO
Someone expects you to spend all your time with them.	YES	NO
Someone is honest with you.	YES	NO

2) True or False? (Please write T or F)

- ___ Most survivors of rape know the person who did it.
- ___ Women should be responsible for preventing sexual assault.
- ___ Most people who are raped share responsibility for what happens to them.
- ___ If a woman says “no” to sexual activity, she means “yes” most of the time.

3) List 2 qualities of a “real man.”

What did you like best about these classes?

What did you like least about these classes?

How would you make these classes better?



Scenario #1

Mary is at a party at a friend's house. Her friend's parents are away for the weekend. There are almost 50 people at the party, with a lot of older high school kids. Mary knows some of them, but doesn't know a lot of them. She meets Jamie at the party. He is funny, kind and compliments her all night long. Mary ends up drinking two alcoholic drinks, and Jamie has been drinking as well. Towards the end of the party, Jamie leads Mary to a back bedroom and starts to kiss her. She is OK with the kissing but doesn't really want to go any further. Even though Mary tells him to slow down, and to stop, over and over, Jamie forces her to have intercourse with him.

Please write your answers on a separate sheet of paper.

1. Identify the "intrusion."
2. Identify the "Desensitization."
3. Identify the "Isolation."
4. What could Mary have done to prevent this situation?
5. What could Jamie have done to prevent this situation?

Scenario #2

Linda and Bobby meet up at the mall to go out to dinner and see a movie. They have been seeing each other for 6 months, and things have been going great. They have done some sexual activity together and Linda is very comfortable in the relationships. During the movie, Bobby kisses Linda. At one point, Bobby suggests things become more sexual but Linda doesn't agree. She is afraid of being caught in the movie theatre and just isn't comfortable doing anything else with Bobby at this point, even though they have done some sexual activity before. But Bobby keeps pressuring her, asking her if she really loves him. Eventually, Linda is tired of Bobby pressuring her and performs this sexual act even though she didn't want to and made it clear that she didn't want to. After the movie, Bobby drops Linda off at home and kisses her goodnight, like nothing ever happened.

Please write your answers on a separate sheet of paper.

1. Identify the "intrusion."
2. Identify the "Desensitization."
3. Identify the "Isolation."
4. What could Linda have done to prevent this situation?
5. What could Bobby have done to prevent this situation?

Scenario #3

Beth is at a friend's house watching TV. Her friend has gone to the bathroom and while she is gone, her dad comes into the room and sits next to Beth on the couch. She feels a little uncomfortable, but doesn't move because she doesn't want to be rude. He inches closer to her, talks about the TV show, and puts his hand on Beth's leg. He tries to touch her inappropriately, but as soon as he does, Beth's friend walks into the room and he moves away. He says they were just talking about school, winks at Beth and then walks out of the room.

Please write your answers on a separate sheet of paper.

1. Identify the "intrusion."
2. Identify the "Desensitization."
3. Identify the "Isolation."
4. What could Beth have done to prevent this situation?
5. What could the friend's dad have done to prevent this situation?

Scenario #4

Barbara is walking through your neighborhood alone after going to a friend's party. The night is pretty chilly and Barbara is really cold, since she is only wearing a short skirt and tank top. A man starts to walk behind her on her way home. Barbara starts to walk faster and he starts to make rude comments about what she looks like. She starts to run but he catches up with her, pulls her into bushes and sexually assaults her. Nobody witnessed the attack and Barbara has never seen the attacker before and is unsure if she could identify this person to the police.

Please write your answers on a separate sheet of paper.

1. Identify the "intrusion."
2. Identify the "Desensitization."
3. Identify the "Isolation."
4. What could Barbara have done to prevent this situation?
5. What could the man have done to prevent this situation?

Scenario #5

John is at home after school working on his homework. His parents are not home. His friend from school, Trish, calls because she needs to borrow one of his books for English class. When she arrives, John invites her inside to talk. The situation is very relaxed until Trish leans over and kisses him without asking. John tells her that he just likes her as a friend and isn't interested. Trish tries to kiss John again, but he pushes her away. Just then, John's sister walks in. Trish immediately moves away from John.

Please write your answers on a separate sheet of paper.

1. Identify the "intrusion."
2. Identify the "Desensitization."
3. Identify the "Isolation."
4. What could John have done to prevent this situation?
5. What could Trish have done to prevent this situation?

Scenario #6

“It still seems like a bad dream. Every day I look around here and think, ‘How could this happen to me?’ I thought I was a good person. It’s still kind of fuzzy...I was drinking. We were all drinking—Rebecca, too.

Rebecca and I had already gone out a few times, and we’d always kissed, and a couple of times, it got kind of hot. Then this once, at this party, we went to a room. We started up and it got really hot and heavy. One thing led to another...I mean, she put up a little fight. But we kept kissing, and I thought she was OK with everything. Then I tried to, you know, have sex with her, and she started saying no again and pushing me away. But I thought she didn’t mean it. I thought she’d like it if I kept on. So I did.

I really liked Rebecca. I never thought I could do anything to hurt her. I don’t think I realized she was crying until it was over. She was just saying, “Oh no, oh no,” over and over again, and then I started realizing something was really wrong.”

Please write your answers on a separate sheet of paper.

1. Identify the “intrusion.”
2. Identify the “Desensitization.”
3. Identify the “Isolation.”
4. What could Rebecca have done to prevent this situation?
5. What could the narrator have done to prevent this situation?

Scenario #7

Pat and Terry know each other from algebra class. Pat thinks Terry is cute and they arrange to go to a party after the Homecoming football game. They meet at the party and Pat is surprised at the way Terry is dressed. Pat has never seen Terry dressed like that before. Pat walks over to Terry, stands real close, and says, "Wow, Terry, you look GREAT in that outfit." Then Pat leans over and says, "What are you trying to do to me?" and very obviously, looks Terry's body up and down.

They talk, dance, and kiss throughout the night. Pat makes several suggestive remarks, and Terry says to stop and is getting uncomfortable. Pat says, "Oh lighten up, I'm just playing with you. What's the matter? Don't you trust me?"

After several dances, and a few beers, Terry says, "Boy, it sure is hot in here!" Pat says, "Let's go outside to get some fresh air." When they get outside, Pat decides that they should sit down by the lake where they can be alone. Terry agrees to go, reluctantly.

As they sit down, Pat pushes Terry off balance and they wind up on the ground with Pat lying on top of Terry. Pat starts to take off Terry's clothes. Terry struggles and says, "No, STOP," but Pat says, "You know you want it." Terry is scared, feels unable to fight back, and finally lies there and waits for it to be over.

Afterwards, Pat kisses Terry gently on the forehead and says, "Come on, let's go back to the party." Pat drops Terry off at home, and says, "I had a great time. I'll call you tomorrow."

Please write your answers on a separate sheet of paper.

1. Identify the "intrusion."
2. Identify the "Desensitization."
3. Identify the "Isolation."
4. What could Terry have done to prevent this situation?
5. What could Pat have done to prevent this situation?

Scenario #8

"I had never met Brian before the night of the party. I knew he went to our rival high school, but I had never seen him around. My friends said his parents were always out of town and he threw huge parties. When we walked into the party, there were people drinking and dancing in every room. My friends introduced me to Brian and he seemed really nice, he even offered to get me something to drink.

The party was great. Before I knew it, it had gotten pretty late and people were starting to leave. I looked all over for my friends, but I couldn't find them anywhere. That's when Brian came up to me. He told me he'd give me a ride home if I helped him clean up. I thought, 'Why not.' It was late, his parent's house was trashed, and I didn't know anyone else to ask for a ride. Looking back, I wish someone would have told me that he was checking me out all night and had planned on me staying.

Brian didn't seem to care too much about cleaning up. He was more interested in asking me questions and saying he couldn't believe he had never seen me around before. I told him that I had a great time, but I needed to get home. He left the room and I figured he went to get his car keys, but when he came back he sat down on the couch. He told me to come sit with him and relax for a few minutes. At this point, I was really ready to go home. When he started to kiss me, I pulled away. I wasn't expecting that at all.

He started saying all this stuff like he knew why I really stayed and that everyone else knew, too. I got scared...I think he could tell that I was afraid because he told me we didn't have to do anything I didn't want to do. I told him fine, and that I didn't want to do anything.

He started kissing me again, and pushed me down on the couch. I told him to let me go and take me home. I started screaming and kicking at him. He looked down at me and said, 'You know you want it.' I started crying and finally, gave up fighting him. He was bigger and stronger...and there was nothing I could do to stop him.

I didn't say anything as he drove me home. I felt like throwing up. When we got to my house, he asked for my phone number. I just ran inside. How will I ever be able to explain what happened?" "

Please write your answers on a separate sheet of paper.

1. Identify the "intrusion."
2. Identify the "Desensitization."
3. Identify the "Isolation."
4. What could Terry have done to prevent this situation?
5. What could Pat have done to prevent this situation?

Scenario #9

Maggie was excited and a little nervous. She checked her makeup and hair; she wanted to look really nice for Josh. Maggie met Josh through a mutual friend and had been immediately attracted to him. After a couple of weeks of flirting, Josh asked Maggie to the party.

At the party, Josh paid a lot of attention to her. Maggie was enjoying getting to know Josh. She had heard some rumors that he had “a lot of girlfriends” but he seemed really sweet and genuine. She could tell he liked her too. Josh smiled at Maggie and pulled her close. Maggie put her arms around Josh’s neck and put her face on his chest. Josh began to rub Maggie’s back and let his hands wander down to her pants. Maggie felt uncomfortable about the way Josh was touching her, so she pushed him away and suggested they get something to drink.

Josh took Maggie’s hand and led her over to the cooler. He handed her a beer and gave her a long, slow kiss. Maggie was surprised by the kiss and felt unsure about her feelings. She laughed nervously and began talking about how much she liked the beach as Josh led her away from the party.

When Josh and Maggie got away from the noise of the party, Josh suggested they sit and talk. Maggie hesitated. She told Josh that she was feeling a little sick and should probably go home. Josh said, “We won’t talk long. I just want to get to know you better.” He took Maggie’s hand and pulled her down beside him.

Maggie sat down feeling confused. Josh began to kiss her. He pushed her down onto the sand and unfastened the back of her bra. Maggie stopped responding to his kisses and said she wanted to leave. Josh ignored her and said, “Don’t worry, I won’t hurt you.” and had sex with her. Maggie felt guilty and wondered what she had done to make Josh act that way.

Please write your answers on a separate sheet of paper.

1. Identify the “intrusion.”
2. Identify the “Desensitization.”
3. Identify the “Isolation.”
4. What could Terry have done to prevent this situation?
5. What could Pat have done to prevent this situation?

What Do You Think???

Circle the answer that best describes your feeling about each statement below.

Strongly Agree Agree Not Sure Disagree Strongly Disagree
1 2 3 4 5

1. Sexual assault is a crime of power, where controlling another person's sexual decisions is the objective. 1 2 3 4 5
2. Most rapes are reported to the police. 1 2 3 4 5
3. Sexual assault can happen to anyone. 1 2 3 4 5
4. When a woman says no, she is just playing "hard to get" and she really means yes. 1 2 3 4 5
5. Because of a few violent incidents, the issue of rape tends to be overblown—it's not really that big of a problem. 1 2 3 4 5

What Do You Think???

Circle the answer that best describes your feeling about each statement below.

Strongly Agree Agree Not Sure Disagree Strongly Disagree
1 2 3 4 5

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4. When a woman says no, she is just playing "hard to get" and she really means yes. 1 2 3 4 5
5. Because of a few violent incidents, the issue of rape tends to be overblown—it's not really that big of a problem. 1 2 3 4 5