



PROJECT HORIZON, INC.

Dedicated to reducing domestic, dating and sexual violence

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Available Presentations

Sixth Grade

Bullying
Healthy Relationships
Sexual Harassment

Seventh Grade

Healthy Relationships
Sexual Harassment
Dating Violence Prevention
Sexual Violence

Eighth Grade

Healthy Relationships
Dating Violence Prevention
Sexual Violence

Introductory High School

Healthy Relationships
Dating Violence Prevention
Sexual Harassment
Sexual Violence

Advanced High School

Dating Violence Prevention
Sexual Harassment
Sexual Violence

Unless otherwise noted, all exercises taken from VSDVAA's *Building Healthy Relationships Across Virginia: A Facilitator's Guide for Teen Dating Violence Prevention*

Bullying Lesson Plan

Audience

Sixth Grade

Objectives

- To recognize bullying behavior
- To increase awareness about the impact of negative bystander behavior and their responsibility in a bullying situation
- To help identify ways to overcome challenges that stop them from handling bullying behavior effectively

SOL Compatibility

Health Education Standards of Learning (Sixth Grade):

- Students will begin to understand adolescent health issues and concerns and the relationship between choices and consequences
- Students will understand how to be positive role models and the impact of positive and negative peer pressure
- Students will display respect for individual differences, including opinions and beliefs
- Students will analyze the connection between self-image and personal success, and also the importance of accepting responsibility for personal actions

Duration

Two 50 minute class periods

Materials

Scenarios

Identifying Bullying Exercise

Day 1

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.)

Activity One

Write the word “Respect” on the board and explain to the students that they have two minutes to write down every word that comes to mind when they think of respect (they cannot re-use the word itself.) They can use complete sentences or just jot down fragments, as long as they write continuously for two minutes. At the end of the two minutes, repeat the exercise with the word “Bully.” At the end of the second exercise, take volunteers who are willing to share parts of their writing.

As a group, define what a **bully** is and brainstorm how a bully acts. Definition of bullying: Bullying is a hostile and repeated behavior by one or more people that is meant to harm others. Discuss the relationship between respect and bullying. Point out that:

Bullies want to have power over someone. They want a person to feel defenseless and weak. Where do people learn to bully? A lot of times people will say that a bully must “come from a bad home,” but this isn’t always true. Although some people do learn to be aggressive and disrespectful at home, people can also learn to do it at school. What are some reasons people choose to bully? To fit in, to impress people, to feel powerful. Sometimes people also think that bullies don’t feel very good about themselves, but in reality, bullies can have very high self esteem. *Bullying has more to do with choosing not to respect others than not feeling good about one’s self.*

Be sure to include the different types of bullying: **Physical** violence and attacks (pushing, hitting), **Verbal** (taunts, name-calling, putdowns), **Threats** and intimidation, **Extortion** or stealing of money and possessions, **Exclusion** from peer groups, and **Cyber bullying**, or intimidating somebody with text or voice messages, email, instant messages, leaving threatening comments on an online journal or blog, etc.

At the end of the discussion, give students several minutes (no more than five) to write about their own experience with bullies or a time that they witnessed someone else being bullied. Explain that there will be time to share at the end of the exercise, so students are allowed to tell stories but not use names. Take a few volunteers at the end to share their writing.

Activity Two

Tell students that often times when a person is bullied they are told that they are being too sensitive or making too big of a deal about it. Ask the students, “At what point does playful teasing cross the line and become bullying?”

Read one more of the following scenarios and ask the class to decide whether or not they think each is an example of harmless teasing or hurtful language. Be sure to have students explain their reasoning. (This activity could be done in small groups as well.)

Scenarios:

Sonia recently moved to a new city and just finished her first week at the local middle school. At 5 feet 8 inches, she is much taller than the rest of her class. While looking for a place to sit at lunch, another student called to her, “Hey, shorty, there’s a spot over here!” Sonia paused for a moment and another girl from the group waved her over. “Don’t pay any attention to her,” she told Sonia. “That’s just the way we talk to each other. They call me Einstein because I got all C’s on my last report card.”

On Monday afternoon, Rob used his recess time to hang campaign posters around the school, which read, “Vote Rob for Student Council President.” On Tuesday morning in homeroom, Rob found one of his posters taped to the blackboard in the front of the classroom. Someone had

marked out the word, “President,” and replaced it with, “First Lady.” One of Rob’s classmates pointed to a girl in the first row, indicating that Maria had altered the poster. Rob glared at her as he tore down the poster. “It’s just a joke,” Maria laughed. “Lighten up-I’m going to vote for you.”

Continue the earlier conversation about when teasing crosses the line to bullying. Remind students that good natured teasing is playful, is done in a friendly tone of voice, accompanied by affectionate gestures or expressions, and does not lead to physical confrontations. Hurtful teasing or bullying creates distress to the person it is being done to, continues even when the person doing it knows that they are upsetting the other person, is sometimes done to draw attention.

Activity Three

Ask students how they can be sure what they are doing is not bullying. Remind students to think before they speak. They should think about why they are about to say whatever it is to the other student. (Ex: are they saying the comment to hurt the other person’s feelings or show off in front of other students?) They should also think about whether they are about to tease the student over something that makes the other person uncomfortable. (Ex: if a person feels awkward about their height or appearance) They should also consider whether the person will misunderstand their intentions. (Will the person know that you are kidding or will it hurt their feelings?)

Ask students to be very aware of bullying that they witness in the school so they can be prepared to talk about in for the next class.

Day 2

Activity One

Pass out the Identifying Bullying Exercise and give students several minutes to complete it. At the end of that time, take volunteers to share the examples they wrote in the “Other” boxes.

Explain that last session we focused on identifying bullying when it happens in school. Review the five different kinds of bullying (Physical, Verbal, Threats, Extortion, Exclusion).

Activity Two

Identify and briefly define the three roles in a bullying situation.

Bully: The person committing the behavior. Why do you think bullies act the way they do? Be sure to emphasize that bullying is a learned behavior. They may have witnessed bullying among family, friends, television, etc.

Victim/Target: Why do you think the bully picks the person they do to bully?

Bystander: Ask how many people in the class have been bystanders to bullying. Talk about how each member of the class has the power to help stop bullying. The bystander has a **very** important role in stopping bullying.

Pose one or more of the following scenarios:

You're in the gym and one of your classmates keeps making mean comments to a much smaller student who has the locker next to you. What do you do?

The student who sits next to you in math class is spreading mean rumors about another classmate that you know are all lies. Do you say something?

Ask students to respond to the following questions:

What is the right thing to do in this situation?

What do you think most students would do in this situation?

Ask students to compare the responses to the questions. Why do you think the responses differ between the two? What stops you from doing the right thing? (fear, ignorance, peer pressure, prejudice) Point out that bystanders aren't to blame for the bullying incident, but if they laugh at it, ignore it, encourage it, etc, they play a part in continuing it.

Brainstorm ways to overcome the challenges of not stepping in. Offer strategies for intervening safely when students are bystanders to bullying.

Activity Three

Draw the students' attention to the back of the Identifying Bullying exercise and the Bullying Scenario diagram. Explain to them that they should use the ideas we just discussed to complete the diagram according to the instructions. Use the time available after they complete the exercise to discuss answers and brainstorm ways to reduce bullying in their school and elsewhere.

*Some material adapted from No-Name Calling Week Resource Guide and *Making the Peace, A 15-Session Violence Prevention Curriculum for Young People*, developed by The Oakland Men's Project

Respectful Relationships Identifying Bullying Exercise

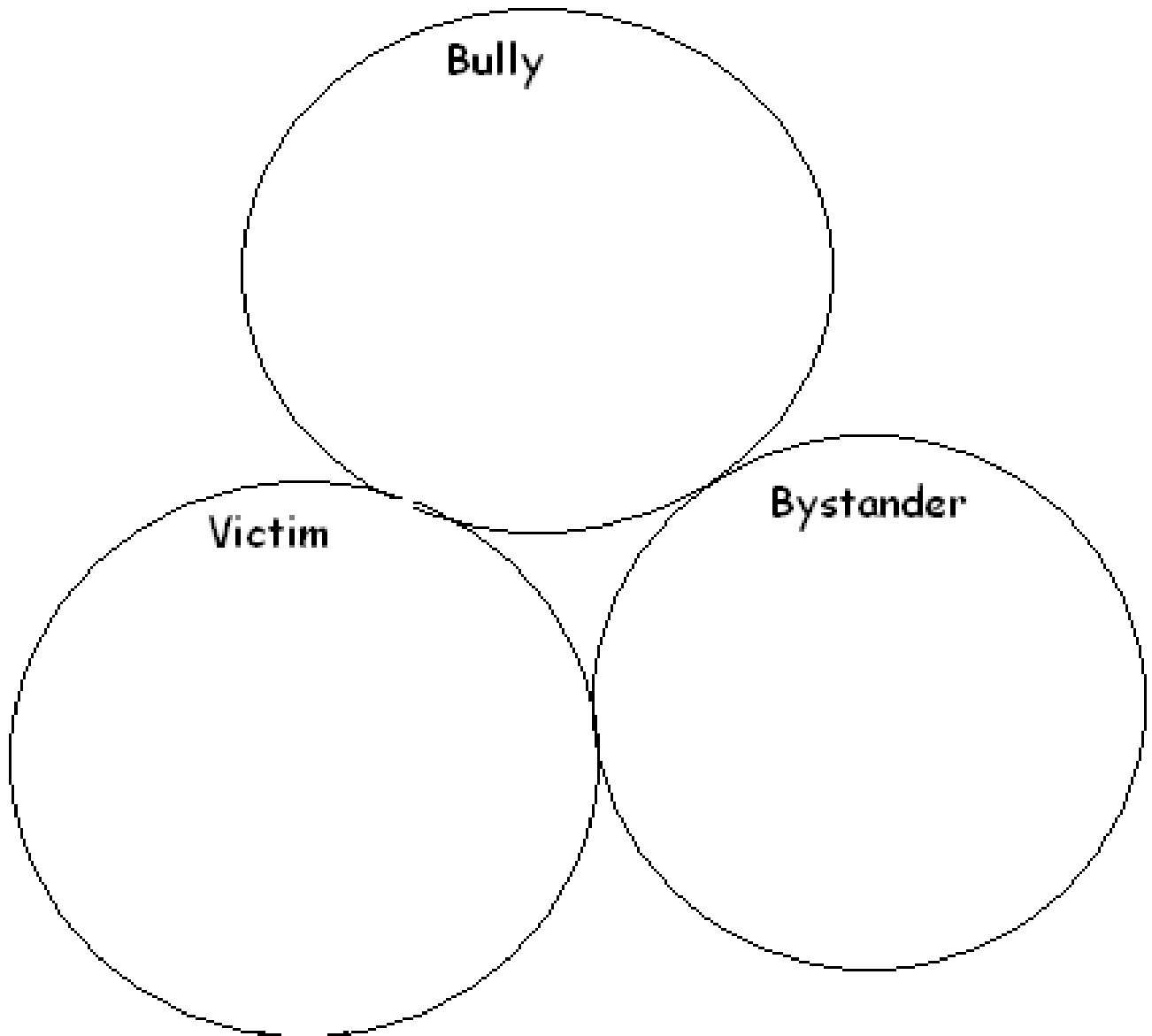
Check any of the following reasons that students at your school experience bullying, even if you think it happens to only a few students. List two extra reasons at the bottom.

- Using crutches or a wheelchair
- Being in classes for learning disabilities
- Wearing glasses
- Being short
- "Acting like a girl" (for boys)
- Their race
- How much money their family has
- Wearing certain clothes
- Being new to the school
- "Acting like a boy" (for girls)
- Having difficulty with speech
- Being tall
- Personal hygiene ←
- Crying in public
- Other _____

Put yourself in everyone's circle: According to the scenario designated by the arrow on the front page, imagine yourself from every position. If you were the bully, why would you pick on someone for wearing certain clothes? If you were the victim, how would you feel? If you were the bystander, what would you do?

Bullying Scenario:

**The Bully is harassing the Victim
by saying that he/she has bad personal hygiene.**



Healthy Relationships Lesson Plan

Audience

Sixth Grade

Objectives

- To differentiate between healthy and unhealthy behaviors
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes

SOL Compatibility

Family Life Education Standards of Learning (Sixth Grade):

- (6.7) The student will describe personal characteristics that can contribute to happiness for self and others.
- (6.8) The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Health Education Standards of Learning (Sixth Grade):

- (6.1) The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellbeing.
- (6.4) The student will analyze the consequences of personal choices on health and well-being.
- (6.7) The student will evaluate the benefits of becoming a positive role model within the family and community.

Duration

40-50 minutes

Materials

Healthy vs. Unhealthy Flash Cards

“I Have the Right” Bingo cards and chips

My Declaration of Rights Handout

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

Sexual Harassment Lesson Plan

Audience

Sixth Grade

Objectives

- To define and recognize behaviors associated with sexual harassment
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting harassing behaviors and attitudes

SOL Compatibility

Family Life Education Standards of Learning (Sixth Grade):

- (6.7) The student will describe personal characteristics that can contribute to happiness for self and others.
- (6.8) The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.
- (6.11) The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Health Education Standards of Learning (Sixth Grade):

- (6.1) The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellbeing.
- (6.4) The student will analyze the consequences of personal choices on health and well-being.
- (6.7) The student will evaluate the benefits of becoming a positive role model within the family and community.

Duration

40-50 minutes

Materials

Where Do You Draw the Line? Handout (Middle School age)

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon's services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH's services are free and confidential.

Related Sources

Old Navy "Flirt" jeans ad

Healthy Relationships Lesson Plan

Audience

Seventh Grade

Objectives

- To differentiate between healthy and unhealthy behaviors
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations

SOL Compatibility

Family Life Education Standards of Learning (Seventh Grade):

- (7.4) The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
- (7.5) The student will identify messages in society related to sexuality.

Health Education Standards of Learning (Seventh Grade):

- (7.1) The student will use knowledge of health concepts to make decisions related to personal safety and wellness.
- (7.3) The student investigate and analyze the various factors that guide an individual’s decisions about health and well-being.

Duration

40-50 minutes

Materials

How I Handle Conflict exercise

“I Have the Right” Bingo cards and chips

My Declaration of Rights Handout

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

Sexual Harassment Lesson Plan

Audience

Seventh Grade

Objectives

- To define and recognize behaviors associated with sexual harassment
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting harassing behaviors and attitudes

SOL Compatibility

Family Life Education Standards of Learning (Seventh Grade):

- (7.4) The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
- (7.5) The student will identify messages in society related to sexuality.

Health Education Standards of Learning (Seventh Grade):

- (7.1) The student will use knowledge of health concepts to make decisions related to personal safety and wellness.
- (7.3) The student investigate and analyze the various factors that guide an individual’s decisions about health and well-being.

Duration

40-50 minutes

Materials

Cooperative Drawing

Flirting vs. Sexual Harassment scenarios

If You Are Sexually Harassed... handout

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

Related Sources

Old Navy “Flirt” jeans ad

Dating Violence Prevention Lesson Plan

Audience

Seventh Grade

Objectives

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

SOL Compatibility

Family Life Education Standards of Learning (Seventh Grade):

- (7.4) The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
- (7.5) The student will identify messages in society related to sexuality.
- (7.13) The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.

Health Education Standards of Learning (Seventh Grade):

- (7.1) The student will use knowledge of health concepts to make decisions related to personal safety and wellness.
- (7.3) The student investigate and analyze the various factors that guide an individual’s decisions about health and well-being.

Duration

40-50 minutes

Materials

Survey of Audience Icebreaker

Types of Abuse in Dating Relationships handout

Wheel of Misfortune

Power & Control in Teen Relationships scenarios

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

Sexual Violence Lesson Plan

Audience

Seventh Grade

Objectives

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

SOL Compatibility

Family Life Education Standards of Learning (Seventh Grade):

- (7.4) The student will recognize that sexual behaviors are conscious decisions; that it is important to say “no” to inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
- (7.5) The student will identify messages in society related to sexuality.
- (7.10) The student will explain techniques for preventing and reporting sexual assault and molestation.

Health Education Standards of Learning (Seventh Grade):

- (7.1) The student will use knowledge of health concepts to make decisions related to personal safety and wellness.
- (7.3) The student investigate and analyze the various factors that guide an individual’s decisions about health and well-being.

Duration

40-50 minutes

Materials

What if Robbery Victims Were Treated Like Rape Victims?

What Is Rape? What Do You Think? survey

Ben & Shawna scenario

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

Healthy Relationships Lesson Plan

Audience

Eighth Grade

Objectives

- To differentiate between healthy and unhealthy behaviors
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes

SOL Compatibility

Family Life Education Standards of Learning (Eighth Grade):

- (8.3) The student will become aware of the need to think through decisions and to take responsibility for them.
- (8.4) The student will identify the issues associated with friendships.

Health Education Standards of Learning (Eighth Grade):

- (8.2) The student will apply health concepts and skills to the management of personal and family health.
- (8.5) The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.

Duration

40-50 minutes

Materials

Communication Styles Role Play

Definitions of Communication Styles handout

“I Have the Right” Bingo cards and chips

My Declaration of Rights Handout

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

Dating Violence Prevention Lesson Plan

Audience

Eighth Grade

Objectives

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

SOL Compatibility

Family Life Education Standards of Learning (Eighth Grade):

- (8.3) The student will become aware of the need to think through decisions and to take responsibility for them.
- (8.4) The student will identify the issues associated with friendships.
- (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.

Health Education Standards of Learning (Eighth Grade):

- (8.2) The student will apply health concepts and skills to the management of personal and family health.
- (8.5) The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.

Duration

40-50 minutes

Materials

Types of Abuse in Dating Relationships handout

Why Do People Stay in Abusive Relationships? (Sam & Diane)

How to Have a Discussion (or Even an Argument) That Isn't Abusive

Signs of Abusive Relationships handout

Your Relationship is Healthy If... handout

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon's services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH's services are free and confidential.

Sexual Violence Lesson Plan

Audience

Eighth Grade

Objectives

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

SOL Compatibility

Family Life Education Standards of Learning (Eighth Grade):

- (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.

Health Education Standards of Learning (Eighth Grade):

- (8.2) The student will apply health concepts and skills to the management of personal and family health.
- (8.5) The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.

Duration

40-50 minutes

Materials

Sexual Assault Quiz

Is This Harmful?

Ben & Shawna scenario

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

SEXUAL ASSAULT QUIZ

Read the following statements and indicate whether you believe it to be TRUE or FALSE.

1. If a woman is raped, she asked for it. _____
2. If you take someone out for an expensive date, you can expect sexual favors in return. _____
3. Men rape because their sex drive is so strong that they can't help themselves. _____
4. Men are sexually assaulted. _____
5. If someone says "no" to sexual advances, but they do not physically resist, they really mean "yes." _____
6. The perpetrator of a sexual assault is usually a stranger to his victim. _____
7. Sexual assaults usually occur in cities at night and involve the use of weapons. _____
8. Women who wear short skirts and no bras have a greater chance of being raped. _____
9. If someone cannot consent because they are drunk, it's ok to have sex with them. _____
10. Straight men rape women and gay men rape men. _____
11. Rape doesn't happen that often. _____

Project Horizon's 24-hour hotline number:

SEXUAL ASSAULT QUIZ ANSWERS

1. FALSE: Rape is forced sexual intercourse without consent. If she didn't consent, she didn't ask for it.
2. FALSE: No one ever owes sex to anyone else. No matter how much money someone spends on their date, that person always has the right to refuse sex.
3. FALSE: Rape is not caused by an uncontrollable sex drive. It is a social behavior motivated by a rapist's anger and the need to control another person. No one's biological needs or desires should ever lead them to act violently toward another person.
4. TRUE: Anyone is a potential victim of sexual assault. One in six men experience some form of sexual assault or abuse by the age of 18.
5. FALSE: Rape occurs whenever sexual contact is not agreed on by both people. Anyone that disregards someone's "no" is raping him/her. If someone does not resist rape because he or she fears for his/her life (if he/she is too afraid, if the rapist has a weapon, etc.) that person's submission is not the same as consent. Everyone has the right to control what happens to his or her body.
6. FALSE: In 2 out of 3 of reported cases, the assailant is an acquaintance, friend or relative of the victim. This includes romantic partners or spouses.
7. FALSE: Sexual assaults can occur in "safe" places as well as high-risk areas. In nearly half of reported cases, the assault happened in the victim's home.
8. FALSE: Anyone, regardless of age, dress or attractiveness, can be raped. The idea that victims provoke assaults by their behavior or by "being in the wrong place at the wrong time" implies that they do not have certain rights to freedom. Rape is never the fault of the victim. It is always the fault of the perpetrator.
9. FALSE: If someone cannot mentally or physically consent to sexual contact because they are intoxicated, having sex with that person is rape. Consent is *always* necessary.
10. FALSE: Sexual assault is a violent act of power and anger, not of sexual attraction. Sexual orientation is not a motivation for sexual assault.
11. FALSE: Statistics report that anywhere from 1 in 3 to 1 in 6 women will be sexually assaulted in her lifetime. Half of those women are assaulted before the age of 18. An estimated 50 % to 90% of rape cases go unreported, making rape one of the most under-reported crimes in the U.S. today.

*** statistics from The National Crime Victimization Survey & RAINN (Rape Abuse and Incest National Network)

Healthy Relationships Lesson Plan

Audience

Introductory High School

Objectives

- To differentiate between healthy and unhealthy behaviors
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes

SOL Compatibility

Family Life Education Standards of Learning:

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

Health Education Standards of Learning:

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

Duration

40-50 minutes

Materials

Healthy vs. Unhealthy Flash Cards
Signs of Abusive Relationships handout
Your Relationship Is Healthy If... handout

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon's services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH's services are free and confidential.

Dating Violence Prevention Lesson Plan

Audience

Introductory High School

Objectives

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

SOL Compatibility

Family Life Education Standards of Learning:

- (9.5) The student will review the nature and purposes of dating.
- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

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

Duration

40-50 minutes

Materials

Survey of Audience Icebreaker

Types of Abuse in Dating Relationships handout

Teen Dating Violence Continuum

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

Additional Resources

“Dating Violence” article – September 2007 People Magazine

Sexual Harassment Lesson Plan

Audience

Introductory High School

Objectives

- To define and recognize behaviors associated with sexual harassment
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting harassing behaviors and attitudes

SOL Compatibility

Family Life Education Standards of Learning:

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

Health Education Standards of Learning:

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

Duration

40-50 minutes

Materials

Where Do You Draw the Line?

If You Are Sexually Harassed... handout

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon's services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH's services are free and confidential.

Related Sources

Old Navy "Flirt" jeans ad

Sexual Violence Lesson Plan

Audience

Introductory High School

Objectives

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

SOL Compatibility

Family Life Education Standards of Learning:

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

Health Education Standards of Learning:

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

Duration

40-50 minutes

Materials

What if Robbery Victims Were Treated Like Rape Victims?

What is Rape?

Rape Hurts handout

Ben & Shawna scenario

Introduction

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Dating Violence Prevention Lesson Plan

Audience

Advanced High School

Objectives

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

SOL Compatibility

Family Life Education Standards of Learning:

- (9.5) The student will review the nature and purposes of dating.
- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

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

Duration

40-50 minutes

Materials

Types of Abuse in Dating Relationships handout

Red Flags for Abusive Relationships

Introduction

Explain that Project Horizon is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Identify healthier alternatives to abuse (Examples: talking through a conflict, using a mediator, etc.) Introduce Project Horizon’s services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of PH’s services are free and confidential.

Additional Resources

MTV “Flipped” episode 7/31/2002 – Dating Violence and Acquaintance Sexual Assault
Dating and Violence Should Never be a Couple video – American Bar Association

Sexual Harassment Lesson Plan

Audience

Advanced High School

Objectives

- To define and recognize behaviors associated with sexual harassment
- To increase respect for self and others
- To identify sources of information and support for preventing or correcting harassing behaviors and attitudes

SOL Compatibility

Family Life Education Standards of Learning:

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

Health Education Standards of Learning:

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

Duration

40-50 minutes

Materials

You Be the Judge scenarios

If You Are Sexually Harassed... handout

Introduction

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Sexual Violence Lesson Plan

Audience

Advanced High School

Objectives

- To understand the dynamics of sexual violence
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Duration

40-50 minutes

Materials

Reasons for Not Reporting
A Closer Look at Safety Tips
Sexual Violence Awareness Quiz
Range of “Acceptable” Behavior

Introduction

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Additional Resources

September 2007 *Cosmopolitan* magazine article – “A New Kind of Date Rape”