



women's resource center
of the New River Valley

PeaceLine Plus

A multi-session five year primary prevention plan for middle and high school aged students.
Women's Resource Center of the New River Valley, Inc.
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The mission of the Women's Resource Center of the New River Valley is to create a community free of domestic and sexual violence. Having provided services to thousands of victims of domestic violence and sexual assault, it is clear to us that social attitudes allow personal violence and that violence begins at an early age. The Board of Directors and Staff of the Women's Resource Center identified prevention education for teenagers as one way to reduce personal violence.

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A Letter to Parents and Teachers

Young people are given a lot of information over the thirteen years of a typical primary and secondary education. Many of the basic skills and subjects students learn – such as reading, writing and mathematics – are essential to their everyday functioning. Teacher and parents, looking at subjects such as these, can clearly see their importance to healthy and productive adulthood.

There are other, equally important subjects that are taught less frequently in primary and secondary schools. These subjects – which include dating and relationship violence, child and adult sexual abuse, and discussions of what constitutes healthy relationships – may be omitted because they seem too controversial or because everyone assumes parents will discuss them individually with their children. But not every parent is comfortable tackling such sensitive issues with their children. Children still need the information; knowing how to recognize and avoid an abusive relationship is just as essential to healthy and productive adulthood as reading, writing or mathematics. It is therefore imperative that these subjects be taught in our schools, not as a replacement for parent/child discussions, but as a supplement.

Too often, silence and shame surround the topic of sexual and relationship violence. Yet research suggests that up to 25% of adolescents have been victimized by physical or sexual abuse. Most of the time, the perpetrator and the victim are acquainted with one another; they may be dating, they may be classmates or friends, or they may even be related to one another. Our children face dangers that we may not even know about, despite our best efforts to be watchful. Victims of violence tend to feel helpless and alone, afraid to ask for help or unsure that help is available. With the problem this widespread, it is clear that preventative education is key in keeping our children safe and secure.

The Women's Resource Center of the New River Valley is committed to providing that education through our Peaceline Plus project. This program can only succeed with your support and assistance. Please let us know how we can help you, and do share your feedback with us. Thank you for being partners with us in our quest for a violence-free community.

Pat Brown
Executive Director



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A Multi-Session Five Year Primary Prevention Plan Middle – High School Aged Students

Sixth Grade

Lesson 1	Break the Silence
Lesson 2	Healthy Communication/Boundaries
Lesson 3	Respectful or Disrespectful – Part I

Seventh Grade

Lesson 1	Respectful or Disrespectful – Part II
Lesson 2	Assertive Responding
Lesson 3	Power in Relationships – Part I

Eighth Grade

Lesson 1	Power in Relationships – Part II
Lesson 2	Healthy Boundaries
Lesson 3	Respectful or Disrespectful – Part III

Ninth Grade

Lesson 1	Power in Relationships – Part III
Lesson 2	Designing Your Ideal Dating Partner/Auction
Lesson 3	Defining Relationship Violence

Tenth Grade

Lesson 1	Stereotyping
Lesson 2	Healthy Relationships
Lesson 3	Making Consent Real

Developed with funds from the Virginia Department of Health -2006-

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**SIXTH GRADE
BREAK THE SILENCE**

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of child abuse.

Objectives:

- Students will learn the definition of child abuse.
- Students will learn the distinction between child abuse and discipline.

Materials Needed:

- Blackboard and chalk
- Video - Breaking the Silence

Total Time:

- 50 Minutes

Advance Preparation:

- Pencils
- Bookmarks
- Video & questions

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Definition | 5 minutes |
| • Video | 30 minutes |
| • Wrap-Up | 5 minutes |

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SIXTH GRADE BREAK THE SILENCE

GOAL: To increase understanding of child abuse.

INTRODUCTION: (5 MINUTES)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school age youth, and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)

DEFINITION: (5 MINUTES)

- Explain that today you will be talking about child abuse.
- Write definition on board: **Is a harmful pattern of behavior by a parent or caretaker.** Child abuse can be physical, emotional, neglect, or sexual abuse.
- Ask students what a pattern is: validate answers, (something that happens over and over again)
- Make the distinction clear - the difference between child abuse and discipline. Discipline is used to protect a child, to teach a child about a limit and it is done as an act of love, and is not a crime punishable by law.

VIDEO: *Break the Silence* (30 MINUTES), *Break The Silence: Kids Against Child Abuse*, Hosted by Jane Seymour, An Arnold Shapiro Production, AIMS Multimedia

- Introduce video by explaining they will be seeing a video about child abuse.
- After video process with class discussion.

WRAP UP: (10 MINUTES)

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- Review key points
- Ask if there are questions or comments
- Remind students of resources
- Pass out pencils, bookmarks, etc.



Video - "Break the Silence"

Discussion - Ask a few of the following questions as time permits

1. Why were Kurt and his sister allowed to go back to their parents?
Father quit drinking
Therapist helped family learn how to communicate
Parents learned how to punish without hitting
2. How did the abuse make Kurt feel?
He was a bad kid
It was his fault
3. Was Kurt a bad kid?
No
4. Whose fault was the abuse?
His Dads
5. What did Sophie's mom do when she told her that she was being abused by her stepfather?
Ignored her and didn't believe her
6. How did that make Sophie feel?
7. How did the abuse make Sophie feel?
Alone and different, sad
8. What were some of the signs that Sophie was being abused?
Not wanting to go home (making excuses)
Grades started dropping
Pulling away when her father hugged her
9. Why do you think Sophie's stepfather was always buying her presents?
10. What did Sophie learn from counseling?
That the abuse was not her fault
11. Whose fault was the abuse?
Stepfather, (Jesse)



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12. When Anthony was being sexually abused by a family friend, what were some signs his parents noticed that told them something was wrong?

Grades went down
Wet the bed
Nightmares
Started sleeping with his parents

13. What kind of tricks did Anthony's abuser use?

Good guy, I'm a friend, pretended he was Anthony's friend

14. Why did Anthony say he was speaking up now?

So kids will know to tell
To keep it from happening to other kids

15. What did Anthony say that makes him mad about the abuse?

That he didn't speak up when it was happening

16. What do you think kept Anthony from speaking up?

Afraid
He was only four

17. How was Rachael neglected?

Left alone for hours or days as a toddler
Sick couldn't take care of herself, so she had to do the chores
Bounced from relative to relative

18. How can a kid tell if they are being neglected?

If they don't have enough to eat
Don't have enough clothes
If they have to do things that are inappropriate for their age
Having to take care of themselves

19. In each case, how did the abuse stop?

Adult told and then something was done to protect the children

20. Who were the people who helped the children?

Doctors, social workers, therapists, guidance counselors, foster families, a judge

21. If something like this was to happen to you or someone you know, who could you tell about it?

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**SIXTH GRADE
HEALTHY COMMUNICATIONS**

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of verbal and nonverbal communication.

Objectives:

- Students will learn to recognize nonverbal signs of communication.
- Students will learn to recognize physical signs of communication.

Materials Needed:

- Blackboard and chalk
- Role play scenarios

Total Time:

- 50 Minutes

Advance Preparation:

- Pencils
- Bookmarks

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 10 minutes |
| • Definition | 5 minutes |
| • Activity | 30 minutes |
| • Wrap-Up | 5 minutes |

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SIXTH GRADE HEALTHY COMMUNICATIONS

INTRODUCTION (10 minutes)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school age youth and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)

DEFINITION: (5 minutes)

- Communication: **It allows people to exchange thoughts by one of several methods.**
- Communication is an important part of all relationships. In order for the relationship to be healthy, the communication must be healthy.
- In healthy relationships each person feels valued and respected.
- If a person makes you feel bad, ashamed, scared, frightened, or angry then the relationship is probably not healthy.
- This does not mean that victims of abuse are responsible for the abuse because of a communication problem.
- No one has the right to make you feel bad or hurt you.
- You have the right to ask for help.
- You have the right to say “no”.
- Communication may be verbal or nonverbal
- Many times the opinions people form of us are based upon how we communicate and it bases how they communicate with us.

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ACTIVITY: (30 minutes)

- Brainstorm on board types of verbal and nonverbal communication. List should include *words, tone of voice, and volume of voice, word, body language, gestures, and facial expressions.*
- Inform students that it is very rare to use just verbal or non verbal communication. In other words, they are used together and it is important for verbal and nonverbal to match.
- Unhealthy communication and misunderstanding occur when verbal and non-verbal communication does not match.
- Inform students that they will act out several scenarios. Their job is to figure out if the verbal and non verbal match. Ask for volunteers to do the role plays.

Role Play

Two friends at a party

Jill: "Are you having a good time?"

Corey: "Yeah" Corey is yawning and twiddling thumbs

Ask students if the verbal and nonverbal communications matched

What did the verbal communication indicate?

What did the non verbal communication indicate?

Ask students to role play the "party" again only this time the verbal and non verbal communication should agree.

Role Play

A conversation between a student and a teacher

Student: "Ms. Hill can you help me with this assignment?"

Ms. Hill: "Sure, I have plenty of time to help you." Ms. Hill is looking at her watch and tapping her foot.

Ask: Did Ms. Hill really want to help the student? How could you tell?

Ask students to role play it again only this time have the communication agree.



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Role Play

Boyfriend and Girlfriend

Mike: "My parents are gone. Let's go to my house where we can be alone."

Laura: "Sure, that sounds great," Laura is looking down and moving away from Mike.

*Ask: Do you think Laura really wanted to go the Mike's house? **Explain** What do you think Mike thought?*

What could Mike have said to make sure Laura wanted to go to his house?

What could Laura have said or done to be clear in what she wanted?

Ask students to role play situations again to make the non verbal and verbal communication agree.

WRAP UP: (5 minutes)

Ask: "Why is it important to have verbal and non verbal communication agree?"

Validate answers.

Ask students for questions or comments about today's lesson.

Remind students about the hotline.

Remind students when you will be coming back. (If applicable)

Hand out pencils/bookmarks.

ALTERNATIVES ACTIVITES: (5 minutes)

Express Yourself

- Ask for volunteers to communicate a feeling to the class without using verbal communication. In other words act out a feeling.
- Emphasize that class members are to raise their hands to make a guess. If this does not happen emphasize how communication becomes unhealthy. If all goes well, use it as an example of healthy communication.
- Use pre-made cards with emotions on them 5-10 cards (*use different students*)
- Process by asking:
What clues helped you figure out the feeling?
Ask a volunteer how it felt to communicate without words?



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**SIXTH GRADE
BOUNDARIES**

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of personal boundaries.

Objectives:

- Students will learn to recognize visible and invisible boundaries.
- Students will learn to recognize personal boundaries.

Materials Needed:

- Blackboard and chalk
- Two Hula-hoops

Total Time:

- 50 Minutes

Advance Preparation:

- Pencils
- Bookmarks

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Activity | 5 minutes |
| • Definition | 5 minutes |
| • Activity | 15 minutes |
| • Activity | 15 minutes |
| • Wrap-Up | 5 minutes |

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SIXTH GRADE BOUNDARIES

GOAL: To increase understanding of personal boundaries.

INTRODUCTION: (5 minutes)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school age youth and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “what did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)

ACTIVITY: (5 minutes)

- Follow up from last meeting non verbal communication. (If applicable)

Pass the Feeling. Explain this is a game like gossip only there is no talking, you will show the first student a feeling card then that student uses non verbal communication to pass the feeling to the student behind her in line and so forth until it gets to the end of the line. *This may be done from desk or lining up.*

- Remind students that healthy communications include:
 - Listening to each other
 - Asking questions
 - Respecting others and their opinions
 - Not putting people down
- Remind students you will be available after class to talk one-on-one.
- Tell students that today you will be talking about boundaries.



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DEFINITION: (5 MINUTES)

- A boundary is something that separates one thing from another.
- Ask students: "Are there boundaries in this room?" *Walls, doors, teacher's desk.*
- Tell students where you drove from this morning. (Example "I drove from Radford this morning, I left the City of Radford, drove into Montgomery County, then Giles County and here to Narrows Elementary. Did I cross any boundaries?
Validate answers.
- Boundaries can be visible or invisible. *A door separates one room from the next, state county line separate counties and states.*
- A boundary can be a personal space boundary (*students will probably know it by personal bubble*)
- Ask students what is the purpose their personal space boundaries or personal bubble? *Tells us how comfortable we are with other people, lets us know when others are being disrespectful, how close and comfortable we are with some people.*
- Explain we are not meant to be close and comfortable with everyone.
- Close and comfortable feelings come over time after we have gotten to know and trust people.
- Personal boundaries are made up of personal thoughts, opinions, and attitudes.
- The body signals our boundaries through our feelings.
- Ask students: "What are some signals that someone has crossed a boundary?"



ACTIVITY: (15 minutes)

- Ask for volunteers to demonstrate boundaries. Explain that each pair of volunteers will be given hula hoops. You, as presenter, will name a relationship and have the pair demonstrate, with their hula hoops, personal boundaries. You may have to demonstrate the activity to ensure that students understand. Use several different pairs to demonstrate boundaries. Not every pair demonstrates every relationship.

- Relationships:

You and your best friend

You and your favorite teacher

You and your parents

You and your grandparents or a favorite aunt or uncle

You and the school principle

You and the school bully

You and an adult who is a complete stranger

You and the new kid in the classroom

You have gotten to know the kid and you decide you're going to be best friends

You shared information with your new best friend that was personal and you come to school the next day and everybody knows your personal information. Where is your boundary going to be now?

- Proceed by asking:

What did you learn from this demonstration? Boundaries change. Different people have different boundaries.

May have to ask leading questions like "Do boundaries change over time?" Are boundaries different for different people?

"Whose boundary do you have to be respectful of?" The other persons.

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PUTTING IT TO PRATICE: (15 minutes)

- Brainstorm on board a list of personal questions may include:
 - *Do you have a boyfriend/girlfriend?*
 - *How much do you weigh?*
 - *How much money do you parent make?*
 - *What is your most embarrassing secret?*
 - *What did you make on the test?*
 - *How far have you gone?*
- Ask participants to find a partner.
- Ask them to choose who will be the “invader”.
- Ask the invader to choose four questions from the list and ask them to the partner.
- Ask the student to raise their hand and yell stop when the “invader” ask questions that are too personal and they are feeling uncomfortable.
- Then have participants switch roles.
- Process activity by asking:

How did you know when your boundary was crossed? (thoughts, feelings)

 - *How did it feel to cross a boundary?*
 - *Can you think of any time your boundary was crossed?*
 - *What would be a good way to explain your boundary to a friend, or maybe someone you're dating?*

WRAP UP: (5 minutes)

Ask students:

- “*Why are boundaries important?*” *Validate answers.*
- Questions or comments about today’s lesson.

Remind students when you will be coming back.

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SIXTH GRADE
RESPECTFUL OR DISRESPECTFUL – PART I

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of respectful and disrespectful behavior, as well as sexual harassment.

Objectives:

- Students will learn the definition of sexual harassment.
- Students will learn to recognize the verbal, non-verbal, and physical signs of sexual harassment.
- Students will learn the steps to take if they are sexually harassed.

Materials Needed:

- Blackboard and chalk
- Worksheet - Types of Sexual Harassment
- Worksheet - Feelings Associated with Flirting and Sexual Harassment
- Myth or Fact Statement Sheets
- Evaluations

Total Time:

- 50 Minutes

Advance Preparation:

- Prepare worksheets
- Pencils
- Bookmarks
- Evaluations

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 10 minutes |
| • Definition | 10 minutes |
| • Activity | 25 minutes |
| • Wrap-Up | 5 minutes |

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SIXTH GRADE RESPECTFUL OR DISRESPECTFUL – PART I

INTRODUCTION: (10 minutes)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school age youth and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session? (If applicable)”
- Ask students: “What did they learn from the last session? (If applicable)”

DEFINITION: (10 minutes)

- Explain to students that you will be discussing sexual harassment in this lesson
- Ask: “What do you think sexual harassment is?” Validate and write answers on board.
- On the board write definition to include **unwanted, unwelcome, uninvited behavior of a sexual nature** directed at someone because of their gender. (if they are a boy or a girl)
- Ask students: “How can you tell if it is unwanted or unwelcome? *Causes you to feel uncomfortable, embarrassed*”
- It is *uninvited* if you didn’t ask for it.
- Explain that sexual harassment is different from other types of harassment in that the behavior must be **sexual in nature**.
- Ask students: “Does sexual harassment happen to girls? How about to boys?”
- Sexual Harassment is a problem in workplaces in schools, that’s why I’m here we want you to know what is so that you never do it and what to do if it should ever happen to you.



ACTIVITY: (25 minutes)

- Explain that Sexual Harassment may be **physical**, (*physical contact such as touching*), **verbal**, (*such as making a sexual comment or calling someone a sexual name*) or **nonverbal** (*such as passing around sexual pictures, sending someone and unwanted sexual text messages, note, e-mail*)
- Ask students to get in groups of 3 or 4
- Pass out worksheets and behavior list
- Ask students as a group to fill in the first side of the worksheet using the behaviors and determine if these behaviors are physical, verbal or nonverbal. *Purpose of the worksheet is to generate discussion and have students learn from each other's responses.*
- While students are in groups write **Flirting** on one side of the board and **Harassment** on the other.
- Allow 7-10 minutes to complete
- Discussion of answers (*no wrong answers*) Pick out a few of the behavior to discuss by asking students where they put specific behaviors, students will have different answers, (which is okay the main purpose is for an overall understanding of sexual harassment). Use this opportunity to make the point that sexual harassment happens to males and females and the harasser may be a male or female. Use their answers to incorporate "hostile environment"
- When discussing "shanking" ask, "How does the person who has been shanked feel?" (*answers will usually include, embarrassed, violated, humiliated, mad, and sad.....*). Use these answers to make the point ...this is what sexual harassment is about, not sexual interest but doing something sexual to embarrass someone. Ask, "Do guys shank other guys and do girls shank other girls?" Make points that all sexual harassment is about embarrassing or causing someone to feel uncomfortable
- Continue Worksheet:
 - Ask: "Does anyone in her like to flirt?"
 - "How do you know if the person you're flirting with is enjoying the flirting?" *Smiling, flirting back, eye contact, Stepping closer*

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- “How can you tell if someone is not enjoying the flirting?”
not smiling, not flirting back, no eye contact, stepping back
- Sexual harassment and flirting look different, they feel different also.
- *With the whole class fill in work sheet with you writing on the board.*
- “Suppose you make a mistake and flirt with someone who doesn’t welcome your flirting. How long will it take you to know this person doesn’t want you to flirt with them?”
- “What should you do if you make that kind of mistake?” (*stop, apologize, don’t do it anymore*)
- Finish rest of work sheet as a class.

WRAP UP: (5 minutes)

- Questions, comments, about today’s lesson
- Pass out Evaluations and have students complete and return to you.
- Remind students you will see them next year as 7th graders



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YOU MAKE THE CALL: IS IT FLIRTING OR SEXUAL HARASSMENT?

1. Ann is walking down the hall. Barry stands in front of her, so she can not pass. He says, "Hey babe, you're looking good today." Ann feels uncomfortable and has to brush against him to get by.

2. Paul and Pam ride the bus together. Paul and his friends are usually loud and they like to tease Pam and her friends. Yesterday, Paul was passing around a dirty magazine and shouting, "Hey Pam, don't you wish you looked like this?" Pam was really embarrassed.

3. Mike is walking down the hall, trying to get to his locker. Melissa and her friends start laughing as he walks by and one of them says, "Oh yeah, I like the looks of that." Another one slaps his behind. When Mike looks offended, Melissa says, "Guys are supposed to like that."

4. Zack really likes Whitney and would like to invite her to a movie. At lunch, he sits beside her and starts talking about the math class they just had. Whitney seems okay talking to him so he asks if she'd like to go to a movie Friday night. She says she'd like to go.

5. Amy and Kevin are lab partners. She really likes his smile and tells him during their next lab. Kevin says thanks and tells her she has a nice smile too.

Sexual harassment is no laughing matter. In fact, it hurts everyone involved.

The _____, or victim, of sexual harassment is the person who is on the receiving end of the harassing behavior.

Sexual harassment is ALWAYS defined by the target. Therefore, even if the _____, or person is doing the sexual harassment, says he/she was just having fun, it is still sexual harassment and it needs to STOP! There are several ways that you can choose to respond.



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Sexual Harassment Behavior List

- Calling someone a sexual name
- Touching private body parts
- Telling sexual jokes
- Giving someone a wedgie
- Passing around “dirty” pictures
- Spreading sexual gossip
- Writing sexual graffiti on the bathroom wall
- Purring or Barking at someone
- Making sexual gestures
- Whistling at someone
- Pinching or grabbing private body parts
- Snapping or unhooking someone’s bra
- “Shanking” or pulling someone’s pants down
- Making sexual comments when someone walks by

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SEVENTH GRADE RESPECTFUL OR DISRESPECTFUL – PART II

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase the understanding of respectful or disrespectful behaviors, as well as sexual harassment.

Objectives:

- Students will learn the definition of sexual harassment.
- Students will learn to recognize the verbal, non-verbal, and physical signs of sexual harassment.
- Students will learn the steps to take if they are sexually harassed.

Materials Needed:

- Blackboard and chalk

Total Time:

- 50 minutes

Advance Preparation:

- Copies of Bingo Sheet
- Candy
- Pencils
- Bookmarks

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Definition | 10 minutes |
| • Brainstorm | 10 minutes |
| • Activity | 20 minutes |
| • Wrap-Up | 5 minutes |

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SEVENTH GRADE RESPECTFUL OR DISRESPECTFUL – PART II

GOAL: To increase understanding of sexual harassment

INTRODUCTION: (5 minutes)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school age youth, and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)
- Explain that you will be talking about sensitive issues today, and you want them to be respectful, because there may be people in the room who have personal experience with some of the issues we will be talking about.

DEFINITION: (10 minutes)

- Ask: “What do you remember from our lesson about sexual harassment, write answers on the board under Sexual Harassment?” If possible use their words to write a definition of sexual harassment.
 - **Sexual Harassment – any unwanted, unwelcome or unsolicited behavior directed at you because of your gender**
- Ask: “How do you deal with Sexual Harassment?”
 - Use very assertive, clear strategies, and the harassment may continue, and it is not the target’s fault, remember Sexual Harassment is about power, humiliation, and embarrassing another person

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BRAINSTORM Strategies on Board: (10 minutes)

- *I don't like to hear sexist jokes, please don't tell them around me*
- *Please don't put your arm around me, it makes me uncomfortable*
- *Stop and don't do it again*
- *Leave me alone*
- *That's not okay with me*
- *Don't touch me, it makes me uncomfortable*
- *What part of NO don't you understand*
- Talk to friends, parents, teachers, guidance counselors, principal

ACTIVITY: (20 minutes)

- Bingo (with candy for prizes)
(Students do not have to get 5 in a row to win, all they need to raise their hands and if they know the right answer they get candy).

Clarify and discuss answers as you go along.

WRAP UP: (5 minutes)

- Ask for questions and comments.
- Remind students when you will be coming back and what you are going to be talking about.
- Provide resource information.



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RESPECTFUL/DISRESPECTFUL/SH BINGO

RIGHT	HARASSER	FLIRTING	PHYSICAL	DRESS
STOP	1992	RAPE	MALES	TARGET
TITLE IX	FAULT	FREE	WRITTEN RECORD	WORKPLACE
ASHAMED	BOUNDARIES	SCHOOL ADMINISTRATOR	WRITE A LETTER	BYSTANDER
GRAFFITI	ROTTEN RUMOR MILL	IGNORE	NONVERBAL	ILLEGAL

Graffiti
Dress
Fault
Bystander
Ignore
Males

School Administrator
Ashamed
Rotten Rumor Mill
1992
Harasser
Write a Letter

Flirting
Boundaries
Nonverbal
Written Record
Illegal
Right

Physical
Rape
Title IX
Workplace
Target
Stop



RESPECTFUL/DISRESPECTFUL SH BINGO – PRESENTER'S GUIDE

(The notes following each sentence are provided as guides for class discussions).

1. Spreading sexual gossip about someone, also known as the _____, is one example of sexual harassment. **ROTTEN RUMOR MILL** (Examples: Did you hear what Ann did with Mike after the football game? There goes Lisa; I hear she's easy).
2. If you are being sexually harassed, one way to confront the harasser is to _____; you should do this with the help of an adult. **WRITE A LETTER** (This enables the target to take control, but may not end the harassment. It should not be used if the harasser is a school employee or if the harasser is anti-social).
3. Sexual harassment is _____, meaning you can be criminally charged and go to court. **ILLEGAL** (Emphasize to students that even young people can face legal consequences).
4. Sexual harassment is always defined by the _____, or person being harassed. **TARGET** (Emphasize that even if the harasser thinks it is all in fun, the behavior needs to stop if the target displays discomfort. This may be a good opportunity to discuss the various ways people can indicate they do not like the harassing behavior).
5. Sexual harassment is different than _____, which involves mutual and welcomed contact between two people. **FLIRTING** (This provides a good opportunity to have students list different behaviors and indicate if they are flirting or sexually harassment behaviors).
6. Being grabbed in a private area of your body is a type of _____ sexual harassment. **PHYSICAL** (This provides a good opportunity to have students list other types of physical sexual harassment).
7. Sexual information written about someone on a bathroom wall or telephone booth is known as sexual _____. **GRAFFITI** (Discuss with students how it would feel to have such information written about them).

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8. Sexual harassment happens to both _____ and females. **MALES** (Discuss why males may be hesitant to admit they have been harassed. Discuss how females harass other females and males).
9. If you are being sexually harassed on school property, it is important to tell a _____ as soon as possible. **SCHOOL ADMINISTRATOR** (Identify teachers, principals, and school counselors as resources for help).
10. If you witness sexual harassment, but it is not happening directly to you, you are known as a _____. **BYSTANDER** (Discuss how bystanders contribute to the problem of sexual harassment).
11. Everyone has the _____ to receive equal educational opportunities and not be sexually harassed. **RIGHT** (Have students identify how sexual harassment impacts someone's ability to function in school).
12. If someone is being sexually harassed, they may feel _____ and believe the harassment is their fault. **ASHAMED** (Have students identify other possible feelings that result from sexual harassment).
13. An extreme form of sexual harassment in which someone is forced to engage in sexual intercourse against their will is called _____. **RAPE**. (Discuss with students a plan to deal with sexual assault, including Women's Resource Center's C.A.R.E. Companion Program).
14. Sexual harassment laws apply to incidents in schools and the _____. **WORKPLACE** (Educate students that federal laws cover the following types of harassment: unwelcome sexual advances, requests for sexual favors, basing job promotion on submission to sexual requests, and creating a hostile environment due to unwanted sexual behavior).
15. If you are being sexually harassed, you have the right to tell the harasser to _____ the behavior. **STOP** (Discuss other rights to sexual harassment).

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16. An example of _____ sexual harassment is someone staring at you or looking your body up and down. **NONVERBAL** (Discuss how nonverbal harassment can be emotionally damaging).
17. Females do not ask to be sexually harassed by the way they _____. **DRESS** (Discuss why some people may disagree with this statement).
18. In _____, the Supreme Court issued a unanimous decision which allowed targets of sexual harassment to receive damage awards. **1992** (Inform students that this decision strengthened the Title IX law, which ensures the right of equal educational opportunities for all students, by including the consequence of damages (e.g. money)).
19. If you are being sexually harassed, it is important to keep a _____. This should include the date, time, place, and description of the harassment. **WRITTEN RECORD** (Discuss the importance of a written record in reporting the harassment and having accurate information: emphasize the target's CHOICE to report and pursue consequences).
20. _____ if the federal law which prohibits sexual harassment in public schools. **TITLE IX**. (Explain that this amendment was added in 1972 and states that no person on the basis of their gender shall be subjected to discrimination under any educational program receiving federal funding).
21. Sexual harassment breaks personal _____, or invisible lines of comfort. **BOUNDARIES** (Discuss how it is important to be aware of your own personal boundaries and trust your feelings when these boundaries are broken).
22. If you _____ sexual harassment or pretend it is not happening, it may continue and get worse. **IGNORE** (Discuss a plan of action to deal with sexual harassment).
23. If you are sexually harassed it is important to remember that it is not your _____ and you are not to blame. **FAULT** (Explain that the harasser is trying to exert power and control and a way to take

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back power is to talk to someone about the harassment. Emphasize it is the target's CHOICE to report the harassment).

24. If the _____ is told that his/her behavior is unwelcome, then it is his/her responsibility to stop the behavior. **HARASSER** (Discuss what should happen if the harasser does not stop the behavior after being told to stop).



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**SEVENTH GRADE
ASSERTIVE RESPONDING**

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of assertive responding.

Objectives:

- Students will increase their understanding and practice of assertive responding.
- Students will learn to assertively respond to situations.

Materials Needed:

- Blackboard and chalk

Total Time:

- 50 minutes

Advance Preparation:

- Pencils
- Bookmarks

Lesson Overview

- | | |
|-----------------------|------------|
| • Introduction | 5 minutes |
| • Definition | 5 minutes |
| • Brainstorm Activity | 10 minutes |
| • Scenarios Activity | 25 minutes |
| • Wrap-Up | 5 minutes |

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SEVENTH GRADE ASSERTIVE RESPONDING

GOAL: To increase understanding and practice assertive responding.

INTRODUCTION: (5 minutes)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school age youth and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)

DEFINITION: (5 minutes)

- Explain that today we are going to be talking about assertive responding.
- Do you often feel that others coerce you into thinking their way? Is it difficult for you to express your positive and negative feelings openly and honestly.

Do you have a hard time saying no for fear it might hurt someone’s feelings.

- If you answered “yes” to any of the above questions, it may mean you “lack of assertiveness.”
- Ask class: “What are some ways people get other people to go along with them or to say yes?” (negative)
Answer should include: anger, yelling, hitting, guilt.
- Today we are going to be talking about how to express yourself and your rights without violating the rights of others. Acting in a positive assertive manner will allow you to feel self-confident. It can increase

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your chances to be in honest relationships, help you feel better about yourself, and improve your decision making ability.

- There is a difference between being assertive and being aggressive.
- Aggressive means you express your rights at the expense of others, degrading them, putting them down, yelling, and using anger to get your way. Refer back to some of the examples the students gave.
- Assertiveness just means the ability to express your thoughts and feeling, clearly stating your needs, without becoming angry or violating the right of others.

BRAINSTORM ACTIVITY: (10 MINUTES)

- Before you can be comfortable expressing your needs, you must believe you have a legitimate right to have those needs.
- Have class brainstorm on board, basic rights individuals have. Be sure some of the following make it into the list:
 - Right to own beliefs, values, opinions, emotions and the
 - Right to express them (in an appropriate manner)
 - Right to tell others how you want to be treated
 - Right to ask for information or help
 - Right to your own dreams
 - Right to change your mind
 - Right to make mistakes
 - Right to say “No” or “I don’t know” or “I don’t understand”
- Asserting yourself will not necessarily guarantee your happiness or fair treatment. It will not solve your personal problems. Just because you assert yourself does not mean you will always get what you want. Lack of assertiveness is most certainly one of the reasons for misunderstanding and conflict.
- When being assertive be as specific and clear about what you want, think and feel. Be direct. Deliver your message to the person for whom it is intended
- Brainstorm on board specific & clear phrases
 - “I want to.....”
 - “I don’t want to.....”
 - “Would you.....”
 - “I have a different opinion.....”

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ACTIVITY SCENARIOS: (25 minutes)

- Divide students into groups of 4 or 5. Give each group a scenario. Tell them they are to read and discuss the scenario and come up with an assertive response to the situation. Then each group will present their scenario to the class either by role playing or by reading it and giving their responses.

WRAP UP: (5 minutes)

- Ask for questions and comments
- Remind students when you will be coming back and what you will be talking about.



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SEVENTH GRADE
POWER IN RELATIONSHIPS – PART I

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of power in relationships.

Objectives:

- Students will learn the definition of sexual assault.
- Students will learn various facts regarding sexual assault.
- Students will learn the steps to take if they are sexually assaulted.

Materials Needed:

- Blackboard and chalk
- Scenarios
- Worksheet - Know the Facts
- Evaluations

Total Time:

- 50 Minutes

Advance Preparation:

- Worksheets
- Pencils
- Bookmarks
- Copies of "Know the Facts"
- Evaluations

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Definition | 5 minutes |
| • Activity | 10 minutes |
| • Activity | 25 minutes |
| • Wrap-Up | 5 minutes |

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SEVENTH GRADE POWER IN RELATIONSHIPS – PART I

GOAL:

To increase understanding of sexual assault.

INTRODUCTION: (5 MINUTES)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program; explain that this program is offered to middle and high school age youth and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)

DEFINITION: (5 Minutes)

- Explain to students that you will be talking about sexual assault in this lesson.
- Remind students to be sensitive and respectful, because there may be someone in this room who has personal experience with some of the issues that come up today.
- Define sexual assault: **any unwanted sexual activity, including kissing, touching or intercourse. Any physical contact of a sexual nature without voluntary consent.** Unwanted kissing is a form of sexual assault, unwanted sexual touching is a form of sexual assault.
- One in four girls will be sexually assault by the time she reaches age 18 and one in 5 to 6 boys will be sexually abused by the time he reaches age 18.
- Sexual assault happens to people your age, people older than you and younger than you.
- Sexual assault happens between people who know each other, strangers, people who are dating, married or in the same family.

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- Just because people are married, dating, friends, in the same family or strangers does not mean that sexual assault is allowed.
- Sexual assault is against the law and punishable under the law.

SEXUAL ASSAULT: KNOW THE FACTS (15 MINUTES)

- Use forced choice cards to discuss sexual assault
- Students may stay in their seats and raise hands or may move to area of room labeled "True" "False"

ACTIVITY: (20-25 MINUTES)

- Divide students into groups of 4-6 people
- Inform class that each group will read a scenario, and each group will have questions to answers. They may write on the answer sheet
- Allow 10 minutes for groups to finish.
- Process answers as a class with groups sharing their answers.

WRAP-UP: (5 MINUTES)

- Ask students for any questions or comments about today's lesson
- Pass out evaluations and ask students to complete and return to you.
- Provide information about the Women's Resource Center as a resource
- Identify other resources
- Hand out bookmarks, pencils
- Remind students when you will see them again



Scenario One

Joe is 13 years old. Today, he is starting to feel good about himself, but that hasn't always been the case. Until recently, he kept a very important secret to himself; it involved a neighbor, Nick. When Joe was younger Nick moved into his neighborhood. Nick was nice and invited Joe and his friends over to this house to swim in his pool and play video games. Nick had the coolest games and movies. Nick always played with the boys and made them feel welcome, Nick always had plenty of snacks and drinks and didn't mind if the boys drank beer or smoked. One day Joe went to Nick's house, there were no other boys there. Nick suggested they watch a movie. It was a movie that made Joe feel embarrassed and uncomfortable. But Nick talked to him in a kind reassuring way and told him it was alright. Over the next several weeks Nick started touching Joe and after a while Nick had Joe touch his private parts. Joe felt scared and uncomfortable. But Nick was so nice, and said it was okay, because they were friends. Nick would even let Joe stay at his house when Joe's parents were fighting. Several times Nick gave Joe money or paid for something Joe really wanted to do. Nick was always understanding and kind when Joe was in trouble at school or with his parents. Nick always took his side. As Joe got older, Nick started paying less attention to him and started paying more attention to a younger boy down the street. One day a police officer came to Joe's house and starting asking Joe questions about Nick.



Scenario One Questions

1. Is this a case of sexual assault?
2. If so, what makes it sexual assault?
3. How old do you think Nick is?
4. How did the police know to come to talk to Joe?
5. What kind of tricks did Nick use?
6. Why do you think Joe didn't tell anyone about what was happening?
7. What do you think happens next in the story?
8. Imagine you are Joe's friend. What could you do to help him?
9. How do you think this experience will change and affect Joe's life?



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Scenario Two

Emily is 13 years old. Today she is starting to feel good about herself, but that hasn't always been the case. Until recently, she kept a very important secret to herself; it involved her stepfather. He had threatened that if she told anyone, she'd get into trouble and no one would believe her. Emily's Mom remarried when Emily was 8. Emily was excited because she thought having a father would be cool. And at first it was. She and her stepfather would go to the park and have ice cream afterwards. About a year after Emily's stepfather joined the family, Emily started feeling uncomfortable. When he hugged her, he held on for a long time; if she started to pull away, he'd say, "What's the matter, don't you love me anymore?" When Emily's mother started working the night shift, Emily was at home alone with her step dad. He began touching her and had her look at pictures that embarrassed her and made her feel uncomfortable. After a while he had her touch his body and told her he was teaching her about love. Emily felt scared and alone. Her stepfather told her they needed to keep their activities a secret. He mentioned that her mother wasn't feeling well lately and shouldn't be upset. Emily started having trouble in school. She couldn't concentrate and she didn't feel like being around her friends. Finally one day, her teacher Ms. Pack met with Emily after school and asked what was wrong. Emily started crying and told Ms. Pack her story.



Scenario Two Questions

1. Is this a case of sexual assault?
2. If so, what types of sexual assault occurred in the story?
3. What did Emily's stepfather do to encourage her to keep the secret?
4. Why do you think Emily was having trouble in school?
5. Why do you think it took Emily so long to reveal her secret?
6. What do you think happened next in this story?
7. Imagine you are Emily's friend. What could you do to help her?
8. How do you think this experience will affect Emily's life?



SEXUAL ASSAULT – KNOW THE FACTS

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

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

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PRESENTER'S GUIDE

SEXUAL ASSAULT - KNOW THE FACTS

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

___ 1.	Sexual assault is about sex and passion. FALSE - Sexual Assault is about power and control
___ 2.	When one or both people are under the influence of alcohol or any other mood altering chemical, it becomes harder to make a good decision about sexual activity. TRUE: Also inform students that being drunk or high is no excuse for assaulting someone.
___ 3.	Only females can be the victims of sexual assault. FALSE: Males can also be victims.
___ 4.	Victims of sexual assault have medical and legal resources available to help them. TRUE: Hospital staff and law enforcement are receiving more and more training about how to deal with sexual assault. Mention WRC Care Companions and Victim/Witness Services.
___ 5.	Incest is a form of sexual assault that occurs between family members. TRUE: Inform students that survivors of incest may be hesitant to report the abuse due to shame, threats from abuser, confusion, fear they won't be believed, etc.
___ 6.	You can tell when someone has been sexually assaulted because they will be crying and upset. FALSE: Each case is different and people respond in different ways.
___ 7.	Sexual assault can not happen between people who are dating or married because these people are supposed to be having sex anyway. FALSE: If the sex is forced and unwanted, it is wrong. Dating or being married does not give you permission to have it whenever you want.

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----- 8.	Most sexual assaults occur between people who know one another. TRUE: 85-90% of victims know the person who assaulted them.
----- 9.	There is an agency in the New River Valley that offers free help to survivors of sexual assault, both adults and children. TRUE: WRC - mention confidentiality, counselors coming to schools, groups, family support, court accompaniment, etc.
----- 10.	Sexual assault can happen to people of any age, race, or socioeconomic class. TRUE: No one is immune to sexual assault.
----- 11.	When females wear short skirts and tight blouses, they are asking to be sexually assaulted. FALSE: No one asks to be assaulted. You can't assume you know what people want by what they wear.
----- 12.	If two people are engaged in sexual activity and one decides to stop, but the other continues, it is not sexual assault. FALSE: People have the right to change their minds. If someone says NO and expresses discomfort with a sexual activity, it needs to stop.



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EIGHTH GRADE **POWER IN RELATIONSHIPS – PART II**

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of power in relationships.

Objectives:

- Students will learn the definition of sexual assault.
- Students will learn various facts regarding sexual assault.
- Students will learn the steps to take if they are sexually assaulted.

Materials Needed:

- Blackboard and chalk

Total Time:

- 50 minutes

Advance Preparation:

- Pencils
- Bookmarks

Lesson Overview

• Introduction	5 minutes
• Definition	10 minutes
• Activity	30 minutes
• Wrap-Up	5 minutes

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EIGHTH GRADE POWER IN RELATIONSHIPS

GOAL: To increase understanding of power in relationships.

INRODUCTION: (5 MINUTES)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school age youth and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)

DEFINITION: (10 minutes)

- Explain that you will be discussing sexual assault today.
- Ask students if they remember what sexual assault is? *Validate answers and include in definition on board. Be sure to include the following phrase “unwanted sexual contact, activity, can include, unwanted kissing, touching, intercourse (rape)”*
- Ask students who sexual assault can happen to. *Validate answers and add to definition be sure to include, adults, kids, females, males, teenagers, anyone*
- Ask students: “Who commits sexual assaults?” *Validate answers and add to definition on board be sure to include, strangers, acquaintances, family members, someone you’re dating or married to, male, female.*
- Remind students to be sensitive and respectful during the discussion today, because there may be people in this room who have personal experience with some of the issues that come up today.

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ACTIVITY: SCENARIO (30 MINUTES)

- Read scenario to the students
- Ask the scenario questions to the students to start the discussion and process answers.
- OR divide students into groups of 4-6 people.
- Inform class that each group will be given a scenario and questions about the scenario. Have someone in the group read the scenario out loud and then as a group answer the questions on the answer sheet.
- Allow 10-15 minutes for groups to finish.
- Process answers as a class with groups sharing their answers.

WRAP UP: (5 MINUTES)

- Ask students if they have questions or comments about today's lesson.
- Provide resource information.
- Hand out pencils, bookmarks etc.....
- Remind students when you will see them again and what you will be talking about.



EIGHTH GRADE SCENARIO

Nikki and Josh go to the same high school. He is a senior and she is a freshman. Josh is known as a jock around school because he is the football quarterback and helped the team win the state championship. Lots of girls think he's cute and would love to go out with him. Nikki thinks she'd never have a chance with him because she is just a freshman. Shawn, a senior, is having a party Saturday night. Nikki and her friend Page really want to go but know their parents would never let them go. So they come up with a plan. They each say they are spending the night at the other's house. Nikki and Page have always been trustworthy so their parents have no problem with their plans.

It's Saturday night and they arrive at the party. The place is smoky, there is loud music playing, it's really crowded and they don't see anyone they know. Both of them are feeling really nervous. They decide to stay anyway because it is so cool to be at a senior party. Page spots Josh and starts talking about how cute he is; she dares Nikki to go over and say "Hi" to him. Nikki tells her she doesn't want to, but Page keeps hassling her to go over and talk to him. Finally just to shut Page up, Nikki walks over and says "Hi" and makes some comment about what a great party it is. He says actually he's a little bored, and then says something like, "Hey, a hot girl like you needs a drink to cool her down" and he gets her a drink.

Nikki has not had a lot of experience with alcohol but knows that is what is in the drink. She doesn't want Josh to think she is immature, so she drinks it. He asks her to dance. When they are dancing, Nikki feels so special, like she is floating. She can't believe she is dancing with Josh! He gets her another drink which she drinks and then he introduces her to some of his friends. She can't believe this is happening to her! Then Josh says, "Why don't we go upstairs where we can talk." Nikki tells him she has to find Page and tell her where she's going. Josh says, "Don't worry, we won't be gone long. What's the matter, don't you trust me?"

Upstairs in one of the bedrooms they start making out. Nikki cannot believe it; she can't wait to tell Page. Then Josh starts rubbing on her body, she



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pushes his hand away, he puts it back, she pushes it away again and tells him to stop and tries to push him away. He pushes her back on the bed and begins to remove her pants. She tells him to stop and tries to push him off her. He continues to kiss and fondle her and says, "Girl, you know you want this". He then has sexual intercourse with her.

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EIGHTH GRADE SCENARIO QUESTIONS

1. What feelings were you having as the scenario was being read?
2. Is this a case of sexual assault? Why or why not?
3. Why do you think Josh gave alcohol to Nikki?
4. Imagine you're Josh's friend and you see everything that is taking place before they go upstairs. Would you say anything to Josh at any point?
5. Who is responsible for this assault?
6. Imagine you are Nikki's parents. How do you react to this situation?
7. How could you rewrite the scenario from the point that Nikki says, "Hi" to Josh at the party so that a sexual assault does not take place?



EIGHTH GRADE HEALTHY BOUNDARIES

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding, functions and benefits of healthy boundaries.

Objectives:

- Students will learn the definition of healthy boundaries.
- Students will learn to identify appropriate boundaries.
- Students will learn what to do if someone violates their personal boundaries.

Materials Needed:

- Blackboard and chalk
- handouts

Total Time:

- 50 minutes

Advance Preparation:

- Pencils
- Bookmarks
- Handouts

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Definition | 10 minutes |
| • Worksheet | 5 minutes |
| • Activity | 15 minutes |
| • Worksheet | 10 minutes |
| • Wrap-Up | 5 minutes |

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EIGHTH GRADE **HEALTHY BOUNDARIES**

GOAL:

To increase understanding, functions and benefits of healthy boundaries.

INTRODUCTION: (5 Minutes)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program; explain that this program is offered to middle and high school age youth and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)

WHAT IS A BOUNDARY?: (10 Minutes)

- Boundary – **a border that encloses a space or area.**
- Ask students: “What is the purpose of a fence?”
Process and validate answers: safety, keeps things in, keeps things out, privacy, protection, property limits, gates
- Boundaries are like fences
*Everyone has some sort of boundary
Some you can see some you can't
Helps us out
Keeps us safe (Physical & Emotional)
We determine what comes in what goes out*
- Two types of boundaries
External - physical
Internal - emotional

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- Boundaries work in two ways
 - Keep things and people in
 - Keep things and people out
- Appropriate boundaries help us have healthy friendships and healthy relationships

- Paying attention to boundaries can help us not get hurt or used by others and not hurt our use others

WORKSHEET “DOES MY REALTIONSHIP HAVE HEALTHY BOUNDARIES?”: (5 Minutes)

- Have students fill in individually and answer any questions they have.

ACTIVITIES: (15 Minutes)

Boundary Circles (*handout or draw on board*)

- *Represent different kinds of relationships and boundaries we have in life*
- *Put self in center - explain that circles closer to center represent the most private, special emotional, spiritual, physical parts of who your are*
- *Each of the outer circles is farther and father away from the private part of you*

With Class Participation fill in circle with: *friends, family members, close friends, someone you have dated casually, someone you've dated for 6 months, someone you've dated a year, acquaintances, strangers, enemies, may include teachers, parents, coaches, friends parents.*

Process Boundary Circles

- *When does a stranger become an acquaintance?*
- *When does an acquaintance become a friend?*



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- *How does it feel when a person violates your boundary? (use circle to illustrate) uncomfortable scared, nervous, uncertain, and anxious.*
- *What should you do when someone violates your boundary?*
- *Tell them, walk away, tell somebody, don't be alone with that person.*

WORKSHEET: HOW DO PEOPLE VIOLATE BOUNDARIES (10 Minutes)

Wrap, Questions, Comments: (5 Minutes)



Does My Relationship Have Healthy Boundaries?

These questions may help point out unhealthy qualities in your relationships.

1. Does this person try to tell me what to do, how to dress, whom to hang out with?
2. Do I spend most of my time worrying about this relationship?
3. Does it seem that this person purposefully tries to make me feel jealous or insecure?
4. Does it seem that I do all the giving and my friend does all the taking?
5. Does my friend put unrealistic demands on me? What demands?
6. Does my friend ignore me or attempt to control me when others are around? What usually happens?
7. Does it seem like this friend is always trying to change you? How?
8. Does my friend purposely do things to hurt me emotionally or physically? What?
9. Do other people tell me that my friend talks about me behind my back? About what?
10. Do I get into trouble when I do what my friend says? How?
11. Do I feel ashamed, guilty, or afraid after talking or being with this person?
12. Have I quit doing things that I used to enjoy since I've become involved with this person? What? Why?
13. Does this person ever threaten or intimidate me?
14. Has this person ever given me a gift and expected sexual contact in return?



How Do People Violate Boundaries?

Place a check mark next to any statement listed below that has happened to you. Then, underline the statements that describe what you have done to someone else.

Interrupting a conversation

Taking someone's possessions without his or her permission

Teasing or making fun of someone

Asking very personal questions

Telling other people stories about someone

Making someone uncomfortable by always being around or invading his or her private space

Saying or doing things that others find offensive or vulgar

Forcing someone into doing something sexual

Physically abusing someone

Using inappropriate language or touching

Abusing someone in any way

1. How does violating another's boundaries hurt that person? Explain.
2. How does violating someone else's boundaries affect you? Explain.
3. What can you do to make amends for the times you have violated the boundaries of others?
4. If someone is constantly violating your boundaries, what should you do?

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EIGHTH GRADE
RESPECTFUL OR DISRESPECTFUL – PART III

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of respectful and disrespectful behaviors.

Objectives:

- Students will learn respectful and disrespectful behaviors.
- Students will learn to identify sexual assault, sexual harassment behaviors.

Materials Needed:

- Blackboard and chalk
- Body language challenge
- Behavior cards

Total Time:

- 50 minutes

Advance Preparation:

- Pencils
- Bookmarks

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Activities | 40 minutes |
| • Wrap-Up | 5 minutes |

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EIGHTH GRADE **RESPECTFUL OR DISREPECTFUL – PART III**

INTRODUCTION: (5 minutes)

- Write your name and “Women’s Resource Center” on board with the two hotline numbers.
- Begin by introducing yourself as a staff member from the Women’s Resource Center’s PEACELINE program; explain that this program is offered to middle and high school age youth and the focus is on violence prevention and student safety.
- Encourage students to ask questions throughout the session.
- Inform students that you will be available after class if they need to speak to you one-on-one.
- Ask students: “What did we speak about last session?” (If applicable)
- Ask students: “What did they learn from the last session?” (If applicable)

ACTIVITY: BODY LANGUAGE CHALLENGE (15-20 MINUTES)

- Ask for 4-5 volunteers to come up in front of the room to help with the challenge.
- Have students demonstrate the Body Language Challenges
- Discuss the activity

ACTIVITY: RESPECTFUL/DISRESECTFUL BEHAVIORS: (15-20 MINUTES)

- Explain that you will be handing out cards with a behavior on it.
- If they get a card, they are to come down front and line-up in order from respectful behavior to disrespectful behaviors.
- After students line up, ask them to read their cards out loud and then ask the audience if they would make any changes in the order.

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- Process cards and order, being sure to identify sexual assault and sexual harassment behaviors.

WRAP UP: (5 Minutes)

- Ask students if they have questions or comments about today's lesson.
- Pass out Evaluations. Ask students to complete and return to you.
- Provide resource information.
- Hand out pencils, bookmarks, etc.....
- Remind students when you will be seeing them again



Body Language Challenge

Challenge #1

Imagine you are single. An attractive person is sitting across the cafeteria from you. Send the person messages through your body language to tell him/her you want to go on a date. Will this person interpret your signals perfectly?

Challenge #2

Write down all of the body language signals used by individuals on a date to communicate with each other. Include every signal imaginable. *Example:* moving closer to someone to let the person know you like him/her.

Challenge #3

During a date, the girl is having a great time and really likes the guy. The two of them are sitting closely together. To let him know she likes him, she places her hand on his knee. Write down how you think he will read this signal from the girl.

Challenge #4

Have you ever heard someone say, "When he gave me that look, I just knew he wanted to kiss me!" People often refer to the "look" when describing romantic moments. How would you describe your version of the "look"? Write a detailed description of the look you would give another person to let him/her know you want to kiss them.



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NINTH GRADE POWER IN RELATIONSHIPS – PART III

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of the legal and emotional aspects of sexual assault.

Objectives:

- Students will learn the definition of sexual assault.
- Students will learn a summary of laws regarding crimes related to sexual assault.
- Students will learn to recognize what is actual “real consent”.

Materials Needed:

- Blackboard and chalk
- Handouts

Total Time:

- 50 minutes

Advance Preparation:

- Copies of Annie & Bills story
- Copies of Virginia Law
- Copies of “You be the Judge”

Lesson Overview

• Introduction	5 minutes
• Definition	5 minutes
• Activity	35 minutes
• Wrap-Up	5 minutes

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NINTH GRADE POWER IN RELATIONSHIPS – PART III

GOAL: To increase understanding of the legal and emotional aspects of sexual assault.

INTRODUCTION: (5 minutes)

- Write your name and “Women’s Resource Center” on the board with the two hotline numbers.
- Introduce yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school students and the focus is building healthy relationships.
- Remind students that you have seen them since sixth grade. Ask students what are some of the services of the WRC? *Validate answers*
- Ask students what kinds of things you all have talked about over previously? *Validate answers*
- Inform students you will be available after class if they need to speak to you one-on-one.

DEFINITION: (5 minutes)

- Inform students you will be talking about sexual assault.
- Ask students if they remember taking about sexual assault last year?
- Ask students what is the definition of sexual assault.
- Sexual Assault – ***any unwanted sexual contact, activity, can include, unwanted kissing, touching, intercourse (rape).***
- Remind students to be sensitive and respectful during the discussion today, because there may be people in this room who may have personal experience with some of the issues that come up today.

LEGALLY SPEAKING: (35 minutes)

- Inform students that this activity will enable them to explore the legal and emotional aspect of sexual assault.



- Read to the class “Annie’s” and “Bill’s” stories or hand stories out to groups.
- Divide class into groups of 4-5 people.
- Distribute handouts: “Virginia Law”, “You Be the Judge” and Annie and Bill scenarios to each group.
- Inform students they are to discuss and answers questions using the Virginia Law definition of sexual assault as a guide for determining answers. They also need to think about the emotions and feelings of each person involved.
- After groups have completed “You Be the Judge,” discuss and process answers.

WRAP UP: (5 minutes)

- Ask students if they have questions or comments about today’s lesson.
- Provide resource information.
- Hand out pencils, bookmarks, etc.....
- Remind students when you will see them again and what you will be talking about.



Annie's Story

As students filed into class Monday morning, Jay noticed that his friends, Annie and Bill, were acting as if they didn't know each other. That wasn't unusual. Since they'd started dating three months before, they often had huge fights. But usually, Annie ran straight to Jay to complain about the latest quarrel. Today, she wouldn't even look at him.

At lunchtime Jay found Annie in the cafeteria line. Her eyes were puffy and red. "What's the matter" he asked.

"I don't want to talk about it."

"About what? Did you and Bill have another fight?"

Annie sobbed. "I'm really confused."

"Talk to me," Jay led her to a quiet table.

"There's not much to tell." Annie started. "You know Saturday was my sixteenth birthday, Bill said he'd take me out for a surprise."

"When he came to get me, he was wearing a shirt and tie. I couldn't believe it. And he was driving his Dad's car instead of his clunker. We drove all the way out to the Wanderer Resort for dinner. He was trying to be so gallant!" Annie blew her nose.

"Anyhow, after dinner, we drove to this gorgeous spot by the river. Bill put in a CD and took out a bottle of champagne. He poured me a glass... it was like a movie. We even danced in the moonlight by the river. It was so romantic."

"Then we started making out. Then Bill started trying to go further than ever before. I told him no, I wasn't ready for sex yet. But he said I was old enough now to be a real woman.



I told him no again. I told him I loved him but didn't want to go all the way. He said if I loved him I would do it, and he wasn't going with a girl who wouldn't show her love.

I told him no again, and then he got really mad and was yelling at me, he had me pinned down on the seat. He was so mad I thought he was going to hit me, because I had spoiled his special birthday celebration. And then he had sex with me. I cried the whole time, but he just wouldn't stop. I tried to push him off and I couldn't. After it was over he didn't say anything, he just drove me home. I feel so embarrassed and humiliated.

Jay sucked in his breath. During the Peer Counseling training he'd taken, he'd heard that many girls are sexually assaulted by their boyfriends. But he hadn't believed it. Like some of the other guys, he was sure that those girls who cried "rape" just wanted an excuse afterwards. But he knew Annie would never make up something like this.

"Gee Annie, it sounds like Bill wanted you to have a good time," Jay said. "Are you sure you didn't want to have sex with him, deep down you know?"

"Of course I'm sure! I've always been really frightened about getting pregnant, or AIDS or something. I wanted to wait."

Jay smashed his fist into the table. "Ah Annie, I hate this, Bill's my friend too. What am I going to say to him?"

"Don't worry about it. I'll get over it. I'm just confused right now."

"Annie, what you're describing is sexual assault. If you say no, guys are supposed to stop. You could call the cops for what Bill did to you."

"Really? You mean it's not right to do what he did?"

"No, I'm sure he thought you were.....enjoying it. But this is what people mean when they talk about date rape."

"I thought it was all my fault, I'm so confused. What do I do now?"



Bill's Story

Jay felt sick all afternoon after talking to Annie. Part of him believed her story, but he couldn't help but hope that Bill could explain. As soon as the bell rang, he ran to Bill's locker to find him. "Hey Bill," he started, "Got a minute to talk."

"I've got to work this afternoon."

"I'll go to the mall with you; I really need to talk to you."

Jay fell into step with Bill and they headed out of school.

"Okay. So what's the big deal?"

"I..." Jay hesitated; he didn't know quite how to start and what to say. "I talked to Annie and she told me about her birthday"

"Oh that. What a disaster."

"What happened?"

"What did she tell you?"

"She seemed pretty upset?"

"I can't believe that. I knocked myself out making her birthday special. I did everything I could think of. I treated her like a princess. I even got a bottle of champagne."

"It was a great evening. Like in the movies, candle light dinner, feeding each other, staring into each other's eyes. Champagne by the river, dancing in the moonlight. I think we both were tipsy from the champagne, she was holding me so close when we were dancing, both of us were getting excited, if you know what I mean."



“Then we got comfy in the back of my Dad’s car and she was really into it (if you know what I mean) then she pulls away and says not she’s not ready to go all the way. But she’s still touching me, right? So I figure she’s just scared.”

“So I start up again and she’s into it.” All of a sudden she’s hitting and trying to push me off. By this time we both have most of our clothes off.”

You know I’m not going to put up with that after all the trouble I went to and all the money I spent on her. So we had sex. Sure she cried a little. We’ve been going together for three months. It’s about time, don’t you think? She was just sacred because it was her first time.”

Jay shook his head. “Don’t you know you could be in big trouble? I think Annie might go to the police and charge you with sexual assault.”

“Give me a break”

“It’s true, you can’t go ahead like that when she says no. The law says.....”

“I don’t care what the law says. I didn’t do anything wrong. I took her out. Gave her a great birthday evening. We both were a little tipsy. We messed around in the backseat. Sure she said no, but she acted like she really wanted to. We had sex. She’s just upset be it was her first time. I gotta get to work, so I’ll see you tomorrow.”



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**YOU BE THE JUDGE
ANNIE & BILL**

1. Annie has chosen to confide in Jay, a close friend. Do you think she should also tell a trusted counselor or contact a rape crisis center? Give reasons for your answers.

2. Refer to the Virginia Law and legal definitions of sexual assault. Do you think Bill could be charged with sexual assault? Your decision will be based on how you answer the following questions in the checklist.
 - ___was there sexual activity?*
 - ___did Annie consent to the sexual activity?*
 - ___was Annie capable of giving consent considering how much she had to drink?*
 - ___did Bill use any force threat or intimidation?*

What do you think and Why?

3. What facts from Annie's story suggest she did not give consent?

4. Are there facts from Bill's story that contradict what Annie said?



5. Bill will argue that Annie consented but even if she didn't consent, he honestly believed she was consenting. Do you think Bill's defense has a good chance of succeeding? Your decision will be based on how you answer the questions in the following checklist.
 - ___Did Bill honestly believe that Annie consented to sexual activity?
 - ___Based on what Bill said did he have reasonable grounds for thinking that Annie was consenting?
 - ___Did Bill take reasonable steps to assure himself that Annie was consenting?

6. What could Bill have done to find out what Annie really wanted?

7. Do you think that Bill thought the evening would end in sex?

8. Do you think that Annie thought the evening would end in sex?



VIRGINIA LAW

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

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



NINTH GRADE
DESIGNING YOUR IDEAL DATING PARTNER/AUCTION

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of making choices about dating partners and for students to identify what is important to them in a dating partner.

Objectives:

- Students will learn various qualities of individuals.
- Students will learn what is important to them in a relationship.

Materials Needed:

- Blackboard and chalk

Total Time:

- 50 minutes

Advance Preparation:

- Pencils
- Bookmarks

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Definition | 10 minutes |
| • Activity | 30 minutes |
| • Wrap-Up | 5 minutes |

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NINTH GRADE **DESIGNING YOUR IDEAL DATING PARTNER**

GOAL:

- For each participant to identify what is important to them in a dating partner.

INTRODUCTION: (5 minutes)

- Write your name and “Women’s Resource Center” on the board with the two hotline numbers.
- Introduce yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school students and the focus is building healthy relationships.
- Remind students that you have seen them since sixth grade. Ask students: “What are some of the services of the WRC?” *Validate answers*
- Ask students: “What kinds of things you all have talked about over previously?” *Validate answers*
- Inform students you will be available after class if they need to speak to you one-on-one.

DENINITION: (10 minutes)

- Inform students you are going to be talking about making choices about dating partners.
- Inform students that dating is a normal part of their development, that not only do teens date but older people do too. Dating should be fun for both people.
- Ask students “What would your parents say is your ideal dating partner?” *This can get pretty silly and unrealistic, list on the board.*

ACTIVITY: “Auction” (30 minutes)

- Pass out “Peaceline money” (\$20 for each student)
- Begin by reading one of the “yellow” cards (positive quality) to start auction. Start bidding at \$1.00. Continue with bidding until students stop raising their bids. (Students only have \$20 for entire game – they

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can make entire bet on one card, or on a number of cards - up to them).

- After approximately 25 minutes, ask if there are any students who do not have ANY yellow cards they have purchased.
- Pass out ONE yellow card to those students who did not have any.
- Pass out ONE GREEN card (negative qualities) to all students (this shows students that you don't always get all the qualities you want in someone)
- Ask the students if there are any cards they would like to trade with anyone at this time? (they have 2 minutes)
- Have students note that this would not be typical in "real life" situations - you can not trade off qualities of individuals.
- Ask students if they are happy with the purchases they have made.

WRAP UP: (5 minutes)

- Ask for questions and comments
- Share resources
- Pass out pens, key chains etc...



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NINTH GRADE DEFINING RELATIONSHIP VIOLENCE

Goal:

To increase understanding of violence in interpersonal relationships

Objectives:

- Students will learn the definition of violence
- Students will learn myths and facts regarding violence in relationships.

Materials Needed:

- Blackboard and chalk
- Myths and Facts
- Evaluations

Total Time:

- 50 minutes

Advance Preparation:

- Handouts
- Pencils
- Bookmarks
- Evaluations

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Definition | 15 minutes |
| • Activity | 20 minutes |
| • Wrap-Up | 5 minutes |

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Ninth Grade Relationship Violence

GOAL: To increase understanding of violence in interpersonal relationships.

INTRODUCTION (5 minutes)

- Write your name and “Women’s Resource Center” on the board with the two hotline numbers.
- Introduce yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school students and the focus is building healthy relationships.
- Remind students that you have seen them since sixth grade. Ask students: “What are some of the services of the WRC?” *Validate answers*
- Ask students: “What kinds of things you all have talked about over previously?” *Validate answers*
- Inform students you will be available after class if they need to speak to you one-on-one.

DEFINITION: RELATIONSHIP VIOLENCE (15 minutes)

- Pass out “Violence is anything that denies human integrity, and leads to hopelessness and helplessness” MKJ Jr.
- While students are working on the handout, draw three columns on the board. Label columns “Physical”, “Emotional”, “Sexual”
- Ask students to share their answers - as students share answers write them in the appropriate column
- Ask: “Why would someone use violence?” Process answers
- Define violence (put on board)



- “Violence *is any physical, emotional, and/or sexual abuse used to control or dominate another person that causes harm.* When this is happening between people who are dating it is called **dating violence**, if they are living together it is called **domestic violence**. Another name for this type of violence is called **interpersonal violence**.
- Pass out and have students complete (Myth & Facts) Process

ACTIVITY: (20 minutes)

Pass out sections of the “Wheel” have students in small groups or individually fill in. Tape completed sections on Board and hand out copy of completed wheel. Process what students wrote on what is filled in on the wheel.

Wrap-Up Questions, Comments, Concerns (5 minutes)

- Ask for questions and comments
- Pass out evaluations. Ask students to complete and return to you.
- Share resources
- Pass out pencils, bookmarks, etc.



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Relationship Violence
Ninth Grade
MYTH OR FACT
(circle one)

- | | | |
|------|------|--|
| Myth | Fact | Average age for the first occurrence of dating violence is age 15. |
| Myth | Fact | Over 95% of domestic and dating violence are committed by males. |
| Myth | Fact | Abused women could leave if they really wanted to. |
| Myth | Fact | Domestic violence happens most often in the lower socioeconomic levels or when drugs and alcohol are involved. |
| Myth | Fact | Sometimes females get what they deserve. |
| Myth | Fact | Young women between the ages of 14 and 17 represent 38% of those victimized by date rape. |
| Myth | Fact | If someone is abusive in a dating relationship; he or she will stop when married. |
| Myth | Fact | As long as children are not abused, they are not affected by violence in the home. |
| Myth | Fact | A violent fight can “clear the air.” It probably will not happen again. |



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Relationship Violence
Ninth Grade
PRESENTERS GUIDE
MYTH OR FACT

Myth	Fact	Average age for the first occurrence of dating violence is age 15. FACT
Myth	Fact	Over 95% of domestic and dating violence are committed by males. FACT
Myth	Fact	Abused women could leave if they really wanted to. MYTH There may be financial, emotional, and social barriers to prevent her leaving, may have no place to go, threats keep her there, may be isolated or held captive in the home.
Myth	Fact	Domestic violence happens most often in the lower socioeconomic levels or when drugs and alcohol are involved. MYTH Domestic like dating violence crosses all socioeconomic levels. Alcohol and other drug use are used as excused for abusive behavior.
Myth	Fact	Sometimes females get what they deserve, the provoke it. MYTH: No one deserves to be beaten and abused. Provocation like alcohol and other drug use is used as an excuse for abusive behavior
Myth	Fact	Young women between the ages of 14 and 17 represent 38% of those victimized by date rape. FACT
Myth	Fact	If someone is abusive in a dating relationship; he or she will stop when married. MYTH
Myth	Fact	As long as children are not abused, they are not affected by violence in the home. MYTH Children exposed to seeing their mothers abused have higher levels of aggression, anger, fear, anxiety, depression, more likely to experience poor school performance, likely to have poor peer relationship. As adults higher levels of depression tolerance for use of violence in relationships.
Myth	Fact	A violent fight can “clear the air.” It probably will not happen again. MYTH



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TENTH GRADE STEREOTYPING

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of how gender roles affect relationships.

Objectives:

- Students will learn the definition of stereotypes.
- Students will learn gender role stereotypes.
- Students will learn why stereotyping is destructive.

Materials Needed:

- Blackboard and chalk

Total Time:

- 50 Minutes

Advance Preparation:

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Definition | 10 minutes |
| • Activity | 30 minutes |
| • Wrap-Up | 5 minutes |

A multi-session five year primary prevention plan for middle and high school aged students.

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**TENTH GRADE
STEREOTYPING**

GOAL: To examine how gender roles affect relationships.

INTRODUCTION: (5 MINUTES)

- Write your name and “Women’s Resource Center” on the board with the two hotline numbers.
- Introduce yourself as a staff member from the Women’s Resource Center’s PEACELINE program: explain that this program is offered to middle and high school students and the focus is building healthy relationships.
- Remind students that you have seen them since sixth grade. Ask students: “What are some of the services of the WRC?” *Validate answers*
- Ask students: “What kinds of things you all have talked about over previously?” *Validate answers*
- Inform students you will be available after class if they need to speak to you one-on-one.

DEFINITION (10 MINUTES)

- Ask students: “How would you define stereotype?” *Validate answers, beliefs, generalizations, and assumptions that individuals or groups have certain abilities, characteristics, behaviors, values, because he or she belongs to a certain race, gender, religion, family social class.*
- Ask class: “What are some typical examples of stereotypes?” Or “What are some stereotypes about teens?” *validate answers,*
- Ask class: “Are stereotypes true?” *No but we act as if they are true. These beliefs are so ingrained in our consciousness.*
- Ask class: “What is gender role stereotyping?”
- Ask class: “How young do you think gender role stereotyping starts?” *Birth*
- “What color blanket do little girls get? What color do boys get?”
- “Why is it important for little girls to get pink blankets and little boys to get blue?” “Does the baby care?” “Baby just wants to be warm?” *We need to know if baby is boy or girl because we treat them differently.*
- Today we’re going to examine gender stereotyping and how these stereotypes affect our relationships with others.

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ACTIVITY: Brainstorming Session (30 minutes)

- On one side of the board write Male on the other side Female
- Ask: "What kind of toys do people generally give little boys to play with?" *list on board on the male side*
- Ask what kind of toys do people generally give little girls to play with?" *list on board under female side*
- Draw a line under the list of toys
- Ask "What do little boys learn from their toys?" *list under line*
- Ask "What do little girls learn from their toys?" *list under line*
- Draw a line beside the "toys" list on each side of the board, label each side "act like a man, or act like a lady"
- Ask "What does it mean to act like man/lady?" *list on board*
- Ask, "What happens to the boy/girl who wants to step outside his box?" *Explain that these are gender roles stereotyping and they box us all in, list answers on board, names and words that reinforce gender stereotyping These names are used in order to hurt people emotionally, and we react by retreating to the safety of the stereotype box. Usually more negative consequences for the little boy than the girl.*
- Questions to further discussion. "Do you know anyone who fits this description?" "Where do we learn these gender roles?" "What people teach us these stereotypes?" Ask for examples.
- Point out the crossover- females who are athletic, males who are caring and nurturing, females who don't know how to cook, males who cook, etc.....
- The bottom line is stereotypes are destructive because they limit our potential. This is not to say that it's wrong for guys to like sport or fix cars or for girls to enjoy cooking (can use examples from list). The problem, is we are told that we must perform these roles to fit in. It is important for us to make our own decisions about what we want to do and what is true for us.
- A belief in stereotyping or acting as if we believe them takes away personal choice in determining our own interest and skills and restricts our choices.
- Stereotyping is destructive because it limits our potential.
- We have the power to decide what makes sense for us.

WRAP UP: (5 MINUTES)

- Ask if there are questions or comments
- Remind students of resources
- Hand out pencils, bookmarks, etc.....Remind student when you will be coming back and what you will be talking about.

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TENTH GRADE HEALTHY RELATIONSHIPS

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of healthy relationships

Objectives:

- Students will learn how to obtain healthy relationships.
- Students will learn why healthy relationships are important.

Materials Needed:

- Blackboard and chalk
- Handouts

Total Time:

- 50 Minutes

Advance Preparation:

- Copies of "Healthy Relationships"

Lesson Overview

- | | |
|-------------------------|------------|
| • Introduction | 5 minutes |
| • Review | 15 minutes |
| • Healthy Relationships | 25 minutes |
| • Wrap-Up | 5 minutes |

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TENTH GRADE HEALTHY RELATIONSHIPS

GOAL: To increase understanding of qualities in healthy relationships.

INTRODUCTION: (5 MINUTES)

- Write your name and “Women’s Resource Center” on the board with the two hotline numbers.
- Introduce yourself as a staff member from the Women’s Resource Center’s PEACELINE program.
- Explain that this program is offered to middle and high school students and the focus is building healthy relationships.
- Remind students that you have seen them since sixth grade.
- Ask students: “What are some of the services of the WRC?” *Validate answers*
- Ask students: “What kinds of things you all have talked about over previously?” *Validate answers*
- Inform students you will be available after class if they need to speak to you one-on-one.

REVIEW: (15 MINUTES)

- Review stereotyping exercise from last time.
- Write general “act like a man/woman” on board and discuss.
- “Now that we have looked at gender roles stereotypes, what is it about them that lead to violence in relationships?”
 - Referring to list what does it mean to be in “control”, “passive”, “sexy”, “don’t take no.” etc.....
- Ask if they can think of other situations in which trying to live up to the stereotypes would be unhealthy?
- Review key concepts and how believing in them can lead to violence.



HEALTHY RELATIONSHIPS: (25 MINUTES)

- Ask students: “What do you want in a healthy relationship?” *List these on the board, may need to add a few.*
- Review list with class and make sure class is in agreement with list. Ask: “Does anybody want to add or take away anything.”
- Draw a line beside “Healthy Relationships” and label it “How to”
- Ask students, “How do you develop a healthy relationship?”
List should include the following:
 - Spend time with the person getting to know them.
 - *How long have you known this person?*
 - *How can knowing this person longer be beneficial to you?*
 - *How long is long enough for real trust?*
 - *How much do you know about the person?*
 - *How do they react when told “no?”*
 - *How do they express their anger?*
 - *Do you feel frightened when they get angry?*
 - *Do you try not to “set” the person off?*
 - *Do they blame others for their anger? Or you?*
 - *How do they treat you in front of your friends or their friends?*
 - *How do they treat parents, teachers.*
 - *How does this person speak about and treats the other gender*
 - Shared activities
 - *How many activities do you share together?*
 - *How has the experiences helped you know the person better?*
 - *If all you share is partying is this going to be a healthy relationship?*
 - Amount of self-disclosure
 - *How much personal information have you shared?*
 - *How much has the other person shared*
 - *Is the amount of sharing equal?*
 - *Are you comfortable with the amount of sharing?*
 - BEST rule of thumb is to share a small bit of personal information, something you really wouldn’t mind if others found out. Then see what happens. Real trust is built, it takes time, and is proven through actions, not just with words. A trustworthy person keeps his or her promises.

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They are there in good times and bad, they tell the truth even if it is hard. Sometimes family or friends will break our trust or boundaries. When that happens, appropriate amends can be made, apologies can go a long way in repairing the relationship.

- Role Appropriate
 - *What role does this person play in your life?*
 - *In our society it is not okay for some roles to have a dating relationship. Teachers don't date students*
 - *Doctors don't date patients*
- Age appropriate
 - *What is the age difference? If more than two - three years could be harmful.*
 - *Set up unrealistic expectations*
 - *If in High School dating someone out of High School, person, may have their own apartment no curfew, legal age to drink*
 - *Difference in life could lead to problems*
 - *Someone in their 20's may be looking for a life partner*
 - *High School students just "dating"*
- After list is on the board add healthy relationships respect the other person's needs and wants.
- Getting to know someone involves spending real time together.
- Talking about many things, such as family likes, dislikes, hopes, dreams, past experiences.
- When considering a close relationship with a person, some important things you should know:
 - How does this person react to being told no?
 - How do they handle frustrations & anger?
- Learn about the person by discussing issues and observing how he or she interacts with others.
- This is why group dating can be helpful.
- You can see how the person interacts with a variety of people.
- The more you know the better decision you can make about how close you want to be with this person.

WRAP UP: (5 MINUTES)

- Ask for questions or comments
- Remind students of resources
- Hand out pens, pencils

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TENTH GRADE HEALTHY RELATIONSHIPS

The following questions refer to a girlfriend or boyfriend in a dating or romantic relationship.

	Yes	No	Sometimes
Does your girlfriend or boyfriend tease you in hurtful ways?			
Is he/she jealous of your other friends?			
Does he/she ignore your opinions or interests?			
Does he/she check up on you?			
Does he/she accuse you of flirting with other people?			
Does he/she tell you how to dress, or who you can hang out with?			
Does he/she insist that you spend all of your free time together, and get angry when you want to do other things?			
Does he/she try to control you or order you around?			
Does he/she make all the decisions?			
Does he/she insult or humiliate you or call you names?			
Does your boyfriend or girlfriend tell you it's your fault when he or she is mean to you?			
Are you afraid of him/her?			
Does he/she ever pressure you for sex?			
Does he/she provoke you into fights?			
Does he/she have a history of bad relationships?			
Does he/she refuse to accept breaking up, or threaten suicide if you end the relationship?			
Does he/she lie to you or keep things from you?			
Has he/she ever (even once) hit you?			
Has he/she ever destroyed something that belonged to you?			
Does he/she tell you that no one else wants you for a girlfriend/boyfriend?			
Do your family or friends dislike or distrust your girlfriend/boyfriend?			
Has he/she gotten too serious about the relationship too fast?			

All of the above are signs that something is wrong in your relationship. You should seek the help and advice of a trusted adult.

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**TENTH GRADE
HEALTHY RELATIONSHIPS**

Your girlfriend is mad because you went out with the boys and not her. You choose to:	<ul style="list-style-type: none">a. Yell back.b. Push her away and walk off.c. Tell her that it is just the way you are - take it or leave it.d. Wait until she calms down and talk it over.
You hear a guy threatening to smack his girlfriend. You choose to:	<ul style="list-style-type: none">a. Ignore it.b. Run over and push the guy away.c. Step in and ask them to talk it out.d. Step in and threaten the guy.
You are not interested in going out with a girl in your group anymore. You choose to:	<ul style="list-style-type: none">a. Make fun of her in the group.b. Try to hug and kiss her and get her to do other things she does not want to do in order to make her leave the group.c. Ignore her.d. Be honest and tell her you just want to be friends.
You asked a girl to go to the dance, but she says another guy already asked her. You choose to:	<ul style="list-style-type: none">a. Spread a nasty rumor about her all over school.b. Be rude to her every chance you get.c. Smile and say, "That's cool, maybe next time."d. Threaten to hurt the other guy.
You and your friends see a guy marking up his girlfriend's locker. You choose to:	<ul style="list-style-type: none">a. Yell at him to stop.b. Laugh about it.c. Turn around and ignore that it is happening.d. Throw things at him.
Your boyfriend is staring at another girl and it is making you jealous. You choose to:	<ul style="list-style-type: none">a. Give him the silent treatment.b. Smack him and go off on him.c. Tell him how that makes you feel.d. Start telling your friends he is a jerk.
After the movies, he wants to hang out. You want to go home. You choose to:	<ul style="list-style-type: none">a. Yell at him in front of everyone for disagreeing with you.b. Do what he wants to because he is the boy.c. Walk home by yourself.d. Ask him to respect your wishes.
Your girlfriend wants to go out with her friends. You choose to:	<ul style="list-style-type: none">a. Threaten to break up with her if she does.b. Tell her to have a great time.c. Ask if you can go along because you do not trust her.d. Accuse her of cheating on you.
You are playing ball with your buddies. A girlfriend of yours wants to join in. You choose to:	<ul style="list-style-type: none">a. Blow her off to look cool to your friends.b. Let her play so you can beat her.c. Treat her as an equal and let her join the game.d. Tease her and tell he girls are not as good at basketball as boys.



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TENTH GRADE MAKING CONSENT REAL

Adapted from: Peaceline, Women's Resource Center of the New River Valley, Inc., Copywrite 2000

Goal:

To increase understanding of sexual assault and to introduce the concept of affirmative consent.

Objectives:

- Students will learn the concept of real consent.
- Students will learn how to create a safety plan.
- Students will learn how to help others that may have been in an abusive relationship.

Materials Needed:

- Blackboard and chalk
- Handouts
- Evaluations

Total Time:

- 50 Minutes

Advance Preparation:

- Copies of, "If You're ever in a Jam, Here I am"
- Copies of, "Real Consent"
- Copies of, "My Personal Safety Plan"
- Evaluations

Lesson Overview

- | | |
|----------------|------------|
| • Introduction | 5 minutes |
| • Definition | 5 minutes |
| • Worksheet | 15 minutes |
| • Worksheet | 10 minutes |
| • Activity | 10 minutes |
| • Wrap-Up | 5 minutes |



TENTH GRADE MAKING CONSENT REAL

GOAL: To increase understanding of sexual assault and to introduce the concept of affirmative consent.

INTRODUCTION: (5 minutes)

- Write your name and “Women’s Resource Center” on the board with the two hotline numbers.
- Introduce yourself as a staff member from the Women’s Resource Center’s PEACELINE program. Explain that this program is offered to middle and high school students and the focus is building healthy relationships.
- Remind students that you have seen them since sixth grade. Ask students: “What are some of the services of the WRC?” *Validate answers*
- Inform students you will be available after class if they need to speak to you one-on-one.

DEFINITION: (5 minutes)

- Ask students if they remember taking about sexual assault last year?
- Ask students what is the definition of sexual assault? *Using their answers and adding if need put a definition on board.*
 - **Any unwanted sexual activity**, including unwanted kissing, touching, intercourse (rape)
 - Happens to males and females, adults, children, young people.
 - Happens between strangers, people who know each other, maybe friends, maybe people who are dating or married
 - Form of domestic or dating violence
 - Just because people are married, dating or friends does not mean sexual assault is allowed
 - Sexual assault is a crime punishable by law
- Inform students you will be talking about sexual assault
- Remind students to be sensitive and respectful during the discussion today, because there may be people in this room who may have personal experience with some of the issues that come up today.

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How to Help a Friend who has been Sexually Assaulted: (15 minutes)

- Pass out to students the handout, "If You're Ever in a Jam, Here I am."
- Review with students what to do to help a friend in an abusive relationship.
- Answer any questions.

My Personal Safety Plan: (10 minutes)

- Pass out to students the handout "My Personal Safety Plan"
- Review with students.
- Review with students how/what to fill out.
- Answer any questions.

ACTIVITY-MAKING CONSENT REAL: (10 minutes)

- Pass out the handout "Making Consent Real"
- Have the students define "real consent" in their words. Write on board.
- Review with students. (This can become hard for them to word).

ACTIVITY - ELEVATOR: (15 minutes) Optional

- Ask for a volunteer (a brave volunteer).
- Outline an elevator using desk or chairs.
- Ask volunteer if they have ever ridden an elevator. Explain to volunteer that they are going on an elevator, explain the elevator has steel walls and no matter what happens in the elevator they have to promise not to jump through the walls.
- First elevator ride - Have volunteer get on elevator, you wait for elevator (push button) get on elevator (push button for floor) wait, get off. Ask how the ride was, ask if they felt comfortable.
- Second elevator ride - You get on push button for your floor. Turn and give the volunteer the "up and down" start stepping closer to the volunteer, until you are next to them, block all their attempts to get out or reach for buttons. Step back from volunteer, and ask if you need to move back further, are they comfortable with the distance, do they feel safe?
- Ask volunteer what happened on the second ride? Ask class for input about reactions. Ask questions like: How could they tell the volunteer



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was uncomfortable. Do you think I would have let the volunteer (use name) reach the buttons?

- When you think the volunteer is comfortable ask for a hand shake, thank them for participation, apologize for invading their space (if you have candy, pencil give that to them) ask class to give them a hand and let them return to their seat.
- Once volunteer is in seat. You “strike a pose, walking around with an attitude” and ask: “How do you think I felt in the elevator?” *Answers should include words like powerful, in control.*
- Yes, I was in control and I felt powerful, and that is what sexual assault is about, one person wanting to feel powerful over and in control in of another person.

WRAP UP: (5 minutes)

- Ask for question and comments.
- Pass out evaluations. Ask students to complete and return to you.
- Review key points.
- Pass out pencils, bookmarks, etc.
- Remind students of resources.
- Remind students when you will be coming back and what you will be talking about.



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**IF YOU'RE EVER IN A JAM, HERE I AM:
HELPING A FRIEND IN AN ABUSIVE RELATIONSHIP**

- Become informed and educated about the signs and symptoms of dating violence.
- Be aware that you can not force help on them; they will seek help when they're ready.
- Tell them the abuse is not their fault and they have a right to be safe.
- Voice your concern and be able to list concrete examples to emphasize the severity of the situation.
- Keep in contact to help them avoid isolation.
- Inform them of community resources, like the Women's Resource Center.
- Don't try to mediate or play counselor with them and the abuser; this may put you in danger.
- Point out their good qualities and potential.
- Talk to a trusted adult about the situation, especially if it is getting worse.
- Help them obtain medical treatment.
- Avoid using blaming language with them.
- Respect the decisions they make. This doesn't mean you have to like the decisions.

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MY PERSONAL SAFETY PLAN

First, it is important for me to remember that I did not cause the abuse and I can not control my abuser's violent behavior. I do have a choice about how I respond to the violence and I have the right to be safe.

TALKING ABOUT THE ABUSE:

I have a choice in telling others about the abuse.

1. My support system includes the following people and I feel safe telling them about the abuse: (friends, family, school staff, co-workers, etc.)

2. Important Phone Numbers:

Police_____

Sheriff_____

Women's Resource Center: 540-639-1123; 1-800-739-1123

Clergy _____

Parents at work _____

SAFETY IN MY HOME:

It is important for me to be aware of my surroundings and think about potential danger spots and escape routes if my abuser tries to bother me at home.

1. If I am alone and he/she comes over, I can call:
2. If he/she calls and I feel threatened, I can:
3. If he/she is in the house and we get into an argument, I can:

SAFETY AT SCHOOL:

It is important for me to be aware of my surroundings and think about potential danger spots and escape routes if my abuser tries to bother me at school.

1. I will have a "code word" to let others know that I am feeling unsafe. My code word is:
2. Potential unsafe times and places at school include:

KEY SAFETY ISSUES:

- AVOID THE USE OF ALCOHOL OR ANY OTHER MOOD ALTERING CHEMICAL
- IF YOU FEEL UNSAFE WITH YOUR DATE, AVOID ISOLATED AREAS AND AREAS WITH NO EXITS OR PHONES
- CONSIDER SCREENING CALLS, CHANGING YOUR PHONE NUMBER
- DOCUMENT ALL INCIDENTS OF YOUR ABUSER BOTHERING YOU.
- LET OTHER PEOPLE KNOW WHERE YOU ARE GOING AND WHEN YOU EXPECT TO RETURN.

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MAKING CONSENT REAL

A sexual interaction in which consent has been expressed by each person is hopefully enjoyable; and at a minimum safe and legal! The occurrence of any sexual contact (not only sexual intercourse) where consent has **not** been expressed by each person is SEXUAL ASSAULT.

In order for consent to be effective at keeping interactions safe, it must be **AFFIRMATIVE**.

AFFIRMATIVE consent means that each person expresses a voluntary agreement to engage in mutually agreed upon sexual activity.

This means that consensual sexual activity begins with the presence of a **YES**, rather than the absence of a **NO**.

It is unethical and potentially criminal for a person to proceed with a sexual act without having met his/her responsibility to obtain affirmative consent. In practice, this means that the person initiating sexual activity is responsible for obtaining consent from his/her sexual partner. The initiator's consent to the stated sexual act(s) is implicit in the fact that he/she wants to initiate them.

- 1) What do you think about consent being defined as the presence of a "YES"?

- 2) Imagine you and another person start kissing. You are attracted to this person, and you think you're getting non-verbal signals that both of you want to "do more" than kiss. As a group, generate 3 examples of something you could say to your partner to determine what to do next. Again, give examples of things you could say before going any further.

- 3) Do you think sexual partners talking about what they are interested in experiencing together will lead to a better sexual experience for them? Why or why not?

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