

Grade 7, Objective 7.05

Discussing the subject of sexual assault may be upsetting to some students. They may show signs of having been involved in an abusive situation. It is important to be sensitive when teaching this subject. Make sure you provide a safe environment in your classroom (ground rules, respect). We suggest that counselors in your school be given advanced notification before teaching this lesson.

Materials Needed:

String in four 2' lengths

Board or flip chart

PowerPoint – Sexual Assault: Risk Reduction and Seeking Help

Appendix 1 – Guided Note-Taking handout

Appendix 2 – copies for groups of three of Teen/Parent Cards

Fishbowl, basket, or hat

Appendix 3 – Hot Spot Scenarios (cut apart into strips)

Objective:

Demonstrate ways to be safe, reject inappropriate or unwanted sexual advances, and report incidences to an adult when assistance is needed.

Review:

In a previous lesson, we discussed the kinds of sexual assault and focused on the differences in flirting, acceptable action, and sexual harassment which is harmful and illegal. Today we are going to look at ways to stop sexual harassment, how to reduce the risks for becoming a victim of sexual assault and what to do if it occurs. Ask your class to recall all the forms of sexual assault they can remember and write them on the board. Remind students that most of these are criminal offenses with legal consequences, some with long prison sentences. Also remind students that abusing is always the perpetrator's fault and not the victim's fault—there is no acceptable excuse for victimizing another person. [Responses should include:

Focus:

The following activity was created by Dom (Dominick) Splendorio (Prime Time Health Consulting) and Amy McClure Health and Physical Education Educator Mill Valley HS, Shawnee KS.

String Game Ice Breaker: Trapped in a situation (Use as demonstration with four people instead of the whole class.) The object of the game is to get unattached from a risky situation.

Set-Up: You will need a two-foot piece of string or twine **for each person**. At each end of the string, make a loop big enough for a person's hand to fit through, and tie a knot. Do this on both ends.

Pair students off. Have one person put their hands through both loops of their string so that the string is looped around their wrist. Have the second person put ONE hand through a loop on his/her string. Before putting his/her hand through the other loop, the string is threaded through the other person's string so they are connected. Once they are connected, the second person should put his/her other hand through the open loop at the end of their string. (Imagine two people in handcuffs and the handcuffs are intertwined so that they are handcuffed to each other.) Have pairs attempt to get free without breaking or untying the string.

Solution: After some frustration, stop the activity and show the class how it is done. If either of the pairs have done it successfully, *have them* show the class how it is done.

1. One person should take their string and in the middle of it, make a loop.
2. On top of the other person's wrist, take your loop and slide it UNDER the other person's loop.
3. Once it is on the other side of the loop, continue to pull it through and lower it beneath the other person's hand.
4. Once it is under their hand, if you just pull away, you are free!!!!

Process: *The point of this activity is to have each person feel challenged to use his/her wit and cool head to escape from an unwanted relationship. Once it is over, you can discuss:*

- *Why is it sometimes difficult to get out of a situation or relationship?*
- *What if the other person is not cooperative, is manipulative or puts pressure on you—how does this affect your attempt to get free?*
- *What are the signs that a relationship or situation isn't safe, or no longer working?*
- *How did you feel trying to get out? How did you feel once freed?*
- *Did you need help from someone else to figure out how to get free? What about in real life situations?*

Statement of Objectives:

In the last activity you saw how uncomfortable it is to be caught up in a difficult relationship. By the end of the lesson, you will be able to recognize risky relationship situations and plan strategies for getting out of situations which have the potential for sexual abuse.

Teacher Input:

Make enough copies of the guided note-taking handouts (Appendix 1) for each student. Present the power point slides and ask students to take notes.

[Teacher note: One of the slides says that is up to the victim whether or not to report a sexual assault. It should be mentioned that if a doctor sees sexual assault where a weapon was used or sexual abuse (child molestation), he/she does have a legal obligation to report it.]

Guided Practice:

See Appendix 2 for Options 1 and 2, Teen/Parent Cards. Make enough copies of the chosen option for each group of three students. Cut the handout into three cards. Each of the three students will get a card telling them to act out the role of either a 7th grader who is asking permission to attend an event, or a responsible parent who has to make the decision to assess the teen's request.

Before starting this exercise, explain to the students that there is not enough information in what the teen will tell them to make a logical decision. But that is how most of these requests come to parents. It is their job to figure out what further information must be gathered, how the information will be gathered and how they would make a decision. Encourage them to take some latitude in this exercise. If their teen knows more (wants to make up more to the story) let them work out the details. Set a time limit of 6 – 8 minutes for this effort. When the groups appear to be finished, allow them to share their thoughts.

See Appendix 3 for Option 2. Cut the individual questions into slips of paper, fold them and place in a fish bowl of interesting container. Ask for volunteers to pull a question from the bowl and read it out loud. Allow the volunteer to answer first. Then ask the class what other thoughts are. This assignment has more scenarios than is necessary to discuss, but it will allow you to shorten or lengthen the class time as needed.

To summarize this practice, focus on risk reduction suggestions that were in your teacher's input presentation, i.e. planning in advance, employing the buddy system, checking on each other, remembering to take a cell phone, knowing who you can call in case of an emergency, and to trust your own instincts.

Independent Practice:

Option 1

Recalling skills from Communication and Refusal Skills, write a scenario where someone is saying or doing something related to sexual harassment or sexual assault to you. Indicate: (1) the **words** you would say to them to make it clear you want it to stop, (2) the **body language** you would use to make it clear you want it to stop, (3) the **action** you would take to make it clear you want it to stop, or remove yourself from the situation.

Option 2

Have the students review one of the following web-sites and write one paragraph about something they learned or found interesting.

<http://seeitandstopit.org/pages/>

<http://teensagainstabuse.org/index.php>

<http://chooserespect.org/scripts/index.as>

Closure:

It is clear that you now have a greater awareness about various types of sexual abuse and the strategies used by perpetrators to get at their targets. Hopefully, this will raise your antenna about being safe and help you tune in more carefully to your own instincts.

For potential abusers in the class, you should be more aware of what you might have thought was acceptable behavior that you now know not to do or say. Again, it is against the law and the abuser is ALWAYS the guilty party, not person who is the target of abuse.

Sexual Assault: Risk Reduction and

Seeking Help (Slide 1)

Guided Note-taking



Slide 2: Sexual Assault – Risk Reduction

- Avoid Dangerous Situations
 - Plan ahead
 -
 -
 -
 - Be aware of your surroundings
 -

Slide 3: Sexual Assault – Risk Reduction

- Social Situations
 -
 -
 -

Slide 4: Sexual Assault – Risk Reduction

- If someone is pressuring you:
 -
 -
 -

-

Slide 5: Sexual Assault – Risk Reduction

- Trust your own _____!

Slide 6: Sexual Assault – Seeking Help

- What to do if you have been sexually assaulted.
 -
 -
 -
- Hot lines for help:
 - National Assault Hotline at 800-656-HOPE (4673). This is a service of the RAINN (Rape, Abuse & Incest National Network)
 - NCCASA.net is a web site that lists the rape crisis centers for each county (North Carolina Coalition Against Sexual Assault).

Slide 7: Sexual Assault – Seeking Help

- Reporting the assault
 -
- Why is it a good idea to report sexual assault?
 -
 -
 -

Slide 8: Sexual Assault – Seeking Help

- Reporting the assault:
 - To the police, _____ is evidence.
- DO NOT:
 -
 -
 -
 -
-

Teen/Parent Cards

You are Pat, the 7th grader.

Read this card to your "Parents / Guardians".

"Mom, Dad. I want to go to a party on Friday. It's at Roger's house. Remember, I told you about him. He just moved to town from Denver, Co. He asked a bunch of kids in our class to come to his house. OK?"

Parent Card: You are one of Pat's Parents

You will play the role of being a responsible parent. First carefully and respectfully listen to your child's request. You will make the decision as to whether he/she can go to Roger's party. Ask responsible questions. Discuss the situation with your other classmate who is acting as a responsible parent just like you. Think about what is best for this child and do what you believe is right. Using the piece of paper your teacher has given you, write down what further information must be gathered to make the decision. Who would gather the information and how. In addition, write down any conditions that you would place on your child before granting permission. What have you done to try to reduce the risk of sexual assault?

Parent Card: You are one of Pat's Parents

You will play the role of being a responsible parent. First carefully and respectfully listen to your child's request. You will make the decision as to whether he/she can go to Roger's party. Ask responsible questions. Discuss the situation with your other classmate who is acting as a responsible parent just like you. Think about what is best for this child and do what you believe is right. Using the piece of paper your teacher has given you, write down what further information must be gathered to make the decision. Who would gather the information and how. In addition, write down any conditions that you would place on your child before granting permission. What have you done to try to reduce the risk of sexual assault?

Teen/Parent Cards

You are Lesley, the 7th grader.

Read this card to your “Parents / Guardians”.

“Mom, Dad. I am going to go to the mall on Saturday night with the gang. There is a special late showing of that new horror film I told you about. It doesn’t start until midnight, so after that we’re going to go to Blaine’s house to spend the night. OK?”

Parent Card: You are one of Lesley’s Parents

You will play the role of being a responsible parent. First carefully and respectfully listen to your child’s request. You will make the decision as to whether he/she can go to the movie and spend the night with Blain. Ask responsible questions. Discuss the situation with your other classmate who is acting as a responsible parent just like you. Think about what is best for this child and do what you believe is right. Using the piece of paper your teacher has given you, write down what further information must be gathered to make the decision. Who would gather the information and how. In addition, write down any conditions that you would place on your child before granting permission. What have you done to try to reduce the risk of sexual assault?

Parent Card

You are one of Lesley’s Parents

You will play the role of being a responsible parent. You will make the decision as to whether he/she can go to the movie and spend the night with Blain. Ask responsible questions. Discuss the situation with your other classmate who is acting as a responsible parent just like you. Think about what is best for this child and do what you believe is right. Using the piece of paper your teacher has given you, write down what further information must be gathered to make the decision. Who would gather the information and how. In addition, write down any conditions that you would place on your child before granting permission. What have you done to try to reduce the risk of sexual assault?



Hot Spots

You have gone to a party with a friend. You have agreed to check in on each other throughout the party. Your friend meets a new and interesting person and tells you that the two of them are leaving the party together. What do you do?

It is a hot day in July when you attend your annual family reunion at the lake front park. You have never met your mother's cousin before, but there is something about him that makes you uncomfortable. He asks you to go with him into the boathouse to help him get paddles for a canoe. You do not want to be alone with the man. What do you do?

It is lunchtime when your good friend tells you that she is leaving school. She is obviously very upset, grabs her coat and slams her locker shut. When you walk with her to the door, she is crying as she tells you that her boyfriend sexually assaulted her in her own home the evening before. What can you do to help her?

You are helping your mother by giving your 5-year-old little sister a bath before her bedtime. She tells you that they have a new teacher's helper at her school but she doesn't like the lady at all. What kind of questions would be appropriate to ask a 5-year-old to make sure there is not a serious issue?

You and Ted have been riding the same bus together for years. He has always been a big tease, but lately he has done some things that embarrass you. He used to pull girl's pony tails, but in the last week has snapped the back of a girl's bra strap and told another classmate that she was "pretty enough to be in Playboy magazine." What can you do?

Your younger brother tells you that his new soccer coach has asked him to take off his shirt and flex his muscle. When he did the "iron man" pose, his coach took his picture. What should you do?

You and another 7th grade friend have been hired to babysit five younger children. One of them is very loud and your friend suggests that he take the child into another room, separate from you and the other children. Is this a good idea? Why/why not?