



# Dating Violence Power & Control Wheel



# Red Flags

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to practice identifying the red flags of dating abuse.

## Directions

1. Discuss the following questions.
  - a. What comes to mind when you think of a red flag? (*A warning*)
  - b. How would you define a red flag in a relationship? (*Red flags are warning signs that a person may have a tendency to be abusive.*)
2. Divide students into pairs.
3. Hand out a *Red Flags Scenario* to each pair.
4. Have pairs read their scenario and respond to the following questions:
  - What is the red flag(s)?
  - What makes this a red flag?
  - Would this be a problem if it only happened once?
  - What would you do if the person you were with behaved this way?

Remind students that the scenarios may have more than one red flag.
5. Bring everyone back to large group and have pairs read their scenario and report their responses.
6. During each report out, record the red flags on newsprint and allow the large group to add any red flags that may have been missed.
7. Repeat for each scenario. Be sure the list includes the following red flags.

 **Total Time:**  
60 minutes

 **Materials**

- Red Flags Scenarios*
- Newsprint and markers

### NOTE:

Explain to students that red flags are not always indicative of an abusive person but that they are behaviors to pay attention to as they often point to aspects of an unhealthy relationship.

## Red Flags

1. Quick to anger
2. Impatient
3. Put downs
4. Jealous
5. Wants all your time
6. Isolation: Doesn't want you to be with your friends
7. Isolation: Doesn't want you to be with your family
8. Tells you what to do
9. Makes choices for you
10. Tells you how to look



## Reflections

Discuss the following questions:

1. Why is it important to pay attention to red flags? *(They are warning signs that this may be an unhealthy or abusive relationship)*
2. If you repeatedly saw red flags in a person's behavior what should you do? *(Discuss their behavior and how it is unacceptable to you; you may want to leave the relationship; seek an adult for help)*
3. What are some red flags that you noticed in the *Amari and Kai* story? *(Kai was jealous, controlling, and wanted constant contact; Kai tried to isolate Amari and blamed them for their behavior)*

template

# Red Flag Scenarios

*(Print out and cut into strips)*

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1. **Jailyn was washing a car and Jesse was helping out. "Would you hurry up?!" Jailyn yelled. "You are so slow; I could do it faster myself."**

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

✂ -----

2. **Cam showed Alex the project for science that had taken weeks to complete. Alex laughed. "You are so dumb Cam, but I love you anyway. Who else would love you but me?"**

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

✂ -----

3. **Peyton was talking to a friend, Jo, when Charlie walked up looking angry. Peyton greeted Charlie but before being able to introduce Jo, Charlie grabbed Peyton's arm and twisted hard, and pulled them down the hallway away from Jo.**

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

✂ -----

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4. Al told Yuri that they couldn't hang out on Saturday because of work. "No way", Yuri said. "Get out of it; you're with me on Saturdays."

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

✂-----

5. Para wanted to go to a movie with friends. When Ryann acted hurt, Para said, "It's a romantic comedy; you wouldn't like it." Ryann responded, "I don't like your friends. Tell them you have other plans."

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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6. Cass invited Kanan to go to a family 4th of July picnic. "Your family is annoying" Kanan said. "I don't want to be with a bunch of people anyway; it'll be a lot more fun to watch the fireworks alone."

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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7. Ricky was so excited about getting into the afterschool art class and couldn't wait to share the news. "Art is for weirdos" Ricky's partner said. "You're not going to hang out with those people."

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

✂-----

8. "I can't decide whether to take Spanish or French this year," said Sam. "Spanish," said Taylor. "We'll take it together."

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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9. Nik walked into the restaurant to meet Jordan for lunch. "Are you for real?" Jordan said, laughing at Nik's outfit. "There's no way I'd be seen with you in that. After lunch we'll find you something decent to wear."

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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10. The waitress accidentally spilled some of Ravi's coke when they set it on the table. Ravi jumped up and cursed at them.

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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11. Sonam caught AJ going through social media apps and messages on Sonam's phone. When confronted, AJ replied "We are together. I can read your messages whenever I want."

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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12. Gabe sent Avery several text messages today, never got a response because Avery was busy at a family event. When Avery finally texted Gabe back, Gabe said, "I need you to respond to me when I text you. Don't let this happen again."

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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13. Amari and Keen are good friends. They went to the mall together last week. When Amari's new partner saw this, Keen was threatened and told to stay away from Amari or else there will be consequences.

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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14. CJ and Raq have been in a committed relationship and having sex. They always use protection. However, today, CJ refused to use protection and is pressuring Raq have sex anyway.

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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15. Clay posted a selfie on social media. Several friends commented on the picture saying how good Clay looked. Brooks, Clay's partner, then added a comment telling people to back off because Clay is taken.

- a. Name the red flags.
- b. What makes this a red flag?
- c. Would this be a problem if it only happened once?
- d. What would you do if the person you were with behaved this way?

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## Red Flag Scenarios Facilitator's Guide

1. **Jailyn was washing a car and Jesse was helping out. "Would you hurry up?!" Jailyn yelled. "You are so slow; I could do it faster myself."**
  - a. Name the red flags. (*Impatient, put down, quick to anger*)
  - b. What makes this a red flag? (*Jailyn is yelling and insulting Jesse*)
  - c. Would this be a problem if it only happened once? (*Put downs are never ok. If Jailyn apologizes and it doesn't happen again, it may not be a problem. But if Jailyn frequently puts down Jesse, it is a problem.*)
  
2. **Cam showed Alex the project for science that had taken weeks to complete. Alex laughed. "You are so dumb Cam, but I love you anyway. Who else would love you but me?"**
  - a. What would you call this red flag? (*Put down*)
  - b. What makes this a red flag? (*Alex is making Cam feel stupid and not worthy of love.*)
  - c. Would this be a problem if it only happened once? (*This behavior shows that Alex doesn't respect Cam. If this is really how Alex feels, there is an imbalance of power in this relationship, which is unhealthy.*)
  
3. **Peyton was talking to a friend, Jo, when Charlie walked up looking angry. Peyton greeted Charlie but before being able to introduce Jo, Charlie grabbed Peyton's arm and twisted hard, and pulled them down the hallway away from Jo.**
  - a. Name the red flags. (*Quick to anger, isolation, jealousy*)
  - b. What makes this a red flag? (*Controlling a partner's behavior, isolating a partner from others, and using physical force.*)
  - c. Would this be a problem if it only happened once? (*Yes. Charlie's extreme reaction indicates there are anger and jealousy issues. It is never okay to use physical force.*)

4. Al told Yuri that they couldn't hang out on Saturday because of work. "No way", Yuri said. "Get out of it; you're with me on Saturdays."
- Name the red flags. (*Isolation, tells you what to do*)
  - What makes this a red flag? (*Yuri is not allowing Al to make is own decisions about what to do on Saturday.*)
  - Would this be a problem if it only happened once? (*Yuri's intention may just be to spend more time with Al. However, if Yuri repeatedly tells Al what to do and who to spend time with, this is a problem.*)
5. Para wanted to go to a movie with friends. When Ryann acted hurt, Para said, "It's a romantic comedy; you wouldn't like it." Ryann responded, "I don't like your friends. Tell them you have other plans."
- Name the red flags. (*Isolation, jealousy, tells you what to do*)
  - What makes this a red flag? (*Ryann is keeping Para isolated by controlling behavior.*)
  - Would this be a problem if it only happened once? (*If Ryann repeatedly keeps Para from friends, it is a problem.*)
6. Cass invited Kanan to go to a family 4th of July picnic. "Your family is annoying" Kanan said. "I don't want to be with a bunch of people anyway; it'll be a lot more fun to watch the fireworks alone."
- Name the red flags. (*Isolation, controlling*)
  - What makes this a red flag? (*Kanan is setting up a barrier between Cass and family.*)
  - Would this be a problem if it only happened once? (*Kanan may have wanted to spend time alone with Cass, but should never insult family. If the disrespect or isolation continues, it is a problem.*)

7. Ricky was so excited about getting into the afterschool art class and couldn't wait to share the news. "Art is for weirdos" Ricky's partner said. "You're not going to hang out with those people."

- a. What Name the red flags. (*Isolation, put downs, tells you what to do*)
- b. What makes this a red flag? (*Ricky's partner insults Ricky's interest in art and decides who Ricky can hang out with.*)
- c. Would this be a problem if it only happened once? (*The fact that Ricky is being insulted and isolated indicates a problem.*)

8. "I can't decide whether to take Spanish or French this year," said Sam. "Spanish," said Taylor. "We'll take it together."

- a. Name the red flags. (*Makes decisions for you*)
- b. What makes this a red flag? (*Taylor is telling Sam what to do*)
- c. Would this be a problem if it only happened once? (*This may not be a problem if Sam is simply suggesting they take a class together. However, if Sam forces Taylor to choose Spanish just to be together and not with anyone else, it is a problem.*)

9. Nik walked into the restaurant to meet Jordan for lunch. "Are you for real?" Jordan said, laughing at Nik's outfit. "There's no way I'd be seen with you in that. After lunch we'll find you something decent to wear."

- a. Name the red flags. (*Put downs, tells you what to do/wear*)
- b. What makes this a red flag? (*Jordan is making fun of Nik and wants to control what Nik wears*)
- c. Would this be a problem if it only happened once? (*If Jordan was joking, Nik knew it was a joke, and it only happened once, it may not be a problem. However, if Jordan frequently puts down Nik tries to control behavior, this is a problem.*)

**10. The waitress accidentally spilled some of Ravi's coke when they set it on the table. Ravi jumped up and cursed at them.**

- a. Name the red flags. (*Quick to anger, impatient*)
- b. What makes this a red flag? (*Ravi is over-reacting to an accident.*)
- c. Would this be a problem if it only happened once? (*Yes. It is not acceptable for Ravi to curse at a waitress, especially when what happened was an accident and no one was harmed. This behavior indicates that Ravi may have some anger issues and gets set-off easily.*)

**11. Sonam caught AJ going through social media apps and messages on Sonam's phone. When confronted, AJ replied "We are together. I can read your messages whenever I want."**

- a. Name the red flags. (*Snooping, invading privacy*)
- b. What makes this a red flag? (*This is an invasion of privacy. AJ feels entitled to know Sonam's business.*)
- c. Would this be a problem if it only happened once? (*If Sonam tells AJ this is not okay and the behavior stops, this may not be a problem, as they have worked through the situation. However, Sonam should look out for other times AJ might invade that privacy and if it happens again, it is a problem.*)

**12. Gabe sent Avery several text messages today, never got a response because Avery was busy at a family event. When Avery finally texted Gabe back, Gabe said, "I need you to respond to me when I text you. Don't let this happen again."**

- a. Name the red flags. (*Needy, impatient, jealous, tells you what to do*)
- b. What makes this a red flag? (*Gabe doesn't ask Avery why there's been no response; needs constant contact; tells Avery what to do*)
- c. Would this be a problem if it only happened once? (*If Gabe gets upset one time and they talk it through, this may not be a problem. If Gabe continues to insist on immediate access to Avery, this is a problem.*)

**13. Amari and Keen are good friends. They went to the mall together last week. When Amari's new partner saw this, Keen was threatened and told to stay away from Amari or else there will be consequences.**

- a. Name the red flags. (*Threatening friends, isolation, quick to anger, jealousy*)
- b. What makes this a red flag? (*Amari's new partner wants all of Amari attention and threatening violence*)
- c. Would this be a problem if it only happened once? (*Yes. It is never okay to threaten violence.*)

**14. CJ and Raq have been in a committed relationship and having sex. They always use protection. However, today, CJ refused to use protection and is pressuring Raq, have sex with anyway.**

- a. Name the red flags. (*Refusing to use protection, telling you what to do*)
- b. What makes this a red flag? (*CJ is trying to make a sexual decision without consent.*)
- c. Would this be a problem if it only happened once? (*Yes. If CJ insists Raq has to have sex without protection, there is no shared sexual decision-making. Birth control and protection are shared decisions in a healthy relationship.*)

**15. Clay posted a selfie on social media. Several friends commented on the picture saying how good Clay looked. Brooks, Clay's partner, then added a comment telling people to back off because Clay is taken.**

- a. Name the red flags. (*Possessive, jealousy*)
- b. What makes this a red flag? (*Brooks is telling other people to stay away from Clay, indicating a sense of Clay being property.*)
- c. Would this be a problem if it only happened once? (*Since Brooks is implying that Clay belongs to Brooks, this indicates an imbalance of power in the relationship. If this problem is not addressed, it could lead to other control issues in the relationship.*)

# Dating Violence & the Law

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to explore the common state laws associated with domestic abuse/dating violence.

## Homework

### PART 1: Assign Homework

#### Directions

1. Explain that one out of every 3 adolescents has experienced emotional, physical, or sexual violence in a dating relationship, and that it is important to be aware of state laws that can help protect victims.
2. Hand out *My State Laws* and explain that for homework everyone is to research their own state law and respond to each question on the handout. Briefly discuss resources they can use to research state laws. Let them know that they will report out in the next class.

### PART 2: In-Class Presentations

3. Review the 5 questions on the *My State Laws* handout by having volunteers share their homework responses to each.

## Reflections

Discuss the following questions:

1. If the law includes the term “emancipated minor” what does that mean? (*A person who has been married, has entered military service, has a child or is pregnant, or has been previously declared by the court to be emancipated*)
2. Why are restraining orders sometimes ineffective? (*The abuser sometimes ignores it and has contact with the victim anyway*)
3. What does “Duty to Report” mean? (*Adults who work with children and young adults are required by law to report harassment, bullying, and dating violence to protect them from harm*)



**Total Time:**

20 minutes



**Materials**

- My State Laws* handout for each peer educator

#### NOTE:

The National Conference of State Legislatures provides a comprehensive list of all state legislation related to dating violence, and may be a good starting place for your research: <http://www.ncsl.org/research/health/teen-dating-violence.aspx>.

# My State Laws

## Directions

Research state laws pertaining to dating violence in your state and record responses to the following questions:

1. Name five abusive behaviors that are illegal according to the law.
2. What are the legal options for a victim/survivor of dating or domestic violence?
3. What is a restraining order and what does it cover?
4. Who can get a restraining order? (*How old must the victim be; how do you file for one, etc.*)
5. What community resources are available for victims/survivors? (*Counseling centers, shelters, etc.*)

# Frankie's Story

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help peer educators appreciate the magnitude and effects of dating violence.

## Directions



### Preparation Needed Before Class:

At least one day before class:

- Choose a peer educator who is a good dramatic reader to read *Frankie's Story* aloud. Allow them to decide if they feel okay with reading it for the class. Give the student the story in advance and ask them to practice reading it aloud at home.
  - Ensure a school counselor will be available during the class when *Frankie's Story* will be read.
1. Prepare students by explaining that they are going to hear a story about a person who experienced dating violence. Make sure to let students know that if anyone feels uncomfortable, they may leave the class and go to their school counselor.
  2. Have the preselected student read *Frankie's Story*.
  3. Hand out paper to everyone and have them write a brief letter to Frankie or Ziv, sharing their feelings. Tell students they will not have to share their letters.

## Reflections

1. Once they are done writing, invite volunteers to share any comments, reactions, or feelings about the story or what they wrote.



### Total Time:

15 minutes



### Materials

- Frankie's Story* handout for each reader
- A piece of writing paper for each peer educator

# FRANKIE'S STORY

My name is Frankie. (*Pauses, looks quizzically at audience*) What? You think this is **my** fault? You think I **asked** for this? Look, I stayed because I loved them. And they loved me too. I thought I could help them.

You have to understand, I never thought I was **that** person. You know, the one you see on a show who went back to their partner after they beat them. That wasn't me; I would never, **ever** do that. I just wasn't that person. (*Pause*) At least in the beginning.

I was in 9<sup>th</sup> grade when I met Ziv, and it was my first time dating anyone. Ziv was hot and so funny and really liked me...I never thought a junior would be into a 9<sup>th</sup> grader. I was flattered and excited; I'd never had so much attention before. We were so into each other; we spent every minute together. Ziv had problems with their stepfather and really didn't like my parents. Ziv didn't like my friends either, which was okay with me because they seemed very childish compared to Ziv. So, we spent most of our time alone. Ziv got a little jealous sometimes when I talked to other people in the hall, but... I kinda liked it; it made me feel important - you know, special.

Sometimes, when Ziv got really mad they would yell at me- but then always say sorry. Usually Ziv was so sweet to me, telling me how attractive I was, and how loved I was, and how they couldn't live without me.

I know, I know, you think I should have left when they started yelling. You're right, I should have. But it happened so gradually... and by then, Ziv was my **whole** world. Over the year it got worse and worse. I couldn't do anything right - it was always **my** fault that Ziv got so mad, that they failed a test; that they slammed a fist into the wall. It scared me. I vowed to do better, to be more careful. Ziv was a good person and I loved them; I told myself that if I were a better partner, I could help them deal with the anger. I would try harder.

And I tried; I really did. But then Ziv completely lost it and slammed me up against the wall in the bedroom. I was grabbed so hard handprints were left on my arms. (*Pauses, rubbing arms*) I didn't know what to do - I'd lost **all** my friends and I was barely speaking to my parents. I was ashamed - I wasn't **that** person. (*Pause*) But I was, and I didn't know how to get out of it.

One time I tried to break up with Ziv - I said I couldn't take it anymore. But then Ziv cried and begged and told me how much I was loved and that if I left, they'd hurt

themselves. I got presents and was promised it would never happen again. I was so in love, and I **believed** it. *(Pause)*

It did get better at least for a while but then it started all over again. By that time I didn't have the courage to stand up for myself. I made excuses for Ziv when the anger would come. I wore long sleeved shirts to cover up the bruises. I justified it all because I felt like **nothing** without Ziv.

As graduation got closer Ziv started talking about how we should run away together and get married. That was it - I could see my future and I knew I had to get out. I made an appointment with a teacher that I thought I could trust, and I told Ziv I needed math help after school. Once I closed the door to the office, it all came pouring out. The teacher was so kind to me; I couldn't believe how nice they were, and supportive. I felt safer there. They told me it wasn't my fault and that Ziv needed help. They promised to go with me to the school counselor and to tell my parents. The teacher also talked with Ziv's counselor too and we worked out a whole safety plan.

I did it. It was hard but I got out of it. I know it's easy to say that this could never happen to you - that you aren't **that** person. But it can, and it does, and you could be, anyone can. If you are in a relationship where your partner is being abusive - emotionally, physically, or sexually - tell someone. You can get help; your partner can get help. And if you notice that a friend's behavior has changed - that they have a jealous partner and are with that person all the time - reach out; ask if everything is okay. Then watch for signs of abuse and alert a school counselor about your concern.

I wish I could have stood up for myself and been more assertive sooner. I wish I could've gotten out of this before it got violent if I had been aware of the signs and asked for help. Or, if someone else had recognized the signs and reached out to me. Pay attention to the signs of dating abuse - nobody deserves it. Now that I've gotten the help that I needed, I know this wasn't my fault.

# How to Help a Friend

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to increase awareness about the warning signs of dating violence, develop understanding and empathy for people in abusive relationships, and increase skills for helping a friend who is being abused.

## Directions



### Preparation Needed Before Class

At least one day before class:

- Select 4 peer educators to play an abused or abusive partner in 4 scenarios that will be reviewed in the next class. Make sure they are okay with this role. You can also choose to have an advisor play these roles.
  - Let the volunteers know not to overact, as it can be troubling for students in the group or can even be retraumatizing to someone who has experienced abuse in the past.
  - Ensure a school counselor will be available during the class when *Frankie's Story* will be read.
1. Have everyone name some of the red flags they discussed in the last activity that indicate an abusive relationship.
  2. Hand out *How to Help a Friend* and have everyone read it silently.
  3. Answer any questions.
  4. Have the preselected student for *Scenario 1: Too Much Texting* move to the center of the circle. Select an additional 3-4 volunteers to play the role of *friend*. Explain that for each scenario, the following will occur:
    - The person playing the partner in need of help will read their scenario to the class.
    - The 3 to 4 *friends* will **each** use one to 2 strategies from the handout to try to help their friend in need.



### Total Time:

45 minutes



This activity appears in the workshop



### Materials

- How to Help a Friend Who is Being Abused* handout for each peer educator
- How to Help a Friend Who is Being Abusive* handout for each peer educator
- A set of *Strategy cards*
- A timer

- Everyone who is not acting should check off which strategies the actors used on their the *How to Help a Friend* handout and write down observations about what went well and what could have gone even better.
5. Repeat this process for *Scenarios 2-4*.
  6. Have everyone rejoin the circle for reflections.

## Reflections

Discuss the following questions:

1. If you were the **abusive** partner receiving help from your friends, how did it feel? What was most helpful?
2. If you were the **abused** partner receiving help from your friends, how did it feel? What was most helpful?
3. If you were one of the **friends**, how did it feel to try to help? What was difficult about the task? What was easy? Why?
4. If you were an **observer**, what observations did you make about helping friends in abusive relationships?
5. How realistic is it to expect someone to confront a friend about abusive behavior?
6. A common reaction is to tell your friend to get out of the relationship. Why might this be harmful? (*Offering advice can sometimes feel like a judgment. Telling the abused person to leave the relationship can isolate them even more and make them less likely to talk about it with you in the future*)
7. What should you do instead of offering advice? (*Be supportive, practice good active listening; don't get mad or frustrated and play back what you heard so your friend can start to hear the red flags for themselves.*)
8. What do you think would be the hardest thing about helping a friend who is being abused in real life?
9. How has this role-play been helpful?
10. What has this role-play taught you about the experience of people being abused by a dating partner?
11. How can you continue to support friends in abusive relationships even after a particular incident has passed?



# How to Help a Friend Who Is Being Abused

Knowing your friend is being abused by a partner can be hard on you, but knowing how you can help can make it a little easier. Consider the following recommendations to be the best friend possible.

- Start by reaching out. Don't be afraid to let your friend know you are concerned for their safety.
- Be nonjudgmental of decisions; remain patient and on your friend's side no matter what. You need to be there to listen, regardless of whether or not your friend stays with the abuser. Continue to be there for your friend after the relationship ends, too.
- Share what you've learned about abuse from this unit in a caring way. Make sure your friend knows the abuse is never their fault.
- Encourage your friend to get help, whether through calling the National Domestic Violence Hotline at 1-800-799-SAFE, talking to a parent or guardian, or reaching out to a school counselor.
- Develop a safety plan with your friend. Remember, leaving a relationship can often be a time of increased risk of abuse, so be sure your friend has the help necessary to remain safe if and when they decide to leave.
- If you feel like you're not doing enough for your friend, remember that just being there is very important. Patience, understanding, and care are the things your friend most needs from you.
- Remain focused on bringing your friend up, but do not put the abuser down. Never go after the abuser physically, verbally, or via technology.



# How to Help a Friend Who Is Abusive

Having a friend who is the one being abusive can be just as hard on you, but you can play an important role in getting that person help. No matter how hard, remember that remaining silent won't help stop the abusive behavior, and both your friend and their partner need help. Consider the following recommendations to be the best friend possible.

- Start by reaching out. Don't be afraid to let your friend know you are concerned about the abuse, worried for their partner, and want both of them to get help.
- Make sure your friend knows that while you don't accept the behavior, you are willing to be supportive if they seek help and works to break the patterns of abuse. Go with your friend to talk to a coach, school counselor, or parent/guardian/caregiver.
- Share what you've learned about abuse from this unit in a caring way. Make sure your friend knows the abuse is never the victim's fault—don't allow your friend to make excuses for the abuse or blame their partner.
- Remain patient and supportive of a friend who is trying to change. Be available to listen and encourage your friend and set a good example in your own relationships. If your friend refuses to change, you may need to report the abuse and/or walk away from the friendship.

# How to Help a Friend Scenario Cards

## Abused Partner

### Scenario 1: Abused Partner *Too Much Texting*

I am a high school senior going out with a sophomore. I can't stand some of the stuff my partner does—like texts me constantly throughout the day and expects me to answer right away. And every time I get together with friends, my partner gets really upset if I don't include them. If I talk about breaking up there is a lot of drama and even threats of suicide. After school, I'm going to talk about it with a couple of my friends.

## Abusive Partner

### Scenario 2: Abusive Partner *What's Going On?*

I'm not sure what's been going on lately. I guess I'm stressed out about finals, and the championship game coming up. I get angry over the littlest things - like everything my partner does sets me off. The other day, when my partner was talking to Alex after class, I totally lost it and threatened to break off the relationship altogether. I feel out of control but don't know what to do. I heard some teammates want to talk to me after practice today.

### Scenario 3: Abused Partner *Sick and Tired*

I am so tired of fighting with my partner I feel sick. But I'm trying to make it work because we've been together a long time and we're about to go to the same college. My partner is pretty controlling and even though I try to do everything right, it's never enough. Even when it seems like things are going great, after a while everything blows up. I really need to hang out with my friends so I'm going to go to AJ's house on Friday night. Instead of telling my partner, I'll just send a text every hour or so.

### Scenario 4: Abusive Partner *Get Lost*

My best friend told me they didn't like how I'm treating my partner. I told them to mind their own business; it's between the two of us. If my partner would just stop dressing so sexy and flirting with everyone at school, everything would be fine. It's not easy dating someone so immature - I have to make all the decisions.

# School-Wide Campaign Check-In

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to ensure peer educators responsible for implementing a school-wide campaign following this unit’s corresponding workshop are on track.

## Directions

1. Upon completion of the unit, hand out *School-Wide Campaign Check-In* to each peer educator in the group responsible for this unit’s topic. Students should start formulating ideas for their campaign as you begin preparing for the workshop.
2. Review the *School-Wide Campaign Guidelines* handout the peer educators received in *Unit One* to ensure they are on task. Remind students that they will need to submit ideas to you for approval. As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.



**Total Time:**

5 minutes



**Materials**

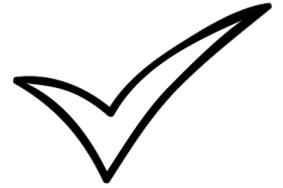
- School-Wide Campaign Check-In* handout for each peer educator in the group assigned to this topic

FOR REVIEW ONLY



# SCHOOL-WIDE CAMPAIGN CHECK-IN

**Workshop Topic:** Understanding & Preventing Dating Violence



**Group Members:**

**Structures:**

- 1.
- 2.
- 3.

**Plan for each structure:** (Include frequency)

- 1.
- 2.
- 3.

FOR REVIEW ONLY

# Parent/Guardian-Teen Homework

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide a structure for communication between parents/guardians and teens on the topic of alcohol, other drugs, & sexual decision-making.

## Directions

1. Upon completion of the unit, hand out *Parent/Guardian-Teen Homework* to each peer educator.
2. In advance of the workshop, peer educators should complete the homework assignment with a parent/guardian, have it signed, and turn it back into advisors.

**Total Time:**

5 minutes

**Materials**

- Parent/Guardian-Teen Homework* handout for each peer educator

**NOTE:**

Having peer educators complete this homework assignment before the workshop can help them create buy-in among workshop participants when asked to do the same.

FOR REVIEW ONLY

# UNDERSTANDING & PREVENTING DATING VIOLENCE

## PARENT/GUARDIAN/CAREGIVER - CHILD HOMEWORK



Student name: \_\_\_\_\_ Date: \_\_\_\_\_



### PURPOSE

To provide a structure for communication between parents/guardians and teens on the topic of dating violence.



### DIRECTIONS

#### STEP 1

Together, read out loud the workshop take home messages below.

#### TAKE HOME MESSAGES

- Dating violence is about power and control and can include emotional, physical, and sexual abuse.
- Violence in a relationship is never the victim's fault.
- Oftentimes, abusers are not able to stop on their own and need to get help from a professional.
- There are several things you can do if a victim comes to you for support.

#### STEP 2

Teens should share with parents/guardians their answers to the following question:

1. What was the most important thing you learned in this workshop?

#### STEP 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. Why do you think the incidence of dating violence is so prevalent among teens?
2. Why is it so important for teens to be in healthy relationships?
3. What are some ways you can seek help for yourself or a friend if you feel unsafe in a relationship?

#### STEP 4

Parents/guardians should share with teens their answer to the following question:

1. What values do you want your child to receive from you regarding this topic?

#### STEP 5

Please sign and date below, indicating to the advisor that this assignment has been completed.



\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

**UNIT REFERENCES**

1. Davis, Antoinette, MPH. 2008. Interpersonal and Physical Dating Violence among Teens. The National Council on Crime and Delinquency Focus. Available at <http://www.nccdcrc.org/nccd/pubs/Dating/20Violence/20Among/20Teens.pdf>
2. Halpern CT, Young ML, Waller MW, Martin SL & Kupper LL. 2004. Prevalence of Partner Violence in Same-sex Romantic and Sexual Relationships in a National Sample of Adolescents. *Journal of Adolescent Health*. 35(2): 124-131.
3. Love is Respect. 2013. Dating Abuse Statistics. Retrieved from <http://www.loveisrespect.org/is-this-abuse/dating-violence-statistics>.

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# Curriculum Feedback Form

## Unit 10: Understanding & Preventing Dating Violence

Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_

No. of class periods to complete unit: \_\_\_\_\_

Please indicate the month the unit was taught:

September    
 October    
 November    
 December    
 January    
 February    
 March    
 April    
 May

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

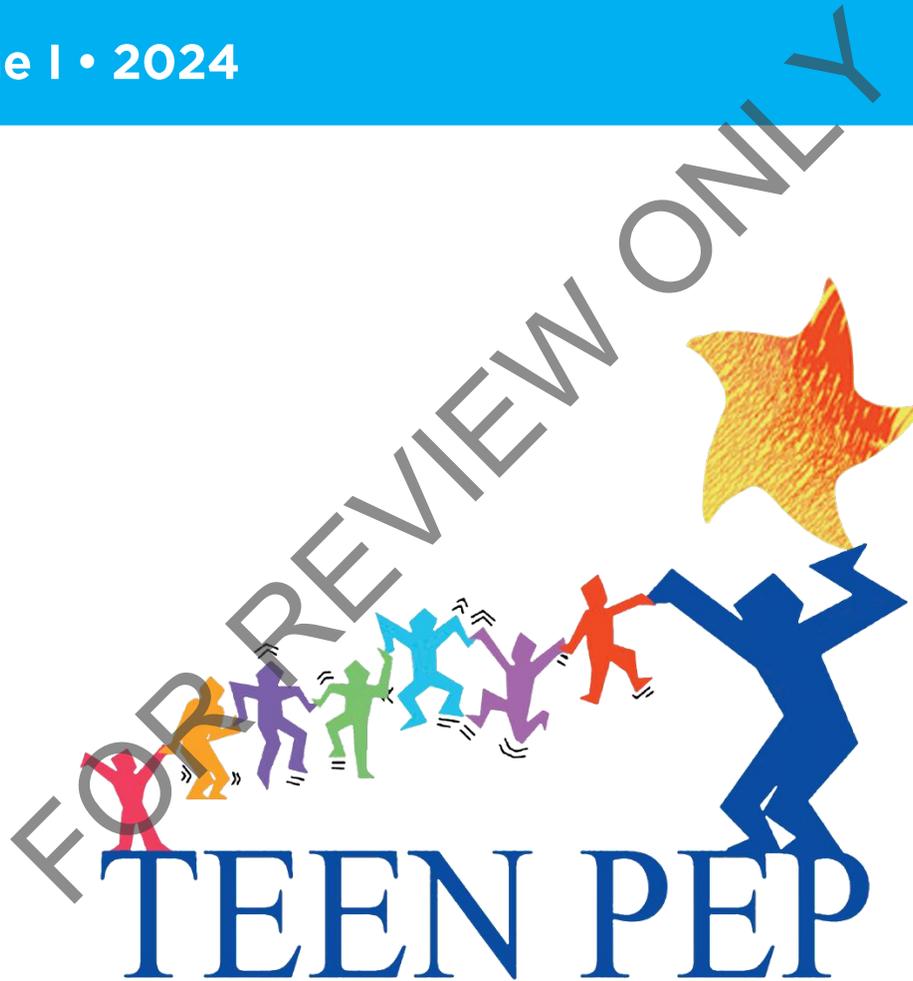
- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

FOR REVIEW ONLY

# Break the Cycle

## Dating Violence Prevention Workshop

Volume I • 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Break the Cycle

## Dating Violence Prevention Workshop

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★ Workshop Skits & Activities ..... 6

★ Workshop Materials & Templates ..... 35

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★ Workshop Evaluation..... 46

FOR REVIEW ONLY

# Break the Cycle:

## Dating Violence Prevention

### Workshop Overview

---

#### ► Workshop Objectives

After participating in this workshop, students will be able to:

- **Define** the three types of dating violence and their related behaviors
- **Describe** three effects of dating violence
- **Identify** three strategies teens can use to address dating violence if it is happening to them or a friend
- **Describe** the cycle of abuse

#### ► Take Home Messages

This workshop is designed to raise awareness about dating violence, understand the cycle of abuse, recognize red flags of unhealthy relationships, and identify ways to help someone who is in an abusive relationship.

While conducting the workshop, peer educators should keep in mind the major messages for participants to take home:

- Dating violence is about power and control and can include emotional, physical, and sexual abuse.
- Violence in a relationship is never the victim's fault.
- Oftentimes, abusers are not able to stop on their own and need to get help from a professional.
- There are several things you can do if a victim/survivor comes to you for support.
- It is important for victims to recognize red flags and use assertiveness and communication skills to help reduce their risk for violence.

# Workshop Agenda

## ► 90-minute workshop

|                                   | Time       |
|-----------------------------------|------------|
| Introductory Statement            | 1 minutes  |
| Attention-Getting Skit: Reach Out | 4 minutes  |
| Presenter Introduction            | 2 minutes  |
| Bridge to Skits                   | 1 minute   |
| Skits:                            | 12 minutes |
| ★ Do What I Tell You              | 2 minutes  |
| ★ What are THEY Doing Here?       | 2 minutes  |
| ★ It Won't Happen Again           | 2 minutes  |
| ★ Cool Off                        | 2 minutes  |
| ★ Carousel Monologues             | 4 minutes  |
| Bridge to Small Group Activities  | 1 minute   |
| Small Group Activities            | 55 minutes |
| ★ Sexual Decision-Making          | 20 minutes |
| ★ Breaking the Cycle              | 20 minutes |
| ★ How to Help a Friend            | 15 minutes |
| Closure                           | 8 minutes  |
| Evaluation & Homework             | 4 minutes  |

## ► Two 45-minute workshops

| Session 1                             | Time       |
|---------------------------------------|------------|
| Introductory Statement                | 1 minute   |
| Attention-Getting Skit: Reach Out     | 2 minutes  |
| Presenter Introduction                | 2 minutes  |
| Workshop Introduction                 | 1 minute   |
| Bridge to Skits                       |            |
| <b>Skits:</b>                         | 12 minutes |
| ★ Do What I Tell You                  | 2 minutes  |
| ★ What are THEY Doing Here?           | 2 minutes  |
| ★ It Won't Happen Again               | 2 minutes  |
| ★ Cool Off                            | 2 minutes  |
| ★ Carousel Monologues                 | 4 minutes  |
| Bridge to Small Group Activities      | 2 minutes  |
| Small Group Activity: Skit Discussion | 20 minutes |
| Closure/Bridge to Next Session        | 1 minute   |

| Session 2                        | Time       |
|----------------------------------|------------|
| Presenter Reintroduction         | 2 minutes  |
| Bridge to Small Group Activities | 1 minute   |
| ★ Breaking the Cycle             | 20 minutes |
| ★ How to Help a Friend           | 15 minutes |
| Closure                          | 3 minutes  |
| Evaluation & Homework            | 4 minutes  |

*\*It is preferred that the two 45-minute sessions be presented within the same week.*

### **\*Note:**

If completing this workshop in two 45-minute sessions within the same week, use the closing and opening bridges provided below. These should be used to close out Session 1 and open Session 2 by adding the scripts into the appropriate places within the workshop as noted in the *2 45-Minute Sessions Workshop Agenda*.



## Closure/Bridge to Next Session

**Peer Ed. 1:** In today's workshop, we watched a variety of skits and talked through how dating violence and the cycle of abuse was present in each.

**Peer Ed. 2:** We are going to close this session for now, but when we get back together for session 2 we will take a deeper look at factors that contribute to and are impacted by dating violence.

**Peer Ed. 1:** Thank you so much for your attention.



## Reintroduction (Session 2)

**Scene:** *Students line up across the stage*

*(One peer educator moves forward)*

**Peer Ed.:** Hi. If you remember from last time, we are Teen PEP, which stands for Teen Prevention Education Program. We are here today to continue the workshop, *Breaking the Silence: Dating Violence Prevention*. My name is \_\_\_\_\_.  
*(Peer educator moves back in line and all students introduce themselves to the audience.)*



## Bridge from Last Session

**Peer Ed. 1:** Who remembers the three components of the cycle of abuse from our last workshop session?

*(Pause, wait for responses, repeating them as they are called out)*

Sample Responses: *Tension building period, explosion period, honeymoon period*  
Great, those are all correct.

**Peer Ed. 2:** Does anyone remember some of the examples we saw from Amari and Kai's story?

*(Pause, wait for responses, repeating them as they are called out)*

Sample responses: *Tension-building: Kai demanding to be with Amari all the time; constantly texting; jealousy, put downs in front of their friends; Explosion: When Kai shoved Amari, the scratch on Amari's neck, screaming at Amari; Honeymoon: Brought ice cream to the house; interacted with family, bought a shirt, paid for the concert)*

Great, those are all correct.

**Peer Ed. 1:** In today's session, we will learn more about how we can identify signs of dating violence and we will also focus on what we can do if we or someone we care about is in an abusive relationship.

# Workshop Materials

| Activity             | Materials   | Template Provided |
|----------------------|---|-------------------|
| Skits                | <input type="checkbox"/> 1 of each of the following signs that say: <ul style="list-style-type: none"><li>★ Do What I Tell You</li><li>★ What Are THEY Doing Here?</li><li>★ It Won't Happen Again</li><li>★ Cool Off</li></ul> | ✓                 |
| Skit Discussion      | <input type="checkbox"/> 1 set of <i>Skit Discussion</i> cards for each small group   | ✓                 |
| Breaking the Cycle   | <input type="checkbox"/> 1 set of <i>Breaking the Cycle</i> cards for each small group  | ✓                 |
| How to Help a Friend | <input type="checkbox"/> <i>How to Help a Friend</i> handouts for each participant  | ✓                 |
| Homework             | <input type="checkbox"/> Parent-Teen Homework handout for <i>each</i> participant   | ✓                 |
| Evaluation           | <input type="checkbox"/> <i>Evaluation</i> form for <i>each</i> participant<br><input type="checkbox"/> Pens or pencils for <i>each</i> participant   | ✓                 |

# Break the Cycle:

## Dating Violence Prevention Workshop



### Introduction Statement

**Scene:** *A peer educator moves forward and reads the following statement to the audience.*

**Peer Ed.:** Violence within a dating relationship is never acceptable and should never be condoned. If you are in a dating relationship that includes violence of any kind, you are advised to seek the assistance from parents, teachers, counselors, and trusted friends in order to develop strategies for stopping the violence. If you know people in a relationship that involves violence, you are encouraged to talk with them as part of an effort to link them to the kind of help that will stop the violence.

It is everyone's responsibility to use effective decision making, evaluation, communication, negotiation, and assertiveness skills needed to engage in a healthy dating relationship at all stages of the dating relationship to prevent and reduce the risk of dating violence. Teen PEP believes that everyone deserves safe, respectful, loving and healthy relationships.



### Attention-Getting Skit: Reach Out

**Scene:** *Mr. Anderson, the school counselor, is sitting in a chair to the side of the stage as if working at a desk. Toni comes into the office and sits across from the desk. Mom, Amari, and Kai are in a line on the other side of the stage with backs to audience.*

**Mr. Anderson:** Hi Toni.

**Toni:** Hey Mr. Anderson, thanks for letting me come talk to you. I'm worried about my brother, Amari. He seems kind of depressed and I don't know what to do about it. His grades have been going down and my dad is on him all the time; he gets mad easy and just isn't around very much anymore. He's been with his partner Kai most of junior year and they are together almost all the time now.

**Mr. Anderson:** How did it all start?

**Toni:** Things were cool in the beginning. He fell for Kai at the beginning of the year. Kai's really good looking and a great basketball player. Amari couldn't believe Kai liked him too; he's kinda shy and it's his first relationship. Anyway, he started going to Kai's games and hanging out after to talk and stuff. Kai started coming over, and pretty soon was there every day. Our mom started complaining that they were always up in his room, and nobody ever saw them. Amari told me that Kai didn't

like my mom and how mom was always raggin on them to spend time with the family. You know, like:

**Mom:** *Amari, you and Kai come on down here and have dinner.  
Amari, I think you and Kai spend way too much time together.  
Amari, let's do something together as a family.*

**Mr. Anderson:** So, what happened?

**Toni:** So they stopped being at our house at all. Amari hung out with me sometimes-- we'd watch a game on TV or go get pizza, but Kai called him constantly—it was like I wasn't even there. One day when Kai called I listened in...

**Kai:** *What are you doing?*

**Amari:** *I'm with Toni – we're watching the game.*

**Kai:** *Where are you?*

**Amari:** *At home – do you want to come over?*

**Kai:** *No, I want you to come here.*

**Amari:** *Well, I promised Toni.*

**Kai:** *I don't care what you promised Toni. I want to see you.*

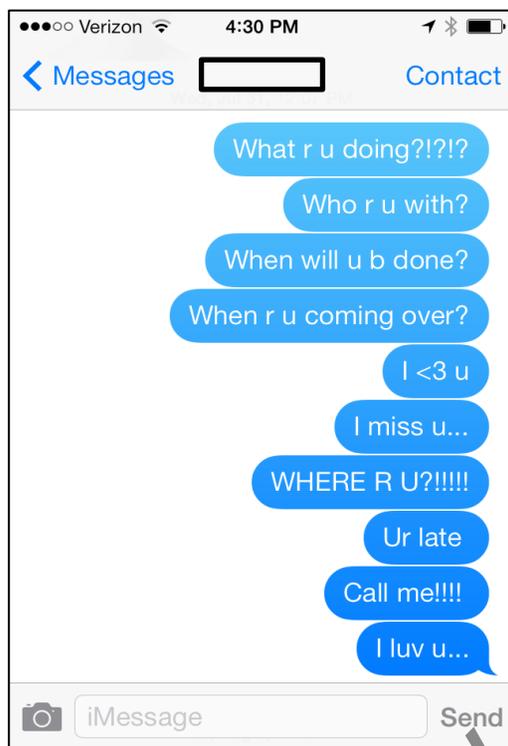
**Amari:** *Kai, sorry but, I...*

**Kai:** *Amari, baby, I need to see you. Today. Now. I know you don't like to see me mad.*

**Amari:** *Okay, okay; I'll get there as soon as I can.*

**Toni:** Amari just stared out the window for a few minutes and then he looked at me and shrugged. Like, "What do you want me to do?" And then he left. The only time I see him now is in school. If he's not **with** Kai then he's looking at his phone. His friend said the coach finally took it away at practice. I snuck a look at it once:

**Kai:**



**Mr. Anderson:** Is it just with family that you're noticing this? What about friends?

**Toni:** No. His friends have backed off because Kai never lets him hang out with them. But it doesn't stop there; my friend said she saw them in the gym and Kai started yelling at him.

**Kai:**  
*Why are you talking to Jo?  
 I told you not to talk to Jo.  
 What's wrong with you?  
 How could you be so stupid?  
 You better not EVER talk to Jo again. Do you hear me?*

**Toni:** Amari just stood there looking at the floor.

**Kai:** *Do you HEAR me?*

**Toni:** And then Kai shoved him.

The next day I passed Amari going into my room and I saw this scratch on his neck. "What's that?" I asked. He told me to shut up and left the house.

That night Kai came over with ice cream and was being real sweet to my mom and tried to hang out with me. They were laughing and joking around and Amari looked happy for once. The next day at school started out all good. I saw them holding hands and kissing in front of their lockers. But later on...Kai was talking real loud to her friends, right in front of Amari.

- Kai:** *What is wrong with him?  
He is such a terrible boyfriend.  
He can be so stupid; I don't know why I put up with him.*
- Toni:** Amari just stood there looking embarrassed. I tried to talk to him after that.
- Toni:** *Amari, why are you still with Kai? It seems like you're always getting talked down to.*
- Amari:** *You don't know Kai, Toni.*
- Toni:** *I see what Kai says to you and how that makes you feel. It's not right.*
- Amari:** *Look, Kai gets mad sometimes but is really trying...and is a good person. Like when we were all hanging at the house together the other night, remember? Most of the time things are a lot of fun; I'm happy that we're together.*
- Toni:** *Amari, you deserve to be treated better.*
- Amari:** *Stop, Toni. I love Kai and it's really none of your business.*
- Mr. Anderson:** Have things gotten any better?
- Toni:** No...it just keeps going. After the big fights Kai brings him stuff. Amari had a new shirt the other day, and I know my mom didn't buy it for him. In December I thought maybe they had broken up because he was home a lot and in a really bad mood. But then Kai took him to a concert and paid for everything. I heard them talking when they got back:
- Kai:** *I'm sorry. I'm just under a lot of stress.  
It won't happen again.  
I promise. I love you  
Please, Amari, I need you.*
- Toni:** So I guess they got back together...again. I'm worried about him and I don't know what to do.
- Mr. Anderson:** *(Leans forward)* Toni, you did the right thing by coming to talk to me. Let's talk about how we can help Amari.



## Presenter Introduction

**Scene:** *Students line up across the stage.*

*(One peer educator moves forward.)*

**Peer Ed.:** Thank you to our actors. Hi. We are Teen PEP from \_\_\_\_\_ High School. Teen PEP stands for Teen Prevention Education Program. We are \_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. Today, we're going to do a workshop for you about abusive relationships. Our workshop is called *Break the Cycle: Dating Violence Prevention*. My name is \_\_\_\_\_.

*(Peer educator moves back in line and all students introduce themselves to the audience)*



## Workshop Introduction

**Scene:** *Peer educators are facing audience; 5 peer educators move forward, 3 pick up signs and keep them at their sides.*

**Peer Ed. 1:** What you just saw was an example of **Dating Violence**. Dating violence is a pattern of abusive behavior between two people who are in a relationship together. It can include all kinds of negative behaviors one person uses to gain and maintain **power and control** over the other person.

There are 3 common types of Dating Violence. The first is **Physical Abuse**. *(Peer educator with Physical Abuse sign moves forward displaying sign for audience to see)* This is what most people think of when they hear the term "dating violence." Can any of you give me some examples of physical abuse? *(Hitting, kicking, holding down, shoving, etc.)*

Another type of dating violence is **Emotional Abuse**. *(Peer educator with Emotional Abuse sign moves forward displaying sign for audience to see)* Can anyone think of some examples of emotional abuse? *(Yelling, name calling, humiliating, threatening, etc.)*

The third type of dating violence is **Sexual Abuse**. *(Peer educator with Sexual Abuse sign moves forward displaying sign for audience to see)* What are some examples of sexual abuse? *(Rape, any sexual contact without consent, refusing to use protection, coercing someone into having sex, etc.)*

**Peer Ed. 2:** Teen dating violence is a serious problem in the United States. One in 3 teens is a victim of physical, emotional, or sexual abuse by dating partner. The story of Amari and Kai is a common one. In this case Amari was the victim/survivor, but we know that teens can be abusers or victims regardless of their sexual orientation or gender identity.

We are here today because we want to raise everyone's awareness about this problem. We hope that we can all take a minute to think about our relationships.

If we are **causing** harm or **experiencing** abuse, or if we have **friends** in this situation, we need to have the courage to speak up and get help. Today, we're going to help you think about how to identify red flags, say no, say what you want, get help, and get out.

## Bridge to Skits

**Peer Ed.:** Now we are going to do some skits that show some different types of dating violence.



### About the Skits

Using dramatic skills, peer educators will present examples of relationship pressures common to teens. Peer educators are encouraged to adapt the language in the skits to better reflect their school community. As always, the language that is used should be clear and relevant, but not offensive.



### Skit: *Do What I Tell You*

**Scene:** *The skit opens in the kitchen at Jackson's house, where Jackson and one parent are sitting at the dinner table while the other parent is preparing dinner. Erica and Carla are frozen on the other side of the stage. David waits off stage.*

*(One peer educator goes by with "Do What I Tell You" sign)*

**Father:** What's taking so long?

**Mother:** It's ready now. I'm sorry, I thought you were coming home later. *(Places plate on dinner table)*

**Father:** You thought I was coming home later? You **know** what time I come home.

**Mother:** I'm sorry, I guess I got confused. I thought you had a late meeting. But dinner is ready now, so let's eat.

**Father:** You got **confused**? I come home at the same time every day, what are you, **stupid**?

- Jackson:** Mom, I don't have time to eat. I gotta go find Carla. She was supposed to call me hours ago. *(gets up from the table)*
- Mother:** Okay Jackson.  
*(Jackson goes off stage; parents freeze; Erica and Carla begin talking.)*
- Erica:** Hey Carla. I am going to a movie with Luke and Jeff. You want to come?
- Carla:** I don't know. I have to check with Jackson, he might have made plans for us.
- Erica:** Weren't you with him all weekend? I never see you anymore. *(David comes on stage)* Oh, hey David. *(big smile)*
- David:** *(Puts arm around Erica)* Hey. Hey Carla. What are you guys up to?
- Erica:** I'm going to the movies with Luke and Jeff. Wanna come?
- David:** Thanks, sounds good but I have a lot of work to do tonight. Man, I wish I could go ... but you guys have fun. I'll call you later?
- Erica:** Okay, don't work **too** hard. Talk to you later. *(Gives David a hug, then David leaves)*
- Carla:** David is so **nice** to you. You're so lucky.
- Erica:** Well yeah David's my boyfriend, of course he's nice to me. We're nice to each other. Why do you say that?
- Carla:** I don't know. Jackson is... well... he gets mad at me a lot and calls me names. He makes me feel really stupid.
- Erica:** Actually, I've sort of noticed. You know Carla, you should... *(Jackson enters interrupting them)* Oh, hi Jackson.
- Jackson:** *(Ignoring Erica's hello)* Carla, where have you been? I've been calling you for like an hour. Why don't you ever answer your phone? *(Grabbing Erica's arm)* Hey. Are you listening to me?
- Carla:** I'm sorry Jackson, I guess I left it at home. I was just about to call you from Erica's.
- Jackson:** What, are you **stupid**?
- Erica:** Hey, Jackson, so she forgot her phone, whatever. Relax.
- Jackson:** Erica, why don't you mind your own business? *(Pulling Carla aside)* Where have you been?
- Carla:** I'm sorry, please, don't be mad at me.

**Jackson:** Carla, I wouldn't get so mad at you if you'd just do what I tell you to do. Sometimes you're so **dumb**. I don't know why I stay with you.

**Carla:** Okay. I'm sorry. I won't forget my phone again.

*(Freeze before exiting)*



## Skit: What Are They Doing Here?

**Scene:** *Marc, Calvin, and Shana are sitting around watching a movie.*

*(A peer educator goes by with "What are THEY Doing Here?" sign)*

**Shana:** Can't you guys ever watch a movie that I'd like? I can only watch so many movies with fast cars and things exploding every five minutes.

**Calvin:** Okay, okay, next time.

**Shana:** Whatever. Hey Marc, where's Jen? You guys are always together.

**Marc:** She'll be here, she had to do some homework. *(Pauses)* I hope it takes a while.

**Shana:** What's that supposed to mean?

**Marc:** I know this sounds messed up – but sometimes it's just too much. Jen can get really jealous.

**Calvin:** Marc, she's super into you. Besides I think the jealousy thing is kinda hot.

**Marc:** I thought so too, at first. I liked it that she was so into me. But now, I don't know...

**Shana:** Don't know what?

**Marc:** I feel like Jen's always checking up on me. I get like 20 text messages whenever we're not together. Sometimes I just want to be left alone.

**Calvin:** *(Sarcastically)* Ahh, poor Marc. He's got this hot girlfriend who wants him all the time.

**Marc:** Yeah, but she can't stand it when I hang out with the guys. And if I'm talking to a girl, like just a friend after school, we have a huge fight about it.

**Shana:** That's not cool.

**Marc:** I've tried telling Jen to give me a little space, but it just makes it worse. She thinks that I'm cheating on her or want to break up.

- Jen: *(Comes into the room and sits in Marc's lap)* I've never done my math homework so fast. I missed you.
- Calvin: Hi, Jen.
- Jen: *(Reluctantly to Calvin)* Um Hi.
- Shana: Hi, Jen.
- Jen: *(Looks at Shana but doesn't respond, then, to Marc)* Can I talk to you outside for a minute?  
*(Jen pulls Marc to the side; Calvin and Shana exchange looks and shake their heads)*
- Jen: What are **they** doing here?
- Marc: You mean Shana?
- Jen: *(Sarcastically)* No, your mom.
- Marc: We're hanging out; we were just watching a movie.
- Jen: All **three** of you? And how long was Calvin gonna stick around?
- Marc: What are you talking about?
- Jen: I know Shana's into you. She probably told Calvin to leave so she could be alone with you.
- Marc: Jen, you're reading too much into this. Shana and I are just friends.
- Jen: Well, if **she's** here, I'm leaving, and if you want to hang out with **me** tonight, you'd better leave too.  
  
*(Jen goes off and leaves Marc there)*



## Skit: *It Won't Happen Again*

- Scene:** *Sam and Jesse are sitting close together talking.*  
  
*(One peer educator goes by with "It Won't Happen Again" sign)*
- Sam:** Jesse, I'm so sorry. I didn't mean to, honestly. *(Moves hair aside to look at a bruise)* Are you okay?
- Jesse:** *(Pushes hand away)* I'm fine, Sam. But you really hurt me this time.
- Sam:** I know...I know. Look, I told you I was sorry. It won't happen again, Jesse. I love you so much. Here, I bought you this shirt. I know you've been wanting it...it's the one you wanted, right?

- Jesse:** Sam....stop. I can't take this anymore. *(Puts head in hands)*
- Sam:** No, Jesse, listen. It's just that I've been so stressed lately...with school and track and everything else. And you made me so mad! I wish you would just stay away from CJ. You **know** I can't stand to see you two together.
- Jesse:** Sam, I was just **talking** to CJ. What's **wrong** with you? You know I would never cheat on you!
- Sam:** I know. I'm sorry. I'm **so** sorry....It'll never happen again. I promise. Don't leave me Jesse; I **need** you; I love you so much. *(Hugs Jesse tightly)*
- Jesse:** Okay, okay. I love you too, Sam...I'm sorry I upset you.
- Sam:** Okay, I gotta get to class. I'll see you before practice. I love you. *(Sam leaves)*  
*(Jesse's friend, Kanan, comes over and sits down.)*
- Kanan:** Hey – I thought I'd find you here. What's up with Sam...always lookin' so mad?
- Jesse:** Uh, yeah. *(Looking down at phone as if trying not to make eye contact with Kanan)* Sam's pretty stressed about school. And Coach has been really hard on them.... you know.... *(Pause)*. So, what are you up to?
- Kanan:** Not much – wanna hang out? I have some stuff to do for my mom after school, wanna come with me?
- Jesse:** Uh, no thanks. I promised Sam I'd see him before practice *(Looks up at Kanan)*.
- Kanan:** *(Noticing Jesse's bruises)* Jesse, what happened to your eye? Did Sam do this to you?
- Jesse:** No, of course not. I got hit in the face with a ball in PE class. I totally wasn't paying attention. I gotta run Kanan. See you later.
- Kanan:** Jesse...  
  
*(3 months later)*
- Sam:** I **told** you – never do that to me again!!
- Jesse:** Sam, don't! *(Raises hands to protect head and face)* Don't, please, Sam....
- Sam:** I've **HAD** it with you Jesse! *(Raises hand – stage slap; then freeze)*



## Skit: Cool Off

**Scene:** *Jo and Cory are in the middle of an argument.*

*(One peer educator goes by with “Cool Off” sign)*

**Jo:** Look, can we at least talk about this?

**Cory:** No, I’m sick of talking. You aren’t listening to me. I **told** you I can’t go – I’m not lying to my mom again. I don’t want to.

**Jo:** Cory, what is **wrong** with you? This is **really** important to me. If you care about me at all, you’ll do this for me.

**Cory:** Do this for **you**? What about **me**? You don’t even care that I got in trouble with my parents last time and I’m not doing it again!

**Jo:** *(Puts head in hands)* Cory. You make me so **angry**! I feel like I’m going to explode. You better go.

**Cory:** Don’t worry. I’m leaving. I’m not going to stay here and be yelled at. Call me when you cool off.



## Skit: Carousel Monologues

**Scene:** *The four couples from the skits form two circles – one partner per couple in each circle. They all face outward, with backs to one another. In the first round, Jackson and Carla are facing the audience. After they speak, both circles turn to the right so that Marc and Jen are the next pair facing the audience, and so on through the four couples.*

### ► Do What I Tell You

**Jackson:** Why are you looking at me like that? I didn’t hurt her or anything. I wouldn’t hurt Carla...I’m not like that.

**Carla:** I really love Jackson...I do.... But he embarrasses me. He makes me feel stupid all the time.

**Jackson:** Carla drives me nuts! She can’t remember anything. She’s a little dense sometimes, but I like her a lot. Carla just needs to do what I tell her.

**Carla:** Honestly? Jackson scares me. He gets so angry when I don’t do what he wants. *(Pause)* Like the last time we were together, I didn’t **really** want to have sex... but I didn’t feel like I had a choice. I do everything I can to be a good partner...I don’t want to lose Jackson.

*(Freeze; then both circles rotate until Jen and Marc are facing audience)*

#### Note:

The carousel monologues use the same 4 couples from the previous 4 skits who speak to the audience.

## ► What Are THEY Doing Here?

- Jen:** I'm afraid I'm losing Marc. When we first started going out we were together all the time, just the two of us. But now? Something's changed.
- Marc:** I don't know what to do. I really like Jen, but this jealousy thing is out of control. I don't want to be with anybody else; I just want to hang out with my friends sometimes. It shouldn't matter who I'm hanging out with, but Jen makes it seem like such a big deal.
- Jen:** Marc's friends tease him about being "married" and all that. I know those guys; they'll hook up with anybody. They just don't know what it's like to really be in love. And the others? They're just jealous. *(Laughs)* Ha and they say I'm the jealous one.
- Marc:** Jen makes my friends feel so uncomfortable that they don't even want to hang out anymore. I try to talk to her about it but anything I say just seems to make it worse. I don't know what to do.

*(Freeze; then both circles rotate until Jesse and Sam are facing audience)*

## ► It Won't Happen Again

- Sam:** I can't believe I hit them. I love Jesse. I need them. I don't know what I'd do without them. I gotta make it up to them somehow.
- Jesse:** Oooo...ouch. *(Looking in mirror, touching bruise)* I'm not sure how I'm going to cover up this one. *(Pats it like trying to cover it up)* It looks pretty bad. Make-up just makes it worse. *(Pauses and looks at self in mirror)* I'll have to think of another excuse.
- Sam:** I know what you're thinking – that I'm a jerk for hitting my partner. But you just don't know what it's like. *(Becoming angry)* Seeing Jesse with other people...it makes me so mad. I can't take it anymore.
- Jesse:** Look, I know...I never thought this would happen to me either. But when you **really** love someone, you **accept** their flaws. I just have to work harder...I'm sure I can help change things.

*(Freeze; then both circles rotate until Cory and Jo are facing audience)*

## ► Cool Off

- Jo:** Wow, I can't believe I got so mad at Cory. I was so angry I could have actually thrown a punch. I never would have...but I felt like it. I'm glad we knew to take a break before anything worse happened.

**Cory:** Jo and I get really mad at each other sometimes. We even yell and scream at each other. It scares me a little to feel so angry and I know it scares Jo too. But it stops there. We would **never** hurt each other.

**Jo:** I care about Cory, and I think we have a good relationship. I like it that Cory takes a stand when I get upset. We work through things together. We pause to get some distance and cool off.

**Cory:** I think it's **normal** to get mad at each other sometimes when you're a couple. We try hard to listen to each other and respect each other. That's really important to me, and to Cory.

*(Freeze; Peer Educators come out to describe the Cycle of Abuse)*

**Peer Ed. 1:** Dating violence often follows this pattern, called the *Cycle of Abuse*. This includes periods of **Tension Building**: where the abusive partner is easily irritated, starts fights, and blames their partner; **Explosion**: when the abuser attacks their partner emotionally, physically or sexually and **Honeymoon**: afterwards when the abusive partner apologizes, makes promises and blames something or someone else for the abuse.

**Peer Ed. 2:** This cycle typically repeats in this pattern, with the violence escalating each time. It's important to remember that anyone can find themselves in unhealthy or abusive dating relationships. Pay attention to your relationships and those around you. If you recognize the Cycle of Abuse – talk to an adult about it.



## Bridge to Small Group Activities

*(A peer educator moves forward)*

**Peer Ed.:** In the skits you saw some of examples of dating violence and the Cycle of Abuse. Now we're going to break into small groups to give you the chance to talk about how to deal with the issue of dating violence. Please listen while I number you off. Then look for the peer educator displaying a sign with your group's number and go with that peer educator to your small group location.



## Small Group Activity: *Skit Discussion*

**Peer Ed.:** We just saw four skits that showed different relationships. We also heard what each of the characters was thinking. Now we're going to talk about these examples and see what you think those teens could do to help their situation.

### Directions

1. Place the first skit card in the middle of the circle and begin to discuss this skit.

2. Use the *Facilitator's Guide* to lead the discussion with participants about the problems that were presented in the skit.
3. When the first discussion is finished, put another skit card in the middle of the circle and begin the next discussion.
4. Continue until all skits have been discussed

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# Skit Discussion Facilitator's Guide



## Skit Discussion: *Do What I Tell You*

**Characters:** Carla, Jackson, Erica, David, Mother, Father

**Peer Ed.:** In this skit, Jackson is angry at their partner, Carla, for not answering the phone.

### ► Discussion Questions

1. Think about the beginning of the skit when Jackson was sitting at the dinner table with their parents. How do you think the relationship between Jackson's parents affects Jackson's behavior?

*(Jackson is repeating the behavior of their father, Jackson has learned that it's okay for couples to behave this way, The father has modeled unhealthy/abusive behavior where men act to have power over women)*

2. What do you think Jackson was trying to accomplish by yelling at Carla for not answering the phone?

*(To get them to do what they want to the next time; Jackson's being possessive and trying to get control)*

3. How does Carla feel about Jackson using put downs and calling them "stupid?"

*(Carla doesn't like it and feels embarrassed)*

**If Carla stays in this relationship, what might happen?**

*(Things with Jackson will stay the same or get worse, Jackson might become physically violent)*

4. What did Erica do when Jackson confronted Carla?

*(Stepped in to support Carla by calling out the behavior and told Jackson to relax)*

**How do you feel about what Erica did?**

5. What do you think would happen if Erica told Carla that they should just break up and forget about Jackson?

*(Carla really likes Jackson and doesn't want to break up with them right now. Carla would probably feel more embarrassed and might avoid talking to Erica about the relationship issues they are having.)*

6. What could Erica do that might be more helpful to their friend?

*(Tell Carla that they're concerned for them; that Jackson is being abusive and has no right to treat them that way; that they're there to listen; that it's not Carla's fault. Erica should encourage Carla to speak to a trusted adult, such as a school counselor, and offer to go with them for support.)*

7. What could Carla have done earlier in the relationship to help prevent this from happening?

*(Recognize red flags and the Cycle of Abuse, talk to an adult to get help or get out of the relationship)*



## Skit Discussion: *What Are THEY Doing Here?*

**Characters:** Marc, Calvin, Shana, Jen

**Peer Ed.:** In this skit, Marc is feeling like their partner, Jen, is too jealous.

### ► Discussion Questions

**1. How does Marc initially feel about Jen's jealousy?**

*(At first Marc was flattered and thinks it's kind of fun; likes the attention; though it showed how much Jen was into them)*

**2. What has changed to make Marc feel differently?**

*(Jen wants to be with Marc all the time and makes it difficult for them to be with or talk to anyone else- isolating Marc from their friends. Marc feels smothered and annoyed that Jen isn't showing that they trust each other.)*

**3. Why do you think Marc's friends don't take the complaint seriously at first?**

*(Some people buy into societal gender roles and expectations in relationships, thinking that guys are "supposed to" want girls who are devoted to them; many people think jealousy is flattering or normal)*

**4. How can Marc deal with this situation?**

*(Have a talk with Jen about their feelings. Make it clear that they like Jen but, for the relationship to work, Jen needs to show trust and give space to hang out with other people. If Jen is not able to do that Marc may need to end the relationship.)*

**5. What might be some reasons that Jen acts this way?**

*(Low self-esteem, insecure in their relationship; may have seen this type of behavior modeled in their family and thinks this is how it has to be in all relationships)*

**6. What could Marc have done earlier in the relationship to help prevent this from happening?**

*(Recognize red flags and the Cycle of Abuse, talk to an adult to get help or get out of the relationship)*



## Skit Discussion: *It Won't Happen Again*

**Characters:** Sam, Jesse, Kanan

**Peer Ed.:** In this skit, Sam is physically abusive to Jesse, and ultimately hits them.

### ► Discussion Questions

**1. What did Jesse do when Kanan asked them about the bruise on their face?**

*(Made an excuse saying they got hit in the face with a ball in PE class while not paying attention, covering up for Sam, then said they had to leave and exited)*

**2. Why do you think Jesse is trying to hide the fact that Sam hits them?**

*(Jesse feels ashamed and somehow believes it is their fault. Jesse loves Sam and really hopes/believes the abuse will stop. Jesse knows other people will get upset with Sam and doesn't want to feel responsible for that or have Sam's behavior get worse in response.)*

### 3. Why is Jesse making excuses for Sam?

*(Jesse knows the way Sam treats them is wrong but is afraid of losing their partner, doesn't want Sam getting in trouble, and afraid Sam might hurt them more if Jesse tells others about the abuse.)*

### 4. What can Kanan do to help their friend?

*(Kanan should approach Jesse again and tell them that they're concerned for them, and that Sam is being abusive and has no right to treat Jesse that way. Kanan needs to tell Jesse that they will go together with them to speak with a trusted adult. If Jesse is not willing to go, Kanan needs to talk to a school counselor, teacher, or another trusted adult about what is going on.)*

### 5. If Sam is really serious about not hitting Jesse, what does Sam need to do?

*(Sam needs to get help from a professional, such as a counselor or therapist. Most abusers don't stop until they get help to unlearn their behaviors, so it is very unlikely that Sam will be able to stop on their own.)*

### 6. If Jesse ends things with Sam, but Sam does not leave them alone and Jesse feels unsafe, what can they do?

*(Jesse can speak to a trusted adult and even consider going to the police for a protective restraining order. This means that if Sam continues to try and contact Jesse, Sam can be arrested for violating the order.)*



## Skit Discussion: Cool Off

Characters: Jo, Cory

Peer Ed.: In this skit, Jo gets so angry that they can imagine hitting Cory, but they don't.

### ► Discussion Questions

1. What do you think about how Jo and Cory handled this situation?

2. Why is it sometimes helpful to take a break from a disagreement?

*(Gives you time to cool off and think about things, less likely to react out of anger, shows respect)*

3. What do they need to do next?

*(They still need to deal with the issue of Jo pressuring Cory to do something that they don't want to do [lie to their mother]. They should talk to each other about their feelings and set boundaries, using healthy communication strategies such as "I messages".)*

4. What are the qualities that Jo and Cory have that makes it possible to work through conflict?

*(They both understand that conflict is a natural part of relationships; they respect each other; they are able to stand up for themselves without putting down the other person; they leave before the situation escalates or becomes violent)*



## Bridge to Next Activity

**Peer Ed.:** Now we're going to do an activity that will help us learn more about the cycle that most abusive relationships go through.



## Small Group Activity: *Cycle of Abuse*

### Step 1

**Peer Ed.1:** This is the cycle of abuse. (*Peer educator places the Cycle of Abuse card in the middle of the circle*) The cycle of abuse can be described in three phases. The first phase is the **Tension Building Period**. Here, the abusive partner is easily irritated, starts fights, yells and makes the victim feel like they can't do anything right.

**Peer Ed.2:** In the **Explosion Period**, the abuser attacks their partner becoming emotionally, physically, or sexually abusive.

**Peer Ed.1:** In the **Honeymoon Period**, the abuser apologizes and blames something or someone else for the abuse. The abuser will also try to make up with their partner and promises the abuse won't happen again.

**Peer Ed.2:** Then the cycle starts over with **Tension Building**. Usually, the violence gets worse with each cycle.

### Step 2

Discuss the following questions:

1. Thinking back to the Amari and Kai skit at the beginning of the workshop, what were some examples of **tension building** between them? (*Kai demanding to be with Amari all the time; constantly texting; jealousy; controls who they see; uses put downs in front of their friends*)
2. What are examples of **explosive incidents**? (*Shoving, the scratch on Amari's neck, screaming*)
3. What kinds of things did Kai do in the **honeymoon period**? (*Brought ice cream over; interacted with Amari's family; bought gifts such as a shirt; paid for the concert*)
4. How might Amari feel during the honeymoon period? (*Happy, more relaxed, hopeful*)
5. What is the purpose of the honeymoon period? (*To make-up for the abuse and keep the victim/survivor believing that it will get better; to keep their partner from leaving; gain and maintain power and control over their partner*)
6. Toni went to speak to the school counselor. How could this be helpful? (*Gives Toni someone to talk to, shares the burden, the counselor might be able to talk with Amari and show support, might be able to get Kai some help*)

### Step 3

Read the following summary statement.

*Although statistics show that people who identify as females are more commonly the victims/survivors of dating violence, they can also be the abusers and **all** teens—regardless of sexual orientation or gender identity—can find themselves in unhealthy and abusive dating relationships. Pay attention to your relationships and those around you. If you recognize the Cycle of Abuse – talk to an adult.*



## Bridge to Next Activity

**Peer Ed.:** Now we're going to do an activity that will help us learn more about abusive relationships.



## Small Group Activity: Breaking the Cycle

**Peer Ed.1:** Now, I'm going to divide you into pairs and give you a card. You are going to read the questions on your card, and then together come up with your answer. When everyone is ready, each pair will report out to the rest of the group.

### Directions

1. Hand out all of the *Breaking the Cycle* cards to participants **EXCEPT** "Dating Violence is About Power and Control," which you'll use for group discussion at the end.
2. Have pairs read and discuss their card question.
3. Have a pair volunteer to be the first to read their question and report out their answer.
4. Facilitate the discussion on that card using the *Breaking the Cycle Facilitator's Guide* and **read the summarizing statement** before moving on to the next card.
5. Continue until all cards have been discussed or until time runs out.
6. After participants have discussed their cards, peer educators will discuss the final card that reads "Dating Violence is About Power and Control."

**Peer Ed.1:** What do you think about this statement?

**Peer Ed.2:** Why might someone feel the need to have power and control over their partner? *(There are many reasons why a person may be abusive, such as having had violent role models, having been abused themselves, feeling insecure, angry, or out of control and believing they need to have control in their relationships.)*

**Peer Ed.1:** In an abusive relationship, the abuser is the one with the problem. This behavior is **never** okay. The abuse is **never** the victim's fault. If you are being abused, if you are causing harm to someone else, or know someone in this type of relationship, go to an adult to get help.

# Breaking the Cycle Facilitator's Guide

## Red Flag

1. What does a *Red Flag* mean? (*Early warning signs of trouble*)
2. What are some red flags of dating violence? (*quick to anger, impatient, put downs, one person demanding to spend all of their time with you, extreme jealousy and possessiveness, isolation from friends and family, checking up on you when you are not with them, not listening or caring about your point of view, makes all choices for you, tells you what to do or how to look*)

### Summary Statement:

There are often warning signs in an abusive relationship, and it is important to pay attention and get out of the relationship if behaviors continue or get worse.

## Alcohol and Other Drugs

1. What role do alcohol and other drugs play in abusive relationships? (*People lose inhibitions and do/say things they normally wouldn't. It often makes abusive people more violent, people are less likely to effectively communicate, use assertiveness skills, or get out of a situation*)
2. What kinds of abusive behavior have you seen when someone is under the influence? (*Yelling, shoving, humiliating, etc.*)

### Summary Statement:

Alcohol and other drugs are often involved in cases of abuse between intimate partners. When abusive people are under the influence, they have less control and do not think about the consequences of their behavior.

## Embarrassment & Guilt

1. Why might a victim/survivor feel embarrassed or guilty about the abuse? (*Victims/survivors often blame themselves for the violence and think if they were a better partner, it would not happen.*)
2. Why do victims/survivors often stay in abusive relationships? (*Love, fear that the abuser will hurt them more, don't know how to get away, don't have any support from friends or family, think they can "change" the person, think this is the norm for relationships, don't want to get the abuser in trouble*)
3. How might embarrassment keep an abuser from seeking help? (*The perpetrator might know their behavior is wrong but is too embarrassed to seek help*)

### Summary Statement:

Many victims feel embarrassed or guilty about the abuse. It is important not to judge people who may stay in abusive relationships. Instead, we need to give them our support and offer to help them go to an adult for help.

## Witnessing Abuse

1. Why do you think people sometimes ignore abuse in other people's relationships? *(If it is emotional abuse, they may think it is not serious; may think it's none of their business; don't want to get others in trouble)*
2. What responsibility do friends have if someone they know is being abused? *(They can tell a parent or trusted adult and assist their friend in getting help. It is important to know that dating violence does not get better on its own. It may begin as emotional abuse and escalates to physical or sexual abuse as the relationship progresses.)*
3. What if it is someone you don't know well? *(Tell an adult about what's happening, call out the behaviors and tell the abuser that their behavior is not okay if you feel comfortable doing so, go get help)*

### Summary Statement:

It is our responsibility to speak out, stand up and not be afraid to intervene if we know someone is being abused emotionally, physically, or sexually.

## Violence in the Home

1. What are some specific ways that violence in the home might affect teens? *(They could get hurt, it makes them upset, fearful and angry, they are afraid to tell because they don't want a parent to get in trouble, they may think it is the norm)*
2. How might this violence affect their future relationships? *(If a violent parent is a child's role model, the child might grow up to believe that this is normal behavior and become abusive or submissive in their own relationships.)*

### Summary Statement:

Not all people who grow up in violent homes become violent. However, sometimes teens who witness or experience violence with family copy that behavior in their own relationships. It is important to talk to a trusted adult about what is happening at home and seek out healthy adult role models.

## Gender Issues

1. What are some gender stereotypes in a relationship that might support dating violence? *(Think back to Gender Boxes in Unit 2—Males/masculine partners making all sexual or non-sexual decisions, females/feminine partners expected to be more passive and try harder to please their partner, etc.)*
2. What are the qualities of an equal relationship? *(Both people make decisions, there is mutual respect, both partners feel heard, there is an equal distribution of power)*
3. What can a couple do at the beginning of a relationship to decrease this partner imbalance? *(Talk about what both partners want in terms of communication, respect, and equality)*

**Summary Statement:**

Both partners in a relationship may have different ideas about what they expect based on how they view societal gender roles and expectations. It is important to challenge these pressures by talking about what both people want, need, and expect in the relationship in order to avoid conflict.

**LGBTQ Relationships**

1. How common is dating violence in LGBTQ relationships? *(Statistics show that teen dating violence is just as prevalent in LGBTQ relationships as it is in heterosexual relationships)*
2. What might make it more difficult for a person who identifies as LGBTQ in an abusive relationship to get help? *(If the person is not “out” to family and/or friends, then they may not have a support system of people who even know about the relationship, and therefore could not lend support if the relationship is unhealthy or abusive. If someone in the relationship does seek help, they need to make sure to find someone who is not only supportive, but LGBTQ friendly)*
3. How can someone know if the adult being sought out for help is LGBTQ friendly? *(Look for a safe zone or other LGBTQ support sign outside of their office, seek out an adult who has worked with LGBTQ youth or is an advisor for the school’s Gay-Straight Alliance or LGBTQ support group)*

**Summary Statement:**

It is important to remember that dating violence can happen in all types of relationships, regardless of gender identity or sexual orientation. However, LGBTQ teens who experience abuse may have increased difficulty seeking help depending on the support system around them.

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## Bridge to Small Group Activities

**Peer Ed.:** Now that we understand what dating violence looks like, we are going to spend some time learning how we can help a friend who is in an abusive relationship.



### Small Group Activity: *How to Help a Friend*

#### Directions

1. Hand out *How to Help a Friend* to each everyone.
2. Go around the circle, having participants trade off reading paragraphs and bullet points aloud.

**Peer Ed. 1:** There are a lot of strategies you can use to reach out to a friend in an abusive relationship, whether the friend is the person being abused or the one who is abusive. Now we are going to read you four scenarios, and after each one we will identify which strategies **you** might use if you were the one trying to help a friend.

**Peer Ed. 2: Scenario 1.** I am a high school senior going out with a sophomore. I can't stand some of the stuff my partner does—like texts me constantly throughout the day and expects me to answer right away. And every time I get together with friends, my partner gets really upset if they're not included. If I talk about breaking up there is a lot of drama and even threats of suicide. After school, I'm going to talk about it with a couple of my friends.

1. What signs of abuse did you hear in the scenario? (*Texting constantly, wants answers right away, wants partner all to themselves, threats*)
2. What strategies would you use from the handout if this was your friend?

**Peer Ed. 1: Scenario 2.** I'm not sure what's been going on lately. I guess I'm stressed out about finals, and the championship game coming up. I get angry over the littlest things - like everything my partner does sets me off. The other day, when they were talking to Alex after class, I totally lost it and threatened to break off the relationship altogether. I feel out of control but don't know what to do. I heard some teammates want to talk to me after practice today.

1. What signs of abuse did you hear in the scenario? (*Getting angry, jealousy, loss of control*)
2. What strategies would you use from the handout if this was your friend?

**Peer Ed. 2: Scenario 3.** I am so tired of fighting with my partner I feel sick. But I'm trying to make it work because we've been together a long time and we're about to go to the same college. My partner is pretty controlling and even though I try to do everything right, it's never enough. Even when it seems like things are going great, after a while everything blows up. I

really need to hang out with my friends so I'm going to go to AJ's house on Friday night. Instead of telling my partner, I'll just send a text every hour or so.

1. What signs of abuse did you hear in the scenario? (*Fighting, controlling, cycle of abuse, texting*)
2. What strategies would you use from the handout if this was your friend?

**Peer Ed. 1:** **Scenario 4.** My best friend told me they didn't like how I'm treating my partner. I told them to mind their own business; it's between the two of us. If my partner would just stop dressing like that and flirting with everyone at school, everything would be fine. It's not easy dating someone so immature – I have to make all the decisions.

1. What signs of abuse did you hear in the scenario? (*Put downs, jealousy, controlling behavior*)
2. What strategies would you use from the handout if this was your friend?

### ► Discussion Questions

1. How realistic is it to expect someone to confront a friend about abusive behavior?
2. A common reaction is to tell your friend to get out of the relationship. Why might this be a bad idea? (*Offering advice can sometimes feel like a judgment. Telling the abused person to leave the relationship can isolate them even more and make them less likely to talk about it with you in the future*)
3. What should you do instead of offering advice? (*Be supportive and practice good active listening, don't get mad or frustrated with them, play back what you hear them saying so they can start to hear the red flags for themselves*)
4. What do you think would be the hardest thing about helping a friend who is being abused in real life?
5. How has this activity been helpful?

**Peer Ed.:** During this activity you identified a lot of strategies you can use to help a friend in an abusive relationship. It may be hard but reaching out could be just what they need. Remember to support your friend, be patient, and don't judge or criticize. Sometimes being a good friend is nothing more than just listening. If you don't know what to do, always find a trusted adult for guidance.



## Bridge to Large Group

**Peer Ed.:** Thank you for your participation in our small group discussion. We're going to stop now and go back to the large group to find out how our characters resolved their relationship problems. I hope that talking about these issues has given you a better understanding about dating violence.



## Large Group Activity: *Skit Resolution*

**Peer Ed:** In the beginning of the workshop, we showed you three skits which represented different types of dating violence and a fourth that showed how to deal with anger in a healthy way. Now we're going to show you one way these issues can be addressed.

### ► Skit Resolution: *Do What I Tell You*

**Erica:** Hey Carla, I really need to talk to you.

**Carla:** Yeah? What's up? Can it wait a minute? I have to call Jackson.

**Erica:** That's what I want to talk about. I'm really worried about you and Jackson.

**Carla:** Why?

**Erica:** Look Carla, I know you don't **really** feel okay about the way Jackson treats you. He's so mean. He puts you down all the time.

**Carla:** But I love Jackson, you know? I really do. And if I try to talk to him, he gets so mad. He makes me feel like it's all my fault. And it probably is.

**Erica:** Carla! No, it isn't your fault. Jackson has a **problem**; he disrespects you and tries to make you look bad in front of your friends. You have to **do** something. Maybe we can go talk to someone about this.

**Carla:** Like what? I don't want to break up with him. Who would we talk to?

**Erica:** Let's think about what you can say to him. Or maybe I could come with you and we could talk with Jackson together. Or maybe David could talk to him – they're pretty good friends. Just promise me we'll work on it, okay?

**Carla:** Okay, thanks. I gotta get to class. I'll call you tonight. *(Carla exits stage)*

**Erica:** *(To audience)* I know this isn't going to be easy and Carla isn't really ready to deal with it yet. But as their friend, I just **had** to speak up and try to help. Carla really needs help... and I want to support Carla in getting help from a counselor or other trusted adult.

### ► Skit Resolution: *What Are THEY Doing Here?*

**Marc:** Hey Jen, we need to talk before we go to Calvin's party.

**Jen:** Yeah? Okay... want to talk about what we're doing **after**? *(Puts arms around their neck)*

**Marc:** *(Takes their arms down)* No, actually...I want to talk about this jealousy thing. Jen, I really care about you. And I'm not interested in anybody else; you've got to believe that. But you're making me feel uncomfortable by watching me all the time and getting mad every time I hang out with my friends or talk to anyone else. I can't take it.

**Jen:** What are you saying?

**Marc:** I'm saying, that if you can't stop acting this way, I can't go out with you anymore. Maybe you could talk to somebody about it, like a counselor. Maybe we could go talk to them together - I want to work it out.

**Jen:** No you don't! You just want to break up with me! *(Jen runs off stage)*

**Marc:** *(To audience)* I knew this would happen. I don't want to hurt Jen but I can't live like this. I don't even think Jen knows how to stop. I know I cannot be in a relationship with Jen unless they get help.

### ► Skit Resolution: *It Won't Happen Again*

**Jesse:** *(Jesse, sitting with head in hands, looks up.)* I can't do this anymore. I'm so tired ... of lying, of being scared, of making up and then fighting again. I love Sam, I do, but they make excuses and blame me for everything. *(Pause)* I want it to stop but I don't know what to do. If I tell someone Sam could get in big trouble. My parents would probably try to have them arrested. My sister actually had a partner like this once, but she got out of it; she figured it out. Maybe my sister can help me. *(Pulls out phone and dials)* Kristin? Hey, it's me. I have to talk to you about something really important; can I come over?

### ► Skit Resolution: *Cool Off*

*(Jo and Cory move towards each other; Jen crosses their arms over their chest.)*

**Cory:** So?

**Jo:** Look, Cory, I'm sorry. I've been thinking about it, and it wasn't fair to try to make you do something you didn't want to do or ask you to lie about it.

**Cory:** You weren't listening to me. You were being selfish. It's not fair to ask me to lie.

**Jo:** I know, I know. I'm sorry.

**Cory:** Seriously. You need to understand that I cannot be in a relationship with you if this behavior continues.

**Jo:** Yeah, I understand. Look, let's think about doing something else Saturday night. What do you want to do?

**Cory:** Hmm...I don't know, let's talk about it on the way to class. *(exits stage, talking)*

## Closure

*(Peer educators line up across the stage facing the audience. One peer educator moves forward while another brings a chair to the center front of the stage)*

**Peer Ed. 1:** Let's give a big hand to our actors. We hope that we've given you some ideas about what to do if you are in an abusive relationship, or if you know someone who is. There is one more person who wants to talk with you. This is \_\_\_\_\_ *(Say peer educator's name)* and they are going to read Johanna's Story.

*(The peer educator sits down and reads the story to the audience. Peer educators in the line need to be attentive and still)*

My name is Johanna. *(Pauses, looks quizzically at audience)* What? You think this is **my** fault? You think I **asked** for this? Look, I stayed because I loved them. And they loved me too. I thought I could help them.

You have to understand, I never thought I was **that** person. You know, the one I saw on Oprah who went back to their partner after they beat them. That wasn't me; I would never, **ever** do that. I just wasn't that person. *(Pause)* At least in the beginning.

I was 15 when I met Damian; he was my first boyfriend. He was so hot and so funny; he was a junior, and he liked **me**. I was flattered and excited; I'd never had so much attention before. We were so into each other; we spent every minute together. Damian had problems with his stepfather, and he really didn't like my parents. He didn't like my friends either, which was okay with me because they seemed very childish compared to Damian. So, we spent most of our time alone. He got a little jealous sometimes when I talked to another guy in the hall, but... I kinda liked it; he made me feel important – you know, special.

Sometimes, when Damian got really mad, he yelled at me - but he always said he was sorry. He was so sweet to me; he told me how beautiful I was and how much he loved me and that he couldn't live without me.

I know, I know, you think I should have left when they started yelling. You're right, I should have. But it happened so gradually... and by then, he was my **whole** world. Over the year it got worse and worse. I couldn't do anything right – it was always **my** fault that Damian got so mad, that he failed his test; that he slammed his fist into the wall. He scared me. I vowed to do better, to be more careful. He was a good person and I loved him; I told myself that if I were a better partner, I could help him deal with his anger. I would try harder.

And I tried; I really did. But then Damian completely lost it and slammed me up against the wall in the bedroom. He grabbed me so hard he left handprints on my arms. *(Pauses, rubbing arms)* I didn't know what to do - I'd lost **all** my friends and I was barely speaking to my parents. I was ashamed – I wasn't **that** person. *(Pause)* But I was, and I didn't know how to get out of it.

One time I tried to break up with Damian – I told him I couldn't take it anymore. But then he cried and begged and told me how much he loved me and that he would hurt himself if I left him. He bought me presents and promised it would never happen again. I loved him and I **believed** him.

*(Pause)*

It did get better at least for a while but then it started all over again. By that time, I didn't have the courage to stand up for myself. I made excuses for him when he got angry; I wore long sleeved shirts to cover up the bruises; I had to defend him because I was **nothing** without him.

As graduation got closer Damian started talking about how we should run away together and get married. That was it – I could see my future and I knew I had to get out. I made an appointment with a teacher that I thought I could trust, and I told Damian I needed math help after school. Once I closed the door to the office, it all came pouring out. The teacher was so kind to me; I couldn't believe how nice they were, and supportive. I felt safer there. They told me it wasn't my fault and that Damian needed help. They promised to go with me to the school counselor and to tell my parents. The teacher also talked with Damian's counselor, and we worked out a whole safety plan.

I did it. It was hard but I got out of it. I know it's easy to say that this could never happen to you – that you aren't **that** person. But it can and it does, and you could be, anyone can. If you are in a relationship where your partner is being abusive – emotionally, physically or sexually – tell someone. You can get help; your partner can get help. And if you notice that a friend's behavior has changed – that they have a jealous partner and are with that person all the time – reach out; ask if everything is okay. Then watch for signs of abuse and alert a school counselor about your concern.

I wish I could have stood up for myself and been more assertive sooner. I wish I could've gotten out of this before it got violent, if I had been aware of the signs and asked for help. Or, if someone else had recognized the signs and reached out to me. Pay attention to the signs of dating abuse – nobody deserves it. Now that I've gotten the help that I needed, I know this wasn't my fault.

*(Reader goes back to line. 8 peer educators move forward)*

Peer Ed. 1: Thank you \_\_\_\_\_. *(Applause)* Here's a few things that we've learned:

Peer Ed. 2: Pay attention to red flags and Cycle of Abuse in your relationships

Peer Ed. 3: Talk to your partner – be clear about what behavior is **not** okay

Peer Ed. 4: Listen to your partner – respect their boundaries and concerns

Peer Ed. 5: Don't let yourself be isolated from your family or friends

Peer Ed. 6: Give yourself a chance to cool off if notice you're getting too angry or upset

Peer Ed. 7: Talk to an **adult** if you're being hurt or if you think **you** might be hurting your partner

Peer Ed. 8: Be a good friend- reach out, share your concerns and offer ways to get help

Peer Ed. 1: Thanks everybody. Now we'd like you to take a minute and fill out this evaluation.



## Evaluation

Pass out evaluations and pencils. Ask all participants to fill out an evaluation and hand it in before leaving the workshop.

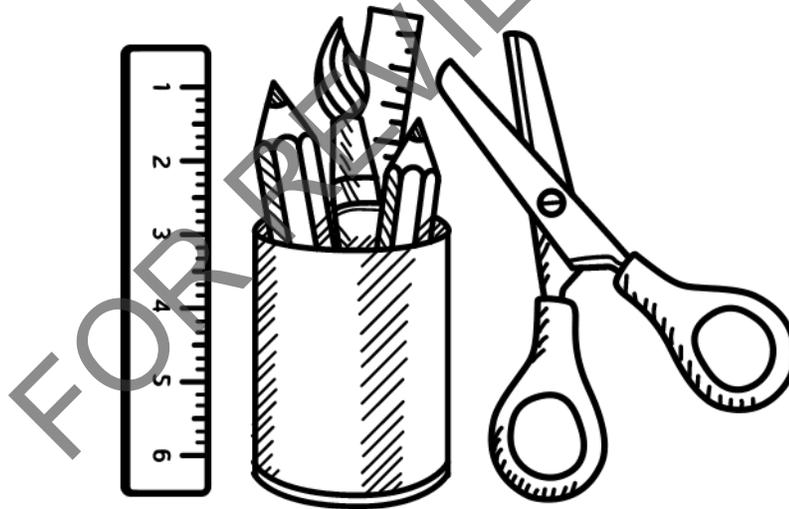


## Homework

Pass out *Parent-Teen Homework* handouts to all participants. Instruct participants to complete this handout for homework with their parent/guardian, obtain a signature from their parent/guardian, and return it the next day to their classroom teacher.

FOR REVIEW ONLY

# Workshop Materials & Templates



Do What  
I Tell You

FOR REVIEW ONLY

What Are THEY  
Doing there?

FOR REVIEW ONLY

It Won't  
Happen Again

**Cool Off**

FOR REVIEW ONLY

## Skit Discussion Cards

### Do What I Tell You

**Characters:**

Carla, Jackson, Erica, David, Mother, Father

**Summary:**

Jackson is angry at their partner, Carla, for not answering the phone.

### What Are THEY Doing Here?

**Characters:**

Marc, Calvin, Shana, Jen

**Summary:**

Marc is feeling like their girlfriend, Jen, is too jealous.

### It Won't Happen Again

**Characters:**

Sam, Jesse, Kanan

**Summary:**

Sam is physically abusive to Jesse, and ultimately hits them.

### Cool Off

**Characters:**

Jo, Cory

**Summary**

Jo gets so angry that they can imagine hitting Cory, but they don't do it.

# Breaking the Cycle Cards

*Be sure to color in the flag with a red marker*

## Red Flags



What does *red flag* mean?

What are some red flags of dating violence?

## Embarrassment & Guilt



Why might a victim feel embarrassed or guilty about the abuse?

Why do victims often stay in an abusive relationship?

## Alcohol & Other Drugs



What role do alcohol and other drugs play in abusive relationships?

What kinds of abusive behavior have you seen when someone is under the influence?

## Witnessing Abuse



Why do you think people sometimes ignore abuse in other people's relationships?

What responsibility do friends have if someone they know is being abused?

What if it is someone you don't know well?

## Violence in the Home



What are some specific ways that violence in the home might affect teens?

How might this violence affect their future relationships?

## Gender Issues



What are some gender stereotypes in a relationship that might support dating violence?

What are the qualities of an equal relationship?

What can a couple do at the beginning of a relationship to decrease this partner imbalance?

## Violence in the Media



In what ways do you think the media contributes to dating violence?

Describe 3 examples you have seen or heard.

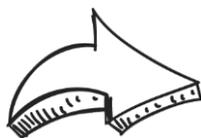
## LGBTQ+ Relationships



How common is dating violence in LGBTQ+ relationships?

What might make it more difficult for someone who identifies as LGBTQ+ to get help if they are a victim of abuse?

How can someone know if the adult sought out for help is a supportive ally?



# How to Help a Friend Who Is Being Abused

Knowing your friend is being abused by a partner can be hard on you, but knowing how you can help can make it a little easier. Consider the following recommendations to be the best friend possible.

- Start by reaching out. Don't be afraid to let your friend know you are concerned for their safety.
- Be nonjudgmental of decisions; remain patient and on your friend's side no matter what. You need to be there to listen, regardless of whether or not your friend stays with the abuser. Continue to be there for your friend after the relationship ends, too.
- Share what you've learned about abuse from this unit in a caring way. Make sure your friend knows the abuse is never their fault.
- Encourage your friend to get help, whether through calling the National Domestic Violence Hotline at 1-800-799-SAFE, talking to a parent or guardian, or reaching out to a school counselor.
- Develop a safety plan with your friend. Remember, leaving a relationship can often be a time of increased risk of abuse, so be sure your friend has the help necessary to remain safe if and when they decide to leave.
- If you feel like you're not doing enough for your friend, remember that just being there is very important. Patience, understanding, and care are the things your friend most needs from you.
- Remain focused on bringing your friend up, but do not put the abuser down. Never go after the abuser physically, verbally, or via technology.



# How to Help a Friend Who Is Abusive

Having a friend who is the one being abusive can be just as hard on you, but you can play an important role in getting that person help. No matter how hard, remember that remaining silent won't help stop the abusive behavior, and both your friend and their partner need help. Consider the following recommendations to be the best friend possible.

- Start by reaching out. Don't be afraid to let your friend know you are concerned about the abuse, worried for their partner, and want both of them to get help.
- Make sure your friend knows that while you don't accept the behavior, you are willing to be supportive if they seek help and works to break the patterns of abuse. Go with your friend to talk to a coach, school counselor, or parent/guardian/caregiver.
- Share what you've learned about abuse from this unit in a caring way. Make sure your friend knows the abuse is never the victim's fault—don't allow your friend to make excuses for the abuse or blame their partner.
- Remain patient and supportive of a friend who is trying to change. Be available to listen and encourage your friend and set a good example in your own relationships. If your friend refuses to change, you may need to report the abuse and/or walk away from the friendship.

# DATING VIOLENCE PREVENTION

## PARENT/GUARDIAN - CHILD HOMEWORK

 Student name: \_\_\_\_\_ Date: \_\_\_\_\_

### PURPOSE

To provide a structure for communication between parents/guardians and teens on the topic of dating violence.

### DIRECTIONS

#### STEP 1

Together, read out loud the workshop take home messages below.

#### TAKE HOME MESSAGES

- Dating violence is about power and control and can include emotional, physical, and sexual abuse.
- Violence in a relationship is never the victim's/survivor's fault.
- Oftentimes, abusers are not able to stop on their own and need to get help from a professional.
- There are several things you can do if a victim/survivor comes to you for support.

#### STEP 2

Teens should share with parents/guardians their answers to the following question:

1. What was the most important thing you learned in this workshop?

#### STEP 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. Why do you think the incidence of dating violence is so prevalent among teens?
2. Why is it so important for teens to be in healthy relationships?
3. What are some ways you can seek help for yourself or a friend if you feel unsafe in a relationship?

#### STEP 4

Parents/guardians should share with teens their answer to the following question:

1. What values do you want your child to receive from you regarding this topic?

#### STEP 5

Please sign and date below, indicating to the advisor that this assignment has been completed.



\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date



# Breaking the Silence: Dating Violence Prevention Workshop Evaluation

Please rate how much you agree or disagree with each statement by placing a check mark in the appropriate box.

|  | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|--|----------------|-------|----------------------------|----------|-------------------|
| Because of this workshop, I can identify the red flags and Cycle of Abuse of dating violence.              |                |       |                            |          |                   |
| This workshop has taught me the definition of dating violence.   |                |       |                            |          |                   |
| This workshop has helped me understand what I can do if a friend who is abusive comes to me for help.      |                |       |                            |          |                   |
| This workshop has helped me understand what I can do if a friend who is being abused comes to me for help. |                |       |                            |          |                   |

Fill in the blank: Dating violence is about \_\_\_\_\_ and \_\_\_\_\_.

Name the 3 common types of dating violence:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name the three things you can do if you or a friend is in an abusive relationship:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name the three components of the Cycle of Abuse:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Please rate the presenters on the following by placing a check mark in the appropriate box.

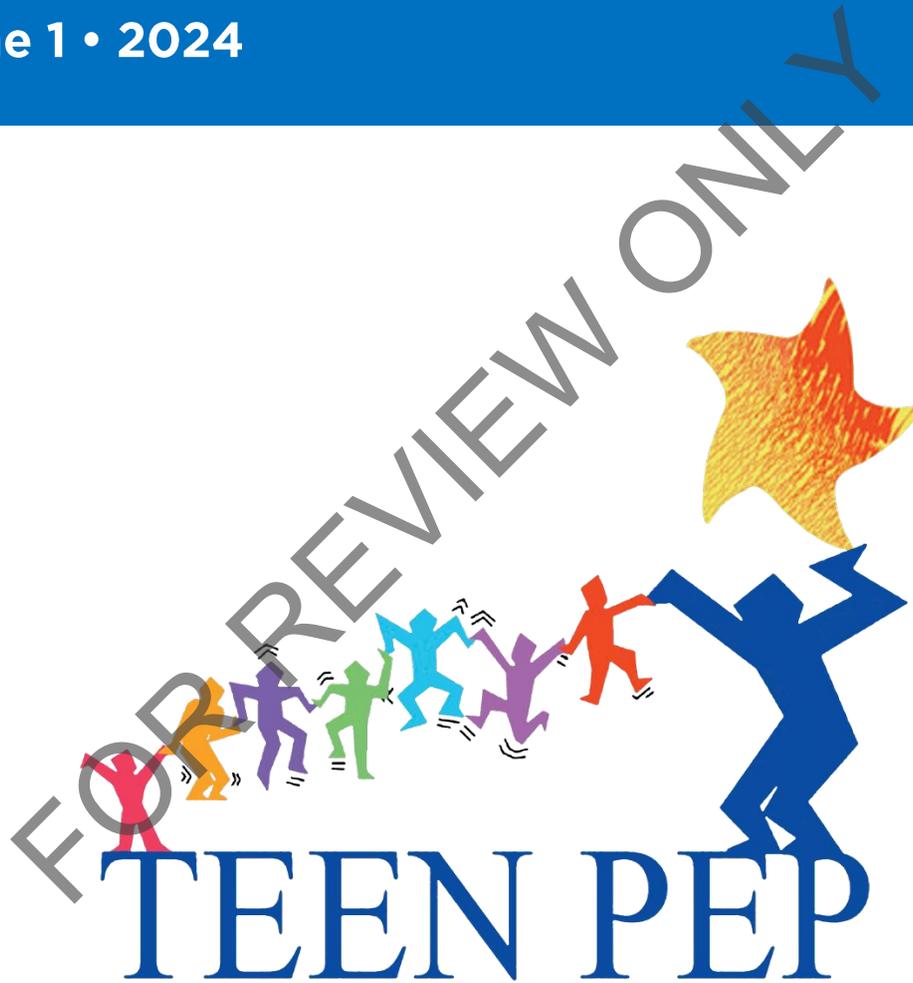
|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| The presenters clearly explained the directions for each activity. |                |       |          |                   |
| The presenters were well prepared and organized.                   |                |       |          |                   |

Please use the back of this form to write any comments or suggestions.  
Thank you for completing this evaluation!

# Unit Eleven

## Understanding Consent and Preventing Sexual Harassment and Sexual Assault

Volume 1 • 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Unit Eleven

## Understanding Consent and Preventing Sexual Harassment and Sexual Assault

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FOR REVIEW ONLY

# Unit Preparation for Advisors

## Before You Begin

Discussing sexual violence with adolescents is important, powerful, and sometimes upsetting or retraumatizing. It is possible that you will have students who have experienced or know someone who has experienced sexual assault and participating in the unit activities and workshop may bring up difficult memories. To ensure the most effective learning experience, consider the following suggestions before beginning this unit.

### Consider your own history

Sometimes advisors have their own sexual assault history. Be sure you think through your own values, attitudes, and experience regarding sexual harassment, sexting, and sexual assault. Seek support and/or counseling if you have unresolved issues and ask your co-advisor to take the lead on this unit.

### Read through the entire unit

Think through the activities and discussion questions carefully and consider how your students may react. Make sure you are well-prepared to handle issues that arise.

### Prepare support

Establish the necessary support structure from the counseling department or school psychologist. Inform them of the content before beginning the unit and make sure someone is available during and after your class in case a student needs to talk to a counselor.

### Know the limits of confidentiality

Review your school's policy on confidentiality in case a student confides in you. Be sure to let students know ahead of time what you can and cannot keep confidential.

### Referrals

Ensure students will have access to a referral list of community-based organizations, therapists, and support groups in your area that have experience with sexual trauma.

### Disclaimer at the beginning of the unit

Tell students about the content and scope of the Consent, Sexual Harassment, and Sexual Assault Unit. Explain that it is common in a group of this size for someone to have experienced or know someone who has experienced sexual harassment and/or sexual assault. If at any time someone feels uncomfortable with the material or the conversation, they may leave the class and go to their school counselor. They may also speak with you privately after class.

### Student reactions

Be aware of student reactions and responses. Jokes, disruptive behavior, withdrawal, and silence are all possible examples of behaviors students may exhibit to indicate their discomfort with the topic. Address these issues with care. Be aware of any indications that a student is having difficulty, and seek assistance from a trusted colleague, counselor, or other mental health professional to decide how best to approach the student (privately) in a supportive way.

# May I See Your Pencil?

## Communication and Personal Boundaries

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

 **Total Time:**

20 minutes

### Theme

The purpose of this activity is to provide peer educators with a practical example regarding consent and the importance of clear communication.

 **Materials**

- Enough pencils for every group of 3 peer educators

### Directions

1. Divide everyone into triads and have each triad choose one person to be Peer Educator A (*the asker*), one to be Peer Educator B (*the pencil holder*), and the third to be Peer Educator C (*the observer*).

If any triad is short a member, an advisor can participate.

2. Give a pencil to each Peer Educator B.
3. Have Peer Educator A (*the asker*) ask Peer Educator B (*the pencil holder*) the following *exact* question: “May I see your pencil?” and allow next steps to naturally happen.
4. Have Peer Educator C (*the observer*) take notes on the interaction.
5. Have all Peer Educator A’s (*the askers*) who are now holding a pencil to stand up for a second. Pause to observe who is standing and then have them sit.
6. Ask all Peer Educator B’s *who still have their pencil* to stand up for a second. Pause again to observe who is now standing and then have them sit.

7. Discuss the following questions:

**To groups where Peer Educator A’s (*the askers*) have the pencil:**

- What were the instructions?
- What was the actual question Peer Educator A asked Peer Educator B?
- How is this different from what the instructions were?

**To Peer Educator B’s (*the original pencil holder*) without a pencil:**

- If you were asked to SEE the pencil, why did you GIVE your pencil to the other person?

To groups where Peer Educator B's still have the pencil:

- Why do you still have the pencil?
- Did you give the pencil to Peer Educator A at any point? Why or why not?

## Reflections

Discuss the following questions:

1. What would have been more helpful in the communication of the directions?
2. How do you think this activity demonstrates consent and the need for clear communication?
3. In what ways can this activity and discussion be helpful for your peers? *(It's important to normalize consent when talking with friends, partners, and peers—this is a key way to build a culture of consent)*

FOR REVIEW ONLY

# Understanding Consent and Preventing Sexual Harassment and Sexual Assault: Overview

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.



**Total Time:**

15 minutes

## Theme

The purpose of this activity is to provide peer educators with a general overview of the topics to be discussed in the unit.

## Directions

1. Hand out *Understanding Consent, and Preventing Sexual Harassment and Sexual Assault Overview* and have volunteers read it aloud, one paragraph at a time.



## Materials

- Understanding Consent and Preventing Sexual Harassment and Sexual Assault: Overview* handout for everyone

## Reflections

Discuss the following questions:

1. What was the most surprising fact you learned from the *Understanding Consent and Preventing Sexual Harassment and Sexual Assault: Overview*?
2. What is something you're hoping to gain from this unit?
3. Why is it important to acknowledge the both existence of a *culture* of sexual violence and structural inequalities when learning about sexual harassment and consent? (*It's important to understand that sexual violence affects us all, because it's not enough for individuals to commit to not harass or assault people—we all have a stake in understanding why harassment and assault happen and how we can be a voice for whole-culture change in our country to stop the patterns of marginalization and abuse*)

# Understanding Consent and Preventing Sexual Harassment and Sexual Assault

## Overview

We live in a society that promotes sexual violence, held up by patriarchal beliefs, power, and control, and reinforced through media and popular culture. Also known as rape culture, a culture of sexual violence is one that normalizes and justifies sexual harassment and sexual assault, rooted in prevalent and insidious structural gender inequities. In the activity Gender Boxes in Unit 2, we started to explore ways that rape culture shows up because of how we are socialized to think about gender. For example, defining “manhood” as dominant and sexually aggressive, with pressure to “score” while defining “womanhood” as being submissive and sexually passive and promoting rape as a consequence of stepping out of your gender box. Some other examples of rape culture include accepting sexually explicit jokes, scrutinizing sexual assault victims, gendered violence in television and film, and upholding victim-blaming beliefs.

Every 73 seconds, an American is sexually assaulted. Anyone can be a victim of sexual assault, regardless of gender identity, sexual orientation, economic status, race, religion, ability, or age. At the same time, because of the structural inequities in our society, members of some identity groups, such as women, American Indians, transgender students, people under age 30, incarcerated individuals, and people who are not able-bodied, face higher rates of sexual violence and compounded effects when victimized. These statistics are compounded for people with intersecting identities, especially people of color<sup>2</sup>. The effect of rape culture is one in which women and LGBT people limit their behavior because of the existence of sexual harassment and sexual assault<sup>3,4,5</sup>. Because of its harmful effects, sexual violence affects every one of us, and we all have a stake in creating a new culture that is free from this type of subordination.

Naming the inequities that surround rape culture enables us to use our voices to push back against a culture of sexual violence and push forward toward one of consent. By examining our own beliefs and actions and building skills that support practicing consent, each person is able to take a stand against rape culture. From standing up against sexist jokes to talking with and listening to partners about sexual boundaries to supporting victims of harassment or assault, we each have a role in dismantling the system. Specifically, after this unit, we hope everyone will see the importance of participating in dismantling rape culture by:

- Avoiding language that objectifies or degrades women, people who are not able-bodied, or LGBT individuals
- Speaking up when you hear sexually explicit jokes or trivialization of rape
- Supporting victims of sexual harassment and assault by believing them and being supportive
- Being critical of movies, music, and film that promote rape culture
- Always seeking active, enthusiastic, clear consent from partners

## Objectives



The goal of this unit is to help learners better understand how power and privilege contribute to the culture of sexual violence and how creating a culture of consent can combat that. Specifically, by the end of this unit you should be able to:

- Name 5 ways consent needs to be received
- Define sexual harassment and sexual assault
- Recognize the importance of considering impact before we speak or act
- Understand the impact of sexual harassment and sexual assault on victims/survivors
- Name three things you can do if you are a victim/survivor of sexual assault or sexual harassment
- Name three things you can do if a victim/survivor comes to you for support
- Describe the legal consequences of sexual assault, sexual harassment, and sexting

## Take Home Messages



As peer educators, you will also be expected to make sure workshop participants understand the following Take Home Messages:

- Above all else, no one should engage in any sexual activity if they don't have clear, enthusiastic, and sober consent. Consent must be given for any sexual activity. Anyone can say "no" to sex at any time, at any point during a sexual act, and even if they have said "yes" in the past. The cost to a victim of sexual assault if they do not give consent is extremely high.
- Sex without clear consent is sexual assault. Consent cannot be given if a person is being coerced, pressured, or is under the influence of drugs or alcohol.
- Sexual assault and sexual harassment are never the victim's fault. The effects of sexual violence on a victim can be long-term and devastating.
- Believe the victim/survivor. This is one of the most important factors in a person's ability to recover from sexual harassment or sexual assault.
- Sexual harassment contributes to a culture of sexual violence and is highly problematic for victims and witnesses.

## References

1. Rape, Abuse & Incest National Network. 2020. Victims of Sexual Violence. Retrieved from <https://www.rainn.org/statistics/victims-sexual-violence>.
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FOR REVIEW ONLY

# Revisiting Team Real Talk: Strengthening Communication on Our Team



*Team Real Talk* is a tool designed to support healthy, team-wide communication that opens up honest exchange within the large group.

During the school year, *Real Talk* (both the team and pairs version) should become a regular practice in the classroom, used at least a few times per year in 2 ways:

- **Prevention** – when teams or co-leaders are working well together, to establish and reinforce a norm of healthy communication
- **Intervention** – to support teams or co-leaders as they work through inevitable conflicts

*Team Real Talk* is being used in this unit as a way for peer educators to express to the group what they need of one another when engaging in learning about these difficult topics and also practicing vital communication skills necessary when seeking and listening for consent in both non-sexual and sexual situations.

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

Today’s activity focuses on **establishing a foundation for healthy communication in our group as a whole before engaging in difficult conversations around sexual harassment and sexual assault.**

## Directions

1. Remind peer educators that *Real Talk* is a healthy ritual that provides a structured opportunity to:
  - Look inside ourselves to examine what effects our working relationships are having on us
  - Offer appreciation for each other
  - Bring to light needs that each of us has as we develop a respectful, honest, and productive group space
  - Listen with an open heart and mind to the feedback being offered so that we can bring our best selves to this group
2. Let the group know that *Team Real Talk* is taking place before diving into the difficult conversations necessary to critically examine a culture of sexual violence and build one of healthy consent.



### Total Time:

45 minutes



### Materials

- Team Real Talk: The Context & The Process* handout for everyone
- Team Real Talk Form* for everyone

3. Hand out *Team Real Talk: The Context and the Process* and do the following:
  - Review the handout together
  - Observe that because working together as a team is an intense experience, conflict (or storming) is absolutely to be expected. *Team Real Talk* provides a way to gain deeper understanding about one another before there is conflict, and when conflict arises.
  - Then share a brief discussion that will help you to see where your students are in their understandings so far:
    - How would you describe the purpose of this *Team Real Talk*, in your own words?
    - What do you anticipate its benefits to be? What do you anticipate its challenges to be?
    - What can we do to be sure we use *Team Real Talk* constructively?
4. Model *Real Talk* for your students, using the *Team Real Talk Forms* you have completed in advance of this session. Follow the full process as written, and make sure that the feedback you give to the group – both the appreciation you feel and the need you express – is authentic, so that students see you taking positive risks with care.
5. Hand out *Team Real Talk Form* and have everyone complete it using the sentence starters in the handout you just reviewed.
6. Circulate as everyone works and support any students about whom you might have a particular concern in this exercise as they write.
7. Review the following directions:
  - a. Keep in mind the feedback advisors modeled already
  - b. We will move around the circle, in order, asking each of you to share your *Team Real Talk* for the group, using what you've written.
  - c. Each time that a new group member offers their *Team Real Talk* appreciation and need, the person sitting immediately to their right plays back what the speaker said, and then asks: "Did I get that right?"
  - d. The speaker either says "yes," or adjusts what the listener said, in order to make sure that the ideas are being understood.
8. After everyone has gone, summarize following:
  - We've learned that our group is a place where people's feelings and needs are valued, which means that there is always room to strengthen our working relationships.
  - We now know that when constructive feedback is offered and received with care, it can be very rewarding and empowering.

## Reflections

Allow at least 10 minutes to discuss the following questions:

1. Which was more difficult for you: expressing appreciation for the group, or sharing a need that you have when it comes to working with the group?
2. What's something you heard that is going to stay with you?
3. Why do you think it's so important for us to practice *Team Real Talk* before we engage in this unit? (*In order to engage in difficult conversations around violence, which some of us may have experienced, it's important to build trust in the group and take into account our individual and collective needs for how we will engage with the content, together*)
4. What *Real Talk* skills are important when trying to build a culture of consent? (*Practicing Real Talk communication strategies can be applied to non-sexual and sexual situations outside the classroom to ensure we communicate our needs, listen to partners, and clarify points that are important to us. If everyone used clear communication strategies and expressed their needs, it would help ensure consent is present in all different kinds of situations.*)

FOR REVIEW ONLY

# Team Real Talk: The Context and the Process

We are engaging in Team Real Talk because we are invested in communicating with one another and are willing to experience this process together to keep your working relationships healthy and strong.

- When we give feedback we will strive to be specific; be descriptive; avoid being accusatory, but do be clear about your experiences, feelings, and needs.
- When we receive feedback we will listen closely, avoid getting defensive, and remember that the goal is to be curious about what you can learn from someone else's perspective.

## The 3-Step Process

One at a time, each group member takes a turn in moving through the steps below

1. One speaker expresses **APPRECIATION**: name something you appreciate or value about this whole group of peer educators and faculty advisors together.

*This could sound like:* Something I appreciate when our group ... OR I value the way our group ... OR It means a lot to me when our group... OR Something I need in order to feel like a working relationship is positive is ... OR Something that makes me comfortable in our working relationship is...

2. The same speaker expresses something they **NEED** if they are going to be able to trust their working relationship in this group over the course of the coming year. If the speaker has already experienced a **CHALLENGE** in trusting the whole group, then that challenge can also be described.

- Describe the need or challenge you have.

*This could sound like:* Something I need in order to feel like our relationship as a whole group/our relationship is one that I can trust is... OR Something that will help me to stay comfortable and secure in our group/as fellow peer educators is... OR Something specific that's hard for me in our group is ... OR Something that's getting in the way, for me, of a better working relationship is ...

- If you've described a **CHALLENGE**, share what it feels like.

*This could sound like:* When this happens, I feel ... OR I end up feeling stuck, because...

- If you've described a **CHALLENGE**, name something that you need in order to make things better.

*This could sound like:* What I need from our group/you is... OR It would help me a lot if our group/you...

3. One listener plays back what the speaker offered and offers thanks.

After the speaker completes steps 1 and 2, the person sitting immediately to the speaker's right plays back or repeats what they heard to ensure there is no misunderstanding. This could sound like "What I heard you say is ... Is that right?" The speaker can then clarify any miscommunications, after which the listener makes sure to thank the person who has offered feedback.



# Team Real Talk Form

| <b>Something I Appreciate About Our Group</b> | <b>A Need I Have If I Am Going to Trust This Group</b><br><b>OR</b><br><b>A Challenge I Have Experienced Within This Group</b><br><small>(for any challenge you offer, also describe what you feel in those moments, along with what you need from the group in order to make things better)</small> |
|---|--|
|   |  |



## Giving & Receiving Feedback

After everyone has completed the form above, group members will take turns giving feedback about the team as a whole. As people speak, keep the following points in mind:

- When you are *giving* feedback to the team - be specific; be descriptive; be clear about your experiences, feelings, and needs.
- When you are *receiving* feedback as a listener (sitting to the right of whomever is speaking) - listen closely. You don't have to use the speaker's exact words, instead listen for their meaning.

This is a listening exercise, so no one in the group should question what anyone offers.

# PEPper May I...?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide peer educators with a practical example regarding consent, rejection and the importance of clear communication when negotiating boundaries.

## Directions

1. Review the skills for *Communicating Consent* that were learned from *Postponing Sexual Involvement*:
  - Think about your sexual boundaries
  - Have a conversation with your partner about each other’s sexual boundaries
  - Give and receive consent or walk away
  
2. Review the following directions:
  - a. I’m going to hand out, at random, cards with action symbols/pictures.
  - b. Do not show anyone your card at any point in the game.
  - c. Each card represents a different individual boundary.
  - d. When I say “go”, you must ONLY follow the instructions provided on the card.
  - e. Your goal is to find another person who shares the same boundaries as you (indicated on their secret card) so that you can both have consent in your interaction.
  - f. To play, we will play music and have everyone move around the room. When the music stops, you’ll find a partner and ask them, “PEPper may I \_\_\_\_\_” followed by the action on your card. (For example, *PEPper may I shake your hand?*)
  - g. If the person has a match, they will say “yes you may” and you can complete the action and then sit down.
  - h. If the person does NOT have a match, they will say “no you may not” and the pair can either try to negotiate another action that matches one of the cards OR part ways when the music starts again you can both find new partners.
  - i. We will play several rounds until partners find their match.



**Total Time:**

20 minutes



**Materials**

- ☐ 2 copies of each *PEPper May I* card, or more as needed so that each pair of participants have a card and form matching pairs

**Examples:**

- **EXAMPLE 1: Instant Match**

If both partners match their cards and agree to the action, they say “Yes PEPper you may, \_\_\_\_\_”, then complete that action to become a pair. Once the action is completed the pair moves to the sidelines to watch the rest of the group finish.

- **EXAMPLE 2: Alternative Action Negotiation**

If the person they ask says “No PEPper you may not, \_\_\_\_\_”, they can offer an alternative action shown on their card to negotiate a potential compromise with that person. They follow up by asking “Alternatively PEPper May I, \_\_\_\_\_?” However, they can only become a pair once they BOTH agree to consent on the new action, and it matches both of their cards. If they become a pair, they complete the action before moving to the sidelines.

If there is no agreement reached, they continue moving on in search of a new partner once they hear the music (chime) begin again.

- **EXAMPLE 3: Rejection**

If there is no agreement and no negotiation of a compromise possible, the partners express rejection of the actions by saying “No PEPper we may not, \_\_\_\_\_”. Afterwards they continue moving on with each change of the music (chime) to find a new partner.

3. Discuss the following questions:

Ask the following questions of *individuals*:

- What strategies if any, did you use to communicate your boundaries and find someone to partner with? What made it easy? What made it difficult?
- When you weren't able to reach an agreement on boundaries, how were you able to move on from rejection and find your new or matching partner?

Ask the following questions of *pairs*:

- How did you and your partner establish consent to each other's boundaries? How did you know it was consensual?
- How did you and your partner reach a compromise on the new boundaries offered? How did you decide it was a compromise and not coercion?

**Reflections**

Discuss the following questions:

1. What was it like to participate in this activity?
2. How did it feel to find a partner that consented to the same action?
3. How did it feel to attempt or make a compromise or negotiation?
4. How did it feel to be rejected?
5. What real-life scenarios did this activity make you think about?

6. What does this activity tell us about the challenges of communicating consent? (*We can easily misread what people are telling us if we don't make the space to listen intently, ask for clarification, and pause before taking action*)
7. Why is establishing consent, with clear communication of acceptable boundaries important in all relationships? (*You cannot have a healthy partnership without clear consent among both parties*)

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# PEPPER May I...

## Wave to you?

(Remember—do not agree to any other action unless you and your partner discuss it and it's on your card. If you're not comfortable doing something that's not on your card, just say "No, you may not.")



# PEPPER May I...

## High-Five with you?

(Remember—do not agree to any other action unless you and your partner discuss it and it's on your card. If you're not comfortable doing something that's not on your card, just say "No, you may not.")



# PEPPER May I...

## Fist bump with you?

(Remember—do not agree to any other action unless you and your partner discuss it and it's on your card. If you're not comfortable doing something that's not on your card, just say "No, you may not.")



# PEPPER May I...

## Shake hands with you?

(Remember—do not agree to any other action unless you and your partner discuss it and it's on your card. If you're not comfortable doing something that's not on your card, just say "No, you may not.")



# pepper May I...

## Elbow bump with you?

(Remember—do not agree to any other action unless you and your partner discuss it and it's on your card. If you're not comfortable doing something that's not on your card, just say "No, you may not.")



# pepper May I...

## Hold hands with you?

(Remember—do not agree to any other action unless you and your partner discuss it and it's on your card. If you're not comfortable doing something that's not on your card, just say "No, you may not.")



# pepper May I...

## Create a secret handshake with you?

(Remember—do not agree to any other action unless you and your partner discuss it and it's on your card. If you're not comfortable doing something that's not on your card, just say "No, you may not.")



# pepper May I...

## Tap feet with you?

(Remember—do not agree to any other action unless you and your partner discuss it and it's on your card. If you're not comfortable doing something that's not on your card, just say "No, you may not.")



## Diving Deeper & Getting Clearer on Consent

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is for peer educators to develop their own acronym or symbol to represent the definition of consent.

### Directions

1. Display the definition of consent from *Unit 3 Postponing Sexual Involvement – Understanding Consent* found below and have a volunteer read it aloud to the group.

**Consent:** Active permission a person gives for something to happen.

In the case of sexual behavior, consent must be given:

- **Directly** (giving a clear verbal “yes”),
  - **Freely** (without pressure or being persuaded by coercion, intimidation, violence, or threats),
  - **Continuously** (because people are allowed to change their mind at any time), and
  - **Sober** (not under the influence of any drugs or alcohol).
  - Consent should never be assumed—ask your partner for a verbal “yes” to ensure you have consent. Any sexual behavior without consent is sexual assault.
2. Discuss the following question:
    - What is something new that is standing out to you now about our definition that you had not considered before?
  3. Watch the following video:
    - Planned Parenthood – *Consent How Do You Know?*  
<https://www.youtube.com/watch?v=qNN3nAevQKY&list=PL3xP1jlf1jgJRkChwVOlwQcV0-UqcWiFV&t=96s>



### Total Time:

30 minutes



### Materials

- Consent is easy as FRIES* handout for everyone
- Poster board paper (1 piece for each group of 4 students)
- Colorful markers (1 set for each group of 4 students)
- A rubber band

4. Discuss the following question:

- How has your understanding of consent evolved? What else would you add to help define consent for others?

5. Hand out *Consent is easy as FRIES* and have volunteers take turns reading the points.

6. Read and demonstrate the following additional example:

Like FRIES, there are many analogies to explain consent. Take a rubber band. If you expand the rubber band it can accommodate a large amount and really stretch (stretch the rubber band without breaking or causing it to fly). However, once the pressure is released it returns to its normal size (let the rubber band contract). In some ways, consent is also about creating and managing your boundaries—you do not have to stay stretched out or do something that you may have done in the past again; you can expand and contract your boundaries just like the rubber band. And no one should force you to stretch if you don't want to.

7. Divide everyone into groups of 4 and hand out poster board and markers to each group.

8. Have each group design their own acronym or analogy about consent using all the information learned in this unit. They can use the poster board and markers in any way they choose.

9. Have groups share out their acronyms.

## Reflections

Discuss the following questions:

1. What was it like to dive deeper into consent in today's activity?
2. What value did you find in creating acronyms about consent?
3. What is sticking with you about consent from today's activity?

# Consent is as Easy as FRIES



- **Freely given** | Consent is a mutual choice communicated without coercion
- **Reversible** | Partners are allowed to change their mind at any time during
- **Informed** | Aware of each other's boundaries and agree to what's happening
- **Enthusiastic** | Everyone is actively engaged and excited about the experience
- **Specific** | A "yes" expressed to one thing is not permission for everything

# Sexual Harassment Definition

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to define sexual harassment and use scenarios to ensure we understand what constitutes as sexual harassment.

## Directions

1. Place the *Sexual Harassment Definition* card face up and have someone read it aloud.
2. One at a time, have 4 volunteers flip over and read the definitions on the *Types of Sexual Harassment* cards. As each definition is read, answer any questions that come up before moving on to the next card.
3. Use the *Sexual Harassment Example Cards Facilitator's Guide* to help define any of the categories if necessary.
4. Divide the group into pairs and give each pair an *Examples of Sexual Harassment* card.
5. Shuffle and put back into a pile the 4 *Types of Sexual Harassment* cards.
6. Flip a card, and have pairs decide whether their *Example* matches the *Type* card being displayed. If so, have them put their card in the middle of the circle and explain why.
7. Use the *Sexual Harassment Example Cards Facilitator's Guide* to help guide conversation. Allow students to share additional examples they may see that could fit into that category. Clarify any questions before flipping the next card.

## Reflections

Discuss the following questions:

1. What did you learn from this activity that you didn't previously know?
2. Why is it important to understand the types of sexual harassment?
3. What are you thinking about differently from having participated in this activity?



### Total Time:

30 minutes



### Materials

- 1 *Sexual Harassment Definition Card*
- 1 set of *Types of Sexual Harassment cards*
- 1 set of *Examples of Sexual Harassment cards*
- 1 *Sexual Harassment Example cards* facilitator guide for each facilitator

# Sexual Harassment Example Cards

## Facilitator's Guide



### Note to facilitators:

This guide is intended to help you see the scenarios in one place. There are many scenarios that can fit into multiple categories, and that's okay. The goal is NOT to have participants find the "correct" answer or debate where cards are placed, but instead to give everyone an opportunity to hear the different ways that sexual harassment can happen.

If anyone gets hung up on a particular scenario, facilitators should bring the conversation back to the definition of consent, which is always about giving and getting an active, enthusiastic, direct, clear, free, continuous, and sober "yes" during any sexual activity.

In addition, more information about each of the 4 Types of Sexual Harassment are included for facilitators in case participants have questions about how they are defined.

### Requests for Sexual Favors

*When a person requests a sexual act of any kind in exchange for something non-sexual.*

1. M has been struggling in math class and decides to ask J for help. J says "sure...if you send me a nude pic."
2. R has been trying to pick up extra hours at work. The scheduling supervisor makes a comment that if R would loosen up and go out on a date with them, R might have more hours on the schedule.
3. L has been giving T rides to school all year. One Sunday night, T gets a DM from L that says, "listen...if you don't start hooking up with me, I'm not going to keep taking you to school."
4. Q doesn't know what to do... P keeps offering gifts and money in exchange for getting into a relationship, but Q isn't interested. The pressure isn't letting up and it's making Spanish class really uncomfortable.

### Unwelcome Sexual Advances

*When a person is making romantic or sexual advances towards another person who is not welcoming of it.*

1. C passes a note to B that says, "you + me" with a drawing that implies oral sex.

2. At the bus stop every afternoon, a stranger continually asks E to get together and hook up.
3. S and R have been friends for a while, but lately S has been pressuring R to hook up and isn't giving up.
4. F went out for food with a few people from work and awkwardly turned down a pass their supervisor made...and now F's hours have been steadily getting cut at work.

### **Offensive Remarks About a Person's Sex or Gender**

*When a person makes derogatory remarks or treats unfairly another person in any way based on that person's sex or gender, it is considered sexual harassment because it violates Title VII of the Civil Rights Act.*

1. In the hallway, a group of students is constantly making jokes about another student's sexual orientation.
2. B repeatedly and purposefully refuses to use T's affirming pronouns.
3. V is constantly making offensive comments about a trans TV star during homeroom where others can hear.
4. A small group of students runs past the classroom where the LGBTQ club meets shouting slurs.
5. C is constantly making comments about women's inferiority to men in Literature class.

### **Verbal, Physical, Visual, Written Harassment of a Sexual Nature**

*When a person says, does, shows, or writes anything of a sexual nature to or around another person who is not welcoming of it.*

1. S sits next to R in science every day and constantly stares them up and down.
2. In the stockroom at work, F's coworker seems to always rub up against them, even though there are ways to avoid contact.
3. A pair of students is watching a sexually explicit video at the back of homeroom with the volume loud enough that people can hear it.
4. X hangs a sexually explicit image on their locker door for all to see.
5. At an afterschool club meeting, a teacher shares something about their sexual relationship with another teacher, and students nearby can hear.
6. In the locker room, G exposes their genitals for others to see.
7. A senior sends a nude pic to a few 9th graders.

8. A group of students sits under the bleachers to look up classmates' skirts.
9. H is tired of having their bra strap snapped on the bus by T.

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## References:

U.S. Equal Employment Opportunity Commission. 2020. Types of Sexual Harassment. Retrieved from [https://www.eeoc.gov/laws/types/sexual\\_harassment.cfm](https://www.eeoc.gov/laws/types/sexual_harassment.cfm).

Rape, Abuse & Incest National Network. 2020. Sexual Harassment. Retrieved from <https://www.rainn.org/articles/sexual-harassment>

FOR REVIEW ONLY

# Sexual Harassment Definition

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, physical, visual, or written harassment of a sexual nature. Sexual harassment includes offensive remarks about a person's sex or gender. The harasser can be of any age, gender, and have any relationship to the victim including being a peer, supervisor, teacher, or coworker.

# Types of Sexual Harassment

**Unwelcome sexual advances**

# Types of Sexual Harassment

Requests for sexual favors

# Types of Sexual Harassment

Other verbal, physical, visual, or written harassment of a sexual nature

# Types of Sexual Harassment

Offensive remarks about a person's sex or gender

OR REVIEW ONLY

## Examples of Sexual Harassment

M has been struggling in math class and decides to ask J for help. J says "sure...if you send me a nude pic."

## Examples of Sexual Harassment

R has been trying to pick up extra hours at work. The scheduling supervisor makes a comment that if R would loosen up and go out on a date with them, R might have more hours on the schedule.

## Examples of Sexual Harassment

L has been giving T rides to school all year. One Sunday night, T gets a DM from L that says, "listen...if you don't start hooking up with me I'm not going to keep taking you to school."

## Examples of Sexual Harassment

Q doesn't know what to do... P keeps offering gifts and money in exchange for getting into a relationship, but Q isn't interested. The pressure isn't letting up and it's making Spanish class really uncomfortable.

## Examples of Sexual Harassment

C passes a note to B that says, "you + me" with a drawing that implies oral sex.

## Examples of Sexual Harassment

At the bus stop every afternoon, a stranger continually asks E to get together and hook up.

## Examples of Sexual Harassment

S and R have been friends for a while, but lately S has been pressuring R to hook up and isn't giving up.

## Examples of Sexual Harassment

F went out for food with a few people from work and awkwardly turned down a pass their supervisor made and now F's hours have been steadily getting cut at work.

## Examples of Sexual Harassment

In the hallway, a group of students is constantly making jokes about another student's sexual orientation.

## Examples of Sexual Harassment

B repeatedly and purposefully refuses to use T's affirmed pronouns.

## Examples of Sexual Harassment

V is constantly making offensive comments about a transgender celebrity during homeroom where others can hear.

## Examples of Sexual Harassment

A small group of students runs past the classroom where the LGBTQ club meets shouting slurs.

## Examples of Sexual Harassment

C is constantly making comments about women's inferiority to men in Literature class.

## Examples of Sexual Harassment

S sits next to R in science every day and constantly stares them up and down.

## Examples of Sexual Harassment

In the stockroom at work, F's coworker seems to always rub up against them, even though there are ways to avoid contact.

## Examples of Sexual Harassment

A pair of students is watching a sexually explicit video at the back of homeroom with the volume loud enough that people can hear it.

## Examples of Sexual Harassment

X hangs a sexually explicit image on their locker door for all to see.

## Examples of Sexual Harassment

At an afterschool club meeting, a teacher shares something about their sexual relationship with another teacher, and students nearby can hear.

## Examples of Sexual Harassment

In the locker room, G exposes their genitals for others to see.

## Examples of Sexual Harassment

A senior sends a nude pic to a few 9th graders.

**Examples of Sexual Harassment**

A group of students sits under the bleachers to look up classmates' skirts.

**Examples of Sexual Harassment**

H is tired of having their bra strap snapped on the bus by T.

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# Sexual Assault Definitions

**\*\*Make sure a counselor is on standby when conducting this activity\*\***

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to establish the importance of consent in determining whether sex was wanted or unwanted by defining important terms.

## Directions

1. Hand out *Sexual Assault Definitions*. Read aloud, with your co-advisor, each of the sexual assault definitions. **Do not** ask volunteers to read these definitions, as it can be uncomfortable or trauma-provoking for them.
2. Pause after each definition to discuss the questions listed on the handout as a large group. Use the *Facilitator’s Guide* to guide the conversation.

## Reflections

Discuss the following questions:

1. What did you learn from this activity that you didn’t previously know?
2. Why is it important to understand so thoroughly the definitions of sexual assault, coercion, and consent? (*It’s important to understand definitions as a way to ensure you are not coercing or being coerced, and as a way to further enforce what is necessary in order to have consent*)
3. Regardless of the many ways to define these terms, in instances of sexual assault, there is always an absence of what? (*Consent*)



### Total Time:

20 minutes



### Materials

- Sexual Assault Definitions* handout for everyone
- Sexual Assault Definitions Facilitator’s Guide* for each facilitator

# Sexual Assault Definitions

## Sexual Assault

The term *sexual assault* refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include:

1. Forced or coerced sexual touching or sexual acts of any kind (*oral sex, penetration of the perpetrator or victim's body, etc.*)
2. Rape (*penetration of the victim's body*)
3. Attempted rape

### Pause and discuss:

1. What clarifying questions do you have about this definition?

## Coercion

*Coercion* includes using threats, implied threats, intimidation, or other kinds of pressure to get someone to do something against their will, thereby taking away their choice.

### Pause and discuss:

1. What are some examples of coercion outside of sexual situations?
2. What might coercion look or sound like in a sexual situation?
3. What does it mean to take away someone's choice?
4. How might aspects of a person's identity as part of a dominant group (*such as male, cisgender, heterosexual, able-bodied, etc.*), impact their risk for being coercive?

## Consent

*Consent* is active permission a person gives for something to happen.

In the case of sexual behavior, consent must be given:

- Directly (by giving a clear verbal "yes"),
- Freely (without being persuaded by coercion, force, or violence),
- Continuously (because people are allowed to change their mind at any time), and
- Sober (not under the influence of any drugs or alcohol)

Consent should **never** be assumed—ask your partner for a verbal "yes" to ensure you have consent. Any sexual behavior without consent is sexual assault.

### Pause and discuss:

1. What does it mean that "consent should never be assumed"?
2. What does the legal age of consent have to do with consent?

# Sexual Assault Definitions

## Facilitator's Guide

### Sexual Assault

The term *sexual assault* refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include:

1. Forced or coerced sexual touching or sexual acts of any kind (*oral sex, penetration of the perpetrator or victim's body, etc.*)
2. Rape (*penetration of the victim's body*)
3. Attempted rape

#### Pause and discuss:

1. What clarifying questions do you have about this definition?

### Coercion

*Coercion* includes using threats, implied threats, intimidation, or other kinds of pressure to get someone to do something against their will, thereby taking away their choice.

#### Pause and discuss:

1. What are some examples of coercion outside of sexual situations?  
(*Being lied to, blackmail, an authority figure making someone do tasks for them without compensation, threatening someone if they don't do your homework*)
2. What might coercion look or sound like in a sexual situation?  
(*Being repeatedly asked for sex to the point the person feels like they have to give in, being told that "things have gone too far" to stop, saying you are in pain because the other person won't agree to sex as a way to get them to say yes, threatening to "out" someone as gay if they don't have sex, someone in power—like a teacher—having sex with someone who lacks power—like a student*)
3. What does it mean to take away someone's choice?
4. How might aspects of a person's identity as part of a dominant group (*such as male, cisgender, heterosexual, able-bodied, etc.*), impact their risk for being coercive?  
(*If someone uses—even unconsciously—their position as a member of a dominant group to pressure someone to have sex, it's coercion and that's sexual assault. For instance, if a popular student subtly pressures someone who is less popular/unpopular for sexual favors, or if a cisgender person pressures a gender nonconforming person to have sex, it is coercive.*)

### Consent

*Consent* is active permission a person gives for something to happen.

In the case of sexual behavior, consent must be given:

- **Directly** (by giving a clear verbal “yes”),
- **Freely** (without being persuaded by coercion, force, or violence),
- **Continuously** (because people are allowed to change their mind at any time), and
- **Sober** (not under the influence of any drugs or alcohol)

Consent should **never** be assumed—ask your partner for a verbal “yes” to ensure you have consent. Any sexual behavior without consent is sexual assault.

### Pause and discuss:

1. What does it mean that “consent should never be assumed”?  
*(You must ask your partner if they consent to ANY sexual behavior and have to listen for a direct, enthusiastic, freely given, continuous, sober “yes” to have consent)*
2. What does the legal age of consent have to do with consent?  
*(Each state has its own laws about consent. In the state of New Jersey, for instance, no one under the age of 16 can consent to sexual activity with someone 4 or more years older than them; therefore, if you are 18 years old and have sex with someone under the age of 16 it's considered sexual assault—period. In addition, high school students—even if they are 22 years old and above the age of consent—cannot consent to sex with any employee of their school system—that is considered sexual assault.)*

### Reference:

RAINN. 2020. Policies and crime definitions by state. Retrieved from <https://apps.rainn.org/policy/policy-crime-definitions.cfm?state=New%20Jersey&group=3&ga=2.240468483.1004148561.1611932159-45704352.1611932159>

# Consent Flow Chart

**\*\*Make sure a counselor is on standby when conducting this activity\*\***

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **establish the importance of consent and checking out our own behaviors in determining whether sex was wanted or unwanted.**

## Directions

1. Hand out *Consent Flowchart* and have everyone read it silently.
2. Divide everyone into 5 groups.
3. Hand out one *Consent Scenario card* and a set of *Consent Quality cards* to each group.
4. Review the following directions:
  - As a group, review your *Consent Scenario card*.
  - Decide together which *Consent Quality cards* your couple have and which are missing from the relationship.
  - Use the *Consent Flowchart* and tokens to track how you think the couple in your consent scenario would respond to each question.
5. If time allows, have each group share out their list of qualities and placement of their tokens.

## Reflections

Discuss the following questions:

1. What did you learn from this activity that you didn't previously know?
2. How did you determine which consent qualities your couple had and which they were missing? Did you group agree on this process?



### Total Time:

20 minutes



### Materials

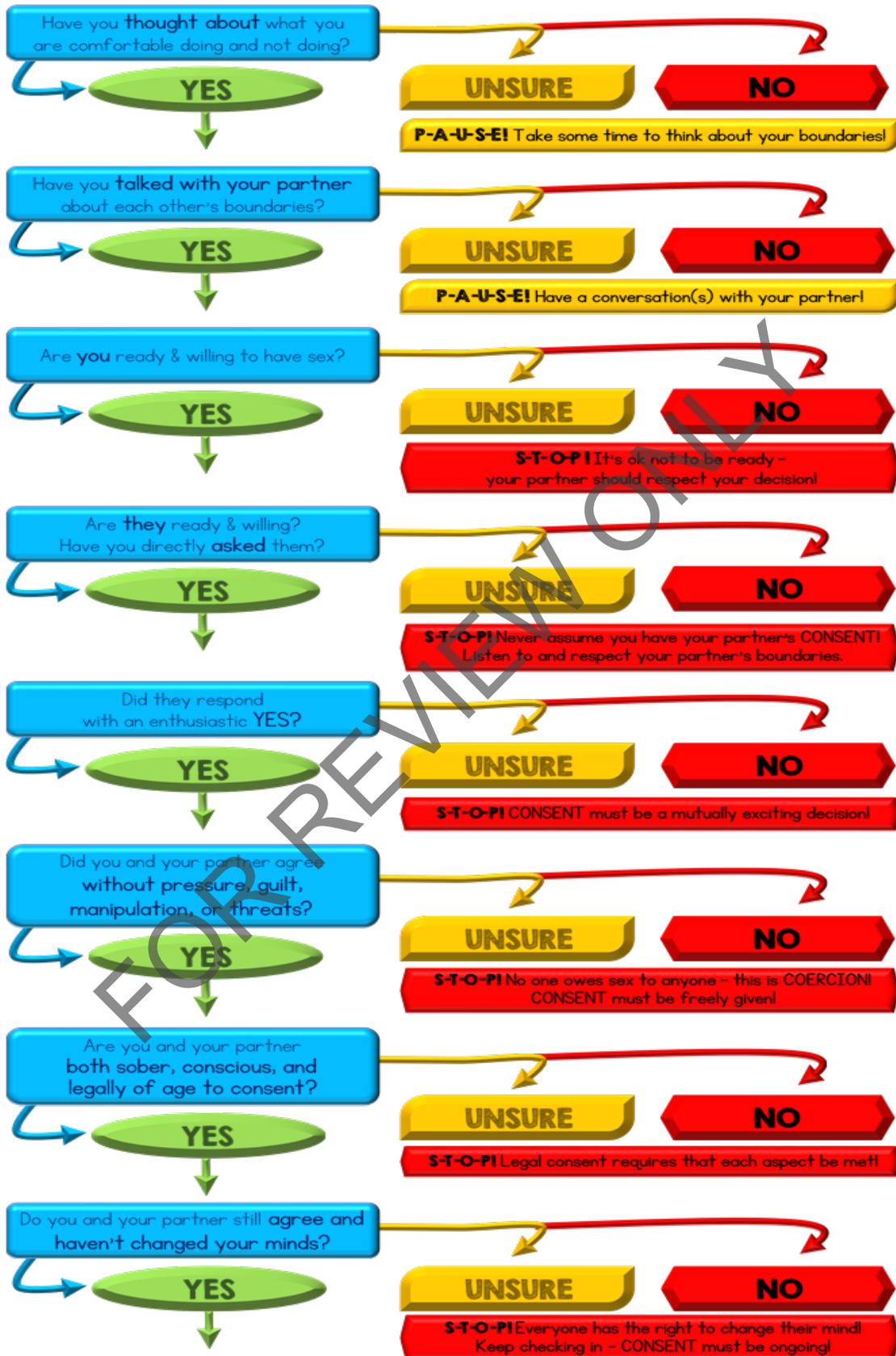
- Consent Flow Chart* for everyone
- A set of *Consent Scenarios cards*
- A set of *Consent Quality cards* for each group
- 8 tokens for each group

3. Based on where your group placed each token, where did your couple end up by the end of the consent flowchart? (*Green: Consent Unlocked!, Yellow: Unsure Isn't Consent!, or Red: Non-Consensual!*)
4. How could you use the consent flowchart to help determine if you and your partner have unlocked consent in your sexual decision-making?

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# Consent Flowchart



template

# Consent Scenarios

*(Copy and cut the following set of scenarios into strips for each small group)*



Jordan and Alex are both 17, and have been dating for 8 months. Both have spent a lot of time thinking about their own boundaries. They have been talking about having sex for a while now, and both feel that they are ready for a sexual relationship. Jordan asks if Alex wants to have sex this weekend after prom, and says there is no pressure if they don't want to. Alex is surprised at first but excited for the weekend with Jordan. After prom, both Alex and Jordan agree not to drink at an after party their friends are hosting. Later on Alex asks Jordan if they still want to have sex tonight. Jordan says "yes" and they both agree to go upstairs.

Drew is 19 and Taylor is 15. They met through Taylor's older cousin and just started seeing each other about 6 weeks ago. Drew has been upfront that they have already had sex with previous partners before and hopes that at some point soon Taylor will be ready. Taylor hasn't really thought that far into their relationship yet. One night after going to the movies, they find themselves back at Drew's place all alone. Taylor starts making out but within minutes, Drew starts to take things further without asking. Now Taylor's uncomfortable and asks Drew to slowdown. Drew is annoyed and threatens to break up if Taylor doesn't change their mind.

Parker is 17, Avery is 18, and both are seniors in high school. They have been dating since 9th grade and have a very serious relationship. They talked about having sex a month ago, but neither felt ready. Since then they have talked more and agree they are ready now. Avery throws a party for Parker's birthday, and both have a few drinks to celebrate. Parker continues drinking and eventually passes out on the couch next to Avery.

Brooklyn and Cameron are both 16 years old. When they first started dating, they both agreed to take things slow. A while ago, Cameron started talking about having sex but Brooklyn wasn't ready so Cameron backed off. Now Brooklyn feels guilty about it. Lately whenever they fool around Cameron asks about sex and pressures Brooklyn more.

Jamie is 17 and Blake is 16 and have been dating for about a year. They consider themselves best friends. They are open and honest with each other about their personal boundaries and have had multiple conversations about feeling ready for sex, using protection, and the possible consequences. They decide together that they would like to have sex on their upcoming anniversary. When that day comes, Blake checks in again with Jamie to be sure that they still agree and want to have sex.

template

# Consent Quality Cards

(Copy and cut qualities, making one set for each small group)



|   |  |
|---|--|
| <b>Thought about your boundaries</b>                    | <b>Communicated your boundaries</b>                      |
| <b>Heard &amp; respected your partners boundaries</b>   | <b>Both partners are ready for sexual relationship</b>   |
| <b>Both partners give direct, clear, verbal consent</b> | <b>Both partners agreed freely without coercion</b>      |
| <b>Both partners agreed to the decision sober</b>       | <b>Both partners are conscious and of age to consent</b> |
| <b>Both partners are enthusiastic &amp; engaged</b>     | <b>Both partners give continuous consent</b>             |

# Sexting: Think Before You Click

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to better understand potential consequences of the choices we can make in scenarios involving sexting.

## Directions

1. Explain to the group that sexting is defined as the sending of sexually explicit digital images, videos, text messages, or emails, usually by cell phone.
2. Hang the 3 *Decision* signs spread out around the room.
3. Review the following directions:
  - Today, we’re going to explore a sexting scenario that could happen to teens.
  - I am going to read to you a scenario, with 3 options for how you might respond. There are no right answers, so please pick the decision you *think* you would make if you were in that situation. If none of the options match what you’d do then pick the one that comes closest.
  - When I give the signal to move, come to us and get your playing card, then go to the matching sign posted around the room – sign 1, 2, or 3.
  - We’ll explain what to do with your card once everyone gets to their sign.
4. Read the *Scenario* aloud, and then read the 3 decision options. **Do not read the consequences yet.**
5. Have everyone come get a playing card and then move to the sign that represents the decision they would make.
6. Once everyone has moved, use your *Facilitator’s Guide* to read aloud to the group all the consequences for each of the 3 decisions, starting with *Decision 1*.



## Total Time:

30 minutes



## Materials

- Three signs with Decision 1, Decision 2, and Decisions 3 printed on them
- Tape
- 1 deck of playing cards, with Jokers removed
- Facilitator’s Guide
- 12 copies of *Questions for Discussion* handout
- Pens for everyone

7. Hand out *Questions for Discussion* and pens to each of the 3 groups gathered at signs. If there are more than 4 participants at any one sign, divide them into 2 smaller groups for this step.
8. Give small groups 5 minutes to discuss the questions on the handout and write down answers.
9. Have a volunteer from each group share what their group talked about.

## Reflections

Discuss the following questions:

1. What's something that's staying on your mind from today's activity?
2. What can make it difficult to make healthy decisions when technology is involved?
3. What elements of consent showed up in the scenario today? (*Kai was using coercion to elicit sexts, there was no consent before passing along Kai's provocative photo*)
4. What questions, concerns, or observations will you continue to think about?

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# DECISION

FOR REVIEW ONLY

I

# DECISION

FOR REVIEW ONLY

# 2

# DECISION

FOR REVIEW ONLY  
**3**

# Facilitator's Guide

## SCENARIO: To Sext or Not to Sext



**Read the following scenario aloud to your group:**

**Scenario:** A couple of weeks ago, you went to a friend's party and met Kai. The two of you connected instantly and are really into each other. Since the party, you've been texting every day. But last night Kai texted you a provocative photo and asked you to text one back of yourself.

- **DECISION 1:** You ignore the text that Kai sent and change the conversation altogether.
- **DECISION 2:** You send a revealing photo back to Kai and think to yourself, we like each other so it's no big deal, right?
- **DECISION 3:** You don't know what to do, so you send the photo of Kai to a friend and ask for advice.



**Have everyone grab a card and find their sign.**



**Then read the following consequences for each decision:**



**DECISION 1: You ignore the text that Kai sent and change the conversation altogether.**

**Consequences:** (*do not read until students have made their decisions*)



**Look at your playing card:**

- If your card is a **heart** ♥, you have a terrible weekend. When you didn't send a photo back, Kai stopped texting completely. You don't know if you should be glad it's over or upset it ended. Will you ever know what happened?
- If your card is a **diamond** ♦, Kai realizes that you're avoiding the request for a pic and ends up apologizing for asking in the first place. You feel so relieved—you're glad you stuck by your decision not to send that photo and now you feel even better about this relationship that might be starting.
- If your card is a **spade** ♠, you're glad you ignored the text and could care less that Kai stopped texting you if that's how things were going to be. Better to know now. You're feeling good about your decision and have a fun weekend with your real friends.
- If your card is a **club** ♣, Kai keeps on asking for the pic. Even after you make it clear that you're not going to send one, the requests keep coming and get more and more demanding. Eventually, you get so uncomfortable that you block Kai altogether.



**DECISION 2:** You send a revealing photo back to Kai and think to yourself, we like each other so it's no big deal, right?

**Consequences:** *(do not read until students have made their decisions)*



Look at your playing card:

- If your card is a **heart** ♥, you leave your phone laying around and your caregiver finds the photo you sent. You're embarrassed and in a lot of trouble.
- If your card is a **diamond** ♦, you find out the next day that Kai uploaded your pic to a social media site and everyone has seen it. You feel so violated...how could Kai do that to you?
- If your card is a **spade** ♠, nothing happens...at least not right away. You and Kai end up dating, and as far as you can tell the photo has stayed between the two of you. But you can't help but wonder what might happen if you ever break up...will Kai keep that photo a secret, or use it against you? You wish you'd never done that in the first place.
- If your card is a **club** ♣, Kai never texts you back. You can't believe that you'd get dropped like that! You're left wondering why Kai stopped talking to you AND what happened to that photo you sent.



**DECISION 3:** You don't know what to do, so you send the photo of Kai to a friend and ask for advice.

**Consequences:** *(do not read until students have made their decisions)*



Look at your playing card:

- If your card is a **heart** ♥, your friend talks you into deleting the original message. You take your friend's advice and also don't send any photos of yourself back to Kai, but you two continue to talk anyway and you feel good about your decision.
- If your card is a **diamond** ♦, your friend sends Kai's picture to other people. Now you feel awful - you're totally responsible for Kai being humiliated online. You've lost the person you like and your friend.
- If your card is a **spade** ♠, your friend texts you back immediately and tells you not to send any photos to Kai. You find out that Kai hooked up with someone else at that party and got a photo of that person and spread it all over school. You and your friend decide to report what Kai did so that it doesn't end up happening to any more people.
- If your card is a **club** ♣, Kai finds out that you sent the photo to your friend and gets really mad at you, telling you that you should have just said something if it made you uncomfortable. You realize you should have just talked to Kai from the beginning instead of sending the photo to someone.



# **Think Before You Click:** **Questions for Discussion**

As a group, respond to the following questions based on the scenario you just experienced. Have one volunteer record responses and another volunteer offer to report back to the large group.

- When you made the decision, what consequences did you think could happen, both online and in-person?
- Now that you know the consequence of your decision, how do you feel about the decision you made?
- Given all the consequences you've heard across all three decisions, would you go back and make a different decision? Explain.

# Know the Law: Homework & Presentations

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to learn your state laws regarding sexual harassment, sexting, and sexual assault.

## Directions

1. Have students count off by 3 and then divide them into smaller groups of no more than 4 people in each group. Explain that all 1s will research sexual harassment, 2s sexual assault, and 3s sexting.
2. Hand out *Know the Law Research* and have everyone check off the area of research they are responsible for.
3. Explain that each group will be responsible for completing a research project for homework. They should determine how to divide up research and compile aspects of the law for your state around the areas listed on the handout.

### Homework

4. For homework, have each group research and prepare a 5-minute presentation for the rest of the class about the aspect of the law they were assigned. Encourage students to develop presentations that are engaging, informative, and accurate. They should also turn in a completed handout.

## Presentations: In an Upcoming Class

5. Have everyone retrieve pens and paper to capture notes from today’s presentations.
6. Have groups take turns presenting their research findings while listeners take notes. If your group is really large, divide the group in half with an advisor in each group and at least one group of 1s, 2s, and 3s in each group.
7. Bring groups back together to report out on what they learned (jigsaw style).



### Total Time:

25 minutes



### Materials

- Know the Law Research* handout for everyone
- Pen for everyone
- Paper for everyone

## Reflections

Discuss the following questions:

1. What did you learn from this activity that you didn't previously know?
2. Why was it important to learn this additional information?
3. How might you connect what you learned to ideas for our upcoming school-wide campaign?
4. What questions, if any, do you still have regarding the laws and school policies for sexual harassment, sexting, and sexual assault?

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Homework

# Know the Law Research

Area of research your group is assigned:

 Sexual harassment

 Sexting

 Sexual assault

| What are the legal definitions?  | What does age have to do with the law? | What are the potential legal consequences? | What other legal information stood out to you, if any? | What is your school policy? |
|--|--|--|--|-----------------------------|
|  |  |  |  |                             |
| What were you unable to find that you wish there was more information about? |  |  |  |                             |
| List your references/citations here.   |  |  |  |                             |

Your presentation must include:

- How you feel about what you learned
- Your research findings
- A message about consent
- How power and privilege connect to your research findings

# Impact of Sexual Harassment & Sexual Assault

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to learn about some possible short and long-term effects victims of sexual harassment and/or sexual assault may experience with the goal of instilling empathy for victims.

## Directions

1. Hand out *Impact Word Search* have everyone spend 5 minutes finding as many words as they can that could be potential effects for victims of sexual harassment and sexual assault.

If students have a hard time finding all 13 words, have everyone pair up and support each other in finding as many words as they can.

2. Reveal the answers to the word search and ensure everyone understands what each word means.

## Reflections

Discuss the following questions:

1. What did you learn from this activity, about the possible effects of sexual harassment and sexual assault, which you didn't already know?
2. Why is it important to pause and reflect upon the effects of sexual harassment and assault?
3. Where can students in our community turn if they are experiencing effects of harassment or assault? (*Share a list of national, state, local community and school-based resources*)



**Total Time:**

15 minutes



**Materials**

- Impact Word Search* handout for everyone
- Pen for everyone



# Impact Word Search

S L B Z U K K A T M S T C D B W Y N S C N A  
 X T O E Y E I H N S H A L H U E O R E M S D  
 V R R W C F F Q B I A Z Y O I I P I E A G V  
 W C G E S O P G A E M U N D T G A H F M K S  
 N C U F S E I A H E E I E C Q H L Z L D L O  
 L U Q Q L S L K F T V P N K H T Q W A W I J  
 F H V Z K Z I F C N R U M L V I Y B G X K U  
 D Y Q B P T T J E E F V C X U S K C E H U E  
 V F V S K X R W S S H P S L R S G O L M K Y  
 H K V B X V F S Y B T L J A F U T V L N H W  
 R D W H F I I D B A N E T G J E P G T H D D  
 S S F F W O L H J C B O E L G S N A U S E A  
 R V G Z N A M X Y I E D I M H U C O V E B I  
 X C E Q U I D K C N M E W T B S H G Z Z Y S  
 R D S X F O Q Y Q O S E H C A D A E H T C N  
 S L E E P D I S O R D E R S T L W R E J X S  
 O S V R J Z Q B X H M X C G H N O I Q A D S  
 A B I F M A Y K H C Z I Q N S Z X S C Y A L  
 T E F Q J Z X I F A X P S F N N V G I A B N  
 F D A A A H A X Y V W I D F A W V D Z K Z M

Chronic  
Absenteeism

Sexual Dysfunction

Sleep  
Disorders

Nausea

Weight  
Issues

Headaches

Isolation

Stress

Anxiety

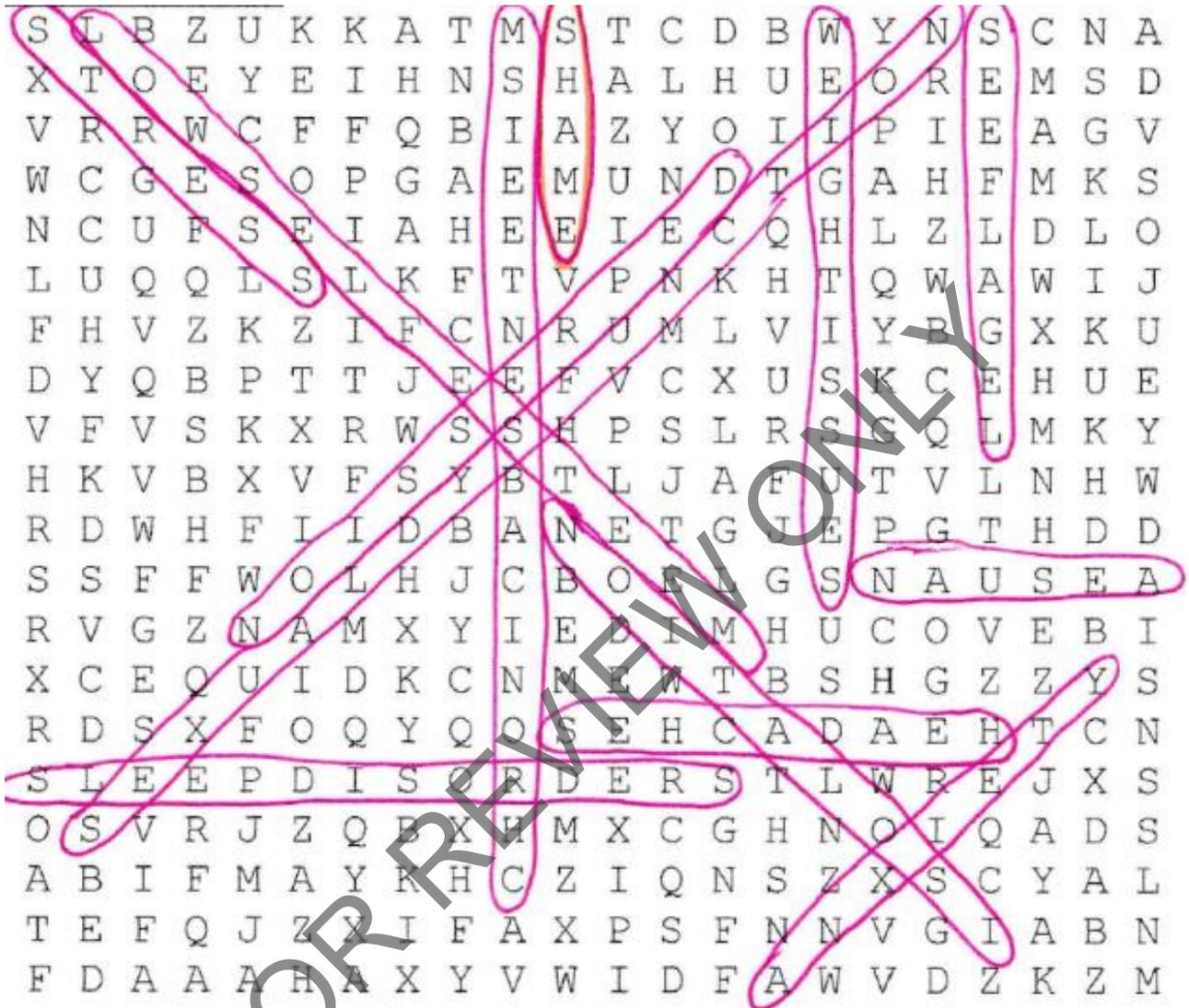
Shame

Low Self-Esteem

Legal  
Fees

Depression

## Impact Word Search Answer Key



|                     |                    |                 |            |
|---------------------|--------------------|-----------------|------------|
| Chronic Absenteeism | Sexual Dysfunction | Sleep Disorders | Nausea     |
| Weight Issues       | Headaches          | Isolation       | Stress     |
| Anxiety             | Shame              | Low Self-Esteem | Legal Fees |
| Depression          |                    |                 |            |

# CARES\*: Strategies for Intervening

*\*Adapted from RAINN*

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to discuss and practice ways of intervening when someone is at risk of sexual harassment or sexual assault.

## Directions

### ACTIVITY 1: Learning CARES

1. Discuss the following questions:
  - What are some signs that someone may be experiencing sexual harassment, or at risk of sexual assault?
  - What might motivate someone to intervene in some way, if they see someone at risk?
  - What might make someone hesitate to take action by interrupting a moment they suspect is putting someone at risk? (*Think it's none of our business; don't want to be embarrassed; don't want our friends to get mad at us; not sure what is really going on – don't want to make a mistake, concerned for own safety*)
2. Review the following:
 

We all can play a role in preventing sexual assault and harassment. As with building most skills, it can be helpful to think about strategies before needing to use them in a real-life situation. Remember, intervening can make a difference, though your actions should not put your own safety at risk.
3. Place the CARES poster in the middle of the group.
4. Explain that CARES can help you remember some of the options you may have for stepping in when you are concerned about someone's safety.
5. Review the poster in the following way:

 **Total Time:**

30 minutes

## Materials

- A CARES poster
- CARES scenario strips for each small group
- CARES Facilitator's Guide for each advisor

- Ask a volunteer to read a letter and its strategy
- Offer additional context, found in italics on your *Facilitator's Guide*
- Lead a brief discussion using the questions for each letter, found on your *Facilitator's Guide*
- Repeat for each letter in CARES

6. Discuss the following question:

- In unsafe moments, it is important to consider your personal safety. As you think about the options in CARES, how can you make choices to intervene while also taking your own safety into account?

## ACTIVITY 2: Practicing CARES

7. Bridge from the previous activity by saying something like:

As with most skills, practicing before having to use the skill in a real-life moment gets us better prepared to apply our skills. Practicing how we might intervene using CARES now will make it easier to support someone at risk of sexual violence in difficult moments. In this next activity, we will consider possible intervention strategies to prevent sexual harassment or sexual assault in response to real-life scenarios.

8. Divide everyone into triads.

9. Hand out a *CARES scenario strip* to each group.

10. Have each triad read the scenario and respond to the questions on the card. Let group members know they will share some of their thinking with the large group later.

11. Bring the group together and ask each triad to share their scenario and how they could intervene.

12. If time allows, ask group members to brainstorm additional ways someone could intervene in each situation.

13. Discuss the following question:

- What questions do you have about intervening to support people at risk of sexual assault or experiencing sexual harassment?

## Reflections

Discuss the following questions:

1. How will CARES be helpful in real life situations?
2. If you are hesitant to intervene in a situation because you are worried about getting it wrong and causing embarrassment, what can help you to act? (*You could prevent an assault; you could prevent someone from committing a crime; you could help a potential victim get out of a situation. If you interrupt something consensual there may be embarrassment, but not for long.*)

3. If you are hesitant to intervene in a situation because you are worried about your safety, what are some options you can consider?
4. What are some things you can do that may lessen the chances of needing to intervene in a situation? (*Discuss with friends how to stay together and in contact; have an exit strategy; know who your trusted adults are and how to contact them; pay attention to what is going on at a party; do not let your friends go off with someone if they have been drinking; intervene if you think someone has gotten drunk and get them out of the situation; if you think someone is in an unsafe situation go check on them*)
5. How can you be a friend if someone comes to you after an assault or harassment? (*Believe them; get them to an authority who can help, such as the hospital or police; stay with them; don't judge*)
6. What are some ways you can be an advocate to stand up against sexual assault and harassment? (*Spread your knowledge about consent, sexual harassment, and sexual assault from this unit; stop rape myths or jokes when you hear people using them and educate them on the facts instead; don't laugh at sexually explicit jokes aimed at people's identity or participate in victim-blaming language; volunteer for an assault hotline, social media action center, or local student activist groups—see <https://www.rainn.org/get-involved> for more information.*)

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**Resource:**

RAINN. 2020. Steps you can take to prevent sexual assault. Retrieved from [https://rainn.org/articles/steps-you-can-take-prevent-sexual-assault?\\_ga=2.1835574.60679966.1594759440-1418968205.1594759440](https://rainn.org/articles/steps-you-can-take-prevent-sexual-assault?_ga=2.1835574.60679966.1594759440-1418968205.1594759440).

# CARES Facilitator's Guide

## Facilitator Directions:

- Ask a volunteer to read a letter and its strategy, found on the poster
- Offer additional context and then lead a brief discussion using the questions found below
- Repeat for each letter in CARES

## C - Create a Distraction

*A distraction can pause the action so that people have a chance to make different decisions and/or for the person at risk to get to a safer place.*

- What are some distractions, or interruptions, you can think of that might interrupt a situation?

## A - Ask Directly

*Asking the person you believe is at risk is a way to find out what they need, or how you can help, in the moment.*

- What are some questions you might ask someone who may be at risk?
- What does speaking up when making toxic masculinity jokes, etc. have to do with preventing harassment and assault?

## R - Refer to a Trusted Adult

*Finding someone with the power or privilege to change the situation can be the best or safest option. People with power may be a trusted adult in the school, the owner of a store, etc.*

- Who are trusted adults you might turn to when there is a need to intervene?
- What can you do preventatively to coordinate with trusted adults, in case you need to turn to them for help? *(Talk to them ahead of time about CARES, make sure you have phone numbers, talk about how they might be able to support in preventing sexual violence, etc.)*
- If those trusted adults are not available in the moment, what other adults might you turn to?

## E - Enlist Others

*You may not feel comfortable, or be able to, approach a situation alone. Asking others to work with you can be a good strategy. For example, enlisting a friend to come with you to approach the person at risk may help because there is power in numbers.*

- In what scenarios might it be supportive to enlist others when intervening?
- When might asking someone to intervene instead of you be a strategy? *(Someone of the same gender could escort the person at risk to a bathroom, a close friend of the person at risk might be able to offer a distraction, etc.)*
- How can Enlist Others be useful if a trusted adult is not available?
- Who are some people you might be able to enlist? *(Friend of the person at risk, the person throwing the party, someone who will be listened to because of their identity or status [popularity, well liked...], etc.)*

## S - Speak Up/Say Something

*Your voice can be a valuable tool. If you trust your instinct that something may be wrong and speak up or step in, you are setting the example and expectation that others should do the same.*

- How does taking action encourage others to take action? Why is this important?
- In what other moments can you use your voice to help prevent sexual harassment and sexual assault?
- How do acts such as interrupting harmful jokes, stopping conversations when they are targeting someone, even if they aren't present, etc. fit into preventing sexual harassment and assault?



# CARES:

## Strategies for Intervening

**C** - Create a Distraction

**A** - Ask Directly

**R** - Refer to a Trusted Adult

**E** - Enlist Others

**S** - Speak Up/Say Something

*Adapted from RAINN*

template

# CARES Scenario Strips

*Cut out along dotted lines*



You are in the locker room with some friends, and they start talking about someone who is not in the room. The talk turns sexual, and a few people start making degrading sexist jokes.

- \* Using CARES, choose a strategy you could use to intervene.
- \* What is something you can do or say as part of that strategy?
- \* What effect might your strategy have on the situation?
- \* Take turns: Practice how you could intervene by saying your intervention in your own words or talking through the action in your own way.

You are at a party and see a friend walking up the stairs at a party with someone. You have an uncomfortable feeling about what is happening.

- \* Using CARES, choose a strategy you could use to intervene.
- \* What is something you can do or say as part of that strategy?
- \* What effect might your strategy have on the situation?
- \* Take turns: Practice how you could intervene by saying your intervention in your own words or talking through the action in your own way.

A friend is asleep on the couch, and you can see from the other room that someone is getting very close to the person and taking photos.

- \* Using CARES, choose a strategy you could use to intervene.
- \* What is something you can do or say as part of that strategy?
- \* What effect might your strategy have on the situation?
- \* Take turns: Practice how you could intervene by saying your intervention in your own words or talking through the action in your own way.

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**You are in the lunchroom with your friends and a group of students nearby start making sexual gestures and comments to one of the people sitting with you. Your friend is trying to ignore the comments, but you can see that your friend is upset.**

- \* Using CARES, choose a strategy you could use to intervene.
- \* What is something you can do or say as part of that strategy?
- \* What effect might your strategy have on the situation?
- \* Take turns: Practice how you could intervene by saying your intervention in your own words or talking through the action in your own way.

---

**You are at work and the shift supervisor leans too closely over your coworker, using the reason that they need change from the register. You've noticed this happens during many shifts.**

- \* Using CARES, choose a strategy you could use to intervene.
- \* What is something you can do or say as part of that strategy?
- \* What effect might your strategy have on the situation?
- \* Take turns: Practice how you could intervene by saying your intervention in your own words or talking through the action in your own way.

---

**When you visit a classmate's house for group homework, that person's parent leaves sexually explicit materials out in rooms you are regularly in.**

- \* Using CARES, choose a strategy you could use to intervene.
  - \* What is something you can do or say as part of that strategy?
  - \* What effect might your strategy have on the situation?
  - \* Take turns: Practice how you could intervene by saying your intervention in your own words or talking through the action in your own way.
-

template

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You are waiting for public transportation (bus, subway, etc.) and you see someone approach a person sitting nearby. The person stands close, and is talking to the seated person and saying things that might be flirtation, and the seated person looks uncomfortable. The standing person makes some loud comments and starts to hassle the seated person.

- \* Using CARES, choose a strategy you could use to intervene.
  - \* What is something you can do or say as part of that strategy?
  - \* What effect might your strategy have on the situation?
  - \* Take turns: Practice how you could intervene by saying your intervention in your own words or talking through the action in your own way.
- 

FOR REVIEW ONLY

# Response to Sexual Assault: What Can We Do?

**\*\*Make sure a counselor is on standby when conducting this activity\*\***

## Bridge

Build a bridge from the last activity. For example, “In the last activity we…” or “Yesterday, we learned…” and connect it to the theme.

## Theme

The purpose of this activity is to give students guidelines for how to help if sexual assault occurs.

## Directions

- REVIEW the following as you set the theme:
  - Sexual assault is very common in our society and that it is possible that they will have a friend come to them for help at some point in their life.
  - This activity will address what to do if you are sexually assaulted and what to do if someone comes to you for help.
  - Some victims of sexual assault prefer to be called survivors, and others prefer victim or something else entirely. For the purposes of this activity, we are using the term victim because it aligns with legal terminology, but anyone who has experienced sexual assault has the right to decide for themselves what term they use in their own story.
- Hand out *What to Do...* and have volunteers read the tips one at a time.
- Use the two *Facilitator's Guides* for helping survivors and options for victims to discuss each tip.
- Hand out *Resource & Support Services List*.

## Reflections

Discuss the following questions:

- Why do you think believing the victim is the first step if someone comes to you for help?
- What active listening skills might be of particular importance if a victim comes to you?
- Where in your community can you go or bring a friend if faced with sexual assault? (*include a list of local community and school based services*)



## Total Time:

20 minutes



## Materials

- What to Do...* handout for everyone
- What to Do if a Sexual Assault Survivor Comes to You for Help Facilitator's Guide* handout for facilitators
- Options for Sexual Assault Victims Facilitator's Guide* handout for facilitators
- Resource & Support Services List* handout for everyone



# What to Do if a Sexual Assault Survivor Comes to You for Help

**If someone discloses to you that they've been sexually assaulted:**

- Believe the victim
- Listen
- Say no to violence
- Encourage medical attention
- Help regain control
- Recommend counseling

## Options for Sexual Assault Victims

**If someone is sexually assaulted, they have options, which might include some or all of the following:**

- Tell someone
- Call the local rape hotline
- Don't shower, eat or drink, or change clothes
- Call or go to police
- Go to the emergency room, clinic, or doctor
- Get counseling from a sexual assault crisis counselor

# What to Do if a Sexual Assault Survivor Comes to You for Help:

## Facilitator's Guide

### Believe the victim

1. What might be some common misconceptions for not believing someone who says they are assaulted? (*Perceptions that the person was drunk, flirting, promiscuous, had already hooked up, etc.*)
2. Why do you think it is important to believe the victim? (*So the person can feel supported; to help them realize it is not their fault*)
3. What could happen if you do not believe the victim? (*They could decide not to get help or not tell anyone. It is harder to recover if a survivor keeps the assault a secret.*)
4. What do you have to lose by believing the survivor even if you are unsure about what happened? (*Nothing. As a friend you need to be supportive so the victim can get help and recover.*)

### Listen

1. Why is it important to simply listen to the victim? (*The victim needs to be able to talk when they are ready and not be interrupted. This can help survivors regain a sense of power and control.*)
2. What questions would be okay to ask? (*What can I do? How can I help?*)
3. What questions should you avoid? (*Avoid any questions that ask for details or suggest the survivor did something to cause the sexual assault.*)

### Say no to violence

1. Why might someone want to be violent towards a sexual assault victim's attacker? (*Angry about the assault happening. To seek revenge*)
2. Why is this a bad idea? (*Sexual Assault victims need friends to be attentive to them, not put themselves at risk for more violence.*)
3. What are some specific consequences? (*Their friend can end up getting hurt or arrested.*)

### Encourage medical attention

1. Why is it important for a victim to seek medical attention? (*To receive necessary care or treatment following the assault, Risk of pregnancy, STIs/HIV, and other bodily injuries*)
2. Where can a victim go for medical treatment? (*Hospital, doctor's office, local clinic*)
3. Why should a victim resist the urge to shower before seeking medical attention? (*So they don't wash away evidence that can be collected at the hospital if they decide to press charges later.*)

### Help regain control

1. Why might a victim not feel in control? (*Control was taken away when they were violated and forced to have sex.*)
2. What do you think it means to help the victim “regain control”? (*To help the victim begin to feel in control again over what they do and what is happening in their life.*)
3. How can you help someone regain control? (*Allow the victim to make decisions, no matter how small or large.*)

### Recommend counseling

1. How would counseling help a victim? (*They can talk through what happened, process their feelings, and begin to recover.*)
2. Why do sexual assault victims often not seek counseling? (*Don't want people to know, afraid of being blamed or judged, blame themselves, don't know where to go, lack resources to get there*)

FOR REVIEW ONLY

## Options for Sexual Assault Victims: Facilitator's Guide

### Tell someone

1. Why do victims often keep silent? (*Afraid, embarrassed, humiliated, fear of retaliation, don't believe or haven't processed yet that a sexual assault occurred*)
2. Why is it important to tell someone? (*It is hard to think clearly after an assault and it is helpful to have an objective person help you talk through what to do; the victim needs medical attention and it will make recovery much faster if they have someone to talk to*)

### Call the local rape hotline or rape crisis center

1. How can you find the number for the local sexual assault hotline or rape crisis center? (*Google "sexual assault hotline" or "rape crisis center" in your state and the numbers for all the counties will come up; visit [www.rainn.org](http://www.rainn.org); get referrals from a medical provider or counselor*)
2. What can a victim get from the hotline? (*A trained person to talk to, advice about what to do, directions to the nearest hospital; the hotline will notify the Emergency Room as well as provide a trained advocate to meet the victim at the hospital*)

### Don't shower, eat or drink, or change clothes

1. Why is this important? (*All these behaviors may affect DNA evidence collection, which can be gathered at the hospital and used in a trial if the victim decides to press charges.*)

### Call or go to police

1. Why don't some victims go to the police? (*Afraid they will be blamed or not believed, embarrassed, humiliated, afraid police won't help or might make it worse, fear of retaliation*)
2. What are some benefits of notifying police? (*Police can provide transportation to the hospital and protection to the victim; they can see the distress of the victim and can testify about the legitimacy of the case, should the victim choose to press charges*)

Note: Usually, for a perpetrator to be arrested, the victim has to give that person's name in order for the police to pick them up for questioning. In most cases, the victim has to be willing to press charges for an investigation to go forward.

### Go to the emergency room, clinic, or doctor

1. We have talked about the medical reasons victims should go to the hospital. Why do some often refuse? (*Shock, embarrassment, fear of blame; afraid they will be arrested for underage drinking; afraid that their parents will find out; afraid of police; insist that they will not press charges*)

Note: Victims should have DNA evidence obtained and held even if they believe at the time that they will not press charges. A state will hold DNA evidence for a period of time, so it will be available if a victim changes their mind.

**Get counseling from a sexual assault crisis counselor**

1. What is a sexual assault crisis counselor? *(A person trained by the sexual assault hotline or rape crisis center in each county to be a sexual assault service provider, dedicated to supporting survivors. These individuals will offer a certain number of free, confidential sessions with the victim.)*

FOR REVIEW ONLY

# Select Resources & Support Services for Teens

## Learn More

- American Civil Liberties Union: Know your Student Rights
  - <https://www.aclu.org/know-your-rights/students-rights>
- Love is Respect
  - <https://www.loveisrespect.org/understanding-teen-dating-violence-and-sexual-assault/>
- The National Center on Violence Against Women in the Black Community
  - <https://ujimacommunity.org/>
- National Child Traumatic Stress Network
  - [https://www.nctsn.org/sites/default/files/resources/teen\\_sexual\\_assault\\_teens.pdf](https://www.nctsn.org/sites/default/files/resources/teen_sexual_assault_teens.pdf)
- Rape and Incest National Network (RAINN)
  - <https://www.rainn.org/statistics/children-and-teens>

## Seek Confidential Help

- National Sexual Assault Telephone Hotline
  - <https://www.rainn.org/about-national-sexual-assault-telephone-hotline> (or call 800.656.HOPE (4673))
- American Civil Liberties Union: Reporting Harassment
  - <https://www.aclu.org/issues/lgbt-rights/lgbt-youth?redirect=safeschools>
- Love is Respect Hotline
  - <https://www.loveisrespect.org/for-yourself/contact-us/>
- New Jersey-Based Help:
  - <https://njcasa.org/find-help/>

## Getting Involved and Supporting Friends

- That's Not Cool
  - <https://thatsnotcool.com/>
- Love is Respect
  - <https://www.loveisrespect.org/for-someone-else/>

# The Other Side of Consent: Power and Control – *Knowledge, Action, Power*

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to better understand facts about power and privilege and the power we have to change the culture of sexual violence that dominates our society.

## Directions

### ACTIVITY 1. Knowledge, Action, Power

- Place the die and the 3 decks of cards, *Knowledge, Action, Power*, face down, in the middle of the group, on their respective *Card Label Boards*.
- Review the following directions:
  - Knowledge Cards: True or False**  
If you roll a *Knowledge Card*, read aloud the statement on the card to the group but NOT the answer. Ask the group to raise their hands if they believe the statement to be *true*. Then, read the answer on the card to the group.
  - Action Cards**  
If you roll an *Action Card*, lead the group in the action on the card.
  - Power Cards**  
If you roll a *Power Card*, read the *Power Word* on the left side of the card and the quote aloud and then show the image to the group. Then, read the question on the card, respond to it, and pass the question to someone else based on what the card says.
- Model by being the first to roll the die and begin play, ensuring everyone gets at least one turn.
- Continue until there are 15 minutes left.



### Total Time:

45 minutes



### Materials

- One set of Knowledge Cards, printed on paper\*
- One set of Action Cards, printed on blue paper\*
- One set of Power Cards, printed on yellow paper
- One set of Card Label Boards
- One paper die, cut and taped from template provided
- 3 large sheets of paper
- 3 sets of colored markers
- Resource List handout for everyone

**Note:** If there are Actions not present in the Action Cards that you think your group would like, or relevant statistics to your community not represented in the Knowledge Cards, blank templates are provided for you to add to those decks.

## ACTIVITY 2. *Creating a Culture of Consent Messages*

5. Bridge from the previous activity.
6. Shuffle all of the *Power Cards* – including those that the group may not have gotten to.
7. Divide everyone into 3 smaller groups and give each group 4 *Power Cards*, one large piece of paper, and markers.
8. Review the following directions:
  - Each group will work together to create its own message about *creating a culture of consent*.
  - Use the paper and markers to write 1 or 2 sentences for your message, making sure to include all 4 *Power* words.
  - Underline your 4 *Power Words*.
  - If you have time, you can also decorate your poster.
9. Have each group present their poster and read their message. After each group shares, lead a round of applause.

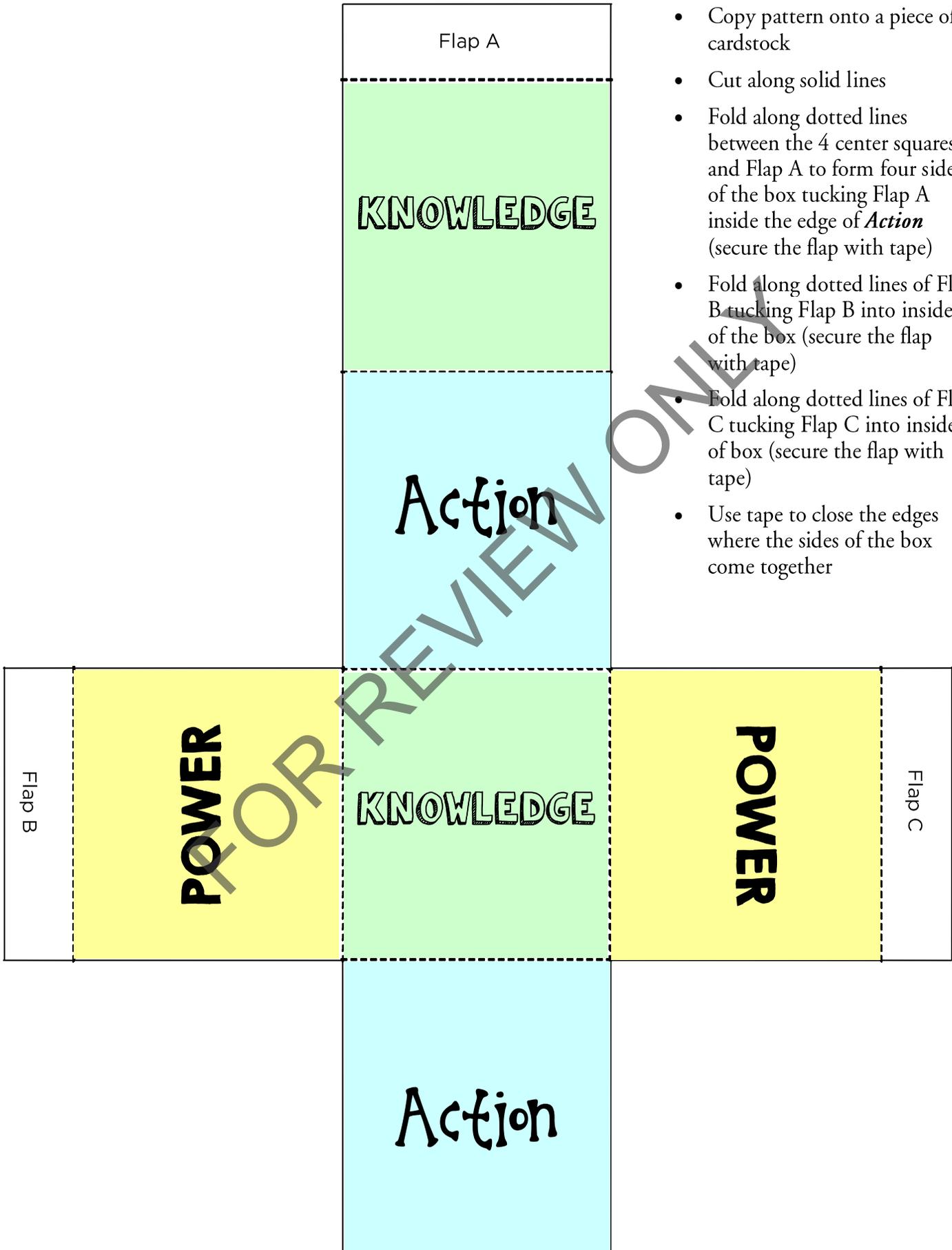
## Reflections

Discuss the following questions:

1. What's something that's staying on your mind from today's activities?
2. After having participated in today's outreach, what do you see as the importance of using your voice to create a culture of consent?
3. What impact can students have when they use their voice to demand a culture of consent? How can this help your community work toward eradicating sexual harassment and sexual assault?
4. What resources exist in our school/community for a student who needs help?

template**Directions to Make Cube:**

- Copy pattern onto a piece of cardstock
- Cut along solid lines
- Fold along dotted lines between the 4 center squares and Flap A to form four sides of the box tucking Flap A inside the edge of *Action* (secure the flap with tape)
- Fold along dotted lines of Flap B tucking Flap B into inside of the box (secure the flap with tape)
- Fold along dotted lines of Flap C tucking Flap C into inside of box (secure the flap with tape)
- Use tape to close the edges where the sides of the box come together



# KNOWLEDGE CARDS

**Practicing phrases for interrupting harmful jokes or conversations ahead of time can help people to be ready to intervene in a moment.**

*Is this statement true or false?*

**True.** Some phrases that can be applied to many situations are, “hey, I don’t agree,” “That’s not ok,” or “I didn’t realize you thought that...” . Practice saying them aloud and you’ll be ready to use them when it’s time.

<https://www.rainn.org/statistics/scope-problem>

# KNOWLEDGE CARDS

**Men can’t be victims of sexual assault.**

*Is this statement true or false?*

**False.** About 1 in 33 American men have experienced sexual violence in their lifetime—that’s nearly 3 million men since 1998. Anyone—regardless of gender—can be a victim of sexual assault.

<https://www.rainn.org/statistics/scope-problem>

# KNOWLEDGE CARDS

**When perpetrators of sexual assault are coercive, they aren’t aware they are using tactics.**

*Is this statement true or false?*

**False.** Perpetrators in recent studies admit to using coercive behaviors against their victims, citing the use of alcohol and drugs, emotional manipulation, and lying as the most frequently used tactics.

[https://www.communitysolutionsna.org/files/B\\_L\\_Facts\\_on\\_Sexual\\_Coercion.pdf](https://www.communitysolutionsna.org/files/B_L_Facts_on_Sexual_Coercion.pdf)

# KNOWLEDGE CARDS

**Most incidents of sexual assault occur between strangers.**

*Is this statement true or false?*

**False.** The vast majority of sexual assault victims are assaulted by someone they know. <sup>template</sup>

<https://www.dosomething.org/facts/11-facts-about-sexual-assault>

# KNOWLEDGE CARDS

**Younger people are at the highest risk of sexual violence.**

*Is this statement true or false?*

**True.** People ages 12-34 are at the highest risk for sexual assault.

<https://www.inn.org/statistics/victim-sexual-violence>

# KNOWLEDGE CARDS

**Transgender people are at higher risk of sexual assault and harassment than cisgender people.**

*Is this statement true or false?*

**True.** Transgender, genderqueer, and gender nonconforming people are at a higher risk than cisgender people for sexual harassment and sexual assault. Trans women of color face sexual violence at an alarmingly high rate.

<https://www.inn.org/statistics/victim-sexual-violence>; <https://www.twoce.usourwork/blacktranshealth-initiative/>

# KNOWLEDGE CARDS

**People of all races have the same rates of sexual assault.**

*Is this statement true or false?*

**False.** While anyone can be a victim of sexual assault, people of color have higher rates of victimization. Native Americans are twice as likely to experience sexual assault compared to all races. These high rates stem from the failings of the justice system to prosecute perpetrators who commit crimes on tribal land, even though nearly all assaults are committed by non-tribal, white men.

[https://www.communitysolutionsva.org/files/B\\_L\\_Facts\\_on\\_Sexual\\_Coercion.pdf](https://www.communitysolutionsva.org/files/B_L_Facts_on_Sexual_Coercion.pdf); <https://www.inn.org/articles/tribal-ata-resolve-native-american-women-still-have-the-highest-rates-of-rap-and-assault>

# KNOWLEDGE CARDS

**Racism has a significant impact on sexual violence against Black women.**

*Is this statement true or false?*

**True.** Myths about Black women as hypersexualized beings throughout history create biases when Black women report sexual violence, causing them to be less likely to be believed than their white counterparts. This, teamed with mistrust between Black communities and law enforcement based on patterns of historical mistrust and abuse, result in lower rates of victims reporting. It's important to recognize these issues in order to stop the dismissal of violence against Black women.

<https://now.org/wp-content/uploads/2018/02/Black-Women-and-Sexual-Violence-6.pdf>

# KNOWLEDGE CARDS

## Sexual harassment isn't that big of an issue in our society.

*Is this statement true or false?*

**False.** A recent study has found that 81% of females and 43% of males have experienced some form of sexual harassment during their lifetime—at work, school, home, on the street, online...nearly everywhere in their life. Sexual harassment can have both short and long-term effects on physical and mental health.

<https://www.aapl.org/sections/sexual-harassment>

# KNOWLEDGE CARDS

## All youth can have an impact on our culture of sexual violence.

*Is this statement true or false?*

**True.** Youth voice is incredibly powerful and can change the world. There are many things teens can do to push back on our culture of sexual violence, such as boycotting media that promote sexist, racist, and heterosexist ideologies, interrupting jokes that perpetuate violence, and speaking up about consent. Students can also advocate for policies and practices to make their schools safer and volunteer for organizations working to aid survivors and combat violence.

<https://www.gainm.org/get-involved>

# KNOWLEDGE CARDS

## Bias and privilege have no impact on our culture of violence.

*Is this statement true or false?*

**False.** There are a variety of ways that bias impacts our culture of violence. Notably, the criminal justice system's bias toward perpetrators of sexual assault—especially white, wealthy, cisgender men—protects them from punishments for these crimes, where under 1 percent of rapes result in a conviction.

<https://slate.com/news-and-politics/2019/05/sexual-harassment-rape-sympathy-no-prison.html>

# KNOWLEDGE CARDS

## Sexual harassment and assault are women's issues.

*Is this statement true or false?*

**False.** Because everyone is affected by a culture of sexual violence, everyone has a stake in eradicating it, especially men who comprise the dominant group. By focusing on the perpetrators and the system, not the victims, we have a greater chance at fighting the root causes of violence, thereby stopping the victimization of all people—including men who are assaulted.

<https://genderstudies.utoronto.ca/news-publications/gendernews/not-just-womens-issue-the-impact-of-sexual-harassment-on-men>

template

# KNOWLEDGE CARDS

**The culture of sexual violence is created only by the people who perpetrate the crimes.**

*Is this statement true or false?*

**False.** Although individuals should be punished, it is important to realize that the culture of violence is created and maintained by a system that fails to address the problem or punish those who should be held responsible, fed by media, sports, fraternities, military, pornography and other elements of society.

<https://gender.stanford.edu/news-publications/gender-news/not-just-womens-issue-d-jackson-katz-explores-why-its>

# KNOWLEDGE CARDS

*template*

# KNOWLEDGE CARDS

## Action Cards

Everyone in the group:  
Rub your belly and pat your head  
for 10 seconds!

## Action Cards

Close your eyes and for 5  
seconds, envision a goal you  
would like to accomplish.

## Action Cards

Moving around the group, share  
the title of a song you like that  
has a positive message.

## Action Cards

Everyone in the group:  
Do "The Wave," starting with  
the person reading the card,  
and moving to the right.  
*template*

# Action Cards

Everyone in the group:  
Shake hands with someone  
in your group who is not  
sitting next to you. Say,  
"How are you today?"

# Action Cards

Everyone in the group:  
Make a drumroll on the table/  
floor for 10 seconds.  
*template*

# Action Cards

Everyone in the group:  
Do 3 Jumping Jacks in place, if  
you are able.

# Action Cards

Every person in the group:  
Take a slow walk around your own  
circle and back to your seat (please  
don't bother anyone from other  
circles! Just walk and breathe!)

## Action Cards

Find someone who can teach the group 5 seconds of a fun dance move. Once everyone knows it, dance together for 5 seconds.

## Action Cards

Every person in the group:  
Tell the person next to you one thing – in school or out of school – that you would like to get really good at.

## Action Cards

Every person in the group:  
Take a turn sharing the name of one person in your life you appreciate today—just the name, not the story.

## Action Cards

Working together as a group, pass around an imaginary ball that changes size and weight each time it is passed.  
*template*

## Action Cards

Every person in the group:  
Tell the person next to your  
two favorite colors.

## Action Cards

Everyone in the group:  
Stretch your arms as high  
as you can and imagine yourself<sup>template</sup>  
as a growing tree.

## Action Cards

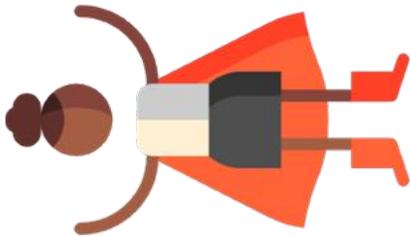
Everyone in the group:  
on the count of 3 laugh or  
giggle as loud as you can for just  
5 seconds!

## Action Cards

Everyone in the group:  
On the count of 3,  
take 3 long, deep breaths as you  
try to relax.

# POWER CARDS

## VOICE



How can you use your voice as a tool to prevent sexual violence?

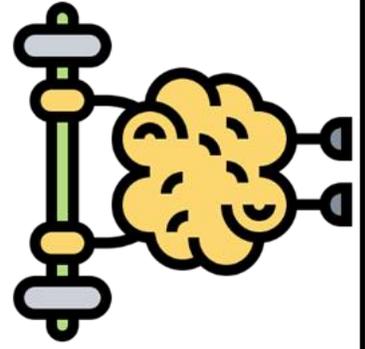
## POWER



When teens work together, they have the power to make huge change. How can teens use that power to dismantle our culture of sexual violence?

# POWER CARDS

## CHALLENGE



Why do you think the concept of consent can be challenging for some people? How can you support your peers in getting better at this?

# POWER CARDS

## REAL



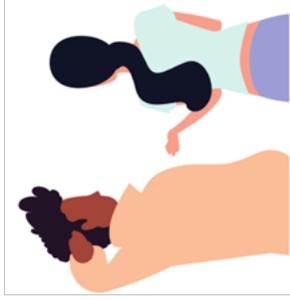
Why is it so important to practice asking for consent? How does this practice help us in real world situations?

template

# POWER CARDS

## NORMALIZE

Why is it important to **normalize** interrupting when people tell sexist, heterosexist, or racist jokes? What are some strategies for how you can do this?



# POWER CARDS

## SAFE

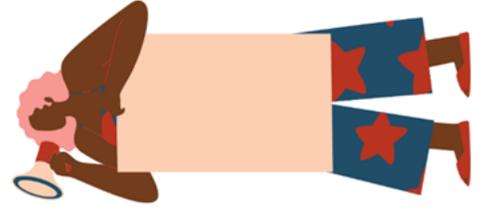
What grade (A, B, C, D, F) would you give your school in terms of how **safe** it is with regard to preventing sexual harassment and violence? What would you want to see changed?



# POWER CARDS

## SPEAK

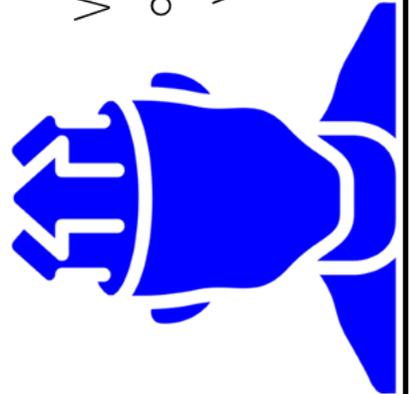
How can teens **speaking** up set an example for other teens?



# POWER CARDS

## PRIVILEGE

Why is it important to discuss **privilege** when we are talking about sexual violence?



# POWER CARDS

## CULTURE

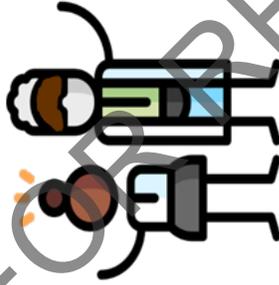


How does media promote a culture of sexual violence? How can people intervene to change that?

# POWER CARDS

## SUPPORT

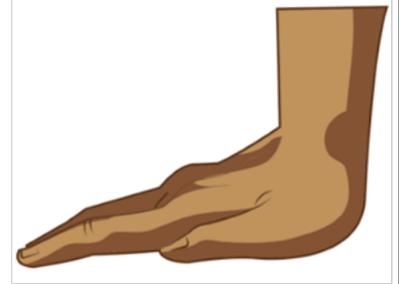
What are some signs of coercion? Who can you turn to for support if you see or experience coercion?



# POWER CARDS

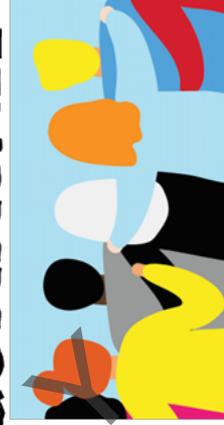
## BOUNDARIES

Why is it important for people to know, and practice asserting, their boundaries?



# POWER CARDS

## COMMUNITY



When teens are struggling with issues of sexual harassment and assault, where can they get support in the community?

*template*

# School-Wide Campaign Check-In

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to ensure peer educators responsible for implementing a school-wide campaign following this unit’s corresponding workshop are on track.

## Directions

1. Upon completion of the unit, hand out *School-Wide Campaign Check-In* to each peer educator in the group responsible for this unit’s topic. Students should start formulating ideas for their campaign as you begin preparing for the workshop.
2. Review the *School-Wide Campaign Guidelines* handout the peer educators received in *Unit One* to ensure they are on task. Remind students that they will need to submit ideas to you for approval. As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.
3. If the group needs some ideas with this topic, you can suggest they check out the following:
  - Clothesline Project: <http://theclotheslineproject.org/>
  - Take Back the Night: <http://www.takebackthenight.org/>
  - Where is Your Line Campaign: <http://whereisyourline.org/>
  - Circle of 6: <http://www.circleof6app.com/>
  - That’s Not Cool: <https://thatsnotcool.com/>



### Total Time:

5 minutes



### Materials



*School-Wide Campaign Check-In* handout for each peer educator in the group assigned to this topic



# SCHOOL-WIDE CAMPAIGN CHECK-IN

**Workshop Topic:** Understanding Consent and Preventing Sexual Harassment and Sexual Assault



**Group Members:**

**Structures:**

- 1.
- 2.
- 3.

**Plan for each structure:** (Include frequency)

- 1.
- 2.
- 3.

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# Parent/Guardian-Teen Homework

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide a structure for communication between parents/guardians and teens on the topic of consent, sexual harassment and sexual assault.

## Directions

1. Upon completion of the unit, hand out *Parent/Guardian-Teen Homework*.
2. In advance of the workshop, peer educators should complete the homework assignment with a parent/ guardian, have it signed, and turn it back into advisors.



### Total Time:

5 minutes



### Materials

- Parent/Guardian-Teen Homework* handout for each peer educator

### Note:

Having peer educators complete this homework assignment before the workshop can help them create buy-in among workshop participants when asked to do the same.

FOR REVIEW ONLY

# UNDERSTANDING CONSENT AND PREVENTING SEXUAL HARASSMENT & SEXUAL ASSAULT PARENT/GUARDIAN - TEEN HOMEWORK



Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## ? PURPOSE

To provide a structure for communication between parents/guardians and teens on the topic of consent and preventing sexual harassment & sexual assault



## DIRECTIONS

### STEP 1

Together, read out loud the workshop objectives, listed below.

### WORKSHOP TAKE HOME MESSAGES

- Above all else, no one should engage in any sexual activity if they don't have clear, enthusiastic, and sober consent. Consent must be given for any sexual activity. Anyone can say "no" to sex at any time, at any point during a sexual act, and even if they have said "yes" in the past. The cost to a victim of sexual assault if they do not give consent is extremely high.
- Sex without clear consent is sexual assault. Consent cannot be given if a person is being coerced or is under the influence of drugs or alcohol.
- Sexual assault and sexual harassment are never the victim's fault. The effects of sexual violence on a victim can be long-term and devastating.
- Believe the victim/survivor. This is one of the most important factors in a person's ability to recover from sexual harassment or sexual assault.
- Sexual harassment contributes to a culture of sexual violence and is highly problematic for victims and witnesses.

### STEP 2

Teens should share with parents/guardians their answers to the following questions.

1. What was the most important thing you learned in this unit?

### STEP 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. How can partners know if they are receiving consent?
2. What are some ways you can seek help if you or someone you know is a victim of sexual assault?
3. What are some of the effects of sexual assault on the victim/survivor?

Homework

**STEP 4**

Parents/guardians should share with teens their answer to the following question.

- I. What values do you want your child to receive from you regarding this topic?

**STEP 5**

Please sign and date below, indicating to the advisor that this assignment has been completed.



\_\_\_\_\_  
Parent/Guardian/Caregiver signature

\_\_\_\_\_  
Date

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## UNIT REFERENCES

1. Rape, Abuse & Incest National Network. 2020. Victims of Sexual Violence. Retrieved from <https://www.rainn.org/statistics/victims-sexual-violence>.
2. Pennsylvania Coalition Against Rape. 2017. Racism & Sexual Violence? What's the Connection? Retrieved from [https://pcar.org/sites/default/files/resource-pdfs/tab\\_2017\\_racismsexual\\_violence\\_connections-508d.pdf](https://pcar.org/sites/default/files/resource-pdfs/tab_2017_racismsexual_violence_connections-508d.pdf).
3. Futures without Violence. 2020. Anti-Racism as Violence Prevention. Retrieved from <https://www.futureswithoutviolence.org/health/racism/>.
4. Rape, Abuse & Incest National Network. 2020. LGBTQ Survivors of Sexual Violence. Retrieved from <https://www.rainn.org/articles/lgbtq-survivors-sexual-violence>.
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6. U.S. Equal Employment Opportunity Commission. 2020. Types of Sexual Harassment. Retrieved from [https://www.eeoc.gov/laws/types/sexual\\_harassment.cfm](https://www.eeoc.gov/laws/types/sexual_harassment.cfm).
7. Rape, Abuse & Incest National Network. 2020. Sexual Harassment. Retrieved from <https://www.rainn.org/articles/sexual-harassment>



# Curriculum Feedback Form

## Unit 11: Understanding Consent and Preventing Sexual Harassment and Sexual Assault

Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_

No. of class periods to complete unit: \_\_\_\_\_

Please indicate the month the unit was taught:

|                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| September                | October                  | November                 | December                 | January                  | February                 | March                    | April                    | May                      |
| <input type="checkbox"/> |

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

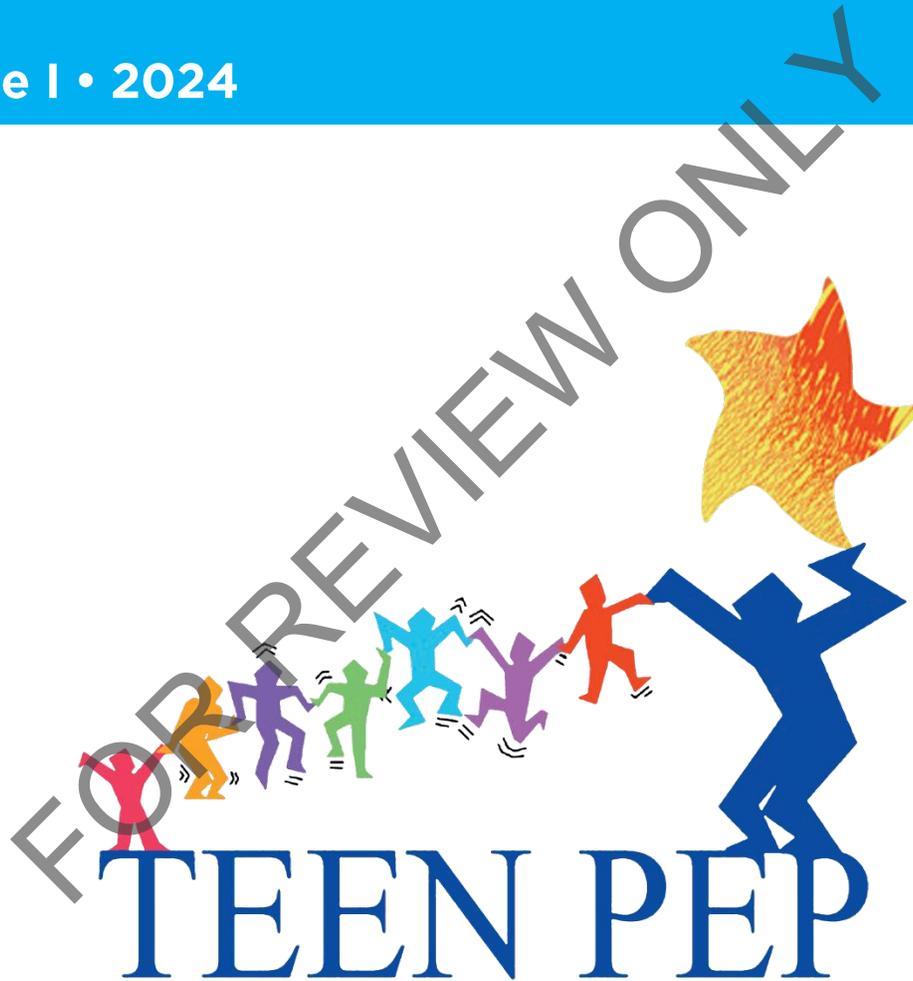
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Please scan and email to [teenpep@supportiveschools.org](mailto:teenpep@supportiveschools.org) or complete online at [www.teenpep.org](http://www.teenpep.org).

# Power Play

## Understanding Consent and Preventing Sexual Harassment & Sexual Assault Workshop

Volume I • 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Power Play

## Understanding Consent and Preventing Sexual Harassment & Sexual Assault Workshop

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**Note:**

The content of this workshop has the potential to upset students who have had an experience with sexual assault. It is recommended that School Counselors be alerted and available to talk with students as needed.

# Power Play

## Understanding Consent and Preventing Sexual Harassment & Sexual Assault

### Workshop Overview

#### ► Workshop Objectives

After participating in this workshop, students will be able to:

- **Name** 5 elements that make up consent
- **Define** consent, sexual harassment, and sexual assault
- **Describe** 4 ways to support someone who has experienced sexual harassment or sexual assault

#### ► Take Home Messages

This workshop is designed to provide students with information about understanding consent and preventing sexual harassment and sexual assault. While conducting the workshop, peer educators should keep in mind the major messages for participants to take home:

- Above all else, no one should engage in any sexual activity if they don't have clear, enthusiastic, and sober consent. Consent must be given for any sexual activity. Anyone can say "no" to sex at any time, at any point during a sexual act, and even if they have said "yes" in the past.
- Any sexual behavior without consent is sexual assault. Consent should never be assumed—it must be given with a clear, verbal "yes" that is enthusiastic, free, continuous, and sober.
- Sexual harassment contributes to a culture of sexual violence and is highly problematic for victims/survivors\* and witnesses.
- Sexual assault and sexual harassment are never the victim's/survivor's fault. The effects of sexual violence on a victim/survivor\* can be long-term and devastating.
- Seek support if you've been a victim/survivor\* of any kind of sexual violence. There are many avenues to healing.
- Believe the victim/survivor\*. This is one of the most important factors in a person's ability to recover from sexual harassment or sexual assault.



**\*Note:** Following guidance from RAINN, this curriculum uses both victim and survivor as terms to identify those impacted by sexual violence, since some people identify as a victim, while others prefer the term survivor. In the case of defining sexual assault, we use the term victim because we are discussing the crime, not the person. For more information, visit

<https://www.rainn.org/articles/key-terms-and-phrases>.

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# Workshop Agendas

## ► 90-minute workshop

|   | Time       |
|---|------------|
| Attention-Getting Skit: <i>What's the Big Deal?</i> | 3 minutes  |
| Presenter Introduction                              | 2 minutes  |
| Workshop Introduction                               | 2 minutes  |
| Bridge to Skits                                     | 1 minute   |
| Skits:  | 8 minutes  |
| ★ What's Consent                                    | 2 minutes  |
| ★ Examples of Consent                               | 3 minutes  |
| ★ What to Do  | 3 minutes  |
| Bridge to Small Group Activities                    | 1 minute   |
| Small Group Activities                              | 60 minutes |
| ★ Sexual Harassment Definitions                     | 30 minutes |
| ★ Sexual Assault Definitions                        | 25 minutes |
| ★ Consent Flowchart                                 | 10 minutes |
| Bridge to Large Group Activity                      | 2 minutes  |
| Large Group Activity                                | 4 minutes  |
| ★ CARES: Strategies for Intervening                 | 4 minutes  |
| Closure   | 2 minutes  |
| Evaluation & Homework                               | 5 minutes  |

## ► Two 45-minute workshops

| Session 1   | Time       |
|---|------------|
| Attention-Getting Skit: <i>What's the Big Deal?</i> | 3 minutes  |
| Presenter Introduction                              | 2 minutes  |
| Workshop Introduction                               | 2 minutes  |
| Skits:  | 5 minutes  |
| ★ What's Consent                                    | 2 minutes  |
| ★ Examples of Consent                               | 3 minutes  |
| Bridge to Small Group Activity                      | 2 minutes  |
| Small Group Activities                              |            |
| ★ Sexual Harassment Definitions                     | 30 minutes |
| Closure/Bridge to Next Session                      | 1 minute   |

| Session 2                                       | Time       |
|---|------------|
| Reintroduction & Bridge to Small Group Activity | 1 minute   |
| Small Group Activities:                         | 30 minutes |
| ★ Sexual Assault Definitions                    | 20 minutes |
| ★ Consent Flowchart                             | 10 minutes |
| Bridge to Large Group Activity                  | 2 minutes  |
| Large Group Activity                            |            |
| ★ CARES: Strategies for Intervening             | 3 minutes  |
| Skits:  | 2 minutes  |
| ★ What to Do                                    | 2 minutes  |
| Closure   | 2 minutes  |
| Evaluation & Homework                           | 5 minutes  |



### \*Note:

If completing this workshop in two 45-minute sessions within the same week, use the closing and opening bridges provided below. These should be used to close out Session 1 and open Session 2 by adding the scripts into the appropriate places within the workshop as noted in the *2 45-Minute Sessions Workshop Agenda*.



## Closure/Bridge to Next Session (Session 1)

**Peer Ed. 1:** In today's workshop, we introduced concepts around consent and sexual harassment.

**Peer Ed. 2:** When we get back together, we will use the information we learned today, build upon them as we learn more about sexual violence, and discuss ways our simple actions can have a big impact on making our communities safer for everyone.

**Peer Ed. 1:** We are going to close this session for now, but we'll continue to talk about this topic during session two of this workshop. Thank you so much for your attention.



## Reintroduction (Session 2)

**Scene:** *Students are in a line across the stage*

*(One peer educator moves forward)*

**Peer Ed.:** Hi. If you remember from last time, we are Teen PEP, which stands for Teen Prevention Education Program. We are here today to continue the workshop, Power Play: Understanding Consent and Preventing Sexual Harassment and Sexual Assault. My name is \_\_\_\_\_.

*(Peer educator moves back in line and all students introduce themselves to the audience)*



## Bridge from Last Session

**Peer Ed. 1:** In our last workshop, we learned a bit about sexual violence, consent, and explored sexual harassment definitions and scenarios.

**Peer Ed. 2:** In today's session, we will learn more about sexual assault as well as the ways we can show up for one another and our community to help stop sexual violence. Please count with me while I number you off. Then look for the peer educator holding your group number and go with that peer educator to your small group location.

# Workshop Agendas

## ► 60-minute workshop

|   | Time       |
|---|------------|
| Attention-Getting Skit: <i>What's the Big Deal?</i> | 3 minutes  |
| Presenter Introduction                              | 1 minute   |
| Workshop Introduction                               | 2 minutes  |
| Skit:   | 5 minutes  |
| ★ What's Consent                                    | 2 minutes  |
| ★ Examples of Consent                               | 3 minutes  |
| Bridge to Small Group Activities                    | 2 minutes  |
| Small Group Activities                              | 35 minutes |
| ★ Sexual Harassment Definitions                     | 23 minutes |
| ★ Sexual Assault Definitions                        | 12 minutes |
| Bridge to Large Group Activity                      | 2 minutes  |
| Large Group Activity                                |            |
| ★ CARES: Strategies for Intervening                 | 2 minutes  |
| Skit:   | 2 minutes  |
| ★ What to Do  | 2 minutes  |
| Closure   | 1 minute   |
| Evaluation & Homework                               | 3 minutes  |



### Note:

It is not recommended that schools do this workshop in under 90 minutes. If following a 60-minute agenda is imperative, take note of what is being cut or shortened from the original agenda.

# Workshop Materials

| Activity  | Materials   | Template Provided |
|---|---|-------------------|
| <b>Skit:</b><br><i>What's Consent</i>   | <input type="checkbox"/> 5 large posters that say: <ul style="list-style-type: none"> <li>★ Consent is active and enthusiastic permission a person gives for something to happen.</li> <li>★ Directly, by giving a clear verbal “yes”</li> <li>★ Freely, without pressure or being persuaded by coercion, intimidation, violence, or threats</li> <li>★ Continuously, because people are allowed to change their mind at any time, for any reason</li> <li>★ And sober—not under the influence of alcohol or other drugs</li> </ul> | ✓                 |
| <b>Small Group Activity:</b><br><i>Sexual Harassment Definitions</i>                    | <input type="checkbox"/> 1 <i>Sexual Harassment Definition card</i> , for <i>each</i> small group<br><input type="checkbox"/> 1 set of 4 <i>Types of Sexual Harassment cards</i> , for <i>each</i> small group<br><input type="checkbox"/> 1 set of <i>Sexual Harassment Examples cards</i> , for <i>each</i> small group<br><input type="checkbox"/> 1 <i>Sexual Harassment Definitions Facilitators Guide</i> , for <i>each</i> peer educator   | ✓<br>✓<br>✓<br>✓  |
| <b>Small Group Activity:</b><br><i>Sexual Assault Definitions and Consent Flowchart</i> | <input type="checkbox"/> 1 copy of <i>Sexual Assault Definition</i> handout, for <i>each</i> participant<br><input type="checkbox"/> 1 <i>Sexual Assault Definitions Facilitators Guide</i> , for <i>each</i> peer educator<br><input type="checkbox"/> 1 copy of <i>Consent Flowchart</i> handout, for <i>each</i> participant   | ✓<br>✓<br>✓       |
| <b>Large Group Activity:</b><br><i>CARES: Strategies for Intervening</i>                | <input type="checkbox"/> 5 large posters that sign that say: <ul style="list-style-type: none"> <li>★ C – Create a Distraction</li> <li>★ A – Ask Directly</li> <li>★ R – Refer to a Trusted Adult</li> <li>★ E – Enlist Others</li> <li>★ S – Speak Up or Say Something</li> </ul>   | ✓                 |
| <b>Evaluation</b>   | <input type="checkbox"/> <i>Evaluation</i> form for <i>each</i> participant<br><input type="checkbox"/> Pens or pencils for <i>each</i> participant   | ✓                 |
| <b>Homework</b>   | <input type="checkbox"/> <i>Parent/Guardian-Teen Homework</i> for each participant  | ✓                 |

# Power Play

## Understanding Consent and Preventing Sexual Harassment & Sexual Assault Workshop



### Attention-Getting Skit: *What's the Big Deal*

- Scene:** *(Two peer educators are sitting on chairs, acting as if watching a movie together.)*
- Peer Ed. 1:** *(Starts laughing uncontrollably)* This movie cracks me up!
- Peer Ed. 2:** *(Obviously annoyed)* You think *that* is *funny*?!
- Peer Ed. 1:** *(Looking confused)* What do you mean? How do you **not** see that it's funny?
- Peer Ed. 2:** I don't see what's funny about someone being sexually harassed at work. Actually, I'm getting pretty tired of all these movies making jokes about sexual violence.
- Peer Ed. 1:** *(Pushes pause on the remote)* C'mon...I mean, I know sexual violence is serious, but this is just a movie. Chill out and laugh a little.
- Peer Ed. 2:** I can't chill out. Movies and other media that make sexual harassment a joke are a big part of why sexual harassment and sexual assault happen so much. It really bothers me. Like, look at what happened to Ty in PE class last week.
- Peer Ed. 1:** You mean when MJ pulled down Ty's pants? You're kidding, right? That was funny.
- Peer Ed. 2:** **Funny?** See, this is exactly the problem. It's not even a little bit funny. Even if Ty blew it off, you don't know how they were feeling about it...about being exposed like that. It's not okay. It might seem like a prank, but it's sexual harassment.
- Peer Ed. 1:** So what...every time I hit on someone or play a little prank I have to worry about sexual harassment?
- Peer Ed. 2:** I think you're missing the point. Laughing at any kind of sexual violence—even a joke or a scene in a movie—sends the message that it's okay for anyone to dehumanize others. And you're also telling victims and survivors that their pain is a joke.

**Peer Ed. 1:** I don't know...I still think it's just a joke in a movie but I definitely don't want to be causing harm for others...

**Peer Ed. 2:** You know what? Tomorrow we have that Teen PEP workshop. Maybe we'll both learn something. Let's just finish the movie and call it a night.

**Peer Ed. 1:** *(Pushes play on the remote)* Alright I guess...



## Presenter Introduction

**Scene:** *Peer educators form a line.*

*(One peer educator moves forward.)*

**Peer Ed.:** Hi. We are Teen PEP from \_\_\_\_\_ High School. Teen PEP stands for Teen Prevention Education Program. We are \_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. Today, we're going to do a workshop for you on Understanding Consent and Preventing Sexual Harassment and Sexual Assault called *Power Play*. My name is \_\_\_\_\_.

*(Peer educator returns to line and all students introduce themselves to the audience.)*



## Workshop Introduction

*(Six peer educators move forward, out of the line.)*

**Peer Ed. 1:** We are here today to talk about understanding consent, sexual harassment, and sexual assault. It is common in a group of this size for someone to have experienced or know someone who has experienced sexual harassment or sexual assault. If at any time you feel uncomfortable with the material or the conversation, we have a school counselor standing by to meet with you during this time. You may also speak with a counselor or a Teen PEP advisor privately after the workshop.

**Peer Ed. 2:** The majority of people living in America have experienced some form of sexual harassment, with LGBTQ people reporting the highest frequency of harassment.<sup>1,2</sup> The effects of this harassment—even for witnesses—can be severe and long-lasting.

**Peer Ed. 3:** Every 73 seconds, a person living in America is sexually assaulted<sup>3</sup>. Anyone can be a victim of sexual assault, regardless of gender, sexual orientation, economic status, race, religion, ability, or age. Because of its harmful effects, sexual violence affects every one of us.

**Peer Ed. 4:** Sexual violence is not just an individual issue. It's important to recognize that we live in a society that promotes and justifies sexual violence and we are all affected by that. Our culture has been built on deeply held gender inequalities that are reinforced all around us, from the jokes we hear to the music we listen to, to the movies we watch.

**Peer Ed. 5:** We each have a role in dismantling the system. By examining our own beliefs and actions we can talk with partners about sexual boundaries, practice consent, and take a stand against rape culture. We can also use our voices to stand up against sexist jokes, support victims and survivors of harassment or assault, and speak out against the inequities that we see.

**Peer Ed. 6:** After this workshop, we hope everyone will see the importance of participating in dismantling rape culture by:

- Avoiding language that objectifies or degrades women, people who are not able-bodied, or LGBTQ individuals
- Speaking up against sexually explicit jokes or jokes that trivialize assault and harassment
- Believing and supporting victims/survivors of sexual harassment and assault
- Being critical of movies, music, and other media that promote rape culture
- Always seeking active, enthusiastic, clear, continuous, and sober consent from partners



## Skit: What's Consent?

**Scene:** *(Six peer educators form a line, moving forward when speaking.)*

**Peer Ed. 1:** Okay...so I'm hearing that one of the main things we can all do to help change this culture of sexual violence is to create a culture of consent. So what exactly is consent, and how can we practice it with our partners?

**Peer Ed. 2:** *(Flips poster)* Consent is active and enthusiastic permission a person gives for something to happen. In the case of sexual behavior, consent must be given:

**Peer Ed. 3:** *(Flips poster)* Directly, by giving a clear verbal "yes"

**Peer Ed. 4:** *(Flips poster)* Freely, without pressure or being persuaded by coercion, intimidation, violence, or threats

**Peer Ed. 5:** *(Flips poster)* Continuously, because people are allowed to change their mind at any time, for any reason

**Peer Ed. 6:** *(Flips poster)* And sober—not under the influence of alcohol or other drugs

**Peer Ed. 1:** Consent should never be assumed—ask your partner for a verbal "yes" and make sure you are both giving and receiving enthusiastic, clear, free, continuous, sober consent during any sexual activity. Any sexual behavior without consent is sexual assault.



## Skit: *Examples of Consent*

- Scene:** *(Four couples line up on the stage together, with ample space between each couple. One peer educator is off to the side of the stage to narrate. When couple A is speaking, couples B, C, and D freeze and look down, and so on.)*
- Peer Ed.** Okay...so we showed you in our last skit what consent means. Now, let's see a few ways it can look in our couples. It could be as easy as...
- Partner A1:** Hey! How's it going?
- Partner A2:** Okay, I guess. What's up?
- Partner A1:** Do you want to go play ball after school?
- Partner A2:** Yeah, that sounds great. I'll meet you by the gym doors after the bell rings.
- Peer Ed.** It can also look and sound like...
- Partner B1:** Would it be okay if I kiss you?
- Partner B2:** Yeah, I'd really like that.
- Peer Ed.** Or maybe it looks and sounds like this...
- Partner C1:** *(Couple mimics kissing, Partner C1 pauses)* Are you comfortable?
- Partner C2:** Yeah...are you?
- Partner C1:** Oh yeah, definitely. Do you want to go any further?
- Partner C2:** Nah...I really just want to keep kissing you.
- Partner C1:** Alright, that's cool.
- Partner C2:** Hey...thanks for checking in with me. *(Partner C2 leans in to kiss again before freezing)*
- Peer Ed.** Or maybe even this...
- Partner D1:** *(Couple mimics kissing, Partner D1 pauses)* Hey...I know I said I wanted to do this, but I changed my mind.
- Partner D2:** Oh...did I do something wrong?
- Partner D1:** No, no, nothing like that. I think I'm just not into it right now the way I thought I might be. Can we do something else instead?

**Partner D2:** Of course...I'm glad you told me. Want to play some video games?

**Partner D1:** Yeah, that's cool... and thanks for respecting me.

**Peer Ed.** Pretty simple, right? Consent can look and sound different ways, but it's always about giving and getting an active, enthusiastic, direct, free, continuous, sober "yes" during any sexual activity. You should be comfortable talking with your partner about your boundaries and desires. And when you can do that, you will find a lot more respect and pleasure with one another.



## Bridge to Small Group Activities

**Peer Ed.:** Thank you to our actors. Now, we're going to break you up into small groups and give you a chance to learn more about how sexual harassment and sexual assault are defined and what that means for better understanding consent. Please count with me while I number you off. Then look for the peer educator holding your group number and go with that peer educator to your small group location.



## Small Group Activity: Sexual Harassment Definitions

**Peer Ed.:** In large group, we learned about consent and how important it is to make sure you always get active, enthusiastic consent from your partner before engaging in any kind of sexual activity. Now we are going to think about what happens when we don't have consent—which can result in us sexually harassing or sexually assaulting another person. In these activities, we will learn the definitions of sexual harassment and sexual assault.

### Small Group Activity: Part 1

1. Place the *Sexual Harassment Definition* card face up and have a volunteer read it aloud.
2. One at a time, have 4 volunteers flip over and read the definitions on the *Types of Sexual Harassment* cards. As each definition is read, answer any questions that come up before moving on to the next card.
3. Use the *Sexual Harassment Example Cards Facilitator's Guide* to help define any of the categories if necessary.
4. Divide the group into pairs and give each pair an *Examples of Sexual Harassment* card.
5. Shuffle and put back into a pile the 4 *Types of Sexual Harassment* cards.
6. Flip over a *Types of Sexual Harassment* card, and have pairs decide whether their *Example* matches the *Type* card being displayed. If so, have them put their card in the middle of the circle and explain why. Use the *Sexual Harassment Example Cards Facilitator's Guide* to help guide conversation.

7. Allow students to share additional example cards they may see that could fit into that category. Clarify any questions before flipping the next *Type* card.
8. Discuss the following questions:
  - a. What did you learn from this activity that you didn't previously know?
  - b. Why is it important to understand the types of sexual harassment?
  - c. What are you thinking about differently from having participated in this activity?



## Bridge to Activity

**Peer Ed. 1:** In this activity, we were able to learn more about what constitutes sexual harassment. Sexual harassment is a big issue because it can cause a person or even an entire community to endure physical and emotional consequences and causes a hostile environment that lacks safety and trust.

**Peer Ed. 2:** It is also important to understand that any type of sexual activity between two or more partners where everyone has not given enthusiastic, sober consent is considered sexual assault. In this next activity, we will learn the definition of sexual assault.



## Small Group Activity: Sexual Assault Definitions

### Small Group Activity: Part 1, Definitions

1. Hand out *Sexual Assault Definitions* to everyone.
2. Read aloud, with your co-educator, each of the sexual assault definitions. **Do not** ask volunteers to read these definitions, as it can be uncomfortable or trauma-provoking for them.
3. Pause after each definition to discuss the questions listed on the handout as a group. Use the *Facilitator's Guide* to guide the conversation.
4. Discuss the following questions:
  - a. What did you learn from this activity that you didn't previously know?
  - b. Why is it important to thoroughly understand the definitions of sexual assault, coercion, and consent? (*It's important to understand definitions as a way to ensure you are not coercing or being coerced, and as a way to further reinforce what is necessary in order to have established consent*)
  - c. Regardless of the many ways to define these terms, in instances of sexual assault, there is always an absence of what key element? (*Consent*)

### Small Group Activity: Part 2

5. Hand out *Consent Flowchart* and have everyone read it over briefly to themselves.
6. Explain that they can use the chart to consider their own personal scenarios as they relate to achieving consent.

7. Answer any questions participants have.
8. Discuss the following questions:
  - a. What did you learn from this activity that you didn't previously know? What stood out to you?
  - b. How could you use the consent flowchart to help determine if you and your partner have unlocked consent in your sexual decision-making?



## Bridge to Large Group Activity

**Peer Ed. 1:** Thanks for the discussion. It's so important that we have consent for any sexual activity; that we don't take advantage of anyone who is under the influence; and that we, as friends, pay attention and intervene when necessary.

**Peer Ed. 2:** Now, we are going to return to large group to learn more about how we can intervene if we suspect sexual harassment or sexual assault might be happening, and what we can do to support a victim/survivor who comes to us for help.



## Large Group Activity: CARES: Strategies for Intervening

**Scene:** *(Six peer educators move forward. Five are holding large signs turned away from the audience. One at a time they turn their sign around and say the following lines.)*

**Peer Ed. 1:** If you're in a situation and you think someone may be experiencing sexual harassment or sexual assault, it's possible that you can intervene and help that person out. In this activity, we are going to explore some options that can help us intervene if we are ever faced with this real-life situation. It's called the CARES method.

**Peer Ed. 2:** *(Show poster)* One option for intervening using CARES is **C-Create a Distraction**. A distraction can pause the action so that people have a chance to make different decisions and the person at risk may be able to get to a safer place.

*(Ask the audience)* What are some distractions that might interrupt a situation?  
*(Repeat answers as they're called out.)*

**Peer Ed. 3:** *(Show poster)* Or you could: **A-Ask Directly**. Asking the person you believe is at risk is a way to find out what they need, or how you can help, in the moment.

*(Ask the audience)* What are some questions you might ask someone who may be at risk?  
*(Repeat answers as they're called out.)*

**Peer Ed. 4:** *(Show poster)* Another option is **R-Refer to a Trusted Adult**. Finding someone with the power to change the situation can be the best or safest option. People with

power could be a teacher or staff member in the school, the owner of a store, or another trusted adult who holds an authority position.

*(Ask the audience) Who are trusted adults you might turn to when there is a need to intervene? (Repeat answers as they're called out.)*

**Peer Ed. 5:** *(Show poster)* You could choose to: **E-Enlist Others**. You may not feel comfortable, or be able to, approach a situation alone. Asking others to work with you can be a good strategy. For example, enlisting a friend to come with you to approach the person at risk may help because there is power in numbers.

*(Ask the audience) When might it be a good idea to enlist others to help? (Repeat answers as they're called out.)*

**Peer Ed. 6:** *(Show poster)* Finally is **S-Speak Up or Say Something**. Your voice is valuable. When you trust your instinct that something may be wrong and speak up or step in to say something, you are setting the example and expectation that others should do the same.

*(Ask the audience) How can speaking out against sexist jokes help prevent harassment and assault? (Repeat answers as they're called out.)*

*(Ask the audience) What are some other examples of times you can use your voice to speak up against sexual violence? (Repeat answers as they're called out)*

**Peer Ed. 1:** We all can play a role in preventing sexual assault and sexual harassment. We hope this skill makes you feel more confident if you ever need to intervene. Remember, intervening can make a difference, though your actions should not put your own safety at risk.

**Peer Ed. 2:** In this final skit, we will name some important things to know in case you or someone you know is a victim/survivor of sexual harassment or sexual assault.



## Skit: What to Do?

**Scene:** *(Six peer educators form a line. One at a time they move forward and say the following lines.)*

**Peer Ed. 1:** If a friend comes to you for help after experiencing any kind of sexual violence, or if you have been victimized yourself, it's important to know that you have resources to help you.

**Peer Ed. 2:** The most important thing to remember is that it is NEVER the victim's fault. If a person is sexually harassed or sexually assaulted, it is not their fault. If someone comes to you for help, it is vital that you believe them, no matter what, and that you listen to them without judgement or questioning them. If someone comes to you, being supportive could sound like:

*(Peer Ed 3 moves forward and speaks to an invisible friend while facing the audience)*

**Peer Ed. 3:** I'm sorry this happened to you. I'm here for you.

**Peer Ed. 2:** Or you might say...

**Peer Ed. 3:** This is not your fault... no one should have to go through this...

*(Peer Ed 3 moves back)*

**Peer Ed. 4:** If a person is sexually harassed, they have rights and should be protected. If the sexual harassment happened in school, it can be reported with a counselor, teacher, or other trusted staff member. If it happened at work, they should tell someone in management they trust. It is against the law for a school or employer not to investigate a claim of sexual harassment.

**Peer Ed. 5:** If a person has been sexually assaulted, they can call their local rape hotline, rape crisis center, or—if they feel comfortable doing so—the police. They can also go to an emergency room or clinic for immediate medical care.

**Peer Ed. 6:** The effects of sexual harassment and sexual assault can be very difficult and potentially long-lasting. Sexual violence is about power and control. Whenever someone is victimized they've been made to feel powerless. Empowering survivors to make decisions for themselves, such as choosing to seek counseling and healthcare for support, can help them regain some control and start to heal.

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## Closure

**Scene:** (Four peer educators come forward.)

- Peer Ed. 1:** Remember, sexual assault and sexual harassment are never the victim's fault. Blaming victims/survivors and downplaying the seriousness of sexual harassment and sexual assault only serve to uphold our culture of sexual violence, which we all have a stake in dismantling.
- Peer Ed. 2:** We can all play an active role to change our culture of sexual violence into one of consent and respect. If you hear a sexist joke, say something. Reject media depictions of violence against women, LGBTQ people, and other marginalized groups. If you suspect sexual harassment or sexual assault might be happening, intervene if it's safe to do so.
- Peer Ed. 3:** Above all, we hope you are taking away a better understanding of how to be sure you are receiving freely given, enthusiastic, sober consent from your partners **every time** you engage in any sexual activity and respect your partner if they change their mind at any point during sexual activity. Anything less than consent is sexual assault.
- Peer Ed. 4:** If you have any questions after this workshop, or need additional resources or support, we hope you will reach out to a trusted adult for help. If you aren't sure who to turn to, remember that you can reach out to our Teen PEP advisors, \_\_\_\_\_ and \_\_\_\_\_. Thank you for your attention and participation. Please take a few minutes to complete the evaluation form. We will also pass out a homework assignment that you can do with a parent, guardian, or other trusted adult.



## Evaluation

Pass out evaluations and pencils. Ask all participants to fill out an evaluation and hand it in before leaving the workshop.



## Homework

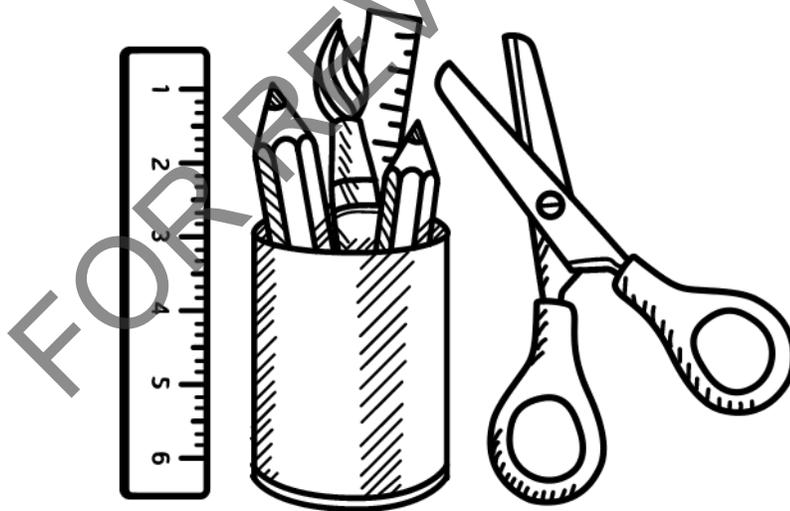
Pass out *Parent-Teen Homework* handouts to all participants. Instruct participants to complete this handout for homework with their parent/guardian, obtain a signature from their parent/guardian, and return it the next day to their classroom teacher.

 **WORKSHOP REFERENCES**

1. NPR. A New Survey Finds 81 Percent of Women Have Experienced Sexual Harassment. 2018. Retrieved from <https://www.npr.org/sections/thetwo-way/2018/02/21/587671849/a-new-survey-finds-eighty-percent-of-women-have-experienced-sexual-harassment#:~:text=It%20found%20that%2081%20percent,suggested%20by%20other%20percent%20polls>.
2. Mitchell KJ, Ybarra ML, Korchmaros JD. Sexual harassment among adolescents of different sexual orientations and gender identities. *Child Abuse Negl.* 2014 Feb;38(2):280-95. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/24148274/>.
3. RAINN. Victims of Sexual Violence: Statistics. 2018. Retrieved from: <https://www.rainn.org/statistics/victims-sexual-violence>
4. Human Rights Campaign. Sexual Assault and the LGBTQ Community. 2018. <https://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>
5. RAINN. 2020. Steps you can take to prevent sexual assault. Retrieved from [https://rainn.org/articles/steps-you-can-take-prevent-sexual-assault?\\_ga=2.1835574.60679966.1594759440-1418968205.1594759440](https://rainn.org/articles/steps-you-can-take-prevent-sexual-assault?_ga=2.1835574.60679966.1594759440-1418968205.1594759440).

FOR REVIEW ONLY

# Workshop Materials & Templates



**Consent is actively and  
enthusiastic permission a  
person gives for  
something to happen.**

**Directly, by giving  
a clear verbal “yes”**

FOR REVIEW ONLY

**Freely, without pressure  
or being persuaded by  
coercion, intimidation,  
violence, or threats**

**Continuously, because  
people are allowed to  
change their mind at any  
time, for any reason**

**And sober-not under  
the influence of alcohol  
or other drugs**

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# Sexual Harassment Definition

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, physical, visual, or written harassment of a sexual nature. Sexual harassment includes offensive remarks about a person's sex or gender. The harasser can be of any age, gender, and have any relationship to the victim including being a peer, supervisor, teacher, or coworker.

# Types of Sexual Harassment

**Unwelcome sexual advances**

# Types of Sexual Harassment

Requests for sexual favors

# Types of Sexual Harassment

Other verbal, physical, visual, or written harassment of a sexual nature

# Types of Sexual Harassment

Offensive remarks about a person's sex or gender

OR REVIEW ONLY

## Examples of Sexual Harassment

M has been struggling in math class and decides to ask J for help. J says "sure...if you send me a nude pic."

## Examples of Sexual Harassment

R has been trying to pick up extra hours at work. The scheduling supervisor makes a comment that if R would loosen up and go out on a date with them, R might have more hours on the schedule.

## Examples of Sexual Harassment

L has been giving T rides to school all year. One Sunday night, T gets a DM from L that says, "listen...if you don't start hooking up with me I'm not going to keep taking you to school."

## Examples of Sexual Harassment

Q doesn't know what to do... P keeps offering gifts and money in exchange for getting into a relationship, but Q isn't interested. The pressure isn't letting up and it's making Spanish class really uncomfortable.

## Examples of Sexual Harassment

C passes a note to B that says, "you + me" with a drawing that implies oral sex.

## Examples of Sexual Harassment

At the bus stop every afternoon, a stranger continually asks E to get together and hook up.

## Examples of Sexual Harassment

S and R have been friends for a while, but lately S has been pressuring R to hook up and isn't giving up.

## Examples of Sexual Harassment

F went out for food with a few people from work and awkwardly turned down a pass their supervisor made and now F's hours have been steadily getting cut at work.

## Examples of Sexual Harassment

In the hallway, a group of students is constantly making jokes about another student's sexual orientation.

## Examples of Sexual Harassment

B repeatedly and purposefully refuses to use T's affirmed pronouns.

## Examples of Sexual Harassment

V is constantly making offensive comments about a transgender celebrity during homeroom where others can hear.

## Examples of Sexual Harassment

A small group of students runs past the classroom where the LGBTQ club meets shouting slurs.

## Examples of Sexual Harassment

C is constantly making comments about women's inferiority to men in Literature class.

## Examples of Sexual Harassment

S sits next to R in science every day and constantly stares them up and down.

## Examples of Sexual Harassment

In the stockroom at work, F's coworker seems to always rub up against them, even though there are ways to avoid contact.

## Examples of Sexual Harassment

A pair of students is watching a sexually explicit video at the back of homeroom with the volume loud enough that people can hear it.

## Examples of Sexual Harassment

X hangs a sexually explicit image on their locker door for all to see.

## Examples of Sexual Harassment

At an afterschool club meeting, a teacher shares something about their sexual relationship with another teacher, and students nearby can hear.

## Examples of Sexual Harassment

In the locker room, G exposes their genitals for others to see.

## Examples of Sexual Harassment

A senior sends a nude pic to a few 9th graders.

## Examples of Sexual Harassment

A group of students sits under the bleachers to look up classmates' skirts.

## Examples of Sexual Harassment

H is tired of having their bra strap snapped on the bus by T.

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# Sexual Harassment Example Cards

## Facilitator's Guide



### Note to facilitators:

This guide is intended to help you see the scenarios in one place. There are many scenarios that can fit into multiple categories, and that's okay. The goal is NOT to have participants find the "correct" answer or debate where cards are placed, but instead to give everyone an opportunity to hear the different ways that sexual harassment can happen.

If anyone gets hung up on a particular scenario, facilitators should bring the conversation back to the definition of consent, which is always about giving and getting an active, enthusiastic, direct, clear, free, continuous, and sober "yes" during any sexual activity.

In addition, more information about each of the 4 Types of Sexual Harassment are included for facilitators in case participants have questions about how they are defined.

### Requests for Sexual Favors

*When a person requests a sexual act of any kind in exchange for something non-sexual.*

1. M has been struggling in math class and decides to ask J for help. J says "sure...if you send me a nude pic."
2. R has been trying to pick up extra hours at work. The scheduling supervisor makes a comment that if R would loosen up and go out on a date with them, R might have more hours on the schedule.
3. L has been giving T rides to school all year. One Sunday night, T gets a DM from L that says, "listen...if you don't start hooking up with me, I'm not going to keep taking you to school."
4. Q doesn't know what to do... P keeps offering gifts and money in exchange for getting into a relationship, but Q isn't interested. The pressure isn't letting up and it's making Spanish class really uncomfortable.

### Unwelcome Sexual Advances

*When a person is making romantic or sexual advances towards another person who is not welcoming of it.*

1. C passes a note to B that says, "you + me" with a drawing that implies oral sex.

2. At the bus stop every afternoon, a stranger continually asks E to get together and hook up.
3. S and R have been friends for a while, but lately S has been pressuring R to hook up and isn't giving up.
4. F went out for food with a few people from work and awkwardly turned down a pass their supervisor made...and now F's hours have been steadily getting cut at work.

### **Offensive Remarks About a Person's Sex or Gender**

*When a person makes derogatory remarks or treats unfairly another person in any way based on that person's sex or gender, it is considered sexual harassment because it violates Title VII of the Civil Rights Act.*

1. In the hallway, a group of students is constantly making jokes about another student's sexual orientation.
2. B repeatedly and purposefully refuses to use T's affirming pronouns.
3. V is constantly making offensive comments about a trans TV star during homeroom where others can hear.
4. A small group of students runs past the classroom where the LGBTQ club meets shouting slurs.
5. C is constantly making comments about women's inferiority to men in Literature class.

### **Verbal, Physical, Visual, Written Harassment of a Sexual Nature**

*When a person says, does, shows, or writes anything of a sexual nature to or around another person who is not welcoming of it.*

1. S sits next to R in science every day and constantly stares them up and down.
2. In the stockroom at work, F's coworker seems to always rub up against them, even though there are ways to avoid contact.
3. A pair of students is watching a sexually explicit video at the back of homeroom with the volume loud enough that people can hear it.
4. X hangs a sexually explicit image on their locker door for all to see.
5. At an afterschool club meeting, a teacher shares something about their sexual relationship with another teacher, and students nearby can hear.
6. In the locker room, G exposes their genitals for others to see.
7. A senior sends a nude pic to a few 9th graders.

8. A group of students sits under the bleachers to look up classmates' skirts.
  9. H is tired of having their bra strap snapped on the bus by T.
- 

## References:

U.S. Equal Employment Opportunity Commission. 2020. Types of Sexual Harassment. Retrieved from [https://www.eeoc.gov/laws/types/sexual\\_harassment.cfm](https://www.eeoc.gov/laws/types/sexual_harassment.cfm).

Rape, Abuse & Incest National Network. 2020. Sexual Harassment. Retrieved from <https://www.rainn.org/articles/sexual-harassment>

FOR REVIEW ONLY



# Sexual Assault Definitions

## Sexual Assault

The term *sexual assault* refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include:

1. Forced or coerced sexual touching or sexual acts of any kind (*oral sex, penetration of the perpetrator or victim's body, etc.*)
2. Rape (*penetration of the victim's body*)
3. Attempted rape

### Pause and discuss:

1. What clarifying questions do you have about this definition?

## Coercion

*Coercion* includes using threats, implied threats, intimidation, or other kinds of pressure to get someone to do something against their will, thereby taking away their choice.

### Pause and discuss:

1. What are some examples of coercion outside of sexual situations?
2. What might coercion look or sound like in a sexual situation?
3. What does it mean to take away someone's choice?
4. How might aspects of a person's identity as part of a dominant group (*such as male, cisgender, heterosexual, able-bodied, etc.*), impact their risk for being coercive?

## Consent

*Consent* is active permission a person gives for something to happen.

In the case of sexual behavior, consent must be given:

- **Directly** (by giving a clear verbal "yes"),
- **Freely** (without being persuaded by coercion, force, or violence),
- **Continuously** (because people are allowed to change their mind at any time), and
- **Sober** (not under the influence of any drugs or alcohol)

Consent should **never** be assumed—ask your partner for a verbal "yes" to ensure you have consent. Any sexual behavior without consent is sexual assault.

### Pause and discuss:

1. What does it mean that "consent should never be assumed"?
2. What does the legal age of consent have to do with consent?



# Sexual Assault Definitions

## Facilitator's Guide

### Sexual Assault

The term *sexual assault* refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include:

- Forced or coerced sexual touching or sexual acts of any kind (*oral sex, penetration of the perpetrator or victim's body, etc.*)
- Rape (*penetration of the victim's body*)
- Attempted rape

#### Pause and discuss:

1. What clarifying questions do you have about this definition?

### Coercion

*Coercion* includes using threats, implied threats, intimidation, or other kinds of pressure to get someone to do something against their will, thereby taking away their choice.

#### Pause and discuss:

1. What are some examples of coercion outside of sexual situations?  
(*Being lied to, blackmail, an authority figure making someone do tasks for them without compensation, threatening someone if they don't do your homework*)
2. What might coercion look or sound like in a sexual situation?  
(*Being repeatedly asked for sex to the point the person feels like they have to give in, being told that "things have gone too far" to stop, saying you are in pain because the other person won't agree to sex as a way to get them to say yes, threatening to "out" someone as gay if they don't have sex, someone in power—like a teacher—having sex with someone who lacks power—like a student*)
3. What does it mean to take away someone's choice?
4. How might aspects of a person's identity as part of a dominant group (*such as male, cisgender, heterosexual, able-bodied, etc.*), impact their risk for being coercive?  
(*If someone uses—even unconsciously—their position as a member of a dominant group to pressure someone to have sex, it's coercion and that's sexual assault. For instance, if a popular student subtly pressures someone who is less popular/unpopular for sexual favors, or if a cisgender person pressures a gender nonconforming person to have sex, it is coercive.*)

### Consent

*Consent* is active permission a person gives for something to happen.

In the case of sexual behavior, consent must be given:

- Directly (by giving a clear verbal “yes”),
- Freely (without being persuaded by coercion, force, or violence),
- Continuously (because people are allowed to change their mind at any time), and
- Sober (not under the influence of any drugs or alcohol)

Consent should **never** be assumed—ask your partner for a verbal “yes” to ensure you have consent. Any sexual behavior without consent is sexual assault.

### Pause and discuss:

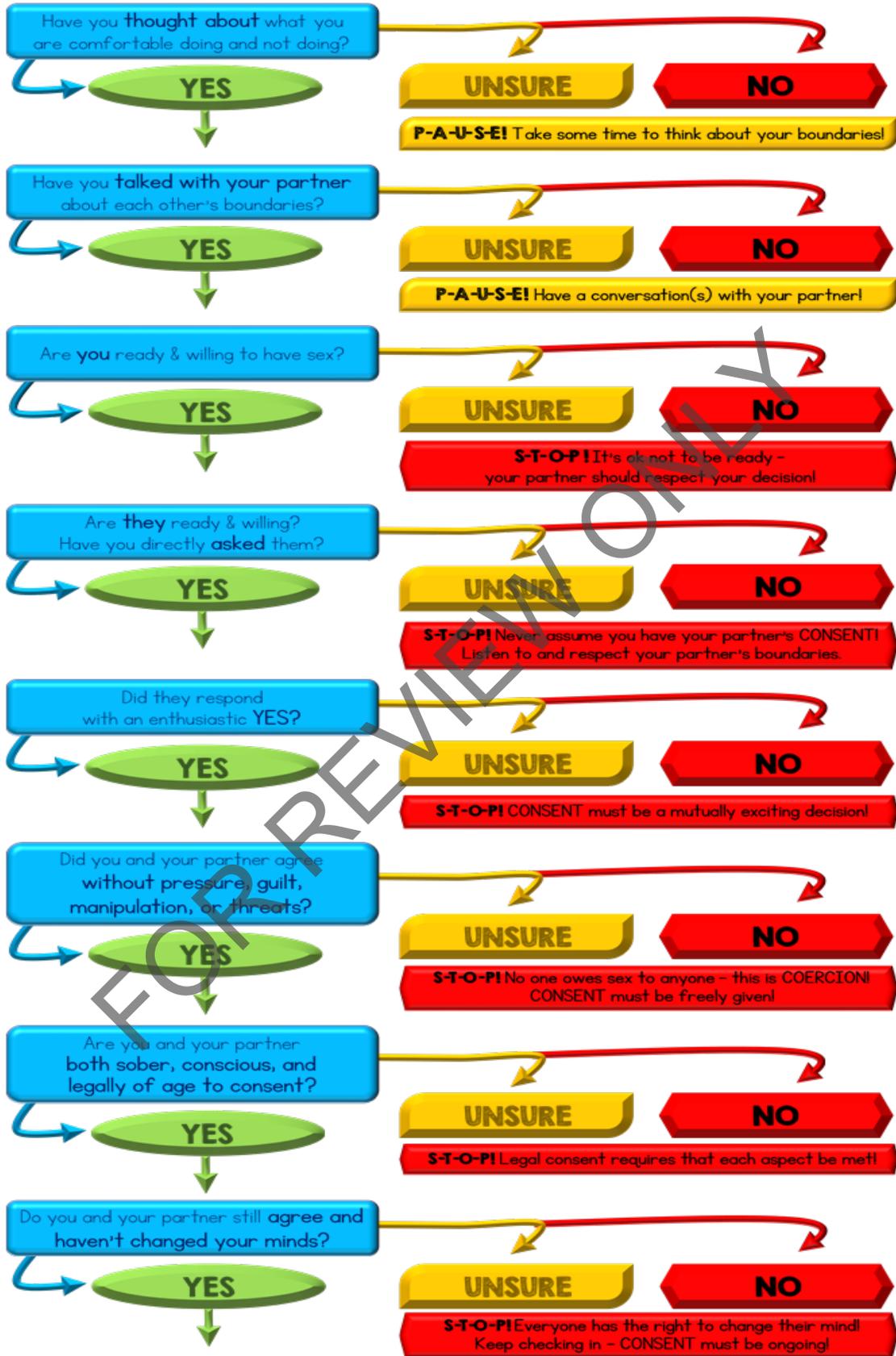
1. What does it mean that “consent should never be assumed”?  
*(You must ask your partner if they consent to ANY sexual behavior and have to listen for a direct, enthusiastic, freely given, continuous, sober “yes” to have consent)*
2. What does the legal age of consent have to do with consent?  
*(Each state has its own laws about consent. In the state of New Jersey, for instance, no one under the age of 16 can consent to sexual activity with someone 4 or more years older than them; therefore, if you are 18 years old and have sex with someone under the age of 16 it's considered sexual assault—period. In addition, high school students—even if they are 22 years old and above the age of consent—cannot consent to sex with any employee of their school system—that is considered sexual assault.)*

### Reference:

RAINN. 2020. Policies and crime definitions by state. Retrieved from [https://apps.rainn.org/policy/policy-crime-definitions.cfm?state=New%20Jersey&group=3&\\_ga=2.240468483.1004148561.1611932159-45704352.1611932159](https://apps.rainn.org/policy/policy-crime-definitions.cfm?state=New%20Jersey&group=3&_ga=2.240468483.1004148561.1611932159-45704352.1611932159)

handout

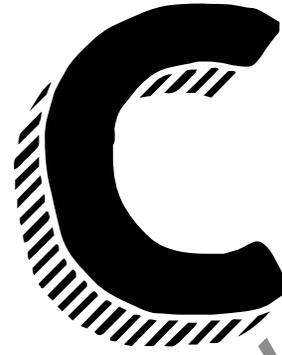
# Consent Flowchart



Consent Unlocked!

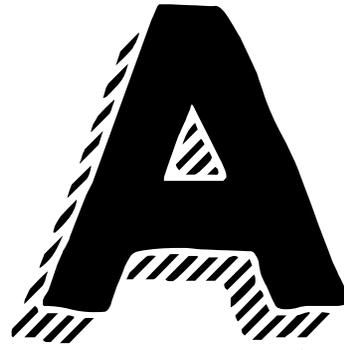
Unsure isn't Consent!

Non-Consensual!



# Create a Distraction

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**Ask Directly**

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**R**

**Refer to a  
Trusted Adult**

**E**

**Enlist Others**

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**Speak Up or  
Say Something**

# UNDERSTANDING CONSENT AND PREVENTING SEXUAL HARASSMENT & SEXUAL ASSAULT

## PARENT/GUARDIAN - TEEN HOMEWORK



Student name: \_\_\_\_\_ Date: \_\_\_\_\_

### ? PURPOSE

To provide a structure for communication between parents/guardians and teens on the topic of sexual consent.

### ➔ DIRECTIONS

#### STEP 1

Together, read out loud the workshop take home messages below.

#### TAKE HOME MESSAGES

- Above all else, no one should engage in any sexual activity if they don't have clear, enthusiastic, and sober consent. Consent must be given for any sexual activity. Anyone can say "no" to sex at any time, at any point during a sexual act, and even if they have said "yes" in the past.
- Any sexual behavior without consent is sexual assault. Consent should never be assumed—it must be given with a clear, verbal "yes" that is enthusiastic, free, continuous, and sober.
- Sexual harassment contributes to a culture of sexual violence and is highly problematic for victims/survivors and witnesses.
- Sexual assault and sexual harassment are never the victim's fault. The effects of sexual violence on a victim can be long-term and devastating.
- Seek support if you've been a victim of any kind of sexual violence. There are many avenues to healing.
- Believe the victim/survivor. This is one of the most important factors in a person's ability to recover from sexual harassment or sexual assault.

#### STEP 2

Teens should share with parents/guardians their answers to the following question:

1. What was the most important thing you learned in this workshop?

#### STEP 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. How can partners know if they are receiving consent?
2. What are some ways you can seek help if you or someone you know is a victim/survivor of sexual harassment or sexual assault?
3. What are some ways you can challenge our society's culture of sexual violence?

**STEP 4**

Parents/guardians should share with teens their answer to the following question:

- I. What values do you want your child to receive from you regarding this topic?

**STEP 5**

Please sign and date below, indicating to the advisor that this assignment has been completed.



\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

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## Power Play: Understanding Consent and Preventing Sexual Harassment & Sexual Assault Workshop Evaluation

*Please rate how much you agree or disagree with each statement by placing a check mark in the appropriate box.*

|   | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|---|----------------|-------|----------------------------|----------|-------------------|
| This workshop has made me more aware of the definition of consent.  |                |       |                            |          |                   |
| This workshop has made me more aware of the definition of sexual assault.   |                |       |                            |          |                   |
| This workshop has made me more aware of the definition of sexual harassment.  |                |       |                            |          |                   |
| This workshop has helped me understand what I can do if a victim/survivor of sexual assault or harassment comes to me for help. |                |       |                            |          |                   |
| This workshop has helped me identify ways I can reduce the culture of violence.   |                |       |                            |          |                   |

Complete the sentence: One of the most supportive and important things you can do for a victim of sexual assault or harassment is to: \_\_\_\_\_.

Name 5 elements of consent:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Name 4 ways you can support someone who has experienced assault or harassment:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

*Please rate the presenters on the following by placing a check mark in the appropriate box.*

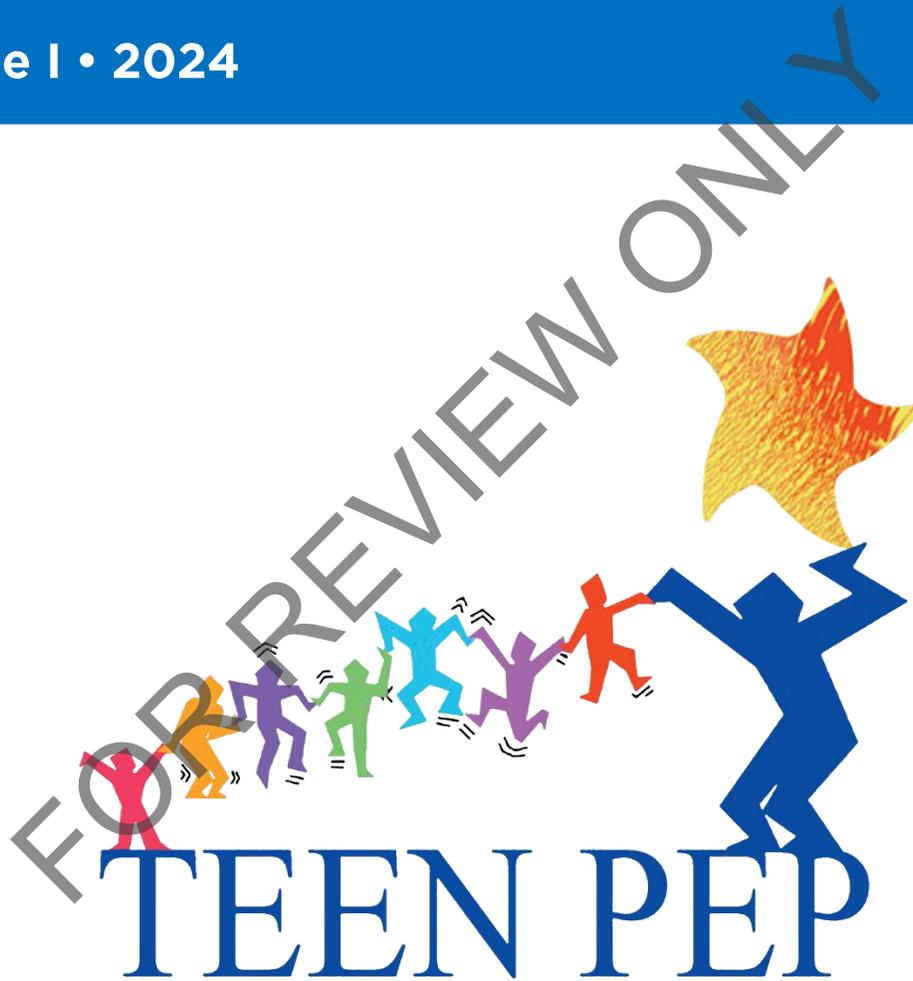
|  | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|--|----------------|-------|----------------------------|----------|-------------------|
| The presenters clearly explained the directions for each activity. |                |       |                            |          |                   |
| The presenters were well prepared and organized.                   |                |       |                            |          |                   |

*Please use the space below to write any comments and suggestions.  
Thank you for completing this evaluation.*

# Unit Twelve

## Closure & Celebration

Volume I • 2024



# TEEN PEP

**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Unit Twelve

## Closure & Celebration

★ **Introduction for Advisors** .....1

★ **An Evaluation of Teen PEP** .....2  
*(20 minutes)*

★ **Our Stages of Group Development** .....4  
*(15 minutes)*

★ **What I'll Miss Most About Teen PEP** .....5  
*(15 minutes)*

★ **What I'll Miss Most About You** .....6  
*(45 minutes)*

★ **The Web** .....7  
*(20 minutes)*

★ **Spiral Out** .....8  
*(5 minutes)*

★ **Certificates** .....9  
*(10 minutes)*

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## Introduction for Advisors

You have completed a year of challenging and rewarding work. The following unit includes activities that will give your group an opportunity to reflect on your year and your accomplishments.

Taking time to celebrate your successes and reflect on your year reinforces the important contributions of each group member. It is also an essential component of group stages, (mourning/morning) that allows group members to gain closure on this experience and begin to look forward to what lies ahead.

By the end of this unit, your peer educators should be able to:

- Describe three ways the group was successful in achieving the goals of Teen PEP
- Identify 1 example of how the group progressed through each of the stages of group development
- Share what they are taking away from their Teen PEP experience
- Celebrate the work that's been accomplished individually and collectively as a group

It is recommended that, if possible, this unit be completed in a 2-3 hour block of time with refreshments.

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# An Evaluation of Teen PEP

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to revisit the purpose and goals of Teen PEP and reflect on how well peer educators feel they met their objectives for the year.

## Directions

1. Hand out *Teen PEP Objectives* and review.
2. Using the *Degree of Success* chart below as a rating scale, have everyone rate the degree to which they think the team has been successful in reaching the target. Ask students to share the reasons for their rating.

## Reflections

Discuss the following questions.

1. How do we know we were successful?
2. What factors contributed to our success?
3. What suggestions do you have for what next year's group could do differently?

 **Total Time:**  
20 minutes



## Materials

- Newsprint and markers
- Teen PEP Objectives* handout for each peer educator

## Degree of Success



# Teen PEP Program Objectives

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Teen PEP is a peer education program that:

- Equips students with the knowledge and skills to make healthy decisions and have healthy relationships

To achieve this objective, Teen PEP develops the leadership skills of high school juniors and/or seniors so that they can effectively provide outreach to freshmen. Both peer educators and workshop participants benefit as a result. Some of the skills and attitudes that peer educators will develop through Teen PEP include:

- Knowing accurate sexual health information
- Improving decision-making skills
- Exploring their attitudes and values about sex and sexuality (both independently and with family)
- Increasing communication about sexual health issues with parents/guardian, friends, and partners
- Facilitating inclusive and engaging group discussions
- Developing an appreciation for differences among peers
- Learning how to collaborate effectively
- Becoming positive role models for peers
- Understanding a wide variety of leadership styles

# Our Stages of Group Development

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to review the stages of group development and reflect on how they’ve applied to our group.

## Directions

1. Have everyone list the stages of group development they learned this year. Record their responses on newsprint.

### Sample List

#### Stages of Group Development

- Forming
- Norming
- Storming
- Performing
- Mourning/Morning

2. Starting with forming, discuss the following questions:
  - a. What was an example of how our group experienced this stage?
  - b. What activities or structures were helpful in successfully completing this stage?
3. Continue this process for each of the remaining stages in order.

## Reflections

Discuss the following question:

1. Why is it important to think about how our group evolved over the year?



**Total Time:**

15 minutes



**Materials**

- Newsprint and markers

# What I'll Miss Most about Teen PEP

## Bridge

Build a bridge from the last activity. For example, "In the last activity we..." or "Yesterday, we learned..." and connect it to the theme.

## Theme

The purpose of this activity is to share what we each have appreciated about being a part of Teen PEP and express what we will miss most about the program.

## Directions

1. Go around the circle and have everyone complete the following sentence stem:

*What I will miss the most about Teen PEP is...*



**Total Time:**  
15 minutes



**Materials**  
No materials are needed.

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# What I'll Miss Most about You

## Bridge

Build a bridge from the last activity. For example, "In the last activity we..." or "Yesterday, we learned..." and connect it to the theme.

## Theme

The purpose of this activity is to show appreciation for each member of the group.

## Directions



### Prep Needed Before Class

Set up the materials for this activity by punching 2 holes in the top of each manila folder and looping through the holes a piece of string about 2 feet in length, so that each person will be able to hang the folder on their backs. Write or print labels on the top of each that say, "What I Will Miss Most About You..." See the diagram to the right for a visual representation of the final product.

1. Hand out prepped folders to each group member.
2. Have everyone hang the folder on their back.
3. Have everyone go around and write a special message on the back of each person, sharing what is valued about each person and what will be missed after Teen PEP ends for the year.
4. Once each person has written their message to all other group members, have them take a few minutes to review what was written.

## Reflections

Discuss the following questions:

1. What was it like to write messages for your groupmates?
2. What was it like reading what had been written for you?
3. What is something you'd like to say to members of this group?



### Total Time:

45 minutes



### Materials

- Manila folders with 2 holes punched at opposite ends of one side for everyone, including advisors
- A ball of yarn or string
- Scissors



# The Web

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to reflect on and share feelings about being part of the Teen PEP team this year.

## Directions

1. Have the group stand in a circle.
2. One advisor, who is holding a ball of string, begins by responding to the following question: *What last comment do you want to share with the group?*
3. Wrap some string around your hand and then throw the ball of string across the circle to a peer educator, who should then respond to the same question.
4. Continue until everyone has received the ball of string and spoken. The ball of string then returns to the first advisor who spoke.
5. Explain that the web that has been created symbolizes a web of support and strength which connects everyone, even though the program is ending for the year.
6. Pass around the scissors and allow everyone to cut the piece of string free that is wrapped around their hand to keep as a memento from the year.



**Total Time:**

20 minutes



**Materials**

- A ball of yarn or string
- Scissors

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Adapted from *100 Ways to Enhance Self-Concept in the Classroom* by Jack Canfield and Harold C. Wells.

# Spiral Out

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help group members recognize that they all came from different backgrounds, but they worked together towards a common goal.

## Directions

1. Have everyone in the group hold hands in a circle with all members facing inward.
2. Remind students that they came together at the beginning of the year to work towards a common goal, the Teen PEP target, and to represent Teen PEP at their high school. To symbolize this start, on the retreat, the group did *Spiral In*. As the Teen PEP year comes to a close, this activity, *Spiral Out*, is one way to begin to move on to new things while still appreciating the shared group experience.
3. Explain to students that while continuing to hold hands, they will follow the advisor through the circle, making eye contact with each individual they pass.
4. The advisor should drop one hand and lead the group in a circular motion inside the big circle.
5. When the circle is tight switch directions to spiral outwards. This will turn the circle from facing inward to facing outward so that all members are now facing outside the circle.

## Reflections

Discuss the following questions:

1. What is something you'd like to say to members of this group?



**Total Time:**

5 minutes



**Materials**

No materials are needed for this activity

# Certificates

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to reflect on and share feelings about being part of the Teen PEP team this year.

## Directions

During your closure ceremony or celebration, students are awarded certificates for their achievement in completing this program. Students should be called up, one at a time, to receive their certificates.

## Reflections

Discuss the following questions:

1. What is something you'd like to say to members of this group?



### Total Time:

10 minutes



### Materials

- An individualized certificate for each student (*Sample follows, or find more templates by logging into your faculty advisor account at [www.teenpep.org](http://www.teenpep.org)*)

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# Curriculum Feedback Form

## Unit 12: Closure & Celebration



Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_

No. of class periods to complete unit: \_\_\_\_\_

Please indicate the month the unit was taught:

September

October

November

December

January

February

March

April

May

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

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