SEXUAL ASSAULT
Lesson 1

LEARNER OUTCOME

Evaluate implications and consequences of sexual assault on a victim [survivor] and those associated with that victim [survivor].

MATERIALS:

1. HANDOUT: Sexual Assault Myths and Facts
2. ANSWER KEY: Sexual Assault Myths and Facts Answer Key
3. HANDOUT: True or False Cards
4. ANSWER KEY: True or False Quiz
5. HANDOUT: Healthy/Unhealthy/Abusive Relationship Cards
6. POSTERS: Healthy/Unhealthy/Abusive
7. HANDOUT: Relationship Violence Scenarios
8. SLIDE: Relationship Violence Questions
9. HANDOUT: Song Lyrics Activity

INTRODUCTION:

It is important that students understand what sexual assault is, how to identify it, how to support someone who has experienced or is currently experiencing sexual assault and where to go for help. There are two parts to this lesson plan that can be done over two classes; part one explores myths and facts, and defining sexual assault. The second part explores identifying healthy, unhealthy, and abusive behaviours in relationships and where to go for help.
Addressing the topic of sexual assault may cause some students to be distressed or show other signs they are, or have somehow been involved in an abusive situation. Dealing with controversial issues encourages students to examine their own beliefs and experiences. Teachers need to act with sensitivity and discretion when handling individual student information that is sensitive or could cause embarrassment or distress to the student or family. Respect confidentiality in the classroom and anticipate where discussions will lead in order to protect students from revealing inappropriate personal information.

- Before starting these lessons, it is recommended to talk to the school counsellors so they are aware there may be disclosures of sexual assault.
- The term to use in discussion is sexual assault. Rape is no longer used in Canada in a legal sense as it does not fully represent the various forms of sexual assault.
- Although the term victim is used in the learning outcomes, it is important to note survivor is the term that reflects current practices.
- Reinforce confidentiality and sensitivity when discussing this topic.
- Refer to your school division’s guidelines about disclosures and reporting.

APPROACHES/STRATEGIES:

A. GROUND RULES (5-10 min)
Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

PART 1: UNDERSTANDING SEXUAL ASSAULT (15-20 min)

A. Exploring Myths and Facts about Sexual Assault
Choose one of the following activities for students to begin to identify the myths and facts about sexual assault and to determine what students understand about sexual assault.

OPTION 1:
SEXUAL ASSAULT MYTHS & FACTS
Students explore their knowledge and challenge common stereotypes about sexual assault.
1. Distribute the Sexual Assault Myths and Facts handout, and have students complete it individually.
2. Correct the handout through group discussion using the answer key provided.
3. Debrief this activity using the following questions:
   - Why does sexual assault happen?
     *Sexual assault is an act of power and aggression. It is not sexually motivated.*
   - Who is at fault when sexual assault occurs?
     *The offender is always at fault.*

**OPTION 2:**

**SEXUAL ASSAULT TRUE/FALSE QUIZ**

*Students determine definitions for sexual assault and identify various types of sexual assault through class discussion.*

1. Distribute **true and false cards** to each student.
2. Read out the true false statements
3. Ask students to hold up their true or false card depending on what they think is the right answer.
4. Ask students to close their eyes when holding up their cards so they aren’t concerned about how other students are answering.
5. Debrief this activity using the following questions:
   - Why does sexual assault happen?
     *Sexual assault is an act of power and aggression. It is not sexually motivated.*
   - Who is at fault when sexual assault occurs?
     *The offender is always at fault.*

**B. DEFINING SEXUAL ASSAULT**

1. **What is sexual assault?**

   Sexual assault is any form of sexual activity forced on someone else without that person’s consent. Force can be physical, or through the use of threats, bullying, manipulation, alcohol/drugs or harassment. Any unwanted sexual activity — including kissing, touching, groping, flashing, oral sex, intercourse, photographing, etc.— under any circumstances is sexual assault⁴.

   **Addressing the topic of sexual assault may cause some students to be distressed or show signs that they have been assaulted. This topic can also trouble students who have not experienced assault but were not aware that such situations occurred. It is important to be sensitive to the needs of all of your students when teaching this topic.**

   Although the term **victim** is used in the learning outcomes, it is important to note **survivor** is the term that reflects current practices.

   **Rape is a term that is no longer used in Canada in a legal sense, although is still commonly used to describe vaginal, oral, or anal intercourse, without consent¹². The preferred term to use with your students is **sexual assault**.**
2. Review the various forms of sexual assault:

**Dating Violence**
- Dating violence is the emotional, physical, and/or sexual abuse of one partner by another in a dating relationship where the couple is not living together⁵.

**Sexual Harassment**
- Unwanted sexual advances, unwanted requests for sexual favours, and other unwanted verbal or physical conduct of a sexual nature. Sexual harassment can include pinching, patting, rubbing, “dirty” jokes, comments, suggestions, etc. The behaviour does not have to be intentional to be considered sexual harassment⁶.

**Drug Facilitated Sexual Assault**
- Often known as “drug rape” or “date rape”, drug-facilitated sexual assault is when someone uses the fact that you’ve taken or been given alcohol or drugs to sexually assault you. This sexual assault can be anything from unwanted kissing or touching to intercourse⁷.

**Sexual Exploitation**
- Sexual exploitation is the sexual abuse of a person through the exchange of sex and/or sexual acts for drugs, food, shelter, protection, and other basics of life and/or money. This includes creation or viewing of pornography, sexually explicit images or sexually explicit websites⁸.

3. What is consent?

*Consent is permission for something to happen or agreement to do something*⁹.

It's very important to be able to recognize consent¹⁰:
- Consent is obvious.
- Consent is not a guessing game. If you don’t know, just ask!
- There are different ways to say no.
- It’s as simple as respecting & communicating with your partner.
- If you’re drunk or high you CANNOT physically give your consent.
- Consent doesn’t count (and is illegal) if you’ve been forced, threatened, bribed, intimidated, or rewarded to do something against your will.
- Even if consent has been given in the past, everyone has the right to change his or her mind and stop giving permission for any activity.
- All sexual activity without consent, regardless of age, is a criminal offence¹¹.
PART 2: IDENTIFYING SEXUAL ASSAULT & WHERE TO GO FOR HELP (20-30 min)

A. IDENTIFYING SEXUAL ASSAULT
   Teachers, you may choose one of the following activities for students to identify some characteristics of healthy, unhealthy, and abusive relationships.

OPTION 1:

HEALTHY/UNHEALTHY/ABUSIVE RELATIONSHIPS EXERCISE

1. Hang the posters: Healthy/Unhealthy/Abusive at the front of the class to form three columns.
2. Explain that many people have trouble deciding whether or not a relationship is good for them. It can be difficult to tell the difference between a healthy and an unhealthy relationship, and between an unhealthy and an abusive relationship. In this activity students will identify the qualities of healthy, unhealthy, and abusive relationships.
3. Divide the class into small groups.
4. Give each group one or more Healthy/Unhealthy/Abusive Relationship card(s) until all cards are distributed. Have the group discuss each card and decide if it describes a healthy, an unhealthy, or an abusive relationship.
5. When the group has made a decision, have them place the card under the appropriate poster at the front of the class.
6. When all groups have placed their cards, debrief this activity using the following questions:
   - Are there any cards you think should be moved to the other column? Why?
   - How do people feel when they are in a healthy relationship? In an unhealthy relationship? In an abusive relationship?
   - Is it possible that what one person believes is appropriate behaviour might actually be inappropriate or abusive?
   - Who decides what is respectful and what is abusive?
OPTION 2:

SEXUAL ASSAULT/RELATIONSHIP SENARIOS
Students identify different types of abusive behaviour. You can use the written scenarios provided as a handout OR use the Power and Control scenario videos from http://www.loveisrespect.org/resource-center/power-and-control-scenarios/

1. Divide the class into mixed gender groups when possible. It is important that both males and females work together to examine the issues of sexual assault and relationship violence.
2. Give each group one of the Sexual Assault and Relationship Violence Scenarios or a video from the Power and Control Scenarios. Explain that groups will read (or watch) each of the scenes in their groups and answer the questions on the slide.
3. Display the discussion questions slide for the class to use in their groups.
4. Ask a volunteer from each group to summarize their scenario out loud to their group members. When they are done, groups can discuss their answer to the questions on the slide.
5. If time permits, have groups trade with another group, and repeat the above process with a scenario they have not yet seen.
6. Debrief this activity using the following questions provided on the slide:
   - What kinds of abusive behaviour were demonstrated in these scenarios?
   - When did each situation become unhealthy? Abusive?
   - How could each situation have been avoided?
   - What if the roles were reversed?

OPTION 3:

SONG LYRICS: HEALTHY OR UNHEALTHY
Students will use the media to identify healthy and unhealthy relationships.

1. Introduce the activity by pointing out that we spend a lot of time listening to music but often don’t pay attention to the words or think about their meaning. Many popular songs are about relationships. Ask students to give some current examples to check that they understand the connection to this lesson.
2. Distribute Song Lyrics handout.
3. Ask students to select a song to read or play and answer the questions provided on the handout. You may decide students can play or show clips to the class as examples.
4. Next class, debrief activity as a class or in small groups.
B. WHERE TO GO FOR HELP

FOR STUDENTS:
Use the following points to debrief part one and two of the Sexual Assault lesson plan.
“No matter what, sexual assault is never a victim’s fault. And it’s not a person’s responsibility to “prevent” themselves from being assaulted. The only person responsible for a sexual assault is the person who commits it. But the following tips can help you have a safe and fun time when at a party, bar or just hanging out with friends”15:

- Use a buddy system. Keep an eye on yourself and your friends. If you are worried or feel uncomfortable about a situation with someone, tell your friends and ask them to watch out for you16.
- Watch for signs. Alcohol is the number one drug associated with drug facilitated sexual assault but keep in mind that non-alcoholic drinks can also be spiked. These drugs can take effect very quickly and you should get help immediately if your drink looks, tastes, or smells weird, or you feel really giddy or drowsy17.
- Everyone has the right to have control over what happens to his or her body. People can choose with whom, when, and for how long any activity takes place. Even if the couple is actively engaged in sex, either person has the right to change his or her mind and stop the activity at any time18.
- Just because you have done something before doesn’t mean you have to do it again.
- Nothing you do or say can contribute to a sexual assault. Offenders are 100% responsible.

If you are in immediate danger call 911 or Healthlink at 1-800-408-LINK (5465)

If you are affected by any form of family or sexual abuse, or if you suspect someone you know may be please refer to the following resources for help or support.

- Association of Alberta Sexual Assault Services list of provincial services http://aasas.ca/index.php/main/page/do-you-need-help-now-2010-09-27-17-09-34
- Kids Help Phone 1-800-668-6868
- Connect family & sexual abuse network 24/7 support line:
  - 1-877-237-5888 (Toll Free Alberta)
  - 403-237-5888 (Calgary)
- Canadian Red Cross RespectEd Violence and Abuse Prevention programs: http://www.redcross.ca/article.asp?id=000294

If you have a friend who has shared with you they have experienced a sexual assault you can support them by being a good friend: listen to what they have to
say, believe them, do not force them to talk about it, and offer to help find a trusted adult to talk to. Remember to take care of yourself too and get support from a parent or trusted adult.

FOR TEACHERS:
Please refer to your school division’s guidelines and policies about disclosures and reporting.
If a child discloses information about an abusive situation, teachers are legally and ethically obligated to break confidentiality and report the situation directly to the local office of Alberta Children’s Services.

Reports can also be made to: Child Abuse Hotline at 1-800-387-5437. Abuse includes physical abuse and sexual aggression of any form\textsuperscript{18}.

Additional curriculum support: Red Cross Respect Ed Healthy Youth Relationship Program \url{http://www.redcross.ca/article.asp?id=30619&tid=001}

QUESTION BOX (10min)
Have students fill out questions and address them next class.

Encourage students who are feeling confused or upset to talk to a teacher, counsellor or trusted adult.

SELF REFLECTION
During the lesson, were:
- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?
What will you change for future use of this lesson?
STUDENT ASSESSMENT

During the lesson, did students:

Knowledge:
- Define the various forms of sexual assault?

Skills:
- Can students provide examples of how consent is given?

Attitudes:
- Explore their own beliefs and misconceptions about sexual assault?

Myths about sexual assault are part of the reason sexual assaults happen. Myths like these may explain why so many people are reluctant to talk about their experience and seek help. Check whether the following statements are **MYTH** or **FACT**.

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<thead>
<tr>
<th>FACT/MYTH</th>
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<td>2. Sexual assault only occurs in dark, isolated places.</td>
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<td>4. It is impossible for women to sexually assault men.</td>
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<td>5. Males are only assaulted by gay men.</td>
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<td>6. If sexual assault is not reported to the police right away, nothing can be done?</td>
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<td>7. Women say &quot;no&quot; when they really mean &quot;yes.&quot;</td>
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<td>8. Once a person starts to engage in a sexual activity, he or she cannot change his or her mind.</td>
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<td>9. If a person who commits sexual assault is drunk or high they cannot be charged with sexual assault.</td>
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<td>1. Only attractive, young women are sexually assaulted.</td>
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<td><strong>FACT:</strong> Nobody is immune to sexual assault. Women and men, children and seniors, people with differing abilities - people who have been sexually assaulted or sexually abused are found in every Alberta city and small town or village, in every cultural and demographic segment of our society. The vast majority of sexual assault victims are women: nearly four in 10 Canadian women have experienced sexual assault since the age of 16. Aboriginal women and women with differing abilities are at even higher risk. The most extensive study of child sexual abuse in Canada found that 53% of women and 31% of men encountered some form of sexual abuse as children. In fact, it's very likely that each of us knows someone who has experienced sexual assault or abuse during their lifetime.</td>
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<td><strong>FACT:</strong> More than half of all sexual assaults happen in the survivor's own home, or within 1.6 km of it. Another 20% of sexual assaults happen in the home of a friend, neighbour or relative.</td>
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<td><strong>FACT:</strong> Sexual assault is any sexual activity without consent regardless of whether or not there are injuries present or if a weapon was used. According to the Canadian Centre for Justice Statistics (2004) 86% of women who were sexually assaulted experienced little or no physical injury.</td>
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<td><strong>FACT:</strong> Women can sexually assault men. Sexual assault of a male by a female does not have to involve penile penetration. It is not uncommon for males to</td>
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experience involuntary erections during a sexual assault. An erection is a normal physical response and does not automatically mean that the male is sexually aroused or is giving consent. A male survivor may have feelings of confusion and guilt about his physical response and may be less inclined to report the crime.

5. Males are only assaulted by gay men.  

**FACT:** Same gender assault (male to male or female to female) can also occur. Sexual Assault is about exerting power and control, regardless of gender or sexual orientation. The vast majority of male offenders who sexually abuse or assault other men identify themselves as heterosexual. Some offenders may target males because it gives them a greater feeling of dominance, power or control.

6. If sexual assault is not reported to the police right away, nothing can be done?  

**FACT:** Sexual assault can be reported to the police at any time. It is never too late to report a sexual assault. There are many resources available when a person is ready to access them. Whatever is needed to feel safe and heal is for each individual to decide.

If you choose to seek medical attention, keep in mind that there is a 72-hour window in which to collect DNA. If you want to keep evidence at this point, don’t bathe or change your clothes. If you choose to report the crime to the police, you may do so whenever you want. Remember that there is no one-size-fits-all method for healing; it takes time and is a unique process for each survivor.

7. Women say "no" when they really mean "yes."  

**FACT:** If a person says, “No,” to sexual intimacy, it should never be assumed that the statement means anything else. In order for both parties to feel comfortable and in control, assumptions should be avoided. A person may feel he or she is getting mixed messages but that is not an excuse for him or her to commit sexual assault. If someone says “NO” and the offender continues to pressure them into any sexual activity the offender is committing sexual assault.

8. Once a person starts to engage in a sexual activity, he or she cannot change his or her mind.  

**FACT:** Everyone has the right to have control over what happens to his or her body. People can choose with whom, when, and for how long any activity takes
place. No matter how deep the level of intimacy, even if the couple is actively engaged in sex, either person has the right to change his or her mind and stop the activity at any time.

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<td><strong>FACT:</strong> Offenders are responsible for their actions regardless of whether they are under the influence of drugs or alcohol. Being intoxicated does not excuse criminal behaviour and is not an acceptable defence.</td>
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<td>10. When sexual assault occurs, it is usually committed by a stranger.</td>
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<td><strong>FACT:</strong> In most cases the offender is known to the survivor (employee, friend, spouse, relative, neighbour, or boyfriend/girlfriend). A 2004 report shows that only 18% of reported sexual assaults involved strangers.</td>
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Calgary Communities Against Sexual Assault. Get the facts: Myths. Retrieved from http://ccasayourworld.com/get_the_facts/myths/
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- Why does sexual assault happen?
  *Sexual assault is an act of power and aggression. It is not sexually motivated.*

- Who is at fault when sexual assault occurs?
  *The offender is always at fault.*

Healthy relationships should be fun

TRUE: Healthy relationships make us feel good about ourselves and contribute to positive self-esteem. We feel appreciated and accepted for who we are.

Jealousy is a sign of love

FALSE: Some people may see jealousy as being protective of their partner but jealousy can be about power, control and manipulation. Unhealthy relationships can lead to abusive relationships.

It is OK when your partner spends time alone with friends or family

TRUE: Spending time away from your partner helps you to have a more balanced life where you are able to maintain other healthy relationships with family and friends. Someone who is jealous of the time you spend with other people may be trying to control you. It is important to set boundaries by communicating with your partner e.g., “I always attend family birthday parties as this helps me stay close to my family”.

It is Ok to believe you can make your partner’s problems go away

FALSE: Problems that affect a relationship such as alcohol or drug use, lying or abuse can lead to unhealthy behaviours. Supporting your partner is important but if the problem is leading to any kind of abuse (i.e. emotional, physical, spiritual) this is a sign that the relationship may be harmful. Recognizing unhealthy relationships can be
difficult. Help is available by talking with someone you trust or calling a telephone helpline.

If you start doing something sexual and your partner wants to stop it is OK

**TRUE:** Communication is a key part of an intimate relationship. It is important to respect your partner’s sexual limits and boundaries and talk about them. If your partner is not comfortable at any time and wants to stop, you stop. Everyone has the right to have control over what happens to his or her body. People can choose with whom, when, and for how long any activity takes place. No matter how deep the level of intimacy, even if the couple is actively engaged in sex, either person has the right to change his or her mind and stop the activity at any time. If someone says “NO” and the offender continues to pressure them into any sexual activity the offender is committing sexual assault.

It is OK if your partner threatens you as long he or she does not hit you

**FALSE:** Not all abuse is physical. Emotional or psychological abuse such as threats, excessive criticism, humiliation, shouting and swearing, are all signs of an unhealthy relationship. Any type of abuse can cause harm and it is not OK.

It is OK if your partner wants to know where you are every minute of the day

**FALSE:** Constantly wanting to know where someone is or who they are with by texting, calling or stalking is unhealthy in any relationship. Healthy relationships are built on trust and communication between both partners.

The age of consent to sexual activity in Canada is 16 years

**TRUE:** However there are “close in age exceptions”. For example, youth:

- 16-18 years old are able to consent EXCEPT when the partner is in a position of authority (e.g. teacher, coach, boss).
- 14-15 years old are able to consent IF close in age partner is not more than 5 years older (and partner is not in a position of authority or exploitative relationship) OR they are in a married/preexisting common-law relationship.
- 12-13 years old are able to consent IF the partner is not more than 2 years older (and partner is not in a position of authority exploitative relationship).

Children under 12 are unable to consent under any circumstance.

Consent to sexual activity includes kissing

**TRUE:** Sexual assault includes when an individual is kissed, sexually touched or forced to have intercourse with his/her consent.
If someone is drunk or high they cannot give consent to take part in sexual activity

**TRUE**: Often known as “drug rape” or “date rape”, drug-facilitated sexual assault is when someone uses the fact that you have taken or been given alcohol or drugs to sexually assault you. This sexual assault can be anything from unwanted kissing or touching to intercourse.

If the person who commits a sexual assault is drunk or high they can not be charged with sexual assault

**FALSE**: Offenders are responsible for their actions regardless of whether they are under the influence of drugs or alcohol. Being intoxicated does not excuse criminal behaviour and is not an acceptable defence.
Healthy Relationship
Unhealthy Relationship
Abusive Relationship
SIGNS OF A HEALTHY RELATIONSHIP

Talking about your feelings

Respecting your date’s friends and activities

Considering the other person’s opinions and feelings

Respecting differences in other people

Stating differences of opinion

Having an equal say in the relationship

Figuring out a solution that is good for both of you

SIGNS OF AN UNHEALTHY RELATIONSHIP

Believing one partner has more rights than the other

Shouting or yelling when you are angry with your partner

Using the silent treatment
Pestering your date until you get what you want

Pouting to get what you want

**SIGNS OF AN ABUSIVE RELATIONSHIP**

Dominating and controlling your date’s other relationships, friends and activities

Name-calling (putdowns)

Threatening harm

Intimidating by hitting or destroying property

Being extremely jealous and possessive of date

Pushing, hitting, restraining or holding your date against his or her will

Adapted from the City of Edmonton Community and Family Services’ brochure on teen dating.
Scene #1

Jennifer is fourteen years old and has her first boyfriend. She met him at a party. His name is James and he’s seventeen years old. She’s thrilled because he’s so attentive and he has his own car. They’ve been going out for a month and have seen each other every day. He calls every day – five or six times, and they spend at least a couple of hours together as well. James treats her very well. He buys her presents and takes her to really nice places. Jennifer has been so busy with James that she isn’t seeing her friends except at school. When she talks about him her friends are all jealous because she has such a great guy. Jennifer has dropped out of volleyball and drama club because she has no time. James picks her up right after school and he doesn’t like to wait or have her waste time when they could be together.

Scene #2

Jennifer and James have been going out for two months now. Jennifer is really confused. James is so wonderful and she keeps doing things that make him mad. She wonders how she can be so dumb. James loves her so much and he always wants to be with her. Last week after school she was talking with Greg. Their teacher assigned them a school project and they were discussing it. James was waiting and when she got to the car he screamed and yelled and called her stupid and selfish, and other even worse names. He was sure she was seeing Greg and accused her of sleeping with him. Jennifer knew it was her fault for keeping him waiting. That night James came over with flowers and told her he got mad because he loved her so much and couldn’t stand to see her with other boys. Last night she was talking on the phone with a friend she hadn’t talked to for weeks. She only talked to her for five minutes because she knew James would be calling. He calls every ten to fifteen minutes all evening. James phoned right after and called her all kinds of names and accused her of seeing Greg again. James keeps saying mean things and then says it’s because he loves her and no one else will love her like he does.

Scene #3

As the relationship continued and after they started to have sex, things got worse and worse. James didn’t like anything Jennifer wore or did. The first time James hit Jennifer was when she put on a brand new blouse she bought to wear especially for him. He thought it was too sexy and slapped her and accused her of being “sleazy.” Jennifer never wore that blouse again and from that day on James told her what to wear. Whenever Jennifer did something James didn’t like he would punch her and say, “If you didn’t act that way I wouldn’t get mad”. Then he would want to make love and Jennifer never said no. No matter how bad things got there were always these wonderful moments. Jennifer was scared, but she didn’t want to lose James.
Scene #1

Lisa is fourteen. She is fairly shy, and although she has always had two or three close girlfriends, she also worries that she isn’t very popular. One day, a boy in her class named Andy asked her out. She was surprised and pleased that he had noticed her, since he is well liked at school and considered quite a “catch.” Once they started seeing each other, they spent almost all of their time together. Andy seemed flattered whenever Lisa mentioned how lucky she was to be going out with him, and always mentioned this when they were around his friends. Since Andy didn’t really know Lisa’s friends, she didn’t get to see them very often, but whenever she did they would go on and on about how they couldn’t believe how lucky she was to have been chosen by such a good looking, popular boy.

Scene #2

In the past few months, Andy has started to criticize Sandy and Patricia, Lisa’s closest friends. He doesn’t want Lisa to go shopping with them on Saturdays or to visit with them at lunch or after school. He says if she really cared about him, she wouldn’t need to go places without him. Sometimes Lisa sees her friends without telling him, but if he finds out he gets angry. He calls her names, and says she doesn’t care about him. Other times, Lisa makes excuses not to see her friends and they wonder why she doesn’t want to visit with them anymore. Lisa doesn’t want to end her friendship with Sandy and Patricia, but she’s afraid she will lose Andy if she doesn’t do what he wants.

Scene #3

On their six month anniversary, Andy planned a lavish celebration for just the two of them. His parents had agreed to go out for the evening and let Andy cook supper for Lisa at home. Although it was supposed to be a surprise, he’d talked about it so much with his friends that Lisa found out about it and decided to do something special. Although she never thought she was beautiful, Lisa usually felt OK about how she looked. Still, she decided a new haircut before their special evening would make Andy happy. When she showed up at Andy’s house, he laughed at her, and told her it looked ugly. Lisa started to cry and decided to leave, but Andy apologized and convinced her to stay. Lisa felt stupid. “I should have known,” she thought, “Andy is so particular about how I dress or act.” She was determined to behave throughout the rest of the evening. So, after dinner, when Andy started kissing her, she let him go farther than ever before. Before she knew it, he was pulling her skirt up and taking off his pants. When she hesitated, Andy told her that she owed him sex. After all, wasn’t she lucky to be going out with him? She wouldn’t have any friends if it weren’t for him. How could she refuse after he’d done so much for her? She said, “No, Andy. I’m not ready for this.” Still, he said it was too late, and forced her to have sex with him. When it was over, she just sat on the couch and cried. Andy apologized, and told her she’d better get over it before his parents got home.
Scene #1

Carol is thirteen. For six months, she has been dating Joe, who is a year ahead of her in school. Since the beginning, the relationship has been going well. Joe sent her special emails, and every evening they would spend hours on the computer instant messaging each other. Sometimes, Joe accused Carol of flirting with other guys. He said that she had to be careful, since she was so beautiful. Carol wasn’t too bothered by the accusations. She thought that if Joe was jealous, it must mean he really cared about her.

Scene #2

One month later, Carol and Joe had plans to go out on Friday after school. He said he would meet her at the front door of the school half an hour after the bell. Carol was talking with her friend Amy by her locker after school. She lost track of time and was late meeting Joe. He was gone by the time she got to the door, so she went home. Joe was waiting outside her house. Before she could explain what happened, he started yelling, “Where have you been? What have you been doing?” He grabbed her by the hair and slapped her face. She tried to get away, but he punched her and knocked her on the ground. Carol blacked out for a minute or two, and when she came to Joe was sitting on the ground crying and saying, “I’m sorry, I’m so sorry.” Carol went into the house by the back door so her parents wouldn’t see her. She cleaned herself up, and put makeup where the bruises would show. She came back outside, and Joe acted like nothing had happened. They went out for the evening, and nothing else was said about the incident.

Scene #3

Joe hadn’t had any violent outbursts for three or four months, so Carol forgot about it and thought it wouldn’t happen again. But, in the last few weeks, Joe has started slapping her around once or twice. Carol has tried everything not to make him angry, but he seems to get worked up for no reason. Carol hasn’t told anyone what is going on, although her friends have asked her a few times if she has hurt herself because sometimes the bruises show even under the makeup. Carol always makes up an excuse. She thinks her mother is getting suspicious, but so far Carol has avoided any direct questions. Carol wants to help Joe, but she doesn’t see how. She has tried to talk with him, but it only seems to make him angrier. She is often afraid that he will hurt her badly, but she cares about him. And deep down, she thinks he might come after her if she tried to break up with him.
1. What kinds of things are happening in this relationship that would make you uncomfortable?

2. If you were friends with either of the two main characters in the scenario, what would your reaction be to their relationship?

3. What kinds of help could you offer either of the two main characters in the scenario?
Instructions: Select a song to read or play, and answer the following questions.

Song Title:_________________________________
Singer:____________________________________

1. What is the song about?

2. Describe the nature of the communication between the two people. Is there respect and an atmosphere of give-and-take, or is their communication one-sided?

3. Is the relationship described as healthy or unhealthy? Why do you think?

4. What lyrics, if any, might suggest an unhealthy or abusive relationship?

5. Describe the characteristics of the woman in this song (if there is one). Are these characteristics stereotypical of women? What do you think of these stereotypes? How so stereotypes play a role in relationships?
GRADE 9 SEXUAL ASSAULT LESSON 1 HANDOUT SONG LYRICS

6. Describe the characteristics of the man in the song (if there is one). Are these characteristics stereotypical of men? What do you think of these stereotypes? How so stereotypes play a role in relationships?

7. Do the lyrics suggest violent solutions to problems?

    a. If so, why does this sort of violence seem to be OK within the context of the song?

    b. What would be a healthier way to relate?