



*Sexual Violence Primary Prevention
Supplement
to
SAFE DATES: An Adolescent Dating
Abuse Prevention Curriculum*



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Introduction

The first question you may have is, why? Why do I need a sexual violence supplement for a curriculum that already exists?

The *Safe Dates* curriculum is a nine-session program that touches on the attitudes and behaviors associated with dating abuse and violence (*Safe Dates*, 2004). While this curriculum includes eight sessions specific to dating violence, there is only one session that is dedicated to sexual violence. Teenagers between the ages of fifteen and nineteen are the most likely to experience sexual assault, and as 60 percent of all rapes are committed by known rapists (*Safe Dates*, 2004), more must be done to bolster the education surrounding sexual violence prevention. This supplemental curriculum provides activities that can be used within the other eight sessions in order to generate discussions regarding sexual violence, how it affects adolescents, and sexual violence prevention.

This supplement is just that—a supplement. It is not meant to supersede or replace *Safe Dates*; instead, it is meant to serve as a complementary piece to the work you and your program are doing around *Safe Dates*, and it is meant to increase the amount of sexual violence prevention content in your work.

We hope you find this supplement helpful as you continue with your primary prevention of sexual violence efforts!

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* Supplement to *Safe Dates*, use in *Session 2, Part 3: Scenarios 5 & 6*

Rationale:

These scenarios are to be added to *Safe Dates Session 2, Part 3* in the section titled "What is Abuse?" Clearly absent from Part 3 of this session are scenarios incorporating sexual violence. By including two more scenarios that incorporate sexual violence, this will allow students to expand their knowledge of all different kinds of abuse, as well as debate what "abuse" is and define what it means.

Materials Needed:

- Create a handout of Scenarios 5 & 6 to give to students

Scenario 5:

Matt has been dealing with the fact that his girlfriend recently broke up with him. He heard that Ashana also just broke up with her boyfriend. Although she was in a different crowd and a pretty popular girl, he decided to ask her out. She told him she was busy, but maybe they could go out another time. Matt asked her two more times and each time she said "no," but to call again. He was still attracted to Ashana and wanted to go out with her. He was also feeling angry and frustrated with her for always saying no, not giving him a chance, and putting him off. Ashana was not sure what to do about Matt. She thought he was cute, but didn't know much about him. Ashana had also heard that Tom was interested in her, so she was waiting to see if he would ask her out. One night there was a big party. Ashana and Matt were both there. While she and Matt were talking, he noticed that she was constantly looking around the room and not paying much attention to him. They separated for a while and then Matt and his friends found her again. He approached her and said, "Hey, Ashana, I've got something for you." She asked what and Matt pulled down her tube top in front of his friends.

Scenario 5 Questions:

- Did both people want this touching? Did both people freely choose it?
- Is Matt abusive? Why or why not?

****Note to facilitator(s):** Be sure to address and draw out the following points—It is okay to be angry but it is *never* okay to express it by violating someone else. Also, if you feel like you're being toyed with or led on, that person may not be the person for you.

Scenario 6:

Amy and Josh have been checking each other out at school for a few weeks. They have talked in the halls and hung out together with other friends after school once or twice. They know they are going to the same party tonight and are excited about seeing each other there. Amy spent a long time getting ready. Josh has also taken care to look good. At the party, they drink, dance a lot, flirt, and have a good time teasing and being with each other. After a while, a group of friends leaves to go to Josh's house. Once there, they sit around listening to music and talking. Gradually, everyone leaves except for Amy. She and Josh start to make out. Things progress quickly and soon clothing is getting unbuttoned and unbuttoned. Josh is groping for her pants zipper and trying to take down her pants when Amy suddenly pushes him away

and says, "I have to go." At first, Josh ignores her and keeps kissing her. Then Amy says, "Josh, I don't think I want to do this." Josh says, "Don't worry, it'll be okay." Then Amy pushes him again and says, "No, please stop." Josh gets angry and says, "What! You're joking! You can't do this to me. Besides, I can't stop now, so you can't go." Josh holds her down while he forces her to have sex with him. Afterwards, Josh drives Amy home. In the car, he talks about some of the other kids at the party. Amy doesn't say a word. When he gets to Amy's house, Josh leans over to give Amy a kiss. Amy turns away and gets out of the car. Josh says, "I'll call you soon. Maybe we can go to a movie next weekend."

Scenario 6 Questions:

- Is Josh abusive?
- How do you think Amy felt about this?
- How do you think Josh felt about this?

****Notes for facilitator to share during session:**

-It's okay to be disappointed when your sexual expectations are not met. It is never okay to express that by raping someone.

-Men can always stop—this is just an excuse.

-You have a right to change your mind about whether to have sex and/or what level of sexual activity you feel comfortable doing.

Adapted from *Sexual Violence in Teenage Lives: A Prevention Curriculum*, Planned Parenthood of North New England

* Supplement for *Safe DATES*, use in *Session 2* after *Part 5: Sexual Assault Lesson*

Rationale:

It would be helpful to include this activity in the “Defining Dating Abuse” session as the current session does not define sexual violence nor incorporate sexual violence, including rape and sexual harassment, into dating scenarios. This activity will define sexual violence clearly and also dispel myths.

Materials Needed:

- Overhead or worksheet of “Consent Is”
- 4 signs—2 marked “Myth” and 2 marked “Fact”

INTRODUCTION:

Sexual assault is an unfortunate reality in today’s society. It is important that students understand what sexual assault is, and how it affects a person and those associated with that person. This lesson focuses on defining sexual assault and examining misunderstandings and attitudes about sexual assault.

****Note to facilitator(s):** Addressing the topic of sexual assault may cause some students to be distressed or show other signs they are or have been somehow involved in a sexually abusive situation. The topic can also trouble students who have not experienced sexual assault and 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.

- In survivor-centered practice, reporting sexual assault is the survivor’s choice. Reinforce confidentiality and sensitivity when discussing sexual assault. There are some exceptions to confidentiality of sexual assault when related to minors—everyone has a duty to report when there is suspected sexual abuse of a minor, including sexual abuse by a parent, guardian, custodian, or caretaker. Be sure to explain limitations to confidentiality before you begin the session!

APPROACHES/STRATEGIES:

A. Ground Rules

Ensure ground rules are established by the group before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. Defining Sexual Assault

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

- Divide the class into small groups.
- Explain that you will read out questions one at a time and ask each group to discuss the answers. Begin with question one, repeating the following procedure for each of the questions.
- For each question, have the groups discuss the answer.
- After sufficient time, call the class back together and have groups share their answers.

1. What is sexual assault?

- Sexual assault is any unwanted sexual activity forced upon a person. A perpetrator can be either a stranger or someone the person knows.

- Review the various forms of sexual assault including harassment, dating violence (including rape), rape, and sexual exploitation.
 - Go over examples of sexual assault.
 - It is important to stress that sexual assault is never the survivor's fault.
2. How are harassment, dating violence, rape, and sexual exploitation forms of sexual assault?
 - They are all unwanted sexual activities.
 - They all involve violence that is perpetrated and manifests in a sexual manner.
 3. In order for sexual activity to be OK, it cannot be forced. What is consent? Can you give examples of how consent is given?
 - Use the provided "Consent Is" in discussion- you can provide it as an overhead or worksheet.

C. Exploring Myths and Facts about Sexual Assault

Students determine how much they know about sexual assault, and where their knowledge gaps are.

Preparation

Split students into 2 groups. Have group assign a speaker. Give the speaker a piece of paper that has "Myth" on one side and "Fact" on the other.

Explain that you will make a statement that is either a myth or fact. The group may consult with each other and then the leader will hold up the sign deciding if the statement is truth or fact. Groups will get one point for each answer that they give correctly.

Option: After some questions, facilitator may say "Bonus." The group that is fastest in raising their hand and that gives additional, accurate information to support the reason the statement was myth or fact may receive an additional point.

Example:

Statement: Most sexual assaults occur in wooded areas or dark alleys.

Answer: **MYTH**

Bonus: Most sexual assaults occur in the victim's familiar surroundings. In fact, more than half of sexual assaults occur in the home of the victim or the offender.

Sexual Violence Myth or Fact:

Myths about sexual assault are part of the reason for the occurrence of such assaults and explain why so many people are reluctant to talk about their experience and seek help. Use the following discussion points while debriefing this handout.

1. Victims of sexual assault are most likely to be attractive, sexy, young women. **(MYTH)**

All people are potential victims of sexual assault, regardless of race, socio-economic status, religion, occupation, sexual identity, or physical appearance. The highest proportion of victims is among children and adolescents. Young people ages 14-24 are victims of sexual assault more frequently, but this has more to do with a lifestyle that may leave them dependent on others for transportation or that may leave them stranded or alone in high risk situations. People who are elderly and people with disabilities are also at higher risk to become victims.

2. Pinching someone's buttocks can be an act of sexual violence. **(FACT)**

If the act is against someone's will, then this is sexual violence. The person who pinched may believe they were flirting and may have had no intention of hurting the other person. The other person, however, never had a chance to say "yes" or "no." It could have been embarrassing and is certainly a violation. The pinching could also be a way to humiliate or to exert power over another. In North Carolina, this is a criminal offense and is deemed as misdemeanor sexual battery.

3. Most sexual assaults are planned ahead. (FACT)

Sexual assault is usually a premeditated crime. An estimated 80% of sexual assaults are planned in advance.

4. Weapons are commonly used in sexual assault. (MYTH)

According to a national police force survey in Canada, only 2% of sexual assaults reported during a one-year period involved the use of a weapon. However, the offender may use bribes, tricks, threats, and/or other types of physical force.

5. A person is most likely to suffer emotional harm rather than physical injuries as a result of sexual assault. (FACT)

Three national surveys involving 7,000 sexually assaulted children and youth found that most of the victims had suffered emotional harm rather than physical injuries. However, all sexual assault is damaging. Whether or not violence or weapons have been used, there can be emotional harm.

6. Persons with disabilities are as likely to be assaulted as persons without disabilities of the same age, gender and status. (MYTH)

Persons with disabilities in North Carolina experience sexual violence at a rate 5 times higher than persons without disabilities (BRFSS, 2000-2001).

7. Males who are sexually assaulted do not suffer to the same extent as females. (MYTH)

Sexual assault is a crime of violence and all victims suffer. Male victims have similar reactions to the crime as female victims. Some of these reactions include self-blame, fear, anger, relationship problems, addictions, and trust issues. Not everyone will experience all of these reactions nor to the same extent.

8. Males are only assaulted by homosexual men. (MYTH)

The majority of offenders are heterosexual males and/or pedophiles. Sexual assault has nothing to do with either the victim or offender's sexual identity. It is important to remember that sexual assault is not an act of sex; it is a crime of violence. The sexual identity of the victim is not changed by such an attack.

9. Sexual assault is an act of passion where a person could not control him/herself any longer. (MYTH)

Sexual assault is related more to power and aggression than it is to sex or passion. No matter what the circumstances, it is important to respect a person's right to say "no" or "no more." If there has not been clear consent given, then any sexual activity that follows can be classified as sexual assault. If a person says "yes" to a certain activity such as kissing, it does not mean consent has been given for other activities such as intercourse, nor does it mean that a change of mind cannot occur.

10. It is impossible to be sexually assaulted against your will. (MYTH)

Because sexual assault is related to power and aggression, fear is involved. Submitting without a struggle does not mean that the victim consented to the assault. Many submit hoping to reduce the chances of injury or death. No one wants to be hurt, humiliated or terrorized. In any case, whatever happens, remember, the victim is *never* to blame.

11. Most people are sexually assaulted by strangers. (MYTH)

85% of sexual assaults are committed by someone the victim knows or may have had contact with in the past.

12. Offenders rarely repeat their crimes once they are caught or punished. (MYTH)

Offenders rarely attack only once. On average, offenders will offend 100 times in their lifetimes. Those who are caught and sent into therapy against their will re-offend up to 99% of the time. In the case of rape within a relationship, once violence begins in a relationship, it usually gets worse without some kind of intervention.

13. If a person says “yes” but has a change of heart, it is sexual assault if the other person forces the act. (FACT)

A forced sexual act is always illegal. A person has every right to change her or his mind.

14. Sexual violence only means rape. (MYTH)

Sexually violent behavior can include other acts besides rape. Sexual violence involves one or more people using power to dominate and control another. This can be evidenced through unwanted sexual comments, grabbing body parts, pressure or manipulations into any kind of sexual activity, sex trafficking, as well as rape.

15. If she had sex with him before, she consented to have sex with him again. (MYTH)

Previous sexual contact, including previous consent to sex, is not consent for sex right now. If kissing happened yesterday, it does not mean that kissing is wanted today.

FOLLOW UP QUESTIONS TO LESSON:

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.

QUESTION BOX:

Introduce the question box. This can be a shoebox with a hole in the top. Students can fill out a question they had from the lesson today or for the next lesson. Names should not be provided to provide anonymity and answers should be given during the next class so to provide research time to the facilitator if needed. This can be used during any class session.

Adapted from Teachingsexualhealth.ca, Copyright 2008

Consent Is...

1. Willingly giving permission for sexual touching/contact to happen. (Emphasize that consent is not forced, but given freely.)
2. Actively speaking your mind. (Emphasize that consent is given vocally with the word "yes." Unless "yes" is said out loud and willingly, consent has not been given.)
3. Based on choice. (Emphasize that 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.)
4. What is coercion? Can you give examples of coercion?
Being forced to do something you don't want to do.
Giving in because of fear, deception, or guilt.

The following are examples of coercion:

1. Someone will not take no for an answer
"What do you mean, no? I spent all that money on you!"
"No means yes, right? You're teasing me, aren't you?"
"You don't want to have sex! Don't be so uptight!"
2. Someone who feels sex is a right
"We've done it before, so what's the big deal?"
"You turned me on, it's too late to back out now!"
"I need to have sex. It's natural."
3. Someone who uses blackmail
"If you don't, I'll tell the whole school you did it anyway."
"I'll be the laughing stock of the locker room if we don't."
"I love you. You don't want to hurt me, do you?"
4. Someone who pressures you for sex
"C'mon, everyone is doing it!"
"You gotta say yes. We've been going out for so long."
"If you don't do it, I'll break up with you."
"If you loved me, you'd do it."

Adapted from Teachingsexualhealth.ca, Copyright 2008

* Supplement for *Safe Dates, Session 2*, use after *Part 5: NO! The Rape Documentary*

Rationale:

Directed by Aishah Shahidah Simmons, "NO! The Rape Documentary," looks at the realities of rape within the African American community through survivor testimonies and commentary by scholars and community leaders. Chapters 5 and 6 of "NO!" will allow participants to hear multiple survivor's stories and the affect that sexual violence has had on them, even years later, while also allowing participants to define accountability and discuss how men can get involved in the anti-rape movement.

Time:

Allow 20 minutes for both Chapters 5 and 6 of documentary to be viewed plus additional time for the discussion.

Materials:

TV, DVD player, and copy of "NO! The Rape Documentary"
Flip Chart, blackboard, or whiteboard

Discussion:

1. How did Rosetta's boyfriend pressure her into having sex before the rape? What about during and after the sexual assault?
2. Do you think Rosetta's age and sexual inexperience made her more vulnerable to sexual assault? How did her boyfriend prey on these vulnerabilities before the rape?
3. What are some examples of victim-blaming questions or responses?
4. Why do you think people tend to blame victims for the rapes and sexual assaults that were perpetrated against them?
5. How can we help others understand that rape and sexual assaults are not self-induced, but are acts of serious violent crime?
6. How can men become active in the anti-rape movement? Why would men choose not to be involved? Are there pressures that they face?
7. Given the statistics of sexual assault in the US, many religious leaders have a significant number of victims/survivors of rape already in their congregations. What responsibilities do these leaders have to these victims and survivors? In what ways could they offer support?
8. Given the statistics of sexual assault in the US, many religious leaders have a significant number of perpetrators in their congregations. In what ways can these leaders hold these perpetrators accountable?

Adapted from the *NO! The Rape Documentary Study Guide*

* Supplement to *Safe Dates, Session 4*, use after *Part 3: My Support Map*

Rationale:

This activity is included following the “How to Help a Friend” activity and discussion. This activity will allow students to focus on the important relationships in their own life as well as community resources. It will also allow students to visually recognize that they may be a significant part of someone else’s support map. Finally, this may be a good tool for students to use with friends who are experiencing dating and/or sexual violence.

Materials Needed:

Art supplies (construction paper, markers, colored pencils, etc)
Magazines
Scissors
Phone books or computer access

Activity:

Students may draw a picture (or cut out pictures from magazines) to represent themselves in the center circle and then add in the people or agencies that make up their support system around them.

****Note to facilitator(s):**

-Have a computer or phone book accessible so students may add phone numbers to boxes for their support map.

Discussion:

Why is it important to recognize those in our support map?
How might this be helpful for someone who is experiencing dating and/or sexual violence?

Adapted from Wellness Reproductions and Publishing

* Supplement to *Safe Dates, Session 6, use after Part 3: Gender Roles: Advertising Assumptions*

Rationale:

This activity is good follow up to the question "Where do you think most teens get their images of what dating relationships should look like?" A likely response to this will be "media," so it could be helpful to incorporate media images into the activity.

Objectives:

- Students will identify assumptions media feed youth and reflect about what it means to be a girl/boy.
- Students will learn to recognize and question the assumptions advertising thrives on.

Materials Needed: Magazines, glue, scissors, paper

Time: 30 minutes

Activity:

Facilitator will pass out several magazines, scissors, glue, and paper.

Students will look through magazines and cut out pictures depicting different dating relationships.

Students will make a collage based on the pictures that have been cut out and discuss the assumptions made by advertisers.

Optional to watch "Killing Us Softly 3: Advertising's Image of Women" prior to starting the activity. Duration of film is 34 minutes.

Discussion questions:

How are dating relationships portrayed?

Why do you think the media defines "being a woman" or "being a man" in the way that they do?

Are there relationships that are not shown regularly in this form of media or that are absent altogether? (examples: same sex relationships, interracial relationships)

Why is it good for companies that we subscribe to their definitions/ideas of gender roles and dating relationships?

In what ways might it be dangerous for us to believe that "the media knows best"?

Further Discussion:

Facilitator can have a collage previously done. This collage could focus on pictures/ads that suggest the silencing of women (pictures where women's mouths are covered by their hands, in paper bags, in bubbles, or removed. Tag lines can also suggest women shouldn't talk by stating, "Let your fingers do the talking," "Barely there," and "just smiling the bother away."

What do you see? How does this make you feel?

If the media is suggesting girls/women need to be quiet or limit their voices, what effect does this have on girls/women who are victims/survivors of dating violence or sexual assault?

Adapted from *Killing US Softly 3 study guide*

* Supplement to *Safe Dates, Session 6*, use after *Part 4: Gender Roles: The Man Box and Woman Box*

Rationale:

Session 6, Part 5 explains that gender stereotypes can unknowingly affect the way we think about interactions between people. Before giving the students dating scenarios to discuss, it could be helpful to discuss gender roles and the consequences there are for stepping “outside the box.” This will lay a good foundation before discussing dating relationships.

Purpose: To understand the meaning of the term “gender role.”

To identify common gender role expectations.

To understand how people are pressured to conform to gender roles.

Materials: Flipchart or whiteboard or blackboard and markers or chalk

Activity:

1. On a flipchart or board write the words “Act like a man.” Ask participants to imagine that they are a boy of nine or ten and that there is an older man—a father, brother, uncle or coach—who is angry and yelling at them to “Act like a man!” Ask participants what they think is meant by this. Ask for behaviors that “real men” are supposed to display.
2. Write responses to behaviors that “real men” are supposed to display under the words “Act like a man.” If necessary, include examples like: don’t cry, be tough, play with cars and action figures but not dolls, fight back, don’t show emotions, be strong, be in control, pay the bills, play sports, have sex with a lot of women, etc.
3. Once the list is completed, draw a box around the words. State that we call this the “Man Box.” Explain that gender roles tell us that all males have to stay in this box at all times, and from the time they are very young, they are conditioned to behave in the ways of this box.
4. Ask participants what happens when a male steps out of this box: for example, if a boy plays with dolls, a teenage male cries in front of his friends, or a man chooses to turn down sex with an attractive woman, what happens? What are the words and names that he is called? (For this exercise, it is best to give participants permission to use their own language including curse words and what would normally be deemed inappropriate.)
5. Record answers on one side of the box. Examples include: “soft,” “wimp,” “wuss,” etc.
6. Next, ask participants what are things that happen to males who step out of the box. Write answers on the other side of the box and instruct participants to write answers on their worksheets. Examples include “beat up,” “isolated,” “teased,” etc.
7. Conduct same activity with the “Act like a woman” box. Examples of gender roles are: be emotional, wear dresses, cross your legs, don’t fight, don’t curse, be virginal. Examples of words women get called when they step out of the box are: “tomboy,” “slut,” “dyke,” “bitch,” etc. Examples of actions that put women back into the box are: they get raped, beat up, fired, isolated, blamed for abuse and rape, etc. (Further explain that people get abused and raped regardless of whether they are in the box or

not, including children, men, and elderly adults. However, when women who step out of the box are abused or raped, they are blamed for it; for example, "What does she expect wearing that slutty dress?")

8. Process this activity by asking participants what it feels like to get called the words and have the things done to you that happen when you step out of the box. Ask if anyone if they know any examples of someone being forced back into the box. Challenge participants to try to step out of the box in order to be who they are, rather than who the box tells them they should be, and to refrain from attempting to put others back in the box.
9. Optional—Copy pages 29-34 from Anthony Porter's *Well Meaning Men...Breaking out of the "Man Box."* Have participants read for homework and discuss.

Adapted from Wellness Reproductions and Publishing

* Supplement to *Safe Dates, Session 6*, use after *Part 4: Gender Roles: Hip-Hop: Beyond Beats and Rhymes*

Rationale:

In discussing gender roles and violence among adolescents, it is important to include a discussion of the images seen of violence within music videos today. This video addresses race, class, gender and the media using clips from videos and interviews with musicians, scholars, and the consumers who listen.

Materials Needed:

TV and DVD player

Copy of *Hip Hop: Beyond Beats & Rhymes* by Bryon Hurt

Discussion questions posted on overhead, blackboard, or worksheet

Time:

Film is 61 minutes

Additional 20 minutes for discussion

****Note to facilitator(s):** Be sure to emphasize that degradation of women occurs in all genres of music; this film just happens to focus on hip hop.

Discussion Questions:

1. If you could respond to one statement in the film, what would it be and what would you say?
2. What do you think about Bryon Hurt's statement, "What I am trying to do is get us men to take a hard look at ourselves." Do you think he succeeded? Why or why not?
3. Who is responsible for the images in hip-hop videos? Is it the artists, the directors or the label itself? How can viewers hold them all accountable if work done seems unacceptable?
4. One young white female explained that she felt hip-hop music allows her to learn about another culture. Do you think that this musical genre represents the entire community as she suggests?
5. What do you think about the idea that women are portrayed in hip-hop videos the same way they were portrayed during slave auctions?
6. In reference to women being called derogatory names, one woman during the Daytona segment of the video states, "it's not really directed towards you personally. I know he's not talking to me. I know what I am." During the same interview, a young man states, "You know who are the b***s cause you see how they are dressed...sistas don't dress like that." How is it that women and men watching the same videos have such different interpretations of how this plays into their own reality?

Adapted from *Hip-Hop: Beyond Beats & Rhymes Discussion Guide*

* Supplement to *Safe Dates, Session 6*, use after *Part 4: Gender Roles: Letter to Esperanza*

Rationale:

This activity will allow students to evaluate what it means to be a girl (can be altered for boys) where they live. Once completed, this will allow students to evaluate their own assumptions and discuss other participant experiences against their own. This will further assist the facilitator to introduce Part 5 which will help students see how gender stereotypes affect interactions in a dating relationship.

Materials Needed:

Paper and pen

Time:

30 minutes

Activity:

Explain that Esperanza is a girl from a rural town in South America, and she has not been exposed to American culture nor American pop culture. She has been invited to visit her aunt and uncle who live in your town. You've been selected to write her a letter, explaining what it means to be a girl where you live.

Once the letter is written, have students exchange letters in pairs. Have each student list associations she/he feels her/his partner has about what it means to be a female. Facilitator can create a master list for class and discuss:

- Where do these assumptions come from?
- Why do we have them?
- How accurate are these assumptions? Is there something missing?
- What is the relationship between assumptions and stereotypes?

Adapted from *Killing Us Softly 3 study guide*

* Supplement to *Safe Dates, Session 6*, use after *Part 7: Gender Roles Homework*

Rationale:

This activity will give students another opportunity to assess the how the media portrays men and women, as well as dating relationships. This will give the students a chance to apply critical thinking from the session to their favorite television shows.

Materials:

Television
Pen and paper

Time:

Student homework—1 hour
Discussion—10 minutes

Activity:

Watch an hour of prime time television (including commercials if you have DVR) and record what commercials, music videos, or shows you see. As you watch, count and record how many women you see. Document how they are portrayed (what they are wearing, what is their profession, how are the other men/women responding to them, are any acts of violence occurring to them, etc.?)

Discussion:

How were the women portrayed?

How many women were shown in a positive role? What were they?

In your hour of TV, how many times was a woman portrayed negatively? How were they portrayed?

Do characters discuss their real feelings?

Do characters' appearances/body sizes say something about who they are?

If there were conflicts, how are they resolved?

Was there any violence portrayed in sexual encounters?

Why does the media show women in these roles?

Adapted from *Killing Us Softly 3 study guide*

* Supplement to *Safe Dates, Session 7*, use after *Part 1: Styles of Communication and Assertiveness Test*

Rationale:

This activity will allow students to apply what was learned in Part 1, "The Eight Skills of Effective Communication." The first steps make participants aware of their current style of communication and then the goal is to provide them with information on assertive communication. This activity is also a good foundation for other activities within *Safe Dates*.

Activity:

Using the continuum below, explain different styles of communication.

Passive

Assertive

Aggressive

Passive Communication:

Giving in and saying "yes" when you don't really want to. Not speaking up when you want something. Acting this way to be liked, to be nice, or not hurt other's feelings.

Speech: lots of apologies and "ums" and "ers;" saying nothing at all.

Voice: soft

Eyes: downcast or looking away

Posture: shoulders and head down, leaning for support, holding onto self

Hands: fidgety

Result: You usually don't get what you want and feel like you've been used.

Assertive Communication:

Giving people an honest "no" to things you don't want. Asking straightforwardly for things you do want, without putting anyone down. Willing to take "no" for an answer. Not using other people and not letting yourself be used.

Speech: honest, direct, and to the point; giving sincere compliments

Voice: smooth, flowing, clear, firm, relaxed, loud enough to hear (but not too loud)

Eyes: direct eye contact (without staring); although, in some cultures it is rude to look right at a person

Result: You may not get what you want, but you keep your self-respect. You may not have control over how people react to your assertiveness, but it's not your intent to hurt anyone else's feelings.

Aggressive Communication:

Trying to get your own way or stand up for yourself by putting someone else down or violating that person's rights. Taking what you want. Threatening or forcing a person to give you something.

Speech: "loaded" words (such as "always" or "never"), "You" messages (such as, "you are so..."), put-down words, sarcasm, saying nothing while you take what you want

Voice: tense and loud or cold and quite

Eyes: cold, staring, narrowed, angry

Hands: clenched, pointing finger, pounding fist

Result: You seem to get what you want, but you may lose more in the end. You stand the chance of losing friends and self-respect.

Assertiveness Test

Directions:

This test will help you understand just how assertive you are. You do not have to share answers with anyone, you only have to be honest with yourself. Circle the letter of the response that most closely reflects what you would say in each of the following situations:

You are at a party and someone you don't like asks you to dance. What do you say?

"No, thank you; I don't want to dance with you."

You give an excuse for not dancing.

You dance with them—it's not that big of a deal.

You are out with a bunch of friends and they start making sexual comments about another friend of yours. You don't like hearing the comments. What do you say?

You tell them you find their comments offensive and you ask them to stop.

You start making sexual comments about people in the group.

You say nothing.

You want to know if someone you like, likes you. What do you say?

"Would you like to go out sometime?"

You say nothing and wait for the other person to make the first move.

You ask a friend to find out what they think of you.

A friend keeps pressuring you to smoke cigarettes. You don't want to. What do you say?

"I don't want to smoke—please stop asking me."

"Leave me alone, you're being such a jerk about this."

You say nothing and avoid your friend.

You give an excuse for not wanting to smoke.

You smoke the cigarettes with your friend.

Your girlfriend/boyfriend arrives an hour late for a date. No explanation is offered. What do you say?

"I'm angry that you're late and that you don't think an explanation is necessary."

"You are such a jerk! Why are you so late?"

You say nothing.

Someone asks you out for a second date, but you're not interested in continuing the relationship. What do you say?

"I've had fun, but I think we should just be friends."

You say you're busy that evening, even though you aren't.

You accept, because you don't want to hurt the person's feelings.

Your girlfriend/boyfriend pressures you to have sex, but you don't want to. What do you say?

"Stop pushing me. I like you a lot, but I'm not ready to do that."

You say nothing and have sex because you don't want to lose the person.

You give an excuse for not wanting to have sex at this time.

You are driving home alone in the middle of the night when your car breaks down with a flat tire. A stranger stops to offer you a lift to the nearest telephone. You don't want to go. What do you say?

"Thanks so much for the offer, but I don't take rides from people I don't know. Could you call a tow truck for me instead?"

You don't accept the ride but ask if they know anything about fixing tires. When they say yes, you ask them to change the tire.

You accept the ride, hoping that nothing will happen.

Your teacher gives you a grade that you believe is unfair on your paper. What do you say?

"Can we talk about this grade? I'd like to understand why it was graded this way."

You say nothing and take the grade.

You blow up and say, "What is your problem? Why did you give me this grade?"

After several months of dating, you decide that your relationship with your girlfriend/boyfriend isn't working out. What do you say?

Nothing. You have your best friend break it off for you.

Nothing. You continue in the relationship to avoid a conflict with them.

"I think you're very nice, but I don't want to continue dating."

Adapted from *Sexual Violence in Teenage Lives: A Prevention Curriculum*, Planned Parenthood of North New England

* Supplement to *Safe Dates, Session 7*, use between *Part 3* and *Part 4* (would be best after the lesson on assertive communication): **Flirting v. Sexual Harassment**

Rationale:

After role playing communication skills, this activity could be helpful for students so that they understand the difference between flirting and sexual harassment. This is also helpful for students to identify guidelines so they don't sexually harass others.

Time: 45 minutes

Materials:

4 large pieces of butcher paper, markers
tape

Activity:

1. Before class, prepare four sheets of butcher paper with one of the following titles on each: "Sexually harassing behaviors," "Flirting behaviors," "Sexual harassment feels," and "Flirting feels."
2. Tell the participants that they will be discussing the difference between flirting and sexual harassment, since it can be confusing for both teens and adults. Define **sexual harassment** using the following:

Any unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, and/or physical conduct of a sexual nature constitutes sexual harassment. There are generally two types of situations—here are examples of both:

The first type of situation is called "this for that." An example of this would be if a teacher asks to touch a student in exchange for a better grade.

The second situation is called "hostile environment." An example of a hostile environment is when a group of students make sexual comments to a girl as she walks down the hall. She feels threatened and intimidated. It creates an unsafe place for her to learn, which affects her school work and her life.

3. Have participants break into four mixed-gender groups, giving each group one sheet of the pre-prepared butcher paper. These groups will be "Sexually harassing behaviors," "Flirting behaviors," "Sexual harassment feels," and "Flirting feels."
4. Ask the "Sexually harassing behaviors" group to list as many sexually harassing behaviors as possible. Ask the "Flirting Behaviors" group to make a list of flirting behaviors. Ask the "Sexual harassment feels" group to make a list of all the different ways a person may feel when being sexually harassed. Ask the "Flirting feels" group to make a list of how it feels when someone flirts with you. Allow approximately 10 minutes for this portion.
5. Ask each group to share what they came up with and then allow the class to discuss and make additions if necessary.

6. Point out that while the behaviors may be the same, it is how the person on the receiving end feels that makes the difference. **If a sexual behavior makes the person feel bad, then the behavior is sexual harassment.** It doesn't matter what the harasser meant by the behavior. It is not the intent, but the impact.

7. Discuss Differences between flirting and sexual harassment:

Flirting	Sexual harassment
Wanted	Unwanted
Mutual	One-sided
Fun	Scary
Legal	Illegal
Lets you stay in control	Makes you feel powerless
Increases self-esteem	Decreases self-esteem
Flattering	Demeaning
Feels safe	Feels unsafe
Equality between people	Power over another
Complimentary	Degrading

8. Read students the following scenarios and have them decide if they are sexual harassment, flirting, or impossible to figure out without additional information.

- A girl whistles at a boy
- A teacher winks at a boy
- Boys circulate a list of girls who will have sex with anyone
- A boy leaves a flower on his girlfriend's locker
- A group of senior girls pulls down a freshman boy's pants in the hallway

Follow up and discuss the following questions for each of the scenarios:

- How does the person on the receiving end feel?
- Is there a difference in power?
- Does it affect the person's life?

9. Participants may be confused about what's okay to do and what isn't. Discuss with participants the following **Guidelines for Behavior**:

1. Would I want my comments and/or behaviors to appear on TV so my family and friends would know about them?
2. Is this something I would say or do if my family or friends were present?
3. Is this something I would want someone else to do to me, my family, or my friends?
4. Is there a difference in power between me and the other person?

Adapted from *Sexual Violence in Teenage Lives: A Prevention Curriculum*, Planned Parenthood of North New England

* Supplement for *Safe Dates, Session 7*, use between *Part 3* and *Part 4: Healthy Relationships*

Rationale:

This activity would be helpful in the “Equal Power through Communication” section. This will allow students to state what is important to them in a relationship as well as articulate concrete ways to improve upon negative situations. Ultimately, it is helping participants to understand components of a healthy relationship.

Materials Needed:

4 numbered signs

Time:

15-20 minutes

Preparation:

Hang four signs (numbered 1, 2, 3, and 4) in each corner of the room. Inform students that you will read a relationship situation. Each situation calls for a decision to be made and you will give them four choices. They must make a decision about that situation and move to the corner of the room that indicates their choice. Remind students that there is no right answer to each situation. This exercise is intended to clarify their values and opinions about relationships. Give students an opportunity to discuss why they made the decision they did.

Situations:

Lisa—*“I cheated on my boyfriend because the relationship had become so predictable and I needed some excitement. He never found out; I’m not sure if I should tell him.”*

Choice 1—Tell him you’re bored and try to improve your relationship.

Choice 2—Do nothing, what he doesn’t know can’t hurt him.

Choice 3—Break up—face it, it’s over.

Choice 4—Be honest with your boyfriend and have a truthful discussion together.

Amy—*“My best friend has been starting to date this much older guy, she’s 15 and he’s like 21. She says she likes him because he’s more mature than the boys our age, he buys her stuff and he has a car. I know he’s been asking her to have sex with him. I have a really bad feeling about him. I don’t know if I should tell her what I think.”*

Choice 1—Stay out of it, it’s none of your business.

Choice 2—You should tell her your concerns about him being so much older than her, she is your best friend.

Choice 3—What this guy is doing is illegal! You should tell her parents.

Choice 4—Go straight to the guy and ask him what he wants with your friend.

Max—*“I’ve cheated on my girlfriend a few times, but they were mistakes. She kind of knows about them but he never brings it up, so I guess it doesn’t bother her. Lately I’ve been wondering if I should fess up about what I’ve done.”*

Choice 1—Honesty is the best policy. You should tell her.

Choice 2—Maybe she doesn’t want to know. She could be cheating too.

Choice 3—Don’t tell, as long as you don’t ever do it again.

Choice 4—You’re obviously not happy in the relationship, break up.

Melissa—*“My friend Nicole has been having sex with her boyfriend, and I know they aren’t using birth control. She told me she’s afraid to get on the pill because she doesn’t want to get fat and he doesn’t like condoms because they don’t feel as good. They are doing the pull-out method. I just learned in health class that the pull-out method is not very effective. Should I tell her she’s playing with fire?”*

Choice 1—Tell her today! She should also know she can get an STD that way.

Choice 2—The pull-out method is better than nothing, don’t say anything.

Choice 3—So what if she gets pregnant, it would be fun to have a baby around.

Choice 4—Tell her, and tell her you also learned that the pill doesn’t make you fat. Take her to the nearest clinic.

Monique—*“My best friend has been dating this guy Jason and he thinks he is in love with him. He told me that his boyfriend really wants them to have sex but he isn’t sure if he’s ready. He said that Jason has told him that he could be with any other guy he wanted, but he is choosing him. He really feels like he should so that Jason will stay with him. Should I tell him that this isn’t love?”*

Choice 1—Don’t tell, it’s not your business

Choice 2— Definitely tell him that if he loves him, he will wait and not try to coerce him into having sex.

Choice 3—Talk to Jason.

Choice 4—Try and hint to your friend without being direct about it.

Dwight—*“Me and my girl have been together for almost a whole year. I really love her and know she’s the one for me. Her parents are really strict though, so we don’t get much alone time. Recently this girl in my class, who is hot for me, started IMing me. We started emailing all these sexual things to each other, like positions and things that turn us on, but we’ve never kissed or anything. Now I’m worried that my girl will find out and get really mad.”*

Choice 1—Come clean with your girlfriend, you need to be up front with her.

Choice 2—Stop emailing this girl but don’t tell your girlfriend. It will just upset her.

Choice 3—If your girlfriend won’t find out, what’s the harm of a little email?

Choice 4—Your girlfriend’s not giving you what you need, you should tell her you need more or else you’re going to move on.

QUESTION BOX:

Introduce the question box (it can be a shoebox with a hole in the top). Students can fill out a question they had from the lesson today or for the next lesson. Names should not be provided to provide anonymity and answers can be given during the next class to provide research time to the facilitator if needed. This can be used during any class session.

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* Supplement to *Safe Dates, Session 9*, use after *Part 4: Reducing Sex Trafficking*

Rationale:

A dating relationship can be a platform for traffickers to coerce victims into sex trafficking. This session's aim is to increase knowledge and understanding so teens know how to avoid potential trafficking situations and identify who to turn to for help.

Introduction:

The topic of sex trafficking is being addressed to raise awareness of the dangers and risks of this fast-growing crime. There are many myths and misconceptions surrounding sex trafficking in that some believe the victims to be simply "prostitutes" rather than victims of a violent crime. The average age that females are forced into trafficking is fourteen.

****Note to facilitator(s):** Addressing the topic of sex trafficking may cause some students to be distressed or show other signs they are or have been trafficked. This topic can also trouble students who have not been involved but were not aware that such situations occurred. It is important to be sensitive to the needs of all of your students when presenting this topic. Before starting these lessons, it is recommended to talk to the school counselors so they are aware that there may be disclosures that follow.

Materials Needed:

Overhead, blackboard, or whiteboard

What is Sex Trafficking?

Students identify some of the facts or myths that they know about sex trafficking from the media or other sources.

1. Ask students:

What have you heard about sex trafficking? Does it happen in your city/town? Where do the images or ideas that you have come from (i.e. the media and movies such as *Slumdog Millionaire*)?

What is sex trafficking? What terms have you heard used to describe those involved in the sex trafficking? Sometimes these terms are used as jokes or insults but they are very serious.

2. Display overhead definitions (or post on blackboard/whiteboard). Discuss any other terms or misconceptions that students may raise about prostitution such as "being in the game." You can stop playing a game but being a victim of sex trafficking is very difficult to escape. Remember that males are also possible victims of sex trafficking. Forced prostitution is not only a concern for females; males are also at risk.

Definitions:

Sex trafficking—A form of modern day slavery in which a commercial sex act is induced by force, fraud, or coercion; OR in which a person induced to perform such an act is under the age of 18. (Note that force, fraud, or coercion can take many forms—victims might be promised a good job, money, love, or might be threatened physically if they do not comply).

Sex trafficker—those who force others to commit commercial sex acts. Traffickers can use starvation, confinement, beatings, rape, gang rape, threats

of violence to a victim's family, etc., in order to condition their victims and reduce the chance of the victim attempting escape (acf.hhs.gov).

John—the person who pays for the commercial sex act. Also considered a trafficker, certainly when paying for a sex act that involves a minor.

Recruiter—a trafficker, or someone who works for them, who lures teens and other victims into sex trafficking.

Discussion - How does It Happen?

Students explore influencing factors that lead to sex trafficking.

1. Ask students how many of them are 14-years-old.

The average age that young people are forced into sex trafficking is 14.5 years. Students are probably thinking, "No! Not me!" How does it happen and what could be going on in someone's life that makes them vulnerable?

2. Display Influencing Factors.

Many of the factors listed are experienced by teens at some point during adolescence. A trafficker or recruiter looks for someone who appears to be down or unhappy. They search for someone who looks ready to listen and obey. Often pimps approach teens "as a friend" and begin to talk to them, buy them food or a drink, and try to build a "relationship". Pimps do not disclose their real objective until they have drawn somebody in.

Influencing Factors:

Running away from physically/sexually abusive situations.

Trouble with the law.

Difficulty in school.

Disruption at home.

Having needs which are not met.

Looking for acceptance/love.

3. Ask students where they think this is most likely to happen.

Malls, schools, playgrounds, community centers, parks, or bus stops.

Stand Up/Sit Down Activity

Students think about the stereotypes associated with traffickers and learn how to avoid talking and interacting with individuals who may wish to recruit them into the sex trade. Teens may be more familiar with the term "pimp." The teacher may be able to use this time to deconstruct how society views "pimps" and how a "pimp" is in fact a trafficker and a perpetrator of a violent crime.

1. Tell the group that several statements will be read out loud. If students agree with the statement they should stand up. If students disagree with the statement they should remain seated. Emphasize that this is not a test.

Traffickers drive fancy cars.

Traffickers or recruiters are always male.

Traffickers or recruiters can always spot their next victim.

Traffickers always wear gold chains or other expensive jewelry.

You can tell who is a trafficker or recruiter by looking at them.

Traffickers promise you a better life than the one you have now.

2. Have a discussion about some of the traits of traffickers and recruiters. They might:
 - be smooth talkers and very good at psychological and emotional manipulation.
 - offer a solution to every problem.
 - promise romance, love, popularity, support, parties, new friends, fancy clothes, cigarettes and drugs.
 - make their victim feel loved and valued, at first.
 - eventually make their victim feel unbalanced with love/rejection or adoration/humiliation.
 - be teenagers or adults.
 - use verbal and physical abuse.
 - blackmail and threaten to tell or hurt family and friends.

3. If teachers know their students well and feel they can deal with a true story, the following story can be shared to emphasize the above information.

A trafficker approached a 12-year-old girl in a mall. She was having a hard time at home and appreciated someone to talk to. The trafficker gave her his telephone number to call if she wanted someone talk to in the future. She called him and they met again. He bought her new clothes and let her stay over at his place. By claiming he was in a fix and needed someone to help him out, he forced her into commercial sexual exploitation. A month or so later he moved her away and left her with a different trafficker. This trafficker left her with several men who raped her and left her for dead. She was found by the police and survived, but not everyone does.

Role-Play Exercise

Students practice strategies they can use if approached by a pimp or recruiter.

1. Divide the class into small groups and distribute a line used by recruiters to each group. Ask students to brainstorm responses to the lines that recruiters may use. Groups may then act out role plays to class. May be helpful to already have completed a lesson on Assertive Communication. If not, then review Assertive Communication.

Lines used by recruiters:

- "Are you okay? Is something wrong? You look like you need someone to talk to. I'll give you my number and you can call me anytime".
- "Hi. My friend thinks you are really hot. Can I give him your phone number?"
- "I've seen you here before, what's your name?"
- "How old are you? I swear I thought you were older!"
- "Say, I've seen you here before. I noticed you've got some great looking friends. Would you introduce me to that good looking redhead?"

What Is It Really Like To Be Forced into Sex Trafficking?

Students think about what prostitution is really be like despite media depictions that may glamorize exploitation.

Directions:

- Have students brainstorm some responses to the question: What is it really like to be forced into sex trafficking? It is important to redefine prostitution as sex trafficking.

Have one student read aloud one of the following statements. As each one is read, allow time for comments and reaction.

Statements:

Victims of sex trafficking must wear whatever the pimp tells her to: street wardrobe probably consists of high heels and very skimpy clothing, no matter how cold it is outside.

She will have to perform various sexual acts with a number of strangers and she cannot decide who will or will not be a customer—she must take them all.

She will work as long as the trafficker tells her to, often 12-15 hours per day or until she makes her quota.

Victims of sex trafficking are frequently abused, beaten, starved, and/or tortured by the traffickers in order to keep them “in line.”

Display the overhead: “What is it really like to be forced into sex trafficking?” to summarize this exercise.

What is it really like to be forced into sex trafficking?

No control

No power

Possible STDs/STIs

Physical danger (e.g., beatings)

Rape

Disrespected

Possible unwanted pregnancies

Humiliation

QUESTION BOX:

Introduce the question box. This can be a shoebox with a hole in the top. Students can fill out a question they had from the lesson today or for the next lesson. Names should not be provided to provide anonymity and answers should be given during the next class so to provide research time to the facilitator if needed. This can be used during any class session.

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