



# SEXUAL HARASSMENT

## Prevention in the Schools:

A Facilitator's Manual  
and Curriculum for  
Grades 1 through 12

**PCAR**  
PENNSYLVANIA COALITION AGAINST RAPE



# SEXUAL HARASSMENT

## Prevention in the Schools:

A Facilitator's Manual  
and Curriculum for  
Grades 1 through 12

**PCAR**  
PENNSYLVANIA COALITION AGAINST RAPE



Created by:

Pittsburgh Action Against Rape  
Education & Training Department

Jayne Anderson

Gail Brown

Julie Evans, M.S.W.

Ellen Sankovich

Jennifer Sims, M.A.

© 2009 PCAR

Produced by the Pennsylvania Coalition Against Rape

This project was funded as a PCAR Special Initiative with funds from the Department of Public Welfare.

---

# TABLE OF CONTENTS

Introduction. . . . .	1
Evaluation Results . . . . .	3
Assessing Your Readiness. . . . .	9
Section 1: Am I ready to go? . . . . .	9
Section 2: Is the school ready? . . . . .	11
Statistics and Information . . . . .	22
Sample Letters . . . . .	24
Prevention Objectives. . . . .	27
Prevention Activities: Grades 1-2. . . . .	37
Prevention Activities: Grades 3-5. . . . .	61
Prevention Activities: Grades 6-8. . . . .	103
Prevention Activities: Grades 9-12. . . . .	167
References and Recommendations . . . . .	251



# INTRODUCTION



---

## INTRODUCTION

According to the 2001 *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School* report by the American Association of University Women, eight in 10 students experience some form of sexual harassment during their school lives (Lipson, 2001). Studies have shown that sexual harassment has negative effects on students' emotional and educational lives. Nearly half (47%) of all students who experience sexual harassment feel very or somewhat upset right afterward. Students who experience sexual harassment are more likely to respond by avoiding the person who bothered or harassed them (40%), talking less in class (24%), not wanting to go to school (22%), changing their seat in class to get farther away from someone (21%), and finding it hard to pay attention in school (20%). We believe our program helps to address some of these issues.

PAAR has been educating students in Allegheny County about sexual harassment for more than 12 years. Our Sexual Harassment Prevention program attempts to provide students with information about sexual harassment in order to reduce the incidence of sexual harassment, encourage students experiencing sexual harassment to get help by reporting to adults, promote respectful behaviors with peers and help friends experiencing sexual harassment. As the *Hostile Hallways* report notes, a student who experiences sexual harassment suffers educationally and academically (Lipson, 2001). It is PAAR's belief that by reducing the incidence of sexual harassment and enabling students experiencing sexual harassment to access help, we are encouraging a safe and supportive school environment where all children can fully participate and learn. A sexually harassed student does not feel safe and cannot perform to his/her fullest potential. If education is jeopardized, potential long-term consequences can include unemployment, low-wage jobs without opportunity for advancement, and economic insecurity. We believe our program encourages a safe learning environment where all children can perform at their fullest potential.

Our Sexual Harassment Prevention program attempts to provide students with information about sexual harassment in order to reduce the incidence of sexual harassment, encourage students experiencing sexual harassment to get help by reporting to adults, promote respectful behaviors with peers and help friends experiencing sexual harassment.

While PAAR recognizes the importance and value of multiple session education programs and ongoing education regarding sexual violence, our access to students is sometimes limited. Therefore, PAAR's two-Day Sexual Harassment Prevention program for students in first through ninth grades conforms to the accessibility while providing vital information concerning sexual violence and relationships to students.

PAAR also recognizes that students experience many forms of sexual violence and that a dynamic curriculum cannot focus solely on sexual harassment. Sexual harassment often occurs on a continuum and in a wider context that can include many forms of sexual violence. Therefore, PAAR has also developed Sexual Violence Prevention programs for students in 10<sup>th</sup> through 12<sup>th</sup> grades.

This manual provides practical tools and information to use when approaching schools, planning and presenting sexual violence prevention programs, and providing evaluation reports and feedback

---

to schools. This manual includes results from evaluations of this curriculum; a section that prepares facilitators for doing outreach and building skills; a section that gauges administrators', teachers', and parents' readiness to welcome the prevention program; a section on working with students; and appendices.

Acknowledgement must be given to the Pennsylvania Commission on Crime and Delinquency for funding to produce the original manual, which has been updated to better serve the purposes of the new curriculum.

We believe the tools in this manual will help your agency access schools and students and encourage their participation in the prevention of sexual violence.

---

## Evaluation Results

2006-2007 Pittsburgh Action Against Rape Final Report

I. Schools that Received Program:

School	Programs	Students
High School A	15	270
High School B	3	72
High School C	22	432
High School D	12	384
High School E	18	324
Learning Academy	44	660
Middle School A	36	601
Middle School B	50	850
<b>TOTAL:</b>	<b>200</b>	<b>3,593</b>

### 3-Session Sexual Violence Risk Reduction Program: Summary of Results

#### High School A

Overall student knowledge increased from pre- to post-test students participating in the Sexual Violence Risk Reduction Program. ***Fifty three percent of students answered correctly on the pre-test compared to 67% on the post-test.*** The most dramatic improvements occurred on understanding that no one asks to be assaulted (44% v. 70%), understanding consent is voluntary and mutual (44% v. 61%), and recognizing that 14-25 year olds are vulnerable to sexual assault (78% v. 96%). ***In addition, more than 85% of all students reported the information was useful or somewhat useful to them.***

#### High School B

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Violence Risk Reduction Program. ***Sixty nine percent of students answered correctly on the pre-test compared to 82% on the post-test.*** The most dramatic improvements occurred on understanding that no one asks to be assaulted (64% v. 86%), understanding the difference between sexual assault and rape (57% v. 80%), and recognizing the location in which a victim is most vulnerable to an assault (55% v. 84%). ***In addition, more than 72% of all students reported the information was helpful or somewhat helpful and provided new skills to get out of a “bad” situation.***



---

## High School C

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Violence Risk Reduction Program. ***Seventy six percent of students answered correctly on the pre-test compared to 84% on the post-test.*** The most dramatic improvements occurred on understanding that no one asks to be assaulted (70% v. 82%), understanding the difference between sexual assault and rape (75% v. 84%), and recognizing the location in which a victim is most vulnerable to an assault (59% v. 85%). ***In addition, more than 85% of all students reported the information was helpful or somewhat helpful and provided new skills to get out of a “bad” situation.***

## High School D

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Violence Risk Reduction Program. ***Fifty five percent of students answered correctly on the pre-test compared to 61% on the post-test.*** The most dramatic improvements occurred on understanding the difference between rape and sexual assault (26% v. 59%). ***Additionally, more than 68% of all students reported the information was helpful, useful and provided new skills to get out of a “bad” situation.***

## High School E

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Harassment Prevention Program. ***Seventy percent of students answered correctly on the pre-test compared to 76% answering correctly on the post-test.*** The most dramatic improvements occurred on recognizing sexually harassing behavior (34% v. 90%), understanding that the victim determines if a behavior is sexual harassment (78% v. 85%), and defining sexual harassment (78% v. 93%). A dramatic decrease occurred concerning the number of students experiencing sexual harassment (83% v. 69%). This may be due to wording complications and the question will be changed for the upcoming school year.

## 2-Session Sexual Harassment Prevention Program: Summary of Results

### Learning Academy- Grade 1

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Harassment Prevention Program. ***Sixty eight percent of students answered correctly on the pre-test compared to 100% on the post-test.*** Significant increases were exhibited in questions dealing specifically with harassment, unwanted hugs and telling a teacher about harassment. Ceiling effect was noted for the question having to do with school having rules and that school rules would help keep you safe.

---

## Learning Academy- Grade 2

Overall student knowledge indicated a ceiling effect from pre- to post-test for students participating in the Sexual Harassment Prevention Program. ***Eighty three percent of students answered correctly on the pre-test and post-test.*** While individual questions rendered increases and decreases, the overall consistency from pre-test to post-test suggests that either student were familiar with the overall concepts or the test was over-simplified.

## Learning Academy- Grade 5

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Harassment Prevention Program. ***Eighty three percent of students answered correctly on the pre-test compared to 87% on the post-test.*** The most dramatic improvements occurred in recognizing that sexual harassment is against school policy (66% v. 87%), recognizing sexually harassing behavior (87% v. 95%), and understanding the negative effects of sexual harassment (82% v. 90%). Although a significant decrease occurred on understanding the steps to report (85% v. 79%), the question incorporated an “all of the above” answer as the correct choice, and analysis shows that students were at least more likely to choose “tell an adult at school” versus only telling an adult at home or writing down the incident. In addition, 89% of all students reported learning something new about sexual harassment from PAAR.

## Learning Academy- Grades 6-8

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Harassment Prevention Program. ***Seventy one percent of students answered correctly on the pre-test compared to 85% on the post-test.*** The most dramatic improvements occurred in recognizing that females can sexually harass other students (42% v. 87%), defining sexual harassment (56% v. 89%), and recognizing that sexual harassment can happen between people of the same sex (73% v. 94%). Although a decrease occurred on understanding the steps to report (89% v. 82%), the question incorporated an “all of the above” answer as the correct choice, and analysis shows that students were at least more likely to choose to tell an adult at home or school. In addition, 90% of all students found the information useful in developing new skills to handle sexual harassment.

## Middle School A – Grades 6-8

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Harassment Prevention Program. ***Sixty three percent of students answered correctly on the pre-test compared to 75% on the post-test.*** The most dramatic improvements occurred in recognizing that females can sexually harass other students (50% v. 87%), defining sexual harassment (54% v. 80%), and recognizing that sexual harassment can happen between people of the same sex (70% v. 94%). Although a decrease occurred on understanding the steps to report (77% v. 70%), the question incorporated an “all of the above” answer as the correct choice, and analysis shows that students were at least more likely to choose to tell an adult at home or school. In addition, 53% of all students found the information useful and 32% found it somewhat useful.

---

## Middle School B

Overall student knowledge increased from pre- to post-test for students participating in the Sexual Harassment Prevention Program. ***Sixty nine percent of students answered correctly on the pre-test compared to 84% on the post-test.*** The most dramatic improvements occurred in recognizing that females can sexually harass other students (39% v. 91%), defining sexual harassment (57% v. 88%), and recognizing that sexual harassment can happen between people of the same sex (75% v. 96%). Although a decrease occurred on understanding the steps to report (85% v. 80%), the question incorporated an “all of the above” answer as the correct choice, and analysis shows that students were at least more likely to choose to tell an adult at home or school. In addition, 64% of all students found the information useful and 27% found it somewhat useful.

## “Gonna Make It” Program: Summary of Results

### Middle School A

Overall student knowledge increased from pre- to post-test for students participating in the “Gonna Make It” Program. ***Seventy four percent of students answered correctly on the pre-test compared to 90% on the post-test.*** The most dramatic improvements occurred in recognizing the prevalence of sexual assault (27% v. 86%), (55% v. 95%), understanding that children don’t tell about abuse because they are afraid (89% v. 97%) and understanding that most people are assaulted by someone that they know (64% v. 86%). In addition, 69% of all students found the information useful and 22% found it somewhat useful.

### Middle School B

Overall student knowledge increased from pre- to post-test for students participating in the “Gonna Make It” Program. ***Sixty six percent of students answered correctly on the pre-test compared to 79% on the post-test.*** The most dramatic improvements occurred in recognizing the prevalence of sexual assault (28% v. 77%), (49% v. 84%), understanding the dangers of leaving drinks unattended (68% v. 82%) and understanding that most people are assaulted by someone that they know (66% v. 70%). In addition, 53% of all students found the information useful and 24% found it somewhat useful.

---

## Discussion of Impact

According to the 2001 *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School* report, sexual harassment is a pervasive problem affecting the majority (eight in 10) of students over the course of their academic lives (Lipson, 2001). Sexual harassment can negatively impact individuals' emotional and educational experiences, jeopardizing their academic and professional success and overall well-being.

Quantitative evaluation results from pre- and post-tests show that this Sexual Harassment Prevention program:

- increases participants' knowledge and awareness about sexual harassment and sexual violence,
- reduces victim-blaming attitudes,
- dispels myths and misinformation,
- provides useful information about resources and responses, and
- potentially leads to the development of new skills to address and prevent sexual harassment.

Qualitative reflection and observation show that this curriculum prepares participants to recognize sexually harassing behaviors. Reflection on the students' enthusiastic participation and performance in classroom discussions and activities indicates students continue to value and learn from these presentations. Instructor observation of student participation in role-plays, small group work and class discussion indicated students consistently recognized sexually harassing behaviors and the negative impacts.

Services were deemed to be effective. Instructor observation and student feedback via classroom participation and discussion indicates that students retained the information, thus increasing the overall scores.

PAAR would like to recommend several strategies to ensure successful programming in the future:

- Offer the 2-Session Sexual Harassment Prevention program with one or two booster sessions later in the school year to ensure long-term outcomes and retention of information and skills.
- Offer additional Sexual Violence Risk Reduction programming to supplement curriculum.
- Collect additional data via focus groups, another post-test, and other mechanisms.
- Collect teacher feedback to assess noticeable changes in sexual harassment.
- Provide professional trainings to teachers, other school personnel and other providers in the community.
- Expand bystander-intervention, perpetration prevention, and primary prevention content in the curriculum.
- Measure long-term skill/behavior change after one year to determine whether program has lasting effects.
- Evaluate for and adjust curriculum and tests/measurements for cultural competence.
- Partner with community allies in delivery of program to maximize effectiveness.
- Advocate for comprehensive approach to sexual harassment and violence prevention, throughout academic curriculum and extra-curricular activities.



# ASSESSING YOUR READINESS



---

# ASSESSING YOUR READINESS

## Section 1: Am I ready to go?

### *Am I familiar with the purpose and content of the curriculum?*

To become more familiar with the content, it can help to practice the lessons out loud with a partner or co-presenter. This will not only increase your familiarity with each day's lesson plan, but will also help each lesson run more smoothly the first time you present.

### *Do I have a solid understanding of current knowledge about sexual assault and violence prevention?*

This knowledge is crucial for effectively presenting the curriculum because it will enable you to respond to the “teachable moments” that arise in the classroom.

### *Am I comfortable talking about these issues to first graders? Seniors in high school? Parents? Administrators?*

A solid background in the current knowledge about sexual assault and violence prevention can help to increase your comfort in talking about these issues to a variety of audiences. However, your comfort in addressing these issues also requires your willingness both to talk about these ideas and to listen to students talk about them. Often, students can sense discomfort or embarrassment, which can fill the classroom atmosphere and hamper growth and learning. Comfort with various age groups also includes a genuine interest in and appreciation of the students who will participate in the curriculum. This can help to create a relaxed and accepting climate in the classroom, which will make it easier to facilitate modeling and mentoring of the curriculum skills.

### *Will presenting this curriculum bring up issues for me?*

The curriculum can raise many issues for you due to its content and the demands on your energy. It is important to be sure you have a strong support system that can help you refuel as the sessions progress. Be sure to talk with your peers, supervisor, and others to process how things are going and if you need additional support.

### *Do I need a formal background in education or sexual assault harassment prevention to present the curriculum?*

This curriculum is designed to be facilitated by sexual violence prevention educators from community-based rape crisis centers because it requires expertise and comfort with the topic of sexual violence, an ability to appropriately receive and respond to disclosures of sexual abuse, and experience as a presenter.



## Your Notes

*What do I enjoy about giving presentations? What are my strengths as a presenter?*

---

---

---

---

---

*What do I find challenging about presenting? What do I need in the way of resources, help, and/or skills to present?*

---

---

---

---

---

---

## Section 2: Is the school ready?

Research shows that prevention education programs are most effective when they are backed by strong connections to schools, home and community. All of these settings can support and reinforce information being taught. School administrators and leaders, teachers, and parents need to be involved and encouraged as partners in planning and in the process of teaching and learning the concepts of sexual violence prevention. This helps to develop a partnership and enthusiasm for the program, which will help to bring successful results.

The following work and meeting sheets are designed to help you think about how to establish connections with administrators (principals, superintendents, assistant superintendents, department directors, etc.), teachers, and parents, and to record pertinent information to help with your planning.

### School Administration

One of the first steps in presenting the curriculum is to contact the school's administration. Making a strong and positive connection at this level can determine a successful outcome of the curriculum. One way to establish this strong connection is to make a personal visit to the school and drop off a packet of information about the curriculum. PAAR presenters have found that including a book donation to the school library with the packet also makes a positive initial impression. For elementary schools, the book, *Your Body Belongs to You* is an excellent choice. Once you have dropped the packet off, follow up your visit with a phone call to the principal a few days later. Administrators are often very willing to take your follow up call when you follow this procedure.

### Making Initial Contacts with Administrators:

- Visit school to drop off introductory packet and book donation.

Date: \_\_\_\_\_

- Follow up call to school principal to schedule a meeting:

Follow up call(s) (note dates): \_\_\_\_\_

Meeting scheduled for (date): \_\_\_\_\_

---

**Notes from phone call:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

## Check List for Meeting with Administrators

*One outcome of presenting the curriculum may be an increase in the number of disclosures at the school.*

*When meeting with administrators or teachers to discuss the benefits of conducting the curriculum, prepare them for this possibility and point out that this is a positive outcome of students having more knowledge about their safety and well being.*

- What is the procedure and timeline for approving the curriculum? (Does it require school board or district level approval, for example?)

---

---

---

- If necessary, how can you help the principal gain approval to present the curriculum?

---

---

---

- What background information can the principal provide to help in understanding the school, teachers and students better? For example, do they have concerns about violence, bullying, and/or harassment at the school?

---

---

---

- What is the school looking for from your agency? What are their expectations of you? What are they expecting will result from the curriculum presentations?

---

---

---

---

How would the principal characterize the level of teacher involvement? Parent involvement?

---

---

---

Given the likelihood of increased disclosures following the curriculum, what policies and support does the school already have in place for dealing with harassment?

What is the school's sexual harassment policy? If a policy is in place, request a copy.

---

---

Does the principal consider it an effective policy? Does it require rethinking and revision?

---

---

Do school personnel and parents know the policy?

---

---

How does the school respond to students who report sexual harassment or bullying?

---

---

How does the school respond to students who are accused of harassment or bullying?

---

---

- 
- What support does the school need to effectively respond to disclosures? For example, do teachers need in-service training to help them respond to disclosures? Does the school need support to develop an effective sexual harassment policy?
- 
- 

- What does the principal need in order to be your advocate?
- 



## YOUR NOTES

- What else will help you establish a strong and positive first impression and successful connection with administrators?
- 
- 
- 

## Teachers

After you get approval to present the curriculum in the school, classes will be selected and the teachers will be invited to play one of the most important roles in the success of the curriculum. Establishing a strong connection with the teacher will help the presenter to teach the curriculum and help to reinforce the skills and concepts taught during the program.

Teachers will need additional support and information regarding possible disclosures made by students during and after the curriculum. Offering staff training, one-on-one support, discussing reporting guidelines, and giving teachers some information about what to say to students who disclose is very important. It is also critical that teachers know where to refer students for counseling and support, i.e., the local rape crisis center.

Even if you have met with school administrators, do not assume that teachers have information about the curriculum. It helps to schedule a meeting with teachers before the first class session.

---

## Check List for Making Connections with Teachers

- Can you have an initial meeting with the teacher to present the concepts of the curriculum, get their input and review their expectations?

Yes

No

Meeting date: \_\_\_\_\_

Contact person: \_\_\_\_\_

- Does the teacher have the overview of the curriculum?

Yes

No (If no, be prepared with extra copies)

- What does the teacher already know about sexual violence?

---

---

---

- What additional information would the teacher like about the curriculum?

---

---

---

- What is the allotted time for the class?

---

---

- How many students are in the class? (*The ideal size is about 20 students. More than 30 students in a class may be too many to handle effectively.*)

---

- 
- Will the scheduled class time for the curriculum change the students' schedule so that a favorite class is missed (i.e., gym, art, study hall)? If so, can the teacher offer suggestions for managing these changes?

---

- Does the teacher have concerns about sexual harassment and/or peer relationships you should know about?

---

---

---

- Does the teacher have suggestions about classroom control or management that you should be aware of?

---

---

- What is the classroom space like (Chairs and desks? Tables? Theater? Gym?)

---

---

- Are there any special needs in the class that you should be aware of (students with disabilities, etc.)? What suggestions can the teacher offer to accommodate any special needs in the classroom?

---

---

---

- If you have an opportunity to visit the classroom, how would you describe the classroom culture? What are the classroom rules and norms?

---

---



- 
- Once you have presented the curriculum, can you schedule a follow up meeting with the teacher(s) to debrief, get and give feedback, offer support around disclosures, and brainstorm about how to reinforce the curriculum concepts throughout the year?

- Yes

Follow up meeting date: \_\_\_\_\_

- No



## YOUR NOTES

- Use this space to brainstorm about: 1) how to build strong connections with your teachers and/or 2) how to help teachers continue to reinforce the concepts throughout the year.

---

---

---

---

---

---

---

---

---

---

---

---

## Parents/Guardians

One way to eliminate fear and parental concern about students learning about sexual violence is to meet with parents. Offer to present portions of the curriculum at a parent meeting at school and discuss the content for each grade level. Educating parents and then being available to answer questions and concerns often helps a presenter gain access to students.

### Checklist for Making Connections with Parents

Can a meeting be held inviting all parents to come and learn about the curriculum?

Yes

Date \_\_\_\_\_ Time \_\_\_\_\_

No



#### YOUR NOTES

What might be some parental concerns you could be prepared to discuss? What have been challenges at other schools and how have you overcome them?

---

---

---

---

---

What other information can you think about in this process that would be helpful in establishing a strong and successful connection with parents?

---

---

---

---

## Working with students

### Classroom Management

- Always remember to model the behaviors you want students to use.
  - Don't escalate behavior. Confrontation usually does not work, especially in a hostile or aggressive class. Operating in the opposite manner seems to get the best results.
  - Always remain calm, using a soothing and quiet voice. It is counterproductive for us to yell when we are asking students not to yell.
  - Try not to draw negative attention to a student in front of the whole class. Address individual concerns privately to safeguard privacy and confidentiality.
  - • Continually redirect inappropriate behavior. In elementary classes, ask for all eyes toward the speaker, all mouths quiet, all ears listening, feet on the floor. Ask for respect for the speaker.
  - Establish a few rules and stick with them in every class.
  - Provide a visual reminder of the rules so students can see them and you can refer to them. Not only does this remind everyone of expectations, but it holds students accountable for knowing and following the rules.
- Give students a summary or overview of the activities for the day before you begin to help them focus.



## YOUR NOTES

- What classroom management techniques have worked well for you in the past?

---

---

---

---

---

---

---

---

---

---

- What classroom rules do you plan to establish during the first session?

---

---

---

---

---

---

---

---

## Statistics and Information

- A report published in the Journal of the American Medical Association suggests that one in five adolescent girls become a victim of physical or sexual violence, or both, in a romantic relationship (Silverman, 2001).
- In one large study, one in five women had experienced previous childhood sexual abuse. The study also confirmed that previous childhood sexual abuse is associated with adult physical complaints, psychological distress, substance abuse, suicide attempts and suicidal ideation, even when women have not suffered additional abuse in adulthood (McCauley, 1997).
- In a report from the National Institute of Justice, more than half (54%) of the female rape victims identified were under 18 years old, and 22% of those were under 12 years old when they experienced their first rape (NIJ/CDC, 1998).
- One in four girls and one in six boys experience sexual violence by the time they are 18 (Finkelhor, 1990).
- Most commonly, the sexual abuse offender is known to the child. Surveys of the general population indicate that in approximately 16% of childhood sexual abuse cases the offender is a parent or stepparent. In approximately 39% of cases, the offender is a non-relative who is known to the child (Saunders, et al, 1999).
- Females are three times more likely to be sexually abused during childhood than males (Finkelhor, 1990).
- In general, children who live away from both of their natural parents have been found to be at an increased risk for being sexually victimized (Finkelhor, 1990).
- One-third of juvenile delinquents, 40% of sexual offenders and 76% of serial rapists report they were sexually abused as youngsters. The suicide rate among sexually abused boys was one and a half to 14 times higher, and reports of multiple substance abuse among sixth-grade boys who were molested was 12 to 40 times greater (Holmes, 1998).



---

## More Statistics and Information

Sexual harassment, sexual assault and rape can and do happen among peers. It is vitally important to be aware and prepared to respond to students experiencing sexual violence in their lives. Professionals working with students must also be aware that sexual violence can happen to anyone. Sexual harassment can be male to male, female to male, male to female or female to female. Same sex sexual harassment and sexual violence cannot be ignored and should be discussed when working with students.

- Slightly more than half (54%) of students say they have sexually harassed someone during their school lives (Lipson, 2001).
- Sixteen percent of students report sexually harassing a student of the same sex (Lipson, 2001).
- Eighty five percent of students report that sexual harassment occurs at their schools (Lipson, 2001).
- Juveniles are responsible for victimizing 40% of the child sexual assault victims under six years of age (Snyder, 2000).
- Twenty three percent of all sexual offenders are under the age of 18 (Synder, 2000).

---

# Sample Letter to Elementary or Middle School

Date

*Address*

*Address*

*Address*

*Address*

Dear *Contact*,

Over the last few years, studies have shown harassment and sexual harassment are real and serious problems for elementary, middle and high school students. The American Association of University Women (1993 & 2001) reported four out of five students experienced sexual harassment in school and 32% had experienced sexual harassment before sixth grade.

*(Agency name)*, a private, non-profit rape crisis center has developed education programs to reduce the risk of sexual assault and train professionals to help sexual assault survivors. *(Agency name)* offers individual classroom programs tailored to the needs of students in kindergarten through high school.

I have enclosed information about *(Agency name)*'s 2006-2007 school programs. We would like to discuss how *(Agency name)*'s programs could educate *(Elementary school)* students about sexual violence and healthy relationships.

Please call if you have questions about our programming. I look forward to developing a collaborative relationship with you and *(Elementary school)* students.

Sincerely,

*Name*

*Title*

---

# Sample Letter to High School

Date

*Address*

*Address*

*Address*

*Address*

Dear *Contact*,

Teenagers face alarming statistics regarding sexual violence:

- Eighty three percent of high school girls have been pinched, sexually touched or grabbed against their will by their peers (<http://www.menagainstsexualviolence.org/stats.html>, 2003).
- About 4,000 incidents of rape or other forms of sexual assault occur in public schools across the country each year (U.S. Department of Education, 1997).
- One in four girls and one in six boys are sexually assaulted by the age of 18 (Finkelhor, 1990).
- Teens 16 to 19 years of age are three and a half times more likely than the general population to be victims of rape, attempted rape or sexual assault (U.S. Department of Justice, August 2000).

*(Agency name)*, a private, non-profit rape crisis center responded to these statistics and developed awareness and prevention education programs targeted for kindergarten through high school age students to reduce their risk of sexual violence. Employing small group activities and discussions, *(Agency name)*'s individual classroom programs encourage students to ask questions and access information.

I have enclosed information about *(Agency name)*'s school programs. We would like to discuss how *(Agency name)*'s programs could help provide education and awareness to *(Name of School)* students, teachers and parents about sexual violence and healthy relationships.

*(Contact Name)*, *(Title)*, will be contacting you to follow-up on ways *(Agency name)* may be a resource to *(Name of School)*.

Sincerely,

*Name of Executive Director*

Executive Director

---

# Sample Thank You Letter to School

Date

*Address*

*Address*

*Address*

*Address*

Dear *Contact*,

I know you are aware of the continued need for our work and the struggle to reduce sexual violence in *(Name of County)*. We value your willingness to promote awareness and education concerning sexual violence to your students and school community. Education programs for students provide valuable opportunities for teaching risk reduction strategies and promoting the prevention of sexual violence.

*(Agency name)* greatly appreciates your support and willingness to help educate students.

Please call if you have questions about our programming or if there are other ways *(Agency name)* can be a resource. I have enclosed a brochure of all our prevention programs and workshops for your review. I look forward to an ongoing relationship with you and *(Name of School)* students.

Sincerely,

*Name*

*Title*



# PREVENTION OBJECTIVES

**PCAR**  
PENNSYLVANIA COALITION AGAINST RAPE

---

# PREVENTION OBJECTIVES

## Objectives of Sexual Harassment Prevention curriculum, Grades 1–12

### Sexual Harassment Prevention: Grades 1–2

#### *What Is The Plan?... Overview*

- 📁 2 classroom presentations
- 📁 Class discussions, small group activities, role-plays and independent activities

#### *What Will Students Learn?... Objectives for Day 1 (First grade)*

1. How to define harassment.
2. How to identify harassing behaviors.
3. School policy against sexual harassment.
4. Negative feelings and consequences of sexual harassment.

#### *What Will Students Learn?... Objectives for Day 2 (First grade)*

1. How to identify harassing behaviors.
2. A plan of action if being sexually harassed.
3. Opportunities to practice plan of action.

#### *What Will Students Learn?... Objectives for Day 1 (Second grade)*

1. Recognizing people's similarities and differences.
2. How to define respect.
3. How to define boundaries.
4. Recognize personal boundaries and other people's boundaries.

---

*What Will Students Learn?... Objectives for Day 2 (Second grade)*

1. How to define harassment.
2. How to identify harassing behaviors.
3. School policy against harassment.
4. A plan of action if being harassed.
5. How to help if someone is being harassed.



---

# Sexual Harassment Prevention: Grades 3–5

## *What Is The Plan?... Overview*

- 📁 2 classroom presentations
- 📁 Class discussions, small group activities, role-plays and independent activities

## *What Will Students Learn?... Objectives for Day 1 (Third and fifth grade)*

1. How to define harassment.
2. How to define sexual harassment.
3. How to identify sexually harassing behaviors.
4. School policy against sexual harassment.

## *What Will Students Learn?... Objectives for Day 2 (Third and fifth grade)*

- 16777216. How to identify sexually harassing behaviors.
- 16777217. A plan of action if being sexually harassed.
- 16777218. Opportunities to practice plan of action.
- 16777219. Negative feelings and consequences of sexual harassment.

## *What Will Students Learn?... Objectives for Day 1 (Fourth grade)*

1. How to define boundaries.
2. Recognizing personal boundaries.
3. Identifying how people talk about their boundaries.
4. How to define respect.

## *What Will Students Learn?... Objectives for Day 2 (Fourth grade)*

1. How to define harassment.
2. How to define sexual harassment.
3. How to identify sexually harassing behaviors.
4. School policy against harassment.
5. A plan of action if being harassed.

---

# Sexual Harassment Prevention: Grades 6-7

## *What Is The Plan?... Overview*

- 📁 2 classroom presentations
- 📁 Class discussions, small group activities, role-plays and independent activities

## *What Will Students Learn?... Objectives for Day 1 (Sixth grade)*

- How to define harassment and sexual harassment
- How to identify sexually harassing behaviors
- School policy against sexual harassment.
- Difference between flirting and sexual harassment.

## *What Will Students Learn?... Objectives for Day 2 (Sixth grade)*

- Personal boundaries regarding sexual harassment
- Negative feelings and consequences of sexual harassment
- A plan of action if being sexually harassed
- How to help others who are being sexually harassed

## *What Will Students Learn?... Objectives for Day 1 (Seventh grade)*

- How to define boundaries
- How to define respect
- Recognize personal boundaries and other people's boundaries

## *What Will Students Learn?... Objectives for Day 2 (Seventh grade)*

- How to define harassment and sexual harassment
- How to identify sexually harassing behaviors
- Negative feelings and consequences of sexual harassment
- School policy against sexual harassment
- A plan of action if being sexually harassed

---

# Sexual Violence Prevention: Grade 8

## *What Is The Plan?... Overview*

- 📁 2 classroom presentations
- 📁 Class discussions, small group activities, role-plays and independent activities

## *What Will Students Learn?... Objectives for Day 1*

- How to define sexual violence
- How to identify sexually violent behaviors

## *What Will Students Learn?... Objectives for Day 2*

- Information on drug-facilitated sexual assault
- Vulnerabilities alcohol and drugs promote
- Risk reduction strategies concerning alcohol, drugs and sexual violence
- Developing personal action plan to help keep safe
- Negative feelings and consequences of sexual violence

---

# Sexual Harassment Prevention: Grade 9

## *What Is The Plan?... Overview*

- 📁 2 classroom presentations
- 📁 Class discussions, small group activities, role-plays and independent activities

## *What Will Students Learn?... Objectives for Day 1*

- What is harassment and sexual harassment?
- How to identify sexually harassing behaviors
- How to distinguish sexual harassment from flirting
- Understanding that sexual harassment is illegal

## *What Will Students Learn?... Objectives for Day 2*

- Negative feelings and consequences of sexual harassment
- A plan of action if being sexually harassed
- Review of school policy concerning sexual harassment

---

# Self Esteem & Boundaries: Grade 10

## *What Is The Plan?... Overview*

- 📁 2 classroom presentations
- 📁 Class discussions, small group activities, role-plays and independent activities

## *What Will Students Learn?... Objectives for Day 1*

- What is self-esteem?
- What increases and what decreases self-esteem?
- Strategies and methods for improving self-esteem
- Connection between good self-esteem and engaging in risk reduction strategies regarding sexual violence

## *What Will Students Learn?... Objectives for Day 2*

- Define the term “boundaries”
- Discuss the differences between passive, aggressive and assertive behavior when expressing boundaries to others
- Recognize how abusers violate physical, emotional, spiritual and sexual boundaries
- Individual reflection on personal boundaries
- Identify healthy and unhealthy boundaries in relationships

---

# Consent & Relationships (I): Grade 11

## *What Is The Plan?... Overview*

- 📁 2 classroom presentations
- 📁 Class discussions, small group activities, role-plays and independent activities

## *What Will Students Learn?... Objectives for Day 1*

- What is consent?
- How do communicate consent and the common difficulties with saying “no” to others
- Identify if a date is going well
- Identify boundaries concerning sexual activity and behavior
- identify the dangers of assuming consent

## *What Will Students Learn?... Objectives for Day 2*

- Examine the variety of often subtle ways abusers may exert power and control in relationships
- Examine aspects of shared power and control in relationships
- Identify how healthy relationships feel in contrast to unhealthy relationships
- Review relationship pact
- Individual reflection concerning abuse

---

## Consent & Relationships (II): Grade 12

### *What Is The Plan?... Overview*

- 📁 3 classroom presentations
- 📁 Class discussions, small group activities, role-plays and independent activities

### *What Will Students Learn?... Objectives for Day 1*

- Address myths and facts of sexual violence
- Identify range of sexually violent behaviors
- Negative feelings and consequences of sexual violence
- Recognizing that sexual violence is never the victim's fault

### *What Will Students Learn?... Objectives for Day 2*

- Definition of consent and coercion and distinctions between
- Examine ways to communicate “no” concerning sexual activity and behaviors

### *What Will Students Learn?... Objectives for Day 3*

- Information on drug-facilitated sexual assault
- Vulnerabilities alcohol and drugs promote
- Laws regarding sexually violent behavior
- Risk reduction strategies concerning alcohol, drugs and sexual violence



# PREVENTION ACTIVITIES: GRADES 1-2



**PCAR**  
PENNSYLVANIA COALITION AGAINST RAPE

PREVENTION ACTIVITIES:  
GRADES 1-2

---

## PREVENTION ACTIVITIES: GRADES 1-2

### Sexual Harassment Prevention

#### Session Information

**Audience:** First grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

#### Session 1 – Harassment

##### Opening Discussion and Pre-Test (5 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

##### Discussion: Rules (5 minutes)

Explain to students you are here to discuss an important rule that their school has. Ask students if they have rules at home. Ask several students to tell the class a rule they have at home. Next, ask students if they have rules at school. Ask several students to tell the class a rule they have at school.

Discuss with students why it is important to have rules. (To help keep us safe.) Explain that their school has a special rule to keep everyone safe.

##### Discussion: Harassment (10-15 minutes)

Ask students if they have heard the word “harassment.”

Harassment means “to tease, bother, or annoy someone.”

Explain to students that their school has a rule that says, “No harassment is allowed at school,” and there are two types of harassment that happen in school.

##### 1. Unwanted Words

- Examples: teasing, making fun of someone, calling someone names, excluding someone from playing, writing mean notes about someone, drawing mean or nasty pictures of someone
- Story:

I was at a school last week and I was talking to a group of students. I saw a boy and a girl playing together on the playground and they seemed to be having fun. I heard the students tell everyone that the boy and girl were really boyfriend and girlfriend. Everyone started to giggle and point at them. Then, when they came in after recess, someone drew a picture of the boy and girl kissing and passed it around the room.

---

Were the boy and girl being harassed?

What was happening to them?

How do you think they felt?

- Your school's rule says that you can't stop other students from playing together or trying something new just because they are a boy or a girl or because you don't like them. These are unwanted words and they are not allowed at school.

## 2. Unwanted Touch

- Examples: hitting, kicking, pushing, shoving, pinching, biting, pulling hair or clothes, unwanted hugs or kisses, etc.
- Story:

Have students think of their best friend. Sometimes we like to be close to our friend; we might save them a seat at lunch or on the bus, hold their hand if they are our partner, or whisper a secret to them. But when we are having a bad day, we may not want to be close to someone.

Is it ok to tell someone that we don't want a hug?

If someone tells us to stop touching them, is it ok to keep touching them anyway?

How does it feel when someone keeps doing something after you have asked them to stop?

- Your school's rule says that you cannot touch other students if they do not want to be touched. These are unwanted touches and they are not allowed at school.

### Activity: *Nobody Knew What to Do* (10-15 minutes)

(McCain, B. (2001). *Nobody knew what to do: a story about bullying*. Morton Grove, Illinois: Albert Whitman & Co.)

Read the book to students and go over discussion questions (Appendix B).

### Activity: **How does harassment make you feel?** (10 minutes)

(Pittsburgh Action Against Rape. (July 2000) *Building healthy relationships: sexual harassment prevention and relationship skills curriculum kindergarten – 5<sup>th</sup> grade*. Enola, Pennsylvania: PCAR.)

Hand out the Feelings Worksheet (Appendix C) to students. On the front side, have the students match the word to the face that describes the feeling. Ask students to share when they might have those feelings at school. On the back side, have students draw a face that expresses the feeling words. Again, have students share when they might have those feelings at school.

Using the students' examples, explain how nobody said they felt happy or excited when they were being hit, kicked, called names, etc. Everyone said they felt sad, angry, or upset. Everyone said they felt happy when students were being nice to them, being a friend, sharing, etc. So, it is important for students to remember that what we do can hurt others and we need to think before we act.

---

# Sexual Harassment Prevention

## Session Information

**Audience:** First grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 2 – Stopping Harassment

### Review (5 minutes)

Review with students:

1. Definition of harassment
2. 2 types of harassment: unwanted words and unwanted touches
3. Examples of each type of harassment
4. How does harassment make someone feel

### Activity: Is it harassment? (5-10 minutes)

Read the scenarios (Appendix D) to the students and discuss the questions to test students understanding of harassment.

### Activity: Steps to Stop Harassment (25 minutes)

Explain to students that now they know what harassment is but what should you do if it is happening to you. There are three things to do if you are being harassed:

#### 1. Tell the person to STOP.

If someone is harassing you, the first thing you want to do is tell them to stop. But, that isn't always easy, especially if the person is bigger than you or stronger than you or is a friend.

Using the Shoe Activity (Appendix E), have 2 students come to the front of the room, each standing on a pair of "shoes", "Ray's" (the character from the book) shoes and the "Bully" shoes. Give the student standing on "Ray's" shoes a scenario (This student pulls your hair when you are standing in line.) and ask them what they could say to the "Bully" to make them stop (I want you to stop pulling my hair.). The student standing on the "Bully" shoes will then practice how to respond (I'm sorry.). Students then switch shoes and practice again.

Go around the room, giving each student a chance to participate.

---

## 2. Tell an adult at school.

Go around the room and have each student identify an adult at school that they could tell if they are being harassed. Remind students about other adults in the building besides their classroom teacher: librarian, art/music/gym teacher, bus driver, crossing guard, cafeteria workers, school nurse, school counselor, other teachers, secretary, principal, school security, etc. This helps students see that they are not alone and there are many adults they can go to for help.

## 3. Tell an adult at home.

Go around the room and have each student identify an adult at home that they could tell if they are being harassed. Remind students about other adults they know besides their parent/guardian: various relatives, neighbor, babysitter, sports coach, karate/music/dance instructor, after-school caregivers, a friend's mom/dad, someone at their church/temple/synagogue, etc. This helps students see that they are not alone and there are many adults they can go to for help.

### Post-Test (5 minutes)

Give students the post-test (Appendix A) to assess their post-program knowledge.

### Activity: "My Body Belongs to Me" Coloring Book (5-10 minutes)

(Pittsburgh Action Against Rape. (2005) *My body belongs to me*.

Available at <<http://www.paar.net>>)

Read *My Body Belongs to Me* coloring book. Hand out a coloring book to each student and allow them to color with the time remaining.

---

# Sexual Harassment Prevention: Grade 1

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

Homeroom: \_\_\_\_\_

Total # of students in class: \_\_\_\_\_

**DIRECTIONS:** Tell students to raise their hand **ONLY** if they think the answer is YES to each of the following questions. Write down the number of YES answers for each question.

**1. Does your school have rules?**

YES: \_\_\_\_\_

NO: \_\_\_\_\_

**2. Does your school have rules to keep you safe?**

YES: \_\_\_\_\_

NO: \_\_\_\_\_

**3. Is there a rule at your school that says, “No harassment is allowed in school”?**

YES: \_\_\_\_\_

NO: \_\_\_\_\_

**4. Someone at school wants to hug you. Is it okay to tell them, “No, I do not want a hug”?**

YES: \_\_\_\_\_

NO: \_\_\_\_\_

**5. Should you tell a teacher if you are being harassed?**

YES: \_\_\_\_\_

NO: \_\_\_\_\_



---

# Sexual Harassment Prevention: Grade 1

## ANSWER KEY

- |  |     |
|--|-----|
| 1. Does your school have rules?  | YES |
| 2. Does your school have rules to keep you safe?   | YES |
| 3. Is there a rule at your school that says, “No harassment is allowed in school”?         | YES |
| 4. Someone at school wants to hug you. Is it okay to tell them, “No, I do not want a hug”? | YES |
| 5. Should you tell a teacher if you are being harassed?                                    | YES |



---

# Nobody Knew What to Do: A Story about Bullying

## Discussion Questions

1. What was happening to Ray?
2. What did the bullies do when they pulled Ray away from the other kids outside?
3. How do you think Ray felt when the bullies used words and fists to hurt him?
4. Did Ray get back at any of the bullies by hurting them? Why?
5. Did Ray go to school the next day?
6. What did Ray's friend do when Ray didn't come to school?
7. Who did Ray's friend talk with?
8. What did Ray's teacher say when she found out what was happening with Ray?
9. What happened when Ray came back to school and went to recess?
10. Did any adults come to recess?
11. What did the principal do to help Ray?
12. How did Ray feel when the bullying stopped?
13. Did anyone stand up for Ray and help him? Who?
14. Who should we tell if have a problem like Ray's?
15. Did Ray's friend do the right thing by talking with the teacher?
16. If we saw someone being bullied what could we do?
17. Would we be wrong for "telling on" the bully? Why?

McCain, Becky Ray. (2001). *Nobody knew what to do: a story about bullying*. Morton Grove, Illinois: Albert Whitman & Company.

---

## FACES & FEELINGS



SAD



ANGRY



HAPPY

Adapted from:

Pittsburgh Action Against Rape. (July 2000) *Building healthy relationships: sexual harassment prevention and relationship skills curriculum kindergarten – 5<sup>th</sup> grade*. Enola, Pennsylvania: PCAR.

---

# FACES & FEELINGS

**SCARED**

**EXCITED**

**SILLY**

Adapted from:

Pittsburgh Action Against Rape. (July 2000) *Building healthy relationships: sexual harassment prevention and relationship skills curriculum kindergarten – 5<sup>th</sup> grade*. Enola, Pennsylvania: PCAR.

---

## "Is It Harassment?" Scenarios

### Scenario #1

Teddy doesn't like Ray. Teddy wants the other students to make fun of Ray, so he told the other students Ray plays with dolls. Teddy got most of the class to laugh at Ray. After a while, Ray began to cry and all of the kids started calling him a crybaby.

Who was being harassed?

*Ray*

Who was the harasser?

*Teddy*

*The other kids in the class*

How does Ray feel?

*Angry, sad, hurt, embarrassed, scared, etc.*

### Scenario #2

A group of girls tease Levar about his underwear every day on the bus ride to school. Levar doesn't want to ride the bus anymore.

Was Levar harassed?

*Yes*

How did he feel?

*Angry, sad, hurt, embarrassed, scared, etc.*

Who harassed Levar?

*A group of girls on the bus*

### Scenario #3

During reading class one day, Chelsea noticed that the boys in the class were whispering and pointing at her. Chelsea's friend, Aaron, told her they had made up a story, saying that Chelsea liked to kiss boys.

Who was being harassed?

*Chelsea*

How do you think Chelsea felt?

*Angry, sad, hurt, embarrassed, scared, etc.*

Who harassed Chelsea?

*The boys in the class*

---

**Scenario #4**

One morning, Lee was sad. When Lee got to school, his friend Cody asked him what was wrong and tried to help Lee feel better.

Who was the harasser?

*No one or we don't know*

What did Cody do?

*He asked Lee what was wrong*

*He tried to make Lee feel better*

How was Lee feeling after he talked with Cody?

*Happy, better, glad, etc.*

---

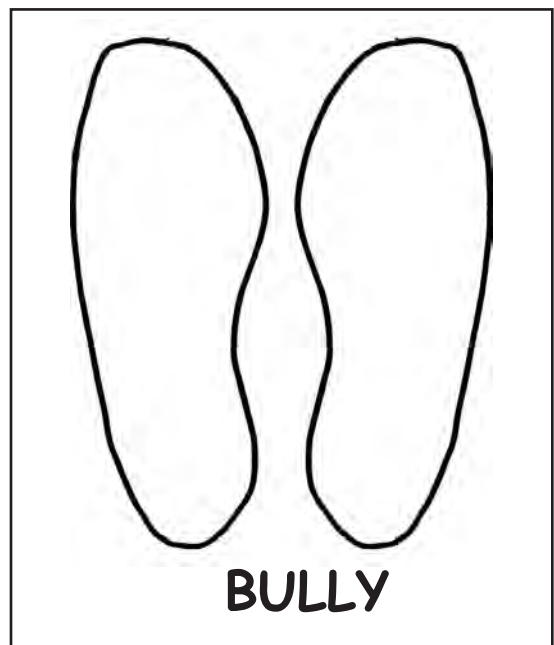
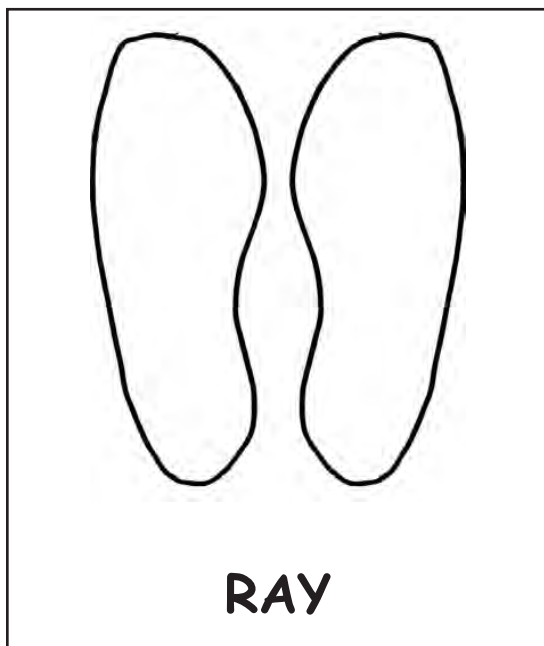
## Shoe Activity

### MATERIALS:

- ✓ 2 pairs of “shoe” posterboards, one labeled “Ray”, one labeled “Bully”

### DIRECTIONS:

- Create 2 pairs of “shoes” by tracing a large and small shoe on construction paper.
- Cut out 2 of each shoe.
- Glue each pair on a half sheet of posterboard.
- Label one pair of “shoes”, RAY, and the other pair, BULLY. (See example below)



- Have 2 students come to the front of the room, each standing on a pair of “shoes.”
- Give the student standing on “Ray’s” shoes a scenario (This student pulls your hair when you are standing in line.) and ask them what they could say to the “Bully” to make them stop (I want you to stop pulling my hair.).
- The student standing on the “Bully” shoes will then practice how to respond (I’m sorry.).
- Students then switch shoes and practice again.
- Go around the room, giving each student a chance to participate.

---

# Sexual Harassment Prevention

## Session Information

**Audience:** Second grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 1 – Boundaries

### Opening Discussion and Pre-Test (5 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

### Activity: Similarities and Differences (10 minutes)

Pittsburgh Action Against Rape. (July 2000) *Building healthy relationships: sexual harassment prevention and relationship skills curriculum kindergarten – 5<sup>th</sup> grade*. Enola, Pennsylvania: PCAR.

Explain to students that everybody is unique. Being unique means that there is nobody else who is exactly like you. But everyone also shares things in common: things you like to do, sports you enjoy; you might live in the same neighborhood, or eat the same things for lunch. Explain to students that for each statement that is TRUE for them, they should stand up at their seats. Read each statement (Appendix B), allowing students time to stand up at their seats and look around to see how many other students are standing/sitting. When finished, discuss what things the students had most in common/least in common. Did they learn anything new about someone?

### Discussion: Respect (5-10 minutes)

Ask students if they have heard the word “respect.”

Respect means “to treat others the way you want to be treated.”

Discuss with students what respect means to them and why it is important to treat others with respect.

If we think about the Similarities/Difference Activity, did everyone like pizza? (*Almost all will.*)

But, does everyone like the same kind of pizza? (*No; some people like mushrooms, pepperoni, or even anchovies!*) Do we have the right to make fun of someone or hurt someone just because they are different from us? (*No; we need to respect everyone, no matter their differences.*)

### Activity: Boundaries (10-15 minutes)

Hand out a large gingerbread person to each student (Appendix C). Students can draw a face on the person, and then write/draw things on the body about themselves (name, a picture of their pet, their favorite color, etc.) It may be helpful to create a sample for students to see.

When class is finished, put all the people together, “holding hands,” in a line or circle on the board.



---

Ask students if they have heard the word “boundaries.”

A boundary is a line we don’t cross. We have a pretend line around us that is our personal space. We decide who can cross that boundary and who cannot.

If we look at our “people,” we can see each person’s boundary line.

Discuss with students their “people:”

1. Did each person put the same things on their “person?”  
*No, because we are all different and we like different things.*
2. Is it ok that everyone is different? Why/why not?
3. Look at two pieces that are side by side. If one person didn’t like the same things that the person next to them did, is it ok to cross their boundary and make fun of them or hurt them? Why/why not?
4. How would you feel if someone crossed your boundaries?  
*Sad, mad, angry, hurt, upset, etc.*
5. How should we be treating people?  
*No matter how different someone is, we should always treat people with respect.*

**Even if you think that someone is completely different from you, chances are there is something that you share in common with that person! That person is just as important as you are.**

---

# Sexual Harassment Prevention

## Session Information

**Audience:** Second grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 2 – Harassment

### Review (5 minutes)

Review with students:

1. Definition of boundaries
2. Definition of respect

### Discussion: Harassment (10-15 minutes)

We discussed how important it is to treat people with respect. However, sometimes we cross people's boundaries and we do things to hurt others because they are different. One way we do that is to harass people.

Ask students if they have heard the word "harassment."

Harassment means "to tease, bother, or annoy someone."

Explain to students that their school has a rule that says, "No harassment is allowed at school" and there are two types of harassment that happen in school.

### 3. Unwanted Words

- Examples: teasing, making fun of someone, calling someone names, excluding someone from playing, writing mean notes about someone, drawing mean or nasty pictures of someone
- Story:

I was at a school last week and I was talking to a group of students. I saw a boy and a girl playing together on the playground and they seemed to be having fun. I heard the students tell everyone that the boy and girl were really boyfriend and girlfriend. Everyone started to giggle and point at them. Then, when they came in after recess, someone drew a picture of the boy and girl kissing and passed it around the room.

Were the boy and girl being harassed?

What was happening to them?

How do you think they felt?

- 
- Your school's rule says that you can't stop other students from playing together or trying something new just because they are a boy or a girl or because you don't like them. These are unwanted words and they are not allowed at school.

#### **4. Unwanted Touch**

- Examples: hitting, kicking, pushing, shoving, pinching, biting, pulling hair or clothes, unwanted hugs or kisses, etc.
- Story:

Have students think of their best friend. Sometimes we like to be close to our friend; we might save them a seat at lunch or on the bus, hold their hand if they are our partner, or whisper a secret to them. But when we are having a bad day, we may not want to be close to someone.

Is it ok to tell someone that we don't want a hug?

If someone tells us to stop touching them, is it ok to keep touching them anyway?

How does it feel when someone keeps doing something after you have asked them to stop?

- Your school's rule says that you cannot touch other students if they do not want to be touched. These are unwanted touches and they are not allowed at school.

#### **Activity: Steps to Stop Harassment (10 minutes)**

Explain to students that now they know what harassment is but what should you do if it is happening to you. There are three things to do if you are being harassed:

#### **4. Tell the person to STOP.**

Hand out the "Stop Harassing Me!" worksheet (Appendix D). Have students complete the sentences and share with the class.

#### **5. Tell an adult at school.**

Have students identify adults at school that they could tell if they are being harassed. Remind students about other adults in the building besides their classroom teacher: librarian, art/music/gym teacher, bus driver, crossing guard, cafeteria workers, school nurse, school counselor, other teachers, secretary, principal, school security, etc. This helps students see that they are not alone and there are many adults they can go to for help.

#### **6. Tell an adult at home.**

Have students identify adults at home that they could tell if they are being harassed. Remind students about other adults they know besides their parent/guardian: various relatives, neighbor, babysitter, sports coach, karate/music/dance instructor, after-school caregivers, a friend's mom/dad, someone at their church/temple/synagogue/mosque, etc. This helps students see that they are not alone and there are many adults they can go to for help.

---

**Activity: “say something” (10 minutes)**

Moss, Peggy. (2004). *say something*. Gardiner, Maine: Tilbury House, Publishers.

Read the book to students. Discuss how the students being harassed in the book felt. Discuss how the narrator felt when she was being harassed and how she decided to help. Many students who are being harassed feel lonely. Brainstorm ways they can be a friend to other students.

**Post-Test (5 minutes)**

Give students the post-test (Appendix A) to assess their post-program knowledge.

**Activity: “My Body Belongs to Me” Coloring Book (5-10 minutes)**

Pittsburgh Action Against Rape. (2005) *My body belongs to me*.

Available at <<http://www.paar.net>>

Read *My Body Belongs to Me* coloring book, if time allows. Hand out a coloring book to each student and allow them to color with any time remaining.

---

# Sexual Harassment Prevention: Grade 2

Name: \_\_\_\_\_

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Your school has rules.**  
 True                       False
3. **Your school has rules to keep you safe.**  
 True                       False
4. **Your school has a rule that says, “No harassment is allowed in school.”**  
 True                       False
5. **If you are harassed at school, you should keep it a secret.**  
 True                       False
6. **Pushing someone is harassment.**  
 True                       False
7. **Susan is being harassed at school. Susan should tell:**  
 Her best friend.  
 Her little sister.  
 A stranger.  
 A teacher.
8. **If Cindy is being harassed at school, she may feel upset.**  
 True                       False
9. **Is it okay to tell someone at school, “I do not want a hug”?**  
 Yes                       No
10. **If Mark says, “I do not want a hug,” is it okay to hug him?**  
 Yes                       No
11. **Harassment is unwanted words and unwanted touches.**  
 True                       False

---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

## Sexual Harassment: Grades 2

### ANSWER KEY

- I am a:**  
 Boy                       Girl
- Your school has rules.**  
 True                       False
- Your school has rules to keep you safe.**  
 True                       False
- Your school has a rule that says, “No harassment is allowed in school.”**  
 True                       False
- If you are harassed at school, you should keep it a secret.**  
 True                       False
- Pushing someone is harassment.**  
 True                       False
- Susan is being harassed at school. Susan should tell:**  
 Her best friend.  
 Her little sister.  
 A stranger.  
 A teacher.
- If Cindy is being harassed at school, she may feel upset.**  
 True                       False
- Is it okay to tell someone at school, “I do not want a hug”?**  
 Yes                       No
- If Mark says, “I do not want a hug,” is it okay to hug him?**  
 Yes                       No
- Harassment is unwanted words and unwanted touches.**  
 True                       False

---

## Similarities and Differences

### Stand up if you...

- have a sister.
- have a brother.
- can play a musical instrument.
- are on a sports team.
- like broccoli.
- don't like mushrooms.
- know how to play checkers.
- like horses.
- have a pet.
- can ride a skateboard.
- read a book this week.
- can stand on your head.
- like pizza.
- don't like spaghetti.
- read comic books.
- like doing puzzles.
- like dancing.

Adapted from:

Pittsburgh Action Against Rape. (July 2000) *Building healthy relationships: sexual harassment prevention and relationship skills curriculum kindergarten – 5<sup>th</sup> grade*. Enola, Pennsylvania: PCAR.

---

# STOP HARASSING ME!

1. I feel \_\_\_\_\_ when you call me names.

I want you to \_\_\_\_\_.

2. I feel \_\_\_\_\_ when you tell me to shut up.

I want you to \_\_\_\_\_.

3. I feel \_\_\_\_\_ when you draw mean pictures of me.

I want you to \_\_\_\_\_.

4. I feel \_\_\_\_\_ when you pull on my clothes.

I want you to \_\_\_\_\_.

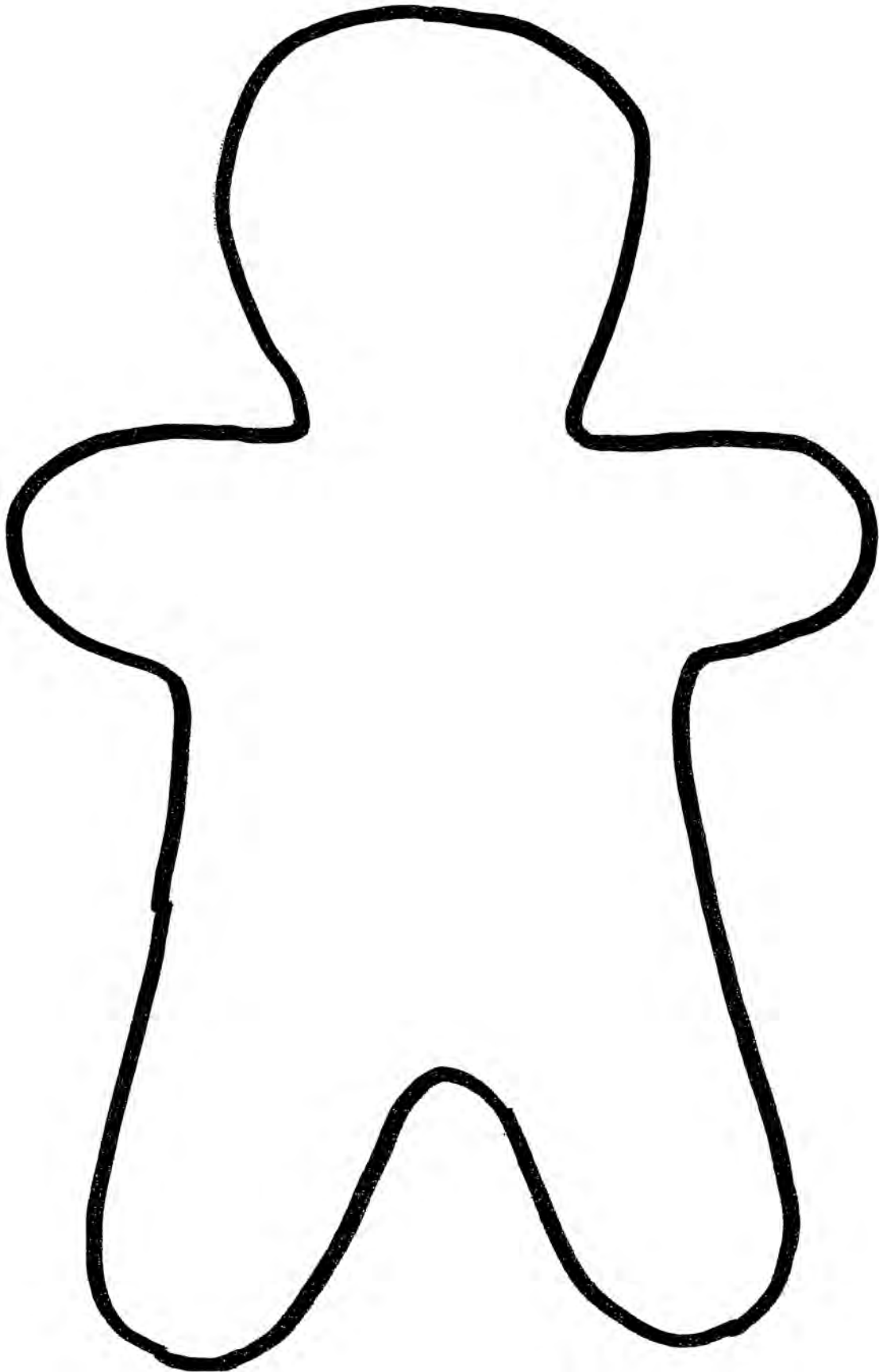
5. I feel \_\_\_\_\_ when you push me.

I want you to \_\_\_\_\_.

6. I feel \_\_\_\_\_ when you try to hug me.

I want you to \_\_\_\_\_.





# PREVENTION ACTIVITIES: GRADES 3-5



**PCAR**  
PENNSYLVANIA COALITION AGAINST RAPE

---

## PREVENTION ACTIVITIES: GRADES 3-5

### Sexual Harassment Prevention

#### Session Information

**Audience:** 3<sup>rd</sup> & 5<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

#### Session 1 – Sexual Harassment

##### Opening Discussion and Pre-Test (5-10 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

##### Discussion: Harassment (5 minutes)

Ask students if they have heard the word “harassment”.

Harassment means “to tease, bother, or annoy someone”. Ask students to give examples of ways students might harass each other.

##### Activity: “Toya and Jeff” (5-10 minutes)

Read “Toya and Jeff” story (Appendix B) to students and answer discussion questions.

##### Discussion: Sexual Harassment (5 minutes)

The example of harassment in the “Toya and Jeff” story is a special kind of harassment called “sexual harassment”. Schools have rules that say harassment and sexual harassment are not allowed in school.

Sexual harassment means to tease, bother, or annoy someone just because they are a boy/girl. The thing to remember is sexual harassment is any behavior that is unwanted and sexual.

##### Activity: Talking, Writing, Touching (10-15 minutes)

Have students generate examples of sexual harassment under each category. If students have a difficult time coming up with examples, use the scenarios (Appendix C) to help students generate examples.

---

***Discussion: Who Can Be Sexually Harassed? (5-10 minutes)***

*Discuss with students who can be sexually harassed. Ask students if:*

- *Boys can sexually harass girls?*
- *Girls can sexually harass boys?*
- *Girls can sexually harass other girls?*
- *Boys can sexually harass other boys?*

*Students may have a difficult time believing these things happen, so it is good to refer back to the examples and ask if a boy/girl could do this to another boy/girl.*

*Discuss how **ANYONE** can be sexually harassed and how **ANYONE** can potentially sexually harass someone else. So, the school rule against sexual harassment is for **EVERYONE**.*

---

# Sexual Harassment Prevention

## Session Information

**Audience:** 3<sup>rd</sup> & 5<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 2—Stopping Sexual Harassment

### Review (5 minutes)

Review with students:

1. Definition of sexual harassment
2. 3 types of harassment: talking, writing, touching
3. Examples of each type of harassment

### Activity: Is it Sexual Harassment or Not? (5-10 minutes)

Hand out three cards to each student: red, yellow, and green.

**Read the scenarios (Appendix D) to the class and ask them to vote on the situation described in each scenario. For each scenario, ask some of the students to explain why they voted as they did. Clarify any questions or confusion using the appropriate interpretation.**

### Activity: Steps to Stop Sexual Harassment (10-15 minutes)

*Hand out “Steps to Stop Sexual Harassment” (Appendix E) to students. Help the students work through each section of the sheet and discuss their answers.*

### Activity: Feelings (5-10 minutes)

- 3<sup>rd</sup> grade activity

*Hand out “Feelings Word List” (Appendix F-3<sup>rd</sup> grade) to students. Using scenarios (Appendix C), have students circle a feeling on the list that the character in the scenario might be feeling or write another word in the blank spaces. Discuss the words students chose for each scenario.*

- 5<sup>th</sup> grade activity

*Hand out “Feeling Words” (Appendix F-5<sup>th</sup> grade) to students. Using scenarios (Appendix C), have students complete each sentence with a feeling word describing how the character in the scenario might be feeling. Have students read the sentences aloud with the words they have chosen.*

### Post-Test (5 minutes)

Give students the post-test (Appendix G) to assess their post-program knowledge.

---

# Sexual Harassment Prevention: Grades 3 & 5

Name: \_\_\_\_\_

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. I am a:

- Boy  Girl

2. Which one is sexual harassment?

- Kim calls Sue ugly.  
 Sam tells Rachel she has a big butt.  
 Kate tells everyone Marcus likes baseball.  
 Sara uses Frank's crayons.

3. Read the story about Gina and Ricky, then answer the questions.

Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen.

**Gina is being sexually harassed.**

- True  False

**Ricky is breaking a school rule.**

- True  False

4. The steps to reporting sexual harassment are:

- Tell an adult at school.  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school, Tell an adult at home, and Write down what happened.

5. Sexual harassment at school should be kept a secret.

- True  False

6. Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.

- True  False

7. Mark is being sexually harassed at school. Mark should tell:

- His best friend.  
 A teacher.  
 His younger brother.  
 A stranger.

8. Boys can't be sexually harassed at school.

- True  False



---

9. If Cindy is being sexually harassed at school, she may feel upset.

True  False

10. If Adam is being sexually harassed at school, it may be hard for him to learn at school.

True  False

---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Harassment Prevention Grades 3 & 5

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Which one is sexual harassment?**  
 Kim calls Sue ugly.  
 **Sam tells Rachel she has a big butt.**  
 Kate tells everyone Marcus likes baseball.  
 Sara uses Frank's crayons.
- Read the story about Gina and Ricky, then answer the questions.**  
Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen.  
**Gina is being sexually harassed.**  
 **True**                       False  
  
**Ricky is breaking a school rule.**  
 **True**                       False
- The steps to reporting sexual harassment are:**  
 Tell an adult at school.  
 Tell an adult at home.  
 Write down what happened.  
 **Tell an adult at school, Tell an adult at home, and Write down what happened.**
- Sexual harassment at school should be kept a secret.**  
 True                       **False**
- Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.**  
 **True**                       False
- Mark is being sexually harassed at school. Mark should tell:**  
 His best friend.  
 **A teacher.**  
 His younger brother.  
 A stranger.
- Boys can't be sexually harassed at school.**  
 True                       **False**



---

9. If Cindy is being sexually harassed at school, she may feel upset.

True                       False

10. If Adam is being sexually harassed at school, it may be hard for him to learn at school.

True                       False

---

# TOYA AND JEFF

## Scenario

*As Toya got on the bus Monday morning, she saw her classmate, Jeff. As Toya walked by, Jeff reached out and tried to pull her skirt up. Toya put her hands on her skirt and sat down in her seat. Before the bus left her stop, she noticed Jeff get up and sit down behind her. Jeff kept reaching under the seat, trying to pull on Toya's skirt. Toya began to feel nervous, so she took a deep breath and said, "Jeff, stop pulling at my skirt!" But Jeff didn't listen. Toya felt more nervous and worried that Jeff would eventually pull her skirt up. Her face got red and she started crying. Finally, Jeff called her a "crybaby" and stopped bothering her. The next day, Toya missed the bus on purpose so her mom would have to drive her to school. She begged her mom not to make her ride the bus anymore.*

## Discussion Questions

1. What would be an example of harassment in the story?  
*Pulling on Toya's skirt; Calling Toya a "crybaby."*
2. How do you imagine Toya felt?  
*Angry, upset, nervous, hurt, embarrassed, etc.*
3. Do you think Toya enjoyed being at school after Jeff made her cry and called her names? Why?  
*No.*
  - Toya may have been worried that Jeff would try to pull her skirt again.
  - Jeff may have told other students about her crying and now Toya is being teased by other students.
  - Toya's fears about the bus ride home may be affecting her ability to do her work.
4. Toya asked Jeff to stop and he didn't listen. What else could Toya have done?  
*Told the bus driver; Moved her seat; Told a teacher; Told the principal; etc.*
5. Toya asked Jeff to stop and he didn't listen. What could Jeff have done differently?  
*Listened to Toya; Apologized to Toya; Moved back to his original seat; etc.*

---

# TALKING, WRITING, TOUCHING

## Materials:

- ✓ One set of “Talking, Writing, Touching” scenarios
- ✓ Flipchart
- ✓ Markers

## Directions:

- Write “Sexual Harassment” at the top of the flipchart.
- Define sexual harassment for students as any unwanted, sexual behavior. Unwanted is the most important word in the definition.
- Tell students that there are 3 types of sexual harassment that are seen in schools: talking, writing, and touching.
- Write “Talking”, “Writing”, and “Touching” on the flipchart.
- Tell students that you want them to come up with examples of each type of sexual harassment. These could be things that you have seen or experienced at school. However, in order to not embarrass or get anyone into trouble, do not use student’s names in your examples.
- If students have a difficult time coming up with examples, use the scenarios to help students generate examples.

(See example below for how to set up the flipchart)

## SEXUAL HARASSMENT

### TALKING

Comments about private parts of the body  
Sexual rumors  
Sexual requests  
Sexual jokes

### WRITING

Sexual notes  
Obsessive love notes  
Sexual graffiti  
Sexual drawings  
Sexual emails

### TOUCHING

Touching/grabbing private parts of the body  
Pulling clothes up, down, or off  
Unwanted hugs/kisses

---

# TALKING, WRITING, TOUCHING

## TALKING EXAMPLES

### Scenario #1

Charise and Shauna go to Monica's birthday party on the weekend. When they return to school on Monday, they spread a rumor to everyone that Monica kissed three different boys at her party.

*Was that sexual harassment? Why or why not?*

The rumors Charise and Shauna were telling about Monica were sexual in nature because they were talking about her kissing boys.

### Scenario #2

Angel is one of the best athletes in 4th grade. But when she plays soccer, some of the boys tease her about the shape of her chest. Angel feels like everyone must be staring and laughing at her and she doesn't want to play sports anymore.

*Was that sexual harassment? Why or why not? The comments were sexual in nature because the boys were talking about a private area of Angel's body.*

---

## WRITING SCENARIOS

### Scenario #3

Troy and Jason were in science class drawing sexual pictures and laughing. Alice felt uncomfortable and asked them to stop. However, the boys continued to draw sexual pictures and write Alice's name under them.

*Was that sexual harassment? Why or why not?*

*The pictures are considered sexual harassment because they were sexual in nature and made Alice feel uncomfortable.*

### Scenario #4

One day at school, Taneka was using the bathroom. When she came out of the toilet stall, she saw 3 girls running out of the bathroom, laughing. Taneka looked and saw that someone had written sexual comments about her on the bathroom wall.

*Was that sexual harassment? Why or why not?*

*The graffiti is considered sexual harassment because the comments were sexual in nature.*

---

## TOUCHING EXAMPLES

### Scenario #5

Brian is riding on the bus to school with his friends. They are all laughing and fooling around, pushing and shoving each other. Brian gets off of the bus and starts to walk into school when another student comes up behind him and pulls his pants down.

*Was that sexual harassment? Why or why not?*

*Pulling down Brian's pants is sexual harassment because it involves touching and exposing private areas of Brian's body.*

### Scenario #6

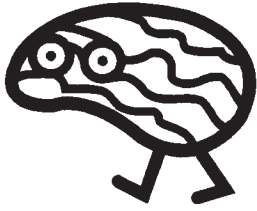
Sidney likes Chaz, a boy in her class. Every time Sidney sees Chaz at his locker, she runs up to him and gives him a hug and a kiss. Chaz has asked Sidney to stop but she doesn't listen.

*Was that sexual harassment? Why or why not?*

*Sidney is giving Chaz unwanted hugs and kisses. Even though there are times when it is okay to hug or kiss someone, it is sexual harassment because Chaz has asked Sidney to stop and she is not listening.*

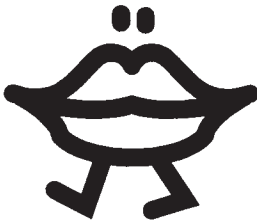
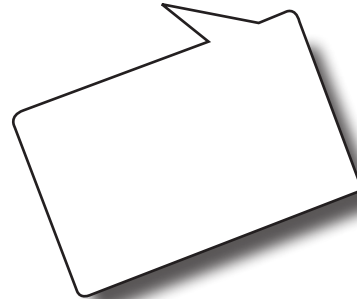
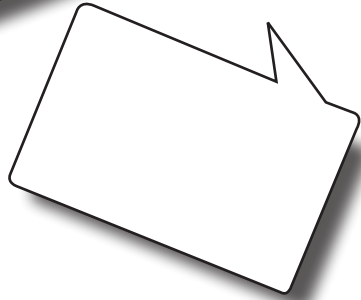
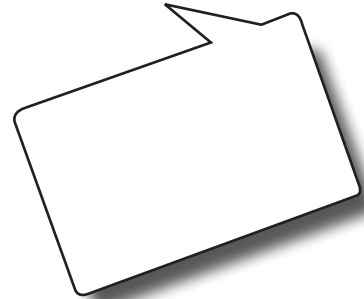
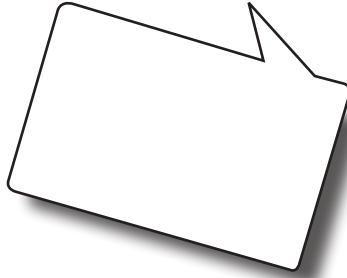
---

# How do we talk about boundaries?



Things we **THINK** but don't say when someone crosses our boundaries.

Why are you hurting me?



Things we **SAY** when someone crosses our boundaries.



---

# IS IT SEXUAL HARASSMENT OR NOT?

## Materials:

- ✓ One copy of “Is It Sexual Harassment or Not?” scenarios
- ✓ Red, yellow, and green cards; enough for each student to have one of each color.

## Directions:

- Pass out one red, yellow, and green card to each student.
- Explain that they are going to use the cards to decide if the following scenarios are examples of sexual harassment, harassment or respect.
- Students must vote by holding up the card that corresponds to the behavior illustrated in the scenario:  

Sexual harassment	=	red card
Harassment	=	yellow card
Respect	=	green card
- Read each scenario, giving students time to vote on each scenario.
- Discuss with students why they voted the way they did.



---

# IS IT SEXUAL HARASSMENT OR NOT?

## Scenarios

### Scenario #1

During reading class one day, Chelsea noticed the other girls in the class were passing a note around, but nobody would let her see it. Finally, Chelsea grabbed the note from another girl and saw that it was a made-up story about Chelsea kissing an older boy.

**Vote: red = sexual harassment**

*This is “writing” sexual harassment because the girl wrote a sexual note about Chelsea. The note was sexual in nature because it was talking about kissing boys.*

### Scenario #2

Aimee and Adriane go to Nikki’s birthday party on the weekend. When they return to school on Monday, they tell everyone that Nikki had eaten the whole cake and wouldn’t share any with her guests.

**Vote: yellow = harassment**

*It was harassment because they were telling unwanted stories about Nikki that made her embarrassed and uncomfortable. However, it was not sexual harassment because the stories were not of a sexual nature.*

### Scenario #3

Ben is a 4th grader whose locker is near Sara’s. Sara is a popular 5th grader who always has a group of girls following her around. Everyday, when Sara sees Ben, she smacks his butt and tells him she thinks he’s cute. The other girls with Sara, laugh. Ben smiles and acts like it doesn’t bother him, but he knows they are making fun of him.

**Vote: red = sexual harassment**

*This was “touching” sexual harassment because Sara is touching Ben in a sexual way. The touching was sexual in nature because Sara was touching Ben in a private area of his body.*

### Scenario #4

Bill was walking down the hall when he saw Kate. Bill told Kate he really liked her skirt. Kate thanked him and asked if he was going on the class field trip later that week. Bill said “yes”. Kate asked him if he wanted to sit on the bus with her. Bill said, “yes”.

**Vote: green = respect**

It was respectful because Bill was complimenting Kate and she appreciated his compliments. It did not make her feel uncomfortable since she continued to talk nicely with Bill and asked him to sit with her on the bus.

---

# STEPS TO STOP SEXUAL HARASSMENT IN SCHOOL

## Step 1 – Tell the person to STOP.

I want you to stop \_\_\_\_\_ .

It makes me feel \_\_\_\_\_ .

## Step 2 – Tell an adult at school.

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Counselor: \_\_\_\_\_

## Step 3 – Tell an adult at home.

An adult at your house: \_\_\_\_\_

An adult outside your house: \_\_\_\_\_

## Step 4 – Document/write down the behavior

Who?    Where?

What?    When?

Witnesses?

---

## Feelings Word List

<b>Excited</b>	<b>Miserable</b>	<b>Upset</b>
<b>Sorry</b>	<b>Good</b>	<b>Uncomfortable</b>
<b>Joyful</b>	<b>Sad</b>	<b>Respected</b>
<b>Angry</b>	<b>Glad</b>	<b>Lonely</b>
<b>Happy</b>	<b>Confused</b>	<b>Pleased</b>
<b>Surprised</b>	<b>Loved</b>	<b>Hurt</b>
<b>Hopeful</b>	<b>Harassed</b>	<b>Relaxed</b>

---

## “Feelings” Fill-in-the Blank

### Scenario #1

After Charise and Shauna spread rumors around school about Monica kissing three different boys at her birthday party, Monica feels \_\_\_\_\_.

### Scenario #2

At the next soccer game, Angel feels \_\_\_\_\_ because the boys have been teasing her about the shape of her chest.

### Scenario #3

Alice doesn't want to sit near Troy and Jason because she feels \_\_\_\_\_ since they have been drawing sexual pictures of her during class.

### Scenario #4

Taneka doesn't go to the bathroom while at school because she feels \_\_\_\_\_ about the sexual graffiti someone wrote on the wall about her.

### Scenario #5

Brian stays away from the crowd of boys at the front of the school because he feels \_\_\_\_\_ since someone pulled his pants down.

### Scenario #6

Chaz waits until no one is in the hall to go to his locker because he feels \_\_\_\_\_ when Sidney sees him and tries to hug and kiss him.

---

# Sexual Harassment Prevention: Grades 3 & 5

Name: \_\_\_\_\_

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. I am a:

- Boy  Girl

2. Which one is sexual harassment?

- Kim calls Sue ugly.  
 Sam tells Rachel she has a big butt.  
 Kate tells everyone Marcus likes baseball.  
 Sara uses Frank's crayons.

3. Read the story about Gina and Ricky, then answer the questions.

Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen.

**Gina is being sexually harassed.**

- True  False

**Ricky is breaking a school rule.**

- True  False

4. The steps to reporting sexual harassment are:

- Tell an adult at school.  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school, Tell an adult at home, and Write down what happened.

5. Sexual harassment at school should be kept a secret.

- True  False

6. Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.

- True  False

7. Mark is being sexually harassed at school. Mark should tell:

- His best friend.  
 A teacher.  
 His younger brother.  
 A stranger.

8. Boys can't be sexually harassed at school.

- True  False

---

9. If Cindy is being sexually harassed at school, she may feel upset.

- True                       False

10. If Adam is being sexually harassed at school, it may be hard for him to learn at school.

- True                       False

11. I liked the lesson about sexual harassment.

- Yes                       No

12. I learned something new about sexual harassment.

- Yes                       No

---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Harassment Prevention: Grades 3 & 5

## ANSWER KEY

1. I am a:

- Boy  Girl

2. Which one is sexual harassment?

- Kim calls Sue ugly.  
 **Sam tells Rachel she has a big butt.**  
 Kate tells everyone Marcus likes baseball.  
 Sara uses Frank's crayons.

3. Read the story about Gina and Ricky, then answer the questions.

Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen.

**Gina is being sexually harassed.**

- True  False

**Ricky is breaking a school rule.**

- True  False

4. The steps to reporting sexual harassment are:

- Tell an adult at school.  
 Tell an adult at home.  
 Write down what happened.  
 **Tell an adult at school, Tell an adult at home, and Write down what happened.**

5. Sexual harassment at school should be kept a secret.

- True  False

6. Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.

- True  False

7. Mark is being sexually harassed at school. Mark should tell:

- His best friend.  
 **A teacher.**  
 His younger brother.  
 A stranger.

8. Boys can't be sexually harassed at school.

- True  False

- 
9. If Cindy is being sexually harassed at school, she may feel upset.  
 True                       False
10. If Adam is being sexually harassed at school, it may be hard for him to learn at school.  
 True                       False
11. I liked the lesson about sexual harassment.  
 Yes                       No
12. I learned something new about sexual harassment.  
 Yes                       No



---

# Sexual Harassment Prevention

## Session Information

**Audience:** 4<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 1 – Boundaries

### Opening Discussion and Pre-Test (5 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

### Discussion: Boundaries (5 minutes)

Ask students if they have heard the word “boundaries”.

A boundary is an imaginary line that defines a space or a line we don’t cross.

Can you think of any boundaries or imaginary lines that define a space?

*(Lines on a map; out of bounds lines on a sports field; a place an adult tells us we can’t go, like saying you have to play in the yard; our personal space)*

We have a pretend line around us that is our personal space. We decide who can cross that boundary and who cannot.

### Activity: Boundary Circles (10 minutes)

Using the circle pattern (Appendix C), create a large circle on flipchart paper.

Discuss with students each boundary on the circles and who the people are that we let into those boundaries.

Next, pass out a “Person Card” (Appendix B) to each student. Call several students up at a time to tape their “Person Card” where they would like to on the boundary circles.

When all students have placed their cards on the flipchart, discuss the placement of cards with students:

1. Who are the people we put the closest to us?  
*Family members, relatives, etc.*
2. Why do you think we let them get closest to us?  
*Because we know them; we trust them*
3. Who are the people we put farther away?  
*Friends, neighbors, teachers, bus driver, etc.*

- 
4. Why do you think we keep those people farther away from us?  
*Because we don't know them as well; we don't trust them*
  5. How would you feel if someone from the “smile” or “hello” circle gave you a hug?  
*Uncomfortable, sad, mad, weird, etc.*
  6. Why does that feel weird?  
*Because we don't know them well; we don't trust them; we didn't say it was ok for them to hug us; etc.*
  7. Is it ok for someone to cross your boundaries?  
*No, it is not ok for someone to cross our boundaries. We always have the right to decide who can get close to us and who cannot. Even if it is someone that we know and trust, we still have the right to tell that person that we don't want them to be close to us or give us a hug or kiss.*

**Activity: Our Boundary Circles (10 minutes)**

Hand out a “Boundary Circle” worksheet (Appendix C) to each student. Students will create their own boundary circles by writing the names of at least 5 people they know on the various circles. Give students some ideas for people they can include: various family members, teachers, friends, neighbors, babysitter, teachers/coaches at afterschool activities, etc. Discuss with students who some of the people were that they placed in each circle.

**Activity: How do we talk about boundaries? (10 minutes)**

Now that we know what our boundaries are, how do we let other people know that they are crossing our boundaries?

Hand out “How do we talk about boundaries?” worksheet to each student.

Use the discussion questions below to help students complete their worksheets.

- **THINK**

Discuss with students that when someone crosses our boundaries, sometimes we *think* things but don't say anything.

For example, if an older student pushed you on the playground, you might be too afraid to tell them to stop.

But, you might be thinking, “Why did you push me?” or “I wish he/she would leave me alone.”

What are some other things you might think when someone crosses your boundaries but don't say?

Have students fill in the “THINK” portion of their worksheet and share/discuss their answers.

- **SAY**

Discuss with students that many times when someone crosses our boundaries, we say something to the person about it.

---

For example, if someone took your pencil without asking, you might say, “Hey, that’s mine!” or “Gimme that back!”.

What are some other things you might say when someone crosses your boundaries?

Have students fill in the “SAY” portion of their worksheet and share/discuss their answers.

Discuss with students after completing their worksheets:

1. How many of you have said these kinds of things to someone, raise your hand?

2. Why did we say those things?

*Because they were crossing our boundaries and we didn’t like it.*

3. Has someone ever said any of those things *to* you, raise your hand?

4. Why did someone say those things to you?

*Because we were crossing their boundaries and they didn’t like it.*

It is important to remember that everyone has boundaries and we need to respect other people’s boundaries and not do things that might hurt others.

**Discussion: Respect (5 minutes)**

Ask students if they have heard the word “respect”.

What does respect mean?

Respect means “to treat others the way you want to be treated”.

We all want to be treated with respect. And if we are treating others with respect, then we are not going to be crossing anyone’s boundaries and making them feel upset.

---

# Sexual Harassment Prevention

## Session Information

**Audience:** 4<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 2 – Sexual Harassment

### Review (5 minutes)

Review

1. Definition of boundaries
2. Definition of respect

### Harassment and Sexual Harassment (5 minutes)

We discussed boundaries and how important it is to respect other people's boundaries. However, sometimes we cross people's boundaries and we do things to hurt others. One way we do that is to harass people.

Ask students if they have heard the word "harassment".

Harassment means "to tease, bother, or annoy someone". Ask students to give examples of ways students might harass each other.

Another type of harassment is "sexual harassment". Schools have rules that say harassment and sexual harassment are not allowed.

Sexual harassment means to tease, bother, or annoy someone just because they are a boy/girl. The thing to remember is sexual harassment is any behavior that is unwanted and sexual.

### Activity: Talking, Writing, Touching (10-15 minutes)

Have students generate examples of sexual harassment under each category. If students have a difficult time coming up with examples, use the scenarios (Appendix E) to help students generate examples.

### *Discussion: Who Can Be Sexually Harassed? (5 minutes)*

Discuss with students who can be sexually harassed. Ask students if:

- Boys can sexually harass girls?
- Girls can sexually harass boys?
- Girls can sexually harass other girls?
- Boys can sexually harass other boys?

---

Students may have a difficult time believing these things happen, so it is good to refer back to the examples and ask if a boy/girl could do this to another boy/girl.

Discuss how **ANYONE** can be sexually harassed and **ANYONE** can potentially sexually harass someone else. So, the school rule against sexual harassment is for **EVERYONE**.

**Activity: Steps to Stop Sexual Harassment (10-15 minutes)**

Hand out “Steps to Stop Sexual Harassment” (Appendix F) to students. Help the students work through each section of the sheet and discuss their answers.

**Post-Test (5 minutes)**

Give students the post-test (Appendix G) to assess their post-program knowledge.

---

# Sexual Harassment Prevention: Grade 4

Name: \_\_\_\_\_

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**

- Boy  Girl

2. **Which one is sexual harassment?**

- Kim calls Sue ugly.  
 Sam tells Rachel she has a big butt.  
 Kate tells everyone Marcus likes baseball.  
 Sara uses Frank's crayons.

3. **Read the story about Gina and Ricky, then answer the questions.**

Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen.

**Gina is being sexually harassed.**

- True  False

**Ricky is breaking a school rule.**

- True  False

4. **The steps to reporting sexual harassment are:**

- Tell an adult at school.  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school, Tell an adult at home, and Write down what happened.

5. **Sexual harassment at school should be kept a secret.**

- True  False

6. **Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.**

- True  False

7. **Mark is being sexually harassed at school. Mark should tell:**

- His best friend.  
 A teacher.  
 His younger brother.  
 A stranger.

8. **Boys can't be sexually harassed at school.**

- True  False

---

9. If Cindy is being sexually harassed at school, she may feel upset.

True                       False

10. If Adam is being sexually harassed at school, it may be hard for him to learn at school.

True                       False

---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Harassment Prevention Grade 4

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Which one is sexual harassment?**  
 Kim calls Sue ugly.  
 **Sam tells Rachel she has a big butt.**  
 Kate tells everyone Marcus likes baseball.  
 Sara uses Frank's crayons.
- Read the story about Gina and Ricky, then answer the questions.**  
Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen.  
**Gina is being sexually harassed.**  
 **True**                       False  
  
**Ricky is breaking a school rule.**  
 **True**                       False
- The steps to reporting sexual harassment are:**  
 Tell an adult at school.  
 Tell an adult at home.  
 Write down what happened.  
 **Tell an adult at school, Tell an adult at home, and Write down what happened.**
- Sexual harassment at school should be kept a secret.**  
 True                       **False**
- Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.**  
 **True**                       False
- Mark is being sexually harassed at school. Mark should tell:**  
 His best friend.  
 **A teacher.**  
 His younger brother.  
 A stranger.
- Boys can't be sexually harassed at school.**  
 True                       **False**



---

9. If Cindy is being sexually harassed at school, she may feel upset.

True                       False

10. If Adam is being sexually harassed at school, it may be hard for him to learn at school.

True                       False

---

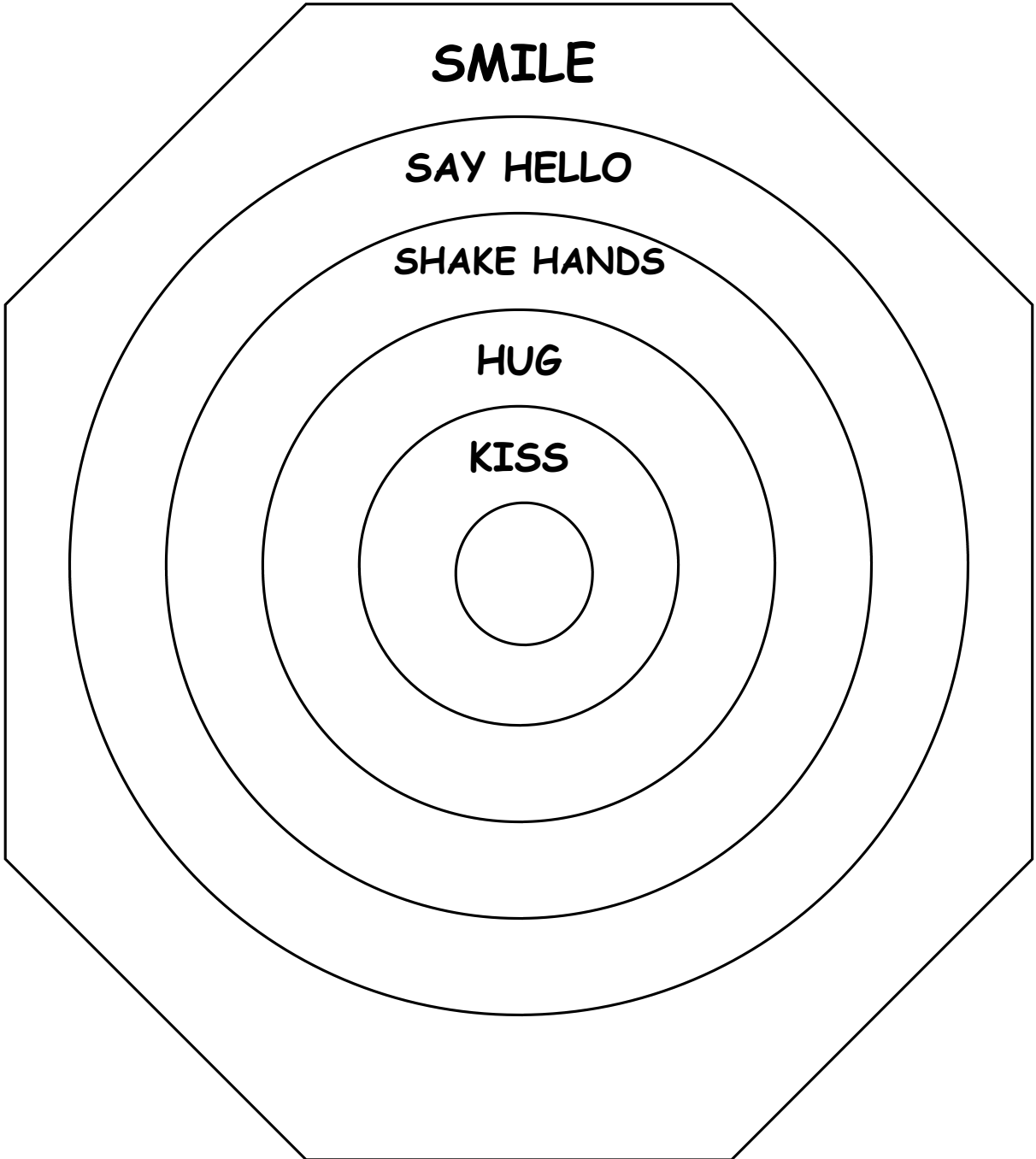
# Person Cards for large boundary circle activity

## MATERIALS:

- ✓ “Boundary Circles” worksheet
- ✓ Flipchart paper
- ✓ Tape
- ✓ Variety of “Person Cards”

## DIRECTIONS:

- Use the “Boundary Circles” worksheet to create a large boundary circle on flipchart paper.
- Create a variety of “Person Cards” using clipart. These should be about 3.5 x 2” (business card size). See example below:
- Create enough cards for the class. Choose a variety of people students come into contact with in their lives, including:
  - Mom/Dad
  - Brother/Sister
  - Aunt/Uncle
  - Grandma/Grandpa
  - Cousin
  - Best friends
  - Friends
  - Boyfriend/Girlfriend (if you feel students can handle this)
  - Classmates
  - Teacher
  - Student Teacher
  - Principal
  - School Nurse
  - School Counselor
  - Bus Driver
  - Custodian
  - Librarian
  - Cafeteria Worker
  - Crossing Guard
  - Police Officer
  - Coach
  - Teammates
  - Girl/Boy Scout Troop Leader
  - Other people in the community
- Pass out a “Person Card” to each student.
- Call several students up at a time and help them tape their “Person Card” where they would like to place them on the boundary circles.
- When finished, discuss the entire flipchart and where students placed different people on the circles.



---

# TALKING, WRITING, TOUCHING

## Materials:

- ✓ One set of “Talking, Writing, Touching” scenarios
- ✓ Flipchart
- ✓ Markers

## Directions:

- Write “Sexual Harassment” at the top of the flipchart.
- Define sexual harassment for students as any unwanted, sexual behavior. Unwanted is the most important word in the definition.
- Tell students that there are three types of sexual harassment that are seen in schools: talking, writing, and touching.
- Write “Talking”, “Writing”, and “Touching” on the flipchart.
- Tell students that you want them to come up with examples of each type of sexual harassment. These could be things that you have seen or experienced at school. However, in order to not embarrass or get anyone into trouble, do not use student’s names in your examples.
- • If students have a difficult time coming up with examples, use the scenarios to help students generate examples.

(See example below for how to set up the flipchart)

## SEXUAL HARASSMENT

### TALKING

Comments about private parts of the body  
Sexual rumors  
Sexual requests  
Sexual jokes

### WRITING

Sexual notes  
Obsessive love notes  
Sexual graffiti  
Sexual drawings  
Sexual emails

### TOUCHING

Touching/grabbing private parts of the body  
Pulling clothes up, down, or off  
Unwanted hugs/kisses

---

# TALKING, WRITING, TOUCHING

## TALKING EXAMPLES

### Scenario #1

Charise and Shauna go to Monica's birthday party on the weekend. When they return to school on Monday, they spread a rumor to everyone that Monica kissed three different boys at her party.

*Was that sexual harassment? Why or why not?*

*The rumors Charise and Shauna were telling about Monica were sexual in nature because they were talking about her kissing boys.*

### Scenario #2

Angel is one of the best athletes in 4th grade. But when she plays soccer, some of the boys tease her about the shape of her chest. Angel feels like everyone must be staring and laughing at her and she doesn't want to play sports anymore.

*Was that sexual harassment? Why or why not?*

*The comments were sexual in nature because the boys were talking about a private area of Angel's body.*

---

## WRITING SCENARIOS

### Scenario #3

Troy and Jason were in science class drawing sexual pictures and laughing. Alice felt uncomfortable and asked them to stop. However, the boys continued to draw sexual pictures and write Alice's name under them.

*Was that sexual harassment? Why or why not?*

*The pictures are considered sexual harassment because they were sexual in nature and made Alice feel uncomfortable.*

### Scenario #4

One day at school, Taneka was using the bathroom. When she came out of the toilet stall, she saw 3 girls running out of the bathroom, laughing. Taneka looked and saw that someone had written sexual comments about her on the bathroom wall.

*Was that sexual harassment? Why or why not?*

*The graffiti is considered sexual harassment because the comments were sexual in nature.*

---

## TOUCHING EXAMPLES

### Scenario #5

Brian is riding on the bus to school with his friends. They are all laughing and fooling around, pushing and shoving each other. Brian gets off of the bus and starts to walk into school when another student comes up behind him and pulls his pants down.

*Was that sexual harassment? Why or why not?*

*Pulling down Brian's pants is sexual harassment because it involves touching and exposing private areas of Brian's body.*

### Scenario #6

Sidney likes Chaz, a boy in her class. Every time Sidney sees Chaz at his locker, she runs up to him and gives him a hug and a kiss. Chaz has asked Sidney to stop but she doesn't listen.

*Was that sexual harassment? Why or why not?*

*Sidney is giving Chaz unwanted hugs and kisses. Even though there are times when it is okay to hug or kiss someone, it is sexual harassment because Chaz has asked Sidney to stop and she is not listening.*

---

# STEPS TO STOP SEXUAL HARASSMENT IN SCHOOL

## Step 1 – Tell the person to STOP.

I want you to stop \_\_\_\_\_ .

It makes me feel \_\_\_\_\_ .

## Step 2 – Tell an adult at school.

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Counselor: \_\_\_\_\_

## Step 3 – Tell an adult at home.

An adult at your house: \_\_\_\_\_

An adult outside your house: \_\_\_\_\_

## Step 4 – Document/write down the behavior

Who? \_\_\_\_\_

Where? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Witnesses? \_\_\_\_\_



---

# Sexual Harassment Prevention: Grade 4

Name: \_\_\_\_\_

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. I am a:

- Boy  Girl

2. Which one is sexual harassment?

- Kim calls Sue ugly.  
 Sam tells Rachel she has a big butt.  
 Kate tells everyone Marcus likes baseball.  
 Sara uses Frank's crayons.

3. Read the story about Gina and Ricky, then answer the questions.

Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen.

**Gina is being sexually harassed.**

- True  False

**Ricky is breaking a school rule.**

- True  False

4. The steps to reporting sexual harassment are:

- Tell an adult at school.  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school, Tell an adult at home, and Write down what happened.

5. Sexual harassment at school should be kept a secret.

- True  False

6. Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.

- True  False

7. Mark is being sexually harassed at school. Mark should tell:

- His best friend.  
 A teacher.  
 His younger brother.  
 A stranger.

8. Boys can't be sexually harassed at school.

- True  False

---

9. If Cindy is being sexually harassed at school, she may feel upset.

- True                       False

10. If Adam is being sexually harassed at school, it may be hard for him to learn at school.

- True                       False

11. I liked the lesson about sexual harassment.

- Yes                       No

12. I learned something new about sexual harassment.

- Yes                       No

---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Harassment Prevention: Grade 4

## ANSWER KEY

1. I am a:

- Boy  Girl

2. Which one is sexual harassment?

- Kim calls Sue ugly.  
 **Sam tells Rachel she has a big butt.**  
 Kate tells everyone Marcus likes baseball.  
 Sara uses Frank's crayons.

3. Read the story about Gina and Ricky, then answer the questions.

Gina feels upset and mad because Ricky is telling everyone she kissed him. She asked him to stop, but he will not listen.

**Gina is being sexually harassed.**

- True  False

**Ricky is breaking a school rule.**

- True  False

4. The steps to reporting sexual harassment are:

- Tell an adult at school.  
 Tell an adult at home.  
 Write down what happened.  
 **Tell an adult at school, Tell an adult at home, and Write down what happened.**

5. Sexual harassment at school should be kept a secret.

- True  False

6. Amber spreads a rumor about Michelle kissing Brian. Michelle is mad. Amber is sexually harassing Michelle.

- True  False

7. Mark is being sexually harassed at school. Mark should tell:

- His best friend.  
 **A teacher.**  
 His younger brother.  
 A stranger.

8. Boys can't be sexually harassed at school.

- True  False

---

9. If Cindy is being sexually harassed at school, she may feel upset.

- True                       False

10. If Adam is being sexually harassed at school, it may be hard for him to learn at school.

- True                       False

11. I liked the lesson about sexual harassment.

- Yes                       No

12. I learned something new about sexual harassment.

- Yes                       No

# PREVENTION ACTIVITIES: GRADES 6-8



**PCAR**  
PENNSYLVANIA COALITION AGAINST RAPE

---

## PREVENTION ACTIVITIES: GRADES 6-8

### Sexual Harassment Prevention

#### Session Information

**Audience:** 6<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

#### Session 1-Sexual Harassment

##### Opening Discussion and Pre-Test (5-10 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

##### Discussion: Harassment and Sexual Harassment (5 minutes)

- Ask students if they have heard the word “harassment”.
- Harassment means “to tease, bother, or annoy someone”. Ask students to give examples of ways students might harass each other.
- Sexual harassment means to tease, bother, or annoy someone just because they are a boy/girl. The thing to remember is sexual harassment is any behavior that is unwanted and sexual.
- According to a survey done with middle school and high school students across the country, four out of five students are sexually harassed in school.
- (Lipson, Jodi, Ed. (2001). *Hostile hallways: bullying, teasing, and sexual harassment in school*. New York: American Association of University Women Educational Foundation.)

##### Activity: Verbal, Written, Physical (15-20 minutes)

Have students generate examples of sexual harassment under each category: Verbal, Written, Physical. (Appendix B)

Discuss with students who can be sexually harassed. Ask students if:

- *Boys can sexually harass girls?*
- *Girls can sexually harass boys?*
- *Girls can sexually harass other girls?*
- *Boys can sexually harass other boys?*

*Students may have a difficult time believing these things happen or think the behaviors make students “gay”, so it is good to refer back to the examples and ask if a boy/girl could do this to another boy/girl.*

---

Discuss how **ANYONE** can be sexually harassed and how **ANYONE** can potentially sexually harass someone else. So, the school rule against sexual harassment is for **EVERYONE**.

**Activity: Flirting or Sexual Harassment? (10-15 minutes)**

During the discussion about what sexual harassment is, students may have said things like, “So, I can’t tell a girl I think she is pretty?” or “But I like getting love notes.” So, how do you know whether it is flirting or sexual harassment? What’s the difference?

Read “Flirting vs. Sexual Harassment” scenario (Appendix C) to students and use discussion questions to help students see the differences between flirting and sexual harassment.

Handout “Flirting or Sexual Harassment” (Appendix D) to students. Read and discuss.



---

# Sexual Harassment Prevention

## Session Information

**Audience:** 6<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 2 – Stopping Sexual Harassment

### Review (5 minutes)

Review with students:

1. Definition of sexual harassment
2. 3 types of harassment: verbal, written, physical
3. A few examples of each type of harassment

### Activity: Where do You Draw the Line? (5-10 minutes)

Hand out “Where do you draw the line?” worksheet (Appendix E) to students. Discuss answers.

Notice that everyone has different ideas about what is sexual harassment and what isn't. The “victim” decides if something is sexually harassing or not; NOT the “perpetrator”. It is important to recognize that everyone's boundaries are different and we need to respect those differences.

### Activity: Steps to Stop Sexual Harassment (10-15 minutes)

Hand out “Steps to Stop Sexual Harassment” (Appendix F) to students. Help the students work through each section of the sheet and discuss their answers.

Excerpted from: LeBlanc, Adrian Nicole. (9/1992). Harassment in the halls. *Seventeen Magazine*, 162-170.

### Activity: Katy Lyle Story (10-15 minutes)

Hand out “Katy Lyle Story” worksheet (Appendix G). Read the story about Katy Lyle, a girl who was sexually harassed in high school. Stop at the questions in the story for students to complete sections of their worksheet and discuss.

### Activity: How to Help a Friend (5-10 minutes)

Seventy percent of students do not tell an adult about sexual harassment; they tell their friends. (Lipson, Jodi, Ed. (2001). *Hostile hallways: bullying, teasing, and sexual harassment in school*. New York: American Association of University Women Educational Foundation.)

So, how can you be a good friend?

Hand out the “How Can You Help A Friend...” worksheet (Appendix H).



---

Handout adapted from: *How can You Help a Friend Who Has Been Sexually Assaulted* developed by Women's Resource Center of the New River Valley, Inc. Blacksburg, VA

Have students read each point and discuss.

**Post-Test (5 minutes)**

Give students the post-test (Appendix I) to assess their post-program knowledge.

---

# Sexual Harassment Prevention: Grade 6

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Sexual harassment is any behavior that is:**  
 Fun and flirty  
 Sexual and wanted.  
 Unwanted and sexual.  
 Verbally abusive.
3. **Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 True                       False
4. **Which of the following is an example of sexual harassment?**  
 A student keeps writing notes about another student during class.  
 A student threatening another student in class.  
 A student asks another student out on a date and he/she says NO.  
 A student spreads a rumor about another student kissing 4 people at a party.
5. **Only a few students are sexually harassed at school.**  
 True                       False
6. **Sexual harassment only involves sexual touching.**  
 True                       False
7. **John constantly calls Matt sexual names, including calling him "gay". John's comments are sexual harassment.**  
 True                       False
8. **Which of the following is a step to reporting sexual harassment?**  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school.  
 All of the above.
9. **Boys can't be sexually harassed by other boys in school.**  
 True                       False
10. **Sexual harassment is unwanted sexual:**  
 Physical behaviors.  
 Verbal behaviors.  
 Written behaviors.  
 All of the above.

---

**Grade:**  
2nd   
3rd-5th   
6th-8th   
9th-12th

**Test Type:**  
Pre   
Post

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

---

# Sexual Harassment Prevention: Grade 6

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Sexual harassment is any behavior that is:**  
 Fun and flirty  
 Sexual and wanted.  
 **Unwanted and sexual.**  
 Verbally abusive.
- Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 **True**                       False
- Which of the following is an example of sexual harassment?**  
 A student keeps writing notes about another student during class.  
 A student threatening another student in class.  
 A student asks another student out on a date and he/she says NO.  
 **A student spreads a rumor about another student kissing 4 people at a party.**
- Only a few students are sexually harassed at school.**  
 True                       **False**
- Sexual harassment only involves sexual touching.**  
 True                       **False**
- John constantly calls Matt sexual names, including calling him "gay". John's comments are sexual harassment.**  
 **True**                       False
- Which of the following is a step to reporting sexual harassment?**  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school.  
 **All of the above.**
- Boys can't be sexually harassed by other boys in school.**  
 True                       **False**
- Sexual harassment is unwanted sexual:**  
 Physical behaviors.  
 Verbal behaviors.  
 Written behaviors.  
 **All of the above.**

---

# VERBAL, WRITTEN, PHYSICAL

## Materials:

- ✓ Flipchart
- ✓ Markers

## Directions:

- Write “Sexual Harassment” at the top of the flipchart.
- Define sexual harassment for students as any unwanted, sexual behavior. Unwanted is the most important word in the definition.
- Tell students that there are three types of sexual harassment that are seen in schools: verbal, written, physical.
- Write “Verbal”, “Written”, “Physical” across the flipchart.
- Tell students that you want them to come up with examples of each type of sexual harassment. These could be things that you have seen or experienced at school. However, in order to not embarrass or get anyone into trouble, do not use student’s names in your examples.
- Discuss examples with students for understanding.

(See example below for how to set up the flipchart)

## SEXUAL HARASSMENT

VERBAL

WRITTEN

PHYSICAL

Examples should include:

### VERBAL

- Comments about private parts of the body
- Sexual rumors – who likes who; who has a boy/girlfriend
- Sexual requests – telling someone you like them over and over; asking someone to be your boy/girlfriend after they have said “no”; asking/telling someone what you would like to do with them sexually
- Sexual namecalling – slut, ho, any words relating to being “gay”, etc.
- Sexual comments – honey, cutie, sweetie, baby, “You’re hot”, “You’re sexy”, etc.
- Sexual jokes

---

**WRITTEN**

- Sexual notes
- Obsessive love letters
- Sexual graffiti – writing sexual things on bathroom walls, desks, lockers, textbooks, the bus, etc.
- Sexual drawings
- Sexual e-mails, IMs, chat, text messages, etc.

**PHYSICAL**

- Touching/grabbing private parts of the body
- Rubbing/grinding against someone
- Cornering
- Pulling clothes up, down or off
- Unwanted hugs/kisses
- Sexual gestures – any sexual motions made with the hands, mouth, tongue, body
- Sexual staring – staring/leering at private parts of the body

---

# FLIRTING OR SEXUAL HARASSMENT

## SCENARIO

My name is Crystal. For the past year I have had a crush on Marcus. Marcus is cute, funny, and dresses really nice. We are just friends for right now. But we like to flirt with each other.

Then there is Andy. Andy and Marcus are friends. Andy's okay, but he kind of makes me feel uncomfortable and he is not as fun as Marcus.

One day when I was at my locker, Andy and Marcus came over to talk to me. Marcus started whistling at me before he even got to my locker. I just laughed; he is so silly. When he came to my locker he started making comments about my body and the skirt I was wearing. I laughed and told him I had to get to class. I noticed him staring as I walked away so I turned around and smiled at him.

Don't you know the next day, I was at my locker again and here comes Andy. He starts whistling at me so I turned around and told him to stop. Then he started making comments about my body! This really made me angry and I told him not to make comments. He looked at me in my skirt and said something else. I was so mad I pushed him out of my way and walked to class. As I walked away, I noticed he was staring. I turned around and told him to stop looking at me like that.

## DISCUSSION QUESTIONS

1. How did Crystal describe Marcus?
2. How did Crystal describe Andy?
3. In the first part of the story, what could the interaction between Crystal and Marcus be considered?
4. Why would it be considered flirting?
5. How did Crystal react? How did Crystal feel? Why?
6. How did Marcus flirt with Crystal?
7. In the second part of the story, what could the interaction between Crystal and Andy be considered?
8. Why would it be considered sexual harassment?
9. How did Crystal react? How did Crystal feel? Why?
10. How did Andy sexually harass Crystal?
11. Did the boys in the story do the same exact things?
12. Why was it flirting for Marcus, but sexual harassment for Andy?
13. Is flirting the same for everyone? Is sexual harassment the same for everyone?
14. What can you do if you were flirting with someone, but they considered it sexual harassment?

---

# FLIRTING OR SEXUAL HARASSMENT

## Flirting

- Is WANTED.
- Feels good; confident feeling.
- Is complimentary.
- Is mutual or shared.
- Is non-threatening.
- Builds the esteem of both people.
- Feels equal to both people

## Sexual Harassment

- Is UNWANTED.
- Feels bad; degrading.
- Is one-sided.
- Is threatening.
- Builds up the ego of the giver while tearing down the esteem of the recipient.
- Give one person power over another.
- Is demanding and insulting.



---

## WHERE DO YOU DRAW THE LINE?

### Directions:

Read the following statements.

Decide if you think they are flirting, sexual harassment, or are you undecided.

If you think the sentences are examples of flirting, write **F** next to the number.

Write **SH** for sexual harassment or **U** for undecided.

- \_\_\_ 1. "You look nice today."
- \_\_\_ 2. "I'd like to get to know you better."
- \_\_\_ 3. "For a good time call" with your name and phone number written next to it on a bathroom wall.
- \_\_\_ 4. Being pinched as you walk down the hall.
- \_\_\_ 5. Being asked to go out with someone over and over again, even though you keep turning him or her down.
- \_\_\_ 6. "You'd better kiss me if you want to keep going out with me."
- \_\_\_ 7. Hearing a group whisper when you walk by and then they imitate the way you walk.
- \_\_\_ 8. Being kissed by the person that you are dancing with.
- \_\_\_ 9. Talking to someone and having them stare at private areas of your body.
- \_\_\_ 10. A rumor is spread around school that you kissed someone.

---

# STEPS TO STOP SEXUAL HARASSMENT IN SCHOOL

## Step 1 – Tell the person to STOP.

I want you to stop \_\_\_\_\_ .

It makes me feel \_\_\_\_\_ .

## Step 2 – Tell an adult at school.

Teacher: \_\_\_\_\_

Principal/Dean \_\_\_\_\_

Counselor: \_\_\_\_\_

## Step 3 – Tell an adult at home.

An adult at your house: \_\_\_\_\_

An adult outside your house: \_\_\_\_\_

## Step 4 – Document/write down the behavior

Who? \_\_\_\_\_

Where? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Witnesses? \_\_\_\_\_

---

# KATY LYLE'S STORY

## Background:

Katy was a 10<sup>th</sup> grader at a high school in Minnesota during the early 1990's. At the time, schools were not required to have sexual harassment policies to protect students.

## Story:

"You're such a nice girl", a senior guy told Katy Lyle, who was a sophomore at the time. "Do you know what's written about you on the bathroom wall?"

Katie Lyle is a slut.

Katy Lyle sucked my \_\_\_\_\_.

Here's Katy's phone number.

These are some of the things written on the walls of the 2<sup>nd</sup> floor boys bathroom. Two walls covered with obscenities about Katy. The guys called it "Katy's Stall". When Katy heard this, her heart sank and a sadness fell over her that wouldn't lift. She had loved school until then, but at that moment she began to hate it. "I was really shocked when I found out," Katy says. "It felt like a big knife stuck in my stomach. I felt totally stepped on. I felt violated almost, that people were writing these things and thinking these things about me, really gross things."

*How do you think Katy was feeling?*

Morning meant a struggle. Her mother called into her bedroom but Katy never wanted to go to school.

"Oh Katy, are you as good as everyone says?", was the greeting on the bus. The Lyle's lived way out from town and Katy would laugh off the comments for the hour and fifteen minute ride to and from school. She cried everyday. She was terrified to go to class. She would burst into tears when she got home. She thought about taking spray cleaner to school but was afraid she would get in trouble for going into the boy's bathroom.

*What are ways Katy may have acted when she was at school or at home? How do you think Katy was acting towards her friends and family?*

*What are things Katy even may have been doing to herself?*

To Katy, this was the worst two years of her life. Gina, Katy's best friend, noticed Katy went from being outgoing to withdrawn. Whenever, Gina would ask Katy to do something with a group of friends, Katy would say no because she thought everyone was talking about her. Katy started to complain of stomach pains and headaches. She wondered which boys at school had read the walls, wondered what people thought when they heard her name.

---

*What can we do to help a friend who is being sexually harassed?*

**Ending:**

Katy finally told her parent's about the sexual harassment. Katy and her parents reported what was going on to the principal. He said it was almost the end of the year and they would be cleaning and painting the bathrooms over the summer, so that should take care of the problem.

Over the summer, Katy thought everyone would forget about the nasty stories and rumors and things would be alright. However, when school started in the fall, students took advantage of the clean walls to start writing things all over again.

Katy went back to the Principal for help. The Principal was not interested in finding out who was writing the graffiti. Instead, he told Katy he could not post a custodian in the bathroom to clean it every 2 minutes and she would just have to deal with it.

Katy and her parents decided this was not good enough and sued the school district. Katy's case finally came to court after two years. The court agreed with Katy and said schools must keep students safe and that includes protecting them from sexual harassment in school.

It is because of Katy's case that schools are now required to have a sexual harassment policy to protect students.

Story excerpted from: LeBlanc, Adrian Nicole. (9/1992). Harassment in the halls. *Seventeen Magazine*, 163-170.

---

## KATY LYLE'S STORY – Worksheet

How do you think Katy was feeling?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

What are ways Katy may have acted when she was at school or at home? How do you think Katy was acting towards her friends and family?

What are things Katy even may have been doing to herself?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

What are some ways you could help a friend who has been sexually harassed?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

---

## How to Help a Friend Who Was Sexually Harassed

- Listen carefully; try not to make jokes about the situation.
- Believe your friend. Let them know you believe them.

***“I believe you and I am sorry that happened.”***

- Keep the information CONFIDENTIAL.  
Would you want anyone to know your business?
- Support your friend for even telling you about the situation.

***“I am glad you told me.”***

- Help your friend get help from a trusted adult.
- Let your friend know that you care and that you will help.

***“How can I help you?”***

***“I will go with you when you talk to an adult.”***

- Tell your friend that the harassment was not his/her fault.

Handout adapted from: *How can You Help a Friend Who Has Been Sexually Assaulted*  
developed by Women’s Resource Center of the New River Valley, Inc. Blacksburg, VA

---

# Sexual Harassment Prevention: Grade 6

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Sexual harassment is any behavior that is:**  
 Fun and flirty  
 Sexual and wanted.  
 Unwanted and sexual.  
 Verbally abusive.
3. **Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 True                       False
4. **Which of the following is an example of sexual harassment?**  
 A student keeps writing notes about another student during class.  
 A student threatening another student in class.  
 A student asks another student out on a date and he/she says NO.  
 A student spreads a rumor about another student kissing 4 people at a party.
5. **Only a few students are sexually harassed at school.**  
 True                       False
6. **Sexual harassment only involves sexual touching.**  
 True                       False
7. **John constantly calls Matt sexual names, including calling him "gay". John's comments are sexual harassment.**  
 True                       False
8. **Which of the following is a step to reporting sexual harassment?**  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school.  
 All of the above.
9. **Boys can't be sexually harassed by other boys in school.**  
 True                       False
10. **Sexual harassment is unwanted sexual:**  
 Physical behaviors.  
 Verbal behaviors.  
 Written behaviors.  
 All of the above.

---

**11. Did you find the information about sexual harassment useful for you?**

- Yes
- Somewhat
- No

**12. Do you think the information about stopping sexual harassment gave you new skills that you will use?**

- Yes
- Maybe
- No

---

**Grade:**

- 2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**Test Type:**

- Pre
- Post

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



---

# Sexual Harassment Prevention: Grade 6

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Sexual harassment is any behavior that is:**  
 Fun and flirty  
 Sexual and wanted.  
 **Unwanted and sexual.**  
 Verbally abusive.
- Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 **True**                       False
- Which of the following is an example of sexual harassment?**  
 A student keeps writing notes about another student during class.  
 A student threatening another student in class.  
 A student asks another student out on a date and he/she says NO.  
 **A student spreads a rumor about another student kissing 4 people at a party.**
- Only a few students are sexually harassed at school.**  
 True                       **False**
- Sexual harassment only involves sexual touching.**  
 True                       **False**
- John constantly calls Matt sexual names, including calling him "gay". John's comments are sexual harassment.**  
 **True**                       False
- Which of the following is a step to reporting sexual harassment?**  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school.  
 **All of the above.**
- Boys can't be sexually harassed by other boys in school.**  
 True                       **False**
- Sexual harassment is unwanted sexual:**  
 Physical behaviors.  
 Verbal behaviors.  
 Written behaviors.  
 **All of the above.**

---

**11. Did you find the information about sexual harassment useful for you?**

- Yes
- Somewhat
- No

**12. Do you think the information about stopping sexual harassment gave you new skills that you will use?**

- Yes
- Maybe
- No

---

# Sexual Harassment Prevention

## Session Information

**Audience:** 7<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 1 – Boundaries

### Opening Discussion and Pre-Test (5-10 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

### Activity: Similarities and Differences (5 minutes)

Pittsburgh Action Against Rape. (July 2000) *Building healthy relationships: sexual harassment prevention and relationship skills curriculum kindergarten – 5<sup>th</sup> grade*. Enola, Pennsylvania: PCAR.

**Explain to students that everybody is unique. Being unique means that there is nobody else who is exactly like you. But everyone also shares things in common: things you like to do, sports you enjoy; you might live in the same neighborhood, or eat the same things for lunch. Explain to students that for each statement that is TRUE for them, they should stand up at their seats. Read each statement (Appendix B), allowing students time to stand up at their seats and look around to see how many other students are standing/sitting. When finished, discuss what things the students had most in common/least in common. Did they learn anything new about someone?**

### Discussion: Respect (5 minutes)

Respect means “to treat others the way you want to be treated”.

Discuss with students what respect means to them and why it is important to treat others with respect.

If we think about the Similarities/Difference Activity, did everyone like listening to music? (*Almost all will.*) But, does everyone like the same kind of music? (*No; some people like pop, rock, hip-hop, even country.*) Do we have the right to make fun of someone or hurt someone just because they are different from us? (*No; we need to respect everyone, no matter their differences.*)

### Activity: Boundaries (5-10 minutes)

Hand out a puzzle piece (Appendix C ) to each student. Students should write their name on the puzzle piece, and then write/draw things about themselves (name, a picture of their pet, their favorite color, etc.) It may be helpful to create a sample for students to see.

When class is finished, put all the puzzle pieces together to form a large class puzzle on the board.

---

Ask students what the word “boundary” means.

*(Lines on a map; out of bounds lines on a sports field; a place an adult tells us we can't go; our personal space)*

A boundary is an imaginary line that defines a space or a line we don't cross.

We have a pretend line around us that is our personal space. We decide who can cross that boundary and who cannot. If we look at our puzzle, each piece represents a person and we can see their “boundary” line between each piece.

Discuss with students their puzzle pieces:

1. Did each person put the same things on their puzzle piece?  
*No, because we are all different and we like different things.*
2. Look at 2 pieces that are side by side. If one person's didn't like the same things that the person next to them did, is it ok to cross their boundary and make fun of them or hurt them? Why/why not?
3. How would you feel if someone crossed your boundaries?  
*Sad, mad, angry, hurt, upset, etc.*
4. How should we be treating people?  
*No matter how different someone is, we should always treat people with respect.*

**Even if you think that someone is completely different from you, chances are there is something that you share in common with that person! That person is just as important as you are.**

**Activity: Our Boundary Circles (10 minutes)**

Hand out a “Boundary Circle” worksheet (Appendix D) to each student. Discuss the various boundaries labeled on the sheet and brainstorm some examples of people we might allow into those boundaries.

Students will create their own boundary circles by writing the names of at least 5 people they know on the various circles. Give students some ideas for people they can include: various family members, teachers, friends, boy/girlfriends, neighbors, teachers/coaches at afterschool activities, etc. Discuss with students who some of the people were that they placed in each circle.

**Activity: How do we talk about boundaries? (10 minutes)**

Now that we know what our boundaries are, how do we let other people know that they are crossing our boundaries?

Hand out “How do we talk about boundaries?” worksheet (Appendix E) to each student.

Use the discussion questions below to help students complete their worksheets.

- **THINK**

Discuss with students that when someone crosses our boundaries, sometimes we *think* things but don't say anything.

---

For example, if a student pushed you in the cafeteria, you might be too afraid to tell them to stop. But, you might be thinking, “Why did you push me?” or “I wish he/she would leave me alone.” What are some other things you might think when someone crosses your boundaries but don’t say?

Have students fill in the “THINK” portion of their worksheet and share/discuss their answers.

- **SAY**

Discuss with students that many times when someone crosses our boundaries, we say something to the person about it.

For example, if someone took your pencil without asking, you might say, “Hey, that’s mine!” or “Gimme that back!”.

What are some other things you might say when someone crosses your boundaries?

Have students fill in the “SAY” portion of their worksheet and share/discuss their answers.

Discuss with students after completing their worksheets:

1. How many of you have said these kinds of things to someone, raise your hand?
2. Why did we say those things?  
*Because they were crossing our boundaries and we didn’t like it.*
3. Has someone ever said any of those things *to* you, raise your hand?
4. Why did someone say those things to you?  
*Because we were crossing their boundaries and they didn’t like it.*

It is important to remember that everyone has boundaries and we need to respect other people’s boundaries and not do things that might hurt others.

---

# Sexual Harassment Prevention

## Session Information

**Audience:** 7<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 2-Sexual Harassment

### Review (5 minutes)

Review:

1. Definition of boundaries
2. Definition of respect

### Review: Boundaries (5 minutes)

Pittsburgh Action Against Rape. (July 2000) *Building healthy relationships: sexual harassment prevention and relationship skills curriculum 6<sup>th</sup> – 12<sup>th</sup> grade*. Enola, Pennsylvania: PCAR.

Have two student volunteers come to the front of the room. Have the students stand a few feet apart. Instruct Student A to walk towards Student B. Instruct Student B that when Student A gets as close to them as they would like, tell them to stop.

Discuss activity:

1. Why did you tell Student A to stop there?  
(*Because that is my boundary for them*)
2. Do you have different boundaries for different people? Why?  
(*Yes. Because some people I like/trust more than others.*)
3. This is your boundary for this person today. Could the boundary change tomorrow?  
(*Yes.*)
4. What kinds of things might factor into that changing boundary?  
(*They could do something nice for me and I might let them get closer. Or they could do something to hurt me and I might want them to be farther away.*)
5. What if you asked Student A to stop and they didn't listen. What would you do?  
(*Back away, put up my hands, yell, run, get help, hit them, etc.*)
6. Why do we do those things?  
(*To protect our boundaries.*)

---

### **Discussion: Harassment and Sexual Harassment (5 minutes)**

One way people cross boundaries is by harassing people because they are different.

Harassment means “to tease, bother, or annoy someone”. Ask students to give examples of ways students might harass each other.

Sexual harassment means to tease, bother, or annoy someone just because they are a boy/girl. The thing to remember is sexual harassment is any behavior that is unwanted and sexual.

According to a survey done with middle school and high school students across the country, four out of five students are sexually harassed in school.

(Lipson, Jodi, Ed. (2001). *Hostile hallways: bullying, teasing, and sexual harassment in school*. New York: American Association of University Women Educational Foundation.)

### **Activity: Verbal, Written, Physical (15-20 minutes)**

Have students generate examples of sexual harassment under each category: Verbal, Written, Physical. (Appendix F)

Discuss with students who can be sexually harassed. Ask students if:

- *Boys can sexually harass girls?*
- *Girls can sexually harass boys?*
- *Girls can sexually harass other girls?*
- *Boys can sexually harass other boys?*

*Students may have a difficult time believing these things happen or think the behaviors make students “gay”, so it is good to refer back to the examples and ask if a boy/girl could do this to another boy/girl.*

*Discuss how **ANYONE** can be sexually harassed and how **ANYONE** can potentially sexually harass someone else. So, the school rule against sexual harassment is for **EVERYONE**.*

### **Activity: Steps to Stop Sexual Harassment (10-15 minutes)**

Hand out “Steps to Stop Sexual Harassment” (Appendix G) to students. Help the students work through each section of the sheet and discuss their answers.

### **Post-Test (5 minutes)**

Give students the post-test (Appendix H) to assess their post-program knowledge.

---

# Sexual Harassment Prevention: Grade 7

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Sexual harassment is any behavior that is:**  
 Fun and flirty  
 Sexual and wanted.  
 Unwanted and sexual.  
 Verbally abusive.
3. **Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 True                       False
4. **Which of the following is an example of sexual harassment?**  
 A student keeps writing notes about another student during class.  
 A student threatening another student in class.  
 A student asks another student out on a date and he/she says NO.  
 A student spreads a rumor about another student kissing 4 people at a party.
5. **Only a few students are sexually harassed at school.**  
 True                       False
6. **Sexual harassment only involves sexual touching.**  
 True                       False
7. **John constantly calls Matt sexual names, including calling him "gay". John's comments are sexual harassment.**  
 True                       False
8. **Which of the following is a step to reporting sexual harassment?**  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school.  
 All of the above.
9. **Boys can't be sexually harassed by other boys in school.**  
 True                       False
10. **Sexual harassment is unwanted sexual:**  
 Physical behaviors.  
 Verbal behaviors.  
 Written behaviors.  
 All of the above.



---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Harassment Prevention: Grade 7

## ANSWER KEY

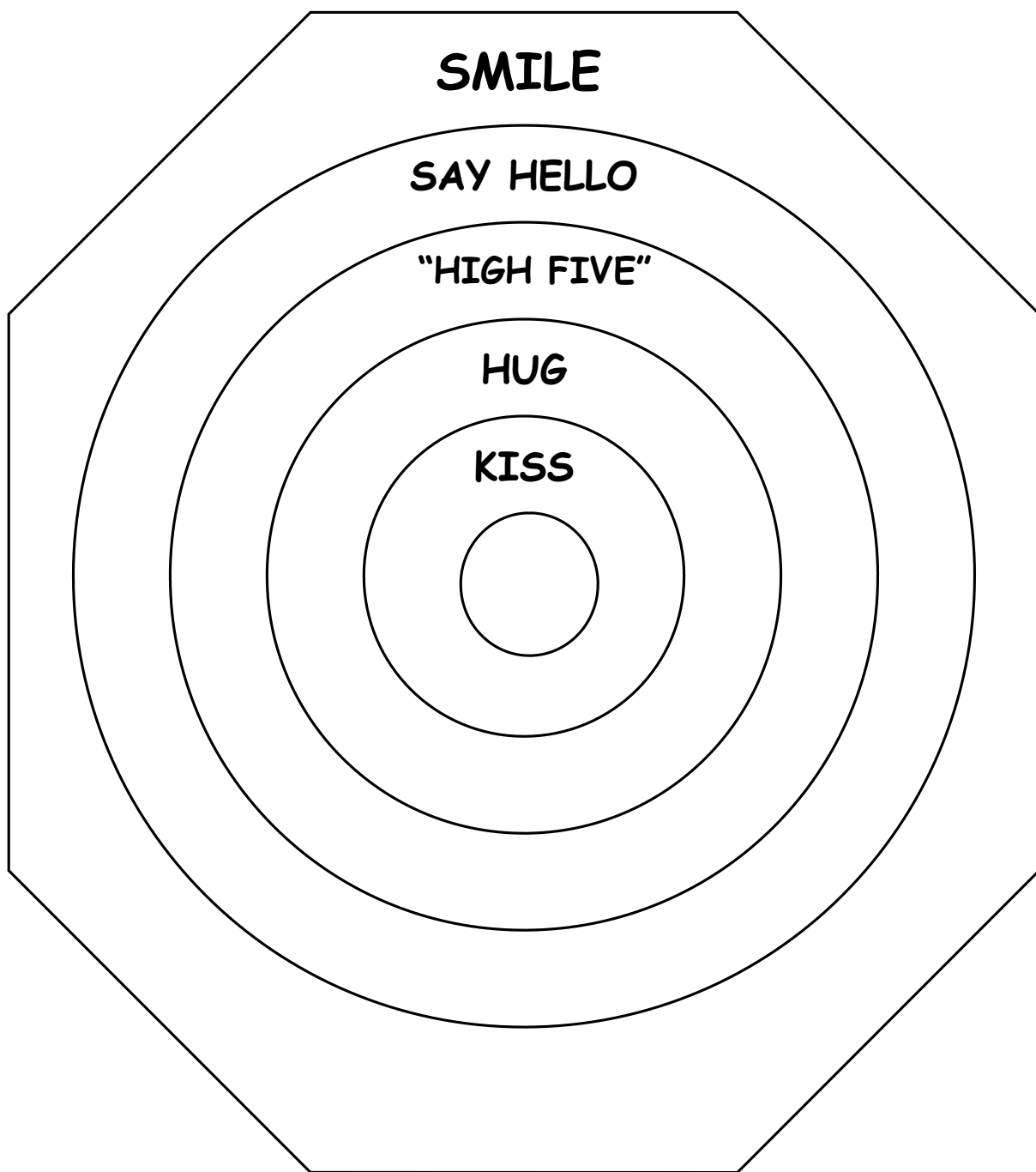
- I am a:**  
 Boy                       Girl
- Sexual harassment is any behavior that is:**  
 Fun and flirty  
 Sexual and wanted.  
 **Unwanted and sexual.**  
 Verbally abusive.
- Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 **True**                       False
- Which of the following is an example of sexual harassment?**  
 A student keeps writing notes about another student during class.  
 A student threatening another student in class.  
 A student asks another student out on a date and he/she says NO.  
 **A student spreads a rumor about another student kissing 4 people at a party.**
- Only a few students are sexually harassed at school.**  
 True                       **False**
- Sexual harassment only involves sexual touching.**  
 True                       **False**
- John constantly calls Matt sexual names, including calling him "gay". John's comments are sexual harassment.**  
 **True**                       False
- Which of the following is a step to reporting sexual harassment?**  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school.  
 **All of the above.**
- Boys can't be sexually harassed by other boys in school.**  
 True                       **False**
- Sexual harassment is unwanted sexual:**  
 Physical behaviors.  
 Verbal behaviors.  
 Written behaviors.  
 **All of the above.**

---

## Similarities and Differences

Stand up if you...

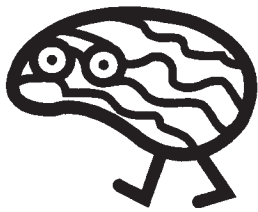
- have a sister.
- have a cell phone.
- can play a musical instrument.
- are on a sports team.
- like broccoli.
- don't like mushrooms.
- know how to play chess.
- like horses.
- have a pet.
- can ride a skateboard.
- read a book this week.
- can stand on your head.
- like pizza.
- don't like spaghetti.
- read comic books.
- like playing video games.
- like listening to music.



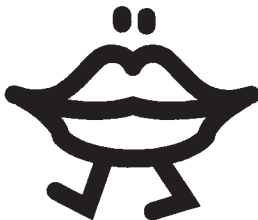
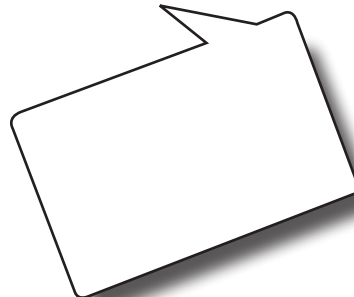
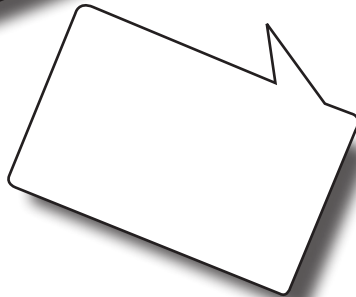
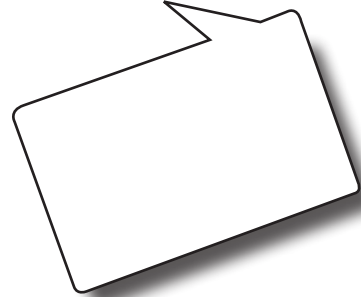
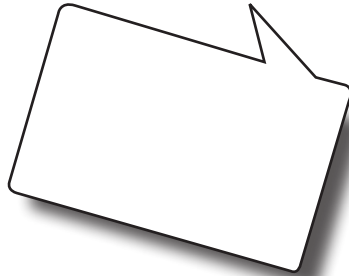
Adapted from: Pittsburgh Action Against Rape. (July 2000) *Building healthy relationships: sexual harassment prevention and relationship skills curriculum kindergarten – 5<sup>th</sup> grade*. Enola, Pennsylvania: PCAR.

---

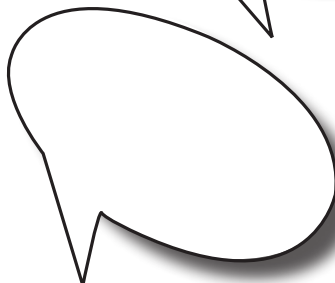
## How do we talk about boundaries?

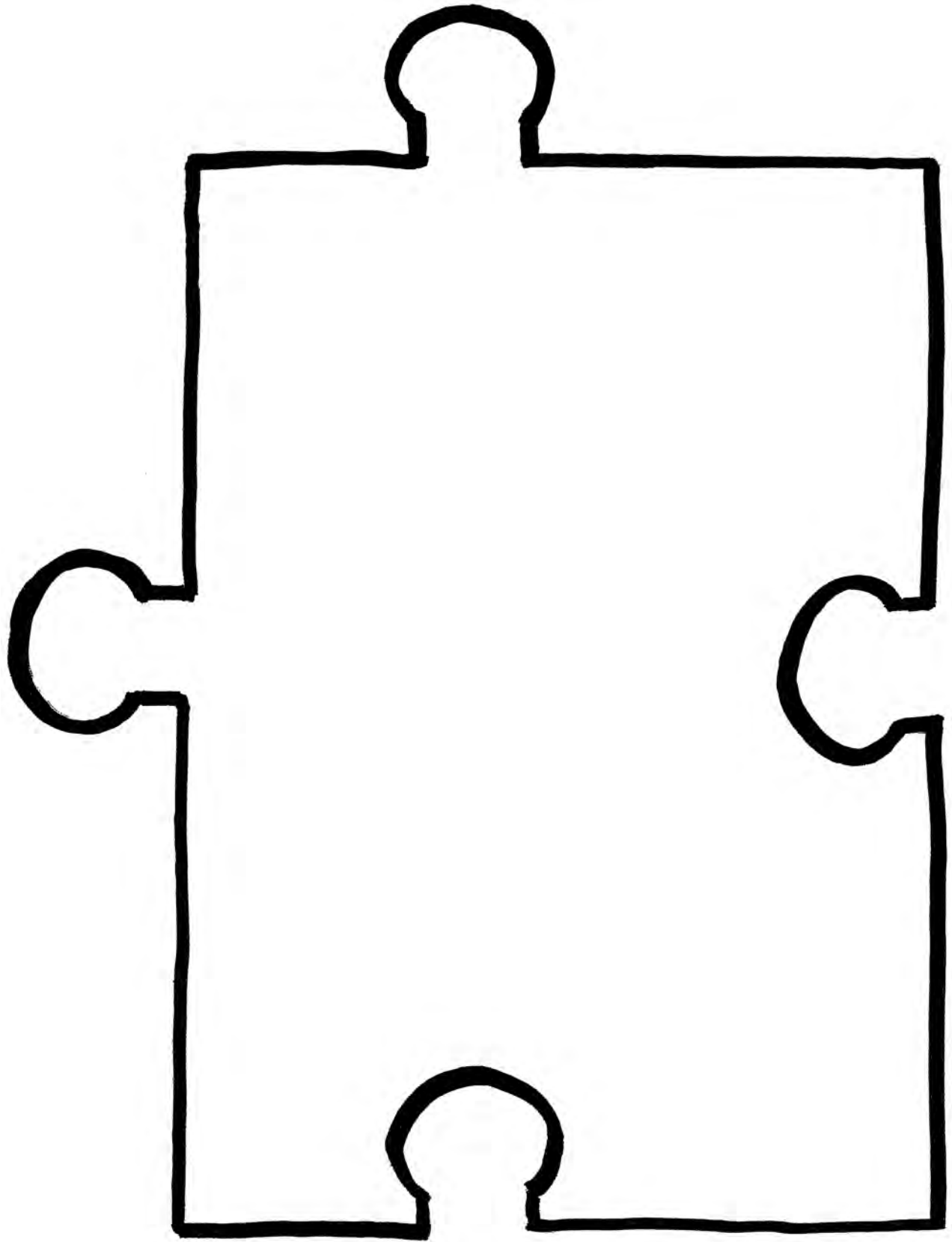


Things we **THINK** but don't say when someone crosses our boundaries.



Things we **SAY** when someone crosses our boundaries.





---

# VERBAL, WRITTEN, PHYSICAL

## Materials:

- ✓ Flipchart
- ✓ Markers

## Directions:

- Write “Sexual Harassment” at the top of the flipchart.
- Define sexual harassment for students as any unwanted, sexual behavior. Unwanted is the most important word in the definition.
- Tell students that there are three types of sexual harassment that are seen in schools: verbal, written, physical.
- Write “Verbal”, “Written”, “Physical” across the flipchart.
- Tell students that you want them to come up with examples of each type of sexual harassment. These could be things that you have seen or experienced at school. However, in order to not embarrass or get anyone into trouble, do not use student’s names in your examples.
- Discuss examples with students for understanding.

(See example below for how to set up the flipchart)

## SEXUAL HARASSMENT

VERBAL

WRITTEN

PHYSICAL

Examples should include:

### VERBAL

- Comments about private parts of the body
- Sexual rumors – who likes who; who has a boy/girlfriend
- Sexual requests – telling someone you like them over and over; asking someone to be your boy/girlfriend after they have said “no”; asking/telling someone what you would like to do with them sexually
- Sexual namecalling – slut, ho, any words relating to being “gay”, etc.
- Sexual comments – honey, cutie, sweetie, baby, “You’re hot”, “You’re sexy”, etc.
- Sexual jokes

---

## **WRITTEN**

- Sexual notes
- Obsessive love letters
- Sexual graffiti – writing sexual things on bathroom walls, desks, lockers, textbooks, the bus, etc.
- Sexual drawings
- Sexual emails, IM's, chat, text messages, etc.

## **PHYSICAL**

- Touching/grabbing private parts of the body
- Rubbing/grinding against someone
- Cornering
- Pulling clothes up, down or off
- Unwanted hugs/kisses
- Sexual gestures – any sexual motions made with the hands, mouth, tongue, body
- Sexual staring – staring/leering at private parts of the body



---

# STEPS TO STOP SEXUAL HARASSMENT IN SCHOOL

## Step 1 – Tell the person to STOP.

I want you to stop \_\_\_\_\_ .

It makes me feel \_\_\_\_\_ .

## Step 2 – Tell an adult at school.

Teacher: \_\_\_\_\_

Principal/Dean \_\_\_\_\_

Counselor: \_\_\_\_\_

## Step 3 – Tell an adult at home.

An adult at your house: \_\_\_\_\_

An adult outside your house: \_\_\_\_\_

## Step 4 – Document/write down the behavior

Who? \_\_\_\_\_

Where? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Witnesses? \_\_\_\_\_

---

# Sexual Harassment Prevention: Grade 7

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Sexual harassment is any behavior that is:**  
 Fun and flirty  
 Sexual and wanted.  
 Unwanted and sexual.  
 Verbally abusive.
3. **Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 True                       False
4. **Which of the following is an example of sexual harassment?**  
 A student keeps writing notes about another student during class.  
 A student threatening another student in class.  
 A student asks another student out on a date and he/she says NO.  
 A student spreads a rumor about another student kissing 4 people at a party.
5. **Only a few students are sexually harassed at school.**  
 True                       False
6. **Sexual harassment only involves sexual touching.**  
 True                       False
7. **John constantly calls Matt sexual names, including calling him "gay". John's comments are sexual harassment.**  
 True                       False
8. **Which of the following is a step to reporting sexual harassment?**  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school.  
 All of the above.
9. **Boys can't be sexually harassed by other boys in school.**  
 True                       False
10. **Sexual harassment is unwanted sexual:**  
 Physical behaviors.  
 Verbal behaviors.  
 Written behaviors.  
 All of the above.

---

11. Did you find the information about sexual harassment useful for you?

- Yes
- Somewhat
- No

12. Do you think the information about stopping sexual harassment gave you new skills that you will use?

- Yes
- Maybe
- No

---

**Grade:**

- 2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**Test Type:**

- Pre
- Post

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

---

# Sexual Harassment Prevention: Grade 7

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Sexual harassment is any behavior that is:**  
 Fun and flirty  
 Sexual and wanted.  
 **Unwanted and sexual.**  
 Verbally abusive.
- Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 **True**                       False
- Which of the following is an example of sexual harassment?**  
 A student keeps writing notes about another student during class.  
 A student threatening another student in class.  
 A student asks another student out on a date and he/she says NO.  
 **A student spreads a rumor about another student kissing 4 people at a party.**
- Only a few students are sexually harassed at school.**  
 True                       **False**
- Sexual harassment only involves sexual touching.**  
 True                       **False**
- John constantly calls Matt sexual names, including calling him "gay". John's comments are sexual harassment.**  
 **True**                       False
- Which of the following is a step to reporting sexual harassment?**  
 Tell an adult at home.  
 Write down what happened.  
 Tell an adult at school.  
 **All of the above.**
- Boys can't be sexually harassed by other boys in school.**  
 True                       **False**
- Sexual harassment is unwanted sexual:**  
 Physical behaviors.  
 Verbal behaviors.  
 Written behaviors.  
 **All of the above.**

---

**11. Did you find the information about sexual harassment useful for you?**

- Yes
- Somewhat
- No

**12. Do you think the information about stopping sexual harassment gave you new skills that you will use?**

- Yes
- Maybe
- No

---

# GONNA MAKE IT – LYRICS

**J-Saint featuring Kelly B**  
**Empire Dynasty Entertainment**

## Chorus

I sit at night and just wonder why  
I have this pain inside and then I start to cry  
And then I pray to God to make it go away  
I can't take it  
(you're gonna make it)

I sit at night and stare into my eyes  
And wonder why this has gone on all this time  
I gotta find a way to take back what's mine  
I won't make it  
(you're gonna make it)

## Verse 1

She was just 14, the Jr. High Queen, but yet she shared a dark secret that remained unseen/ felt like she couldn't tell nobody, she had to keep it in, cause if she told what would his church and job think of him/plus her mom just wouldn't believe it, so she just had to leave it/sit alone in her room at night dreading and grieving/hoping that he wouldn't come opening her door/but anyway what for/he made her feel like a.../felt like there was no help/like no one would care but think about it, how could a little girl ever bear the embarrassment involved in a problem rarely solved/so every time it happened, she would just brush it off/and think it was her fault/that's what she was taught/cause the past 8 years of her life she lived distraught/visions of black rain/she couldn't bear the pain of her own father causing all the hatred in her veins

## Chorus

## Verse 2

She was just the 18-year-old high school graduate/honor roll student with a 4-0 average/ never really thought about this college life/she contemplated all the good things, but never the trife/she met this real nice cat though/fraternity bro/he invited her to a frat party at his home/ there was people she didn't know/afraid to be alone, so he calmed her nerves with a little Bacardi & Coke/she felt better at first, then she felt tired/then she passed out/totally blacked out/woke up the next afternoon left in doubt/ with her clothes all about, she wanted to scream and shout/but there was no one around/no one to be found/she sat and cried by herself feeling lower than the ground/cause she realized that she had just become the victim of an average, everyday, college situation

## Chorus

## Verse 3

1 out of every 4 females experience this/by the age of 16 it don't get sicker than this/like a disease but nothing else spreads quicker than this/we gotta educate the young minds and have it dismissed/it stops with us/we gotta regain the trust/people ask why the fuss/it's a blatant disgust/that we go on living acting like nothing's up/we gotta stop the ignorant actions and quit cutting up/and know that alcohol doesn't give you the right to disrespect/we gotta know that and give back the night/we gotta help with the fight/and help make it right/and do it for our grandmother, mother, daughters, and wives/tell me how would you feel if it was your mother or daughter/how would you feel if your mother was the one bothered/how would you feel if your little girl's the one tortured/it would upset you right/well you know what – it oughta – it's an outrage!

## Chorus 2X

---

## Gonna Make It – Discussion Questions

### Statistics

1. At the end of the video, what were the statistics about the number of girls/boys who are sexually assaulted?  
1 out of 4 girls and 1 out of 6 boys will be sexually assaulted before the age of 18.

### “Jennifer”

1. “Jennifer” is the girl in Verse 1. What was happening to her?  
*She was being sexually assaulted by her father. Specifically, this is called incest – sexual behaviors between family members.*
2. How do you think Jennifer is feeling?  
*Sad, upset, hurt, angry, embarrassed, uncomfortable, violated, etc.*
3. How long has the sexual abuse been going on?  
*8 years*
4. How old is Jennifer now? So, how old was she when the abuse began?  
*14 years old                                  6 years old*
5. Why do you think Jennifer hasn’t told anyone about the abuse?  
*Afraid her mom won’t believe her; Afraid no one in the community (church, school, neighborhood, etc.) would believe her; Fear; Threatened by father; Need to keep the secret; etc.*
6. Is the abuse Jennifer’s fault?  
*No. Jennifer’s father chose to sexually abuse her. Nothing Jennifer did “made” her father sexually abuse her.*

### “Mya”

1. “Mya” is the girl in Verse 2. What was happening to her?  
*Her date put something in her drink and sexually assaulted her. Specifically, this is drug-facilitated sexual assault – giving someone a drug to intoxicate them for the purpose of sexual assault.*
2. When did Mya wake-up the next day?  
*The next afternoon.*
3. How did she know something happened to her?  
*She woke up in some else’s room; Her clothes were all around her; She wasn’t dressed; etc.*
4. How is Mya feeling?  
*Angry, sad, confused, shocked, violated, embarrassed, etc.*

---

5. Do you think Mya will tell anyone about the assault? Why?

*No. Because she is embarrassed; She is afraid no one will believe her; She doesn't really know what happened because she was drugged; etc.*

6. Is the assault Mya's fault?

*No. Even though Mya may have made some bad choices (going to a party alone; staying even though she didn't know anyone; drinking), no one asks to be sexually assaulted. Her date took advantage of her vulnerabilities and chose to sexually assault her.*



---

## Alcohol and Sexual Violence

Alcohol is often involved in sexual violence. In reported cases of acquaintance rape, approximately 75 percent of the men and 55 percent of the women had been drinking or using other drugs just before an assault. Although the exact role of alcohol and drugs may vary, there are general patterns.

Someone who is impaired by drugs may be incapable of understanding the situation, making it impossible to give consent to sex. It is considered rape if you have sex with someone who is drunk or drugged.

If you have sex when you are too drunk or drugged to interpret consent correctly, you may be guilty of rape. ***Intoxication is not a defense against the charge of rape.***

**CONSENT** = understanding, freely agreeing, and wanting to have sex.

Consent can be given and withdrawn at any time.

Before you have sex, ask yourself:

- Am I certain that consent has been given?
- Is my potential partner sober? Can they decide whether or not to have sex?
- Am I sober?

***If the answer to any of these questions is no, don't have sex.***

---

## Drugs and Sexual Violence

Alcohol is the drug most often used to facilitate sexual assaults. Other drugs, such as rohypnol, gammahydroxybutrate (GHB), and ketamine are being used more frequently to sedate victims and sexually assault them. Commonly referred to as “date rape drugs.” these drugs can be given to victims without their knowledge and can prevent them from resisting sexual assaults. (PCAR Drug-Facilitated Fact Sheet, 2000).

### **Rohypnol** (Roofies, Ruffies, La Rocha, Roche, R2, Rib, Rope)

- Manufactured by a pharmaceutical company. However, not approved for use in the U.S.
- Can take the form of a powder or pill; colorless, odorless and tasteless when added to drink/food.
- Effects: drowsiness, impaired motor skills, confusion, amnesia, blackouts, low blood pressure, muscle relaxation
- Begins to affect the person within 30 minutes; effects peak after two hours, but can last for more than eight hours
- Remains in blood for two to four hours and in urine for 72 hours

### **GHB** (“G”, Easy Lay, Liquid X, Georgia Home Boy)

- Occurs naturally in body in small amounts. Banned by the FDA due to its harmful side effects
- Manufactured in home labs using household products like paint strippers and floor cleaners.
- Clear liquid or white or sandy colored powder
- Effects: dizziness, nausea, unconsciousness, amnesia, seizure-like activity, coma, slow heart and breathing rate
- Begins to affect the person within 15 minutes of consumption and lasts three to six hours
- Remains in blood for four hours and in urine for 12 hours

### **Ketamine** (“K”, Special K, Vitamin K, Kit Kat)

- Legally produced as a veterinarian anesthetic
- Can be in liquid or powder form; usually needs to be injected
- Effects: hallucinations, dizziness, unconsciousness, flashbacks, vomiting, increased heart rate, low blood pressure
- Begins to affect the person within five to 20 minutes; effects may last two to eight hours

### **Ecstasy** (“E”, Essence, Hug Drug, XTC, “X”)

- Popular with the “rave” crowd
- Typically a small, colored pill with a cartoon or symbol imprint
- Effects: dehydration, increased blood pressure/pulse rate, nausea, dilated pupils, blurred vision, confusion, paranoia, anxiety, increased need to be touched, inhibitions are lowered
- Suppresses the need to eat, drink, or sleep

---

**Signs that you may have been drugged:**

- You feel as if you have been drinking alcohol when you have not.
- You feel more drunk than your usual response to the amount of alcohol you've consumed.
- You wake up very hung over, feeling "fuzzy," experiencing memory lapse, and can't account for a period of time.
- You feel as though someone had sex with you, but you can't remember.

---

## Teen Safety Plan

I know these are friends I can depend on to help keep me safe:

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

I believe these are “safe” adults in my life that I trust and can talk to:

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

I know I could call these people if I were stranded and needed a ride:

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

These are things I can do BEFORE I go out to help keep myself safe:

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

These are things I should take with me when I go out to help keep myself safe:

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

---

## **SURVIVAL STORY – LYRICS**

**I.B.**

### **Empire Dynasty Entertainment**

#### **Chorus**

Rights and pride equal resistance, ability, power,  
equality.

Rights and pride equal resistance, ability, power,  
equality.

Rights and pride equal resistance, ability, power,  
equality.

Rights and pride equal resistance, ability, power,  
equality.

#### **Verse 1**

Conceived by wine and spirits, third born of four  
children.

Askin' God why as he's starin' at the ceiling.  
His momma don't know what he's feeling, or does  
she?

Now he asks himself, do my parents really love  
me?

Don't like when people hug me – I get really  
scared.

I'm five years old, livin' in a nightmare.  
Somebody's comin' – I can smell the cheap liquor.  
He's thinkin' 'bout the empty faces on the  
family picture.

He seems lullabied by the cries of his baby sister,  
then the echoes get louder and the tears get  
thicker.

He's scared as he buries his head under the pillow,  
wishing he could fly like the birds outside the  
window.

He's wonderin' if his pain will ever turn to joy.  
But he's told it's his fault 'cause he's a bad little  
boy.

Nevertheless, he wipes away the tears and prays  
everyday the Lord will take him away.

#### **Chorus**

#### **Verse 2**

Another page is written, more done deeds  
forbidden.

He's contemplatin' a bad thing and I don't think  
he's kidding.

He's 17 now and his childhood is missin'.  
It's a shame that he never had someone there to  
listen.

He wants out this prison, but he's afraid to take  
action.

Can't harm himself 'cause that would give the bad  
man satisfaction.

Lord, tell me what a kid should do when life is  
cruel.

He skips gym class, too embarrassed to shower at  
school.

The guidance counselor is cool, but his eyes are  
closed.

If nobody ever asks, then nobody ever knows.

It goes to show the victims always suffer.

But life will get better one way or another.

But in the meantime, his days are gray and nights  
are dark.

His innocence was stolen and the pain left its  
mark.

His bruised heart still beats day after day.

Holdin' on to the notion that he'll find a better  
way.

#### **Chorus**

#### **Verse 3**

He's a grown man and the monsters passed away.  
He's still strugglin' anyway, he comes to see that  
brighter day.

But how easy is that with the pain he's still  
facin', and knowin' that this could happen to the  
next generation.

No more bad contemplations, he can smell sweet  
victory.

---

The future's gone blessed and the past, well that's  
history.

I'm gonna wake up everyday with a smile on my  
face.

I've survived and I'm alive – It's time for me to  
take my place.

He's never been enlisted, but he's a purple-hearted  
soldier.

But you can't keep a good man down.

I thought they told ya, Hold ya head up high,  
Don't let 'em shake ya.

No matter what they throw at you, never let 'em  
break ya.

Understand I swear it by my right hand.

Believe me when I tell you this can happen to a  
man.

I know it firsthand and that's all I'm gonna say.

How you like me now?

I've made it to that brighter day.

### **Chorus**

---

# Survival Story

## DISCUSSION QUESTIONS

### Verse 1

1. How old is James when the abuse starts?  
*5 years old*
2. Who is abusing him?  
*His father*
3. When does the abuse happen?  
*At night. When his father is drunk.*
4. How do you think James feels?  
*Angry, sad, confused, hurt, embarrassed, etc.*
5. When the abuse is happening, what does James do to cope?  
*He buries his head under the pillow. He cries. He wishes he could fly like the birds outside the window.*
6. Do you think his family knows what is going on? Why/why not?  
*Yes/no. Have students use lyrics to support opinion.*
7. James is told "...it's his fault 'cause he's a bad little boy." Is the abuse James' fault? Why/why not?  
*No. James' father chose to sexually abuse him. Nothing James did "made" his father sexually abuse him.*

### Verse 2

1. How old is James now?
2. The lyric says, "He's contemplatin' a bad thing and I don't think he's kidding." What do you think he is planning to do?  
*Cut himself (self-injury); Kill himself; Kill his father; Run away; etc.*
3. Why do you think James skips gym class?  
*He is afraid to take off his clothes. James thinks of his clothes as his protection because when he has no clothes on, that is when the abuse happens.*
4. The lyric says, "The guidance counselor is cool, but his eyes are closed". What does he mean?  
*The guidance counselor doesn't want to get involved.*
5. Why do you think James never told anyone what was happening?  
*Embarrassed, ashamed, fear, threatened not to tell, doesn't want to get anyone in trouble, doesn't know what will happen if he tells, etc.*
6. The lyric says, "If nobody ever asks, then nobody ever knows". Who could have asked James if he was alright or needed help?  
*Teacher, guidance counselor, friend, neighbor, coach, priest/minister/pastor, after school instructor, etc.*

---

### Verse 3

1. How old is James now?
2. The lyric says, "...and the monsters passed away." What does he mean?  
*His father died or James was able to get away from his father.*
3. The lyric says, "He's never been enlisted, but he's a purple-hearted soldier." What does that mean?  
*Dealing with the abuse in his life was like being in a war.*
4. Now that he is older and he is no longer being abused, does the abuse still hurt him? Why/why not?  
*Yes/no. Have students use lyrics to support opinion.*



---

## Sexual Violence Prevention: Grade 8

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Sexual violence is any behavior that is:**  
 Fun and flirty.  
 Sexual and wanted.  
 Unwanted and sexual.  
 Verbally abusive.
3. **One out of \_\_\_\_\_ girls will be sexually assaulted before the age of 18.**  
 2  
 3  
 4  
 5
4. **To help keep you safe, before going out with friends you should:**  
 Have a plan for what you will be doing.  
 Leave a phone number where you can be reached.  
 Tell someone where you are going.  
 All of the above.
5. **Children who are sexually abused don't tell anyone because they are afraid.**  
 True                       False
6. **One out of six boys will be sexually assaulted before the age of 18.**  
 True                       False
7. **Most people are sexually assaulted by someone they know.**  
 True                       False
8. **Mark is at a party, laughing and having fun. Cari comes over and asks him to dance. Mark says "yes," puts his Coke on the table and goes to dance with Cari. Twenty minutes later, Mark comes back to the table and takes a drink from his Coke. Is this safe?**  
 Yes                       No
9. **Your friend, Tanya, has been acting different lately. She doesn't talk to anyone, she hardly eats anything at lunch and you have noticed strange cut marks on her arms and legs. You should:**  
 Do nothing; it is none of your business.  
 Talk to her and offer to go with her to talk to an adult she trusts.  
 Ignore it; she will be fine in a few days.  
 Yell at her for acting depressed and suggest she should cheer up.

---

**10. Did you find the information about sexual violence useful for you?**

- Yes
- Somewhat
- No

**11. Do you think the information about stopping sexual violence gave you new skills that you will use?**

- Yes
- Maybe
- No

---

**Grade:**

- 2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**Test Type:**

- Pre
- Post

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

---

# Sexual Harassment Prevention: Grade 8

## ANSWER KEY

- I am a:**
  - Boy
  - Girl
- Sexual violence is any behavior that is:
  - Fun and flirty.
  - Sexual and wanted.
  - Unwanted and sexual.**
  - Verbally abusive.
- One out of \_\_\_\_\_ girls will be sexually assaulted before the age of 18.
  - 2
  - 3
  - 4**
  - 5
- To help keep you safe, before going out with friends you should:**
  - Have a plan for what you will be doing.
  - Leave a phone number where you can be reached.
  - Tell someone where you are going.
  - All of the above.**
- Children who are sexually abused don't tell anyone because they are afraid.**
  - True**
  - False
- One out of six boys will be sexually assaulted before the age of 18.**
  - True**
  - False
- Most people are sexually assaulted by someone they know.**
  - True**
  - False
- Mark is at a party, laughing and having fun. Cari comes over and asks him to dance. Mark says "yes", puts his Coke on the table and goes to dance with Cari. Twenty minutes later, Mark comes back to the table and takes a drink from his Coke. Is this safe?**
  - Yes
  - No**
- Your friend, Tanya, has been acting different lately. She doesn't talk to anyone, she hardly eats anything at lunch and you have noticed strange cut marks on her arms and legs. You should:**
  - Do nothing; it is none of your business.
  - Talk to her and offer to go with her to talk to an adult she trusts.**
  - Ignore it; she will be fine in a few days.
  - Yell at her for acting depressed and suggest she should cheer up.

---

**10. Did you find the information about sexual violence useful for you?**

- Yes
- Somewhat
- No

**11. Do you think the information about stopping sexual violence gave you new skills that you will use?**

- Yes
- Maybe
- No

---

# Sexual Violence Prevention

## Session Information

**Audience:** 8<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, video, activities

## Session 1-Sexual Violence

### Opening Discussion and Pre Test (5-10 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

### Discussion: Sexual Violence (5 minutes)

When we hear the words, “sexual violence,” we often think of the word, “rape.” And, while rape is a form of sexual violence, it is not the only behavior that can be sexually violent. So, our definition for sexual violence is ANY unwanted sexual behavior. Also, we want to broaden our discussion to include things that could happen to anyone in the community, not just things that happen at school, because sexual violence can happen to anyone.

### Activity: Sexual Violence Continuum (15-20 minutes)

*Because sexual violence can be ANY unwanted sexual behavior, we need to talk about a broad range of behaviors that include non-touch and touch behaviors. (Appendix B)*

### Video: *Gonna Make It* (10-15 minutes)

*This video is distributed by Pennsylvania Coalition Against Rape*

#### **Pennsylvania Coalition Against Rape**

125 North Enola Drive

Enola, PA 17025

Phone: 800.692.7445

Fax: 717.728.9781

<http://www.pcar.org>

*Show students Gonna Make It video. Hand out lyrics (Appendix C) after the video. Use discussion questions (Appendix C) to talk about video.*

---

# Sexual Harassment Prevention

## Session Information

**Audience:** 8<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, video, activities

## Session 2-Risk Reduction

### Review (5 minutes)

Review with students:

1. Definition of sexual violence
2. Two types of sexual violence: non-touch and touch
3. A few examples of each type of sexual violence

### Discussion: Drug-facilitated Sexual Assault (10 minutes)

*“Mya”, the college student in the video, was drugged and raped by her date. That is an example of drug-facilitated sexual assault.*

Use *Alcohol and Sexual Violence* and *Drug-Facilitated Sexual Assault* information sheets (Appendix D) to briefly discuss “date-rape drugs”: Using the 2 information sheets, discuss the issue of drug-facilitated sexual assault.

- Discuss each drug
  1. Name and slang names
  2. What does it look like?
  3. How is it administered?
  4. What are the side effects?
  5. How do you know if you have been drugged?
  6. What are ways to keep you safe?

*Give students “Drug Facilitated Sexual Assault” handout (Appendix E) to take with them as a reference.*

---

**Activity: Teen Safety Plan (10 minutes)**

Hand out “Teen Safety Plan” worksheet (Appendix F) to students. Use each item to facilitate a discussion about why these are important ways to keep oneself safe and reduce risks of sexual violence. Have students complete each question. Have students share answers.

**Note:**

Many times, students will list things like weapons and pepper spray as items they can take with them to help keep them safe. It is important to discuss that these items may not be the *best* choices for several reasons, including:

1. Weapons and pepper spray may be illegal and get you arrested.
2. Depending on the situation, pleading self-defense may **not** get you out of being charged with a weapons violation.
3. Brandishing weapons and/or pepper spray can escalate a situation.
4. Weapons and /or pepper spray can be taken from you and then used against you.
5. Most people are sexually assaulted by someone they know. Do you think your first instinct would be to use a weapon/pepper spray on someone you know and trust like your boyfriend/girlfriend, a relative/family member, etc.?

Students should be listing things like:

1. Cell phone
2. Money
3. Change for pay phone
4. Phone numbers of people they can call if in trouble
5. Keys

**Video: *Survival Story* (10-15 minutes)**

*This video is distributed by Pennsylvania Coalition Against Rape*

**Pennsylvania Coalition Against Rape**

125 North Enola Drive

Enola, PA 17025

Phone: 800.692.7445

Fax: 717.728.9781

<http://www.pcar.org>

*Sexual violence can have long lasting effects on someone. It is not something that just “goes away”.*

*Show students Survival Story video. Hand out lyrics (Appendix G) after the video. Use discussion questions (Appendix H) to talk about video.*

---

**Activity: How to Help a Friend (5—10 minutes)**

*Seventy eight percent of teenage rape victims do not tell their parents or another adult about the assault. 71 percent tell at least one friend; 6 percent report the assault to the police (Murray, 2000).*

*So, how can you be a good friend?*

*Give students the “How can you Help a Friend...” handout (Appendix I).*

*Handout:*

*How can you Help a Friend who has been Sexually Assaulted, developed by Women’s Resource Center of the New River Valley, Inc., Blacksburg, VA*

*Have students read each point and discuss.*

**Post Test (5 minutes)**

Give students the post-test (Appendix J) to assess their post-program knowledge.



---

# Sexual Violence Prevention: Grade 8

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Sexual violence is any behavior that is:**  
 Fun and flirty.  
 Sexual and wanted.  
 Unwanted and sexual.  
 Verbally abusive.
3. **One out of \_\_\_\_\_ girls will be sexually assaulted before the age of 18.**  
 2  
 3  
 4  
 5
4. **To help keep you safe, before going out with friends you should:**  
 Have a plan for what you will be doing.  
 Leave a phone number where you can be reached.  
 Tell someone where you are going.  
 All of the above.
5. **Children who are sexually abused don't tell anyone because they are afraid.**  
 True                       False
6. **One out of six boys will be sexually assaulted before the age of 18.**  
 True                       False
7. **Most people are sexually assaulted by someone they know.**  
 True                       False
8. **Mark is at a party, laughing and having fun. Cari comes over and asks him to dance. Mark says "yes," puts his Coke on the table and goes to dance with Cari. Twenty minutes later, Mark comes back to the table and takes a drink from his Coke. Is this safe?**  
 Yes                       No
9. **Your friend, Tanya, has been acting different lately. She doesn't talk to anyone, she hardly eats anything at lunch and you have noticed strange cut marks on her arms and legs. You should:**  
 Do nothing; it is none of your business.  
 Talk to her and offer to go with her to talk to an adult she trusts.  
 Ignore it; she will be fine in a few days.  
 Yell at her for acting depressed and suggest she should cheer up.

---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Violence Prevention: Grade 8

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Sexual violence is any behavior that is:  
 Fun and flirty.  
 Sexual and wanted.  
 **Unwanted and sexual.**  
 Verbally abusive.
- One out of \_\_\_\_\_ girls will be sexually assaulted before the age of 18.  
 2  
 3  
 **4**  
 5
- To help keep you safe, before going out with friends you should:**  
 Have a plan for what you will be doing.  
 Leave a phone number where you can be reached.  
 Tell someone where you are going.  
 **All of the above.**
- Children who are sexually abused don't tell anyone because they are afraid.**  
 **True**                       False
- One out of six boys will be sexually assaulted before the age of 18.**  
 **True**                       False
- Most people are sexually assaulted by someone they know.**  
 **True**                       False
- Mark is at a party, laughing and having fun. Cari comes over and asks him to dance. Mark says "yes", puts his Coke on the table and goes to dance with Cari. Twenty minutes later, Mark comes back to the table and takes a drink from his Coke. Is this safe?**  
 Yes                       **No**
- Your friend, Tanya, has been acting different lately. She doesn't talk to anyone, she hardly eats anything at lunch and you have noticed strange cut marks on her arms and legs. You should:**  
 Do nothing; it is none of your business.  
 **Talk to her and offer to go with her to talk to an adult she trusts.**  
 Ignore it; she will be fine in a few days.  
 Yell at her for acting depressed and suggest she should cheer up.

---

# SEXUAL VIOLENCE CONTINUUM

## Materials:

- ✓ Flipchart
- ✓ Markers

## Directions:

- Write “Sexual Violence” at the top of the flipchart.
- Define sexual violence for students as any unwanted, sexual behavior. Unwanted is the most important word in the definition.
- Tell students that we need to think about sexual violence as a range of behaviors, from non-touch to touch behaviors.
- Draw a line under “Sexual Violence”, with two arrows at either end. At one end of the continuum, write “Non-touch.” At the other end of the continuum, write “Touch.”
- Tell students you want them to come up with examples of each type of sexual violence. These could be things you have seen or experienced or they could be things that could happen to anyone in the community – men, women, adults, teens, children, etc. However, in order to not embarrass or get anyone into trouble, do not use names in your examples.
- Discuss examples with students for understanding.

(See example below for how to set up the flipchart)

---

## SEXUAL VIOLENCE

← **NON-TOUCH**

**TOUCH** →

Examples should include:

### NON-TOUCH

- Comments about private parts of the body
- Sexual rumors
- Sexual requests
- Sexual namecalling
- Sexual comments
- Obscene phonecalls
- Sexual jokes
- Sexual notes
- Obsessive love letters
- Sexual graffiti
- Sexual drawings
- Sexual emails, IM's, chat, text messages, etc.
- Voyerism/"Peeping Tom"
- Taking naked photos/videos of someone
- Child pornography
- Exposing private parts of the body/flashing/ mooning

### TOUCHING

- Touching/grabbing private parts of the body
- Rubbing/grinding against someone
- Cornering
- Pulling clothes up, down or off
- Unwanted hugs/kisses
- Sexual gestures
- Sexual staring

Include the following under "TOUCH" at your discretion. Be prepared to give simple explanations of the laws regarding these examples:

- Rape
- Sexual assault
- Statutory sexual assault
- Child sexual abuse
- Drug-facilitated sexual assault

# PREVENTION ACTIVITIES: GRADES 9-12



**PCAR**  
PENNSYLVANIA COALITION AGAINST RAPE

---

## PREVENTION ACTIVITIES: GRADES 9-12

Sexual Harassment Prevention

### Session Information

**Audience:** 9<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

### Session 1 – Sexual Harassment

#### Opening Discussion and Pre-Test (5 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

#### Activity: Sexual Harassment “Pictionary” (15 minutes)

In this activity (Appendix B), students will be introduced to the core words of the sexual harassment curriculum by breaking into two or more groups for a game of “Pictionary.” Each group will designate one “drawer,” who will attempt to draw the several words and phrases, including “harassment” and “flirting” on a flip chart. The first group to guess the words will receive a small prize (pencil or eraser).

#### Brainstorm: Flirting vs. Harassment – who decides? (5 minutes)

Write the words “Flirting” and “Harassment” on the board. Students will be asked to brainstorm the differences between flirting and sexual harassment.

*Examples include: Flirting – feels good, is wanted, is fun; Harassment – feels bad, is unwelcome, is hurtful*

When finished, handout “Flirting vs. Sexual Harassment” reference sheet (Appendix C) for students to take with them.

#### Discussion: Sexual Harassment is against the law! (5 minutes)

Adapted from: Pittsburgh Public Schools policy on sexual harassment

Available at: <<http://cms.pps.k12.pa.us>>

Hand out the “Sexual Harassment is against the Law!” handout (Appendix D). The facilitator will discuss the definitions of sexual harassment, the laws on the federal and statewide level, as well as the school district policy. Using the handout, facilitator will discuss some of the specific behaviors that may be classified as sexual harassment



---

**Discussion: Two Types of Sexual Harassment (5 minutes)**

Hand out the “Two Types of Sexual Harassment” handout (Appendix E). Facilitator will introduce the two types of sexual harassment: Quid Pro Quo sexual harassment & Hostile environment sexual harassment

**Brainstorm: Reasons to Tell, Reasons to Stay Silent (10 minutes)**

Explain that many students do not report sexual harassment.

Label two flip charts, “Reasons to Tell” and “Reasons to Stay Silent.” Ask students to brainstorm the many reasons that people decide to stay silent about the issue of sexual harassment. Then ask them to brainstorm some of the reasons that people do decide to tell. At the conclusion, ask which list is longer (usually, the reasons to stay silent is longer).



---

# Sexual Harassment Prevention

## Session Information

**Audience:** 9<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, video, activities

## Session 2 – Reporting Sexual Harassment

### Review (5 minutes)

Introduce self. Review what was discussed during Session 1, and take any questions.

### Video: *Sexual Harassment: Stop it Now!* (20 minutes)

*This video is distributed by United Learning*

United Learning

1560 Sherman Avenue, Suite 100

Evanston, IL 60201

Phone: 888.892.3484

Fax: 847.328.6706

<http://www.unitedlearning.com>

Prior to starting the video, each student will receive a “Verbal/Written/Physical” handout (Appendix F). Students will watch a portion of a sexual harassment video featuring 3 vignettes of students experiencing sexual harassment (start the tape at the piano playing and end with “Julie” sitting on her bed).

During the video, students will use the handouts to write down the forms (verbal/written/physical) of sexual harassment that they see in the video.

### Discussion: Examples of Sexual Harassment (10 minutes)

Students will be asked to volunteer some of the examples of verbal/written/physical harassment seen in the video, as well as other, real life examples. Facilitator will write down examples on the board to show the wide array of behaviors that can be considered sexual harassment. Facilitator will ask students to share which behavior is most personally bothersome, again making the point that each individual decides what is sexually harassing and what is not.

### Discussion: Policies regarding Reporting of Sexual Harassment (5 minutes)

Explain the school policy against sexual harassment, including reporting procedures and possible consequences. Explain the protocol for reporting any sexual harassment, for example: tell the person stop, document the behavior, tell school personnel, tell someone at home, etc.

### Post-Test (5 minutes)

Give students the post-test (Appendix G) to assess their post-program knowledge.

---

# Sexual Harassment Prevention: Grade 9

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Sexual harassment is any behavior that is:**  
 One sided and harassing.  
 Sexual and wanted.  
 Unwanted and sexual.  
 Verbally abusive.
3. **Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 True                       False
4. **Which of the following is an example of sexual harassment?**  
 Brian begins each homeroom period with a sexual joke about James. James laughs.  
 Dion and Ebony fight in the hallway after Dion kisses another girl.  
 Chris asks Felicia out on a date and she says she is not interested.  
 Amanda repeatedly makes unwelcome sexual comments to Evan during health class.
5. **Only a few students are sexually harassed at school.**  
 True                       False
6. **"Quid Pro Quo" sexual harassment is when a person in authority trades grades or other favors for sexual activity.**  
 True                       False
7. **Which of the following is a step to reporting sexual harassment?**  
 Document the behavior.  
 Tell an adult at school and at home.  
 Inform the harasser that the behavior is unwelcome.  
 All of the above.
8. **Sexual harassment has negative effects for the victim.**  
 True                       False
9. **The victim, not the harasser, determines if a behavior is sexual harassment.**  
 True                       False
10. **Sexual harassment can't occur between people of the same sex.**  
 True                       False

---

---

**Grade:**

- 2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**Test Type:**

- Pre
- Post

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

---

# Sexual Harassment: Grade 9

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Sexual harassment is any behavior that is:**  
 One sided and harassing.  
 Sexual and wanted.  
 **Unwanted and sexual.**  
 Verbally abusive.
- Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 **True**                       False
- Which of the following is an example of sexual harassment?**  
 Brian begins each homeroom period with a sexual joke about James. James laughs.  
 Dion and Ebony fight in the hallway after Dion kisses another girl.  
 Chris asks Felicia out on a date and she says she is not interested.  
 **Amanda repeatedly makes unwelcome sexual comments to Evan during health class.**
- Only a few students are sexually harassed at school.**  
 True                       **False**
- “Quid Pro Quo” sexual harassment is when a person in authority trades grades or other favors for sexual activity.**  
 **True**                       False
- Which of the following is a step to reporting sexual harassment?**  
 Document the behavior.  
 Tell an adult at school and at home.  
 Inform the harasser that the behavior is unwelcome.  
 **All of the above.**
- Sexual harassment has negative effects for the victim.**  
 **True**                       False
- The victim, not the harasser, determines if a behavior is sexual harassment.**  
 **True**                       False
- Sexual harassment can't occur between people of the same sex.**  
 True                       **False**

---

# Sexual Harassment Pictionary

## Materials:

- ✓ 4-8 sheets of flip chart paper
- ✓ Tape
- ✓ Markers
- ✓ Word cards
- ✓ Minute Timer

## Directions:

- Tape two sheets of flip chart paper to the wall – not side by side, but possibly on either end of the chalkboard.
- Ask students to count off by twos, and then split into two groups  
*“Okay students, welcome to Pictionary, the game where you get to demonstrate your drawing and teamwork abilities, and maybe win a prize!”*

## Note:

Some groups might be quite large. Consider making three to four groups if this is the case.

- Ask teams to designate one person to be the “drawer” and hand them each the same word card. Explain that they will have one minute to draw the word on the card. The person drawing may not use words or gestures (other than nodding to indicate that their teammates are correct).
- Allow students to guess several words, including:
  1. harassment
  2. flirting
  3. unwanted
  4. wanted
  5. illegal

Not all of the words or phrases have to be related to the session topic. Run the game 5-8 times, depending on how long it takes for the students to guess the words. A new “drawer” can be appointed each time.

---

## Two Types of Sexual Harassment

### **“Quid pro quo” sexual harassment:**

When a person in authority puts conditions on grades or participation in extra-curricular activities, dependent on the student’s willingness to submit to sexual activity.

- A teacher lowering a grade if a student refuses their sexual advances
- A coach basing team assignments on the athlete’s willingness to submit to sexual advances

### **“Hostile environment” sexual harassment:**

When unwanted sexual conduct interferes with an individual’s ability to learn or feel safe in the school environment.

- Offensive language & notes
- Vulgar graffiti
- Unwanted physical contact

## **Sexual Harassment: Stop It Now!**

---

# FLIRTING OR SEXUAL HARASSMENT

## Flirting

- Is WANTED or welcome.
- Feels good; confident feeling.
- Is complimentary.
- Is mutual or shared.
- Is non-threatening.
- Builds the esteem of both people.
- Feels equal to both parties.
- Can be flattering.

## Sexual Harassment

- Is UNWANTED.
- Feels bad; uncomfortable feeling.
- Is degrading.
- Is one-sided.
- Is threatening.
- Builds up the ego of the giver while tearing down the self-esteem of the recipient.
- Give one person power over another.
- Is demeaning and insulting.

---

# NEWS Flash!!

## Sexual Harassment is against the law!!!

Whether in the classroom, in the hallways, or during extra-curricular activities, sexual harassment is never okay.

The federal law prohibiting sexual harassment in schools is Title IX of the Education Amendments of 1972, which prohibits any person, on the basis of sex, to be subjected to discrimination in an educational program. Under Title IX, a school is required to have and distribute a policy against sex discrimination, particularly one that addresses sexual harassment.

In Pennsylvania, the Human Relations Act of 1955 prohibits discrimination on the basis of gender, including sexual harassment.



---

# What is Sexual Harassment?

- ⇒ Unwanted leering, staring, sexual flirtations, or propositions.
- ⇒ Unwelcome sexual slurs, threats, verbal abuse, sexual comments or descriptions.
- ⇒ Graphic comments about an individual's body, or overly personal conversation.
- ⇒ Unwanted sexual jokes, stories, drawings, pictures or gestures.
- ⇒ Spreading of sexual rumors.
- ⇒ Cornering or blocking someone's movement in a sexual way
- ⇒ Touching an individual's body or clothes in a sexual way
- ⇒ Displaying objects of a sexual nature in an educational setting
- ⇒ Unwelcome teasing or sexual remarks about an individual's sexual orientation
- ⇒ Withholding academic or extra-curricular privileges on the condition of submission to unwanted sexual conduct.

Adapted from: Pittsburgh Public Schools policy on sexual harassment.  
Available at: <<http://cms.pps.k12.pa.us>>

---

## Sexual Harassment: Stop It Now!

VERBAL	WRITTEN	PHYSICAL

---

# Sexual Harassment Prevention: Grade 9

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy  Girl
2. **Sexual harassment is any behavior that is:**  
 One sided and harassing.  
 Sexual and wanted.  
 Unwanted and sexual.  
 Verbally abusive.
3. **Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 True  False
4. **Which of the following is an example of sexual harassment?**  
 Brian begins each homeroom period with a sexual joke about James. James laughs.  
 Dion and Ebony fight in the hallway after Dion kisses another girl.  
 Chris asks Felicia out on a date and she says she is not interested.  
 Amanda repeatedly makes unwelcome sexual comments to Evan during health class.
5. **Only a few students are sexually harassed at school.**  
 True  False
6. **"Quid Pro Quo" sexual harassment is when a person in authority trades grades or other favors for sexual activity.**  
 True  False
7. **Which of the following is a step to reporting sexual harassment?**  
 Document the behavior.  
 Tell an adult at school and at home.  
 Inform the harasser that the behavior is unwelcome.  
 All of the above.
8. **Sexual harassment has negative effects for the victim.**  
 True  False
9. **The victim, not the harasser, determines if a behavior is sexual harassment.**  
 True  False
10. **Sexual harassment can't occur between people of the same sex.**  
 True  False

---

11. Did you find the information about sexual harassment useful for you?

- Yes
- Somewhat
- No

12. Do you think the information about stopping sexual harassment gave you new skills that you will use?

- Yes
- Maybe
- No

---

**Grade:**

- 2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**Test Type:**

- Pre
- Post

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

---

# Sexual Harassment: Grade 9

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Sexual harassment is any behavior that is:**  
 One sided and harassing.  
 Sexual and wanted.  
 **Unwanted and sexual.**  
 Verbally abusive.
- Mary keeps asking Chad out on a date, even though he says NO each time she asks. He has told her many times to stop asking. Mary's behavior is sexual harassment.**  
 **True**                       False
- Which of the following is an example of sexual harassment?**  
 Brian begins each homeroom period with a sexual joke about James. James laughs.  
 Dion and Ebony fight in the hallway after Dion kisses another girl.  
 Chris asks Felicia out on a date and she says she is not interested.  
 **Amanda repeatedly makes unwelcome sexual comments to Evan during health class.**
- Only a few students are sexually harassed at school.**  
 True                       **False**
- “Quid Pro Quo” sexual harassment is when a person in authority trades grades or other favors for sexual activity.**  
 **True**                       False
- Which of the following is a step to reporting sexual harassment?**  
 Document the behavior.  
 Tell an adult at school and at home.  
 Inform the harasser that the behavior is unwelcome.  
 **All of the above.**
- Sexual harassment has negative effects for the victim.**  
 **True**                       False
- The victim, not the harasser, determines if a behavior is sexual harassment.**  
 **True**                       False
- Sexual harassment can't occur between people of the same sex.**  
 True                       **False**

---

**11. Did you find the information about sexual harassment useful for you?**

- Yes
- Somewhat
- No

**12. Do you think the information about stopping sexual harassment gave you new skills that you will use?**

- Yes
- Maybe
- No

---

# Sexual Harassment Prevention

## Session Information

**Audience:** 10<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 1 – Self-Esteem

### Opening Discussion and Pre-Test (5 minutes)

Introduce yourself and explain the services your center offers. Briefly describe the topic series you will be covering in the two-day session and how it relates to sexual violence. Give students the pre-test (Appendix A) to assess their pre-program knowledge.

### Self-Esteem (5 minutes)

Discuss with the class that people typically define self-esteem by what increases or decreases self esteem, without defining the concept itself. Ask the class for simple definitions of self-esteem. Write down their responses on the board to come up with a collective definition.

- The definition of self-esteem, according to Merriam-Webster, is confidence and satisfaction with oneself.
- This is different than the ideas of self-concept (the mental image one has of oneself) and self-image (one's conception of oneself or of one's role). Self-esteem has a preconceived positive connotation.

### Activity: What Increases Self-Esteem? What Decreases Self-Esteem? (10-12 minutes)

Divide the class into two groups. Give each group a piece of flipchart paper and markers. One group will brainstorm actions and feelings that can increase self-esteem. The second group will brainstorm behaviors and experiences that can decrease self-esteem. At the end of the brainstorm, a representative from each group will share their group's list with the class. Each group will be given a chance to add to the other group's list after hearing it. These lists should be posted in the front of the classroom for the remainder of the session.

- Examples of things that increase self-esteem include: family, confidence, achieving goals, compliments, independence, power, love, sense of safety, honesty, talent, etc. These generally have ripple effects that increase our overall health and happiness.
- Examples of things that decrease self-esteem include: name-calling, sadness, bad grades, rejection, violence, dropping out of school, isolation, pessimism, criminal activity, etc. These generally reflect some form of physical or emotional abuse, or an unfortunate life circumstance.
- Perceptions of what increases or decreases self-esteem and to what degree vary greatly between individuals.
- Self-esteem is always malleable, regardless of what has caused it to be high or low in a particular person.

---

### **Activity: Self-Esteem Quiz (6-8 minutes)**

Introduce this activity by saying that students will now be given the opportunity to assess their personal levels of self-esteem. Hand out the “How Is My Self-Esteem?” quiz (Appendix B). Students should complete their quiz individually. Students will not be required to share their results. Ask the students what common obstacles are to self-esteem during teen years.

- The quiz consists of 25 questions—a perfect self-esteem score would be an affirmative answer (“agree”) on all questions except #5, #10, #15, #20, and #25.
- Scores are purposefully not shared to allow the student to make their own conclusions regarding the way they answered. Encourage students to identify which statements they would like to improve upon by circling one or two.
- The questions on the quiz are meant to help students identify and analyze their own levels of self-acceptance, goal-setting, rational thinking, and healthy behaviors.

### **Activity: The Path to Great Self-Esteem (8-10 minutes)**

Achieving self-esteem means setting goals and creating a plan of action. Hand out “The Path to Great Self-Esteem” worksheet (Appendix C). Students should first choose a starting point on the path. This spot should be representative of their level of self-esteem, based on their personal assessment from the self-esteem quiz.

After choosing a starting point, students should fill in each block from their starting point to the top with a specific action they are going to take to improve their self-esteem. Students may voluntarily share their paths with the class. Encourage students to keep this worksheet and refer back to it periodically.

- Provide examples of statements to put into the blocks on the path. For example, if a student’s goal is to get better grades, they could put “study for one hour each night”.
- Encourage the students to be clear and specific with their action statements. Specific goals are more motivating and easier to accomplish.
- Discuss how students can best attempt to carry out these courses of action. Ask students what would be an appropriate amount of work to start with. What are the disadvantages of taking on too much?

### **Activity: Personal Bill of Rights (3-5 minutes)**

Hand out the “Personal Bill of Rights” handout (Appendix D). Use this handout as a tool to review the day’s lessons, including: the definition of self-esteem, what positively affects self-esteem, and our basic human right to seek out feelings and experiences that will improve our self-esteem.

- Encourage students to read through the affirmations as homework before the next session.
- Discuss how violations of this list often take the form of abuse and should never be tolerated.
- Identify resources available to students who are experiencing various forms of physical or emotional abuse/harassment.



---

# Sexual Violence Prevention

## Session Information

**Audience:** 10<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 2 – Boundaries

### Review (5 minutes)

Remind the class who you are, where you work, and the center’s 24-hour hotline number. Ask the class to help review the information from Session 1. This can work as a way to get them involved and break the ice. It also helps you know what they remember.

### Discussion: Boundaries (5 minutes)

Discuss with the class that boundaries are often defined in physical terms, rather than emotional terms. Ask the class for simple definitions of boundaries. Write down their responses on the board to come up with a collective definition.

- The definition of a boundary, according to Merriam-Webster, is something that indicates or fixes a limit or extent.
- Acknowledge that boundaries can be physical, emotional, moral, and sexual. Discuss with the class where individuals learn boundaries and how they are defined for society.

### Activity: Defining Personal Boundaries (5-10 minutes)

Write the terms passive, aggressive, and assertive on the board. Explain to the class that people challenge our boundaries on a daily basis, and we are forced to defend (or not defend) our personal limits and expectations as a result. This can be done in one of three ways.

Have the class define passive, assertive, and aggressive, and collect their answers on the board. Students will then pair up, and each pair will receive a “Boundary Statement” slip (Appendix E) to respond to in each of the three ways on the “How Would You Respond?” sheets (Appendix F). Each pair will be asked to share their work with the class.

- The definition of passive, according to Merriam-Webster, is receiving or enduring without resistance.
- The definition of assertive, according to Merriam-Webster, is disposed to or characterized by bold or confident affirmation.
- The definition of aggressive, according to Merriam-Webster, is characterized by hostile, injurious, or destructive behavior or outlook especially when caused by frustration.

---

**Activity: What Does Harassment Teach Us About Boundaries (8-10 minutes)**

Following discussion regarding types of boundaries that can be crossed, students will break into four groups to brainstorm ways people violate each various boundaries. Each group will receive a piece of flipchart paper labeled with a specific category—physical, emotional, moral, or sexual. Groups will work on their own to create a list of possible violations to their specific boundary. Groups will then be asked to share their work with the class.

**Activity: “I Am...” Poems (3-5 minutes)**

Each student will be asked to complete an “I Am...” Poem (Appendix G). “I Am...” poems are used to facilitate self-discovery, and by doing so, will facilitate the setting of personal boundaries based on one’s own thoughts and desires. Students are welcome to share their poems if they would like to do so. The presenter may also choose to facilitate a more general discussion regarding their statements as definitions of personal boundaries.

- Some students may find this activity difficult and uncomfortable. Encourage students to fill in as much as they can but do not push student for answers they are not ready to give.
- “I Am...” poems should be kept private at the request of the student.

**Discussion: Healthy vs. Unhealthy Boundaries (2-4 minutes)**

Hand out “What Kind of Boundaries Do You Have?” handout (Appendix H). The presenter will review each category with the class and provide real-life examples of each. The presenter should also relate boundaries back to the concept of self-esteem, and field any remaining questions from the class.

**Post-Test (5 minutes)**

Give students the post-test (Appendix I) to assess their post-program knowledge.

---

# Sexual Violence Prevention: Grade 10

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Self-esteem is:**  
 The same as self-concept.  
 Confidence and satisfaction in oneself.  
 Thinking you are the smartest/prettiest/most athletic person in the room.  
 All of the above.
3. **This form of abuse is likely to decrease self-esteem:**  
 Physical abuse.  
 Emotional abuse.  
 Sexual abuse.  
 All of the above.
4. **A person can always find a new way to increase his/her self-esteem.**  
 True                       False
5. **If a student's goal is to get good grades, what specific step might he/she take to achieve that goal?**  
 Make three new, smart friends.  
 Stay up two extra hours to cram before a test.  
 Set aside one hour to study each night.  
 Try to get accepted to college on a sports scholarship.
6. **A boundary is limited to the idea of physical space only.**  
 True                       False
7. **Calling another student "ugly" is a violation of that student's physical boundary.**  
 True                       False
8. **People learn boundaries from:**  
 School.  
 Caregivers  
 Television and movies.  
 All of the above.

---

9. **Brittany asks Marc out on a date. Marc does not like Brittany but he says “yes” anyway because he does not want to hurt her feelings. Marc is being:**

- Passive.
- Assertive.
- Aggressive.
- Passive-Aggressive.

10. **Trusting everyone you meet is a sign of a healthy boundary.**

- True
- False

---

**Grade:**

- 2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**Test Type:**

- Pre
- Post

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

---

# Sexual Harassment Prevention: Grade 10

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Self-esteem is:**  
 The same as self-concept.  
 **Confidence and satisfaction in oneself.**  
 Thinking you are the smartest/prettiest/most athletic person in the room.  
 All of the above.
- This form of abuse is likely to decrease self-esteem:**  
 Physical abuse.  
 Emotional abuse.  
 Sexual abuse.  
 **All of the above.**
- A person can always find a new way to increase his/her self-esteem.**  
 **True**                       False
- If a student's goal is to get good grades, what specific step might he/she take to achieve that goal?**  
 Make three new, smart friends.  
 Stay up two extra hours to cram before a test.  
 **Set aside one hour to study each night.**  
 Try to get accepted to college on a sports scholarship.
- A boundary is limited to the idea of physical space only.**  
 True                       **False**
- Calling another student "ugly" is a violation of that student's physical boundary.**  
 True                       **False**
- People learn boundaries from:**  
 School.  
 Caregivers  
 Television and movies.  
 **All of the above.**

---

9. **Brittany asks Marc out on a date. Marc does not like Brittany but he says “yes” anyway because he does not want to hurt her feelings. Marc is being:**

- Passive.
- Assertive.
- Aggressive.
- Passive-Aggressive.**

10. **Trusting everyone you meet is a sign of a healthy boundary.**

- True
- False**

---

## Personal Bill of Rights

1. I have numerous choices in my life beyond mere survival.
2. I have a right to grieve over what I didn't get that I needed or what I got that I didn't need or want.
3. I have a right to follow my own values and standards.
4. I have a right to recognize and accept my own value system as appropriate.
5. I have a right to say no to anything when I feel I am not ready, if is unsafe, or violates my values.
  
6. I have a right to dignity and respect.
7. I have a right to make decisions.
8. I have a right to determine and honor my own priorities.
9. I have the right to have my needs and wants respected by others.
10. I have a right to terminate conversations with people who make me feel put down and humiliated.
  
11. I have the right not to be held responsible for others' behavior, actions, feelings or problems.
12. I have a right to make mistakes and not have to be perfect.
13. I have a right to expect honesty from others.
14. I have a right to all my feelings.
15. I have a right to be angry at someone I love.
  
16. I have a right to be uniquely me, without feeling I'm not good enough.
17. I have a right to feel scared and to say "I'm afraid."
18. I have a right to experience and then let go of fear, guilt and shame.
19. I have a right to make decisions based on feelings, my judgment or any reason I choose.
20. I have a right to change my mind at any time.

- 
21. I have a right to be happy.
  22. I have a right to stable, healthy relationships of my choice.
  23. I have the right to own my own personal space and time needs.
  24. There is no need to smile when I cry.
  25. I have the right to be flexible and be comfortable with doing so.
  
  26. I have the right to change and grow.
  27. I have the right to be open to improve communication skills so that I may be understood.
  28. I have a right to make friends and be comfortable around people.
  29. I have a right to be in non-abusive environments.
  30. I can be healthier than those around me.
  
  31. I can take care of myself, no matter what.
  32. I have the right to grieve over actual or threatened losses.
  33. I have the right to trust others who earn my trust.
  34. I have the right to ignore others and to forgive myself.
  35. I have the right to give and receive unconditional love.



---

## Boundary Statement Slips

**Friend: “Can I copy your homework?”**

(Your teacher watches for cheaters.)

**Classmate: “Will you go out with me?”**

(You do not like your classmate in that way.)

**Sister: “Could you give me a ride home?”**

(If you do so, you will be late to soccer practice.)

**Girlfriend: “I want to have sex with you.”**

(You are not ready to have sex.)

**Mother: “Could you please do the dishes?”**

(You hate doing the dishes.)

**Teacher: “That test grade was not acceptable.”**

(You are struggling to understand the material.)

**Father: “I want you to be home at 10 p.m.”**

(The party lasts until midnight.)

**Best Friend: “I got some great weed from Nick.”**

(You do not do drugs.)

**Popular Classmate: “Trip her when she comes back to her seat.”**

(You think it would be mean to trip someone.)

**Brother: “Can you lend me \$20 bucks?”**

(You are saving to buy an iPod.)

**Classmate: “Can I borrow your pencil?”**

(You are completing a worksheet.)

**Bully: “You are so ugly.”**

(Your feelings are hurt.)

**Friend: “Let’s get a hotel room to party in after Prom.”**

(Your parents would not approve.)

**Coach: “You need to lose some weight.”**

(You are comfortable with your body size.)

**Principal: “You have detention for the next two days.”**

(You do not know what you did wrong.)

**Person on Sidewalk: “Hey! Watch where you’re going!”**

(You bumped into the person by accident.)

---

**Customer: “What are you talking about? I didn’t touch anything.”**

(You saw the customer put a CD in their backpack while you were working.)

**Neighbor: “No, I can’t afford to buy any cookies right now.”**

(You are trying to sell cookies for a fundraiser.)

**Class Gossip: “I heard you made out with two different guys at the party this weekend.”**

(You did make out with two classmates this weekend.)

**Teammate: “Man, Ben’s telling everyone you like the dudes more than the chicks.”**

(You are heterosexual.)

## How Would You Respond?

### Directions:

Read the scenario on the slip and decide how to respond.

1. How would you respond *PASSIVELY*?
  
  
  
  
  
  
  
  
  
  
2. How would you respond *AGGRESSIVELY*?
  
  
  
  
  
  
  
  
  
  
3. How would you respond *ASSERTIVELY*?

---

## **"I am ..." Poem**

I am

I wonder

I hear

I see

I want

I am

I pretend

I am

I feel

I touch

I worry

I cry

I am

I understand

I say

I dream

I try

I hope

I need

I will

I believe

I am

---

# How Is My Self-Esteem?

1.  Agree  Disagree I like being myself and accept myself the way I am.
2.  Agree  Disagree I usually put my best foot forward.
3.  Agree  Disagree I rarely feel embarrassed.
4.  Agree  Disagree I feel I have above-average intelligence.
5.  Agree  Disagree I am afraid of being rejected by friends.
6.  Agree  Disagree I enjoy having time alone.
7.  Agree  Disagree I am able to focus and concentrate on tasks.
8.  Agree  Disagree I don't feel shy with new people.
9.  Agree  Disagree I enjoy being praised or complimented.
10.  Agree  Disagree I will never amount to anything significant.
11.  Agree  Disagree In general, I have lots of energy.
12.  Agree  Disagree I enjoy taking risks.
13.  Agree  Disagree I can give praise and compliments easily.
14.  Agree  Disagree I appreciate constructive criticism.
15.  Agree  Disagree I could disappear, and nobody would notice.
16.  Agree  Disagree I feel I have a strong personality.
17.  Agree  Disagree I step in when I see someone being treated badly.
18.  Agree  Disagree I talk to others when I feel down about myself.
19.  Agree  Disagree I have a healthy family life.
20.  Agree  Disagree If I had a secret, I couldn't trust any of my friends with it.
21.  Agree  Disagree I have my ups and downs.
22.  Agree  Disagree I have a hobby that I enjoy doing in my free time.
23.  Agree  Disagree I react quickly and well to an unexpected situation.
24.  Agree  Disagree I make healthy choices for myself.
25.  Agree  Disagree I don't like to take the lead on group projects.

---

# What Kind of Boundaries Do You Have?

*Check in with yourself to see if you are setting appropriate personal boundaries.*

## **Signs of HEALTHY Boundaries...**

Trusting people you know well

Sharing pieces of your life with others

Taking things slowly

Weighing the pros and cons of a relationship

Having sex when you feel ready

Staying true to your personal values

Being aware of boundary violations and asserting yourself

Asking before touching

Asking for consent before physical contact

Understanding yourself and your goals

Valuing yourself for who you are

Taking care of yourself and your needs

Giving of yourself when it is reasonable, appropriate, and feels safe

Taking care of yourself both physically and mentally so you are healthy and happy

## **Signs of UNHEALTHY Boundaries...**

Trusting no one at any time

Sharing your entire life story with everyone you meet

Rushing yourself and/or others

Ignoring the cons to the detriment of your happiness

Having sex with a person soon after you meet them

Giving up your values in favor of what someone else wants

Being passive and letting people walk all over you

Touching others in a way they do not want to be touched

Letting other people determine who you should be

Being pressured into giving because someone else expects it

Putting yourself down and feeling unworthy of self-love

---

# Sexual Violence Prevention: Grade 10

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Self-esteem is:**  
 The same as self-concept.  
 Confidence and satisfaction in oneself.  
 Thinking you are the smartest/prettiest/most athletic person in the room.  
 All of the above.
3. **This form of abuse is likely to decrease self-esteem:**  
 Physical abuse.  
 Emotional abuse.  
 Sexual abuse.  
 All of the above.
4. **A person can always find a new way to increase his/her self-esteem.**  
 True                       False
5. **If a student's goal is to get good grades, what specific step might he/she take to achieve that goal?**  
 Make three new, smart friends.  
 Stay up two extra hours to cram before a test.  
 Set aside one hour to study each night.  
 Try to get accepted to college on a sports scholarship.
6. **A boundary is limited to the idea of physical space only.**  
 True                       False
7. **Calling another student "ugly" is a violation of that student's physical boundary.**  
 True                       False
8. **People learn boundaries from:**  
 School.  
 Caregivers  
 Television and movies.  
 All of the above.

---

9. **Brittany asks Marc out on a date. Marc does not like Brittany but he says “yes” anyway because he does not want to hurt her feelings. Marc is being:**

- Passive.
- Assertive.
- Aggressive.
- Passive-Aggressive.

10. **Trusting everyone you meet is a sign of a healthy boundary.**

- True
- False

11. **Did you find the information about self-esteem and boundaries useful for you?**

- Yes
- Somewhat
- No

12. **Do you think the information about self-esteem and boundaries gave you new skills that you will use?**

- Yes
- Maybe
- No

---

**Grade:**

- 2nd
- 3rd-5th
- 6th-8th
- 9th-12th

**Test Type:**

- Pre
- Post

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

---

# Sexual Harassment Prevention: Grade 10

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- Self-esteem is:**  
 The same as self-concept.  
 **Confidence and satisfaction in oneself.**  
 Thinking you are the smartest/prettiest/most athletic person in the room.  
 All of the above.
- This form of abuse is likely to decrease self-esteem:**  
 Physical abuse.  
 Emotional abuse.  
 Sexual abuse.  
 **All of the above.**
- A person can always find a new way to increase his/her self-esteem.**  
 **True**                       False
- If a student's goal is to get good grades, what specific step might he/she take to achieve that goal?**  
 Make three new, smart friends.  
 Stay up two extra hours to cram before a test.  
 **Set aside one hour to study each night.**  
 Try to get accepted to college on a sports scholarship.
- A boundary is limited to the idea of physical space only.**  
 True                       **False**
- Calling another student "ugly" is a violation of that student's physical boundary.**  
 True                       **False**
- People learn boundaries from:**  
 School.  
 Caregivers  
 Television and movies.  
 **All of the above.**



- 
9. **Brittany asks Marc out on a date. Marc does not like Brittany but he says “yes” anyway because he does not want to hurt her feelings. Marc is being:**
- Passive.
  - Assertive.
  - Aggressive.
  - Passive-Aggressive.**
10. **Trusting everyone you meet is a sign of a healthy boundary.**
- True
  - False**
11. **Did you find the information about self-esteem and boundaries useful for you?**
- Yes
  - Somewhat
  - No
12. **Do you think the information about self-esteem and boundaries gave you new skills that you will use?**
- Yes
  - Maybe
  - No

---

# Sexual Violence Prevention

## Session Information

**Audience:** 11<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, activities

## Session 1 – Communicating Consent

### Opening Discussion and Pre-Test (5 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

### Activity: Communicating Consent?! (10-15 minutes)

Activity adapted from: Teacher's Guide for *A Date With Rape: Violence on Trial*;(2003); AIMS Multimedia.

Available at: <http://school.discovery.com/lessonplans>

In this activity (Appendix B), students will begin to think about consent, communication and avoiding peer pressure. Each student will be given the opportunity to decline various invitations and will discuss how some situations may be harder to decline than others.

Discuss with students how to effectively communicate consent to others and how to overcome some of difficulties preventing students from saying “no.”

### Discussion: Is This Date Going Well? (10 minutes)

Ask the class for simple definitions of consent, mutual and voluntary. Write down their responses on the board to come up with a collective definition.

- The definition of consent, according to Merriam-Webster, is to give assent or approval; approval of what is done or proposed by another.
- The definition of mutual, according to Merriam-Webster, is shared in common; having the same feelings one for the other.
- The definition of voluntary, according to Merriam-Webster, is having power of free choice; proceeding from the will or from one's own choice or consent .

Write at the top of a flipchart, “How do you know a date is going well?”.

Facilitator will ask students to brainstorm signs and signals that help them determine if a date is going well.

---

Discuss their ideas using the following questions:

1. Are any of these things consent for sexual behavior?  
*No. They are only consent for what they are; nothing else! **Consent for sexual behavior is only given through talking/communicating.***
2. So, let's start with something simple. How do you give/get consent for a kiss?  
*This is something we usually don't think about. Many times we say, "You just KNOW." Most of us rely on "cues" such as body language, eye contact, a feeling, etc. Unfortunately, "cues" are many times misread, which can lead to a situation where boundaries are being violated.*

The facilitator will discuss the various ways to identify consent for sexual behavior through body language, direct communication, instincts or "just knowing," and the potential dangers of relying upon each form of communication.

**Activity: "He said, She said..." (10 minutes)**

Divide the students into small groups and pass out the "Tom and Missy" and "Bob and Kathy" handouts (Appendix C). Students will identify and share the misread "cues" in each scenario. Facilitator will help students identify opportunities for preventing sexual violence.

**Note:**

Please stress to students that sexual violence is NEVER the victim's fault. However, it is important that there is mutual communication in dating situations to help avoid some of these problems. But, we cannot control someone else's behavior. We may communicate our boundaries in the most appropriate way and sexual violence may still happen; that is not the victim's fault. Ultimately, choosing to sexually assault someone is the choice of the perpetrator.

**Activity: "Where are MY Sexual Limits?" (5 minutes)**

Ask students to take a few minutes and review "Where are MY Sexual Limits?" handout (Appendix D). Explain to students that their answers will not be shared and the handouts will not be collected. Students will have an opportunity to think about the sexual behaviors they are comfortable with and how they would explain where they draw their line.

Discuss some of the less revealing boundaries like flirting, hugging, and kissing. Students will see begin to see that everyone's boundaries are different depending on a variety of factors including: person, situation, level of trust, etc.

---

**Discussion: “Implied Consent” (5 minutes)**

Domitrz, M. (2003). *May I kiss you: A candid look at dating, communication, respect & sexual awareness*. Greenfield, Wisconsin: Awareness Publications.

Available from:

Awareness Publications

P.O. Box 20906

Greenfield, WI 53220-0906

1-800-329-9390

<http://www.awarenesspublications.com>

Facilitator will read the excerpt on p. 33 of Michael J. Domitrz’s book, *May I Kiss You*, and lead a discussion about consent, the assumptions that are often made and how to avoid making dangerous assumptions about consent (Appendix E).

---

# Sexual Violence Prevention

## Session Information

**Audience:** 11<sup>th</sup> grade

**Number of sessions:** Two

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, video, activities

## Session 2 – Consent and Relationships

### Review (5 minutes)

Introduce self. Review what was discussed during Session 1, and take any questions.

### Video: *Causing Pain: Real Stories of Dating Abuse and Violence* (13 minutes)

*This video is distributed by Public Health Foundation Learning Resource Center*

Public Health Foundation

1300 L Street, N.W.

Suite 800

Washington, DC 20005

Phone: 877.252.1200

Fax: 301.843.0159

<http://www.phf.org>

### Activity: Power & Control Wheel and Equality Wheel (20 minutes)

In this activity (Appendix F & G), students will explore both how power and control can be abusive in relationships and how people can appropriately and respectfully share power and control in relationships. Students will work in small groups to fill in both the Power & Control Wheel and the Equality Wheel with examples and then share ideas.

Activity adapted from: *The Power & Control Wheel* and *Equality Wheel* developed by the Domestic Abuse Intervention Project Duluth, Minnesota.

### Discussion: How Do I Feel? (5 minutes)

Pass out the “Feelings Experienced in a Healthy Relationship/Feeling Experienced in a Toxic Relationship” handout (Appendix H). Discuss how to use feelings to help distinguish healthy and unhealthy relationships. While healthy relationships add to one’s self-esteem and promote growth and development, unhealthy relationships often cause pain and promote isolation and withdrawal.

---

**Discussion: Relationship Pact (10 minutes)**

Pass out “Relationship Pact” handout (Appendix I). Ask students to complete and discuss which questions may have been more difficult to answer, if they plan to share any of their thoughts with someone in their life and how it felt to complete the worksheet.

**Take-Home Activity: Healthy for me...Healthy for my partner?**

Pass out “Healthy for me...Healthy for my partner” handout (Appendix J). Ask students to take the worksheet with them and spend some time completing the questionnaire. Remind them that abuse can often happen in both very overt and very subtle ways. Review community resources available and encourage further discussion with trusted adults.

**Post-Test (5 minutes)**

Give students the post-test (Appendix K) to assess their post-program knowledge.

---

# Sexual Violence Prevention: Grade 11

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. I am a:  
 Boy                       Girl
2. Mutual communication always prevents sexual violence.  
 True                       False
3. Sexual violence is never the victim's fault.  
 True                       False
4. Everyone's sexual limits are the same, so discussing them is unnecessary.  
 True                       False
5. You are more likely to be abused by your boyfriend/girlfriend than a stranger.  
 True                       False
6. One person must always have more power than the other in a relationship.  
 True                       False
7. If you stay in unhealthy relationships, it must be because you want to be treated that way.  
 True                       False
8. Communicating about boundaries and sexual activity can sometimes feel uncomfortable but it helps to prevent violation.  
 True                       False
9. Power and control in relationships should and can be shared between people.  
 True                       False
10. I can name at least one place to go for help about sexual violence.  
 True                       False
11. Unhealthy and abusive relationships are very common among teenagers.  
 True                       False

---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Violence Prevention: Grade 11

## ANSWER KEY

1. I am a:  
 Boy                       Girl
2. Mutual communication always prevents sexual violence.  
 True                       False
3. Sexual violence is never the victim's fault.  
 True                       False
4. Everyone's sexual limits are the same, so discussing them is unnecessary.  
 True                       False
5. You are more likely to be abused by your boyfriend/girlfriend than a stranger.  
 True                       False
6. One person must always have more power than the other in a relationship.  
 True                       False
7. If you stay in unhealthy relationships, it must be because you want to be treated that way.  
 True                       False
8. Communicating about boundaries and sexual activity can sometimes feel uncomfortable but it helps to prevent violation.  
 True                       False
9. Power and control in relationships should and can be shared between people.  
 True                       False
10. I can name at least one place to go for help about sexual violence.  
 True                       False
11. Unhealthy and abusive relationships are very common among teenagers.  
 True                       False



---

# Communicating Consent?!

## Materials:

- ✓ Copies of questions pre-cut into 15 strips
- ✓ 15 blank strips

## Directions:

- Each student will receive a slip of paper; half have a question and half are blank.
- Students with questions on their slips of paper will turn to the person sitting behind them and ask the question on their slip of paper.
- Regardless of the question, the student being asked must say “no” and provide an explanation as to why they don’t want to do what the other student is asking.
- Those with blank slips can say pass.

Activity adapted from: Teacher’s Guide for *A Date With Rape: Violence on Trial*;(2003); AIMS Multimedia. Available at: <http://school.discovery.com/lessonplans>

---

# Communicating Consent?!

## Question Slips

- Would you like to see a movie?

---

---

- Come over to my place first, and we'll leave from there.

---

---

- Do you want to eat at McDonald's before we go to the party?

---

---

- Let's go somewhere private to talk.

---

---

- It's late. Why don't you stay at my place tonight?

---

---

- Do you want to go bowling this weekend?

---

---

- We've had sex before, don't you want to have sex now?

---

---

- 
- Would you like a beer?

---

---

- It's just sex. What's your problem?

---

---

- May I kiss you?

---

---

- Do you want to go to a party this weekend?

---

---

- Do you want a piece of pizza?

---

---

- I know you want to have sex, you're just afraid of what other people will say.

---

---

- Can I borrow your car?

---

---

- Can I borrow \$20.00?

---

---

---

## **“He Said... She said...” Scenario**

### **Bob and Kathy: A Study Date Gone Awry**

**Kathy:** *“I knew Bob from my statistics class. He’s cute and we are both good at statistics, so when a tough mid-term was scheduled, I was glad that he suggested we study together. It never occurred to me that it was anything except a study date. That night everything went fine at first; we got a lot of studying done in a short amount of time so when he suggested we take a break, I thought we deserved it. Well, all of a sudden he started acting really romantic and started kissing me. I liked the kissing but then he started touching me all over. I pulled away and tried to stop him but he didn’t listen. After a while I stopped struggling; he was hurting me and I was scared. He was so much bigger and stronger than me. I couldn’t believe it was happening to me. I didn’t know what to do. He actually forced me to have sex with him. I guess looking back on it I should have screamed or done something besides trying to reason with him but it was so unexpected. I couldn’t believe it was happening. I still can’t believe it did.”*

**Bob:** *“Kathy and I were in the same statistics class. She usually sat near me and was always very friendly. I liked her and thought maybe she liked me too. Last Thursday I decided to find out. After class, I suggested that she come to my place to study for mid-terms together. She agreed immediately, which was a good sign. That night everything seemed to go perfectly. We studied for a while and then took a break. I could tell that she liked me and I was attracted to her. I started kissing her. I could tell that she really liked it. We started touching each other and it felt really good. All of a sudden, she pulled away and said, “Stop.” I figured she didn’t want me to think that she was “easy”. I knew once I showed her what a good time she could have and that I would respect her in the morning, it would be OK. I just ignored her protests and eventually she stopped struggling. I think she liked it but afterwards she acted bummed out and cold. Who knows what her problem was?”*

---

## "He Said... She said..." Scenario

### Tom and Missy: The Same Story But Two Different Points of View

**Tom:** *"I still don't understand what happened. Missy and I had been dating for about two months. I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy dress I thought maybe this was her way of saying she was ready. At the party, we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and have me come snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. Granted, she did grumble a little when I started to undress her but I just figured she wanted to be persuaded. Lots of women feel a little funny about being forward and want men to take responsibility for sex. We had sex and it was fine. I took her home after the party and I thought everything was OK. But ever since then, she refuses to talk to me or go out with me. I thought she really liked me. What happened?"*

**Missy:** *"I'll never forget that night as long as I live. Tom and I had been dating awhile and he had always acted like a perfect gentleman. Don't get me wrong, we had done our share of kissing but I certainly wasn't ready for a sexual relationship. The night of the party, I wore this gorgeous dress that I borrowed from my roommate. It was a little flashier than I would normally wear but I thought it was very flattering. At the party, I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn't have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Tom all alone. The next thing I know, he was all over me, forcing me to have sex with him. It was horrible. I didn't want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but I guess I was just too drunk to be very effective. Needless to say, I never want to see Tom again. He seemed like such a nice guy. What happened?"*

## Where are MY Sexual Limits?

	YES	NO	WHY?
Flirting			
Hugging			
Kissing			
Going out with a person 4 or more years younger			
Making out at a party			
Touching a partner above the waist			
Touching a partner below the waist			
Using drugs together			
Using alcohol together			
Stopping sexual activity when your partner asks			
Oral sex			
Sex without a condom			
More than 1 sexual partner while in high school			
Having sex with someone you just met			

---

# Implied Consent

## Materials:

- ✓ Michael J. Domitrz's book, *May I Kiss You? A Candid Look at Dating, Communication, Respect, & Sexual Assault Awareness*

Domitrz, M. (2003). *May I kiss you: A candid look at dating, communication, respect & sexual awareness*. Greenfield, Wisconsin: Awareness Publications.

Available from:

Awareness Publications

P.O. Box 20906

Greenfield, WI 53220-0906

1-800-329-9390

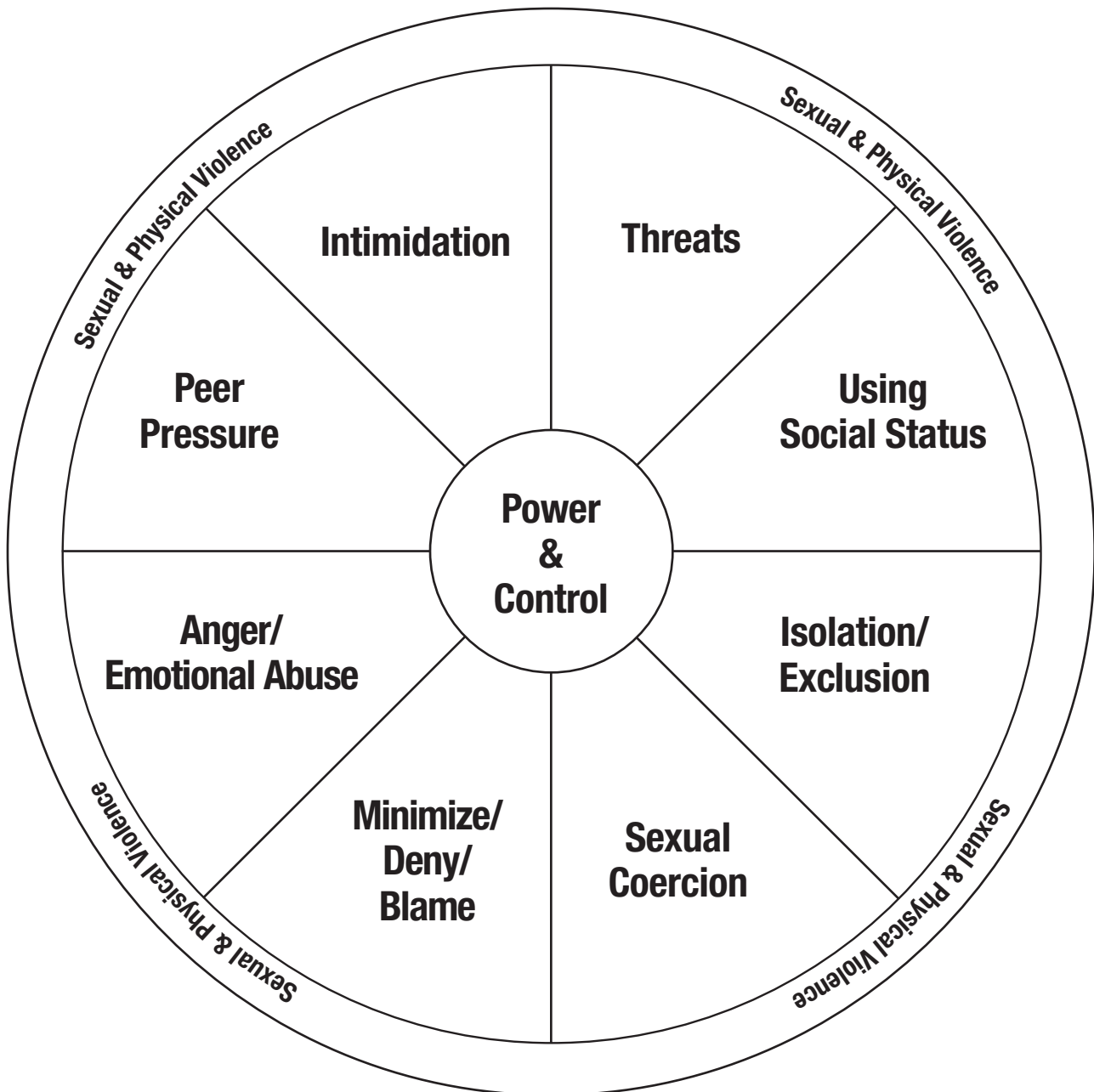
<http://www.awarenesspublications.com>

## Directions:

- Read excerpt from p. 33 of *May I Kiss You? A Candid Look at Dating, Communication, Respect, & Sexual Assault Awareness* and discuss.

---

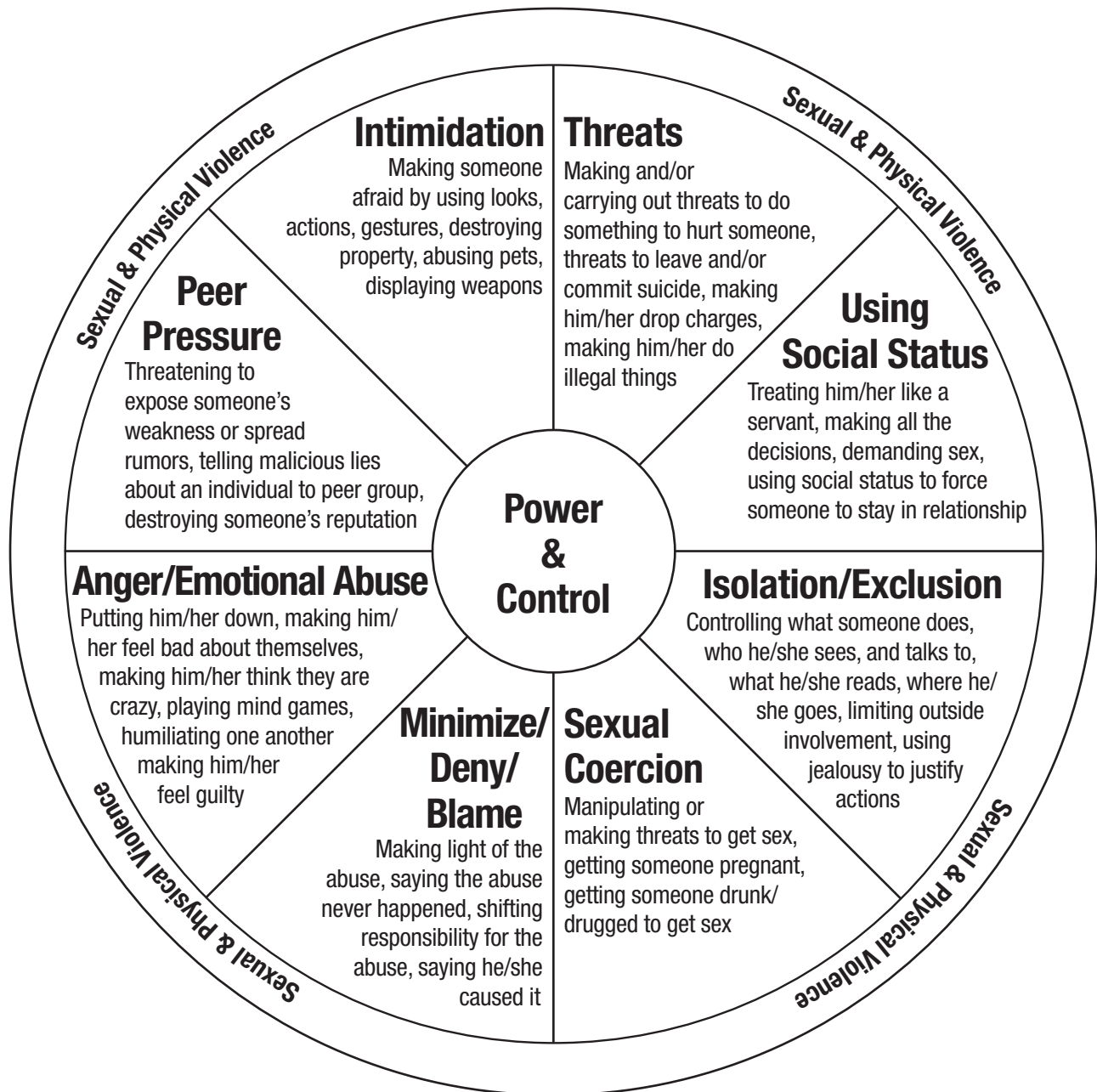
## POWER AND CONTROL WHEEL



Activity adapted from: *The Power and Control Wheel* developed by the Domestic Abuse Intervention Project, Duluth, Minnesota.



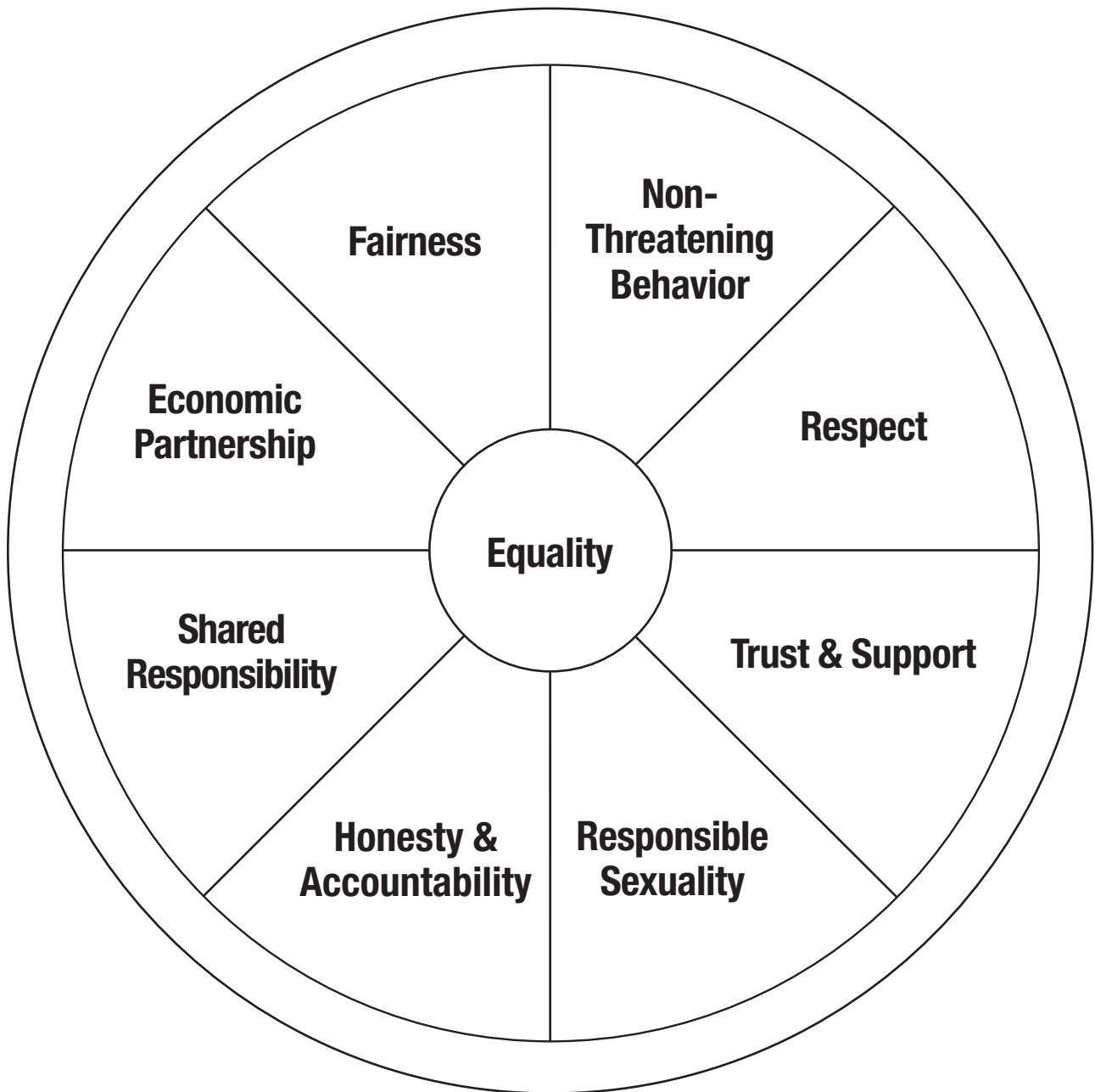
## POWER AND CONTROL WHEEL



Activity adapted from: *The Power and Control Wheel* developed by the Domestic Abuse Intervention Project, Duluth, Minnesota.

---

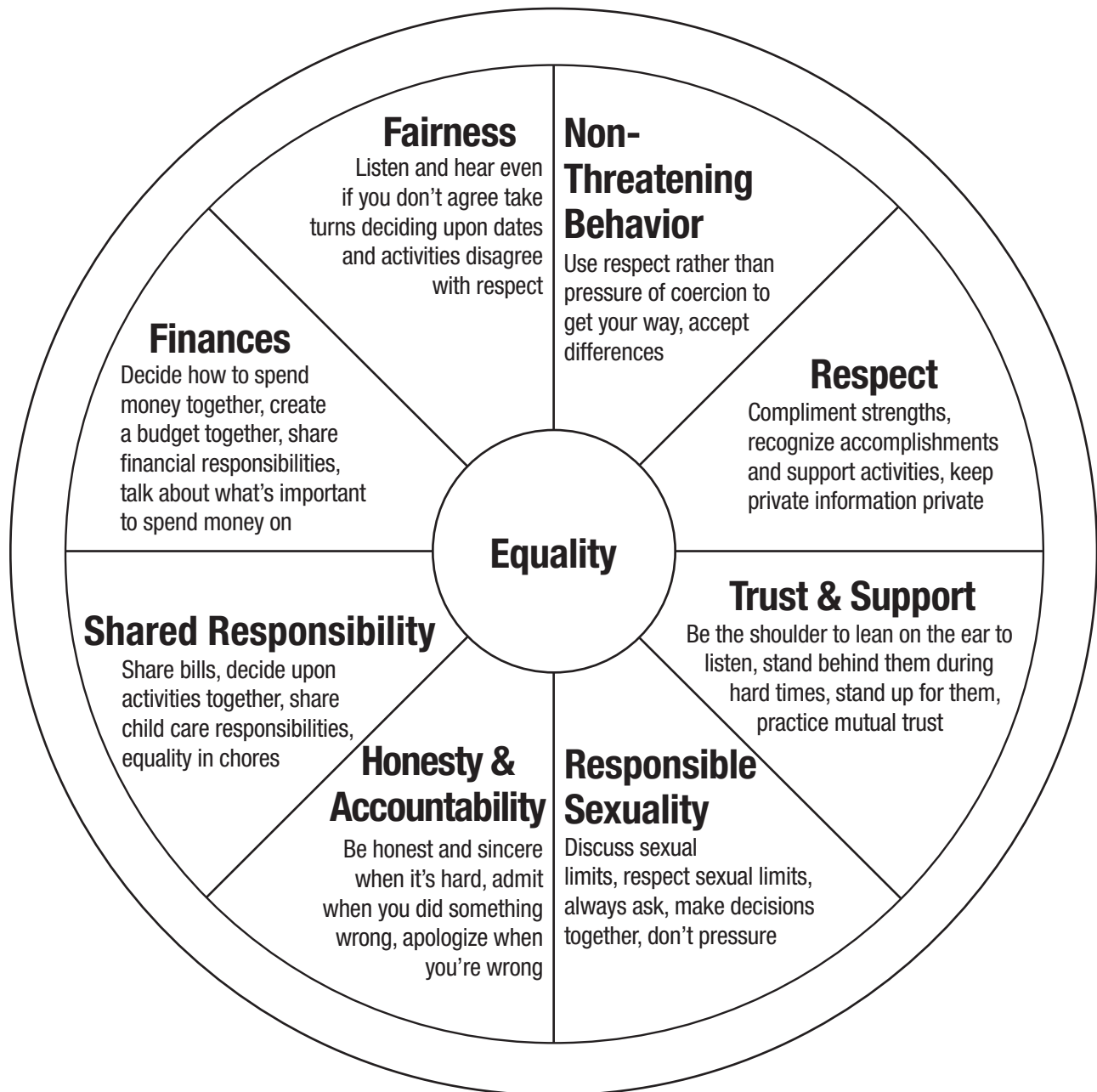
## THE EQUALITY WHEEL



Activity adapted from: *The Power and Control Wheel* developed by the Domestic Abuse Intervention Project, Duluth, Minnesota.

---

## THE EQUALITY WHEEL



Activity adapted from: *The Power and Control Wheel* developed by the Domestic Abuse Intervention Project, Duluth, Minnesota.

---

## **Feelings Experienced in a Healthy Relationship**

- Happiness
- Hope
- Joy
- Contentment
- Excitement
- Growth
- Energized
- Optimism
- Positiveness
- Enhanced self-esteem
- Self-respect
- Health intimacy
- Encouragement

## **Feelings Experienced in a Toxic Relationship**

- Fatigue
- Tiredness
- Dread
- Impending Doom
- Negativity
- Diminished Self
- Stagnation
- Decline
- Desperation
- Obsessive Thoughts
- Isolation
- Sadness

---

# Relationship Pact

## Dating

1. How many nights do you spend with your partner? How much time should you spend together each week?
2. Who makes the decision in the relationship? Who decides where to go or what the plans are for a date?
3. Who pays? How do you decide?
4. Is it okay to use alcohol or other drugs? When, how often, in what situations?
5. What about weapons? Is it okay for your date to carry a weapon?

## Other Relationships

1. Is it okay for your partner to have friends you don't know or aren't friends with? Is it okay for you to have friends your partners don't know or isn't friends with?
2. Is it okay for your partner to have friends of the opposite sex? Is it okay for you to have friends of the opposite sex?
3. Do you include each other in relationships that existed before you started dating?

## Priorities

1. What qualities do you find attractive?
2. What qualities are you looking for in a dating relationship?
3. What are the most important aspects of a dating relationship for you?

---

## Sexual Rights

1. Are you able to say that you do or do not want to go further sexually in your relationship?
2. At what point may a person refuse to have a sexual relationship?
3. Who initiates sexual contact?
4. Do you discuss sexual activity before you engage in activity? Do you discuss sexual activity after you engage in activity?

## Healthy for you?

- My partner criticizes how I look.
- My partner has insulted me in front of others.
- My partner has said I'm nothing without him.
- My partner says I am fat/ugly/stupid.
- My partner often walks out during a disagreement.
- My partner often refuses to show affection for me until I do what he/she wants.
- My partner pressures me to engage in sexual activity even if I don't want to.
  
- My partner becomes angry often.
- My partner doesn't like my friends and tells me not to go out with them.
- My partner says that my family doesn't like him.
- My partner says that no one else would want me.
- My partner blames me for his violent behavior.
- My partner abuses alcohol and/or drugs.
  
- My partner threatens me.
- My partner often threatens to leave me.
- My partner threatens to kill me or themselves if I leave.
- My partner tries to convince me that I'm crazy.
- My partner swears at me.

---

## Healthy for your partner?

- I criticize how my partner looks.
- I insult my partner in front of others.
- I tell my partner he/she is nothing without me.
- I tell my partner he/she is fat/ugly/stupid.
- I often leave during disagreements.
- I withhold affection from my partner until he/she does what I want.
- I pressure my partner to engage in sexual activity.
  
- I become angry often.
- I don't like my partner's friends and tell him/her not to go out with them.
- I tell my partner says that my family doesn't like him/her.
- I tell my partner says that no one else would want him/her.
- I blame my partner for my violent behavior.
- I abuse alcohol and/or drugs.
  
- I threaten my partner.
- I often threaten to leave my partner.
- I threaten to kill myself or my partner if he/she leaves.
- I tell my partner he/she is crazy.
- I swear at my partner.

---

# Sexual Violence Prevention: Grade 11

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. **I am a:**  
 Boy                       Girl
2. **Mutual communication always prevents sexual violence.**  
 True                       False
3. **Sexual violence is never the victim's fault.**  
 True                       False
4. **Everyone's sexual limits are the same, so discussing them is unnecessary.**  
 True                       False
5. **You are more likely to be abused by your boyfriend/girlfriend than a stranger.**  
 True                       False
6. **One person must always have more power than the other in a relationship.**  
 True                       False
7. **If you stay in unhealthy relationships, it must be because you want to be treated that way.**  
 True                       False
8. **Communicating about boundaries and sexual activity can sometimes feel uncomfortable but it helps to prevent violation.**  
 True                       False
9. **Power and control in relationships should and can be shared between people.**  
 True                       False
10. **I can name at least one place to go for help about sexual violence.**  
 True                       False
11. **Unhealthy and abusive relationships are very common among teenagers.**  
 True                       False
12. **Did you find the information about consent and relationships useful for you?**  
 Yes  
 Somewhat  
 No
13. **Do you think the information about consent and relationships gave you new skills that you will use?**  
 Yes  
 Maybe  
 No



---

---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Violence Prevention: Grade 11

## ANSWER KEY

1. I am a:  
 Boy                       Girl
2. Mutual communication always prevents sexual violence.  
 True                       False
3. Sexual violence is never the victim's fault.  
 True                       False
4. Everyone's sexual limits are the same, so discussing them is unnecessary.  
 True                       False
5. You are more likely to be abused by your boyfriend/girlfriend than a stranger.  
 True                       False
6. One person must always have more power than the other in a relationship.  
 True                       False
7. If you stay in unhealthy relationships, it must be because you want to be treated that way.  
 True                       False
8. Communicating about boundaries and sexual activity can sometimes feel uncomfortable but it helps to prevent violation.  
 True                       False
9. Power and control in relationships should and can be shared between people.  
 True                       False
10. I can name at least one place to go for help about sexual violence.  
 True                       False
11. Unhealthy and abusive relationships are very common among teenagers.  
 True                       False
12. Did you find the information about consent and relationships useful for you?  
 Yes  
 Somewhat  
 No
13. Do you think the information about consent and relationships gave you new skills that you will use?  
 Yes  
 Maybe  
 No

---

# Sexual Violence & Risk Reduction

## Session Information

**Audience:** 12<sup>th</sup> grade

**Number of sessions:** Three

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, video, activities

## Session 1 – Sexual Violence

### Opening Discussion and Pre-Test (5 minutes)

Introduce yourself and explain the services your center offers.

Give students the pre-test (Appendix A) to assess their pre-program knowledge.

### Activity: Sexual Violence Quiz (10 minutes)

Students will individually take the “Sexual Violence Quiz” (Appendix B). Facilitator will discuss each statement and give correct answers to students.

### Activity: Sexual Assault Continuum (15 minutes)

*Students will gain a broader and more accurate understanding of the definition of sexual abuse and understand that sexual abuse can have an impact regardless of the specific behaviors involved. Because sexual violence can be ANY unwanted sexual behavior, we need to talk about a broad range of behaviors that include non-touch and touch behaviors. Students will work in groups to complete a sexual assault continuum (Appendix C) and share with class.*

### Activity: FEAR Video (8 Minutes)

*This video is distributed by Intermedia*

**Intermedia Inc.**

1818 Westlake Avenue N

Suite 408

Seattle, WA 98109

1-800-553-8336

<http://www.intermedia-inc.com>

Students will be shown the video, *FEAR*. Students will learn the impact sexual assault has upon victims. Use discussion questions (Appendix D) to talk about video.

### Activity: It’s Never the Victim’s Fault (7 minutes)

Students will receive the handout “It’s Never the Victim’s Fault” (Appendix E).

Facilitator and students will discuss handout.

---

# Sexual Violence & Risk Reduction

## Session Information

**Audience:** 12<sup>th</sup> grade

**Number of sessions:** Three

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, video, activities

## Session 2 – Consent and Sexual Violence

### Review (5 minutes)

Introduce self. Review what was discussed during Session 1, and take any questions.

### Activity: What is Consent? (5 minutes)

Facilitator will provide students with the definition of consent and coercion.

- The definition of consent, according to Merriam-Webster, is to give assent or approval; approval of what is done or proposed by another.
- The definition of coercion, according to Merriam-Webster, is to restrain or dominate by force; to compel to an act or choice; to achieve by force or threat.

Students will brainstorm the difference between consent and coercion. Ideas will be collected on the board.

Examples of consent include: Always asking, open and honest conversations, identifying and recognizing your own personal boundaries, respect the other persons boundaries.

Examples of coercion include: assuming intimacy, relying on body language project or force your wants onto the other person, pressure of intimidation.

### Video: *When a Kiss is Not Just a Kiss* (30 minutes)

*This video is distributed by Intermedia*

#### **Intermedia Inc.**

1818 Westlake Avenue N

Suite 408

Seattle, WA 98109

Phone: 1-800-553-8336

<http://www.intermedia-inc.com>

Students will be shown the video, *When a Kiss is Not Just a Kiss*. Students will learn the impact of alcohol, date rape and sex without consent. Use discussion questions (Appendix F) to talk about video.

---

**Activity: How Would I say No? (10 minutes)**

Activity adapted from: Teacher's Guide for *A Date With Rape: Violence on Trial*; (2003); AIMS Multimedia. Available at: <<http://school.discovery.com/lessonplans>>

Students will receive a "How Would I say No?" handout (Appendix G) with persuasive statements common to casual dating and social situations. These statements are often used to draw others into activities or settings that are uncomfortable, unwise or dangerous. Students will complete handout with sentences they could use to say "No" in these uncomfortable situations. Discuss answers with students.

**Take Home: "Do I Have To Ask?"**

Students will receive "Do I Have To Ask?" handout (Appendix H) to take and review.

---

# Sexual Violence & Risk Reduction

## Session Information

**Audience:** 12<sup>th</sup> grade

**Number of sessions:** Three

**Length per session:** 40-45 minutes

**Format:** Guided Discussion, video, activities

## Session 3 – Sexual Violence and the Law

### Review (5 minutes)

Introduce self. Review what was discussed during Session 2, and take any questions.

### Video: *Spin The Bottle* (20-30 minutes)

This video is distributed by Media Education Foundation

**Media Education Foundation**

60 Masonic Street

Northampton, MA 01060

1-800-897-0089

<http://www.mediaed.org>

Students will be shown the video, *Spin The Bottle*. Sections from the video to be shown include:

1. “Message in a Bottle: Women & Drinking” (Section 3)
2. “Courage in a Can: Alcohol & Sex” (Section 4)
3. “Body Shots: Alcohol, Sex, & Violence” (Section 5)

Students will learn the difficulties in navigating cultural environments saturated with messages about gender, sex and alcohol. Students and facilitator will discuss video.

### Activity: Drug Facilitated Sexual Assault/Legal Definitions (10 minutes)

Students will receive “Drug Facilitated Sexual Assault” and “Legal Definitions” handouts (Appendices I & J). Using examples from the video, *Spin the Bottle*, discuss the laws regarding sex crimes in Pennsylvania and the issue of drug-facilitated sexual assault with students. For example,

- 1.) Alcohol impairs one’s judgment, lowering a person’s inhibitions. Alcohol does not excuse perpetrators’ behaviors, nor does it “cause” violence. Rather, it lowers a person’s inhibitions to commit certain acts. A victim of sexual assault is not to blame for her attack due to her consumption of alcohol.

*(Video: Ask participants for examples from video that reflect the concept of impaired judgment and lowered inhibitions.)*

- 
- 2.) Most laws involve issues around the ability to give consent. Laws protect people when their consent is impaired.

*(Video: boy and girl watching a video of themselves from the night before and do not remember any of their behavior.)*

- 3.) While rohypnol and GHB are date-rape drugs, the most common date-rape drug is alcohol.

*(Video: Boy talking about “shady guys” feeding girls alcohol all night. Girl describing how her date fed her alcohol all night, pushed her down the stairs, and tried to assault her. Jackson Katz describing how college upperclassmen arrange parties with free alcohol specifically to drug freshmen girls.)*

**Activity: Sexual Violence Risk Reduction (10 minutes)**

Students will receive “Sexual Violence Risk Reduction” handout (Appendix K). Students and facilitator will read and discuss handout. Brainstorm other ways to keep self and friends safe.

**Post-Test (5 minutes)**

Give students the post-test (Appendix L) to assess their post-program knowledge.

---

# Sexual Violence Prevention: Grade 12

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. I am a:  
 Boy                       Girl
2. The majority of sexual assault victims are between the ages of 14 and 25.  
 True                       False
3. Rape is the only behavior that is considered “sexual violence”.  
 True                       False
4. Consent means to give approval to what is done or proposed by another person.  
 True                       False
5. Sexual violence is never the victim’s fault.  
 True                       False
6. If someone dropped a date-rape drug in your drink, the color or smell would alert you.  
 True                       False
7. The “Age of Consent” for sex in Pennsylvania is 15 years old.  
 True                       False
8. Both males and females are victims of sexual assault.  
 True                       False
9. It is illegal to have sex with someone who is substantially impaired by drugs or alcohol.  
 True                       False
10. Sexual assault is “sex without consent”.  
 True                       False
11. Kenny and Michelle are sitting on the couch, kissing. Kenny puts his hand on Michelle’s thigh. Michelle does not stop him. Does Kenny have consent for sex?  
 Yes                       No

---

**Grade:**  
2nd   
3rd-5th   
6th-8th   
9th-12th

**Test Type:**  
Pre   
Post

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



---

# Sexual Violence Prevention: Grade 12

## ANSWER KEY

1. I am a:  
 Boy                       Girl
2. The majority of sexual assault victims are between the ages of 14 and 25.  
 True                       False
3. Rape is the only behavior that is considered “sexual violence”.  
 True                       False
4. Consent means to give approval to what is done or proposed by another person.  
 True                       False
5. Sexual violence is never the victim’s fault.  
 True                       False
6. If someone dropped a date-rape drug in your drink, the color or smell would alert you.  
 True                       False
7. The “Age of Consent” for sex in Pennsylvania is 15 years old.  
 True                       False
8. Both males and females are victims of sexual assault.  
 True                       False
9. It is illegal to have sex with someone who is substantially impaired by drugs or alcohol.  
 True                       False
10. Sexual assault is “sex without consent”.  
 True                       False
11. Kenny and Michelle are sitting on the couch, kissing. Kenny puts his hand on Michelle’s thigh. Michelle does not stop him. Does Kenny have consent for sex?  
 Yes                       No

---

## Sexual Violence Quiz

Write a T for TRUE or an F for FALSE after each statement.

1.	Sexual assault is the same thing as rape.	
2.	Uncontrollable urges and sexual desire is the motivation for sexual violence.	
3.	Some people ask to be assaulted by the way they dress, behave, or act in social settings.	
4.	The majority of sexual assault victims are between the ages of 16 and 24.	
5.	You are most likely to be sexually assaulted in your own apartment, home, or living space.	
6.	Seventy five percent of rapes/sexual assaults are reported to authorities.	
7.	There is no way to reduce your risk of becoming a victim of sexual violence.	
8.	A person can decide that they no longer want to have sex at any point during sexual activity.	
9.	Sexual consent is voluntary, mutual agreement for sexual activity.	
10.	The victims of sexual violence usually don't know their attackers.	
11.	If someone dropped a drug into my drink, the color or smell would alert me.	
12.	It is illegal to have sex with someone who is drunk or high.	
13.	It can still be sexual assault even if no physical force is used.	
14.	Both men and women are victims of sexual assault.	
15.	Alcohol and drugs are often involved in cases of rape/sexual assault.	

---

# Sexual Violence Quiz

## Answer Key

1.	Sexual assault is the same thing as rape. <i>(In Pennsylvania, sexual assault and rape are 2 different legal charges. The difference is the level of force involved.)</i>	F
2.	Uncontrollable urges and sexual desire is the motivation for sexual violence. <i>(Power and control is the motivation for sexual violence; sex is the weapon that is used to hurt the victim.)</i>	F
3.	Some people ask to be assaulted by the way they dress, behave, or act in social settings. <i>(No one asks to be sexually assaulted. It doesn't matter what someone wears or how they act, no one has the right to hurt another person.)</i>	F
4.	The majority of sexual assault victims are between the ages of 16 and 24. <i>(Teens and young adults are at high risk to experience sexual assault.)</i> <i>(National Crime Victimization Survey (2005); Criminal victimization in the United States; Washington, D.C.; US Dept. of Justice.)</i>	T
5.	You are most likely to be sexually assaulted in your own or a friend's apartment, home, or living space. <i>(60% of sexual assaults happen in the victim's home or the home of a friend/neighbor.)</i> <i>(National Crime Victimization Survey (2005); Criminal victimization in the United States; Washington, D.C.; US Dept. of Justice.)</i>	T
6.	Seventy five percent of rapes/sexual assaults are reported to authorities. <i>(Only about 38% of rapes are reported to police )</i> <i>(National Crime Victimization Survey (2005); Criminal victimization in the United States; Washington, D.C.; US Dept. of Justice.)</i>	F
7.	There is no way to reduce your risk of becoming a victim of sexual violence. <i>(There are things we can do to reduce of risk of being in vulnerable situations.)</i>	F
8.	A person can decide that they no longer want to have sex at any point during sexual activity. <i>(A person can withdraw their consent for sexual activity at any point and their request must be respected. If not, the crime of sexual assault has been committed.)</i>	T
9.	Sexual consent is voluntary, mutual agreement for sexual activity. <i>(Both people must consent to the behavior without being coerced, manipulated, or threatened.)</i>	T
10.	The victims of sexual violence usually don't know their attackers. <i>(Most victims of sexual violence know their attackers. 75% are committed by someone the victim knows. )</i> <i>(National Crime Victimization Survey (2005); Criminal victimization in the United States; Washington, D.C.; US Dept. of Justice.)</i>	F
11.	If someone dropped a drug into my drink, the color or smell would alert me. <i>(Most date-rape drugs are odorless, colorless, and tasteless.)</i>	F
12.	It is illegal to have sex with someone who is drunk or high. <i>(Someone who is drunk/high is legally unable to give consent.)</i>	T

---

13.	It can still be sexual assault even if no physical force is used. <i>(A person can use a threat of force in order to get compliance from a victim.)</i>	T
14.	Both men and women are victims of sexual assault. <i>(Rape victims can be anyone: male, female, any race, any age, any sexual orientation, etc.)</i>	T
15.	Alcohol and drugs are often involved in cases of rape/sexual assault. <i>(75% of males and 55% of females had been drinking or using drugs at the time of the assault.) (Koss, M.P. (1998) Rape and sexual assault, Vol. II, New York, Garland Pub. Co.)</i>	T

---

# SEXUAL VIOLENCE CONTINUUM

## Materials:

- ✓ Flipchart
- ✓ Markers

## Directions:

- Before class, make several sexual violence continuums on flipchart paper. (See example below for how to set up the flipchart)
- Define sexual violence for students as any unwanted, sexual behavior.
- Tell students that we need to think about sexual violence as a range of behaviors, from non-touch to touch behaviors.
- Divide students into several groups. Give each group a “Sexual Violence Continuum” flipchart and marker.
- Tell students that you want them to come up with examples of each type of sexual violence. These could be things that you have seen or experienced or they could be things that could happen to anyone in the community – men, women, adults, teens, children, etc.
- When groups are finished, have a representative from each group share their ideas.

---

## SEXUAL VIOLENCE



### NON-TOUCH

### TOUCH

If students have not included any of the following, fill in information as necessary.

Examples should include:

#### NON-TOUCH

- Comments about private parts of the body
- Sexual rumors
- Sexual requests
- Sexual namecalling
- Sexual comments
- Obscene phonecalls
- Sexual jokes
- Sexual notes
- Obsessive love letters
- Sexual graffiti
- Sexual drawings
- Sexual emails, IM's, chat, text messages, etc.
- Voyerism/"Peeping Tom"
- Taking naked photos/videos of someone
- Child pornography
- Exposing private parts of the body/flashing/mooning

#### TOUCHING

- Touching/grabbing private parts of the body
- Rubbing/grinding against someone
- Cornering
- Pulling clothes up, down or off
- Unwanted hugs/kisses
- Sexual gestures
- Sexual staring
- Rape
- Sexual assault
- Statutory sexual assault
- Child sexual abuse
- Drug-facilitated sexual assault

---

# FEAR

## Discuss Questions

1. What were Martha's thoughts during the rape?

*Thought friend was calling her name; Thought cat was licking her neck; Could she kick him into the dresser?; Could she knock him out?; Could she get away fast enough?; Could she grab the pepper spray on her night stand?; If she screamed, would anyone hear her or be in time?; Would he run away or slit her throat?; Would he kill her?*

2. Why did she say, "I let him rape me?"

*This was her response to the rape. It was the action she felt would best help her survive and stay alive.*

3. Why was the rape the start of her nightmare?

*The rape lasted for only 10 minutes but the pain and emotions in the aftermath are long lasting. Martha tried to "box up" the motions and put them in the "bottom of her heart" but the "box" is leaking.*

4. How did she feel during the police involvement? Why?

*Violated. The police did not believe she had been raped. They said "rapists don't use condoms." Her body became evidence. They took her clothing. She didn't feel like a person but an object for the police to investigate.*

5. How is rape a traumatic event?

*Even though the rape lasted only 10 minutes, that 10 minutes is now completely controlling all aspects of her life. It is not something you can just "forget."*

6. What did she experience/feel after the rape?

*Nervous; Anxiety; Locked inside herself; Mood swings; Doesn't like herself; Afraid; Distrusts people; Can't think about it; Weak; Violated; Too afraid to function and do/participate in every day activities.*

7. Why didn't she get help

*Fear; Feels weak that she can't "handle" it on her own; Too afraid to talk about the rape; Doesn't want to admit she has feelings about the rape; Getting help would mean she would have to face her fears; Doesn't want to admit she has been traumatized.*

8. Why did she eventually seek therapy?

*She wants to relax; She wants to have normal reactions/feelings to the world; She wants to be "in the world" instead of locked up inside herself; Can't deal with on her own anymore.*

# IT IS NEVER THE VICTIM'S FAULT

## **REMEMBER**

*You are NEVER to blame, even if:*

Your attacker was an acquaintance, date, friend, or partner.

You were drinking or using drugs.

You originally said, "yes" and then said, "no."

You have had sex with that person or with others before.

You choose not to report it.

You froze and did not or could not say "no" or were unable to fight back.



---

# Consent...

## Do I have to ask?



### **REMEMBER:**

Make sure you have consent; don't assume.

Create open and honest conversations.

Be responsible for your actions.

Don't assume intimacy is your right whenever you want it. Just because you want it, doesn't mean they do!

Dating with respect is much more fun and safer for everyone!

If you aren't sure...ASK!

If you can't talk about something because  
you are too embarrassed...  
**you aren't ready to do it!**

**Sexual Contact WITHOUT Consent = Sexual Assault**

---

## HOW WOULD YOU SAY "NO"?

1. I paid for dinner; what's the problem with me staying over?

---

2. Come on, you've only had three beers. Drink another one; it'll relax you.

---

3. Let's get out of here and go somewhere private to talk.

---

4. It's late. Why don't you just stay at my place tonight?

---

5. I know you want to do it.

---

6. You say you love me. Why won't you prove it?

---

7. If you won't have sex with me, that's fine, but I don't want to see you any more.

---

8. We've had sex before, so what's the problem now?

---

9. You know all your friends are doing it. What's wrong with you?

---

10. Its just sex. What's your problem?

---

11. You got into my car willingly; what's your problem now?!

---

12. Go up in my bedroom and get some more beer. I'll be RIGHT behind you.

---

---

# Drug Facilitated Sexual Assault



## **ALCOHOL**

Booze, brew, hooch, juice

## **ROHYPNOL**

Roofies, Ruffies, La Rocha, Roche, R2, Rib, Rope, Shay, Wheel

## **GHB (Gamma Hydroxybutrate)**

“G”, Easy Lay, Liquid X, Georgia Home Boy, Salty Water, Scoop, Everclear



## **KETAMINE**

“K”, Special K, Vitamine K, Kit Kat

## **ECSTASY**

“E”, “X”, “XTC”, Smurf, Rolls

## **Understanding the Issue**

Although alcohol is the most commonly used drug to facilitate sexual assaults, other drugs, such as Rohypnol, Gamma Hydroxybutrate (GHB), and Ketamine, etc., are being used more frequently to sedate victims in order to sexually assault them.

Commonly referred to as “date rape drugs,” Rohypnol and GHB can be given to victims without their knowledge and can prevent them from resisting sexual assaults. The drugs can create an amnesia effect so that the victims are uncertain as to what, if anything occurred (PCAR Drug-Facilitated Sexual Assault Fact Sheet, 2000).

---

## **Rohypnol**

- Manufactured by a pharmaceutical company
- Not approved for medicinal use in the US
- Colorless, odorless, and tasteless powder or pill
- Effects: drowsiness, impaired motor skills, confusion, amnesia, blackouts, low blood pressure, muscle relaxation, aggression
- Remains in blood for two to four hours after ingestion and in urine for 72 hours

## **GHB**

- Occurs naturally in body in small amounts
- Manufactured in home labs
- White or sandy colored powder or clear liquid
- Effects: dizziness, nausea, unconsciousness, amnesia, seizure like activity, coma, slow heart and breathing rate
- Remains in the blood for four hours and the urine for 12 hours

## **Ketamine**

- Primarily used as a veterinary medicine
- Sometimes used as a general anesthetic
- Typically a clear liquid, but can be dried into a white powder.
- Similar drug to PCP, DXM, Nitrous oxide
- Effects: Out of body experience, numbness, vomiting, dizziness, flashbacks, increased heart rate, low blood pressure, unconsciousness
- Effects begin within five to 20 minutes and last from two to eight hours

## **Ecstasy**

- Pill form with design imprinted on it; can be ground into a powder.
- Commonly carried in candy dispensers
- Side effects last one to eight hours
- Effects: Dilated pupils, high body temperature, high blood pressure, dehydration, racing pulse, vision distortion, enhanced senses (especially touch)

---

## Pennsylvania Legal Definitions

**Sexual Harassment** – Any unwanted sexual behavior that creates a hostile environment or interferes with a person’s ability to work or learn. (EEOC)

**Indecent Exposure** – A person exposes his/her genitals in any public place or in any place where there are present other persons under circumstances in which he/she knows or should know that this conduct is likely to offend, affront or alarm. (PA Crimes Code)

**Indecent Assault** – A person who has indecent contact with the complainant or causes the complainant to have indecent contact with the person is guilty of indecent assault if:

- The person does so without the complainant’s consent.
- The person does so by force or threat of force.
- The complainant is unconscious or the person knows that the complainant is unaware that the indecent contact is occurring.
- The person has impaired the complainant with alcohol/drugs.
- The complainant suffers from a mental disability which renders him/her incapable of consent
- The complainant is less than 13 years old
- The complainant is less than 16 years old and the person is 4 or more years older. (PA Crimes Code)

**Sexual Assault** – Engaging in sexual intercourse or deviate sexual intercourse without consent. (PA Crimes Code)

**Rape** – A person commits rape when he or she engages in sexual intercourse with a complainant:

- By forcible compulsion;
- By threat of forcible compulsion that would prevent resistance by a person of reasonable resolution;
- Who is unconscious or where the person knows that the complainant is unaware that the sexual intercourse is occurring;
- Where the person has substantially impaired the complainant’s power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance;
- Who suffers from a mental disability which renders the complainant incapable of consent;
- Who is less than 13 years old. (PA Crimes Code)

**Involuntary Deviate Sexual Intercourse (IDSI)** – Engaging in deviate (oral, anal penetration or penetration with a foreign object that is not part of the perpetrator’s body) sexual intercourse without consent. (PA Crimes Code)

**Statutory Sexual Assault** – Sexual intercourse with a person under the age of 16 years old, where the actor is four or more years older. (PA Crimes Code)

---

**Sexual Abuse of Children** – Any person who knowingly photographs, videotapes, depicts on computer or films a child under the age of 18 years old engaging in a prohibited sexual act or in the simulation of such an act. (PA Crimes Code)

**Possession of Child Pornography** -- Any person who knowingly possesses or controls any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of 18 years old engaging in a prohibited sexual act or in the simulation of such act. (PA Crimes Code)

---

# Sexual Violence Risk Reduction Strategies

## Care for Yourself Care for Your Friends

Most victims of sexual violence know the person who assaults them.

You shouldn't stop being cautious just because you or your friends know the people you are with.

### REMEMBER:

Reducing your risk is not about being responsible for an assault.

It is *NEVER* the victim's fault.

Responsibility always lies with the person who commits the assault.

### Before You Go Out

- Have a plan. Decide where you are going ahead of time.
- Let someone know where you are going and when you will be home. If the plans change let them know.
- Be sure to take a cell phone or money for a phone call with you.
- Set aside money for public transportation if needed.

### While You Are Out ♦ Party Safe

- Always get your own drink. Request that the drink be opened or poured in front of you. If possible take your own beverage.
- Don't drink from open containers or punch bowls.
- Don't leave drinks unattended.
- Don't drink or taste anybody else's drink.
- Don't accept drinks from anyone else. Kindly turn down the offer.
- Dispose of your drink if you think it tastes odd. (If you just leave it, someone else may drink it).

Be aware of the behavior of your friends. Is their behavior out of character? Do they seem too "out of it" for what they've had to drink?

*Do you really trust whom you are with? Are you sure they won't make you do anything you don't want to do? Will they take "NO" for an answer?*

*If you are going home with someone different, let someone know. Introduce them to your friends.*

### Anytime

- Avoid being alone especially in unfamiliar or isolated places.
- Be assertive.
- Be aware of your surroundings and what is going on around you.
- Know your sexual limits and communicate them directly.
- Trust your instincts or gut feelings.

---

# Sexual Violence Prevention: Grade 12

**DIRECTIONS:** Read each question carefully. Fill-in completely ONE circle for each question.

1. I am a:  
 Boy  Girl
2. The majority of sexual assault victims are between the ages of 14 and 25.  
 True  False
3. Rape is the only behavior that is considered “sexual violence”.  
 True  False
4. Consent means to give approval to what is done or proposed by another person.  
 True  False
5. Sexual violence is never the victim’s fault.  
 True  False
6. If someone dropped a date-rape drug in your drink, the color or smell would alert you.  
 True  False
7. The “Age of Consent” for sex in Pennsylvania is 15 years old.  
 True  False
8. Both males and females are victims of sexual assault.  
 True  False
9. It is illegal to have sex with someone who is substantially impaired by drugs or alcohol.  
 True  False
10. Sexual assault is “sex without consent”.  
 True  False
11. Kenny and Michelle are sitting on the couch, kissing. Kenny puts his hand on Michelle’s thigh. Michelle does not stop him. Does Kenny have consent for sex?  
 Yes  No
12. Did you find the information about sexual violence and risk reduction useful for you?  
 Yes  
 Somewhat  
 No
13. Do you think the information about sexual violence and risk reduction gave you new skills that you will use?  
 Yes  
 Maybe  
 No



---

**Grade:**

2nd

3rd-5th

6th-8th

9th-12th

**Test Type:**

Pre

Post

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

---

# Sexual Violence Prevention: Grade 12

## ANSWER KEY

- I am a:**  
 Boy                       Girl
- The majority of sexual assault victims are between the ages of 14 and 25.**  
 True                       False
- Rape is the only behavior that is considered “sexual violence”.**  
 True                       False
- Consent means to give approval to what is done or proposed by another person.**  
 True                       False
- Sexual violence is never the victim’s fault.**  
 True                       False
- If someone dropped a date-rape drug in your drink, the color or smell would alert you.**  
 True                       False
- The “Age of Consent” for sex in Pennsylvania is 15 years old.**  
 True                       False
- Both males and females are victims of sexual assault.**  
 True                       False
- It is illegal to have sex with someone who is substantially impaired by drugs or alcohol.**  
 True                       False
- Sexual assault is “sex without consent”.**  
 True                       False
- Kenny and Michelle are sitting on the couch, kissing. Kenny puts his hand on Michelle’s thigh. Michelle does not stop him. Does Kenny have consent for sex?**  
 Yes                       No
- Did you find the information about sexual violence and risk reduction useful for you?**  
 Yes  
 Somewhat  
 No
- Do you think the information about sexual violence and risk reduction gave you new skills that you will use?**  
 Yes  
 Maybe  
 No



# REFERENCES AND RECOMMENDATIONS

---

## REFERENCES

- Finkelhor, D., Hotaling, G., Lewis, I. & Smith, C. (1990). Sexual abuse in a national survey of adult men and women: Prevalence, characteristics, and risk factors. *Child Abuse and Neglect*, 14, 19—28.
- Holmes, W.C. & Slap, G.B. (1998). Sexual abuse of boys: Definition, prevalence, correlates, sequelae, and management, *JAMA*, 280, 1855-1862.
- Lipson, J.E. (2001). *Hostile hallways: Bullying, teasing and sexual harassment in school*. New York, NY: American Association of University Women Educational Foundation.
- McCauley J., Kern D.E., Kolodner K., Schroeder A.F., DeChant H.K., & Ryden J. (1997). Clinical characteristics of women with a history of childhood abuse: unhealed wounds. *JAMA*, 277, 1362-1368.
- Saunders B.E., Kilpatrick D.G., Hanson R.F., Renick H.S., & Walker M.E. (1999). Prevalence, case characteristics, and long-term psychological correlates of child rape among women: a national survey. *Child Maltreatment*, 4, 187-200.
- Silverman J.G., Raj A., Mucci L., & Hathaway J. (2001). Dating violence against adolescent girls and associated substance use, unhealthy weight control, sexual risk behavior, pregnancy, and suicidality, *JAMA*, 286(5), 572–9.
- Snyder, H. (2000). *Sexual assault of young children as reported to law enforcement: Victim, incident and offender characteristics*. Washington, D.C.: U.S. Department of Justice
- Tjaden, P. & Thoennes, N. (1998). *Prevalence, incidence, and consequences of Violence Against Women Survey*. National Institute of Justice Centers for Disease Control and Prevention Research Brief. Washington, D.C.: U.S. Department of Justice.

## RECOMMENDATIONS FOR FURTHER READING

- Davidson, N. *Creativity and Collaborative Learning—A Practical Guide to Empowering Students and Teachers*. (Baltimore: Paul H. Brooks) 1994. A straight-forward approach to collaborative learning that includes many excellent exercises and activities.
- Johnson, D., R. Johnson, and E. J. Holubec. *The New Circles of Learning—Cooperation in the Classroom and School*. (Alexandria, VA: Association for Supervision and Curriculum Development) 1994.
- Kougle, K. (1997). *Communicating in the Classroom*. 1997. Although the intended readership is college instructors, this book has an excellent chapter on group dynamics in the classroom that can apply to any setting.
- Wood, J., G. Phillips, and D. Petersen. *Group Discussion: A Practical Guide to Participation and Leadership*. (New York: Harper & Row) 1986. Again, designed for the college classroom, but the guiding principles are easily adapted to any classroom.



125 N. Enola Drive • Enola, PA 17025  
717-728-9740 • 800-692-7445 • fax 717-728-9781  
TTY line 877-585-1091 • [www.pcar.org](http://www.pcar.org)

Toll free 24-hour Information & Referral Line:  
888-772-PCAR

Leadership | Advocacy | Action