



# Teens and Primary Prevention of Sexual Violence

## Where to Start?

# **Teens and Primary Prevention of Sexual Violence: *Where to Start!***

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## **Session Information**

**Audience:** Middle School

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

**Format:** Guided Discussion, activities

# **Session 1**

## **Opening Discussion and Pre-Test (15 minutes)**

- Introduce yourself and briefly explain the services your center offers.
- Describe the topic series you will be covering.
- Give students the pre-test (Appendix A) to assess their pre-program knowledge.

## **Establishing Ground rules (10 minutes)**

At the beginning of the program, explain to participants that there will be ground rules or guidelines for behavior during the program. Ask participants to generate this list. The facilitator may also add to this list. These ground rules will be saved and posted during each session of the program.

## **What are Boundaries? (15 Minutes)**

Before the session, prepare two flip charts – “What are Boundaries?” and “Where do we learn Boundaries?”

Ask students to participate in defining boundaries (flip chart – “What are boundaries?”)

### Possible Responses:

- A line
- Where I end and you begin; my personal space
- They separate what is me or mine from the rest of the world
- Limits we set with others and ourselves
- Helps us feel safe

Ask students to brainstorm where we learn boundaries (flip chart – “Where do we learn Boundaries?”)

### Possible Responses:

- Home – parents, siblings, family
- School – teachers, principal, counselors, bus driver
- Peers – friends, classmates, girl/boyfriends
- Community/Society
- The Media
- Government – law enforcement, legislators, laws & policies

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## Session 2

### Review (5 minutes)

- Review group ground rules
- Review the material covered during the previous day/session

### Activity: Boundaries (20-25 minutes)

Hand out a puzzle piece (Appendix B) to each student. Ask students to write their name on the puzzle piece, then write/draw things about themselves (name, a picture of their pet, their favorite color, etc.)

When class is finished, put all the puzzle pieces together to form a large class puzzle on the board. Discuss with students that when 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. Does each person put the same things on their puzzle piece?  
*No, because we are all different and we like different things.*
2. Compare two pieces that are side by side. If one person does not 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.

### Boundary Violations (10 minutes)

When we think about someone crossing our boundaries, we sometimes think only of physical situations. However, boundaries can be violated in ways that involve no touch at all. Brainstorm with students ways boundaries are violated in both PHYSICAL and NON-PHYSICAL examples.

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## Session 3

### Review (5 minutes)

- Review group ground rules
- Review the material covered during the previous day/session

### Activity: How do we talk about boundaries? (15 minutes)

It is important to talk about letting others know about our boundaries now that the students have identified what boundaries are.

Hand out “How do we talk about boundaries?” (Appendix C) 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 pushes 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 choose not to 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 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 her/his boundaries and she/he 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.

### **Activity: Defining Personal Boundaries (10 minutes)**

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 – passively, aggressively, or assertively.

Write “passive”, “aggressive” and “assertive” on the board (or on separate flipcharts) with room to write under each one. Brainstorm with students the answers to the following questions for “passive”:

1. What is the definition of “passive”?
2. What do people say when they are being “passive”?
3. How do people act when they are being “passive”?
4. How do other people treat or react to someone who is being “passive”?

Repeat the brainstorm for “aggressive” and “assertive”. Discuss with students the pros/cons of each. Are there times when it is better to be passive or aggressive? Why does assertiveness seem to be the best option most of the time?

### **Activity: How Would You Say NO? (10 minutes)**

Each student will receive a “Saying NO” postcard (Appendix D) to respond either passively, aggressively, or assertively. Students will then read their scenario, respond and the other students will decide whether the response was passive, aggressive, or assertive. Discuss with students the various ways in which they believe this scenario could play out based on the response. If someone had responded differently, would there be a different outcome?

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## Session 4

### Review (5 minutes)

- Review group ground rules
- Review the material covered during the previous day/session

### Activity: What do girls learn? / What do boys learn? (20 minutes)

Remind students of the discussion around boundaries and where we learn them (home, school, community, the media, etc.) and that these lessons started much earlier than we might think. In addition to learning boundaries, we/they have also been learning about what it means to be a “girl” and a “boy.”

Brainstorm with students what we learn about what it means to be a GIRL or a BOY; what are some of the stereotypes we have about what it means to be a GIRL or a BOY. Some classes may have a difficult time getting started. Use some of the questions below to spur the discussion:

1. What colors do we dress babies in – pink & blue  
*You can have a HUGE discussion on the stereotypes for boys attached to the color pink! You can also talk about the history of pink and blue (different meanings for each gender throughout history).*
2. What kinds of toys do GIRLS/BOYS play with?  
*Great discussion about the difference between “dolls” and “action figures”. Also, why are vacuum cleaners and dustpans/brooms toys?!*
3. What is your body supposed to look like?  
*Great discussion on body image related to Barbie/Bratz and hypermasculine/unrealistically muscled action figures (e.g. GI Joe).*
4. How are GIRLS/BOYS supposed to act? –  
*Girls: “ladylike,” passive*  
*Boys: aggressive, dominant, “no crying”*
5. What do GIRLS/BOYS learn about relationships? –  
*Girls shouldn’t be “sluts” – importance of virginity; the Disney princess stories – “My prince will save me and we will live happily ever after!”*  
*Boys who have lots of partners are “players” or “studs”*

When finished with the brainstorm, ask the following questions:

- What happens when boys don't act in these ways?
- What happens when boys act "too manly"?
- What happens when girls don't act "girly" enough?
- What if the girls are too "girly"?

Discuss with students how people use these stereotypes as justification to cross other people's boundaries. When we call people these names, we are judging them and trying to force them into these stereotype boxes.

### **Media Review - TV Advertisements (20 minutes)**

Students will watch TV commercials for swimwear, underwear, fitness and general fashion. Students will be given handout (Appendix E) and asked to assess each TV advertisement. Stop after each advertisement.

Guided Discussion:

- What is the advertisement selling?
- How are men and women portrayed in the ads? Clothing, body position, background, product selling
- What do the ads say about being male or female?
- What do the ads say about relationships between the genders?

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## Session 5

### Review (5 minutes)

- Review group ground rules
- Review the material covered during the previous day/session

### Activity: Media Collages (40 minutes)

Based on the previous session's discussion about gender roles and stereotypes, explore more about these stereotypes and how they exist out in the real world.

Using magazines, students will create large collages of how the media portrays WOMEN/GIRLS, MEN/BOYS and RELATIONSHIPS/COUPLES. Label 3 flipcharts and allow students to go through magazines, cutting out pictures/ads that portray these 3 groups and taping/pasting them to the flipcharts.

When finished, hang the flipcharts and discuss the images on each collage in relation to the previous discussion about gender stereotypes.

Students will quickly discover that the media uses gender stereotypes to sell products. And when they see these stereotypes in the media, they are more likely to keep accepting them as "the norm" – this is how WOMEN/MEN should be because the media says so.

*When students see the large collection of pictures together in one place, most of them may be surprised by how much the media uses sex and concerns about body image to sell teens not only stuff but also an image of who/what they should be. Discuss with students how they feel about the media's portrayal of these expectations:*

- *How does it feel to be forced into a box based solely on your gender?*
- *How does the media portrayal of women/men affect teen self-esteem?*
- *How does the media portrayal of women/men affect teen relationships?*

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## Session 6

### Review (5 minutes)

- Review group ground rules
- Review the material covered during the previous day/session

### Discussion: Sexual Violence (5 minutes)

To continue to build on the previous sessions (boundaries and gender stereotypes) it is important to discuss sexual violence with the students and how it is a violation of boundaries that is very much connected to gender.

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, girls and boys alike.

### 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 physical and non-physical interactions (Appendix F).

### 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 G) after the video. Use the discussion questions to talk about video.

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## Session 7

### Review (5 minutes)

- Review group ground rules
- Review the material covered during the previous day/session

### Discussion: Victim, Perpetrator, Bystander (10 minutes)

Define victim, perpetrator, and bystander for students.

Ask students:

- Have they ever seen a bystander?
- Have they ever been a bystander?
- Why might bystanders choose not to get involved? Why might they choose to get involved?

### Video: *Sexual Harassment: Stop it Now!* (20 minutes)

Prior to starting the video, each student will receive a “Stop It Now!” handout (Appendix H). 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). Discuss students’ answers.

**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>>

### Discussion: Bystander Intervention (10 minutes)

Using the video and worksheet discuss the following:

1. What is the victim thinking/feeling?  
*Scared, embarrassed, frightened, isolated, going to get hurt...*
2. What are you (the bystander) thinking/feeling?  
*Scared, frightened, discussed, angry, mad...*

3. What options do bystanders have?

*Notice the incident and intervene; Call someone for help; Report incident; Ask the victim if they are alright; Let the perpetrator know their behavior is inappropriate / not funny / sexual harassment; etc.*

**Be sure to discuss/brainstorm issues around safety when intervening in situations.**

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## Session 8

### Review (5 minutes)

- Review group ground rules
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### Role-Plays: Bystander Intervention (20 minutes)

Students will work with a partner to complete “Bystander Scenario” handout (Appendix I). Students will then share their scenario with the class. Ask students to share any thoughts or feelings on effectiveness or safety of intervening as depicted in the role-plays. Brainstorm creative and realistic alternatives if problems are identified.

### Group Discussion: How can I take action? What can I do? (15 minutes)

**NOTE:** Students may immediately feel that the only way to intervene is to report an incident to an adult. This can bring up the issue of “snitching”. However, students need to recognize that there are lots of ways to intervene that do not involve reporting to adults including:

- checking in with the victim later to make sure they are alright
- defining the behavior for the perpetrator as inappropriate or against school policy
- letting the perpetrator know that their behavior is not funny, cool or acceptable

By intervening, they are providing a reality check to others that this behavior is **not** cool!  
*Reframing bystander intervention as positive peer pressure can help as well.*

Have students brainstorm opportunities for bystander intervention they often witness in school or in their community.



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## Session 9

### Review (5 minutes)

- Review group ground rules
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### Group Discussion: Media & Relationships (5 minutes)

Brainstorm with students a list of what we would think about relationships and kissing if all the information we got about them came from media – movies/TV/music.

### Video Clip: *Hitch* (10 minutes)

Show students clip from “Hitch” where one actor is coaching other actor on how to kiss when on a date and the advice then plays out in movie. Discuss the following with students:

1. According to the movie clip, what are some of the signs/signals a person should look for to know that it is ok to kiss someone?  
*Not going directly in when you arrive at the door; making small talk at the door; fiddling with their keys*
2. According to the movie clip, how should you let someone know you want to kiss them?  
*90-10 rule: You lean in 90% of the way for a kiss and let the other person come the other 10%*
3. Are these methods reliable? Why/why not?  
*No. Because neither person has asked or said “yes” to a kiss. If you kiss them because you want to, you are making an assumption that they want to also. You could be crossing someone’s boundaries.*
4. What do you think would happen if you guessed wrong? How would that make the person feel?  
*Not want to see you again; push you away; slap you; tell all their friends that you kissed them without asking; etc. Person could be angry, upset, confused, hurt, etc.*

## Definition: Consent (5 minutes)

Facilitator will provide students with the definition of consent.

**Consent**, can be understood as two people deciding and agreeing to do the same thing, at the same time, in the same way, with each other.

There are two parts to the issue of consent: *getting* consent from the other person and *giving* your consent to someone.

Write the following out on the board or have prepared on a flipchart:  
(change or explain any language students may not understand)

**C** – Comprehending the act taking place

**O** – Optional for both people

**N** – Negotiation

**S** – Sobriety

**E** – Engagement in the act

**N** – Nonviolent

**T** – Talking: SILENCE DOES NOT EQUAL CONSENT

(This model was used by the College of the Sequoias - [www.cos.edu](http://www.cos.edu))

## Discussion: Getting Consent (10 minutes)

Brainstorm with students answers to the following scenarios:

1. Want to see a movie?
  - You want to see a movie with a friend, how do you know if your friend wants to go? What would you do to find out?
2. Want a hug?
  - You want to give someone a hug, how do you know if it is okay to hug someone? What would you do to find out?
3. Want a kiss?
  - You want to give someone a kiss, how do you know if it is okay to kiss someone? What would you do to find out?

*Discuss with students what they notice about their answers. Discuss with students why as the behaviors become closer/more intimate, we tend to have less conversation about consent for the activity. Refer back to discussions about boundaries – we need to make sure we are not crossing people’s boundaries in our behaviors.*

## Discussion: Is This Date Going Well? (5 minutes)

Write at the top of a flipchart, “How do you know a date is going well?”

Ask students to brainstorm signs and signals that would help them determine if a date is going well.

*Middle school students may need to use examples of dates they have seen in movies or on TV. This is alright as these are messages they have received about what is “normal” behavior.*

Discuss their ideas using the following questions:

1. Are any of these examples consent for any sexual behavior – from kissing to anything else?  
*No. They are only consent for what they are; nothing else! The only one that gets you consent for sexual behavior is talking/communication and that communication ending with an enthusiastic “yes.”*
2. So, let’s start with something simple. How do you 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”: body language, eye contact, a feeling, etc. Unfortunately, “cues” are many times misread, which can lead to a situation where boundaries are being violated.*
3. If someone’s boundaries are violated who do we usually believe is responsible? Do we always feel this way in every situation?  
*Discuss the concept of “victim blaming” – when someone who has had her/his boundaries crossed is held responsible (e.g. victims of sexual assault or rape)*

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## Session 10

### Review (5 minutes)

- Review group ground rules
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### Discussion: Giving Consent (5 minutes)

After talking about *getting* consent, it is necessary to talk about giving consent and how this fits into previous discussions around boundaries. Identifying boundaries and behaviors can be empowering and give students the confidence to give consent or to not give consent.

### Activity: “Where are MY Dating Limits?” (15 minutes)

Ask students to complete the “Where are MY Dating Limits?” handout (Appendix J). 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.

### Activity: “How Would I Say No?” (15 minutes)

Students will receive a “How Would I Say No?” handout (Appendix K) with common persuasive statements or social situations. Students will complete handout with assertive sentences they could use to say “NO” in these uncomfortable situations. Allow students an opportunity to share their feelings and reactions with students.

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# **Session 11**

## **Review (5 minutes)**

- Review group ground rules
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## **Activity: Dear... (20 minutes)**

Create large “Dear...” letters (see Appendix L) on flipchart paper and have students complete them in groups. If the group size is too large, hand out the letter to each student to complete then use their answers to generate discussion. Discuss any similarities and/or common themes among the letters and focus on them – regardless of gender, a lot of our boundaries are the same. Compile similarities onto one poster/flipchart.

**NOTE:** This activity can cause some heated discussion! It is helpful for the facilitator to read letters aloud anonymously and allow students to discuss/debate what they agree/disagree with.

## **Activity: Dating Bill of Rights (20 minutes)**

From the “Dear ...” letters, students will see many similarities in the expectations they have from each other. Using this, create a class “Dating Bill of Rights”. Create a large poster on flipchart paper labeled, “Dating Bill of Rights”, with 2 columns, “Do’s” and “Don’t’s”. Refer back to the letters and brainstorm other ideas as to what should go on the posters in each column. Hang the completed posters in the room or hallway for students to see.

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# **Session 12**

## **Review (5 minutes)**

- Review group ground rules
- Review the material covered during the previous day/session

## **Post-Test (15 minutes)**

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

## **Activity: Primary Prevention Trivia (15 minutes)**

Facilitator will write down question from the Primary Prevention program that the students have participated in. Students' names will be written down, and pulled randomly. Students will be asked different questions (True/False, multiple choice, fill-in the blank) about what was talked about in previous sessions. Students will receive prizes for the right answer.

## **Activity: Take Action! (5 minutes)**

Hand out the "Take Action!" postcards (Appendix M) to students. Have students complete with ways they can change their school environment and/or community with the information they have learned. Some examples might be:

- Be a good bystander – intervene in situations
- Define my own boundaries
- Be assertive in situations that make me feel uncomfortable
- Create posters to hang in school about issues like bullying, sexual harassment and/or sexual violence to educate others.
- Create PSA announcements for the morning announcements about issues like bullying, sexual harassment and/or sexual violence.
- Write an article for the school newspaper about bystander intervention, dating rights, the school's sexual harassment policy, etc.



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# APPENDIX

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# STUDENT SURVEY

## Survey 1—Middle School

We are doing this survey because we want to know what you think about relationships. We appreciate your help and your time.

**There are no right or wrong answers.**

- **Do NOT put your name anywhere on this survey.** Your answers are completely anonymous.
- No one at the school, including your teachers, will see your answers.
- If you do not feel comfortable answering a question, you can skip it.
- If you have any questions while you're taking the survey, raise your hand and the teacher or facilitator will help you.

# Tell us about yourself

Below is a list of statements about how you might feel about yourself. Circle your answer to show how much you agree with each statement.

Most days, I am satisfied with myself.	Strongly Disagree	Disagree	Agree	Strongly Agree
At times, I think I am no good at all.	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel that I have a lot of good qualities.	Strongly Disagree	Disagree	Agree	Strongly Agree
I am able to do things as well as most other people.	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel I do not have much to be proud of.	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel useless at times.	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel that I am worth something, at least equal with others.	Strongly Disagree	Disagree	Agree	Strongly Agree
I wish I could have more respect for myself.	Strongly Disagree	Disagree	Agree	Strongly Agree
Most days, I feel that I am a failure.	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a positive attitude toward myself.	Strongly Disagree	Disagree	Agree	Strongly Agree

# What do you think?

People have different opinions about the roles girls and boys should have. The following questions are about your opinions. There are no “right” or “wrong” answers here — only your opinions. Circle your answer to show how much you agree with each statement.

I believe using obscene language (like swearing) is worse for a girl than for a boy.	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe a boy should pay the expenses when he's on a date.	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe it should be okay for both girls and boys to play rough sports like hockey or football.	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe it is okay for a girl to ask someone out on a date.	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe it is wrong for boys to play with dolls.	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe a girl should not look smarter than the person she is dating	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe girls should be more concerned with clothing and how they look than boys should be.	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe it should be okay for boys to cry in front of other people.	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe it is better for a daycare or preschool teacher to be a woman than to be a man.	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe it is okay for a man to stay home with his children while his spouse works outside the home.	Strongly Disagree	Disagree	Agree	Strongly Agree

# What happened in your life recently?

Think about what happened during the **past two weeks** between you and your friends or the person you are dating. For each action listed below, circle whether or not these things happened.

**Even if something happened only one time, circle “Yes”.**

My friend or girlfriend/boyfriend explained their side of an argument	Yes	No
I explained my side of an argument.	Yes	No
My friend or girlfriend/boyfriend suggested compromise to an argument.	Yes	No
I suggested compromise to an argument.	Yes	No
My friend or girlfriend/boyfriend showed they cared about me.	Yes	No
I showed I cared about my friend or girlfriend/boyfriend.	Yes	No
My friend or girlfriend/boyfriend respected my feelings.	Yes	No
I respected my friend's or girlfriend's/boyfriend's feelings.	Yes	No
My friend or girlfriend/boyfriend insulted or swore at me.	Yes	No
I insulted or swore at my friend or girlfriend/boyfriend.	Yes	No
My friend or girlfriend/boyfriend shouted at me.	Yes	No
I shouted at my friend or girlfriend/boyfriend.	Yes	No
My friend or girlfriend/boyfriend stomped out of the room.	Yes	No
I stomped out of the room.	Yes	No

# What would you do?

These statements describe actions you might take if you were in certain situations. Circle the answer that shows how likely you would be to do these things.

Confront a friend if they call a girl a "slut" or other offensive name	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
Speak out against sexist jokes when I hear them	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
If I see someone being yelled at by their girlfriend or boyfriend, ask if they need help	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
Tell a friend to stop if they grab at someone in the hallway	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
Go with my friend to talk with someone (teacher, counselor parent, etc.) if they tell me they are being harassed	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
Call 911 if I see someone being hurt physically or sexually	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
Do something to help a girl if she is surrounded by a group of boys and she looks uncomfortable	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
Confront a friend who calls their girlfriend or boyfriend names or swears at them	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
Speak out against whistling at girls or calling out things about how they look	Not at all likely	A little unlikely	Neutral	A little likely	Very likely

**Imagine that you are on a date. You and your date are kissing. Your date starts to touch you in ways you don't want her/him to. What would you do?**

## Tell us about who you are

What is your gender?

Male

Female

How old are you?

\_\_\_\_\_

How do you identify your race/ethnicity? (You may check more than one answer.)

\_\_\_\_\_ African-American/Black

\_\_\_\_\_ Native American

\_\_\_\_\_ Asian

\_\_\_\_\_ White

\_\_\_\_\_ Hispanic/Latino/Chicano

\_\_\_\_\_ Other

\_\_\_\_\_ Middle Eastern

## Create a secret number

We will ask you to take this survey again in a couple of months. We need to match your first survey with your second survey, but we do not want your name on it.

To match your surveys together, we need for you to create a secret number that you can use on both of the surveys. So that it's a code that will be the same next time, do the following:

- A. Take the number for the month you were born
- B. Add it to the day you were born
- C. Add that to the last four digits of your phone number (if you have a cell phone, use that one; if you don't, use your home phone)

**Write the total here:**

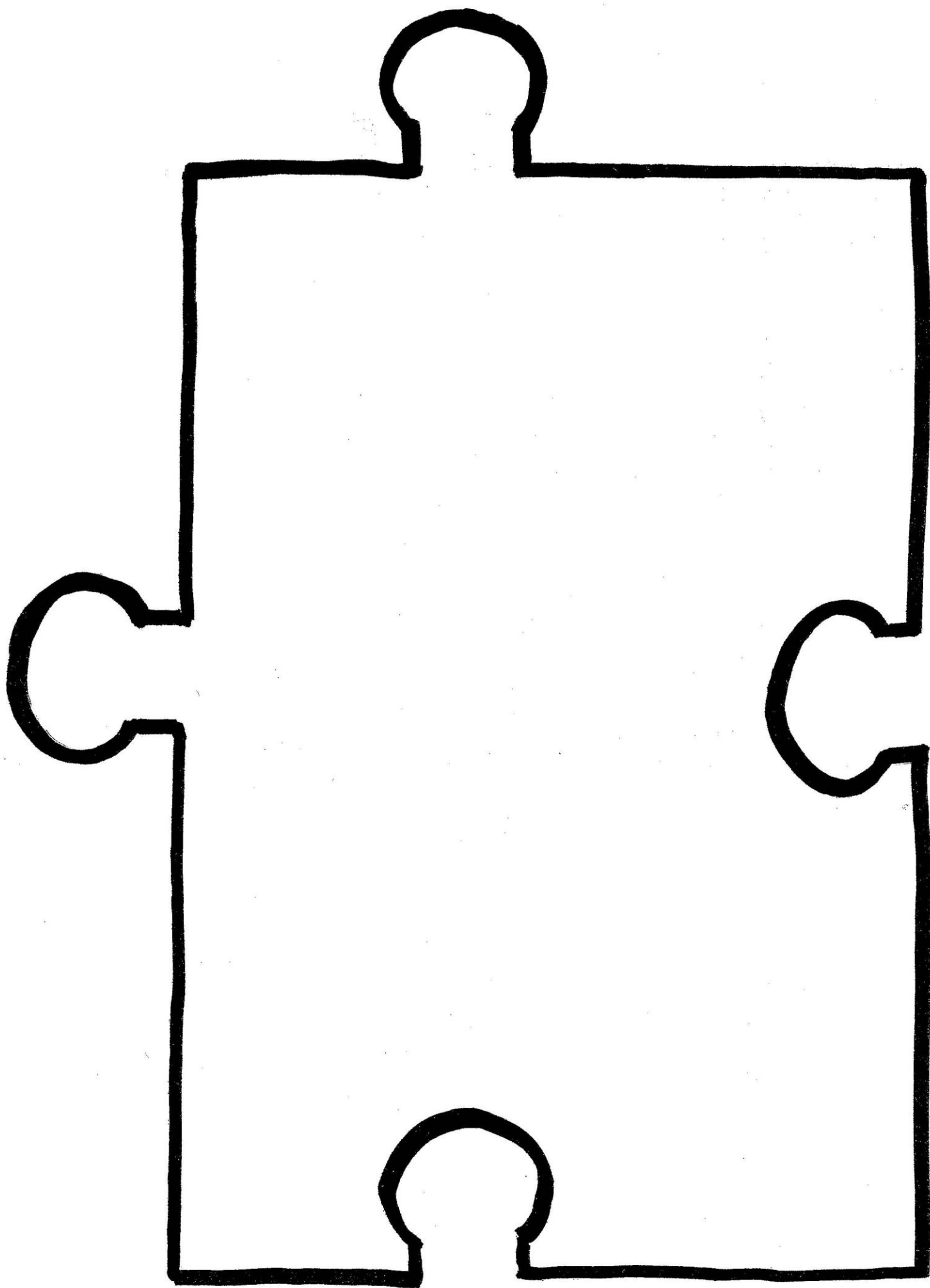
\_\_\_\_\_

This is your secret number. You do **not** have to remember it. We will ask you these questions again on the next survey.

### **Example:**

If you were born on April 10 and the last four digits of your phone number are 9315, your secret number would be:

$$\begin{array}{r} 4 \\ 10 \\ + 9315 \\ \hline 9329 \end{array}$$

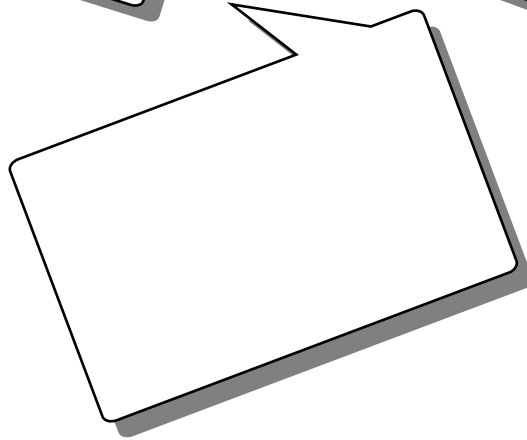
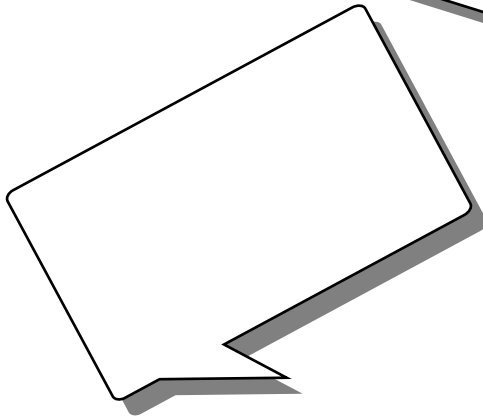
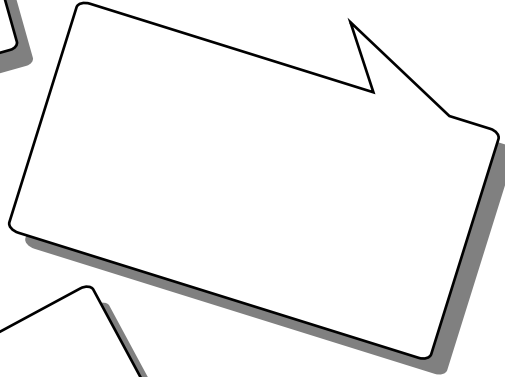




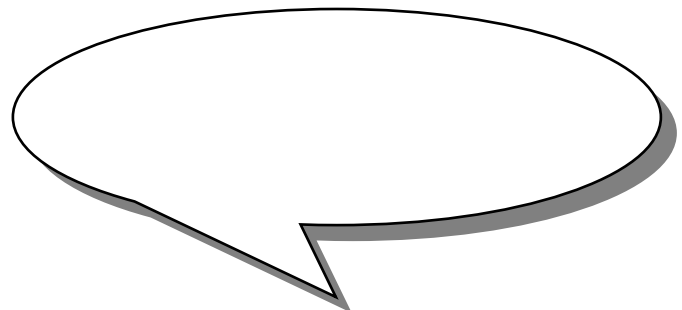
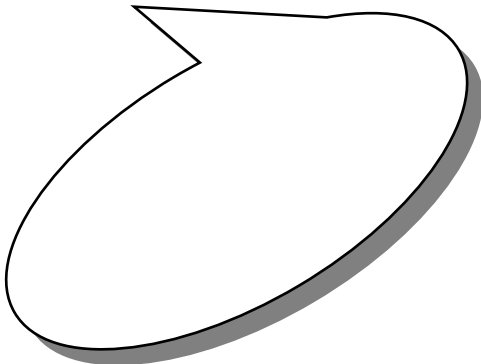
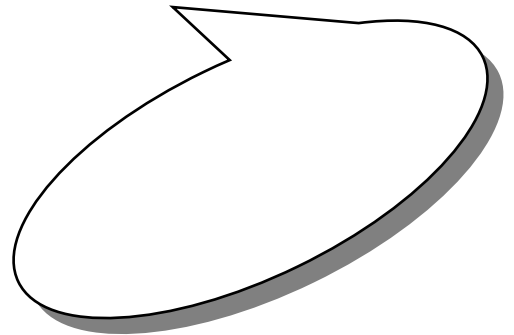
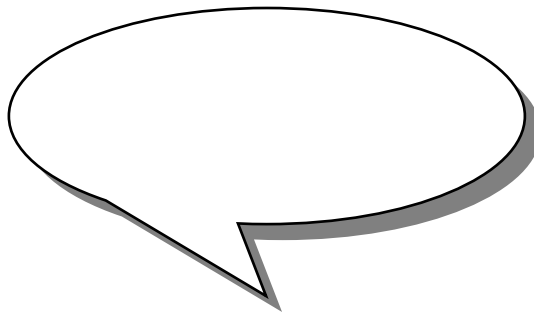


# How do we talk about boundaries?

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



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





## **How would you say NO??**

**Do you want to go out with me?**

**The person you are sitting next to puts her/his arm around you.**

**Can I give you a hug?**

**The person you are dancing with touches your butt.**

**Your date leans in for a kiss.**

**Can you think of any other situations where it might be difficult to say “NO”?**



# COMMERCIAL REVIEW

1. How are women/men portrayed?  
(clothing, body position, body size etc.)
2. What is the advertisement selling?
3. Is there anything sexual about the advertisement?



# SEXUAL VIOLENCE CONTINUUM

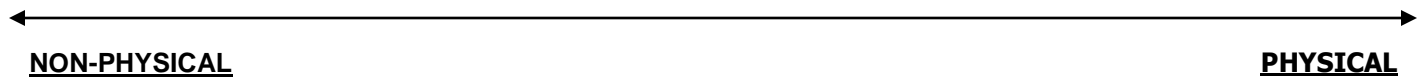
## Materials:

- ✓ Flipchart
- ✓ Markers

## Directions:

- Before class, make several sexual violence continuums on flipchart paper.  
(See example below for how to set up the flipchart)

### SEXUAL VIOLENCE



- 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.

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 harassment and/or name-calling  
Obscene phone calls  
Sexual jokes  
Sexual notes  
Obsessive love letters  
Sexual graffiti  
Sexual drawings  
Sexual emails, IM's, chat, text messages, etc.  
Voyeurism/"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





# **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...*
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.*

## ***Sexual Harassment: Stop it Now!***

1. Identify the Victim, Perpetrator, and Bystander for each scenario

	<b>Scene 1</b>	<b>Scene 2</b>	<b>Scene 3</b>
<b>Victim</b>			
<b>Perpetrator</b>			
<b>Bystander</b>			

2. What were the sexual harassment behaviors in each scene?

<b>Scene 1</b>	<b>Scene 2</b>	<b>Scene 3</b>

3. What did the victims do to try to stop the sexual harassment?

Julie	Maya	Cesar

4. What could the BYSTANDERS have done to help each VICTIM?

Julie	Maya	Cesar

## **SCENARIO**

You are walking down the hall and see someone grab a girl's butt.  
The girl is upset but does nothing.

## **TRAIN OF THOUGHT**

1. What could the girl be thinking/feeling?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.

## **SCENARIO**

You're on the bus and someone is cussing at the bus driver.

## **TRAIN OF THOUGHT**

1. What could the bus driver be thinking/feeling?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.

## **SCENARIO**

You see a classmate push a younger student into the boys or girls bathroom and hold the door shut. You can hear the younger student yelling and kicking the door.

## **TRAIN OF THOUGHT**

1. What could the younger student be thinking/feeling?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.



## **SCENARIO**

Your friends plan to pull up the skirt of a girl they don't like in front of other people.

## **TRAIN OF THOUGHT**

1. If this happens, what would the girl be thinking/feeling?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.

## **SCENARIO**

You are sitting with a group of friends. Someone dares another person in the group to pull down another student's pants.

## **TRAIN OF THOUGHT**

1. If this happens, what will the VICTIM think/feel?
  
  
  
  
  
  
  
  
  
  
2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

- 1.
  
  
  
  
- 2.
  
  
  
  
- 3.
  
  
  
  
- 4.

## **SCENARIO**

You see some kids on the playground teasing a younger student by playing “keep away” with a ball.

## **TRAIN OF THOUGHT**

1. What could the younger student be thinking/feeling?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.

## **SCENARIO**

You are walking home with a group of friends. You notice a car pull up to the group of younger kids walking in front of you. The driver asks if they have seen his dog.

## **TRAIN OF THOUGHT**

1. What could the driver of the car be thinking? What could the group of kids be thinking/feeling?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.

## **SCENARIO**

You hear a sexual rumor about a friend.

## **TRAIN OF THOUGHT**

1. If your friend hears this, what will she/he be thinking/feeling?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.

## **SCENARIO**

You overhear someone trying to pressure your friend to try drugs and/or alcohol.

## **TRAIN OF THOUGHT**

1. What do you think your friend is thinking/feeling?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.

## **SCENARIO**

You saw a sexual comment about a friend on a classmate's Facebook or MySpace page.

## **TRAIN OF THOUGHT**

1. If your friend hears about this, what will she/he think/feel?

2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

1.

2.

3.

4.

## **SCENARIO**

Someone sends you a nude photo of a classmate on your cell phone.

## **TRAIN OF THOUGHT**

1. If the VICTIM sees this, what will they think/feel?
2. What are you, the BYSTANDER, thinking/feeling?

**OPTIONS:** What could you do to help out in this situation?

- 1.
- 2.
- 3.
- 4.





## What are **YOUR** Dating Limits?

	YES	NO	WHY?
Flirting			
Hugging			
Holding hands			
Kissing			
Going out with a person 3 years older than you			
Using alcohol together			
Using drugs together			
Making out at a party			
Going on a date alone			
Touching partner above the waist			
Touching partner below the waist			



**Friend: "Can I copy your homework?"**  
(Your teacher watches for cheaters.)

**Respond *PASSIVELY*:**

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**Friend: "Can I copy your homework?"**  
(Your teacher watches for cheaters.)

**Respond *AGGRESSIVELY*:**

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**Friend: "Can I copy your homework?"**  
(Your teacher watches for cheaters.)

**Respond *ASSERTIVELY*:**

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**Classmate: “Ooo! Can I have a cookie?”**  
(These cookies are your favorite kind.)

**Respond *PASSIVELY*:**

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**Classmate: “Ooo! Can I have a cookie?”**  
(These cookies are your favorite kind.)

**Respond *AGGRESSIVELY*:**

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**Classmate: “Ooo! Can I have a cookie?”**  
(These cookies are your favorite kind.)

**Respond *ASSERTIVELY*:**

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**Younger sister: “Can I play “Guitar Hero” with you guys?”**

(You and your friends are in the middle of a game.)

**Respond *PASSIVELY*:**

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**Younger sister: “Can I play “Guitar Hero” with you guys?”**

(You and your friends are in the middle of a game.)

**Respond *AGGRESSIVELY*:**

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**Younger sister: “Can I play “Guitar Hero” with you guys?”**

(You and your friends are in the middle of a game.)

**Respond *ASSERTIVELY*:**

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**Parent: “Could you please do the dishes?”**  
(You hate doing the dishes.)

**Respond *PASSIVELY*:**

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**Parent: “Could you please do the dishes?”**  
(You hate doing the dishes.)

**Respond *AGGRESSIVELY*:**

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**Parent: “Could you please do the dishes?”**  
(You hate doing the dishes.)

**Respond *ASSERTIVELY*:**

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**Teacher: “Can you please pick up the papers on the floor?”**

(You did not make the mess.)

**Respond *PASSIVELY*:**

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**Teacher: “Can you please pick up the papers on the floor?”**

(You did not make the mess.)

**Respond *AGGRESSIVELY*:**

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**Teacher: “Can you please pick up the papers on the floor?”**

(You did not make the mess.)

**Respond *ASSERTIVELY*:**

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**Parent: “Can you please help me clean the house?”**  
(You are supposed to go to the movies with a friend.)

**Respond *PASSIVELY*:**

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**Parent: “Can you please help me clean the house?”**  
(You are supposed to go to the movies with a friend.)

**Respond *AGGRESSIVELY*:**

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**Parent: “Can you please help me clean the house?”**  
(You are supposed to go to the movies with a friend.)

**Respond *ASSERTIVELY*:**

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**Best Friend: “Wanna try a cigarette?”**  
(You do not want to start smoking.)

**Respond *PASSIVELY*:**

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**Best Friend: “Wanna try a cigarette?”**  
(You do not want to start smoking.)

**Respond *AGGRESSIVELY*:**

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**Best Friend: “Wanna try a cigarette?”**  
(You do not want to start smoking.)

**Respond *ASSERTIVELY*:**

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**Best Friend: “I don’t have any money. Buy me a candy bar.”**

(Your friend always wants you to buy stuff for them.)

**Respond *PASSIVELY*:**

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**Best Friend: “I don’t have any money. Buy me a candy bar.”**

(Your friend always wants you to buy stuff for them.)

**Respond *AGGRESSIVELY*:**

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**Best Friend: “I don’t have any money. Buy me a candy bar.”**

(Your friend always wants you to buy stuff for them.)

**Respond *ASSERTIVELY*:**

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**Bully: "Trip her when she comes back to her seat."**  
(You think it would be mean to trip someone.)

**Respond *PASSIVELY*:**

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**Bully: "Trip her when she comes back to her seat."**  
(You think it would be mean to trip someone.)

**Respond *AGGRESSIVELY*:**

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**Bully: "Trip her when she comes back to her seat."**  
(You think it would be mean to trip someone.)

**Respond *ASSERTIVELY*:**

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**Older brother: “Can you lend me \$20 bucks?”**  
(You are saving to buy an iPod.)

**Respond *PASSIVELY*:**

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**Older brother: “Can you lend me \$20 bucks?”**  
(You are saving to buy an iPod.)

**Respond *AGGRESSIVELY*:**

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**Older brother: “Can you lend me \$20 bucks?”**  
(You are saving to buy an iPod.)

**Respond *ASSERTIVELY*:**

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**Classmate: "Can I borrow your pencil?"**  
(You are completing a worksheet.)

**Respond *PASSIVELY*:**

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**Classmate: "Can I borrow your pencil?"**  
(You are completing a worksheet.)

**Respond *AGGRESSIVELY*:**

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**Classmate: "Can I borrow your pencil?"**  
(You are completing a worksheet.)

**Respond *ASSERTIVELY*:**

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**Principal: “Someone said you were throwing food in the cafeteria.”**

(You were not throwing food but you know who was.)

**Respond *PASSIVELY*:**

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**Principal: “Someone said you were throwing food in the cafeteria.”**

(You were not throwing food but you know who was.)

**Respond *AGGRESSIVELY*:**

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**Principal: “Someone said you were throwing food in the cafeteria.”**

(You were not throwing food but you know who was.)

**Respond *ASSERTIVELY*:**

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**Neighbor: “My car window is broken! Did you kids do it?!”**

(You and your friends are just walking by.)

**Respond *PASSIVELY*:**

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**Neighbor: “My car window is broken! Did you kids do it?!”**

(You and your friends are just walking by.)

**Respond *AGGRESSIVELY*:**

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**Neighbor: “My car window is broken! Did you kids do it?!”**

(You and your friends are just walking by.)

**Respond *ASSERTIVELY*:**

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**Classmate: "Can I play basketball with you guys?"**  
(You already picked teams and it would be uneven to add someone.)

**Respond *PASSIVELY*:**

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**Classmate: "Can I play basketball with you guys?"**  
(You already picked teams and it would be uneven to add someone.)

**Respond *AGGRESSIVELY*:**

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**Classmate: "Can I play basketball with you guys?"**  
(You already picked teams and it would be uneven to add someone.)

**Respond *ASSERTIVELY*:**

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Dear \_\_\_\_\_ ,

I have the right to:

You will not:

Sincerely,





**I WILL...**

**1.**

**2.**

**3.**

**BE PART OF THE SOLUTION  
NOT PART OF THE PROBLEM!**



*If you have questions  
or would like more information,  
please contact us,*

*Toll-free 800-692-7445*

*717-728-9740*

*Fax: 717-909-5864*

*TTY: 877-585-1091*

*[www.pcar.org](http://www.pcar.org)*