

Sexual Assault Risk Reduction Curriculum

**A Comprehensive Guide for the
Classroom Teacher or Community Educator**

**Funded by a grant from the Office of Community Oriented Policing Services
(COPS)**

1998 School Based Partnerships Grant - 1998SFYX0086

Sexual Assault Risk Reduction Curriculum 2001

Funding

Office of Community Oriented Policing Services (COPS)
1999 School Based Partnerships Grant # 1999SBWX0086

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INTRODUCTION

“Sexual assault is a major social and public health problem that affects millions of people each year and exacts an enormous toll on their health and well-being.” (The American College of Obstetricians and Gynecologist National Rape and Sexual Assault Prevention Project, “Drawing the Line: A Guide to Developing Effective Sexual Assault Prevention Programs for Middle School Students.”)

Toward a clearer understanding of this crime the San Diego Police Department (SDPD) Sex Crimes Unit has made it a top priority to collect and analyze information about sexual assaults reported to the Unit for the past ten years. The Unit’s goal was to learn as much as possible about the victims, offenders and the environment of the assault and develop appropriate community responses.

The analysis included the relationship between the victim and suspect, the age of the victim and suspect, their sexes, ethnicity, the type of assault (crime code classification), the geographical and physical location of the assault, the time of day, day of the week, and other factors such as whether a weapon or drugs and alcohol were involved.

Initial data analysis revealed that non-stranger sexual assaults (the victim knew the perpetrator at least briefly) account for the majority of the sexual assaults reported to the SDPD. Upon further examination, it became apparent that the victim had the ability to make decisions prior to the assault that could have greatly reduced the risk of being assaulted. However, in the majority of non-stranger sexual assault cases analyzed, it was clear that the victim didn’t recognize the factors in her encounter that increased her risk of sexual assault.

Grant Funding

In August 1999, SDPD was awarded a grant from the Office of Community Oriented Policing Services (COPS) to continue data collection and analysis and use the findings to inform the development of a comprehensive sexual assault curriculum for adolescents. Grant activities also included conducting community-based surveys and focus groups to assess the overall knowledge of sexual assault in the community and to determine the community’s perception of the best method for teaching sexual assault prevention in schools.

The collaborators for this project were the San Diego Police Department Sex Crimes Unit, San Diego City Schools Intervention Services, and the Institute for Public Health, San Diego State University.

Objectives

Although males account for a small percentage of sexual assault victims, the vast majority of victims are female. Therefore, only data on female victims was collected for this study.

Analysis of the data collected clearly indicated the need for the community to become involved in comprehensive efforts to provide sexual assault education. Three major objectives of this education were developed:

- increase awareness that non-stranger sexual assault accounts for 70%-75% of cases reported to the SDPD
- teach sexual assault risk reduction strategies
- provide information about what a person should do in the event of a sexual assault

How to Use this Manual

This manual will assist school personnel, police and community agency staff in the implementation of sexual assault prevention programs.

The lessons contained in this guide can be used as a stand-alone curriculum, as an enhancement to an existing health education program or as a component of an integrated curriculum. This manual can be used in either school or non-school settings such as health clinics, after-school programs, youth centers and camps.

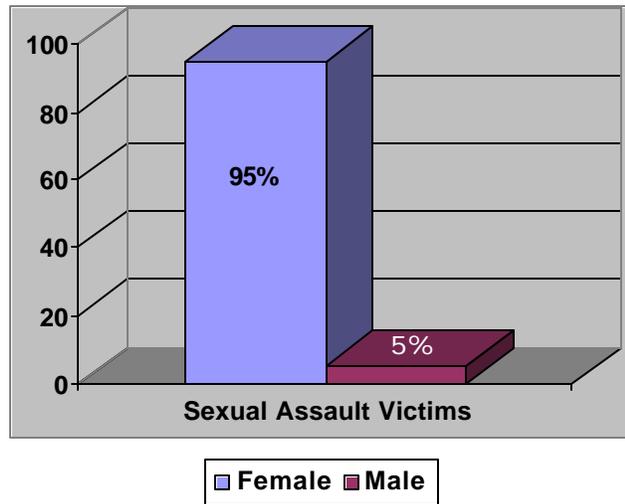
We encourage other communities to collect data and to customize these lessons and presentations to reflect their findings. Existing community coalitions and networks that share resources and advocate for youth services may provide a vehicle for establishing programs to increase the awareness and reduce the incidence of sexual assault.

TEACHER BACKGROUND

Unless otherwise indicated, the statistics in this manual are a result of the data collected by the SDPD over a ten-year period.

Sexual Assault

U. S. government crime statistics indicate a woman is sexually assaulted every six minutes. The incidence of sexual assault has increased four times as fast as the overall crime rate. While males can be victims, 95% of reported sexual assaults involve female victims. Adolescent girls are at extremely high risk of being sexually assaulted. Recent data indicates over two-thirds of all sexual assault victims reported to law enforcement agencies were **under the age of 18** at the time of the crime.



Sexual assault is any sexual activity without consent. It is not about romance and passion but about power and control.

Definition of Sexual Assault – California Penal Code

Sexual assault includes:

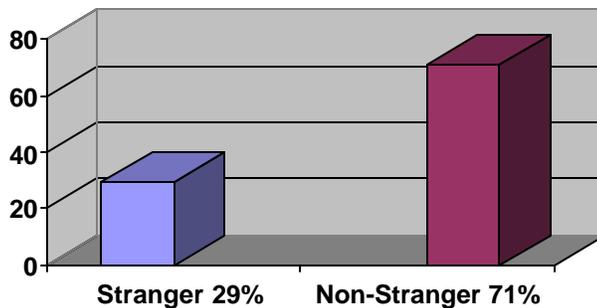
- Penile/vaginal sexual intercourse
- Contact between the genitals and mouth
- Contact between an anus and a penis
- Penetration of the vagina or anus with a foreign object including a finger

When one of the following exists:

- Force, even if there is no bruise or injury
- Fear, even if the victim didn't fight back
- A person is disabled and cannot give consent
- A person is severely intoxicated or unconscious as a result of drugs or alcohol
- If the victim is under the age of 18.

Stranger versus Non-Stranger Sexual Assault

Sexual assault can be committed by a stranger or a non-stranger. The majority of non-stranger assaults indicated some level of trust established between victim and suspect prior to the assault. In 71% of all sexual assault cases the victim had known the perpetrator at least briefly. Of these non-stranger sexual assaults only 19% involved dating relationships. The majority (57%) of non-stranger cases involved non-dating relationships that included neighbors, friends of friends, co-workers and so forth. “Date rape” is a misnomer for non-stranger sexual assault.



Non-stranger sexual assault is less likely to be reported; in fact the victim may not even recognize it as a crime. Studies have shown that when the perpetrator was a stranger the victim was 3.7 times more likely to tell someone than if the victim knew the perpetrator. However, non-stranger sexual assault presents a unique challenge to the victim that complicates the trauma of the event. In addition to dealing with the physical and emotional effects of the assault she must also deal with feelings of betrayal of trust.

Current Data

The most recent data collected by the San Diego Police Department Sex Crimes Unit revealed that in 2000:

<p>Age of Victim</p> <table border="1"> <thead> <tr> <th>Age Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>14 to 25</td> <td>75%</td> </tr> <tr> <td>14 to 18</td> <td>50%</td> </tr> <tr> <td>19 to 25</td> <td>25%</td> </tr> </tbody> </table>	Age Group	Percentage	14 to 25	75%	14 to 18	50%	19 to 25	25%	<ul style="list-style-type: none"> • 75% of the victims were between the ages 14 and 25 years old. • 50% between 14 and 18 years old. • 25% between 19 and 25 years old.
Age Group	Percentage								
14 to 25	75%								
14 to 18	50%								
19 to 25	25%								
<p>Place of Attack</p> <table border="1"> <thead> <tr> <th>Place</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Residence</td> <td>58%</td> </tr> <tr> <td>Other</td> <td>42%</td> </tr> </tbody> </table>	Place	Percentage	Residence	58%	Other	42%	<ul style="list-style-type: none"> • 58% of sexual assault occurred in a residence – (usually his or hers). 		
Place	Percentage								
Residence	58%								
Other	42%								
<p>Teen Sexual Assault</p> <table border="1"> <thead> <tr> <th>Location</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>After school in suspect's home</td> <td>25%</td> </tr> <tr> <td>Other</td> <td>75%</td> </tr> </tbody> </table>	Location	Percentage	After school in suspect's home	25%	Other	75%	<ul style="list-style-type: none"> • Nearly one in four teen sexual assaults occurred after school in the suspect's home. 		
Location	Percentage								
After school in suspect's home	25%								
Other	75%								

<p>No Weapon</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Non-Stranger</td> <td>95%</td> </tr> <tr> <td>Stranger</td> <td>88%</td> </tr> </tbody> </table>	Category	Percentage	Non-Stranger	95%	Stranger	88%	<p>95% of non-stranger assaults DO NOT involve weapons.</p>		
Category	Percentage								
Non-Stranger	95%								
Stranger	88%								
<p>Prior to Attack</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Used drugs or alcohol</td> <td>53%</td> </tr> <tr> <td>No drugs or alcohol</td> <td>47%</td> </tr> </tbody> </table>	Category	Percentage	Used drugs or alcohol	53%	No drugs or alcohol	47%	<p>53% of adolescents self-reported using drugs or alcohol prior to the sexual assault.</p>		
Category	Percentage								
Used drugs or alcohol	53%								
No drugs or alcohol	47%								
<p>Day of the Week</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Thursday</td> <td>65%</td> </tr> <tr> <td>Friday</td> <td>65%</td> </tr> <tr> <td>Saturday</td> <td>80%</td> </tr> </tbody> </table>	Day	Percentage	Thursday	65%	Friday	65%	Saturday	80%	<p>Most sexual assaults occur between 6:00 pm and midnight, usually on Thursdays, Fridays or Saturdays.</p>
Day	Percentage								
Thursday	65%								
Friday	65%								
Saturday	80%								

SDPD Sex Crimes Unit data indicate that sexual assault involving a non-stranger is as serious a threat to community health and safety as stranger assault.

The Effects of Sexual Assault

Sexual assault may delay or disrupt normal adolescent development in many ways. Sexual assault trauma may lead to depression, anxiety, withdrawal, post-traumatic stress, isolation, physical symptoms, and impairment of cognitive skills. These effects may be short term or long term and lead to increased use of health, mental health, and substance abuse services.

Adolescent survivors of sexual assault are often harder to reach with effective prevention messages than other adolescents. Some of the psycho-social effects of the sexual assault increase the likelihood that those who have been victimized will experience subsequent assaults. For example, many adolescent survivors experience loss of self-control and low self-esteem. This may make it difficult for them to avoid the situations that place them at risk.

Instructional Considerations

The importance of providing sexual assault prevention education to youth cannot be overstated. Adolescents may not have access to information about sexual assault or the consequences of being sexually assaulted. Consequently, they may lack the skills or education that would enable them to reduce their risk of sexual assault in potentially dangerous situations. Also, many adolescents don't have adults to whom they feel they can go to for personal guidance.

Schools and youth-service agencies have a unique opportunity to reach out to youth and provide them with the knowledge and skill needed to reduce their risk of sexual assault.

Issues for Young Women

Young women who find themselves uncomfortable with male behavior often find it difficult to stand up for themselves. They are usually taught to be "nice" and "polite" and "not to hurt anyone's feelings". This keeps them silent even when they are in danger. To reduce the risk of sexual assault, young women must learn to trust their instincts and be assertive. They need help understanding that this is not rude or bossy. It simply means that they say what they mean clearly and directly.

Issues for Young Men

Young men grow up with many questions and concerns about their sexuality, but they are socialized to have all the answers, be in control, and never express emotions. They need to be made aware of the societal pressures that promote abusive behaviors and identify the choices they can make to resist such pressure. Models for males talking honestly about sexuality are rare. Young men need to participate in class discussions on an equal footing with their female classmates and might need help to feel comfortable with the topics. Confrontational approaches seem to reduce the effectiveness of programs for males.

Making Instruction Inclusive

- Avoid stereotypes. Explore your own thoughts, feelings and attitudes about the roles and “appropriate” behavior of men and women.
- Be aware of student reactions and responses as issues are discussed. Discomfort may be exhibited by joking, silence, bragging or making shocking statements. Address this behavior openly.
- Do not discount student responses or comments.
- Remember that men and women tend to communicate differently and that one mode of communication is not necessarily superior to the other.
- Listen carefully to the underlying meaning in student questions or statements. They may be asking for help or information in a question that sounds like bragging or appears intended to shock.
- Discuss “responsibility” in a positive fashion. Discussions of responsibility have been used to try to shame adolescents into “appropriate behavior”.
- If students express seemingly sexist, racist and homophobic attitudes, remember they have been socialized into these attitudes. Be tolerant and help them feel a part of the solution.

Instructional Strategies

Impacting behavior is a very difficult objective, especially with adolescents. Since risk-taking is a normal part of adolescent development, the educational objective is to channel this behavior toward the types of risks that produce personal growth. Adolescents need to know how, why and when to protect themselves.

Adolescents will engage in health-promoting behavior if they have:

- relevant knowledge
- necessary skills
- motivation to apply the knowledge and skills
- a sense of self-efficacy about using the skills
- support in using those skills.

This manual provides opportunities for students to explore and practice skills that reduce the risk of being sexually assaulted. The exercises incorporate a variety of instructional strategies to develop and maintain student motivation and interest. Specific teaching steps are clearly described in each lesson. The following sections describe the instructional strategies used in this manual.

Brainstorming

Brainstorming is used to open discussion on an issue, topic, or theme. Students are instructed to give their ideas and opinions on a specific topic and to not pass judgment on ideas or opinions offered by others. All of the students' responses are listed on the board or butcher paper.

Class Discussions

A class discussion led by the teacher can either begin or end an activity or serve as a review and summary. Students surveyed who participated in sexual assault prevention education reported that, for them, interactive group discussion was the most powerful learning method.

Continuums

A continuum is used to visually demonstrate the wide range of ideas and/or opinions held by classmates regarding a certain topic. The goal of this activity is to explore the differences of opinion surrounding certain issues, not to resolve controversy.

Small Groups

Use of small groups is especially helpful for in-depth discussion and structured activities. Groups work best if they range from three to six members. Each member should have an individual responsibility within the group's larger task. Responsibilities can include the following:

- Reader = Reads story or scenarios to the group.
- Recorder = Writes what group is brainstorming or developing.
- Reporter = Tells class the outcome of their group work.

Following the break-out, the larger group can be convened to share ideas, solutions and/or conclusions from work done in the small groups.

Dyads

Working in pairs provides for discussion and cooperative learning in much the same way as small groups. Dyads also provide an opportunity for classmates to encourage and support one another. This is particularly helpful for the individual who has difficulty speaking out in large group activities.

Role Plays

Role plays enable students to practice skills in a controlled environment before actually experiencing a difficult situation. Skill practice gives them the confidence to take action to protect and maintain their health and safety. For more information about role plays, see Guidelines for Leading Role Plays on page 16.

Teacher Lectures

Some activities utilize teacher lectures, by which information is disseminated directly from teacher to students, in combination with other instructional methods.

Worksheets

In some cases worksheets are completed individually to afford privacy. In other situations worksheets are shared with another student or within a group.

Guidelines For Leading Role Plays

Role plays can be a very effective method for giving students practice in building communication and relationship skills. The following guidelines should increase the successful use of role play in the classroom.

Framing the role play:

- Identify the roles needed and ask students to volunteer for the role they want to play.
- Explain the situation giving students a chance to ask questions for clarification.
- Be clear about the skill and problem the role play is to address e.g., practicing refusal skills with one student pressuring another to use drugs, skip school, etc.
- When possible, let students make up the problem situations; this ensures that situations will be culturally and personally relevant.

Managing the role play:

- Provide guidelines and model the skill to be practiced before any role playing begins. Get students to cue you to the best words to use while helping them stay within the guidelines.
- Ask a couple of students to role play the skill practice in front of the class. Ask the class to cue them if they get stuck or use a freeze action to highlight how the skill is being used.
- After students have grasped the skill, use small groups for individual practice.

Processing the role play:

- Ask players to share feelings and reactions that came up during the role play.
- Ask the class to analyze the results of the characters' actions.
- Generalize: "What did you learn...?"
- Apply "How could you use this in another situation?"
- Always take players out of their roles before they join the rest of the class.
- Reenact. Skills need lots of practice.

Adapted from ETR Associates, [Prevention Skills for Youth](#).

Discussion Ground Rules

One way to create an atmosphere where students feel comfortable is to establish ground rules. Ground rules represent a behavior contract among everyone in the class. Common ground rules include:

- **Confidentiality** – What is said in the room, stays in the room and is not shared with others. Clearly identify limits to confidentiality, information that teachers are mandated to report.
- **Use of “I” statements** – Talk about yourself and your feelings, not those of others.
- **It’s okay to pass** – If you choose not to participate in a specific activity, you have the option of passing by sitting quietly. Certain activities may be especially difficult for survivors of sexual assault and abuse.
- **No Judgments** – People are entitled to their own opinions and everyone’s opinion should be respected.
- **Listen** while others are talking
- **No “put downs”** or laughing at others.
- **No personal questions or comments** – It’s not appropriate to ask personal questions of the teacher or students. If someone *chooses* to share something personal – their privacy is to be protected outside of the classroom (see confidentiality above).

Involving students in the creation of the ground rules at the outset of instruction provides for better student buy-in.

Answering Sensitive Questions

Providing an opportunity for students to ask anonymous questions, for example with a question box, will enable them to get information on subjects they are embarrassed to bring up in class discussions.

Sexual assault instruction will raise questions about a variety of sensitive topics among the students. Some of these topics may include: sex, sexual orientation, gender roles, stereotyping, child abuse, sexual harassment, sexually transmitted diseases and pregnancy prevention.

Types of Questions

Listen carefully for the underlying meaning in a student’s question. Questions usually fall into one of the following four categories:

Requests for Information

These questions are straight-forward information seeking questions. Answer them directly and succinctly or refer the students to an appropriate source.

Am I Normal

These questions generally focus on adolescent concerns about their bodies and the emotional and physical changes they are experiencing. Answer them directly and succinctly. Refer them to parents, clergy, family physicians, community resources, or school counselor for further discussion, if appropriate.

Permission-Seeking Questions

These seek your permission to participate in a particular behavior, e.g.: "Is it normal to ... ?" or "Did you ... when you were growing up?" Avoid the use of the word normal when answering questions. Present what is known medically, legally, etc. (the facts). If an issue is controversial, identify it as such, explain that people have strong feelings and opinions about the issue and advise them to talk it over with a trusted adult.

Establish in the context of class ground rules, an agreement related to discussion of personal behavior, such as: "No personal questions". If questions are asked about personal behavior remind students of this ground rule.

Shock Questions

Remind students sometimes the shock comes not from content but vocabulary. Reword the question to diffuse it.

Adapted from ETR Associates, [Prevention Skills for Youth](#)

Vocabulary

1. **Acquaintance rape:** An outdated term for sexual intercourse forced on the victim by someone she knows to some degree (acquaintance, friend, neighbor, peer, coworker or romantic partner.) The current term is non-stranger sexual assault.
2. **Aggressive:** Angry, hostile, violent behavior, actions or words.
3. **Assertive:** Stating one's thoughts and feelings clearly and directly.
4. **Bisexuality:** Sexual attraction to and/or behavior with both sexes.
5. **Brief Encounter:** The victim knew the suspect less than 24 hours.
6. **Coercion:** When someone is talked into doing something they don't want to do. (pressure, taunting, teasing or threats)
7. **Consent:** Voluntarily agree with a behavior or action.
8. **Date Rape:** Sexual intercourse forced on the victim by someone she is dating.
9. **Fondle:** To play with or touch.
10. **Harass:** To bother or annoy repeatedly.
11. **Heterosexuality:** Sexual attraction to and/or behavior with the other sex.

12. **Heterosexism:** Promoting a heterosexual life style; believing heterosexuality to be superior to other lifestyles.
13. **Homophobia:** The fear and intolerance of homosexuality.
14. **Homosexuality:** Sexual attraction to and/or behavior with the same sex.
15. **Masculinity/Femininity:** Sex role stereotypes, differing from culture to culture, that get imposed on men and women.
16. **Non-stranger Sexual Assault:** Sexual assault committed by someone who knows the victim to some degree (acquaintance, friend, neighbor, peer, coworker or romantic partner).
17. **Offender/perpetrator:** A person who has committed a crime.
18. **Passive:** Not resisting, inactive.
19. **Rape:** Sexual intercourse through force or threat of force or with a person who is disabled or intoxicated and thereby unable to give consent.
20. **Sexual Abuse:** When an adult or older child forces, tricks, threatens or bribes a child into sexual activity.
21. **Sexual Assault:** Any sexual activity without consent.
22. **Sexual Harassment:** "Unwelcome" sexual advances and/or other verbal, visual or physical conduct or communication of a sexual nature that interferes with or effects a person's education or employment.
23. **Straight:** A slang term for people who identify as heterosexual.
24. **Stranger Sexual Assault:** Completely unknown, surprise attacker.
25. **Vulnerable:** A state of openness, when someone is capable of being hurt (emotionally or physically)

RECOMMENDED SEQUENCE OF INSTRUCTION

The lessons in this curriculum are divided into two sections: High School level and Middle School level. Listed below are recommendations for different lesson sequences depending on the applicable grade level. To best serve the youth in their communities, educators are encouraged to assess the maturation, experience and resiliency factors of their students and customize the units to suit their needs.

High School

Grades 10-12

Recommended Lessons

- What is Sexual Assault? (High School)
- Sexual Assault Risk Reduction
- Decision-Making
- Setting Sexual Limits
- Assert Yourself

Grade 9

Recommended Lessons

- What is Sexual Assault? (High School)
- Sexual Assault Risk Reduction
- Decision-Making
- Green Light, Yellow Light, Red Light
- Assert Yourself

Middle School

Grades 7-8

Recommended Lessons

- What is Sexual Assault? (Middle School)
- Out of Danger
- Who Would You Ask, Who Would You Tell?
- Green Light, Yellow Light, Red Light
- Refusal Skills

Grade 6

Recommended Lessons

- What is Sexual Assault? (Middle School) – see Teacher Note in lesson
- Out of Danger
- Who Would You Ask, Who Would You Tell?
- Refusal Skills

WHAT IS SEXUAL ASSAULT? (HIGH SCHOOL)

Grades 10 - 12

Materials and Preparation

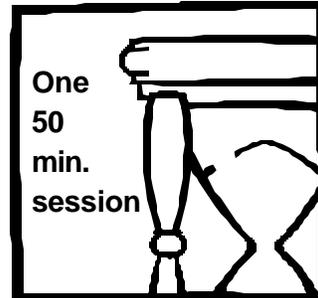
Transparencies:

- 18 slides, all about sexual assault

Copy of worksheet for each student:

- What Do You Know About Sexual Assault?

Overhead projector



Overview

- Student knowledge of sexual assault is assessed through responses to the True/False student worksheet, What Do You Know About Sexual Assault?
- Student discussion of sexual assault is guided by the use of teacher lecture and transparencies containing current data.

Objectives

- Students will be able to define sexual assault.
- Students will be able to identify behaviors that are considered sexual assault.

Teaching Steps

1. Introduce the lesson

- Explain to the class that in this unit they will be learning about sexual assault. Ask them not to reveal names but to raise their hands if they know someone who has been sexually assaulted.
- After the show of hands, explain that unfortunately, this is a commonly committed crime. Tell them that U.S. government statistics show that a woman is sexually assaulted every six minutes.
- Point out that there is considerable confusion about what behaviors are considered sexual assault, who should be blamed when sexual assault occurs and how to reduce the risk of being sexually assaulted.
- Make sure the students understand that they will see the current statistics about sexual assault, learn what constitutes sexual assault, get information on what to do if someone they know is assaulted and most important, acquire the skills to reduce the risk of a sexual assault.

Teacher Tip

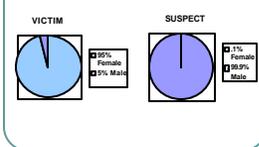
When teaching sensitive subjects such as sexual assault or sexual health, it is essential to follow state and district guidelines for notification of parents and to provide opportunities for community members to preview materials.

2. Assess students' knowledge about sexual assault

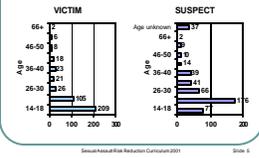
- Distribute the student worksheet, What Do You Know About Sexual Assault?
- Instruct the students to read each statement and to indicate on the sheet whether they think the statement is true or false.
 - ✓ Tell them that you will give them the answers at the end of the lesson.
 - ✓

3. Present data on sexual assault

- Use the following narrative/outline and transparencies (1-18) as a basis for defining sexual assault and presenting the current sexual assault crime statistics.

<p>Definition of Sexual Assault</p> <p>Sexual assault includes:</p> <ul style="list-style-type: none"> • Penile/vaginal intercourse • Contact between the genitals and mouth • Contact between an anus and a penis • Penetration of the vagina or anus with a foreign object, including a finger <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 1</small></p> <p>Slide 1</p>	<p>Sexual assault is any sexual activity without consent. It is not about romance and passion but about power and control.</p> <p>Sexual assault includes:</p> <ul style="list-style-type: none"> • Penile/vaginal sexual intercourse • Contact between the genitals and mouth • Contact between an anus and a penis • Penetration of the vagina or anus with a foreign object including a finger
<p>Definition of Sexual Assault</p> <p>When one of the following conditions exist</p> <ul style="list-style-type: none"> • Force, even if there is no bruise or injury • Fear, even if the victim didn't fight back • A person is disabled and cannot give consent • A person is severely intoxicated or unconscious as a result of drugs or alcohol • The victim is under the age of 18 <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 2</small></p> <p>Slide 2</p>	<p>When one of the following exists:</p> <ul style="list-style-type: none"> • Force, even if there is no bruise or injury • Fear, even if the victim didn't fight back • A person is disabled and cannot give consent • A person is severely intoxicated or unconscious as a result of drugs or alcohol • The victim is under the age of 18.
<p>Non-Physical Violence</p> <ul style="list-style-type: none"> • The threat of violence • Threatening to tell that they had sex if they don't • Threatening to hurt self if they don't have sex <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 3</small></p> <p>Slide 3</p>	<ul style="list-style-type: none"> • Physical force is not the only kind of force that makes one person submit to the demands of another. Non-physical force is called coercion.
<p>Victim & Suspect Gender Factors</p>  <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 4</small></p> <p>Slide 4</p>	<ul style="list-style-type: none"> • U. S. government crime statistics indicate a woman is sexually assaulted every six minutes. • The incidence of sexual assault has increased four times as fast as the overall crime rate. • While males can be victims, 95% of reported sexual assaults involve female victims. Adolescent girls are at extremely high risk of being sexually assaulted.

Non-stranger Assault – Age Factor



Slide 5

- Recent data indicates over two-thirds of all sexual assault victims reported to law enforcement agencies were **under the age of 18** at the time of the crime.

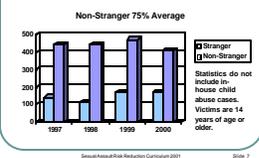
Who is a Non-Stranger?

- Boyfriend
- Co-worker/classmate
- Long time friend
- Relative
- Someone from the neighborhood
- Someone you just met

Slide 6

- Sexual assault can be by a stranger or non-stranger.
- A stranger is someone completely unknown to the victim.
- A non-stranger is someone the victim has known at least briefly.

1997-2000 Sexual Assaults



Slide 7

- The majority of assaults are committed by NON-strangers.
- These assaults are less likely to be reported. The victim may not even recognize the assault as a crime.
- Knowing the perpetrator complicates the trauma of the assault. In addition to dealing with the physical and emotional effects of the assault, the victim also must deal with feelings of betrayal of trust.
- Even if the victim knows or has just met the perpetrator, the assault is still a crime.

Sex Crimes
75% Committed by Non-Strangers

- 243.4(d)(1) PC – Misdemeanor Sexual Battery
This crime occurs when the suspect touches the private or intimate body part(s) of the victim, against his or her will, but where there was no restraint. For this section, the touching could be either over or under the clothing.
- Example: A man walks by and grabs a woman's breast as she passes him.

Slide 8

- The next six slides provide legal definitions for the different types of sexual crimes.

Sex Crimes
75% Committed by Non-Strangers

- 288(a) Child Molest (Felony)
- A person of any age involved with a child under the age of 14
- Or, if the victim is 14 or 15 and the suspect is 10 or more years older

Slide 9

Sex Crimes
75% Committed by Non-Strangers

- 261.5 PC – Unlawful Sexual Intercourse (A Felony when there is more than 3 years age difference)
- This crime occurs when an adult, 18 and older, has sexual intercourse with anyone under the age of eighteen (18)

Sexual Assault Risk Reduction Curriculum 2001 Slide 10

Slide 10

Sex Crimes
75% Committed by Non-Strangers

Unlawful Sexual Intercourse

- If a 17-year old is having sex with a 14-year old, both are victims and suspects
- If the suspect is over 21 and the victim is under 16, this is a mandated reporting offense

Sexual Assault Risk Reduction Curriculum 2001 Slide 11

Slide 11

Sex Crimes
75% Committed by Non-Strangers

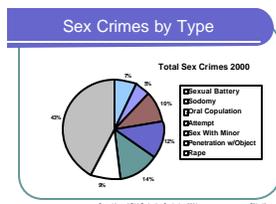
- 243.4(a) PC – Felony Sexual Battery

This crime occurs when the victim is held or restrained and the suspect touches (skin to skin) the private or intimate body part(s) of the victim

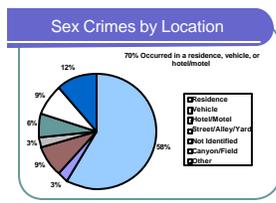
- Example: A male student pushes a female classmate against the wall, reaches under her blouse and bra, and touches her breasts.

Sexual Assault Risk Reduction Curriculum 2001 Slide 12

Slide 12

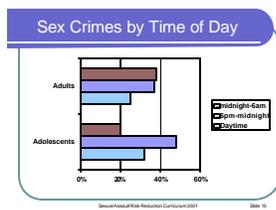


Slide 13

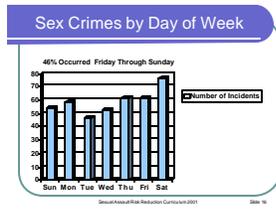


Slide 14

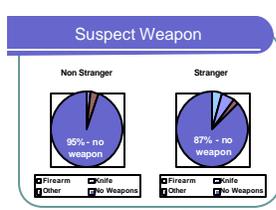
- Ask the students where and when (time of day, day of week) they think most sexual assaults occur.
- Most sexual assaults occur in the residence of either the victim or the perpetrator between 6:00 PM and midnight, usually on Thursdays, Fridays or Saturdays.



Slide 15

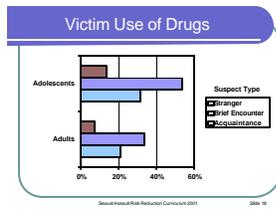


Slide 16



Slide 17

- In most sexual assaults, (non-stranger and stranger), NO weapon is used.
- Ask the students what other types of force can be used to coerce a person into having sex? (review slide #3)



Slide 18

- 53% of teens reported using drugs or alcohol prior to being sexually assaulted.
- Use of alcohol and/or drugs increases the potential risk of sexual assault by diminishing the ability of the victim to recognize or escape a dangerous situation. For example, the victim:
 - ✓ may not recognize warning signs (perpetrator's behavior)
 - ✓ may not assert personal boundaries clearly
 - ✓ may lose consciousness
- Even if the victim has voluntarily used drugs or alcohol, the assault is still a crime.

4. Review the student worksheet, What Do You Know About Sexual Assault?

- Have the students review their worksheets and correct answers (if necessary) based on the information they have learned from the lesson.
- After the students have corrected their worksheets, briefly review each statement and answer.

Answer Key

- Questions 1-5 are False.
- Questions 6-10 are True.

5. Summarize the lesson

- Ask a student to briefly define sexual assault in his or her own words.
- Tell the class that in the next lesson they will learn how to recognize warning signs that indicate the risk of being sexually assaulted. They will also learn how to reduce that risk.

What do You Know about Sexual Assault?

Write a T for TRUE or an F for FALSE after each statement.

1	Sexual assault is the same thing as rape.	
2	Sexual desire is the motivation for sexual assault.	
3	Strangers commit most cases of sexual assault.	
4	Victims of sexual assault "ask for it" by the way they dress or act.	
5	Weapons are frequently used in sexual assault crimes.	
6	Alcohol and drugs are often involved in cases of sexual assault.	
7	Both men and women can be victims of sexual assault.	
8	The majority of sexual assault victims are between the ages of 14 and 25.	
9	It can still be sexual assault even if no physical force is used.	
10	The most common place for sexual assault occurs is in someone's home.	

What do You Know about Sexual Assault?

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1	Sexual assault is the same thing as rape.	F
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6	Alcohol and drugs are often involved in cases of sexual assault.	T
7	Both men and women can be victims of sexual assault.	T
8	The majority of sexual assault victims are between the ages of 14 and 25.	T
9	It can still be sexual assault even if no physical force is used.	T
10	The most common place for sexual assault to occur is in someone's home.	T

SEXUAL ASSAULT RISK REDUCTION

Grades 9-12

Materials and Preparation

Transparencies:

- Red Flags
- What to Do if You Are Assaulted
- Risk Reduction Tips

Copy of worksheets for each student:

- Red Flags

Copy of worksheet for each dyad:

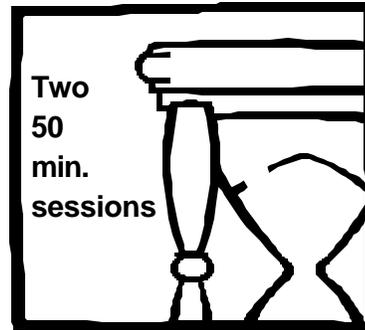
- Sexual Assault Scenario 1, 2, 3 or 4

Copy of handouts for each student:

- Risk Reduction Tips
- Personal Bill of Rights

List of school and community resources

Overhead projector



Overview

- Students will learn what constitutes red flags for potential sexual assault through teacher lecture.
- Students work in dyads to analyze scenarios for red flags.
- Class will discuss sexual assault risk reduction tips and what to do if someone they know is sexually assaulted.

Objectives

- Students will be able to identify red flags for sexual assault.
- Students will be able to demonstrate ways to reduce the risk of sexual assault.
- Students will be able to identify resources for victims of sexual assault.

Teaching Steps

1. Introduce the lesson

- Remind the class that in the previous lesson they learned the definition of sexual assault and the current sexual assault crime statistics.
- Tell them that in today's session, they will learn how to identify the red flags for sexual assault and acquire tips on how to reduce the risk of non-stranger sexual assault.

2. Present red flags for sexual assault

- Explain that red flags are small signs in a person's behavior or communication that tell you that things are **not OK**.
 - ✓ These red flags can be things that are said or done that make you feel like the person you are with is not safe or can not be trusted.
 - ✓ A red flag is sometimes described as a small voice inside of you or an "uh-oh" feeling that is warning you that something isn't right and to be careful.
- Ask the class for some examples of red flags they think would precede a non-stranger sexual assault.
- Distribute the student handout, "Red Flags" and review it with the class.
- Point out that what constitutes a red flag may differ from person to person or situation to situation. The key is to pay attention to how you feel. If something makes you feel uncomfortable or doesn't seem right, pay attention to that feeling and be careful.

3. Analyze the sexual assault scenarios

- Divide the students into pairs and give each pair a sexual assault scenario.
- Instruct the pairs to read their scenario, identify the red flags in the story and record them in the spaces provided at the bottom of the sheet.

4. Discuss the sexual assault scenarios

- When the students have finished working on the scenarios, reconvene the class. Ask for a volunteer to read his team's scenario and the red flags they identified.
 - ✓ Ask for other red flags from any other pair with the same scenario.
- Repeat this process with each of the scenarios.

Points to include in the Discussion

- “No” MEANS “No” Say it clearly, loudly and mean it.
 - ✓ Always believe that your partner means what he or she is saying. Show respect for your partner's feelings
- If a person believes he or she will be in danger by saying “no”, (getting beaten or killed because they can't get away), and gives in to having sex, this is assault – even if the threat wasn't real or acted upon.
- The victim is never to blame for the assault.
 - ✓ Often a victim feels guilty or blames oneself for the assault. This questioning or blaming oneself can begin during the assault and reduce the victim's ability to escape the situation.
 - ✓ Self-blame can have profound negative effects on the victim's recovery from the assault.

5. Present ways to reduce the risk of sexual assault

- Explain that sometimes when a person is in an emotionally or physically dangerous situation, they freeze and aren't able to protect themselves.
- Tell the class that one of the best things a person can do to prevent a sexual assault is to think about those situations ahead of time. Identifying strategies or plans to avoid or escape a dangerous situation increases the likelihood that a potential victim will recognize trouble and be able to take action.
- Distribute the “Risk Reduction Tips” student handout.
- Display the “Risk Reduction Tips” transparency and review the methods students can use to protect themselves from non-stranger sexual assault.

6. Present what to do if someone is sexually assaulted

- Tell the class that if someone has been sexually assaulted they will experience many different emotions. Although these feelings can be overwhelming, there are ways a victim can help her or himself.
- Display the transparency “What to do After a Sexual Assault”. Briefly discuss the actions.
- Ask students to think of someone they would go to if they or someone they know was sexually assaulted.
- Ask a few students to share the identity of the person they chose to help them.

7. Summarize the lesson

- Distribute the student handout “Personal Bill of Rights”.
- Point out the rape crisis hotline number at the bottom of the sheet.
- Identify other community resources, including a resource on campus.
- Remind students that no one has the right to force or coerce them to have sex.

Red Flags

Red flags are small signs in a person's behavior or communication that tell you things are not OK.

- Red flags can be things that are said or done that make you feel like the person you are with is not safe or cannot be trusted.
- A red flag is sometimes described as a small voice inside of you or an “uh-oh” feeling that is warning you that something isn't right and to be careful.

It's a red flag if the person you are with:

- Is much older than you and wants to go out with you or “get to know” you
- Has a reputation for being a “player”
- Makes suggestive remarks about your clothes or your appearance
- Ignores, interrupts or makes fun of you
- Sits or stands too close to you or stares at you
- Drinks too much or uses drugs
- Tries to get you to use drugs or alcohol
- Tries to touch or kiss you or gets into your “personal space” when you barely know him/her
- Wants to be alone with you before getting to know you
- Does what he/she wants without asking what you want
- Gets angry or sulks if he/she doesn't get what he/she wants
- Pressures you to be alone together
- Pressures you to have sex
- Tries to make you feel guilty for saying “no”

Write down any other things that are red flags for you:

Examples of "Red Flags"

- A small voice inside of you that tells you something isn't right, that "uh-oh" feeling
- Much older and wants to get to know you
- Is a player
- Suggestive remarks
- Ignores, interrupts, makes fun of you
- Sits or stands too close
- Drinks/ uses drugs
- Tries to get you to drink/use drugs
- Enters your "personal space" too quickly
- Wants to be alone too quickly in a relationship
- Only does what he/she want
- Gets angry/sulks if doesn't get own way
- Pressures you to be alone
- Pressures you for sex
- Makes you feel guilty for saying "no"

Sexual Assault Scenario #1

As you read the scenario below, look for the red flags for sexual assault and write them in the space at the bottom of the sheet.

Maggie's Story

Maggie was excited and a little nervous. She checked her makeup and hair; she wanted to look really nice for Josh. Maggie met Josh through a mutual friend and had been immediately attracted to him. After a couple of weeks of flirting, Josh asked Maggie to the beach party.

At the party, Josh paid a lot of attention to her. Maggie was enjoying getting to know Josh. She had heard some rumors that he had "a lot of girlfriends" but he seemed really sweet and genuine. She could tell he liked her too. Josh smiled at Maggie and pulled her close. Maggie put her arms around Josh's neck and put her face on his chest. Josh began to rub Maggie's back and let his hands wander down to her buttocks. Maggie felt uncomfortable about the way Josh was touching her, so she pushed him away and suggested they get something to drink.

Josh took Maggie's hand and led her over to the cooler. He handed her a beer and gave her a long, slow kiss. Maggie was surprised by the kiss and felt unsure about her feelings. She laughed nervously and began talking about how much she liked the beach as Josh led her away from the party.

When Josh and Maggie got away from the noise of the party, Josh suggested they sit and talk. Maggie hesitated. She told Josh that she was feeling a little sick and should probably go home. Josh said, "We won't talk long. I just want to get to know you better." He took Maggie's hand and pulled her down beside him on the sand.

Maggie sat down feeling confused. Josh began to kiss her. He pushed her down onto the sand and unfastened the back of her bra. Maggie stopped responding to his kisses and said she wanted to leave. Josh ignored her and said, "Don't worry, I won't hurt you." and had sex with her. Maggie felt guilty and wondered what she had done to make Josh act that way.

List the red flags you found in this scenario

Sexual Assault Scenario #2

As you read the scenario below, look for the red flags for sexual assault and write them in the space at the bottom of the sheet.

Ana's Story

Ana went to the party to have a good time, to meet some people. At the party she saw Eric, a guy she met once or twice before. She saw him looking her direction even though he was talking to some other guys.

Ana went over and started a conversation. She really liked his looks and he seemed nice. As Ana learned more about him, she found that she was attracted to him and thought she would enjoy getting to know him better.

Ana really enjoyed the party -- probably because of Eric. She was surprised and flattered when he asked if he could take her home. When he suggested going to his place, it sounded like a good idea. Ana was enjoying his company and thought that she didn't want to do anything stupid that would ruin her chances with him.

When they got to his apartment, he put on some music and they talked for a little while. Then he kissed her. Ana didn't mind that, but when he started to pull at her blouse, she got upset. She got up to leave and he grabbed her hand. He told her to sit down, that he just wanted to talk. Ana was uncomfortable, but she didn't want to hurt his feelings. Plus, she liked him, so she sat down.

Things really changed in a hurry. He went from Dr. Jekyll to Mr. Hyde. Ana remembered him saying, "Just relax -- you know it feels good." She was really scared then and tried to get away from him.

That's when he grabbed her hands and held her down. Ana started to cry and kept begging him to stop, but he just ignored what she was saying and forced himself on her. Ana couldn't believe it was happening.

List the red flags you found in this scenario

Sexual Assault Scenario #3

As you read the scenario below, look for the red flags for sexual assault and write them in the space at the bottom of the sheet.

Dream Romance

Jennifer actually thought she knew what she was doing. The problem was that she was 15 years old when she was sexually assaulted by a 26-year-old man.

It started with an innocent crush. "I thought Gabe was really cute. I used to dream about him asking me to marry him and taking me away to some island paradise." That never happened.

Instead, one night Jennifer's older brother invited her to go dancing with them. There was no problem getting in the club, Jennifer had piled on tons of makeup and she looked old enough. The older crowd thought it might be fun to see Jennifer drunk. "I remember my brother yelling, 'Let's get my sister drunk!' and everyone with us cheering."

As the night wore on Jennifer drank and danced. At around 3 a.m., her brother left with some friends to go pick up his girlfriend. "Ten minutes later Gabe led me out of the club," remembers Jennifer. "He drove to the nearest motel and got a room. Then he began to kiss and touch me."

"I'd never been touched like that. I'm not sure what I was thinking. I guess I felt lucky that Gabe actually liked me. I didn't ask him to stop because I was afraid he'd stop liking me and leave." That night Gabe had sex with Jennifer. She never screamed or fought back or even said, "no."

The next day, Jennifer went to Gabe's house to see him. She thought that now they would be together forever. When she got there, Gabe wouldn't talk to her and she found out that he lived with his girlfriend, someone his own age.

Jennifer was exploited and molested. At 15 years old she was too young to consent to sex.

List the red flags you found in this scenario

Sexual Assault Scenario #4

As you read the scenario below, look for the red flags for sexual assault and write them in the space at the bottom of the sheet.

Sweet Sixteen

Maria was excited about Friday night. Her cousin was turning sixteen and they were having a big party. A lot of her friends were coming to the party. There would be good food, good music and dancing.

The evening started off great, she was having fun and her cousin seemed really happy.

As things were getting going, someone offered Maria a drink of orange juice with tequila. Maria decided that even though she didn't drink, it wouldn't hurt to try it. She was going to sleep at her aunt's house, all her friends and cousin were there, so why not?

Later that night, as the party was winding down, one of her cousin's friends arrived – he was with two guys Maria had never seen before. She thought it was kind of weird that they showed up so late, but her cousin seemed to be cool with it.

The guys were kind of quiet. Maria noticed the guy named Martin staring at her and watching her dance with her friends. After a while, Martin came over. It turned out that he knew her cousin's friend from school. Martin seemed kind of drunk. He told Maria that they had been partying at the park before coming over. He headed to the kitchen for another beer and offered to get a drink for Maria. She really didn't want one, but she said yes to be polite.

A little while later, after sipping the drink Martin brought her, Maria started to feel dizzy and sick. She was vaguely aware of Martin coming over to her and telling her she needed fresh air. She didn't want to go with him but he took her hand and led her outside and to his car. Maria didn't want to sit in his car, but she couldn't seem to say the words. He helped her into the car. The next thing Maria knew, Martin was forcing her head down into his lap.

List the red flags you found in this scenario

Be Safe - Risk Reduction Tips

- Set sexual limits. Think about what sex means to you, decide what your sexual limits are and how far you want to go. It is your body and no one has the right to force, harass or coerce you into doing anything that you don't want to do.
- Practice being assertive and stating what you want.
- Get to know people before giving them a lot of information about you or trusting them.
- Avoid dating or hanging out with people who are a lot older than you.
- Find out about how the person you are with feels or what he or she expects. You may not want the same thing.
- Hang out with others who share your values.
- Hang out where there are other people and you feel safe.
- Avoid alcohol and drugs. Your best defense is having a clear mind.
- Be aware of "date rape drugs" and how they are used.
- Establish "buddy systems" with your friends and watch out for one another. Agree to tell each other when you are leaving.
- Always have extra money to get home.
- Have a plan for someone you can call if you need help.
- Do not be alone with him in his home, your home or a friend's home.
- Don't do anything that you don't want to do just to avoid disagreement, unpleasantness or embarrassment.
- Stop or slow down before you get to your sexual limit.
- Use a confident voice and body posture. Look directly at him or her and say "No" in a firm, serious voice. Match your body language to your words – don't laugh and smile while saying "No".
- Trust your instincts. If you feel uncomfortable, scared or pressured act quickly to end the situation. Say "Stop it." and leave or call for help.

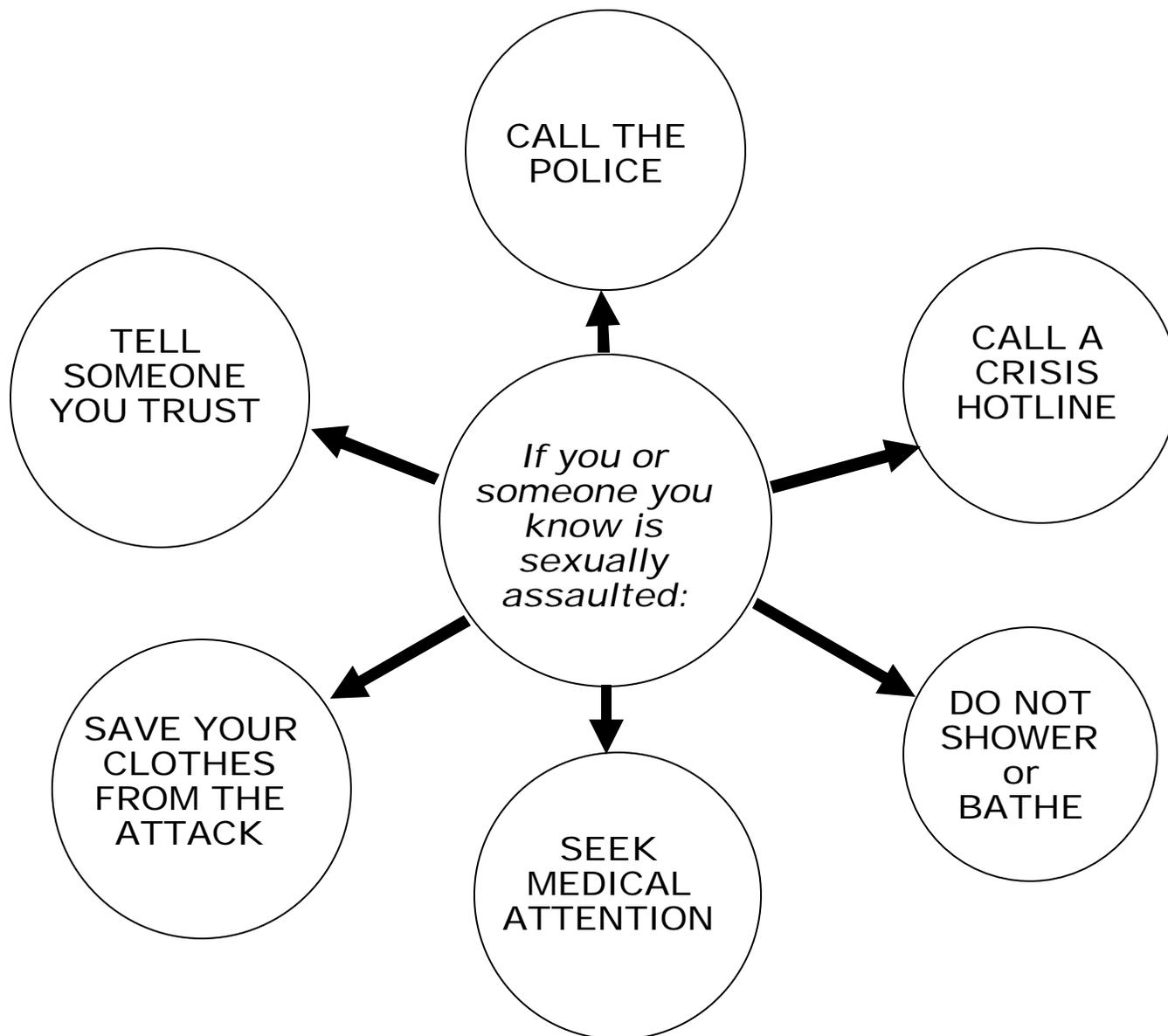
BE AWARE - TRUST YOUR INSTINCTS - BE ASSERTIVE

Risk Reduction Tips

- Set sexual limits.
- Practice being assertive.
- Get to know people.
- Avoid dating or hanging out with people who are a lot older than you.
- Find out about how the person you are with feels or what he or she expects. You may not want the same thing.
- Hang out with others who share your values.
- Hang out where there are other people and you feel safe.
- Avoid alcohol and drugs.
- Be aware of “date rape drugs”.
- Establish “buddy systems” with your friends.
- Always have extra money to get home.
- Have a plan for someone you can call if you need help.
- Do not be alone with him in his home, your home or a friend’s home.
- Don’t do anything that you don’t want to do.
- Stop or slow down before you get to your sexual limit.
- Use a confident body posture. Look directly at him/her and say “NO” in a serious voice.
- Trust your instincts.

BE AWARE - TRUST YOUR INSTINCTS - BE ASSERTIVE

What to do if You Are Assaulted



Personal Bill Of Rights

1. Your body is yours to respect and protect.
2. You have a right to be safe.
3. You have the right to say “no” to anything that does not feel comfortable to you.
4. You don’t have to do anything with your body, no matter who you are with, whether you have done it before, or what you agreed to earlier.
5. You have the right to say “no” to sex or any other behavior, such as using drugs or alcohol.
6. You don’t have to give explanations, saying “no” or “I don’t want to” is enough.
7. You have the right to set sexual limits.
8. You have the right to trust your feelings.
9. You have the responsibility to respect other people’s right to say no to you.
10. You have the right and responsibility to protect yourself and other people.
11. It is not your fault if someone makes you do something that you do not want to do.
12. You have the right to tell someone if you are hurt or forced to do something you didn’t want to do.
13. You have the right to find an adult that you can trust and tell him/her what happened.
14. You are a valuable person and an important part of your community.
15. You deserve to be treated with respect.

San Diego HOTLINE for rape/sexual assault: (858)272-1767

National HOTLINE for rape/sexual assault (RAINN): (800)656-HOPE

DECISION - MAKING

Grades 9-12

Materials and Preparation

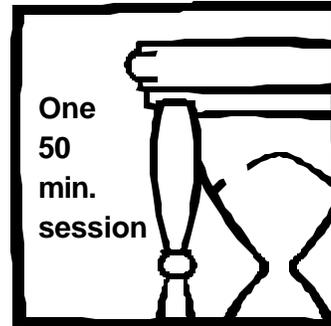
Transparency:

- Decision-Making Steps

Copy of worksheets for each dyad:

- Decision-Making Scenarios
- Decision-Making Practice

Overhead projector



Overview

- Students will learn decision-making steps through teacher lecture.
- Students will work in dyads, read scenarios and use the decision-making steps to decide a course of action.

Objectives

- Students will be able to identify decision-making steps.
- Students will be able to apply decision-making steps.

Teaching Steps

1. Introduce the lesson

- Explain that we all make numerous decisions throughout the course of each day.
- Ask students to share some of the decisions that they have already made today, e.g. to eat or not to eat breakfast, what to wear, etc. Ask one or two how they reached the decisions they made.
- Explain that everyone uses some kind of process, either consciously or unconsciously, to make decisions.
- Point out that some decisions are of little consequence and do not require deliberate, thoughtful decision-making. Other decisions, however, have an important impact on our lives and/or the lives of family, friends and others.
 - ✓ Give an example of an important decision such as, whether or not to go to college.
- Tell the students that in this lesson they are going to learn decision-making steps that they can use to make thoughtful decisions that have an important impact on their lives.

2. Review the decision-making steps

- Use the transparency to discuss the steps in making smart decisions:
 - ✓ Identify the decision to be made
 - ✓ List the possible options or choices
 - ✓ Identify the positive and negative consequences of each option
 - ✓ Choose the best option
 - ✓ Reflect on the decision

3. Guide the class through using the decision-making steps

- Use the scenario below to model using the decision-making steps.

Scenario: Jessica has an important test in English tomorrow. She has to do well on the test to pass the class. Just as she is sitting down to study, her best friend Mia calls. Mia has concert tickets for that night and wants Jessica to go to the concert with her.

4. Have the students practice using the decision-making steps

- Assign the students to work in pairs. Distribute the scenarios and a decision-making worksheet to each pair.
- Instruct the pairs to select a scenario and use the steps to decide a course of action.
- Explain that the scenarios were written about “other people” to protect student privacy. Encourage them to select a scenario that is similar to a decision that someone they know, or they themselves, might face.

5. Discuss the decision-making activity

- Ask for volunteers to read their scenario and decision-making worksheet. (For the sake of time, you may want to have the students read just one positive and one negative consequence for each option they identified.)
- Ask them to explain the reasons for their final decision.

6. Discuss decision-making and sexual assault prevention

- Have the students think back on what they learned about sexual assault and sexual assault prevention.
- Ask them to explain how what they learned impacted the decision-making steps activity, for example, recognized sexual assault as a possible negative consequence, opted for a decision that would reduce the risk of sexual assault, etc.

7. Summarize the lesson

- Remind students that each of us has responsibility for maintaining his or her personal health and safety. Although no one can completely eliminate risks to health and well-being, those risks can be significantly reduced through thoughtful decisions and actions.

Decision-Making Steps

1. Identify the decision to be made.
2. List the possible options or choices.
3. Identify the positive and negative consequences of each option.
4. Choose the best option.
5. Reflect on the decision. Why is this decision best at this time?

Decision-Making Practice

1. Identify the decision to be made.

2. List your options.	3. Identify the positive (+) and negative (-) consequences for each option.	
	+	-

4. Choose the best option.

5. Reflect on the decision. Why is this the best decision at this time?

Decision-Making Scenarios

1. Lynette has decided to abstain from sex at this time in her life. The girl/guy that she is seeing has started talking about “getting closer”.
2. Pat and his girlfriend/boyfriend have been dating for about a month. He really likes her/him and wants things to “go a little farther”.
3. David has learned about STDs and is worried. He and his partner have been having unprotected sex.
4. Taneka is at a party. A guy that she is attracted to, asks her to go into another room to “be alone and talk”.
5. Luis and his date are home alone. They are together on the couch and begin kissing and touching each other. His partner begins to unbutton his pants.
6. A girl that you are friends with is being teased at school. Some male students tell her, “We will see you after school and show you a good time”.
7. Maria’s friend calls and invites her over. He tells her that some people are coming over and bringing a case of beer.
8. A lot of Tran’s friends are dating and have had sex. They tease him about being a virgin. One night at a party, they point out a girl and tell him to “go for it”.
9. Delores has had a couple of beers. Her friends begin doing shots of tequila and someone hands her one.
10. Lamont is hanging out at home with a couple of friends. No one in his family is going to be home for several hours. There is beer in the fridge and his friends want to party.
11. Karina likes a guy a lot older than she is and he seems to like her back. No one has ever paid attention to her the way that he does. He calls her and asks her to come on over. He tells her she means a lot to him and he wants to get to know her even better.
12. James is partying with some friends and they are getting kind of drunk. They are playing truth-or-dare. At one point, his friends dare him to have sex with one of the girls. She seems willing but he doesn’t really want to do it. His friends are beginning to turn on the pressure.
13. Alfredo is at a party where almost everybody is pretty drunk. A couple of his friends are leaving with a girl he recognizes from school. They tell him to get in the car; he doesn’t want to miss a good time.
14. Marcia has met a guy on the internet that is perfect for her. They have spent a lot of time in chat rooms, “talking”. He is interested in the same things that she is, he is funny and he seems to understand how her mom is driving her crazy. He suggests that they meet in person.

SETTING SEXUAL LIMITS

Grades 10-12

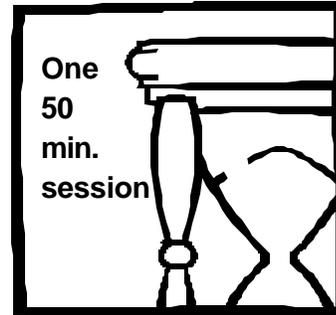
Materials & Preparation

Transparencies:

- Your Sexual Limits
- Who Supports Your Limits?

Overhead projector

Butcher paper (one page for each small group)



Overview

- Students work in groups to define and list reasons for setting personal sexual limits.
- Students work individually to identify their own sexual limits and how those limits reflect their personal values.

Objectives

- Students will be able to define sexual limits.
- Students will be able to identify the benefits of setting sexual limits.
- Students will be able to identify their personal sexual limits.

Teaching Steps

1. Introduce the lesson

- Explain that sometimes we find ourselves doing something impulsively. Or we may not think about how we will act until we are faced with a given situation. Acting impulsively or not thinking ahead can lead to, at worst, dangerous consequences. A key step to protecting our physical and emotional health and well being is to think about our limits, or what we are or are not comfortable doing, ahead of time. This is especially important when it comes to sex.

2. Define sexual limits

- Divide the class into small groups.
- Ask each group to define the term "sexual limits".
- Ask them to list reasons for setting personal sexual limits.
- Have the groups record their definitions and reasons on butcher paper or poster board. Then have groups display and explain their work.

Concept

- Sexual limits are sexual behaviors that are identified by an individual as either acceptable or unacceptable.
- Sexual limits are personal and vary from individual to individual.

3. Conduct a class discussion about the concept of sexual limits

- Discuss the benefits of identifying and setting sexual limits before sexual activity.
- Ask the class to explain how sexual limits reflect personal values and goals.

Points to include in the Discussion

- You have the right to say no to sex at any time, even if you've been making out and:
 - ✓ drinking or doing drugs
 - ✓ started to and then decided not to continue
 - ✓ been together for a long time
 - ✓ had sex before
 - ✓ just been on an expensive date
 - ✓ gone to a private place to be alone
 - ✓ had sex with this person before
- When is 'yes' really "yes"? When you can answer "yes " to these three questions:
 - ✓ Do we both want to have sex?
 - ✓ Have I said "yes" clearly?
 - ✓ Has my partner said "yes" clearly?

4. Students identify their sexual limits

- Explain that the next exercise is to assist them in identifying their personal sexual limits.
- Instruct the students to take out a sheet of paper and number it from 1-20.
- Explain that this next exercise is personal. It is to be done in silence and it will NOT be collected.
- Display the transparency, Your Sexual Limits.
- Instruct the students to read the behaviors listed. For each behavior they are to think about whether or not they would be comfortable and ready to engage in that behavior at this point in their lives or if that behavior is “off-limits”.
- Tell them to write down YES for comfortable and NO for off-limits next to the number on their sheet that corresponds with the statement on the transparency.
- Instruct them that when they are finished, they are to write a few sentences about how their limits reflect their personal values.
- Last, display the transparency, Who Supports Your Limits? Ask the students to answer the following questions:
 - ✓ Who would respect your limits and support you in sticking to your limits?
 - ✓ Who would you go to for information about pregnancy, sexually transmitted diseases or sexual assault?
 - ✓ Who would you talk with if you were pressured to go beyond your limits?
 - ✓ Who would you talk with if you were tempted (or wanted to) go beyond your sexual limits?
- Tell the students that they can list the same person for each situation or as many different people as they wish.

5. Summarize the lesson

- Remind students that sexual limits vary from person to person and can change during different phases of their lives. It is important that individuals decide ahead of time what is best for them and to clearly communicate that decision to their partner.

Your Sexual Limits

1. Flirting	2. Hugging
3. Kissing	4. Going out with a person 4 years older
5. Going out with a person 8 years older	6. Making out at a party in a bedroom
7. Touching partner above the waist	8. Touching partner below the waist
9. Using drugs together	10. Using alcohol together
11. Being home alone with partner	12. Drinking at home alone with partner
13. Oral sex	14. Vaginal sex with a condom
15. Anal sex with a condom	16. Vaginal sex without a condom
17. Anal sex without a condom	18. More than 2 sexual partners while in high school
19. More than 4 sexual partners while in high school	20. Having sex with someone you just met

Who Supports Your Limits?

WHO WOULD RESPECT YOUR LIMITS AND SUPPORT YOU IN STICKING TO YOUR LIMITS?

WHO WOULD YOU GO TO FOR INFORMATION ABOUT PREGNANCY, SEXUALLY TRANSMITTED DISEASES OR SEXUAL ASSAULT?

WHO WOULD YOU TALK WITH IF YOU WERE PRESSURED TO GO BEYOND YOUR LIMITS?

WHO WOULD YOU TALK WITH IF YOU WERE TEMPTED (OR WANTED) TO GO BEYOND YOUR SEXUAL LIMITS?

ASSERT YOURSELF

Grades 9-12

Materials & Preparation

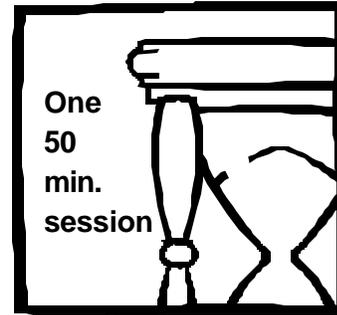
Transparencies:

- Components of Assertive Communication

Copies of worksheets for each student:

- Role play scenarios 1-3
- Observer Checklist

Overhead projector



Overview

- Students will learn the components of assertive communication through teacher lecture and demonstration.
- Students will work in small groups and role play assertive communication in sexual situations.

Objectives

- Students will be able to identify the components of assertive communication.
- Students will be able to demonstrate assertive communication.

Teaching Steps

1. Introduce assertive behavior

- Explain that most people want to be understood and accepted. Knowing this is the first step toward good communication. Good communication has two components:
 - ✓ You listen to and acknowledge other people's thoughts and feelings.
 - ✓ You express your thoughts and feelings clearly and directly. This is called assertive communication.

2. Explain the components of assertive communication

- Use the Components of Assertive Communication transparency to review assertive communication with the class.
 - ✓ Direct messages – say what you mean in the fewest words possible.
 - ✓ Eye contact – look directly at the person.
 - ✓ Confident posture – lift your head and hold your body straight and erect.
 - ✓ Clear, even voice – speak clearly, don't raise voice, don't mumble.
 - ✓ Facial expression matches words – don't smile or laugh if uncomfortable, etc.
 - ✓ Use "I" statements – express the way you feel and what you want. For example, "I want to be home on time."

3. Model assertive communication

- Use the following scenario to demonstrate the components of assertive communication.
- Set the scene for the students. Ask them for suggestions about what to say and how to say it. Using the students' input, model the components of assertive communication. Or, ask for two student volunteers to role play the scenario for the class (give them a few minutes to script and practice the role play).

Scenario: You have been sitting in a restaurant for 20 minutes without getting service. The waiter walks by your table.

- Point out that one can speak assertively whether sitting or standing, customer or service provider, stranger, friend or family member.

4. Have the class role play in small groups

- Tell the students that they will be working in small groups to create assertive communication role plays. In their groups they will be rotating through various roles. Each student will have the opportunity to act as *reader*, *responder* and *observer*.
 - ✓ **Reader:** Reads the scripted lines from the worksheet to *prompt* the responder.
 - ✓ **Responder:** Responds using assertive communication.
 - ✓ **Observer:** Observes the role play, watching for the components of assertive communication listed on the Observer Checklist. As an assertive behavior is demonstrated, the observer checks it off the list. The observer then gives feedback to the responder once the role-play is completed.
- Divide the class into groups of three students with a mixture of males and females.
- Distribute a role play scenario and observer checklist to each student.
- Tell the students to write down how they would respond to each scripted pressure line.
- Remind them to give a direct message in their response.
- Begin the role plays. Remind students that each of them should take a turn at being the reader, responder and observer.

Note to Teacher

It may be necessary for the teacher to designate who in each group will start as a reader and responder and to guide the role play process.

During the role plays, walk around the room to assess how students are using the skill. You may offer coaching if students are stuck or using the skill incorrectly.

5. Discuss the role plays

- When the small groups are finished, have the class reconvene and discuss the experience.

Discussion Questions

- What was easy about being assertive?
- What was difficult about being assertive?
- Were there barriers to using the skill? Have students suggest ways to overcome barriers.
- How was this exercise similar or different from reality?

6. Discuss the role of assertive communication

- Remind the class of the red flags for sexual assault and risk reduction tips.
- Ask them to describe how assertive communication can help reduce the risk of sexual assault.

7. Encourage students to practice assertive communication

- Explain that communicating assertively and effectively is a skill and needs to be practiced. The more they practice, the easier it will be for them to say what they mean and mean what they say.

The Components of Assertive Communication

- Direct Message
- Clear, Even Voice
- Eye Contact
- Facial Expression Matches Words
- Confident Body Posture
- Use “I” Statements

Observer Checklist

Listen and watch the role plays and check off the behaviors that are demonstrated by the responder. After the role play is completed, share with the responder what he or she did well and where he or she needs improvement.

Components	Role Play #1	Role Play #2	Role Play #3
Direct message			
Clear, even voice			
Eye contact			
Facial expression matches words			
Confident body posture			
"I" statements			

Role Play #1 – Be Safe

You and your boyfriend/girlfriend have been going out for a while. From the beginning you touched and kissed a lot. On his/her birthday, you are alone and feel very close. After you both have some food and drinks to celebrate, you begin kissing and touching and feeling really good. Your boyfriend/girlfriend wants to have sex with you, but neither of you has protection. You don't want to take any chances.

Person 1: "Why are you stopping now?"

Person 2:

Person 1: "It isn't my birthday every day, you know."

Person 2:

Person 1: "I thought this is what we both wanted, that we loved each other."

Person 2:

Person 1: "We've done it before."

Person 2:

Person 1: "Nothing bad will happen; we'll be careful."

Person 2:

Role Play #2 – At a Party

You are at a party with someone you like and have gone out with a few times. The party is at a friend's house and their parents are gone. A lot of kids are drinking and getting high and some couples are leaving – maybe to have sex. You don't want to have sex and don't want to leave the party. Your date speaks first.

Person 1: "Let's get out of here so we can talk – it's too crowded."

Person 2:

Person 1: "I just want to be with you. I thought you wanted to be with me."

Person 2:

Person 1: "I've been looking forward to this night with you – please don't spoil it."

Person 2:

Person 1: "If I'd known you'd be like this, I wouldn't have come here with you."

Person 2:

Person 1: "I really thought you were going to be a lot of fun."

Person 2:

Person 1: "Don't worry; I'm not going to do anything. C'mon, let's go."

Person 2:

Role Play #3 – Presents and Flowers

You've been seeing someone older for a month. He/she has treated you to dinner and the movies, has driven you places and buys you presents and flowers. You have really enjoyed all the attention. During a party at your friend's house, he/she suggests that you leave the party and go somewhere private. Your date's body language shows that he/she wants to have sex with you. You do not want to have sex. Your date speaks first.

Person 1: "Let's get out of here. Let's go somewhere private."

Person 2:

Person 1: "I just want to be alone to you."

Person 2:

Person 1: "Look at all the fun we've had together; I think it's time we got a little closer."

Person 2:

Person 1: "Everybody else is doing it."

Person 2:

Person 1: "I love you, but you don't seem to care about me."

Person 2:

Person 1: "If you really loved me, you would."

Person 2:

WHAT IS SEXUAL ASSAULT? (MIDDLE SCHOOL)

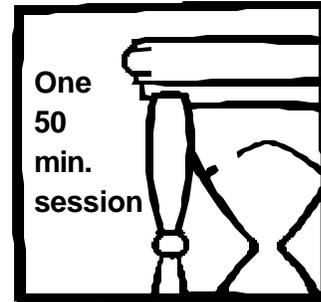
Grades 6-9

Materials and Preparation

Transparencies:

- 15 slides, all about sexual assault

Overhead projector



Overview

- Student discussion of sexual assault is guided by the use of teacher lecture and transparencies containing current data.

Objectives

- Students will be able to define sexual assault.
- Students will be able to identify behaviors that are considered sexual assault.

Teaching Steps

1. Introduce the lesson

- Explain to the class that in this unit they will be learning about sexual assault. Ask them not to reveal names but to raise their hand if they know someone who has been sexually assaulted.
- After the show of hands, explain that unfortunately, this is a commonly committed crime. Tell them that U.S. government statistics show that a woman is sexually assaulted every six minutes.
- Point out that there is considerable confusion about what behaviors are considered sexual assault, who should be blamed when sexual assault occurs and how to reduce the risk of being sexually assaulted.
- Make sure the students understand that they will see the current statistics about sexual assault, learn what constitutes sexual assault, get information on what to do if someone they know is assaulted and most important, acquire the skills to reduce the risk of a sexual assault.

Teacher Tip

When teaching sensitive subjects such as sexual assault or sexual health, it is essential to follow state and district guidelines for notification of parents and to provide opportunities for community members to preview materials.

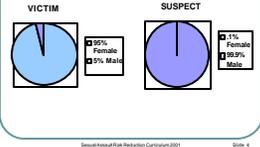
Teacher Note – Grade 6

This lesson contains a large volume of information and statistics. Therefore, it is recommended that for grade 6 (and possibly grade 7) the lecture be reduced to a few key slides and concepts. The recommended slides are 1, 2, 3, 6, 7, and 14. The key concepts are:

- Sexual assault is an act of violence and it is a crime.
- Sexual assault of a person under the age of 14 (under the age of 16, if the suspect 10 years or older than the victim) is considered sexual abuse or child abuse.
- A variety of behaviors are considered to be sexual assault.
- Most sexual assaults are committed by NON-strangers.
- It is still sexual assault even if no force or weapon is used.

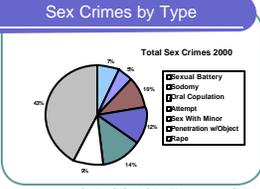
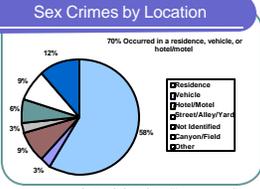
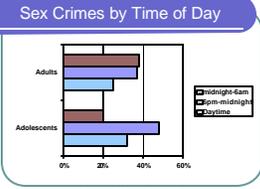
2. Present data on sexual assault

- Use the following narrative/outline and transparencies (1-15) as a basis for defining sexual assault and presenting the current sexual assault crime statistics.

<p>Definition of Sexual Assault</p> <p>Sexual assault includes:</p> <ul style="list-style-type: none"> • Penile/vaginal intercourse • Contact between the genitals and mouth • Contact between an anus and a penis • Penetration of the vagina or anus with a foreign object, including a finger <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 1</small></p> <p>Slide 1</p>	<p>Sexual assault is any sexual activity without consent. It is not about romance and passion but about power and control.</p> <p>Sexual assault includes:</p> <ul style="list-style-type: none"> • Penile/vaginal sexual intercourse • Contact between the genitals and mouth • Contact between an anus and a penis • Penetration of the vagina or anus with a foreign object including a finger
<p>Definition of Sexual Assault</p> <p>When one of the following conditions exist</p> <ul style="list-style-type: none"> • Force, even if there is no bruise or injury • Fear, even if the victim didn't fight back • A person is disabled and cannot give consent • A person is severely intoxicated or unconscious as a result of drugs or alcohol • The victim is under the age of 18 <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 2</small></p> <p>Slide 2</p>	<p>When one of the following exists:</p> <ul style="list-style-type: none"> • Force, even if there is no bruise or injury • Fear, even if the victim didn't fight back • A person is disabled and cannot give consent • A person is severely intoxicated or unconscious as a result of drugs or alcohol • The victim is under the age of 18.
<p>Non-Physical Violence</p> <ul style="list-style-type: none"> • The threat of violence • Threatening to tell that they had sex if they don't • Threatening to hurt self if they don't have sex <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 3</small></p> <p>Slide 3</p>	<ul style="list-style-type: none"> • Physical force is not the only kind of force that makes one person submit to the demands of another. Non-physical force is called coercion.
<p>Victim & Suspect Gender Factors</p>  <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 4</small></p> <p>Slide 4</p>	<ul style="list-style-type: none"> • While males can be victims, 95% of reported sexual assaults involve female victims. Adolescent girls are at extremely high risk of being sexually assaulted. • Recent data indicates over two-thirds of all sexual assault victims, reported to law enforcement, were under 18 years.

<p>Non-stranger Assault – Age Factor</p> <p>Slide 5</p>	
<p>Who is a Non-Stranger?</p> <ul style="list-style-type: none"> • Boyfriend • Co-worker/classmate • Long time friend • Relative • Someone from the neighborhood • Someone you just met <p>Slide 6</p>	<ul style="list-style-type: none"> • Sexual assault can be by a stranger or non-stranger. • A stranger is someone <u>completely unknown</u> to the victim. • A non-stranger is someone the victim has known at least briefly.
<p>1997-2000 Sexual Assaults</p> <p>Non-Stranger 75% Average</p> <p>Slide 7</p>	<ul style="list-style-type: none"> • The majority of assaults are committed by NON-strangers. • These assaults are less likely to be reported. The victim may not even recognize the assault as a crime. • Even if the victim knows or has just met the perpetrator, the assault is still a crime.

<p>Sex Crimes 75% Committed by Non-Strangers</p> <ul style="list-style-type: none"> • 243.4(d)(1) PC– Misdemeanor Sexual Battery This crime occurs when the suspect touches the private or intimate body part(s) of the victim, against his or her will, but where there was no restraint. For this section, the touching could be either over or under the clothing. • Example: A man walks by and grabs a woman's breast as she passes him. <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 8</small></p> <p>Slide 8</p>	<ul style="list-style-type: none"> • The next five slides provide legal definitions for the different types of sexual crimes.
<p>Sex Crimes 75% Committed by Non-Strangers</p> <ul style="list-style-type: none"> • 288(a) Child Molest (Felony) • A person of any age involved with a child under the age of 14 • Or, if the victim is 14 or 15 and the suspect is 10 or more years older <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 9</small></p> <p>Slide 9</p>	
<p>Sex Crimes 75% Committed by Non-Strangers</p> <ul style="list-style-type: none"> • 261.5 PC – Unlawful Sexual Intercourse (A Felony when there is more than 3 years age difference) • This crime occurs when an adult, 18 and older, has sexual intercourse with anyone under the age of eighteen (18) <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 10</small></p> <p>Slide 10</p>	
<p>Sex Crimes 75% Committed by Non-Strangers</p> <p>Unlawful Sexual Intercourse</p> <ul style="list-style-type: none"> • If a 17-year old is having sex with a 14-year old, both are victims and suspects • If the suspect is over 21 and the victim is under 16, this is a mandated reporting offense <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 11</small></p> <p>Slide 11</p>	
<p>Sex Crimes 75% Committed by Non-Strangers</p> <ul style="list-style-type: none"> • 243.4(a) PC– Felony Sexual Battery This crime occurs when the victim is held or restrained and the suspect touches (skin to skin) the private or intimate body part(s) of the victim • Example: A male student pushes a female classmate against the wall, reaches under her blouse and bra, and touches her breasts. <p><small>Sexual Assault Risk Reduction Curriculum 2001 Slide 12</small></p> <p>Slide 12</p>	

<p>Sex Crimes by Type</p>  <p>Slide 13</p>	<ul style="list-style-type: none"> • Most sexual assaults occur in the residence of either the victim or the perpetrator between 6:00 PM and midnight, usually on Thursdays, Fridays or Saturdays.
<p>Sex Crimes by Location</p>  <p>Slide 14</p>	<ul style="list-style-type: none"> • In most sexual assaults, (non-stranger and stranger), NO weapon is used.
<p>Sex Crimes by Time of Day</p>  <p>Slide 15</p>	<ul style="list-style-type: none"> • 53% of teens reported using drugs or alcohol prior to being sexually assaulted. • Use of alcohol and/or drugs increases the risk of sexual assault because the victim: <ul style="list-style-type: none"> ✓ may not recognize warning signs (perpetrator's behavior) ✓ may not assert personal boundaries clearly ✓ may lose consciousness • Even if the victim has voluntarily used drugs or alcohol, the assault is still a crime.

6. Summarize the lesson

- Ask a student to briefly define sexual assault in his or her own words.
- Tell the class that in the next lesson they will learn how to recognize warning signs that indicate the risk of being sexually assaulted. They will also learn how to reduce that risk.

OUT OF DANGER

Grades 6-8

Materials and Preparation

Transparencies:

- Dangerous Situations
- Making the Safest Choice

Copy of worksheet for each group:

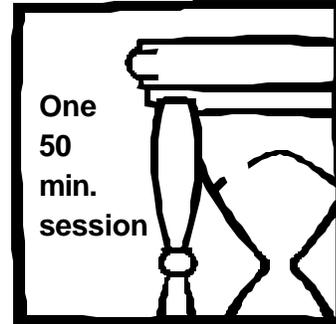
- Case Studies

Copy of handout for each student:

- Personal Bill of Rights

Overhead projector

Butcher Paper (one page for each small group)



Overview

- Students will identify unsafe or dangerous situations through class discussion and teacher lecture.
- Students will work in groups and analyze case studies to decide the safest course of action.
- Students will develop a list of guidelines for staying safe.

Objectives

- Students will be able to identify unsafe situations in terms of sexual assault.
- Students will be able to discuss choices for reducing risk of assault.
- Students will be able to identify ways to increase personal safety.

Teaching Steps

1. Introduce the lesson

- Remind the class that in the previous lesson they learned the definition of sexual assault and some current sexual assault crime statistics.
- Explain that in today's session, they will learn how to identify potentially unsafe or dangerous situations and discuss ways to get out of those situations and stay safe.

2. Identify dangerous situations

- Ask the class:
 - ✓ "What is physical safety?" (One's body is respected and not in danger of being hurt.)
 - ✓ "What is emotional safety?" (One's feelings are respected and no tin danger of being hurt.)
- Explain that everyone has the right to feel and be safe.
- Have the class brainstorm situations that might be unsafe or dangerous in terms of risk of sexual assault, e.g. being at a party where drugs or alcohol are being used, dating someone much older, being alone with someone that they just met.
- Use the transparency, Dangerous Situations, to discuss unsafe situations. For each item, ask the class to explain why this is unsafe in terms of potential sexual assault or pressure for unwanted sex.

3. Analyze case studies

- Explain to the class that they are going to work in small groups.
- Tell the class that each group will read a case study about a person in a potentially dangerous situation.
- They are to list what choices the character has to get out of the situation.
- Then, for each choice they are then to list one or two possible consequences or outcomes of that choice.
- Finally, as a group they are to select which choice is the safest.
- Use the transparency, Making the Safest Choice, and guide the class through an example analysis.
- Divide the class into small groups and assign a case study to each group. Instruct the recorder to write the group's responses on a sheet of butcher paper using the format you demonstrated.

4. Discuss the case studies

- Have the reporter for each group explain the group's case study, list of choices and consequences and their decision about what action would be the safest.
- Ask them to explain the reasons for their final decision.

5. Guidelines for staying safe

- Have the class make a list of guidelines for staying out of situations that might lead to sexual assault.
- Questions to consider in creating the guidelines include:
 - ✓ Do I know exactly where I'm going and who will be there?
 - ✓ How well do I know this person (these people)?
 - ✓ Who else knows where I'm going and what I'll be doing?
 - ✓ What can I do if I want to leave?
 - ✓ Do I feel comfortable stating my limits? Will my limits be respected?
 - ✓ Do I feel safe (emotionally and physically)?
- Emphasize that whenever a something feels uncomfortable or unsafe that they have the right to leave that situation, end that conversation, or call for help, without apology or explanation. Their safety comes first.

6. Summarize the lesson

- Distribute the Personal Bill Of Rights to each student.
- Remind students that each person has the responsibility for maintaining his or her personal health and safety. Although no one can completely eliminate risks to health and well-being, those risks can be significantly reduced by thinking ahead and taking action.

Dangerous Situations

- Dating or seeing someone who is much older
- Being alone with someone you just met or don't know well
- Using drugs or alcohol
- Being with someone who:
 - ✓ Makes suggestive remarks about your clothes or body
 - ✓ Stares or smiles at you in a way that makes you feel uncomfortable
 - ✓ Stands or sits too close to you or when you barely know them
 - ✓ Tries to touch or kiss you when you barely know them
 - ✓ Pressures you to be alone together
 - ✓ Doesn't respect your feelings
 - ✓ Pressures you to have sex
 - ✓ Tries to make you feel guilty for saying "no"
 - ✓ Threatens you
 - ✓ Drinks or uses drugs
 - ✓ Tries to get you to use drugs or alcohol

Making The Safest Choice

Dangerous situation: _____

Choices of action:	Identify one or two possible consequences or outcomes for each option:

Choose the safest option: _____

Case Studies

1. Lynette has decided to abstain from sex at this time in her life. The person that she is seeing has started talking about “how special she is” and about the two of them “getting closer”. They are home alone at her house.
2. Taneka is at a party. She has just met a guy that she is attracted to and he seems really nice. He asks her to go into another room to “be alone and talk”.
3. Maria’s older sister has a new boyfriend. Even though her sister is crazy about him, he gives Maria the creeps. She doesn’t like the way he looks at her and stands so close to her when her sister isn’t around. One day when her sister is at work, he “drops by to say hi”.
4. Luis is walking home from school. A neighbor he kind of recognizes from his street stops and offers him a ride home. Luis doesn’t want to be rude.
5. A lot of Tran’s friends are dating and talk about having sex. They tease him about being a virgin. One night at a party, they point out a girl and tell him to “go for it”.
6. Sam is riding home on the bus. A man sits beside him and begins asking him questions such as, “Where are you going? Where do you live? Do you play sports? Maybe I could coach you, why don’t you give me your number?”
7. Delores is at the park with friends and has had a couple of beers. Her friends begin doing shots of tequila and someone hands her one.
8. Katrina likes a guy a lot older than she is. No one has ever paid attention to her the way that he does. He calls her and asks her to come over. He tells her she means a lot to him and he wants to be with her forever.
9. Alfredo is at a party where almost everybody is drunk. A couple of his friends are leaving with a girl he recognizes from school. They tell him to “get in the car”; so he “won’t miss a good time”.
10. James is partying with some friends and they are getting kind of drunk. They are playing truth-or-dare. At one point, his friends dare him to have sex with one of the girls. She seems willing but he doesn’t really want to do it. His friends are beginning to turn on the pressure.
11. Marcia has met a guy on the internet that is perfect for her. They have spent a lot of time in chat rooms, “talking”. He is interested in the same things that she is, he is funny and he seems to understand how her mom is driving her crazy. He suggests that they meet in person.
12. A friend of Marianne’s dad comes over a lot after work. He smiles and winks at her and always finds a reason to come into the room she is in. One night he comes into the kitchen when she is doing dishes and starts to rub her back.

Personal Bill Of Rights

- Your body is yours to respect and protect.
- You have a right to be safe.
- You have the right to say “no” to anything that does not feel comfortable to you.
- You don’t have to do anything with your body, no matter whom you are with, whether you have done it before, or what you agreed to earlier.
- You have the right to say “no” to sex or any other behavior, such as using drugs or alcohol.
- You don’t have to give explanations, saying “no” or “I don’t want to” is enough.
- You have the right to trust your feelings.
- You have the responsibility to respect other people’s right to say no to you.
- You have the right and responsibility to protect yourself and other people.
- It is not your fault if someone makes you do something that you do not want to do.
- You have the right to tell someone if you are hurt or forced to do something you didn’t want to do.
- You have the right to find an adult that you can trust and tell him/her what happened.
- You are a valuable person and an important part of your community.
- You deserve to be treated with respect.

San Diego HOTLINE for rape/sexual assault: (858)272-1767

National HOTLINE for rape/sexual assault (RAINN): (800) 656-HOPE

WHO WOULD YOU ASK? WHO WOULD YOU TELL?

Grades 6-8

Materials & Preparation

Transparency:

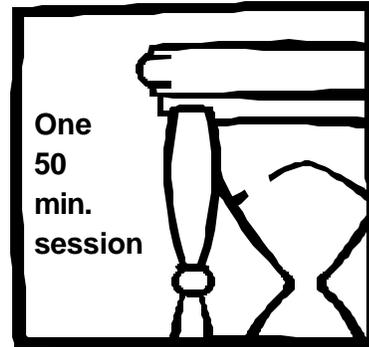
- Criteria for Good Advisors

Copy of worksheet for each student:

- Who Would You Go To?

List of school and community resources

Overhead projector



Overview

- Students learn the criteria for choosing dependable advisors in the areas of relationships, sexual behavior and personal safety through teacher lecture and class discussion.
- Using worksheets, students demonstrate the ability to apply the criteria and select advisors for specific situations.

Objectives

- Students will be able to list the criteria for good advisors.
- Students will be able to identify to whom they would go to for advice and help.
- Students will be able to identify school and community resources available to them.

Teaching Steps

1 Introduce the lesson

- Explain to students that everyone has contact with people who influence how they think and what they do.
- Explain that the focus of this lesson is to help them identify positive, dependable influences in their lives to whom they can go for advice in the areas of relationships, sexual behavior and personal safety.

2. Discuss the Criteria for Good Advisors

- To make wise decisions, it is important to identify good, dependable advisors.
- Have the class suggest people who influence a teenager's decisions in the areas above (for example, siblings, friends, parents, movie and TV stars, etc.).
 - ✓ Write student suggestions on the board.
- Ask the class how we know or judge who would be a good source of advice or help.
 - ✓ Solicit student answers and write them on the board.
- Review the criteria for good advisors:
 - ✓ Does the person really care about what is best for **you**?
 - ✓ Would the person respect your sexual limits and support you sticking to your limits?
 - ✓ If you got pregnant or got a sexually transmitted disease (STD) or got hurt, would he or she know how to get help for you?
 - ✓ Has that person had enough experience to know how to help you make decisions about your life?
- Explain why each attribute is important.
- Compare the four criteria with the student generated list and point out those attributes correctly identified by the students.
- Now ask the class to look at the first list they made of people who influence a teenager's decisions.
- Have them identify, based on the criteria for good advisors, who should remain on the list and who should be crossed off. For example, a TV star doesn't personally know them or their situation. A friend their age may care about them but may not know how to help them.

- Have the students refer to the four criteria and make a list of people in their lives who would be a good, dependable source of advice and help in the areas of relationships and sexual behavior and personal safety.

✓ Explain that the lists may vary from student to student.

3. Complete the worksheet, Who Would You Go To?

- Explain that now they will think about some real life situations and decide to whom they would go in each of these situations.
- Have the students complete the worksheet, Who Would You Go To?
- Instruct the class to look back at the list of people that they would trust to give advice about sexual behavior and/or personal safety and choose to whom they would go in each of the situations on the worksheet.

4. Discuss Worksheets

- Select several situations from the worksheet and ask for volunteers to share to whom they would go if they were faced with the situation depicted.

5. Identify resources available to students

- Share available resources on campus and in the community where students can get help with the situations. This is especially important for those students who may have few adults available to support them.

6. Summarize the lesson

- Emphasize that it is important to think ahead of time about whom you could go for help. Recommend that they consider sharing the worksheet with one or more of the advisors that they identified.

Criteria for Good Advisors

- Does the person really care about what is best for you?
- Would the person respect your sexual limits and support you sticking to your limits?
- If you got pregnant or got a sexually transmitted disease (STD) or got hurt, would he or she know how to get help for you?
- Has that person had enough experience to know how to help you make decisions about your life?

Who Would You Go To?

For each situation listed below, identify to whom you would go for advice.

Situation	Advisor
You feel uncomfortable or something doesn't feel right.	
You are uncertain or confused, nervous or anxious.	
You are lonely, sad or depressed.	
You are left out or made fun of.	
You are being pressured to have sex.	
You are being harassed.	
Someone has hurt or threatened you.	
You had sex but wish that you hadn't.	
You are being pressured to drink or take drugs.	
You have met someone on the phone or online who wants to meet you in person.	
You are dating someone a lot older than you.	
Your partner has threatened to leave you if you don't have sex together.	

Teaching Steps

1. Introduce the lesson

- Ask the class how an individual knows that a relationship is about to become sexual. (Students may have a hard time identifying specific behaviors or thoughts and may respond with comments such as, “You just know.” or conversely, “You don’t know, it just happens.”).

2. Present the concept of signals

- Introduce the idea that there are clues or signals that an individual is considering or thinking about having sex.
- Explain that often these clues or signals are ignored or denied for a variety of reasons, for example, fear of rejection, denial of sexuality, uncertainty, etc. Although these reasons are valid, if a person does not admit the desire or intention to have sex, he or she may not abstain or use protection against pregnancy and/or disease. Or, he or she might deny those intentions in others and get in a situation where he or she is being coerced or forced into having sex.

3. Students write dating scenarios

- Divide the class into groups of four.
- Have the students write a brief account of a teenager getting ready to go out or meet with someone to whom they are sexually attracted.
- Assign half of the groups to write about the male and the other half the female.
- Explain that they are to include details of the individuals getting ready for the date or meeting such as, what each will wear, what each is thinking about, what each expects or hopes will happen, etc.

4. Discuss signals of planning to have sex

- Reconvene the class and have the groups report back on the steps the male and female take to get ready.
- Write two headings on the board, one for male and one for female. As the groups give their responses, record them under the appropriate heading. When you are finished, you will have two lists comprised of steps the students think that boys do to get ready, and what girls do to get ready to go out.
- Point out the continuum on the board.
- Explain that just like a traffic signal, the green light means “Go” or “Safe”. In this activity, the green light is for thoughts or behaviors that do not signify that an individual is preparing, planning or expecting to have sex. For example,

taking a shower, getting money for the evening, doing one's hair, etc.

- Explain that the yellow light is "Caution", "Slow down". It is for thoughts or behaviors that indicate that an individual could be planning, preparing or expecting to have sex. For example, thinking about "the good night kiss", wearing sexy underwear, etc.
- Explain that the red light is "Danger", "Stop". It is for thoughts or behaviors that clearly indicate the person is planning or expecting to have sex. For example, making sure parents won't be home, bringing along protection, etc.
- Go through the lists that were generated by the class and ask them where on the continuum to place the thought or action and write it under the continuum on the board. Students may disagree about placement of some items. For those items, discuss the differences of opinion and try to reach a class consensus on placement along the continuum. For example, some students will feel that bringing along protection is a red light behavior. Other students will feel that the behavior is a yellow light and is one of insurance or "just in case", as opposed to constituting a plan.
- Optional: Ask the class to imagine that the couple has gone some place to be alone and/or one or both of them has been drinking. Discuss the warning signs apparent in this circumstance.

5. Discuss prevention strategies

- Ask the class to determine when in the sequence of events an individual should decide what his or her limits are about having sex. Discuss the risk of waiting too long to decide on those limits.
- Discuss the importance of communicating those limits to one's partner ahead of time. Ask the class for ideas about when and where such a conversation could take place. Solicit suggestions about how an individual would say that he doesn't want to have sex or to have unprotected sex (specifically, what words he or she would use).
- Ask the class how deciding on limits and communicating those limits helps protect against sexual assault or being pressured to have sex.
- Discuss how alcohol increases the risk of sexual assault or unplanned, unprotected sex.
- Explain the importance of telling an adult where you are going, who you are with and having a back-up plan and money for getting home safely.

6. Summarize key concepts

- Explain that some teenagers may have sexual feelings and desires.
- Point out that teenagers, especially young women, are taught not to admit a desire or intention to have sex. Explain that this may inhibit them from avoiding situations that lead to sex. Or, it may put them at risk for being coerced into having sex.
- Remind students of the importance of deciding ahead of time what one's limits are around sex and communicating those limits to a partner.
- Distribute the student handout, Misuses of Sex. Emphasize that it is never okay to force, coerce or trick someone into having sex.

Teacher Note

Remember that gay, lesbian or questioning youth may be in your class. It is important that students understand that these concepts and prevention strategies apply to them as well. In fact, due to confusion or conflicting emotions about their sexual orientation, these youth may deny sexual feelings or intentions and be at greater risk for sexual assault or unplanned, unprotected sex.

The Misuses of Sex

- To prove you are a man or a woman
- To keep a partner that has threatened to drop you if you don't
- As a way to get a person's interest, make them your partner
- Out of guilt or pity for someone
- To seek revenge, pay someone back
- Out of obligation to someone
- To be like everyone else, because "everyone is doing it"
- To decide whether you're gay or straight
- To prove you're straight
- When what you really want is to be held or comforted
- To have sex in order to get "love"
- To please someone else
- To manipulate or punish someone
- As a substitute for communication or talking through problems
- Because the only way you can feel close to someone is through having sex
- Because the other person insists

REFUSAL SKILLS

Grades 6-8

Materials & Preparation

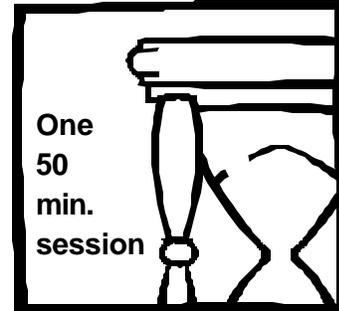
Transparencies:

- Ways to Say No

Copies of worksheet for each student:

- How Would You Refuse?

Overhead projector



Overview

- Students will learn refusal strategies through teacher lecture and class discussion.
- Students will work in dyads and role play refusal skills.
- Students discuss the importance of refusal skills in sexual assault prevention.

Objectives

- Students will be able to identify refusal strategies.
- Students will be able to demonstrate refusal skills.
- Students will be able to identify how refusal skills can reduce their risk of sexual assault or unplanned sexual activity.

Teaching Steps

1. Introduce refusal skills

- Explain that there are many situations in which individuals find it difficult to express themselves honestly or to stand up for themselves. Being able to assert yourself, including saying no to friends or acquaintances, is an important skill in protecting one's physical safety and well-being.
- Tell students that they are going to learn refusal strategies or skills so that they can say no and stay in control of their personal safety.

2. Discuss the benefits of using refusal skills

- Ask the class for reasons why people don't always speak up for themselves.
- List the student responses on the board. Examples:
 - ✓ Don't want to offend the other person
 - ✓ Don't want to make a scene or draw attention to themselves
 - ✓ Don't want to seem afraid or look immature
 - ✓ Don't want to start an argument or be teased
 - ✓ Don't want to be rejected
- Ask students what the benefits are for saying no and protecting one's safety and/or personal limits.
- List the student responses on the board. Examples:
 - ✓ Self-respect, higher self-esteem
 - ✓ Respect of others
 - ✓ Safer, don't get hurt
 - ✓ Don't get in trouble
 - ✓ No negative consequences, less anxiety about consequences
 - ✓ Increased sense of control over own life

3. Present refusal strategies

- Use the Ways to Say No transparency to present the different refusal strategies. Give examples of each strategy.
 - ✓ Say No: "No.", "I don't want to.", "Stop."
 - ✓ Give a Reason: "I don't want to be tired tomorrow.", "No thanks; I don't want to leave the party."
 - ✓ Give an Excuse: "No thanks, alcohol makes me sick.", "My mom will get mad."

- ✓ Suggest an Alternative: “Instead, why don’t we just stay here.”, “How about if we get something to eat?”
 - ✓ Reverse the Pressure: “If you cared about me, you wouldn’t pressure me.”, “If you don’t respect my limits, you don’t respect me.”
 - ✓ Delay Your Decision: “Why don’t we talk about it later?”, “No thanks, maybe some other time.”
 - ✓ Avoid or Leave the Situation: You don’t need to say anything. Leave and leave quickly. This is especially important if the situation is dangerous or scary.
- Explain that the refusal skills are to be used in situations where there is pressure from friends or acquaintances to do something unsafe or unwanted.
 - Point out that in some situations the best strategy is to leave immediately and tell a trusted adult. Use the scenarios below (from the lesson Out of Danger) as examples.
 - ✓ Sam is riding home on the bus. A man sits beside him and begins asking him questions such as, “Where are you going? Where do you live? Do you play sports? Maybe I could coach you, why don’t you give me your number?”
 - ✓ A friend of Marianne’s dad comes over a lot after work. He smiles and winks at her and always finds a reason to come into the room she is in. One night he comes into the kitchen when she is doing dishes and starts to rub her back.

4. Have the class role play refusal skills

- Divide the class into dyads and pass out the worksheet, How Would You Refuse? to each student. Have the students write down a response to the given situation using each refusal strategy.
- Next, tell the students to role-play their responses with their partners. Tell them to use a strong voice when stating the refusal.
- During the role plays, walk around the room to assess the students progress. Coach students who are having difficulty using the refusal skills.

5. Discuss the role plays

- When the small groups are finished, have the class reconvene and discuss the experience. Ask the students to share which strategies they think would work best for them in real situations.

6. Summarize the lesson

- Remind the students that the refusal skills are to be used in situations where there is pressure from friends or acquaintances to do something unsafe or unwanted.
- Remind the students that if the situation is dangerous to leave immediately and get help.
- Instruct the class to think back to the list of advisors they created. (In the lesson “Who Would You Ask, Who Would You Tell?”)
- Ask them to identify the advisor they would go to if faced with a situation in the role play.
- Next, ask them to identify the advisor they would go to if they were in a situation that was dangerous.
- Remind the class of the “Personal Bill of Rights” handout. Explain that they have the right to refuse and the right to feel and be safe. Their advisors are adults who are there to help and protect them.

Ways to Say No

- Say No
- Give a Reason
- Give an Excuse
- Suggest an Alternative
- Reverse the Pressure
- Delay your Decision
- Avoid or Leave the Situation

How Would You Refuse?

Pretend you are facing the following situation. Write what you would say or do for each refusal strategy.

You are at a party with some friends and meet someone you are attracted to. You are having a good time getting to know each other. The party is getting loud and he/she asks you to go outside to talk. When you shake your head no, he/she says "Oh c'mon, just for a few minutes."

1. Say No: _____

2. Give a Reason: _____

3. Give an Excuse: _____

4. Suggest an Alternative: _____

5. Reverse the Pressure: _____

6. Delay your Decision: _____

7. Avoid or Leave the Situation: _____

ONLINE RESOURCES

Teen Friendly

www.sxetc.org – based on the Network for Family Life Education’s newsletter SEX, ETC., with much of the content written by teens, for teens; adult answers to frequently asked questions in the “Ask the Experts” section.

www.teenwire.com – the teen site from Planned Parenthood Federation of America has great information on contraception, pregnancy options and sexually transmitted infections.

www.iwannaknow.org – the teen STD site from the American Social Health Association.

www.meetanstd.com – targeted towards African-American adolescent males and females, this creative Website is hosted by the Henry J. Kaiser Family Foundation. Its central feature is an interactive game that allows you to become a character in dating scenarios, practice sexual decision-making and explore potential outcomes of your choices.

www.apa.org/pi/pii/teen - (Love Doesn’t Have to Hurt) This site, sponsored by the American Psychiatric Association, is devoted to teen relationship violence and abuse. It’s a small and easy to navigate site. A detailed list of resource organizations and Web sites is included.

www.girls-inc.org - **Girls Incorporated** is a national nonprofit youth organization dedicated to inspiring all girls to be strong, smart, and bold. For over 55 years, Girls Inc has provided vital educational programs to millions of American girls, particularly those in high-risk, underserved areas.

Statistics

www.fbi.gov – FBI – Uniform Crime Report

www.nowldef.org – National Judicial education Project

www.ojp.usdoj.gov/bjs/whtsnw2.htm – What’s New at the Bureau of Justice Statistics

www.nsvrc.org – National Sexual Violence Resource Center

www.apri.org – American Prosecutor’s Research Institute

www.usdoj.gov – Department of Justice

www.ojp.usdoj.gov/nij – National Institute of Justice

www.ojp.usdoj.gov/ovc – Office for Victims of Crime

www.girls-inc.org – Girls Incorporated

SART – Medical

www.acog.org – American College of Obstetrics

www.forensicnurse.org – International Association of Forensic Nurses

Advocacy

www.nvc.org - National Center for Victims of Crime

www.justicewomen.com/help_teach.htm - Women's Justice Resource Center – Responding to Rape, Domestic Violence and Child Abuse

www.calcasa.org – California Coalition Against Sexual Assault

www.stopfamilyviolence.org – Stop Family Violence

Survivor Assistance and Information

www.healingclub.com – The Healing Club

www.sexualassaultsurvivors.org – Alliance for Sexual Assault Survivors

www.kwrlaw.com – Law firm of Kelegian White and Reed: SA Victim Specialists

Prevention Programs

www.cdc.gov/ncipc/default.htm – Centers for Disease Control and Prevention

www.endabuse.org – End Abuse – Family Violence Prevention Fund-

Training Resources

www.mysati.com – Sexual Assault Training and Investigations

www.feminist.org/police/training.asp - National Center for Women and Policing

www.trendydrugs.org – Trinka Porrata

www.haltabuse.org – Working to Halt Online Abuse and Cyberstalking

Community Resources

www.nsvrc.org – National Sexual Violence Resource Center

www.lacaaw.org/home.htm - Los Angeles Commission on Assaults Against Women

Information Networks

www.womenenews.org – Women's E-News/News for Women

www.rainn.org – Rape Abuse Incest National Network

www.cavnet2.org – Communities Against Violence Network

www.mysati.com/topics - Sexual Assault and Training, Inc.

<http://www.netwomen.ca/salinks.htm> - Links to Sites on Sexual Assault

Law Enforcement Resources

www.mysati.com – Sexual Assault and Training, Inc.

www.fbi.gov – FBI – Uniform Crime Report

www.search.aztech-cs.com – Domestic Violence Law Search

www.forensic.to – Zeno’s Forensic Page

www.statetroopersdirectory.com – The Official Directory of State Patrol and Police

www.jointogether.org – Martial Arts: Ending Violence Against Women and Children

www.actagainstviolence.org – ACT – Adults and Children Together

www.voices-action.org – Voices in Action

K-12 School Prevention Programs

www.mysati.com – Sexual Assault and Training, Inc

www.trendydrugs.com – Trinka Porrata

www.acog.com/from_home/publications/drawingtheline/ - ACOG - Drawing the Line

www.messageproductions.org – Sexual Abuse Graduate Program

www.redflaggreenflag.com – Red Flag Green Flag Resources

www.safechild.org – Safe Child/Coalition for Children

www.etr.org – Variety of curriculum guides, video, books, pamphlets, etc.

Domestic Violence

www.caadv.org – California Alliance Against DV

www.ncadv.org – National Coalition Against DV

www.stopdv.com – Special Training on Preventing Domestic Violence

www.markwynn.com – Domestic Violence Expert

www.breakingthecycleinc.com – Breaking the Cycle

Videos and Literature

www.mysati.com – Sexual Assault and Training, Inc.

www.cambridgedocumentaryfilms.org – Cambridge Documentary Films

www.discover-films.com – Discover Films

RELATED RESEARCH

The following section is a chapter from the book, Solving Crime and Disorder Problems – Current Issues, Police Strategies and Organizational Tactics, edited by Melissa Reuland, Corina Sole Brito and Lisa Carroll, published by PERF, copyright 2001. The book can be ordered from PERF's website at www.policeforum.org, or by calling toll-free (888) 202-4563. It is product # 848 and is \$26 for PERF members and \$29 for nonmembers, plus shipping and handling. Bulk discounts are available for training, classroom use or promotion exams by calling the toll-free number.

Responding to Non-Stranger Sexual Assault

Sergeant Joanne Archambault, Suzanne Lindsay, Ph.D.

Rape and other forms of sexual assault are crimes of power and control that have been perpetrated primarily by men against women throughout history. Forcible sexual acts committed against the will of another person are currently classified and investigated as serious crimes (felony) by the criminal justice system. In recent years, many police and sheriff departments, particularly those in large urban areas, have developed specialized sex crime units staffed by officers, detectives, and other victim support personnel specifically trained to respond to and investigate reports of sexual assault (Fairstein, 1993). Despite these efforts, the response of the criminal justice system to a reported sexual assault continues to be challenged and compromised by issues that do not generally apply to other crimes.

First and foremost among these issues is that sexual assault is one of the few crimes reported to law enforcement that requires intense scrutiny into the “believability” of the victim’s description of events. Further, it is probably the only reported crime in which the suspect can successfully defend himself by claiming that the victim consented to the crime. Additional factors that can significantly affect how these crimes are investigated and adjudicated include: the context in which the assault took place; the perceived character of the victim; the age of the victim; the prior relationship between the victim and the suspect; and the perception of criminal justice practitioners and even victims about what constitutes a “real” sexual assault.

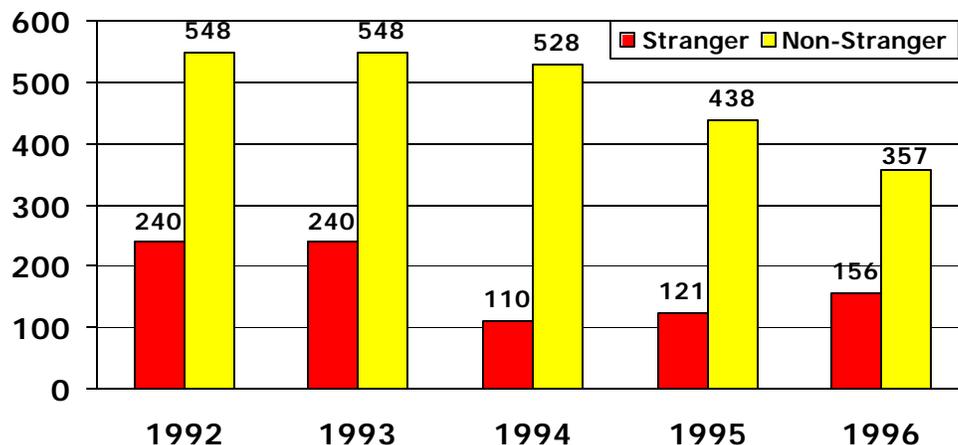
This chapter reviews the nature of sexual assault and how our understanding of sexual assault and the laws against it have changed in recent years. Next, we review the data collection, analysis, and prevention efforts of the San Diego Police Department (SDPD), which is involved in educating the community and law enforcement personnel about the dynamics of sexual assault. The last section describes an epidemiological study that provided the SDPD Sex Crimes Unit with a better understanding of these crimes, to identify important differences between stranger and non-stranger assaults, and to investigate the factors associated with the law enforcement outcomes of these cases.

The Nature of Sexual Assaults: Toward a Clearer Understanding of This Crime.

For generations, sexual assault or rape was and continues to be defined in our minds as a violent and unprovoked attack *by a stranger* on a defenseless, vulnerable, and unsuspecting victim. The stranger in the unlit parking lot, the man with the knife on the jogging path, the hooded man dressed in black climbing silently into a bedroom window. These are our images of the crime. These images are reinforced by the media and even by those responsible for the tracking and monitoring of this crime (i.e. the FBI's Uniform Crime Report only captures information about forcible rape). Our understanding of this crime as one perpetrated by an unknown and violent stranger influences (even without conscious intent) our attempts to investigate and evaluate sexual assaults. The problem is that these images do not reflect the true nature of this crime as it is currently being reported to law enforcement. Sexual assault by a stranger is certainly a very real and serious crime, but it represents only a minority of the sexual assaults currently reported to law enforcement.

As shown in Figure 1, data from San Diego support this trend. From 1972 – 1976 James LeBeau (1988) studied sexual assaults reported to the San Diego Police Department. In four out of five of his study years, stranger assailants were described in 70% or more of the reported sexual assaults. Dr. LeBeau hypothesized that “Assaults by strangers allow victims to see themselves as classic victims conforming to the popular conceptions of the crime” (LeBeau, 1988, page 202). Twenty years later, however, this was no longer true. Data derived from the SDPD Sex Crimes Unit case logs from 1992-1996 showed that only 17%-31% of the sexual assaults reported to the SDPD in those years involved stranger assailants. In fact, the majority of sexual assaults reported to law enforcement throughout the country currently involve non-stranger suspects (Greenfield, 1997, National Crime Victimization Survey, 1995).

FIGURE 1



There are many factors that together might explain the current high prevalence of non-stranger sexual assault reported to law enforcement. In the 1970s, as a result of a groundswell of victim advocacy efforts, states throughout the United States began to pass what came to be known collectively as Rape Reform Laws. These laws revised earlier rape statutes that were unnecessarily harsh on victims. Each state passed their own set of laws, but a few of the common elements included: 1) a victim no longer had to prove evidence of resistance for the event to be defined as a crime, 2) the victim was no longer required to reveal prior sexual history with partners other than the suspect, 3) corroborative witnesses were no longer required, and 4) state, county, and/or regional requirements were put in place for standardized and timely victim-sensitive responses to a report of sexual assault (Galvin, 1985, Marsh, 1988, LeBeau, 1988). These new system responses also included standardized forensic examinations by trained health care professionals. As a result of these laws, rape crisis centers, funded by federal, state and local dollars, became more readily available to victims (Burgess, 1985). The women's movement, including efforts toward educating and empowering women concerning their rights, may also have contributed to the reporting of non-stranger sexual assaults.

The fact that the majority of sexual assaults currently reported to law enforcement involve non-stranger suspects has had major implications for the investigation and understanding of sexual violence. The dynamics of non-stranger sexual assault are very different from stranger sexual assault and are not well understood. This is important for law enforcement because the crime of sexual assault cannot be prevented or even investigated appropriately until the true dynamics of each type of assault are understood. The police officer trained to understand the dynamics of stranger assault will not necessarily know how to respond most effectively when faced with a non-stranger sexual assault case.

For example, police responses to non-stranger sexual assault may be affected by a mistaken belief that sexual assaults committed by non-strangers are somehow less traumatic than those committed by strangers. This belief is not supported by the literature (Parrot and Bechhofer, 1991; Arata and Burkhart, 1996; Katz, 1991). Although stranger assaults may tend to be perceived as more physically violent in that they more frequently involve weapons (Lindsay, 1998), assaults by non-strangers are frequently physically violent as well, and they also involve the betrayal of trust. "Acquaintance rape is different from stranger rapes and other types of victimizations in that it presents a unique challenge to a woman's belief system" (Gidycz and Koss, page 270). In 1991, Katz found that women raped by non-strangers were often "more distressed" and took "longer to feel recovered" than women raped by strangers (pages 264-165). Also, the victim of a non-stranger assault may be more harshly judged by her peers, the community, and the judicial system—from the first responding officers, to the jury—than a victim of a stranger assault. She may also judge herself to be more at fault. Many of these crimes still go unreported, and very few of those reported ever see successful prosecution. In many cases, the victim recognizes the difficulty in pursuing prosecution and she chooses to suspend the investigation.

For the past nine years the SDPD sex crimes unit has made it a top priority to collect and analyze information about the sexual assaults reported to the Unit in order to better understand the crime and develop appropriate responses to reduce the risk and improve the safety of all members of our community.

Efforts of the San Diego Police Department

Initial Data Analysis

Although the SDPD has been actively involved in Problem-Oriented Policing since 1988, few investigative units have examined ways to practice problem solving or contribute to prevention efforts. To facilitate this, in 1993, the SDPD Sex Crimes Unit began to apply traditional crime analysis techniques to the sex crimes reported to the unit. The Unit's goal was to learn as much as possible about the victims, offenders, and the environment of the assault, much as is done for a series of burglaries on an officer's beat. The analysis included the relationship between the victim and suspect, the age of the victim and suspect, their sexes, ethnicity, the type of assault (crime code classification), the geographical and physical location of the assault, the time of day, day of the week, and other factors such as whether a weapon or drugs and alcohol were involved. Data were analyzed for all of 1992.

As expected, non-stranger sexual assaults accounted for 69% of the 788 sexual assaults reported to the SDPD that year. Upon further examination, it became apparent that the victim had the ability to make decisions prior to the assault that could have greatly reduced her risk of being sexually assaulted. Most police officers understand that terrible things happen, and often there is nothing anyone can do to stop such tragedies as traffic accidents and random acts of violence. However, in the majority of the non-stranger sexual assault cases analyzed, it was clear that the victim had many opportunities to recognize factors that increased her risk of sexual assault. The problem was that she didn't understand her risk. Community prevention messages about sexual assault did not contain information that would have helped the victim to recognize and reduce her risk because of the continued focus on stranger danger. Unfortunately, it is more comfortable for people to think that a woman or child is most at risk amongst strangers than the people they love and believe they can trust. By continuing to deny the truth, and focusing our prevention efforts on only stranger assault, we continued to perpetuate the problem and increased the risk of sexual assault to our loved ones.

Problem Analysis Advisory Committee

As a result of the preliminary sex crimes analysis in 1993, the SDPD Sex Crimes Unit hosted a Problem Analysis Advisory Committee meeting to brainstorm possible law enforcement responses to the analysis. Attendees included representatives from law enforcement agencies, medical and military personnel, rape crisis centers, women's resource centers, school personnel, and regular SDPD Advisory Committee members. The stakeholders overwhelmingly agreed that the needed response was to develop and initiate community education efforts that addressed non-stranger sexual assault in the

hopes that people would gain insight into the true dynamics and risks surrounding sexual assault in the 90's.

Because the criminal justice system has historically failed sexual assault victims by focusing on a victim's characteristics and social behavior rather than the assailant's criminal behavior (Spears and Spohn, 1997), our initial desire to better educate women about what they could do to reduce their risk of non-stranger sexual assault was disturbing to some Women's groups and Rape Crisis Centers. The fear was that any efforts that focused on what the victim did or did not do would possibly undermine the work of the Rape Reform Laws and cause us to slide backwards rather than make leaps forward as intended. The truth is we had to work hard to establish credibility with these groups. We explained that almost everyone would prefer to live in a community without crime, but unfortunately that is not our reality. Although we support and encourage all long term efforts to end all forms of violence against women, we feel that it is the responsibility of law enforcement to provide people with information that can reduce their risk of sexual assault today; the same type of information law enforcement typically provides to people to make them less attractive targets for auto theft, burglary, and robbery.

One of the outcomes of these dialogues was to eliminate the term "rape prevention" from our vocabulary. We recognize that offenders are the only ones who can prevent a sexual assault, however, we feel that accurate information about sexual assault can greatly reduce a person's risk.

The two objectives of the community education program were to increase awareness about non-stranger sexual assault, and to provide information about what a person should do if they or someone they know are assaulted. The group recognized that a community education effort had the potential to actually increase the number of reported sexual assaults making it look as though the problem was increasing. However, the consensus was that we could not truly manage a crime that was so underreported because of misconceptions and shame surrounding this type of assault.

SDPD Speaker's Bureau: Content Development.

As a result of the meeting and the recommendations of the attendees, the Sex Crimes Unit developed a Speaker's Bureau, whose goal was to provide education that would ultimately reduce the number of sexual assaults committed in the City of San Diego, with particular emphasis on non-stranger sexual assaults.

The curriculum presented by Speaker's Bureau volunteers included information on: the prevalence of non-stranger sexual assault reported to law enforcement; the methods offenders use to select, test, and lure their victims; common assault locations, times of day, days of the week; and the influence of drugs and alcohol on the likelihood of sexual assault. Rather than focusing on traditional "self defense" tactics that are generally useless in cases involving non-strangers, our curriculum encourages young women to be assertive, to establish boundaries, and to honor their instincts.

We also encourage men and boys to support women and girls in being assertive. Primary prevention messages for men and boys include the legal definitions of sexual assault, and the criminal consequences of such behavior. Our presentations include a scenario of an attempted sexual assault where the dynamics of non-stranger sexual assault (including predatory behavior, pressure to participate in sexual activity, and assertive responses) are discussed among the students.

SDPD Speaker's Bureau: The Challenging Road to Implementation.

In 1993, a 40-hour Speaker's Bureau Academy was held to train volunteers to deliver the curriculum. The Speaker's Bureau includes a diverse group of speakers, both male and female, from several different ethnic backgrounds, and ranging in age from 25-65 years. Our analysis clearly indicated that 75% of the sexual assault victims who reported to the SDPD were between 14 and 25 years of age. Thus, the Speakers Bureau's original intent was to begin education efforts in the middle schools, however, we found that this was not possible in 1993. Initially, we were told by the school system that we could not talk to high school students (let alone middle school students), about their attitudes, values or behaviors without a signed parental consent form for each student. This was very discouraging to the Unit. We were eager to continue proactive and systematic problem solving efforts that we had already gone far beyond what was traditionally thought to be the responsibility of a law enforcement investigative unit. Some school administrators were also seriously concerned that the type of education we were proposing would increase the reporting of sexual assaults and negatively impact parental perception of the safety of the school environment. Interestingly, our first invitation to present our material came not from public schools, but from private institutions.

Thankfully, over time, the relationship with the school systems has improved significantly. In 1995, after several meetings and modifications to our presentation, a 50-minute curriculum was accepted by the San Diego City Schools for high school students. The presentations have been very well received. As of June 2000, the SDPD has provided a total of 542 presentations to members of the community, the majority to high school and college age students. This represents more than 16,000 individuals who have received this vital information. In 2001, the SDPD Speaker's Bureau was granted permission to expand their sexual assault presentation to include a curriculum specifically designed for middle school students. Appropriate modifications were made to the original 50-minute high school program to allow for the developmental ability of middle school students.

The Education of Law Enforcement: - Identifying the Training Need

As described in the previous section, our first use of the analysis of reports to the Sex Crimes Unit was to develop a Speaker's Bureau to provide education to the community about the dangers of non-stranger sexual assault. Once the Speaker's Bureau activities were well established and running smoothly, we were able to turn our attention to the

analysis of the data for the purpose of understanding the characteristics of law enforcement's response to non-stranger sexual assault. Perhaps somewhat predictably, this analysis revealed another serious problem. Law enforcement personnel had some of the same misunderstandings about sexual assault as the rest of the community: investigating officers also equated sexual assault with stranger assault.

Forensically, the investigation of a sexual assault involving a stranger and a non-stranger are very different. Officers have traditionally been taught to identify biological evidence, latent prints, tire marks, fibers, and shoe prints as potential evidence. This evidence is typically used to identify a suspect or to confirm the identity of a suspect. Sexual assault investigation textbooks and training also continue to emphasize the collection of evidence that would ensure the identification of a stranger suspect. As an example, both of the role-play scenarios used at the San Diego Regional Police Academy involved stranger suspects and weapons. A review of the State of California curriculum also revealed that the case scenarios used for examples were illustrating the investigation of stranger assaults.

As a result of this training, we found that officers were looking for serious injury, weapons, and immediate cries for help to establish the elements of force or fear, and to judge the "believability" of the victim. Officers tended to question the credibility of a victim if weapons were not present or if she failed to report the crime quickly, not recognizing that only a small percentage of reported sexual assaults actually involve weapons, and that delayed reporting is not uncommon in non-stranger sexual assault.

In contrast, identification is not the primary investigative issue in non-stranger sexual assault. In fact, the suspect in these crimes frequently admits that the sexual encounter took place and makes the claim that it was a consensual event. The challenge to investigators of these crimes is the collection and identification of evidence that demonstrates lack of consent. Unfortunately, all too often, because of training that is based on the image of a stranger assailant, sexual assault investigators move forward collecting evidence that would provide them with identification, and miss the opportunity to collect, describe, or emphasize the very necessary evidence that would support the lack of consent. Officers and prosecutors must be trained to look for those subtle pieces of evidence that will help to corroborate the victim's history. These can include: any sign of a struggle such as a knocked over plant, a spilled glass, stretched elastic on a pair of panties, or a missing button from a blouse.

The Education of Law Enforcement: Implementing Necessary Training

After identifying the significant training need, the SDPD Sex Crimes Unit made major modifications to the curriculum at the Regional Police Academy to successfully address the investigation of non-stranger sexual assault and overcome the consent defense. Not only were the scenarios modified at the local level but at the state level as well. Rape Crisis Center advocates were also included as academy staff to ensure that the scenarios were accurate and responses by law enforcement appropriate. In addition to the basic academy classes, the Sex Crimes Unit developed 40 hours of advanced

training for officers and detectives that includes the following topics: Investigating Crimes of Sexual Assault; Sex Crime Laws; Designer Drug Identification; Drug Facilitated Sexual Assault; Forensics; Victim Interviews, and Impact and Community Resources.

A Study of Sexual Assaults Reported to San Diego Police Department, 1994-1996

The Unit's analysis of sex crimes reported to the SDPD continues yearly and we now have nine full years of data. In 1996 we enlisted the help of an epidemiologist at the Graduate School of Public Health at San Diego State University to provide a more in-depth analysis of the crimes reported to the unit. Of particular interest was how the context and character of the sexual assault affected the legal outcome of the case. Therefore, the primary purpose of this study was to comprehensively describe the sexual assaults reported to the SDPD Sex Crimes Unit throughout a three-year period, and to identify those factors most strongly associated with the prosecution and charging of an identified suspect. Information was collected from police logs and records as well as evidentiary examinations performed at local hospitals. We will first describe the character and context of the sexual assaults present in the study sample, and then describe the law enforcement outcomes over the three-year study period.

Study Sample

The study examined all sexual assault cases reported to the SDPD in the time period 1994-1996 involving the crimes of rape, marital rape, sodomy, and penetration with a foreign object (n=1,228 cases) (Lindsay, 1998). Only cases involving a female victim and one or more male suspects were included. Cases describing the crimes of attempted rape, oral copulation, sexual battery, incest, and unlawful sexual intercourse with a minor (statutory rape) were excluded. Unlawful sexual intercourse with a minor is a crime that does not have the elements of force, duress, and menace that characterize the penal code classification of rape. Cases involving the rape of a minor (adolescents) were included in this study.

Victim Age and Relationship to Suspect

By design, all of the victims in the study were female. Overall, 76% of the cases involved an adult victim, and 24% were adolescents (14-17 years). In 27% of the cases, the victim described the suspect as a stranger. The remaining 73% were non-stranger cases. These non-stranger cases were further divided into two categories: "brief encounter," and "acquaintance" cases. A brief encounter case (13% of all 1,228 cases) was defined as a case in which the victim knew the suspect for less than 24 hours. These cases were analyzed separately because they are considered uniquely different from the acquaintance cases. For example, from the victim's perspective, the assailant was essentially a stranger, because she had only spent limited time with him at a bar, party, or other gathering prior to the assault. However, from the perspective of law enforcement investigators, these brief encounter cases were often seen as acquaintance

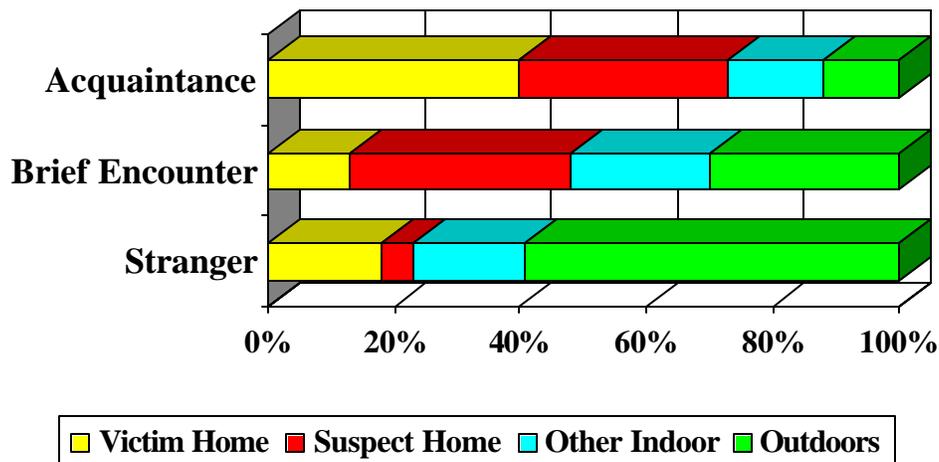
cases for the very same reason (because the victim and suspect spent time together prior to the assault).

Data from this study clarify a common misconception that non-stranger sexual assault is equivalent to “date rape.” Among the non-stranger cases (n=894) in our sample, only 19% involved dating relationships. The majority of the non-stranger cases involved non-dating relationships (57%) that included neighbors, friends of friends, friends of boyfriends, co-workers, etc.

Location

Figure 2 describes the location of the assault in terms of the victim’s relationship to the suspect. Not surprisingly, stranger assaults most often occurred outdoors or in a car (59%). Conversely, the majority of the acquaintance assaults occurred in either the victim’s home (40%) or the suspect’s home (33%), indicating some level of trust established between the victim and suspect prior to the assault. The majority of brief encounter assaults occurred either in the suspect’s home (35%), or outdoors/in a car (30%).

FIGURE 2

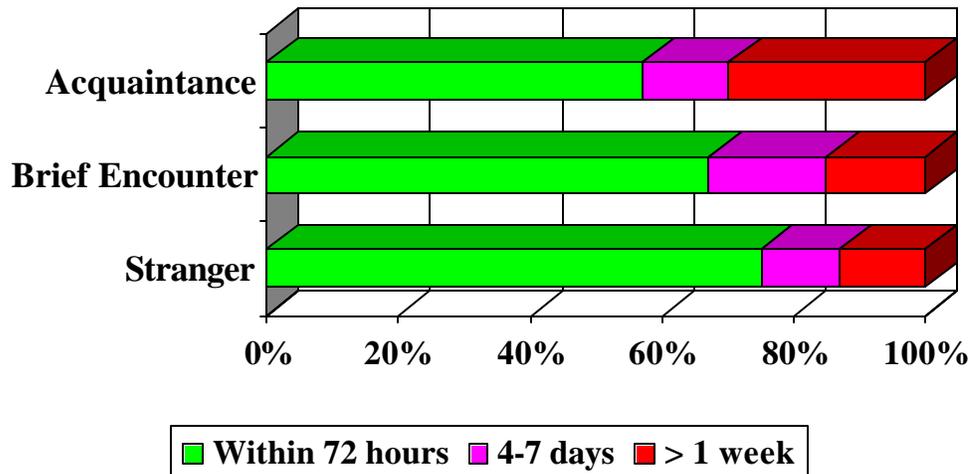


(30%). The location category of “indoor” in Figure 2 refers most often to parties or the homes of friends in which both the victim and suspect were visiting.

Length of Time from Assault to Police Report

Figure 3 describes the length of time from the assault to the filing of a police report. The length of time from assault to report has important implications for the ability to obtain an accurate history of events, to obtain important crime scene evidence, and for the victim to receive a timely forensic examination. Overall, 64% of all cases were reported within 72 hours, however women reporting assaults by strangers were much more likely to report the crime earlier than women reporting assaults by acquaintances. The length of time from assault to report for brief encounters is between the other two categories. In addition to making the cases harder to investigate, delays in reporting seen for acquaintance cases may also influence the victim's "believability" by those investigating the allegations and/or judges and jurors if the case goes to trial.

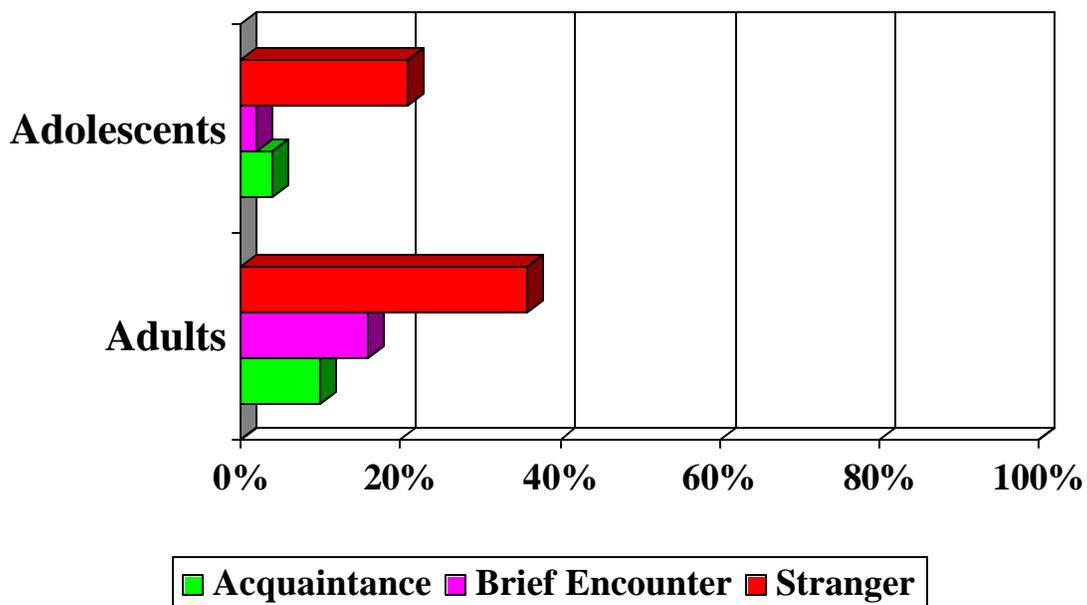
FIGURE 3



Weapons

The stereotypical image of a sexual assault often involves a stranger who uses some form of weapon. Our data contrast with this prevailing belief and show that weapons, such as knives, guns or broken bottles, were only used in 15% of all cases. Figure 4 describes the suspect's use of a weapon in both adolescent and adult victim cases by relationship to the suspect category. Weapons were involved much less frequently in adolescent cases than adult cases, and as expected, weapons were more frequently used in stranger assaults than non-stranger assaults. Weapons are only rarely reported in acquaintance assaults.

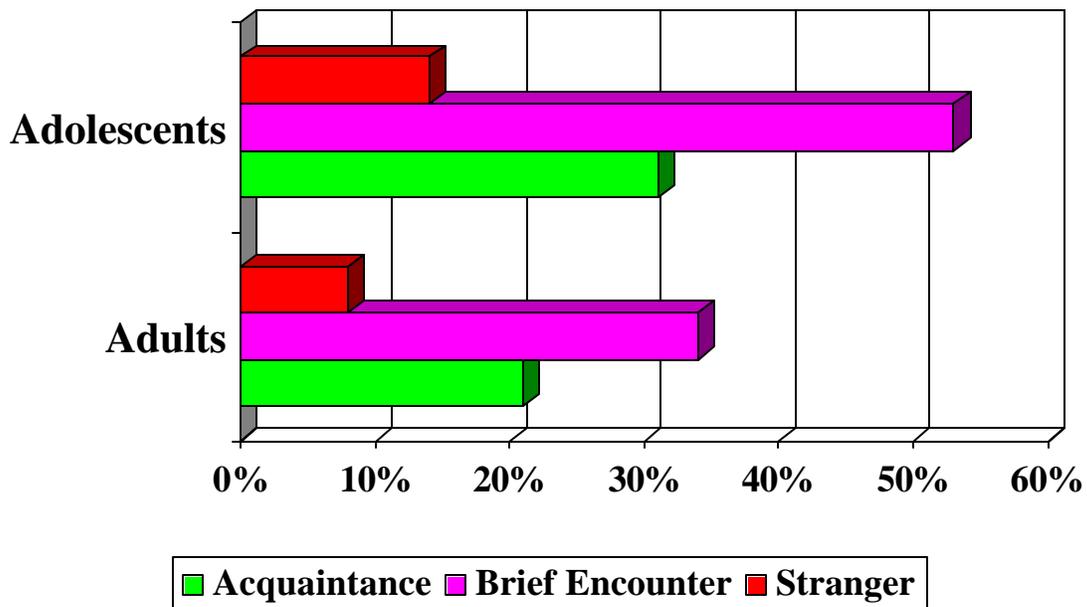
FIGURE 4



Victim Self-Reported Use of Drugs and/or Alcohol

Figure 5 describes the victim's self-reported, voluntary use of drugs and/or alcohol prior to the assault. The figure dramatically demonstrates the relationship between drugs, alcohol, and sexual assault particularly in the non-stranger category. Thirty-four percent (34%) of adult victims and 53% of adolescent victims with assailants reported in the "brief encounter" category self-reported drug and/or alcohol use prior to the assaults, thus making them particularly susceptible to a suspect who uses both their trust and their vulnerability to accomplish the assault. The relationship between drugs, alcohol, and sexual assault is significant in that it not only facilitates the assault, but it also contributes to the uncertainty that may occur in the criminal justice system's attempt to establish and prosecute the crime.

FIGURE 5



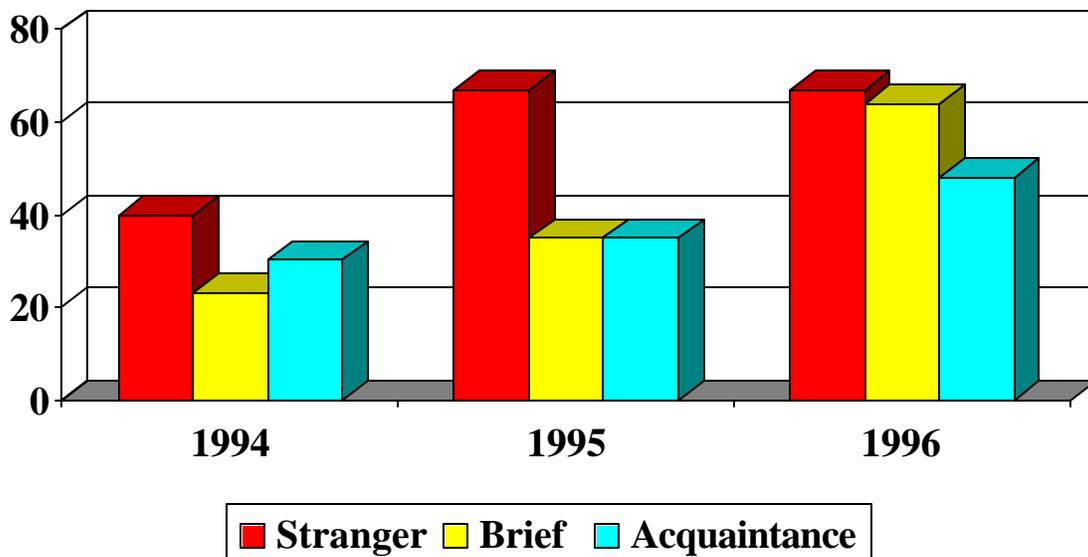
Criminal Justice System Responses

All of the factors described above combine to influence the investigation, prosecution, and judicial outcome of sexual assault cases. Overall, the San Diego Office of the District Attorney reviewed 41% of the cases in the study sample for possible prosecution of an identified suspect: 40% of these resulted in the charging of an identified suspect. Adult victim cases with non-stranger suspects were the most frequently reported crime in the study sample. These cases were also the most likely to be reviewed by the DA's Office, primarily because the suspect was identified. Cases involving adolescent victims were much more likely to result in the charging of an identified suspect than cases involving adult victims (55% vs. 36%). Cases involving stranger suspects were more

likely to result in suspect charging than cases involving brief encounter or acquaintance assailants (60% stranger, 41% brief encounter, and 37% acquaintance). However, there were significant differences in suspect charging between adult and adolescent victim cases. For adult victim cases, those involving an identified stranger assailant were the most likely to result in suspect charging (65% stranger, 30% brief encounter, 32% acquaintance). For adolescent victim cases, 44% of stranger cases, 62% of brief encounter cases, and 54% of acquaintance cases reviewed by the Office of the District Attorney resulted in suspect charging.

It is interesting to note that the percent of DA reviewed cases in which an identified suspect was charged with a crime rose dramatically in the three year study period: from 30% in 1994, to 39% in 1995, and then to 53% in 1996. Although there was an increase in the percent of suspects charged in all three relationship categories, much of the increase in suspect charging during this time period can be attributed to the increased

FIGURE 6



charging of non-stranger suspects, particularly those in the brief encounter category.

Figure 6 shows the percent of DA reviewed cases in which an identified suspect was charged with a crime by year and relationship of the victim to the suspect. In 1994, 40% of stranger cases, 23% of brief encounter cases, and 30% of acquaintance cases reviewed by the Office of the District Attorney resulted in the charging of an identified suspect. By 1996, 67% of stranger cases, 64% of brief encounter cases, and 48% of acquaintance cases resulted in suspect charging. Note the tremendous increase in the percent of cases involving a brief encounter suspect that resulted in suspect charging. By 1996, brief encounter suspects were being charged almost as frequently as identified stranger suspects.

In a retrospective observational study such as this, it is not possible to determine the exact causes for the dramatic shift in suspect charging during the three-year study period. Concurrent activities related to improving San Diego's response to sexual assault included extensive community education; the development and implementation of an active community-wide Sexual Assault Response Team (SART) (including representation from law enforcement, victim advocates, forensic examiners, public health, and prosecutors); victim advocacy activities; and the implementation of improved strategies for the investigation of non-stranger sexual assaults. Whatever the cause, it is clear that San Diego's understanding and response to non-stranger sexual assault underwent some significant changes in the three-year period.

Summary

Strangers do not perpetrate the majority of sexual assaults reported to law enforcement in the United States today. This is not to minimize the crime of stranger sexual assault, but only to emphasize that our beliefs about sexual assault, our response to sexual assault victims, and our investigative strategies need to recognize the unique dynamics of non-stranger sexual assault. Differences between the two types of assaults include the relationship between the victim and suspect prior to the assault, the victim's response to the assault, the community's response to the victim, the value of specific pieces of evidence in establishing the crime, the likelihood that the suspect will use a defense of "consent," and the response of judges and juries to the non-stranger sexual assault.

The San Diego Police Department has spent the last nine years comprehensively analyzing the sexual assaults reported to the SDPD Sex Crimes Unit, and continues to pursue this effort. With each succeeding year, more organizations and individual stakeholders have become involved with our work, and we frequently receive requests for new data at the conclusion of each calendar year. As a result of our local work (including the analysis of over 5,000 sexual assault cases), this work has been taken to the national level through various publications, training seminars, and national conferences. It was also a major starting point for the development of the first national sexual assault training curriculum for law enforcement produced by the National Center for Women and Policing through a grant sponsored by the Department of Justice.

We continue to stress the importance of educating the entire community including potential victims, potential offenders, law enforcement, healthcare professionals, prosecutors, judges, and future jury pools about the dynamics of non-stranger sexual assault to create a community that understands that rape involving a non-stranger is as serious a threat to community health and safety as stranger assault. A criminal justice system that recognizes this will more effectively be able to serve and protect its community.

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SAMPLE PARENT INFORMATION BROCHURE

WHAT IS SEXUAL ASSAULT? TRANSPARENCIES