

# 15

SESSION

## Sexual Assault

### Date Rape and Acquaintance Rape

Overview of Lesson	National Standards for Civics and Government	National Standards for English	National Standards for Health
<p>Students address both criminal and emotional issues of sexual assault. They learn how to prevent it and what resources are available to help assault victims.</p>	<ul style="list-style-type: none"> <li>• Civic responsibilities (NSCG V.C.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken, written, and visual language to accomplish their own purposes. (ELA 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (NHES 3)</li> <li>• Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)</li> </ul>

## 15

## SESSION

## SEXUAL ASSAULT

DATE RAPE AND  
ACQUAINTANCE RAPE

This session explores the difficult and important topic of sexual assault. Teens will examine some myths and facts and learn what to do if they are a victim of sexual assault. They will also explore how clear communication between males and females can help prevent acquaintance rape.

TEENS WILL  
LEARN

- How to define rape by a stranger and acquaintance rape
- How to tell myths from facts about sexual assault
- How both sexes can help prevent acquaintance rape by communicating clearly
- What to do if they are victims of sexual assault
- How to help a friend who has been raped

## TEACHING STRATEGIES

The following teaching strategies are included in this session:

- Brainstorming
- Whole-group Discussion
- True/False Statements
- Role-play
- Debriefing
- Journal Writing

## MATERIALS NEEDED

- Newsprint and marker
- *Handling Difficult Situations* poster (from the *Community Works* kit)
- Handout 1: *Myths and Facts About Sexual Assault*
- Handout 2: *Thinking About Dating*
- Handout 3: *If You Are the Victim of Rape*
- Journal for Session 15



Because of the sensitive nature of this topic, you should seriously consider asking a resource person such as a rape crisis counselor to help you present this session. Other possible resource persons for this session could include

- A rape crisis hotline staff member to present information on victims' needs, local resources, and availability of training (A national referral service, the National Sexual Assault Hotline, 800-656-4673 or [www.rainn.org](http://www.rainn.org), automatically connects callers to the nearest counseling center.)
- A nurse or physician who is an expert on sexual assault to present information on the treatment of victims of sexual assault (Many hospitals have programs or centers in which specially trained medical personnel help victims of rape. One of these is the Sexual Assault Nurse Examiner program, which trains nurses in special techniques to help victims and preserve evidence.)
- A representative from a men's rape prevention project or similar group that works to prevent rape through community education and public action

For this session, it is especially important that you contact resource persons in advance, determine if they are suitable for your group of youth and the topic, discuss the session plan, and be sure that they understand their role.

See the Introduction in Volume One for information on how to contact and work with a resource person. Also note that because this is a sensitive topic, teens might react or act inappropriately—laughing or giggling because they are nervous or stressed, for example—during the session.

## SUMMARY OF STEPS

### PART 1

Step A. Warm-up

Step B. What Do You Think?

Step C. Myths and Facts About Sexual Assault



45 Minutes

### PART 2

Step D. Preventing Acquaintance and Date Rape



45 Minutes

### PART 3

Step E. If You or a Friend Is a Victim of Rape

Step F. Reflection



45 Minutes

## BEFORE THE SESSION

1. Read the session plan.
2. Review Session 8: *Conflict, Communicating, and Working Together* so that you can use giving and receiving criticism skills to help teens in the role-plays in Step D. Hang the *Handling Difficult Situations* poster in the room.
3. Decide how you will involve teens in the session as helpers, leaders, readers, creators of posters, etc. For more information about facilitating teen involvement, consult the Introduction in Volume One.
4. Write the myths from Handout 1: *Myths and Facts About Sexual Assault* as statements on the chalkboard or newsprint. Cover up these statements until the group reaches Step C of this session. (Teens will then guess whether these statements are true or false.)

**Note:** You could use the continuum strategy in the Introduction in Volume One to discuss these true and false statements instead of using the strategy set out below.

5. See Step D, #2 for the four points under the heading “Avoid situations in which acquaintance or date rape is most likely to happen,” and write them on the chalkboard or newsprint. Cover them up until needed in Step D.
6. Make copies for each teen of Handout 1: *Myths and Facts About Sexual Assault*, Handout 2: *Thinking About Dating*, and Handout 3: *If You Are the Victim of Rape*.
7. Make copies for all teens of the journal for this session.
8. Post the teen-created guidelines from Session 1 in the room.
9. Gather the materials you will need.



### Service-learning Project Idea

Ask teens to think about the most important ideas they have learned. What would be the best way to tell other students about these issues? The possibilities could include developing public service announcements, making special bookmarks with prevention tips on them, or creating posters for areas where teens hang out.

## P A R T

## 1

## STEP A

## TEACHING STRATEGY

## ■ Icebreaker



10 MINUTES

## Warm-up

1. Introduce the resource person and tell teens that he or she will help present this session.
2. Review the previous session.
  - Ask teens to think for a minute about the purpose of the *Community Works* program. Ask them to tell what they remember.
  - Ask the group members to update newcomers and those who missed earlier sessions. Assign this task to teens on a rotating basis. Explain that it helps build public-speaking skills.
  - Remind teens that these sessions will help them get information and develop skills to avoid being the victims of crime, as well as help them develop skills to help others and their communities become safer.
  - Return their journals with your comments from the last session.
  - Tell teens that this session will examine sexual assault—what it is and is not, what they can do to prevent it, and how to help victims.
3. Remind teens of the guidelines they developed for these sessions. Be sure their list is posted on the wall.
  - One way to increase teens' involvement and give them ownership of the session is to have them volunteer to go over the group guidelines at the start and recap the activities from the last session.
4. To warm up the group, choose an icebreaker (optional) from the Introduction in Volume One. (Allow additional time for this activity.)

## STEP B

## TEACHING STRATEGIES

- Brainstorming
- Whole-group Discussion



20 MINUTES

## What Do You Think?

1. Begin by asking teens what comes to their minds when they hear the words "sexual assault." What does that mean?
  - Write their associations on the chalkboard or newsprint.
  - Read and write this definition on the chalkboard or newsprint:
 

*Sexual assault is unwanted sexual contact including rape and other forms of violence that are sexually related.*
  - Explain that *date rape or acquaintance rape is sexual assault by a date or some other person with whom the victim has an ongoing social relationship.*
  - Explain that *statutory rape is sexual intercourse with an underage individual whether or not he or she consents. A mistake by a male as to the female's age is not a defense, even if the male reasonably believed the female was over*

the age of consent. Most states put the age at which a minor can legally agree at 16. Contrary to popular belief, an underage male can be prosecuted for having sex with an underage female.

- Explain that *rape is the crime of forcing a person to submit to sexual intercourse*.
2. Compare teens' comments with the definitions provided.
    - If there are differences, ask teens why they think there are differences. (Misconceptions about sexual assault come from a variety of sources. For example, television or movies sometimes show sex starting with a man and a woman fighting and then becoming very passionate, so many people think that's the way it should be.)
  3. Ask teens why they think some people sexually assault other people. This will get some of teens' misconceptions out in the open and lead into the next activity.

## RESOURCES ON THE WEB

For information on the laws in your state, see

[www.law.cornell.edu/topics/state\\_statutes.html](http://www.law.cornell.edu/topics/state_statutes.html).

### STEP C

## TEACHING STRATEGY

- True/False Statements



15 MINUTES

## Myths and Facts About Sexual Assault

**Note:** You could use the continuum strategy in the Introduction in Volume One to discuss these true and false statements instead of using the strategy set out below.

1. Uncover and show teens the statements you wrote on the chalkboard or newsprint from Handout 1. Read each statement aloud, and ask teens to raise their hands to indicate whether they think each is true or false.
2. Distribute a copy to each teen of Handout 1: *Myths and Facts About Sexual Assault*.
  - Read or have a teen volunteer read each fact aloud.
  - The point here is to get teens to understand the basics about sexual assault. It is a power-driven crime in which the attacker seeks to control the victim.
  - Tell teens that many of the tips discussed in Session 12 on how to avoid robbery and assault also apply to rape by a stranger.
  - Tell them that most sexual assaults and rapes are committed by someone the victim knows. In this kind of rape—acquaintance rape—it's especially important to separate myths from facts.

## Wrap-up for Part 1

Ask teens: What information surprised you the most during this discussion? What information do you think your peers would find most useful? What is the best way to get this information out to others? Use a flipchart and brainstorm some ideas. Some of these ideas might make good service-learning projects.

Part 2 of Session 15 will continue discussions about sexual assault with a focus on acquaintance and date rape.

P A R T

2

## REVIEW AND PREVIEW

Begin Part 2 by reviewing Part 1. Be sure to remind participants about the objectives for these sessions and give them an overview of what will be accomplished during this session. (Hint: Use the objectives set out at the beginning of this session.)

### STEP D

#### TEACHING STRATEGIES

- Brainstorming
- Whole-group Discussion
- Role-play
- Debriefing



45 MINUTES

### Preventing Acquaintance and Date Rape

1. Explain to teens that three out of five rapes are committed by someone known—at least casually—to the victim.
  - Ask, “What can you do to *avoid situations* in which acquaintance or date rape is most likely to happen?”
  - Write their ideas on the chalkboard or newsprint.
2. Compare teens’ views with the advice written before the session on the chalkboard or newsprint. Praise teens when their advice is sound.

Avoid situations in which acquaintance or date rape is most likely to happen:

- Avoid being alone or in secluded places with someone you don’t know well.
  - Be prepared to find your own transportation home.
  - Don’t drink alcohol or use illicit drugs. Drugs, including alcohol, reduce your ability to take care of yourself and make good decisions. Some drugs, commonly called “club drugs” (rohipnal, for example) can be especially dangerous—someone could put them in your drink without your knowledge and take advantage of your drugged state.
  - Don’t ride in a car with someone you don’t know well or don’t trust. (Ask teens to suggest ways to turn down an offer of a ride from someone they feel uncomfortable riding with. Or role-play this scenario to help teens practice saying no in difficult situations)
3. In addition to avoiding situations that lead to acquaintance or date rape, it is essential to learn how to *communicate clearly* with the other person.
    - Ask teens, “What can a person do in direct communication with a date or acquaintance to prevent or reduce the chances of rape?”
    - Write their advice on the chalkboard or newsprint. Options might include
      - Telling your date that you are expected home at a specific time

- Explaining that you have arranged to meet friends and stay with the group for the date
  - Letting the person know that you don't feel comfortable with the situation and want to either go home or return to the group
  - If you're feeling queasy (which can come from feeling nervous), telling your date that you feel sick
- Ask volunteers to recap the giving and receiving criticism skills highlighted in the *Handling Difficult Situations* poster.
4. Compare teens' views with the advice below, adding and modifying where necessary.
- Think about what you want—and don't want—to happen before going on a date.
  - Know your intentions and boundaries.
  - Send clear, direct, and strong messages—and *listen* to the messages being sent by the other person. This is the responsibility of both parties.
5. Read aloud “The Skydiver” story below.

**Note:** The purpose of this story is to focus teens' attention on a case that involves one person making assumptions about another person and acting on these assumptions without finding out what the other person wants.

### ***The Skydiver***

*Rob lives in a community where skydiving is a popular sport—all of his friends skydive. Rob wants to be considered a “real man,” so he saves money for skydiving lessons. After he has attended four classroom lessons, it is finally time for his first jump. Rob tells the instructor he is not yet sure he can jump, but he wants to go on the flight and put on his skydiving equipment.*

*The plane is flying at 7,000 feet when Rob peers out of the open doorway. The wind whips against his face. His turn to jump comes, but he freezes, unable to move. Rob is scared. He wants to jump—everyone else is doing it—but he knows it's not right for him.*

*Rob tells the instructor that he isn't going to jump, but the instructor pushes him out of the plane. Rob lands safely, but he's angry and shocked. He knows he will never skydive again.*

- Ask:
    - “Does Rob have the right to refuse to jump? Why or why not?”
    - “Did Rob ever make the instructor think that he wanted to jump?”
    - “Was the instructor right or wrong to push Rob? Why?”
    - “What should Rob have done?”
6. Tell teens that they will use a role-play to practice how to communicate clearly in a dating situation.
- Remind them that the goal here is to put their own feelings and thoughts into words and pay attention to the expressed feelings and thoughts of the other person.

- Mention giving and receiving negative feedback and point out the poster on the wall.
  - Tell teens that both males and females must send clear, direct, and strong messages—and *listen* to the messages being sent by the other person.
7. The leader and resource person set up a role-play situation. If you don't have a resource person, ask another adult to do this role-play with you—don't start with teens playing these roles.
- Explain the situation:
 

*This is the second date for two teens. The first date was very nice. They had fun, liked each other, and were mutually attracted. On this second date, they end up at the home of the teen whose parents are away.*
  - The leader and the resource person play roles as the teenagers.
 

Each “thinks aloud” in their roles, so that teens learn what is on their minds.

    - One thinks:
 

*This person wants to have sex with me because I want to have sex. We went out for dinner, I paid and so I deserve to be “paid back” with sex.*
    - The other thinks:
 

*We care about each other, so I don't think this person would hurt me. I liked the dinner and feel safe in my own house—even though my parents aren't home. I don't want to have sex but I don't think that will be a problem.*
  - The leader and resource person now talk to each other (in their roles teens):
    - One says, “I sure am ready for a good time!”
    - The other says, “Tonight's been fun, but what exactly to you mean by ‘a good time?’”
8. The adults freeze their role-play and ask teens for advice about what each should say in this situation.
- At this point, ask two teens to volunteer to step into the role-play.
  - Let the role-play go on for a few minutes to give teen volunteers a chance to practice communicating (telling the other what he or she wants and listening to the views of the other).
  - Ask teens to reverse roles so the girl is playing the boy's role and vice versa.
9. Debrief the role-play.
- Ask the volunteers what they learned from playing the roles in this situation.
  - Ask the rest of the group what they thought worked well and what they would say or do differently.



- Ask teens if they can think of any similarities between the two scenarios they have talked about, Rob standing in the open doorway of the plane and the girl bringing a boy home when her parents are away. They might say
    - Just because Rob was standing in the doorway did not mean that he wanted to jump or be pushed out, and just because the girl brought the boy to her house when her parents were not home does not mean that she wanted to have sex.
    - If Rob was not sure he wanted to jump, it would have been better if he had not been standing by the door. If the girl did not want to have sex with the boy, it would have been better if she had not brought him home when her parents were away. (However, in each case, it is not Rob's or the girl's fault.)
  - Emphasize these points:
    - *At no point* does what a male buys for a female (for example, dinner, a ring, etc.) entitle him to have sex with her.
    - *No one asks to be raped.* Inviting someone home when your parents are away (whether it's smart or not) is *not* asking to be raped. (Standing in the open doorway of an airplane is not asking to be pushed out the door.)
10. Distribute Handout 2: *Thinking About Dating* and ask teens to write their answers.
- Ask for volunteers to share their responses to each question and take notes on a chalkboard or newsprint.
  - Discuss responses with the group.

## Wrap-up for Part 2

Ask the group to brainstorm some ways that they could use the information they are learning to develop a service-learning project. What information would be most important to other teens? Once the group has identified information, then discussions can focus on how these ideas could evolve into a service-learning project.

Part 3 will continue discussions about rape and acquaintance rape, but the focus will switch to thinking about how to help a friend who has been hurt by this crime. The group will grapple with the factors that go into deciding on the seriousness of the crime.

## P A R T

## 3

## REVIEW AND PREVIEW

Begin Part 3 by reviewing Part 2. Be sure to remind participants about the objectives for these sessions and give them an overview of what will be accomplished during this session. (Hint: Use the objectives set out at the beginning of this session.)

## STEP E

## TEACHING STRATEGY

## ■ Brainstorming



35 MINUTES

## If You or a Friend Is a Victim of Rape

1. The resource person can help you set the tone for teens.
  - Emphasize that sexual assault is a serious crime with serious consequences.
  - Tell teens that police and rape crisis centers can help those who are victims of rape.
  - If your group used Session 6: *Our Community's Resources*, ask teens what they learned about a rape crisis center and local police precinct in their community.
  - Emphasize that teens can help themselves by acting responsibly.
  - It's important to convey that this problem concerns boys as well as girls. Boys need to be aware of the consequences of unwanted advances. Boys should also be aware that they too could be the victims of unwanted sexual advances.
2. Distribute copies of Handout 3: *If You Are the Victim of Rape*.
  - Tell the teens that additional information is available at [www.rainn.org](http://www.rainn.org).
  - Have the resource person present the main points in the handout and supplement it with information from his or her professional experience.
  - The point here is to get the basic information across to teens in a serious and sensitive way.
  - Tell teens that they can either ask the resource person questions at this point or wait until after the session, if that will make them more comfortable.
3. Tell teens that they can help if a friend has been a victim of sexual assault.
  - Explain that a friend's support can make a big difference to someone who has been sexually assaulted.
  - Tell teens that they will next consider how they could best help a friend in this situation.
4. Write the situation below on the chalkboard or newsprint:
 

*You learn that a friend has been sexually assaulted. Your friend is very upset, afraid to report the crime, humiliated, ashamed, and afraid of going to unfamiliar adults to talk about such a tough personal problem.*

  - Ask the group to brainstorm what they would do in this situation.
  - Write their suggestions on the chalkboard or newsprint.
  - Have the resource person give teens feedback on their suggestions, noting which suggestions make sense in his or her experience, explaining why some would not be a good idea, and adding suggestions teens left out. The list below can serve as a guide.

- Find a time and place to speak privately with your friend and listen to what he or she tells you. Let your friend talk—don't interrupt.
- Believe what your friend tells you. People rarely make up stories about sexual assault. Your friend trusts you and has come to you feeling that you will believe the story.
- Let your friend know that you care and want to help. You may not know exactly what to say, but you can help your friend find someone who does know. Encourage him or her to find a trusted adult to tell, such as a youth worker, doctor, school counselor, teacher, or rape crisis counselor.
- Sexual assault is *wrong*. Reassure your friend that the blame belongs on the offender and that nothing he or she did caused the rape.
- Encourage your friend to report the rape.
- Offer shelter if your friend needs a safe place to stay.

## STEP F

### TEACHING STRATEGIES

- Brainstorming
- Journal Writing



10 MINUTES

### Reflection

1. Relate the session to teens' lives.
  - Ask the participants to brainstorm a list of ways to protect themselves from sexual assault. Are they comfortable with the information they have learned in this session? Could they tell some of their friends about the information and resources they have learned about?
2. Turning learning into action
  - Ask teens who might benefit from finding out what they learned in this session.
  - To get teens thinking about possible service-learning projects related to this session, ask them what methods they might use to share this information. Ideas might include presenting skits or role-plays, writing and distributing tips in the form of a brochure, holding panel discussions, etc.

**Note:** If this session has sparked special interest among teens and they are interested in doing a short service-learning project (approximately two hours or less) related to this session, consult the Introduction in Volume One for "Easy Steps to a Service-learning Project."

  - Ask for volunteers for the next session's tasks, such as making posters, contacting community resource people, and setting up the room.
3. Distribute the journals for this session.
  - Explain, remind, or ask teens the purpose of the journal. Be sure they know it is to help them reflect on what they learned and for you to read and respond to what they write. Be clear that you will not be correcting what they write—just reading and responding.
  - Ask teens to write their answers to the journal questions.
  - Ask for teens who are willing to share their thoughts with the group.
  - Collect their journals to review them after the session and write short comments. Tell them you will return their journals with your comments at the next session. This gives teens something tangible and provides them with a connection to previous sessions.



## HANDOUT 1

### Myths and Facts About Sexual Assault

(Since the majority of sexual assault victims are female, we have used female pronouns; however, males can also be victims of rape or sexual assault.)

1. **Myth:** Sometimes, people ask to be raped by dressing or acting certain ways.

**Fact:** Rape is an act of violence. It is not caused by sexual passion for the victim but is an attempt to gain power over the victim and control and humiliate the victim, using sex as a weapon. It is *always* wrong. It is always a *serious crime*. It is *never* the victim's fault.

2. **Myth:** If someone willingly goes to a home without an adult present, that person is taking on the risk of being assaulted. If something happens, it's the victim's fault.

**Fact:** The responsibility for rape is with the offender, not the victim. Victims do not cause rape. Even if someone consented to some sexual activity, that doesn't mean they have consented to *all* sexual activity. When someone says "No" or "Stop," that means *STOP*. Sexual activity forced upon another without consent is sexual assault.

3. **Myth:** It's not sexual assault if it happens after drinking alcohol or using illicit drugs.

**Fact:** A person under the influence of substances does not cause others to assault her; others choose to take advantage of her vulnerable position and sexually assault her.

4. **Myth:** Most sexual assaults are committed by strangers. It's not rape if the people involved knew each other.

**Fact:** According to the 2004 National Crime Victimization Survey, approximately 75 percent of all sexual assaults are committed by an acquaintance of the victim. Legally, acquaintance rape carries the same penalties as sexual assault committed by a stranger.

- About seven in ten female rape or sexual assault victims stated the offender was an intimate, other relative, a friend, or an acquaintance. Female victims are more likely to be victimized by intimates than male victims. In 2004, approximately 21 percent of the assailants were described as a friend or acquaintance and 34 percent as strangers. By contrast, of those offenders victimizing males, 4 percent were described as intimates and 50 percent as strangers. (National Crime Victimization Survey, 2004)
- Sexual assault can occur in dating relationships and marriage, in heterosexual or same-gender relationships.
- Unwanted sexual activity is sexual assault and a serious crime.
- Even if a woman has had sex with the person before, that does not mean that he can force her to have sex if she does not want to.

5. **Myth:** If you stay out of dark alleys and other dangerous places, you won't get raped.

**Fact:** Almost 70 percent of sexual assaults reported to law enforcement occurred in the residence of the victim, the offender, or another individual.\*

6. **Myth:** A person who has been sexually assaulted will be hysterical.

**Fact:** Victims of sexual violence can be calm, hysterical, withdrawn, angry, apathetic, or in denial or shock. Each victim copes with trauma differently and it can change over time.

7. **Myth:** It's rape only if the victim puts up a fight and resists.

**Fact:** Many states do not require a victim to resist in order to charge the offender with rape or sexual assault. Many law enforcement experts say that victims should trust their instincts and do what they think is most likely to keep them alive.

\*Howard N. Snyder. *Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics* (Washington, DC: American Statistical Association and U.S. Department of Justice, Bureau of Justice Statistics, 2000), 6.

**H A N D O U T 2****Thinking About Dating**

Answer the following questions as honestly and thoughtfully as possible.

1. How does our culture contribute to stereotypes of men and women and their relationships?

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2. What kind of relationship would you like to have?

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3. Think of an example of a healthy, positive relationship—it could be a couple you know or have seen on television or in the movies or read about in a book. Is this relationship based on mutual respect and appreciation of differences?

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## H A N D O U T 3

### If You Are the Victim of Rape

1. **Get help immediately** after the attacker leaves or you get away. Go to a safe place and call the police. Call your parents or someone else close to you.
2. **Don't bathe, change clothes, douche, or otherwise clean up**, whether the rapist succeeded or not. It's natural to want to clean yourself up, but you may wash away or throw away vital evidence.
3. **The police should take you to a hospital or clinic** for an examination to secure evidence to help prosecute your attacker. You may be tested for sexually transmitted diseases. Take a change of clothing when you go to the hospital because your clothes may be needed for evidence. Ask if a SANE (Sexual Assault Nurse Examiner) nurse is available to examine you. SANE nurses are specially trained to help you, examine you, and preserve evidence.
4. Arrange an additional **checkup with your own doctor** for disease and pregnancy detection.
5. As soon as you can, **write down or tape record everything you recall about the incident** and about the time immediately before and after it. Do this in several sessions because you may not remember everything the first time.
6. **Get in touch with the nearest rape crisis center or hotline.** The police or hospital personnel may have the phone number. These centers are also usually listed in the phone book.
7. **You may feel anger, hopelessness, terror, guilt, and helplessness. Get help to deal with these feelings.** They are entirely normal after your experience, but they deserve professional attention. You may want to consult a counselor or therapist.

In addition . . .

This area of the law is under transition because many states are replacing their rape laws with criminal sexual assault laws. Rape is a serious form of criminal sexual assault. In addition, most states and the federal system have passed "rape shield" laws. These laws prohibit the introduction of evidence to the jury about the victim's past sexual behavior and reputation. Some states require independent proof that the act took place. This means confirmation or support for the story of the victim, such as testimony of a witness, doctor's report that sexual intercourse took place, or prompt report to police.



**JOURNAL**

**Session 15**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

I learned that rape is

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Two ways to protect myself include

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Other young people need to understand that sexual assault is

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One way that I can help prevent sexual assault is

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