

**Building Healthy Relationships  
Across Virginia:**

**A Facilitator's Guide for  
Teen Dating Violence Prevention**

**Unit 4:**

**Addressing  
Sexual Violence  
with Teens**



# Addressing Sexual Violence with Teens



The activities in this unit focus on the particular issues faced by teens in relationships – especially dating relationships – with their peers. Teens are at a developmental stage where the emergence and expression of their own sexuality is becoming a factor in many aspects of their experience. The dynamics of sexual activity in a healthy relationship can be confusing and stressful. The process of dealing with an abusive or sexually violent relationship or event presents a threat to the self-image of an adolescent and their coping abilities. For example, an adolescent's ability to deal with the aftermath of an assault often differs from the process experienced by most adults. Several factors pertain specifically to adolescents: reluctance or inability to identify their experience as sexual violence, or more specifically, as rape; fear of getting the offender in trouble; fear of telling parents or caregivers, fear of being ridiculed or ostracized by their peers for disclosing the assault or confusion about sexuality. Additionally, the assault may have been preceded by behaviors and/or activities that may have been forbidden to the victim, such as drug or alcohol use, being somewhere they weren't supposed to be, being a member of a gang, etc., and the adolescent fears the consequences of disclosing this information.

Many adolescents feel a compounded sense of isolation because of the lack of resources and information specifically targeted for adolescents, and limited access to support services. Add to this the natural desire for independence while still needing adult guidance and support, and it is easy to see how confusion may cloud the already limited options available to obtain help in the healing process.

The activities included in this section promote awareness and improve recognition of sexual violence in a manner that is relevant to teens, as well as foster a better understanding of the sexual violence dynamics as they apply to a teen environment (such as, analyzing victim blaming, exposing the factors underlying acquaintance sexual violence, and debunking some common myths and stereotypes about sexual violence.) **VSDVAA has defined sexual violence as conduct of a sexual nature which is non-consensual, and is accomplished through threat, coercion, exploitation, deceit, force, physical or mental incapacitation, and/or power of authority.** It is important to note that this definition is a bit different from a legal definition of rape or sexual battery, but it can provide the facilitator with a conceptual starting point for many of the activities.



### The Dynamics of Sexual Violence

It is important for any facilitator using these activities to understand the dynamics of sexual violence, including its aftermath. The term *Rape Trauma Syndrome* refers to the characteristics of the recovery process that are often shared by sexual violence survivors. Following an assault, it is common to hear survivors describe a variety of emotions including anger, helplessness, powerlessness, feeling dirty, depression, anxiety, and fear. These feelings may be re-experienced in response to “triggers” such as seeing someone who looks like the assailant, a certain type of car, a similar smell or anything else that reminds a person of the assault.

It is important to emphasize that it is common for survivors to feel that they are out of control in the weeks or months following the assault. Some survivors feel a sense of shock or denial. Adolescents may experience difficulty in concentrating at school and grades may suffer; changes in eating and sleeping patterns, drastic mood swings, acting out behaviors, increased or new use of drugs and alcohol, nightmares, and flashbacks. The reaction to rape is unique to the survivor; some express a need to be alone while others may want to be with people. Some survivors feel a need to discuss the assault while others may not wish to discuss it. Recognizing and understanding the behaviors known as *Rape Trauma Syndrome* can empower survivors by helping them understand that what is happening to them is a natural reaction to the trauma of sexual assault/violence. Also, it is important to recognize that some participants in the group might be dealing with current victimization, and/or healing from past victimization.

### Victim Blaming

One of the most powerful messages we can send is that rape/sexual violence is never the survivor’s fault; no one deserves or asks to be violated. As a society, we practice victim blaming by making the victim feel responsible for the crime perpetrated against him/her, which adds to a victim’s sense of guilt, shame, and embarrassment. The survivor may feel responsible for the assault, assuming that s/he could have prevented it – by definition it is the perpetrator’s choice to perpetrate, and culpability for rape/sexual violence lies with him/her. As educators and advocates, we have a responsibility to avoid judgment statements which may be construed as blame. It is common for adolescents to adhere to myths perpetuated by society which blame the victim. It is necessary to help adolescents recognize that the responsibility for an assault lies with the perpetrator.



## **Unit 4:**

# **Addressing Sexual Violence with Teens**

## **Activities and Corresponding Handouts**

### **Sexual Violence: What is Rape?**

- What is Rape? Handout
- What is Rape? Activity Guide
- Rape Hurts Handout

### **What if Robbery Victims Were Treated Like Rape Victims?**

- The Cross Examination of Mr Smith Handout

### **Acquaintance Rape Role Play**

- Three Warning Bells Handout
- Pat & Terry Scenario
- When a Friend is Raped Handout

### **Ben & Shawna**

- Ben & Shawna Scenario

### **Journal Entries**

- Rob's Story
- Angel's Story

# Activities and Corresponding Handouts-- Page 2

## **Jack & Anna**

- Jack & Anna Script
- Instructions for “Anna”
- Instructions for “Jack”
- STOP Card

## **Rape Quiz: What Do You Think?**

- Rape Quiz: What Do You Think?
- Rape Quiz: Activity Guide

## **Reasons for Not Reporting Rape**

## **Rape/Sexual Violence Awareness Quiz**

- Rape/Sexual Violence Awareness Quiz and Activity Guide

# What is Rape?

## Facilitator's Notes

**Age:** High School

**Level:** Introductory

**Objective:**

To teach participants the definition of sexual violence, and to explore common misconceptions about sexual violence and rape.

**Time:** Flexible

**Materials:**

What is Rape? Handout

What is Rape? Activity Guide

Rape Hurts Handout

**Instructions:**

1. Divide the full group into at least three smaller groups.
2. Have each group answer four questions. For those questions where answers may differ, assign them to more than one group to get a variety of responses.
3. Review the entire questionnaire with the full group, asking each smaller group for its opinions. Allow time for other participants to comment as well.
4. Use the Activity Guide to lead the group discussion. Remember, not all participants will agree with the answers. Create an open, non-judgmental atmosphere so that they will feel safe voicing their opinions and discussing differences.

*Adapted from Reaching & Teaching Teens, Nebraska Domestic Violence and Sexual Assault Coalition.*  
<http://www.ndvsac.org/>



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# What is Rape?

**Answer the following questions.**

**Be able to explain and share your answers with the group.**

1. What is rape? How do you define rape?
2. Is there a difference between rape and sexual assault?
3. Describe a “typical” rapist.
4. Who is responsible for a rape occurring?
5. Why do some people choose to commit sexual violence?
6. Do many people lie about being raped/sexually violated?
7. What can you say or do when someone tells you that he/she has been raped/sexually violated?
8. What are some of the feelings that survivors of sexual violence may experience?

# What is Rape?

### Activity Guide for Facilitator

#### 1. What is rape? How do you define rape?

VSDVAA defines sexual violence as conduct of a sexual nature which is non-consensual, and is accomplished through threat, coercion, exploitation, deceit, force, physical or mental incapacitation, and/or power of authority. According to Virginia law, rape is sexual intercourse against a person's will, by force, or through threat or intimidation, or through using a person's mental incapacity or physical helplessness. **The Code defines "physically helpless" as "unconsciousness or other condition at the time of the offense that renders the victim unable to communicate a lack of consent, and about which the perpetrator knew or should have known."** Mental incapacity is defined as "the condition of the complaining witness existing at the time of the offense which prevents the complaining witness from understanding the nature or consequences of the sexual act involved in such offense and about which the accused knew or should have known."

There must be vaginal penetration in order to prove rape. Forcible sodomy and object sexual penetration are also "penetration" offenses, and, like rape, are felony offenses with a 5 year to life penalty. No one wants to be raped or sexually assaulted. If people freely agree to sexual contact, they have given their consent, so it would not be considered rape. However, only individuals over the age of 13 in the State of Virginia have the legal ability to consent to sexual contact – sexual intercourse with an individual under the age of 13 is automatically a crime.

#### 2. Is there a difference between rape and sexual assault?

Sexual violence is a "blanket" term covering many forms of sexual violation, perpetrated by an offender, against the will of another individual, or if a victim is not of the age of consent. Rape is probably the most commonly **recognized** form of sexual violence. In the Commonwealth of Virginia, the term "rape" may only be applied when sexual intercourse between a male and female has occurred, against the will of one of the parties. To date, rape prosecutions in Virginia have only been pursued when the victim is a female and the perpetrator is a male. Other forms of sexual violence involve both males and females as victims. These include, but are not limited to:

- **Forcible sodomy:** Oral or anal sex against a person by threat or intimidation of another person.
- **Object sexual penetration:** Penetration of the labia majora or anus with any object, animate (i.e. finger) or inanimate (i.e. bottle).
- **Sexual battery:** Forced sexual touching (also referred to as molestation).
- **Statutory rape:** Virginia law does not use this term, but it typically refers to an adult (someone aged 18 or older) engaging in sexual acts with a minor (some-





one under 18 years of age). More information is available at: <http://www.vahealth.org/civp/sexualviolence/varapelaws/statutes.pdf>

Students may also identify the following actions as sexual violence: indecent exposure, peeping, obscene phone calls, flashing, up-skirting and streaking. People who are convicted of rape may have committed these other sexual offenses. It is important to note that while each of these crimes have different legal definitions, the impact on the victim may be very similar.

### 3. Describe a “typical” rapist.

- a. an acquaintance
- b. a family member
- c. a stranger
- d. someone you know really well
- e. someone you're dating
- f. a neighbor
- g. All of the above.

Try to move students beyond the myth that rapes are only committed by strangers in dark alleys in big cities carrying dangerous weapons. Over 50% of rapes occur in a residence, and in over 80% of rapes the victim knows the attacker (Warshaw, 1994). A 2003 Virginia Department of Health survey showed that 88% of female victims and 79% of male victims knew the person who perpetrated against them. Also, most rapists do not use any weapon except their greater physical size and weight to intimidate and/or overpower their victims. Alcohol is also frequently used to lessen the victim's ability to resist, and re-focus accountability from the perpetrator to the victim. We tend to hold perpetrators less accountable if they were drinking, while holding victims more accountable. Most rapists only use as much force as is necessary to hold their victim still and achieve penetration (Lisak & Miller, 2002).

Help students identify how accessibility, vulnerability, and opportunity play a role in sexual violence. Examples of this include: having greater trust for a friend or caregiver; feeling comfortable getting into a car with someone; going into their home; or going to an isolated location from others; perpetrators may use drugs/alcohol, or exploit a person's age or a disability.

### 4. Who is responsible for a rape occurring?

The only thing we can say for sure about rape, is that if the perpetrator had not chosen to rape, there would not have been a rape. No one deserves to be raped—

even if someone drinks too much, wears certain types of clothes, sends mixed signals, or goes to someone's house when the parents are not home. Ask students why they do certain things or dress the way they do: "to get attention?"; "to fit in?"; "Because they feel good about their body?" Maybe the answer to all of these questions is "yes." However, no one dresses or behaves a certain way to get raped. Females as young as 2 months and as old as 97 years of age have been raped.

Rape is a crime that often causes an indescribable amount of pain and suffering for the victim. Over 82% of randomly sampled rape survivors in the U.S. said that the rape permanently changed their lives, and over 30% of rape victims contemplate suicide in the aftermath of the rape (Warshaw, 1994). No one asks for this to happen to them. All kinds of people - young, old, rich, poor, African-American, Latino, white, straight, gay, transgendered, male, and female - are sexually assaulted in all kinds of situations.

### **5. Why do some people choose to commit sexual violence?**

Sexual violence happens because one person decides that their own wishes are more important than another person's right to choose when they will engage (or not engage) in sexual acts. When someone decides to take that right away from another person they become a perpetrator of sexual violence. A person chooses to perpetrate because of individual characteristics (e.g., orientation toward value of self and value of other people, orientation toward resolving disagreements, outlook on gender and sexuality, etc.) and because of the cultural and social conditions in which that person lives, and has lived (e.g., a culture that values "me" more than "us", rigid negative gender roles, force as an acceptable or "normal" way of getting what you want, lack of information in our society of respectful, healthy sexual expression). For example, in our country it's easy for boys learn that dominating others, using force to get what you want, and viewing girls as "the enemy" is a "normal" part of becoming man. Furthermore, these messages take hold more easily because some youth don't have adult figures who role-model respect for others, cooperation, and less rigid gender roles, and most youth don't receive enough comprehensive education about sexuality.

Sexuality is deeply personal and therefore acts of sex should always be engaged in voluntarily. If one person wants to engage in a given act, and the other person doesn't, the act should not be engaged in. A perpetrator's disregard for the sexual/emotional/physical rights could also mean he/she won't even ask for consent in the first place. This could be getting someone drunk so they are unable to resist and engaging in sexual acts with them without their consent, or simply overpowering them from the very beginning.



**6. Do many people lie about being assaulted?**

It is virtually impossible to know the frequency of false rape reports. It is interesting to note, however, that the 2005 National Crime Victimization Survey (Catalano, 2005), which includes statistics on reported and unreported crimes in America, reports that sexual assault is one of the most underreported crimes, with only 38% being reported to police that year. We must consider that it takes a tremendous amount of courage to come forward and report a rape. Besides risking a social stigma of “damaged goods,” victims also tend to worry about how their friends, family, and romantic partner will react. Many victims do not come forward for fear that a father, brother, or boyfriend will go out and try to get revenge, possibly ending-up injured or incarcerated. Teenaged and college-aged victims may worry that their parents will blame them for drinking or using drugs (if alcohol or drugs were involved) and/or become overprotective and restrictive of their freedom. Victims of acquaintance rape may also face harsh reprisals from their social group, who will either side strongly with the victim or strongly with the perpetrator (who is often from the same social group). Also, the victim risks having their behavior ruthlessly scrutinized by the general public if the case attracts any media attention. Given this range of backlash against people bringing forward a charge of rape, it would be surprising if false rape reports were more than a rare occurrence.

**7. What can you say or do when someone tells you that she/he has been raped?**

It is important to let the person know that the rape was not her/his fault. It may be helpful to listen, not make judgments, and be supportive. Learn what resources are available in your area and share them with your friend. In particular, the survivor may want information about pregnancy and STIs (Sexually Transmitted Infections), and you can go to ... to get that information. To learn about resources in your specific community, such as information about local sexual assault crisis centers or services, you can call the Virginia Family Violence and Sexual Assault Hotline at 1-800-838-8238. It is not helpful to make decisions for him/her. Because the perpetrator has taken control of the victim's life, it is important for the victim to regain control by making decisions for himself/herself, whether we agree with them or not.

**8. What are some of the feelings that survivors of sexual violence may experience?**

Refer to the discussion of Rape Trauma Syndrome in the beginning of this unit for further explanation. A survivor may experience many different feelings immediately after the assault; he/she may seem hysterical or completely calm. In the ensuing months, he/she may sleep all the time, or he/she may have difficulty sleeping.

He/she may have difficulty with future sexual relationships, or he/she may become promiscuous.

It is also common for survivors to feel anger, helplessness, dirty, shame, guilt, depression, and other similar emotions. A survivor may have these emotions “triggered” by smells, certain places that remind him/her of the assault, or people that resemble the assailant. These responses are not unusual and have been compared to Post Traumatic Stress reactions.

### *References for “What is Rape?” Activity*

*Catalano, S.M. (2005). Criminal victimization, 2004. Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics.*

*Lisak, D. & Miller, P. M. (2002). Repeat rape and multiple offending among undetected rapists. Violence and Victims, 17, 73-84.*

*Virginia Department of Health: Center for Injury and Violence Prevention. (2003). Prevalence of Sexual Violence in Virginia. Richmond, VA: Masho, S.*

*Virginia Department of Health: Center for Injury and Violence Prevention. (2004). Childhood Sexual Violence Victimization in Virginia. Richmond, VA: Simpson, C., Odor, R., Masho, S.*

*Warshaw, R. (1994). I Never Called It Rape. New York, NY: Harper Collins.*



# Rape Hurts

**The actual rape is only part of what a survivor experiences.  
S/he may also experience problems...**

## **Physically**

- feeling dirty, taking showers and still not feeling clean
- feeling sick, throwing up
- not wanting to talk, trying to forget the rape
- crying, or not being able to cry
- appearing okay on the outside, but feeling out of control on the inside
- pregnancy
- HIV or AIDS
- sexually transmitted infections
- bruising or damage to internal organs
- not wanting to eat or overeating
- headaches
- sleeping all the time, or not being able to fall asleep
- self-mutilation (cutting, etc.)

## **Socially**

- wanting to be alone
- avoiding friends—especially ones who know what happened
- not going out or doing things that used to provide enjoyment
- never wanting to be alone
- over complying
- needing to be or look perfect
- exhibiting destructive risk taking behaviors

## **Emotionally**

- having flashbacks—seeing things that bring back memories of the assault
- feeling angry at the rapist, friends who do not understand, police officers, and herself
- feeling blamed or responsible for the assault
- wanting to escape—drinking or using drugs to forget, changing friends, or attempting suicide
- “numbing” out
- moods swings and “black or white” thinking
- depression

## **In School**

- skipping class
- unable to think about or do school work / experience a drop in grades

## **Rape Hurts--Page 2**

- afraid of seeing the rapist in the halls or in class
- overachieving

### **In Dating Relationships**

- not trusting partner
- fearing partner will not care about him/her after the assault
- being intimate with partner brings back painful memories
- having many sexual partners because sexuality doesn't matter anymore

**Every survivor reacts differently.**

**If you have been hurt, remember it wasn't your fault.**

**Find someone you can talk to about what has happened.**

# What if Robbery Victims Were Treated Like Rape Victims?

Facilitator's Notes

**Age:** High School

**Level:** Introductory

**Objective:**

To expose the unfair nature of blaming victims in sexual violence cases, and to encourage people to treat sexual violence as a crime rather than an “accident”.

**Time:** 15 minutes

**Materials:**

The Cross-Examination of Mr. Smith script (\*make 2 copies\*)

**Instructions:**

1. Ask for two volunteers to read - one to read the attorney's lines and the other to read the victim's lines. After reading aloud the introductory line, instruct the participants to begin reading their lines. This will take approximately two minutes.
2. After the participants are finished reading their lines, use the following questions to facilitate discussion:
  - Who do you think is being prosecuted in this scenario, the victim or the perpetrator?
  - What do you think it would be like if victims of all crimes were prosecuted in this manner?
  - What do you think the goal of the attorney is in this scenario?
  - What impact does this have for victims coming forward to report crimes?
  - Why do you think this scenario sounded strange?
  - Do we as a society blame victims in other situations as well?
3. Conclude by emphasizing that sexual violence is a crime, and that **these crimes do not deserve to be treated any differently than a murder or robbery.**

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# The Cross-Examination of Mr. Smith

**Imagine how it might sound if a robbery victim were subjected to the kind of cross-examination the sexual violence victim usually must undergo...**

Attorney: "Mr. Smith, you were held up at gunpoint on the corner of First and Main?"

Victim: "Yes."

A: "Did you struggle?"

V: "No."

A: "Why not?"

V: "He was armed."

A: "You made a conscious decision to comply with his demands rather than resist. Is this correct?"

V: "Yes."

A: "Did you scream for help? Cry out in any way?"

V: "No. I was afraid"

A: "I see. Have you been held up before, Mr. Smith?"

V: "No."

A: "Have you ever given money away?"

V: "Yes. Of course....."

A: "And you did so willingly?"

V: "What are you trying to say? What are you getting at?"

A: Well let's put it like this, Mr. Smith. You have given money away in the past. In fact, you have quite a reputation for giving. How can we be sure that you weren't contriving or plotting to have your money taken away from you by force?"

V: "Listen, if I wanted....."



## The Cross-Examination of Mr. Smith--Page 2

A: "Never mind. What time did this hold up take place, Mr. Smith?"

V: "About 11:00PM."

A: "You were out on the street at 11:00PM at night? Doing what?"

V: "Just walking."

A: "Just walking.....? You know that it is dangerous being out on the street late at night. Weren't you aware that you could have been held up?"

V: "I hadn't thought about it."

A: "What were you wearing at the time, Mr. Smith?"

V: "Let's see.... a suit. Yes, my blue suit."

A: "An expensive suit?"

V: "Well... yes. I'm a successful businessman, you know."

A: "In other words, Mr. Smith.... You were walking around the streets late at night in a suit that practically advertised the fact that you might be a good target for some easy money, isn't that so?..... I mean, if we didn't know any better, Mr. Smith, we might think that you were asking for this to happen?"

# Acquaintance Rape Role Play

## Facilitator's Notes

**Age:** High School

**Level:** Introductory or Advanced depending on depth of discussion

**Objective:**

To identify behaviors that acquaintances/peers use preceding an assault.

**Time:** 30 minutes

**Materials:**

Three Warning Bells Handout

Pat & Terry Scenario

When a Friend is Raped... Handout

**Instructions:**

1. Distribute the Three Warning Bells Handout to the group. Discuss intrusion, desensitization, and isolation.

2. Read the "Pat & Terry Scenario" out loud. **(NOTE to Facilitator: Feel free to change these names to better fit the cultural make-up of the group.)** Ask participants to raise their hands (or ring bells) when they think one of the stages (or a "warning bell") is identified in the scenario. Have participants volunteer to say what the warning bell is, and what stage the behavior might represent.

3. When finished, ask the group what they could change about the "Pat & Terry Scenario" to make it positive/healthy (e.g., Pat is respectful, Pat asks before acting and respects Terry's answers, Pat is more concerned that they are having fun together than whether or not a sexual objective is accomplished, etc.). During this discussion, pay close attention to any sentiment attempting to blame Terry for any harm committed by Pat. Point out that Pat is responsible for his/her actions. If s/he chooses to ignore Terry's "no" then s/he is solely to blame for any harm s/he experiences as a result of his/her actions.

*Adapted from Susan Tate Firkley and Mark S. Benn; Working Together to Prevent Sexual Assault (1995). J. Weston Walch, Portland, MA.*

*When a Friend is Raped handout adapted from Reaching and Teaching Teens, NDVSAC, 1996.*



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# Three Warning Bells

There are many theories about how sexual violence offenders “operate” in their attempts to victimize others. The model discussed below is one that has been widely discussed and accepted. It is useful as a tool for understanding, as well as recognizing, potentially dangerous behaviors. But it is just one model, and does not apply to every sexually violent situation.

## Intrusion

During this stage, the offender “tests” the person by invading his/her victim’s space or privacy. These invasions may be comments that feel too personal, or they may be unwanted looks or touches. These intrusions may not feel threatening at first, yet they are intended to catch the victim off guard, or to make him/her feel uncomfortable. Many times a person will feel some sense of danger during this stage and may confront the offender with his/her feelings. Some people refer to this sense of danger as having a little “bell” ringing in the back of their head. It is at this time that the offender proceeds to stage two.

## Desensitization

During this stage, the offender tries to make the victim feel less sensitive to the intrusion by making him/her feel responsible for his/her offensive behavior. He/She may blame the victim’s reaction, saying it is too childish or “uptight.” The intruder might ask questions such as “Don’t you trust me?” or “I thought you liked me?” You can hear bell number two ringing.

A person may get used to these intrusions and begin to question whether he/she might be too uptight or overreacting—feeling “wrong” for her reactions. However, once the offender regains the victim’s confidence and trust, he/she progresses to the third stage.

## Isolation

This is the stage in which the offender gets the victim to go to an isolated area with him/her. After he/she has intruded on his/her space and attempted to desensitize how he/she is reacting to him/her, the offender may ask, “Do you want to go for a ride with me?” or “Do you want to go my room to listen to my new CD?” Bell number three should then be ringing a loud warning. Avoid being alone with this person, as this is when the assault can occur.

Regardless of past relationships, decisions about when and with whom you will have sexual contact are yours alone. Most rapists do not fit any particular pattern in the way they look or how they behave. There is no way that you can tell who is likely to rape. Rapists come from all walks of life.

# Pat & Terry Scenario

**Identify the intrusion, desensitization, and isolation stages in the following scenario. Could this scenario happen?**

Pat and Terry know each other from algebra class. Pat thinks Terry is cute and they arrange to go to a party after the Homecoming football game. They meet at the party and Pat is surprised at the way Terry is dressed. Pat has never seen Terry dressed like that before. Pat walks over to Terry, stands real close, and says, "Wow, Terry, you look GREAT in that outfit." Then Pat leans over and says, "What are you trying to do to me?" and very obviously, looks Terry's body up and down.

They talk, dance, and kiss throughout the night. Pat makes several suggestive remarks, and Terry says to stop and is getting uncomfortable. Pat says, "Oh lighten up, I'm just playing with you. What's the matter? Don't you trust me?"

After several dances, and a few beers, Terry says, "Boy, it sure is hot in here!" Pat says, "Let's go outside to get some fresh air." When they get outside, Pat decides that they should sit down by the lake where they can be alone. Terry agrees to go, reluctantly.

As they sit down, Pat pushes Terry off balance and they wind up on the ground with Pat lying on top of Terry. Pat starts to take off Terry's clothes. Terry struggles and says, "No, STOP," but Pat says, "You know you want it." Terry is scared, feels unable to fight back, and finally lies there and waits for it to be over.

Afterwards, Pat kisses Terry gently on the forehead and says, "Come on, let's go back to the party." Pat drops Terry off at home, and says, "I had a great time. I'll call you tomorrow."

# When a Friend is Raped...

## **Let her know you are there by...**

- finding time to be alone with her.
- letting her talk at a rate that is comfortable to her.
- showing interest by nodding your head, and keeping eye contact.
- feeling comfortable about periods of silence; they are okay, let them happen.
- encouraging her to get medical attention, no matter how long ago the assault occurred.
- giving her the number to the sexual assault hotline—1-800-838-8238.
- Believing her.

## **Believe her...**

- even if her story is difficult to hear.
- even if you know the other person(s).

## **Let her know you care by saying...**

- “I’m sorry this happened to you.”
- “It wasn’t your fault.”
- “This must have been difficult/scary/frightening for you.”

## **Let her know you care by...**

- crying with her.
- putting your arm around her.

## **Reinforce that she is not to blame.**

Let her know that she did not choose or cause the rape to happen. Help her re-frame blaming statements. If she thinks or says she should have fought back, say, “It’s difficult to scream or fight back when you are scared.” If she feels like the rape is her fault because she was alone with the rapist, say, “You trusted him. He violated that trust. You didn’t ask to be raped.”

## **Let her be in control of who knows about the sexual assault.**

Your friend confided in you for a reason—probably because she trusted you not to tell anyone. If you are worried that she is not getting the support and help you think she needs, ask her if you can go together to confide in an adult. If you think your friend may attempt suicide, talk to an adult immediately. Ask her if there is anything you can do, but know you do not have to solve everything.

## **Take care of yourself.**

Hearing about any sexual assault can be difficult and upsetting. It can also be confusing if you know both people. It is normal to feel angry, but confronting the other person is not going to make the situation better. Discuss your feelings with a crisis line or school counselor.

**Age:** High School

**Level:** Intermediate

**Objective:**

Participants will discuss a scenario involving sexual violence and the power dynamics in it.

**Time:** 20-30 minutes

**Materials:**

Ben and Shawna Scenario Handout

**Instructions:**

1. Read the scenario involving Ben and Shawna to the participants. Pass out the scenario so they can refer back to it.
2. Facilitate large group discussion using the following questions:
  - Does this scenario describe sexual violence? Why or why not?  
(It is a sexual violence. Shawna does not give consent and has had so much to drink that she passes out.)
  - What things do you think give Ben power in this situation?  
(Example: gender, physical strength, social status, and how alcohol affects men and women of varying size differently)
  - What things do you think give Shawna power in this situation?  
(Example: having a friend looking out for her)
  - Who has more power, Ben or Shawna? Why?
  - How do you think drinking affects this situation?  
(Be sure to take into account the power differences discussed in earlier questions.)
  - In what ways were Amber's actions helpful or not helpful?
  - How could Amber have been more helpful in the situation?
  - What could Ben have done to find out what Shawna wanted to do?  
(Talk about ways to discuss sexual limits not just in this situation but in others as well.)
  - Again, does this scenario describe sexual violence? Why or why not?  
(Participants who previously answered "no" will sometimes change their answers as a result of the discussion.)

*Adapted from Virginia Department of Health "Prevention Education Evaluation Scenario", 2005*



Building Healthy Relationships Across Virginia: A Facilitator's Guide to Teen Dating Violence Prevention  
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# Ben & Shawna Scenario

Ben and Shawna go to the same high school; he is a senior and she is a freshman. Everybody knows Ben, and he is very popular - he is the singer and guitar player in his own band with three friends and they get paid pretty well when they perform. Shawna is a great student and athlete, and is Vice President of the freshman class. She is looked up to by her friends and considered a leader by her teachers. One Saturday night, there is a big party held by someone whose parents were away for the weekend. Shawna and her friend Amber hear about it and decide to go. Since their parents would not let them go if they asked, each one told her parents that she would be sleeping at the other's house.

When they get to the party, the house is jammed with students from their high school and some others who look older. Shawna and Amber stay together until Amber says, "Don't look now, but Ben is over in that corner and he's looking right at you. He can't take his eyes off of you". Shawna just laughs and doesn't take it too seriously, but he really does seem to be looking at her again and again. He catches her looking at him and starts to come over. "Uh-oh", she giggles to Amber, "What am I going to do?" "Just go for it," says Amber. "I know I would."

Ben comes right up to Shawna and starts talking to her. He says hello, asks her name and says he's noticed her at school. He puts his hand on her shoulder while he talks. Shawna makes some comment about the party and Ben asks her to go in to another room where some people are watching a show on TV. When they walk into the other room together, Shawna feels special because he has chosen her from all the other girls - she's thrilled. The room is very crowded, and Ben suggests she should have a drink because she "must be way too hot". Ben gets her a drink and Shawna can tell it has alcohol in it from the smell and taste. Shawna doesn't really want to drink it, but also doesn't want Ben to think she's ungrateful or immature, so she drinks it and Ben gets her another one. They don't talk much while watching the show, but Ben's interest is very clear and flattering.

After a while and another drink, Ben says that he is pretty bored with the show and says, "Why don't we go downstairs where we can talk in peace." Shawna is excited that he wants to spend more time with her, but isn't sure she wants to go off with him alone. She looks around for Amber, but doesn't see her. Ben sees her looking and says not to worry, "We'll be back soon." When they go downstairs, there is no one else there. They sit on a sofa and right away, Ben starts kissing her and rubbing her back. Shawna kisses him and wonders if this means she's going to be his new girlfriend - that would be wonderful! Then Ben touches her breasts. She likes kissing him, but doesn't want anything else. So she pushes his hand away, but he keeps putting it back. He pushes her down on the sofa and starts pulling at her skirt. Although Shawna tells him over and over to stop and tries to push him away, he just laughs and says, "You know that's what you want or why'd you come down here?" and keeps on. He holds both of her hands with one of his and pulls his jeans down with his other. Shawna is trying not to cry, and says, "Please, stop." She is too embarrassed to scream. Ben says, "It's okay. I'm not gonna tell anyone." Shawna is still struggling, but Ben holds her legs with his knees. He then has sexual intercourse with her.

**Age:** High School

**Level:** Intermediate

**Objective:**

To demonstrate how males and females are taught to play certain roles regarding sexual interaction, and how these roles can lead to negative sexual experiences and sexual violence.

**Time:** 20 minutes

**Materials:**

Rob's Story Handout

Angel's Story Handout

Flipchart/Chalk board and marker/chalk

**Instructions:**

1. Ask for a male volunteer and a female volunteer. Ask the male volunteer to read "Rob's Story."
2. Facilitate discussion with group using the following questions: (write answers on a board)
  - What were the expectations of Rob? Angel?
  - How did each person feel at the beginning?
  - How would Rob define what happened? Would Rob define his actions as rape?
  - Will Rob tell anyone? If yes, who? How would they describe the situation?
3. Ask female volunteer to read "Angel's Story."
4. Facilitate discussion with group using the following questions related to "Angel's Story": (write answers on a board)
  - What were the expectations of Angel? Rob?
  - How did each person feel at the beginning?
  - How would Angel define what happened? Would Angel define Rob's actions as rape?
  - Will Angel tell anyone? If yes, who? How would they describe the situation?
5. Ask the group:
  - Do you think this situation was a rape?
  - What can each person do to prevent this from happening again?
  - Could something have been done to prevent it from happening this time?

**(NOTE to Facilitator: If you notice a tendency to blame Angel, be sure to address this and ask participants to think about why they hold her responsible. You could also use the "Reasons for Not Reporting Rape" activity found in this unit.)**





# Rob's Story

“Angel and I were in math class together. We always teased each other. She called me a nerd for getting A's in math and I made fun of her for never having her homework done. It really didn't bother me that she teased me because I thought she was cute.

A group of us had been studying together after school for exams, but this time, everyone was busy but Angel. So, I asked her to come to my house to study. She seemed really excited and said yes right away, which I took as a sign that she liked me too.

That night, we studied for awhile and then took a break. We talked and laughed a lot. Everything was good, so I leaned over and kissed her. She seemed to like it. But when I started to go further, she pulled away and said “Stop.” I told her I had a crush on her for a long time and we didn't have to do anything she didn't want to do. When she didn't say anything, I started to kiss her again. She kept saying no but it wasn't like she was screaming or really trying to stop me. I figured it was one of those “no means yes” things so she wouldn't seem easy. Eventually she quit struggling. I thought she liked it as much as I did until she ran out of the house.

The next day, when I tried to talk to her about it, she ignored me. I don't know what her problem was.”

# Angel's Story

"I knew Rob from math class. He's really smart in math, so when a mid-term was scheduled, I was glad he wanted to study together. I felt kind of weird going over to his house by myself, but I really needed some help.

Everything went fine at first. It seemed like we had studied forever when I said I was ready for a break. I'd never spent much time with Rob before and didn't know how funny he could be. I was having a great time. Then, out of nowhere, he started kissing me. I liked kissing him, but he kept trying to go further. I pulled away, said "no," and tried to stop him, but he didn't listen. After a while I stopped fighting. I was really scared. He was so much bigger and stronger. I didn't know what to do. I couldn't believe that he was actually forcing me to have sex with him.

He finally let me up and I ran out of the house. I left my notes and everything, but I didn't care. I thought about telling my mom, but I felt like I should've known better than to let this happen to me.

The next day, Rob stopped by my locker-all smiles- and asked me if I was ready for the test. I couldn't believe he even tried to talk to me after that night."

**Age:** High School

**Level:** Advanced

**Objective:**

To show participants that partners in a sexual interaction have to listen to each other in order for communication skills to effectively prevent sexual violence.

**Time:** 15 Minutes

**Materials:**

Jack & Anna script (\*make 3 copies\*)

Jack instructions

Anna instructions

STOP cards (make as many copies as there are participants minus 2)

**Instructions:**

1. Tell the group that there is now going to be a role-play. Inform the group that the material in the role play involves sex and confrontation, and ask for two volunteers to act out the role-play in front of the room.
2. Distribute the "STOP" cards to the remaining participants. Tell participants that they should hold up their STOP card when the role-play starts to make them uncomfortable. Tell them that once enough of them hold up their cards, the role-play will end.
3. Assign one of the volunteers the Anna role, and assign the other volunteer the Jack role. Give each the script and corresponding instructions. Instruct them to carefully read all of the instructions, and let you know quietly if they have any questions. You may want to quietly remind them to completely ignore any audience requests that they stop. Be sure to keep the third copy of the script for yourself.
4. When both volunteers indicate they are ready, set-up the scenario by reading the scenario introduction in bold. **(NOTE: Facilitator will read the "Narrator" parts.)**
5. Tell the volunteer in the Jack role to begin with the first line, and let the role play finish.
6. Be sure to note the behavior of the audience members once they realize their "STOP" cards are being ignored.
7. Process this exercise using the following questions:



- What are your initial reactions to the role-play?
- Did Anna want to have sex with Jack? How did Anna communicate this?
- Were Anna's attempts at communication effective? (Point out that the role play establishes that communication is only effective if everyone is willing to listen.)
- What other factors besides communication might have contributed to the way in which this scenario played out?
- How many participants held their STOP cards up at some point? What happened there – did the role-players listen to you?
- What did you do once it became apparent they were ignoring you (e.g., gave-up and put card down)?

8. Conclude by comparing this experience to what a victim experiences when someone is taking control away from them. Be sure to point out that in a more realistic scenario, Jack might have just cut-off any on-going conversation and proceeded regardless of Anna's wishes –OR – that Anna might have just stopped trying to communicate with Jack much sooner when it became apparent that her wishes did not matter to him.

*Scenario and questions adapted with permission from Catharsis Production's "Sex Signals". [www.catharsis-productions.com](http://www.catharsis-productions.com)*



# Jack & Anna Script

## Scenario:

It is 9:00 p.m. on a Friday night in Anywhere, USA. Jack and Anna are both teens in high school. They have spoken or had casual conversation at school, but have never been out in a social situation together. Jack used to date a friend of Anna's, who has since moved away. Jack and Anna run into each other at a friend's house. After talking for a while, Jack tells Anna about a new home theater system that his parents just purchased. He says it is "just like sitting in a movie theater." They decide to go to Jack's house to check it out and maybe watch a movie. Jack's parents are away for the night so they are alone in the house. Jack brings out a glass of wine for Anna when the scene opens.

Jack: You know, I didn't just invite you up here just to watch a movie. (trying to be charming)

Anna: (laughing) No – You invited me up here to give me some wine, too.

Jack: You figured me out. Have some more.

Anna: No thanks.

Jack: C'mon. It's a special occasion.

Anna: I have to work early in the morning and I can't go in drunk or hung over.

Jack: Wouldn't be the first time, I'm sure.

Anna: Yeah it would. (slightly offended)

Jack: Are you hot? I'm hot. Here, take off your sweater.

Anna: I'm fine. (slightly uncomfortable)

**Purposefully Awkward Pause – Count to 5 SILENTLY.**

Jack: Let's pick out a movie to watch. All the good ones are in my room. Come on.

Anna: Alright (hesitantly)

**NARRATOR: They walk into his room.**

Jack: Now I've got you where I want you. (as if kidding)

Anna: (sarcastically) Boy, you sure are a smooth talker, Jack.

Jack: (trying to be charming) Maybe I should just let my actions do the talking...

**NARRATOR: Jack kisses her and begins to move her somewhat forcefully toward the bed.**

## Jack & Anna Script--Page 2

Anna: You know what – Let's go back into the other room and just watch tv. We can hang out for a little while before I go.

Jack: I get it. (laughing)

Anna: Look, I'm ok with making out a little, but I don't want to have sex or anything.

Jack: So you like playing hard to get?

Anna: I'm not playing anything. (irritated)

Jack: Quit being a tease. You know why we're both here.

Anna: O.K., this is making me really uncomfortable.

Jack: C'mon please.

Anna: No.

Jack: Come on, just for a little while.

Anna: I said no. Please just stop.

Jack: Don't be such a tease. Come on.

Anna: I mean it; this is not going to happen.

Jack: Just chill out a little.

Anna: Look Jack, I am not going to have sex with you, get it?

Jack: It's just sex, it's not going to kill you. Besides, I hear you do it all the time.

Anna: You are such a jerk! I'm outta here.

Jack: You're not leaving this room until we do it.

Anna: I'm going to scream if you don't get off of me.

Jack: You're such a drama queen – just lay back and let me take care of it...you'll like it.

Anna: (Screams)

# Instructions for “Anna”

**Directions:** Please read your portion of the role play. Read your lines clearly and at an even, conversational pace (don’t rush through them). Try to combine any verbal statement you use with appropriate non-verbal cues.

## IMPORTANT

Other participants will attempt to interrupt the role play by holding-up cards showing the word “STOP”.

Please ignore any audience requests to end the role play  
(BUT DON’T TELL THEM THAT YOU HAVE BEEN INSTRUCTED  
TO IGNORE THEM –they’ll find that out soon).

Please end the role play ONLY when you finish all your lines.

# Instructions for “Jack”

**Directions:** Please read your portion of the role play. Read your lines clearly and at an even, conversational pace (don’t rush through them). Your objective is to convince “Anna” to agree to have sexual intercourse by any non-physical means at your disposal.

For the purposes of this role-play, it does not matter whether your “Anna” feels pressured or coerced – you should only be concerned about your objective! If your partner attempts to make a definitive statement, such as “no or “stop,” you should just ignore her/him and keep-up the pressure.

## IMPORTANT

Other participants will attempt to interrupt the role play by holding-up cards showing the word “STOP”.

Please ignore any audience requests to end the role play  
(BUT DON’T TELL THEM THAT YOU HAVE BEEN INSTRUCTED  
TO IGNORE THEM –they’ll find that out soon).

Please end the role play ONLY when the trainer asks you to.



**STOP**

# What Do You Think?

## Facilitator's Notes

**Age:** Middle and High School

**Level:** Introductory

**Objective:**

To help participants explore false stereotypes and statements regarding sexual violence and rape in a safe, non-judgmental environment

**Time:** 15 minutes, but flexible

**Materials:**

What is Rape? What Do You Think? Handout

What Do You Think? Activity Guide

Tape

**Instructions:**

(NOTE to Facilitator: You will very likely hear a number of responses from participants that reinforce commonly held misconceptions about sexual violence. It is important to allow participants to share their beliefs without being made to feel “wrong.” All of our beliefs are based on what we have learned to be true – through personal experience, or what we are told by our families, our social circle or culture. This activity should offer an opportunity for participants to explore new ways of thinking about sexual violence in a safe and non-judgmental environment. Offer clarifications and explanations to stimulate discussion, and help participants formulate new opinions and ideas concerning sexual violence.)

**Method #1:**

1. Distribute the **WHAT IS RAPE? WHAT DO YOU THINK?** Handout, and give participants 2 to 3 minutes to complete it.
2. Facilitate a large group discussion on each of the 5 questions using the **WHAT DO YOU THINK? Activity Guide**.
3. Conclude by explaining that there is a lot of misinformation about sexual violence and rape – but the numbers don't lie. The chance is that everyone will be affected by this issue at some point in their lives.

**Method #2:**

1. Tape signs representing the 5-points on the “Agree-Disagree” scale at even intervals along the front wall of the classroom.



2. Ask students to come to the front of the class. Explain that they should place themselves by the sign that matches their response to the statements you are going to read aloud.
3. Read each of the 5 statements on the **WHAT IS RAPE? WHAT DO YOU THINK?** Handout. After you read each statement, facilitate discussion by asking for volunteers under different points of the “Agree-Disagree” scale to share their reasons for standing there. Use the Activity Guide to lead the discussion with participants.
4. After finishing the discussion on a particular item, but before moving on to the next item, give the participants a chance to switch change position on this “human bar graph.”
5. Conclude by explaining that there is a lot of misinformation about sexual violence and rape – but the numbers don't lie. The chance is that everyone will be affected by this issue at some point in their life.



# What is Rape? What Do You Think?

**Circle the number that best expresses your feeling about each statement below.**

**Strongly Agree**

**Agree**

**Not Sure**

**Disagree**

**Strongly Disagree**

**1**

**2**

**3**

**4**

**5**

1. Rape is a crime of power, where controlling another person's sexual decisions is the objective.

2. Most rapes are reported to the police.

3. Rape can happen to anyone.

4. When a woman says no, she is just playing "hard to get" and she really means yes.

5. Because of a few violent incidents, the issue of rape tends to be overblown – it's not really that big of a problem.

### **1. Rape is a crime of power, where controlling another person's sexual decisions is the objective.**

- Rape does not result from an uncontrollable sexual urge of biological origin. The notion that men rape impulsively out of biological need/evolutionary programming ("He just couldn't help himself...") is a popular assumption that has never been scientifically tested.
- This control may be expressed ("Women are there for men's pleasure, and they should do what I want.") or implicit ("It's too late for her to tell me 'no' now, I'm already too excited..."). This desire cannot be blamed on, or excused by, some sort of biological need or evolutionary trait.
- About half of convicted rapists were married or had potential sexual partners at the time of their offense(s).
- Research has shown that the majority of rapes are planned, not impulsive.
- Most men do not commit rape, nor do they have the desire to commit rape.

### **2. Most rapes are reported to the police.**

While reporting rape to law enforcement appears to be increasing, due in large part to advances in public awareness and increased support and services to survivors championed by advocates and activists in the anti-sexual violence movement for over thirty (plus) years, it is still one of the most underreported crimes in America. The 2005 National Crime Victimization Survey, which includes statistics on reported and unreported crimes in America, reports that only 38% of sexual assaults were reported to police that year.

### **3. Rape can happen to anyone.**

- Sexual violence can happen to anyone regardless of whatever "precautions" they take. No one asks for this to happen to them. All kinds of people - young, old, rich, poor, black, white, straight, gay, transgender, disabled, male, and female - are sexually assaulted in all kinds of situations.
- The idea that victims provoke assault by their behavior assumes that they have no right to be as free as you or me. Even if you think a victim made poor decisions, bad judgment is not a rape-able offense. The "asking for it" myth shifts the blame from the perpetrator to the victim of this crime.
- The underlying motivation for engaging in this myth may be so that we can feel more secure - if the rapes happen because of something the victims are doing, then we can convince ourselves that we can keep rape from happening to us by acting or not acting a certain way. This myth makes rape seem more



controllable. In actuality however, the decision to rape is completely in the hands of the rapist.

- Only the rapist can control whether or not a rape is initiated against a potential victim, and thus responsibility for rape falls firmly on the rapist's shoulders. This is why sexual violence is never a victim's fault – and no one deserves to be raped.

#### **4. When a woman says no, she is just playing “hard to get” and she really means yes.**

- If a person says no, then that is all you can know about what sexual acts are OK with her/him – it should not be assumed that they “really mean yes”. If it is unclear as to whether or not consent exists (i.e., if neither “yes” or “no” have been said), then it is the responsibility of the person initiating the sexual acts to ask.
- Many rapists have used the defense, “C’mon, I knew she really wanted it. She was just putting on a show so that I didn’t think she was too easy or slutty.” You can only know what another person wants if you ask – and respect the answer given (the first time). While begging, convincing, persuading someone to do more than they are comfortable with may be pretty common practice, it is, at the least, disrespectful, potentially coercive, and perhaps illegal.

#### **5. Because of a few violent incidents, the issue of rape tends to be overblown – it’s not really that big of a problem.**

- The National Violence Against Women Survey estimated lifetime combined prevalence of experiencing a rape or attempted rape at about 18% for women. This does not account for male victims, nor does it take into account the fact that some victims may have experienced rape / attempted rape on more than one occasion.
- Using a different methodology, The National Institute of Justice (under the U.S. Department of Justice) found that approximately 1 in 5 women in the United States experienced rape or attempted rape at some point in their lives (the definition of rape they used included forced vaginal, oral, or anal intercourse).
- In Virginia, a survey conducted by the Virginia Department of Health in 2003 found that lifetime prevalence of sexual violence in Virginia was 27.6 percent among females and 12.9 percent among males.



# Reasons for Not Reporting

## Facilitator's Notes

**Age:** High School

**Level:** Intermediate

**Objective:**

To promote understanding of how societal beliefs about sexual violence impact victims' decision about reporting. To understand the role that all of us play in ending sexual violence.

**Time:** 20 minutes, but flexible

**Materials:**

Chalkboard or Flipchart and chalk/markers

**Instructions:**

1. Ask participants for reasons that someone might not report a rape. Write responses on the board.
2. Ask participants to look for a pattern in the responses. Tell them to call out the responses that deal with how other people feel about rape (examples: people will blame me, people will gossip, people will label them, people will think I'm gay, etc.) Place a check mark through all of the responses that are called out - most of the time nearly all of the reasons will be checked off.
3. Discuss how rape involves more than just the rapist and the victim, but all of us. Explain that as long as society has the views that we listed, then we are contributing to the problem of sexual violence and the silence that surrounds it (e.g., victims not reporting).
4. Encourage participants to name behaviors that they have seen that contribute to the problem and what they can do when they hear/see these things. (You can also divide participants into groups and have them develop responses to some of these behaviors.)



# Sexual Violence Awareness Quiz Facilitator's Notes

**Age:** High School

**Level:** Advanced

**Objective:**

To raise student awareness of sexual violence issues.

**Time:** 40 minutes, but flexible

**Materials:**

Chalkboard or Flipchart and chalk/markers

**Instructions:**

**Before class, be sure to make index size cards with each question and answer to the Sexual Violence Awareness Quiz.**

1. Facilitator will read each question on the quiz to the full group.
2. Facilitator will ask volunteers to give their answers and the reason they chose it.
3. Facilitator will ask for a volunteer to read the correct answer and it's explanation (written on the individual index cards).
4. Close the activity by asking participants to say which answers were most surprising to them (if any). Why?

*Used with permission from Marie De Santis, Women's Justice Center. <http://www.justicewomen.com>*



**ACTIONALLIANCE**

Building Healthy Relationships Across Virginia: A Facilitator's Guide to Teen Dating Violence Prevention  
Virginia Sexual & Domestic Violence Action Alliance

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# Sexual Violence Awareness:

## Quiz and Activity Guide

**1. When was the first national study done on rape in the United States?**

- (a) 1939,
- (b) 1955,
- (c) 1992.

The first national study on rape, called “Rape in America”, was done in 1992 by the U.S. Department of Justice. The fact that as a nation we went to the moon and explored deep into the structure of molecules before we ever seriously asked questions about rape shows how strong is our society’s urge to ignore the subject of rape, to ignore the victims, and to ignore the search for solutions to stop rape. One reason there is such a strong tendency to avoid looking at the realities of rape is because these realities clearly expose the very violent means by which many men dominate and terrorize women. Although more people are now willing to talk about rape, we all still have to keep pushing our communities to stay focused on the important work of analyzing and stopping rape.

**2. What percent of rapists are male?**

98% of rapists are male. Though boys and men are sometimes victims of rape, even in these cases the rapists are almost always male. Some people believe that the reason most all rapists are male is because women aren’t physically capable of rape. But if you think about it, women are equally capable as men of using a weapon to order another person to have sex against their will. Yet it’s extremely rare for women to do so. One reason most all rapists are male is because in male dominated societies males are taught in many ways that they are entitled to dominate women. Females aren’t taught they are entitled to dominate men.

**3. True or False. Constantly bringing up the male versus female aspect of rape is not a good way to talk about rape because it just angers all the men who don’t rape.**

False. The male versus female aspect of rape needs to be at the center of discussions about rape because it is sexism and the inequalities between males and females that drive rape. In the same way, it would have been impossible to stop the lynching of black people without talking about racism and white people’s domination of blacks. Men and boys who don’t rape have a very heroic role to play in eradicating rape in our society. They need to join with women in the fight for women’s equality. But first they must get over their anger about discussing the facts of male domination of females. There are many men and boys who have done that, and they are making an important difference.

**4. What is meant when it’s said that all women and girls are victims of rape even though some women and girls have never been raped.**

The rape of one woman is a degradation, terror, and limitation to all women. It’s similar to the group fear and oppression that terrorized all black people as a result of some black people being lynched. Most women and girls limit their behavior because of the existence of rape. Most women and girls live in fear of rape. Men, in general, do not. That’s how rape functions as

## Sexual Violence Awareness Quiz and Activity Guide--Page 2

a powerful means by which the whole female population is held in a subordinate position to the whole male population, even though many men don't rape, and many women are never victims of rape.

### **5. Name three things that can be done to prevent rape.**

The interesting thing about the answers people give to this question is that most responses will be an admonition to females about how females should alter their behavior to prevent rape. People will answer things like, "Never go out alone at night." "Stay alert." "Don't linger on the streets." "Don't tease guys sexually." "Always lock your windows and doors." "Always park where there is good lighting." "Always communicate clearly and assertively that you don't want sex." "Carry a whistle."

Very few of the answers will pertain to how male behavior should be changed despite some very obvious facts: Rape won't stop until male behavior changes. Restricting girls' freedom is unfair. Restricting girls' freedom never has and never will stop rape. Almost every one of the suggestions above are based on false assumptions about rape, and, in reality, do very little to protect girls from rape. Finally, constantly telling girls what they should do to prevent rape sends the harmful message that females, and not males, are responsible if they get raped.

### **6. So try that question again. Name three things that can be done to prevent rape.**

There are many, many things that can be done to prevent rape. Here are three:

- A. Protest all degrading and discriminatory treatment of women and girls.
- B. Make sure there is equality between boys and girls in the home and school.  
If, for example, girls have to do more housework than boys, it sends a message that girls are supposed to serve boys, and as the boys get older they think girls should serve them sexually too. Girls and boys must be treated equally.
- C. Integrate male dominated institutions at the top. When women hold half the power, rape and rapists will no longer be condoned.

### **7. In the United States, families set a teenage girl's curfew on an average of two hours earlier than a teenage boy's curfew. Why is this so?**

The reason most often given for setting a teenage girl's curfew on the average of two hours earlier than a teenage boy's curfew is to protect girls from sexual assault. In fact, just a generation ago, if a rapist was known to be loose, it was common for cities to put out a citywide order for all females to be in their homes after sunset.

These city wide curfews of a generation ago and the earlier average curfews for girls today are just one of many examples of how restrictions are imposed on females' freedom because of rape, instead of imposing restrictions on males' freedom. Restricting girls' freedom more than boys' freedom is unfair and harmful to girls. It sends the message to both boys and girls that boys can do what they want and girls have to pay the price. This message doesn't prevent rape. In fact, it's one of the attitudes which perpetuates rape. Besides, it doesn't

## Sexual Violence Awareness Quiz and Activity Guide--Page 3

even make sense that girls should be at home earlier than boys. When you think about it, there are a number of late night dangers that affect boys much more frequently than girls, like deadly car crashes.

### **8. Can you think of a word that is used to describe males that has the equivalent meaning of the words “whore” or “slut” as used to describe females?**

The words “whore” and “slut” are very degrading terms used for females who don’t keep a tight control on their sexuality. There are no equivalent degrading terms for identical sexual behavior by males. The constant trashing of women’s and girls’ sexuality with words like “whore”, “slut”, and “bitch”, is not only immediately degrading to the individual, it also contributes to a climate which fosters rape. When free expression of female sexuality is defined as trash, and free expression of male sexuality is defined as good, then it’s much easier for men and boys to rationalize doing whatever they want sexually to women and girls.

### **9. If a fourteen year old is being very sexy and flirtatious with an adult, and feels love for the adult, why is it a crime for the adult to have sex with the teenager?**

An adult cannot have sex with a youngster for much the same reason that it’s against the law for an adult to make a contract with a youngster. There is no way a youngster can set limits on an adult, can foresee the consequences, or protect themselves in the relationship. As such, any adult that has sex with a fourteen year old is automatically in a criminal and abusive relationship with the child.

### **10. Which is more damaging to the victim, a rape committed by a stranger or a rape committed by someone known to the victim? And why?**

Five out of six forcible rapes in the U.S. are committed by someone known to the victim, like a husband, father, brother, neighbor, teacher, uncle, or boyfriend. Even today, many people don’t think that rapes committed by someone you know are as serious as those committed by a stranger. Though it’s impossible to say which rape is more damaging, being raped by someone you know can be a more intense betrayal of the victim, and can cause the victim to lose fundamental trust in those around her, and to lose trust in herself. One of the reasons rape by someone known to the victim is often not taken as seriously as rape by a stranger is because of the lingering view of women as the property of the men in her life. In fact, when a woman is raped by a stranger, some husbands and fathers still react like they are the victim, because some other man took their property.

### **11. True or False. Police and other authorities take rape very seriously.**

True and False. Some police and authorities take rape very seriously, but way too many continue to protect rapists and ignore the victims and the crime. Just last year 2000: In New York City, TV news video showed police ignoring women’s pleas for help when the sexual assaults were occurring right in front of the officers’ eyes. In Philadelphia, journalists discovered, and Philadelphia Police finally admitted, that the department had recently

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dumped upwards of four thousand rape cases. In northern California, the press revealed that Catholic bishops for decades have covered up priests' sexual assaults of children and parishioners in their care. Though there have been some improvements in the last ten years, officials of male dominated institutions, like police, district attorneys, school principals, church leaders, and company managers, continue to have a strong tendency to protect the rapist and sacrifice the victim. This is one of the main reasons rape continues to exist.

### **12. True or False. Rape is a very easy accusation to make, and a very difficult crime to prove.**

False. This is a very old and very frequently repeated myth about rape. According to the FBI, less than 2% of rape reports are false, about the same low percentage as with most other crimes. The myth that rape is an easy accusation to make serves to wrongly undermine women's credibility and the need for women to talk about their experience with rape.

Rape is also not a difficult crime to prove. In the first place, there's usually no who-done-it since the victim usually always knows the perpetrator. In the second place, because the victim and perpetrator usually know each other well, there a number of investigative techniques available to detectives which take advantage of that relationship. Too many police and district attorneys continue to tell the public that rape is a difficult crime to prove in order to make excuses for not prosecuting rape.

### **13. What percent of rape victims do not report to police?**

In the U.S., 84% of forcible rape victims do not report the crime to police. Rape is the most under-reported serious crime in the nation. And even when rape is reported, it has a lower conviction rate than robbery. Most rape victims don't report the rape because they fear that they will be blamed for the rape, that the rape won't be taken seriously, or that she will be stigmatized by the rape. Unfortunately, unless a rape victim gets good support from friends and proper response from authorities, it's still true that many rape victims will be ostracized, blamed, and treated with disregard.

### **14. If a friend comes to you and says she or he has been raped, what should you do to help?**

If you are a youngster, rape is too serious and complex for you or your friend to handle on your own. So the best thing you can do is tell your friend that rape is very serious, and and then encourage your friend that she or he needs to tell an adult who can help. If your friend won't tell an adult, you should tell. At the same time, try not to tell all the other kids.

If you are an adult, believe your friend. Help her find help. And if she wants, always accompany your friend, or find other helpful people who can accompany your friend, whenever she goes to authorities, employers, school officials, union officials, family members etc. to deal with the rape. Just your physical presence will greatly reduce the risk that your friend will be treated badly. It will also give her the comfort and support she needs.