

Sexual Assault Prevention – A Class Project

Introduction

This lesson will engage the entire class in a project to increase awareness about sexual assault, with particular attention to drug assisted date rape.

Grade Level

Grades 7-9

Learning Outcomes

Students will be able to:

1. describe what constitutes sexual assault;
2. recognize that the responsibility for assault rests solely with the attacker ;
3. identify the basic steps to avoiding drug assisted date rape (buddy system, not leaving drinks unattended, never accepting drinks from strangers).

Prerequisites/Prior Learning

None

Materials

Print these documents for use in your class.

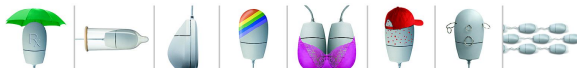
- The web pages in the section [Drug-Facilitated Sexual Assault](#) and the [Myths and Facts about Drug-Facilitated Sexual Assault](#) on the www.sexualityandu.ca web site.

Time Required

Five class periods (Group Project)

Lesson Procedure (With Suggested Discussion Points/Content)

<ol style="list-style-type: none">1. Introduce the lesson to the class.2. Begin with a class discussion of the first reading Myths and Facts about Drug-Facilitated Sexual Assault. Ask students to comment on the myths and see if people in your school believe in these myths.3. Divide the class into about three groups of about 7-8 people per group. Each group will be asked to prepare an awareness campaign within their school about drug-facilitated sexual assault. Each campaign should include at least three activities as noted in the right hand margin.4. Help the groups to determine their key messages for their awareness campaign about drug-facilitated sexual assault.5. Help the three groups divide up the work and research for the project. Assign interim and final deadlines for the project.6. Introduce the class to various evaluation rubrics that	<p>Ensure that students know where to call for help if they have been involved in sexual assault or coercion. Include this information at the end of this lesson.</p> <p>The school awareness campaigns can include several activities, including a poster, web page for the school web site, listing local agencies in the school newsletter, display for the hallway or cafeteria, special collection for the school library, invited speaker for school assemblies, speakers list for class presentations, etc.</p> <p>These key messages could include:</p> <ul style="list-style-type: none">• safety tips• it's not your fault• where to get help• your legal rights
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<p>will be used to evaluate their awareness campaigns:</p> <ul style="list-style-type: none">• Display• Poster• Brochure• Student Web Pages <p>7. Ask the groups to start their project work. Give them class time periodically to work on the project.</p> <p>8. Have each of the three groups present their products that they will use in the school awareness campaign. Debrief after all three groups have made their presentations.</p>	
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Closure

Pass around blank sheets of paper and ask students to write down a question or comment for the question box. (If they do not have a question or comment, ask them to simply write down a brief sentence on what they learned so that everyone hands in a sheet of paper with some writing on it.)

Follow-up/Enrichment

As a follow up to the presentation of their school awareness campaign materials, all three groups could implement their campaigns in the school (at the same time, in different places within the school).

Assessment/Evaluation Criteria/Tools

Ask the students to complete the [Individual/Group Participation Sheet](#) and keep it in their [Student Health Journal](#). As the teacher, you should take notes on the participation of students and record them in your [Student Evaluation Tracker](#).