



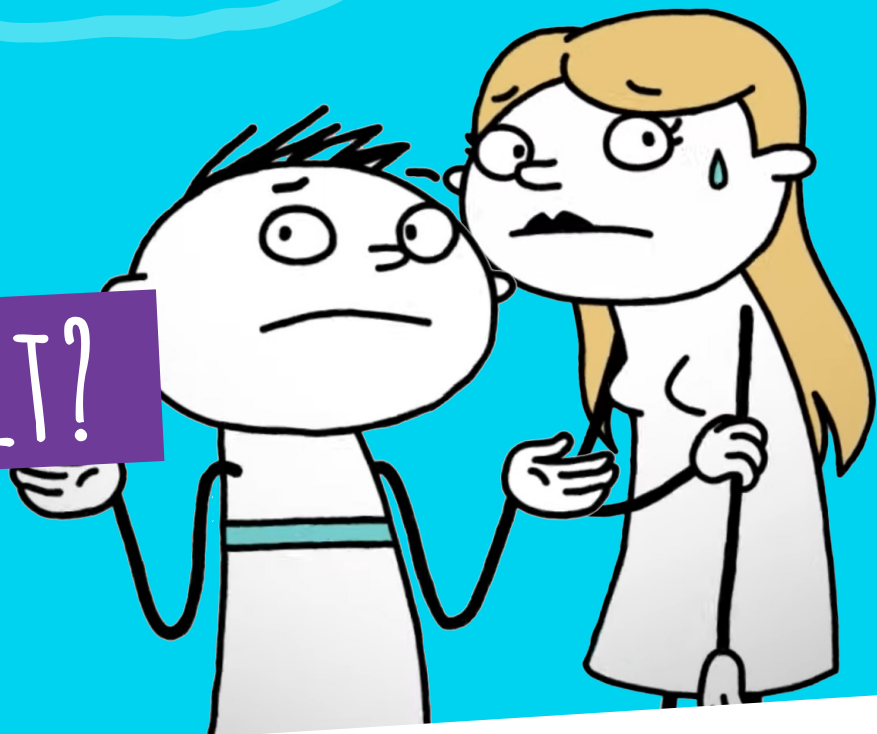
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INTERNATIONAL

Sexuality Education Lesson Plans



WHAT IS
SEXUAL ASSAULT?





ABOUT THIS LESSON . . .



This lesson plan is one of several, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) around the globe. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.



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WHAT IS SEXUAL ASSAULT?

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International Technical Guidance on Sexuality Education Alignment

Key Concept 4: Violence and Staying Safe.

- Topic 4.1: Violence, ages 9-12, 12-15
- Topic 4.2: Consent, Privacy, and Bodily Integrity, ages 9-12, 12-15, 15-18+

Prior Recommended Content

Students have a basic understanding about bullying, violence, and learned about privacy and bodily integrity.

Target Age-Range

13 -14+

Time

45 minutes

PREPARATION:

- Access and preview the **What is Sexual Assault** video to be familiar with the content.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on [YouTube](#), off of an [AMAZE playlist](#), or a downloaded version.
- Make copies of the Worksheet: What is Sexual Assault? - one copy per student.
- Make copies of the Handout: Sexual Assault Scenarios and cut them out in order to have one scenario per group of students.
- Make one copy of the Educator Resource: Sexual Assault Worksheet Answer Key for yourself.
- Use the Educator Resource: Sample Template for Documenting Health and Support Services to help identify support services in your community.
- Get in touch with health and support services that serve the school or community where you are delivering this lesson in order to:
 - provide advanced warning of the topic to be covered and the need for subsequent access of services by students.
 - invite a counselor to join the lesson by sitting in the back of the class to offer immediate support if needed.
 - prepare an alternative option for students who opt out of the lesson for personal reasons.

WHAT IS SEXUAL ASSAULT?

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MATERIALS NEEDED:

- Computer with internet access and speakers
- Projector and screen, laptop, or tablet
- Video link: [What is Sexual Assault?](#)
- Chalk and blackboard
- Scissors
- Worksheet: What is Sexual Assault?
- Handout: Sexual Assault Scenarios
- Educator Resource: Sexual Assault Worksheet Answer Key

OTHER RELATED VIDEOS:

- [What is Sexual Harassment?](#)
- [Intimate Partner Violence](#)
- [Sexual Abuse Can Happen to Anyone](#)



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. **Define sexual assault** (Knowledge)
2. **Define consent** (Knowledge)
3. **Provide three examples of sexual assault** (Knowledge)
4. **Express why it is important for someone who has been sexually assaulted to tell someone about it** (Attitudinal)

NOTE TO THE EDUCATOR:

The lesson will cover topics that might bring up past trauma for students or educators and the need for additional support. It is important to share a warning about the topic being addressed in the lesson several days in advance and right before starting to teach. This gives those who may have experienced sexual assault the opportunity to take care of themselves and avoid being triggered or re-experiencing their trauma.

WHAT IS SEXUAL ASSAULT?

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Sexuality Education Lesson Plans

PROCEDURE:

Step 1

Say that today's lesson is going to focus on something called sexual assault. Let students know that it might be difficult to talk about and that if anyone feels like they need to excuse themselves from the lesson at any point, to let you know. Remind students of existing rules/group agreements if in place and underscore the importance of being respectful to each other, listening, and keeping any personal information that might be shared among each other private (what is shared remains in the room).



Note to the Educator: To prevent triggering trauma during the lesson, it's important to uphold boundaries about what to share or not share. Do not ask students to share their personal experiences related to sexual assault and do not share any of your own. Even so, as this topic can bring up past trauma and prompt someone to want to disclose their experience, be ready to offer to have a private chat or talk with a counselor immediately or after the lesson in the event that a student begins to disclose their experience in front of others or requests to speak afterwards.

In some countries, teachers, counselors, health providers, and others can be considered "mandatory reporters" by law, and are therefore required to report suspected sexual abuse to authorities (although this varies depending on the law). If you are a mandatory reporter, you must disclose this to students so that they know that if they share that they are being harmed or might harm others, you are required by law to report that to the appropriate adults in order to get them help.

Step 2

Distribute copies of the Worksheet: What is Assault and explain you will be playing a short video about sexual assault, after which you will be asking them to fill out the worksheet based on what they saw in the video. Ask the students to go into pairs and to quickly read through the questions on the worksheet prior to starting the video so they are aware of what information they should be looking out for.

Play the Amaze video:

"What is Sexual Assault"



WHAT IS SEXUAL ASSAULT?

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Once the video is over, tell students to take about 5 minutes to complete the worksheet individually and then work with their partners to compare their answers.

As a class, review the entire worksheet using the provided answer key to ensure that all students have the correct answers. (10 minutes)

Step

3

Next, ask students to reflect on the video and the answers in the worksheet by asking the following questions and calling on volunteers to share their responses:

- What was it like to watch the video/What did you think about the video?
- Why is it important to know about sexual assault?
- What does consent mean?
- What are some situations where it might not be possible to provide explicit consent?

Affirm key points raised by the students and if not yet mentioned, note that the video helps us understand what sexual assault means and that sexual consent is a clear, specific, voluntary agreement communicated verbally or through actions, like saying “yes,” to do something sexual. Underscore that if a person is sexually assaulted, it is not their fault and they should tell a trusted adult.

(5 minutes)

Step

4

Next, explain that students will be assigned a scenario about sexual assault to discuss in small groups. Remind students that if they are not feeling comfortable, they can pass on the activity. Divide students into groups of 3-4 and distribute a scenario to each group.

Tell students that they have 15 minutes to work together as a group to review the scenario and answer the following questions:

- Does the scenario describe a sexual assault? Why or why not?
- Was consent given for the sexual activity? If yes, how? If no, why not?
- If the person in the scenario did experience sexual assault, what actions should they take? (10 minutes)

WHAT IS SEXUAL ASSAULT?

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Sexuality Education Lesson Plans

Step 5

After 15 minutes, ask for groups to volunteer to report back on what they discussed and their answers to the questions. As groups report out on the scenarios. Make sure that all of the scenarios that were handed out are discussed. Affirm key points raised by students and if not yet mentioned, note that:

- Sexual assault can happen to anyone.
- Most people know the person who assaulted them.

(8 minutes)

Step 6

Conclude the lesson by drawing on key points raised by students after watching the video and upon concluding the previous activity and be sure to note the summary points below.

KEY SUMMARY POINTS

- Sexual assault is when someone does something sexual to another person like touching them in a sexual way or showing them something sexual without getting their consent first.
- Examples of sexual assault include touching someone's genitals, breast or butt, inserting something into body parts, or showing naked pictures without the other person's consent.
- Consent has to be voluntary and can't be given if threatened, drunk, or high.
- If a person is sexually assaulted, it is not their fault.
- When a person is sexually assaulted, it's important that they tell a trusted adult as soon as possible and seek health care if hurt or raped to prevent STIs, including HIV, pregnancy, and get support.

(2 minutes)

OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON

The discussion following the video and scenario activity along with the worksheet answers and new scenarios generated will help the educator determine whether the students understand what constitutes sexual harassment and actions that can be taken.

ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like google classrooms or zoom and note student responses on a virtual whiteboard.



ADAPTATION FOR LOW RESOURCE AND/OR LARGE CLASS SETTINGS

In the event of lack of internet, download the video onto a computer or laptop ahead of time to show the video offline. In the event that there is no large screen, consider projecting the video on a wall or if there is more than one computer or laptop available, split students into groups to watch the video simultaneously on separate computers or laptops.

To accommodate large numbers of students in a limited space, for the small group activity, consider providing each student with a scenario or to work in pairs rather than groups. Then call on volunteers individually or from different pairs to share answers prior to proceeding with the rest of the lesson as indicated.

EDUCATOR TIPS FOR PARENTS/CAREGIVERS

As part of broader parental outreach, consider sharing the video and engaging with them early on, such as during a parents meeting, and sharing these tips with parents/caregivers upon delivering the lesson.

- It is essential to have conversations about topics like sexual assault with your children so that they know that they can come to you with questions. Starting these conversations earlier, when children are younger, can make the discussions easier and more natural for both you and them. The easiest way to start these conversations is to talk about issues as they come up in everyday life, like when visiting with family, hearing about related news, or watching television or videos on social media.
- If there is a recent story about sexual assault that people have been discussing that was reported in the news, use it as a starting point for a conversation. You can ask open-ended questions like “What do you think about this?” or “What would you do if this happened to you?” or “Has something like this happened to you or a friend?” Explain how important it is for them to tell you if something like that were to happen to them and that you are there to listen and help.

HOMEWORK (If any)

None

Adapted from: Harassment Prevention - The Basics and Warning Signs: Understanding Sexual Abuse and Assault. Lesson Plans from Rights, Respect, Responsibility: A K-12 Curriculum Fostering responsibility by respecting young people's rights to honest sexuality education by Advocates for Youth and What is Gender-Based Violence from CONNECT WITH RESPECT: Preventing gender-based violence in schools Classroom Programme for Students in Early Secondary School (ages 11-14) by UNESCO Bangkok

Scenario 1:

Emmanuel and Mariam started dating recently after meeting at a wedding. Mariam is one of the last girls in her friend group to be dating someone so she is anxious to get to know Emmanuel quickly so that she can have a boyfriend too. On the other hand, Emmanuel recently broke up with his last girlfriend and doesn't want to rush things. On their third date, they go see a movie and Mariam starts kissing him and touching him in the theatre. Emmanuel tells her to stop, that he's not ready, but she continues and he finally has to get up and leave.

Scenario 2:

Leo and Maria are both students at the university and they have been going out for about a year. They even hope to someday get married. Around the New Year holiday, they go to a party and have some drinks. Leo walks Maria back to the place where she stays as she's having some trouble walking straight. They start to kiss and she can tell he wants to have sex but she doesn't want to. He says that it's about time that they did. Maria asks him to stop and tries to push him away but she's too tired to keep saying no or hold him back and he has sex with her anyway.

Scenario 3:

Nicholas and Daniel are always the first two people to arrive at their science class. They like to talk beforehand and as the year progresses, they start to flirt with each other. One day, Nicholas is passing Daniel in the hallway and he pats him on his butt. Daniel says that he doesn't feel comfortable with that but Nicholas does it again the next day and the next day.

Scenario 4:

Celina and Mark recently saw each other at a family event and although they know each other and many of the same people in their community, they had never really spent time together. Recently, they started dating and decided to go for a walk near where they live. It was a beautiful day and there were not that many people around. Mark leaned over and asked if they could kiss. Celina said yes and they kissed for a while before walking back.

Educator Resource: Sexual Assault Scenarios

SUMMARY POINTS

When groups report out during the activity with the scenarios, use the summary points below to underscore key points related to each scenario.

Scenario 1:

Emmanuel and Mariam started dating recently after meeting at a wedding. Mariam is one of the last girls in her friend group to be dating someone so she is anxious to get to know Emmanuel quickly so that she can have a boyfriend too. On the other hand, Emmanuel recently broke up with his last girlfriend and doesn't want to rush things. On their third date, they go see a movie and Mariam starts kissing him and touching him in the theatre. Emmanuel tells her to stop, that he's not ready, but she continues and he finally has to get up and leave.

SUMMARY POINTS

The scenario describes a situation where sexual assault has taken place because Mariam kisses and touches Emmanuel without him giving his explicit consent. Not only does he not consent (he never says it's okay to kiss or touch him), but he also tells her to stop, which she does not do. Emmanuel should tell a trusted adult about what happened. Importantly, this is not Emmanuel's fault.

Scenario 2:

Leo and Maria are both students at the university and they have been going out for about a year. They even hope to someday get married. Around the New Year holiday, they go to a party and have some drinks. Leo walks Maria back to the place where she stays as she's having some trouble walking straight. They start to kiss and she can tell he wants to have sex but she doesn't want to. He says that it's about time that they did. Maria asks him to stop and tries to push him away but she's too tired to keep saying no or hold him back and he has sex with her anyway.

SUMMARY POINTS

The scenario describes a situation where sexual assault has taken place because Leo kisses and has sex with Maria without her giving explicit consent for either of these things. Maria does not say that it's okay to kiss or have sex with her but even if she had said "yes," this would not be consensual because she is drunk and when someone is drunk, they are not able to provide consent. In addition, Leo pressures her by saying that "it's about time." When someone is pressured or feels threatened, this is another situation where they are not able to provide consent. Lastly, Maria tells him to stop and he doesn't. Maria should go

to a clinic or hospital as soon as possible so that she can prevent pregnancy and STIs and get additional support. She should also tell a trusted adult, like a family member or a counselor, and she can do this in whatever way is most comfortable for her, such as face-to-face, on the phone, or by text. Importantly, this is not Maria's fault.

Scenario 3:

Nicholas and Daniel are always the first two people to arrive at their science class. They like to talk beforehand and as the year progresses, they start to flirt with each other. One day, Nicholas is passing Daniel in the hallway and he pats him on his butt. Daniel says that he doesn't feel comfortable with that but Nicholas does it again the next day and the next day.

SUMMARY POINTS

The scenario describes a situation where sexual assault has taken place because Nicholas pats Daniel on the butt without him giving his explicit consent. Not only does he not consent (he never says yes, it's okay to touch him there), but he also tells Nicholas that it makes him uncomfortable and yet Nicholas does it again and again. Daniel should tell a trusted adult about what happened. Importantly, this is not Daniel's fault.

Scenario 4:

Celina and Mark recently saw each other at a family event and although they know each other and many of the same people in their community, they had never really spent time together. Recently, they started dating and decided to go for a walk near where they live. It was a beautiful day and there were not that many people around. Mark leaned over and asked if they could kiss. Celina said yes and they kissed for a while before walking back.

SUMMARY POINTS

The scenario describes a situation where sexual assault did not take place because Celina gave Mark her explicit consent by saying "yes" when he asked if they could kiss. In this scenario, they kiss for a while and it's consensual. If Celina would have wanted to stop kissing, she could have changed their mind. Just because someone consents to something once, doesn't mean that they consent to more or other things.

Student Worksheet:

Sexual Assault

After watching the Amaze video What is Sexual Assault, fill in the blanks of the following statements.

1. Sexual assault is when someone does something sexual to another person without getting their explicit _____ .

2. Explicit _____ is a clear, _____ agreement to do something sexual.

3. You can't consent if feeling threatened, _____, or high.

4. If someone consents to doing something sexual with another person, it doesn't mean that they consent to doing _____ things too.

5. If someone has been sexually assaulted, it's important for them to tell a _____ adult as soon as possible and go to a _____ if they have been raped or hurt.

Educator Resource:

Sexual Assault Worksheet Answer Key

After watching the Amaze video What is Sexual Assault, fill in the blanks of the following statements.

1. Sexual assault is when someone does something sexual to another person without getting their explicit consent .

2. Explicit consent is a clear, voluntary agreement to do something sexual.

3. You can't consent if feeling threatened, drunk, or high.

4. If someone consents to doing something sexual with another person, it doesn't mean that they consent to doing other things too.

5. If someone has been sexually assaulted, it's important for them to tell a trusted adult as soon as possible and go to a hospital if they have been raped or hurt.

Educator Resource:

Sample Template for Documenting Support Services

Given that the topic being addressed in this lesson may prompt students to seek support services, in addition to services that may or may not be available onsite, it is important to research support services available in your area. You can use this template to document available services to have on hand if needed. Sample criteria for informing which support services to identify include agencies/providers that offer non-judgemental, confidential, safe, free or low-cost services with convenient operating hours.

Listing of Potential Support Services and Contact Information

| Key support Services | Agency/ Provider | Name of contact person | Address | email | Telephone number | Website/ Digital Platform |
|------------------------------------|------------------|------------------------|---------|-------|------------------|---------------------------|
| Health Services | | | | | | |
| Counseling/ mental health services | | | | | | |
| Legal services | | | | | | |
| Housing/food/ shelter services | | | | | | |
| Other | | | | | | |

Adapted from: Support Services Template by Aflatoun International.