

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*  
*Fostering responsibility by respecting young people's rights to honest sexuality education.*

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

1. Define the terms "sexual abuse" and "sexual harassment."  
[Knowledge]
2. List at least 3 accurate facts about sexual abuse among young people their age. [Knowledge]
3. Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed. [Knowledge]

speaking to whom they can





uncomfortable or bad; that no one has a right to abuse or harass them sexually, whether at school, at home or anywhere else. Explain that you are now going to work to come up with some ideas of how a person can talk with a trusted adult if they or someone they know is being sexually abused. (5 minutes)

Divide the class into different pairs. Tell them that one will be the writer but both will participate. Say,

the pairs to each write down one adult they could talk to if this were happening to them or someone they know. Tell them it is okay if they both say the same person in their lives. Ask

Then instruct them to come up with five ideas – or as many as they can in 2 minutes -- of how a young person could tell an adult they are being abused. Provide an example as a guide:

“Be direct. Just say, ‘I have something to tell you but I don’t know how to say it.’”

After about 2 minutes or before then if most of the students have generated their lists quickly, ask for some examples. Write them up on the board or on flipchart paper, probing for or adding the following:

- Draw a picture
- Text or email a parent or caregiver
- Tell it to your teacher in a class journal or assignment
- Write a note that says, “I need to talk” or “I need help”
- Write a note that tells the whole story
- Close your eyes or turn your back and tell
- Use a stuffed animal to do the telling
- Start by just talking about the feelings you are having before talking about why you’re having them
- If your parent/caregiver has a car, wait until you’re in the car so you don’t have to talk about it face-to-face

Say,

Tell the students that even though you’ll be erasing this

at the end of class, you will always have this number available if anyone wants it and didn't remember it or didn't feel they could write it down.

Distribute the homework assignment and provide instructions. Tell the students they need to bring this in to the next class you have together.

(8 minutes)







