

## Module Four: Sexual Abuse

### Module Objectives:

- Participants will be able to define words
- Participants will be able to talk about experiences
- Participants will learn their rights and responsibilities

<b>Sexual Abuse (2 hours)</b>	<b>1</b>	<b>Getting Started, Introductions and Definitions</b>	<ul style="list-style-type: none"> <li>• Overview</li> <li>• Ground Rules</li> <li>• Icebreaker</li> <li>• Empowerment</li> <li>• Three Themes</li> <li>• Defining Safety</li> <li>• Defining Terms</li> <li>• Self Discovery</li> </ul>	50 Minutes
	<b>2</b>	<b>Exploring Experiences and Know Your Rights</b>	<p>Who can take advantage? Explore Three Examples How to tell</p>	55 Minutes
	<b>3</b>	<b>Resources &amp; Wrap Up</b>		15 Minutes

### Materials Needed:

1. Flip Chart
2. Markers
3. Masking Tape
4. Participant Name Tents
5. Computer with PowerPoint®
6. CD Projector and Screen
7. **Yes and No Cards** for each Participant
8. Worksheet for Activity on Page 18 and 20

### Instructor Key:

- *Italics* – Prompts and instructions for trainers
- Non-italics – suggested talking points for trainers
- **Bold Centered Text** – Questions used for group exercises

Module 4: Part 1: Course Overview and Definitions

Estimated  
Time:  
50 minutes

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Cues	Content	Notes
	<p>You should partner with your local rape crisis center when doing this module. Please refer to the resource guide for a list of sexual assault centers by county. A sexual assault advocate can co-present the module with you, but at the very least, an advocate should be present or available by phone to support individuals who disclose or want to discuss victimization.</p>	

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*This curriculum is about personal safety and this module is about understanding and identifying sexual abuse. This module is not about sex education or healthy sexuality. Please refer to the Appendix for resources regarding these topics.*

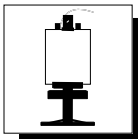
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Cues	Content	Notes
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*Before your participants arrive, post the three themes of the training and the proposed ground rules on flip charts so everyone can see them. Keep both posted for the entire training.*

**Three Themes:**



- 1) Right to be Safe**
- 2) Right to Speak Out**
- 3) Right to Get Help**

List the course's three main themes and ground rules to be covered.

**Ground Rules:**

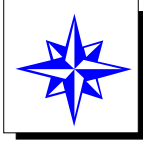
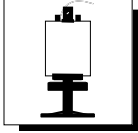
- **Only one person talks at a time**
- **Listen when others are talking**
- **Turn off/mute cell phones**

***Optional:*** Whatever is said here is confidential. Please do not share other's personal stories outside of this room.

Please be aware that if I learn that someone is being hurt or is hurting someone else that I will need to find out more information and make sure the person is safe. It is important that everyone is safe.

## Module 4: Part 1: Course Overview and Definitions

Estimated  
Time:  
50 minutes

Cues	Content	Notes
	<p>Before we get started with the training, we need to create some training ground rules. I listed some on the flip chart.</p> <p><i>Instructor reads:</i></p> <ul style="list-style-type: none"><li>• Only one person talks at a time</li><li>• Listen when others are talking</li><li>• Turn off/mute your cell phone</li></ul>	<p><i>When acceptable to you, you can ask participants to put their cell phones on vibrate mode. Don't answer phones during this training.</i></p>
Welcome	<p><b>Are there other ground rules you'd like to add?</b></p>	
	<p><i>Here are some ground rules that were suggested at other trainings:</i></p> <ul style="list-style-type: none"><li>▪ <b>Everyone should participate.</b> Please participate freely.</li><li>▪ <b>Be on time.</b> I will start and end on time, so please be here on time so you don't miss any information.</li><li>▪ <b>Respect the opinions of others. Be respectful of others and what they think.</b></li></ul>	
<p>Clarify the classroom ground rules and review housekeeping information.</p>	<p><i>Once each participant has had an opportunity to add a ground rule, ask if there are any other comments and then by a show of hands ask the participants to accept ground rules by saying something like: "Can we all agree on these ground rules?"</i></p>	

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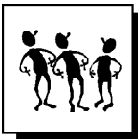
Cues	Content	Notes
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**Housekeeping:**

- You will have:
  - Breaks. (*Add the number and length of the breaks; e.g., there will be one 15-minute break.*)
  - The restrooms, vending machines, coffee and water are... (*provide directions*)

Now that the breaking times and restroom information is out of the way, let's begin training.



Conduct an ice breaker as an introductory exercise.

*TIP: People are often hesitant to participate in training programs until they become comfortable with their fellow training participants and the instructor. To help initiate participant interaction, instructors often initiate exercises called “icebreakers” to get people talking and interacting. One of the most common methods to get participants talking is to have them talk about something they know—themselves or their own experiences.*

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Cues	Content	Notes
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**Icebreaker Exercise**

*Using a round robin format, ask each participant to answer one of the following questions. Be sure to let participants know they can pass if they want to, and be sure to take your turn.*

*The questions below are simple and fun, and serve as a way to have the group interact before getting into module material.*



Slide: 2



Icebreaker  
Exercise:  
Questions for  
participants

- 1) **What is your favorite food?**
- 2) **What is your favorite TV show?**
- 3) **What makes you laugh?**
- 4) **What is your favorite thing?**
- 5) **What is your favorite holiday?**
- 6) **What are you most proud of?**



That was great. Thank you.

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Cues	Content	Notes
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Slide: 3



## Your Rights

- Right to Be Safe
- Right to Speak Out
- Right to Get Help

3



Know Your Rights

Today we will be talking about your rights. Everyone has the right to be safe, speak out and get help.

- 1) You have the right to be safe at home, at work and in your community
- 2) You have the right to speak out and tell someone if you feel unsafe
- 3) You have the right to get help from others when you don't feel safe.

Cues

Content

Notes

# Knowledge Is Power



Slide: 4

Knowledge is power. When you have knowledge, it helps you to:

What is  
Empower-  
ment?

- Make wise decisions
- Speak out
- Stay safe
- Know what is right
- Stick up for yourself

*Instructor Note:*

*We have defined empowerment through the phrase “knowledge is power.” Please refer to the Introduction in the overview of the curriculum for more information.*

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Cues	Content	Notes
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Slide: 5

# What is Safety?

- Safety is not being in danger.
- Safety is being free from harm or risk of harm.
- Safety is about keeping safe at home, at work and in the community

5



Safety is about not being hurt and free from danger.



Defining  
Safety

*Instructor Note:*

*Remind participants of the Safety Exercise they did during Module #1 (Financial Safety) to help them define what safety means to them. If participants have not taken Module #1, you may optionally provide this exercise at this time.*

Cues

Content

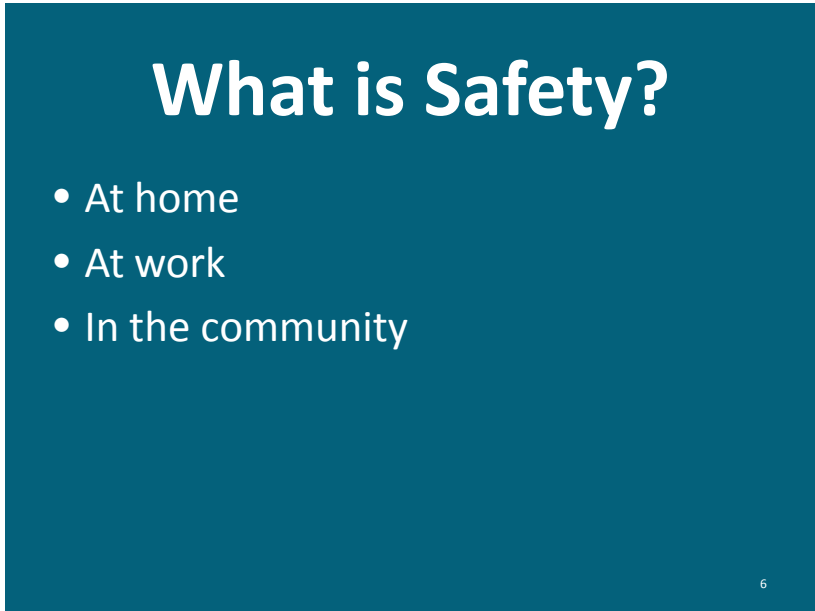
Notes

# What is Safety?

- At home
- At work
- In the community



Slide: 6



**Can you name some ways to stay safe?**

**How do you keep safe at home?**

*Examples: locking your windows and doors, being careful when you cook, being careful when you take a bath or shower.*



**Can you think of some other things?**

**What about safety at work?**

*Examples: protecting your purse, wallet and lunch, being careful with any tools you may use.*

**Can you think of other examples?**

**What about community safety?**

*Examples: not talking to strangers, using seatbelts, crossing the street at a traffic light.*

**Can you think of other examples?**

Defining  
Safety

Cues

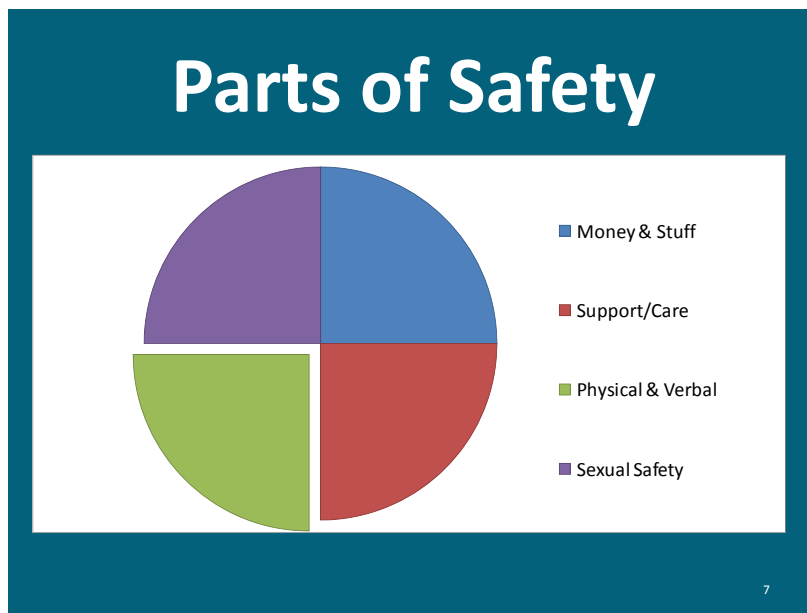
Content

Notes



Slides: 7

Overview of  
Safety



Safety is about keeping you safe, being safe at home and being safe around others.

Cues

Content

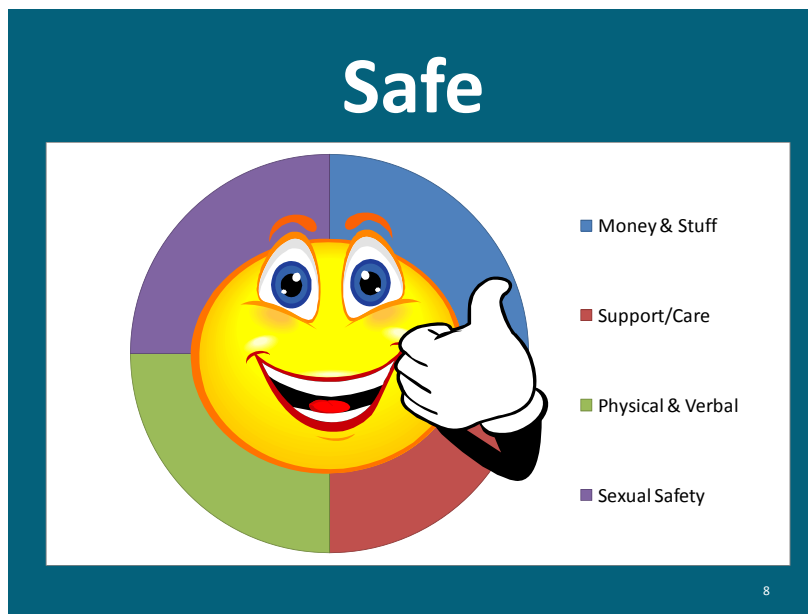
Notes

Safety is a part of being happy. Everyone has the right to be safe. All parts of your life should be safe.



Slides: 8

Overview of  
Safety



The slide features a central pie chart divided into four quadrants, each representing a different aspect of safety. A smiling yellow emoji character is positioned in the center of the pie chart, with a white-gloved hand pointing towards it. The legend on the right side of the slide lists the following categories:

- Money & Stuff
- Support/Care
- Physical & Verbal
- Sexual Safety

The slide is framed by a dark teal border. The word "Safe" is written in large white letters at the top center. A small number "8" is visible in the bottom right corner of the slide.

Cues

Content

Notes

**Not Safe**

- Money & Stuff
- Support/Care
- Physical & Verbal
- Sexual Safety

9



Slide: 9

Overview of  
Safety  
Continued

- Sometimes you may not feel safe.
- Sometimes you are not safe and it makes you feel sad and unhappy.
- You have the right to be happy and safe.

*Instructor Note:*

*In the following section, we discuss a consumer's right to speak out. It is important to note that "speaking out" may be conducted differently with persons with non-verbal communication techniques. There are a variety of ways to speak out not including, but not limited to, sign language, writing, and/or using a communication device.*

Cues	Content	Notes
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# Your Rights

- Right to Be Safe
- Right to Speak Out
- Right to Get Help



Slide: 10

Know Your Rights:  
3 Themes

As a reminder, we are going to explore your rights to safety. Remember your drawings? Remember your feelings of safety?

**1. Right to Be Safe: at home, at work and in the community**

What makes you feel not safe? How do you feel when you are not safe? *Prompt: scared, worried, angry, sad, hurt or nervous to trust others.*

**2. Right to Speak Out: You have the right to tell if you don't feel safe.**

What does speaking out mean to you? How would you tell a friend to speak out? Who would you speak out to if you didn't feel safe?

**3. Right to Get Help: You have the right to have others help you when you are not safe.**

We will talk more about how to get help later in the training.

Cues

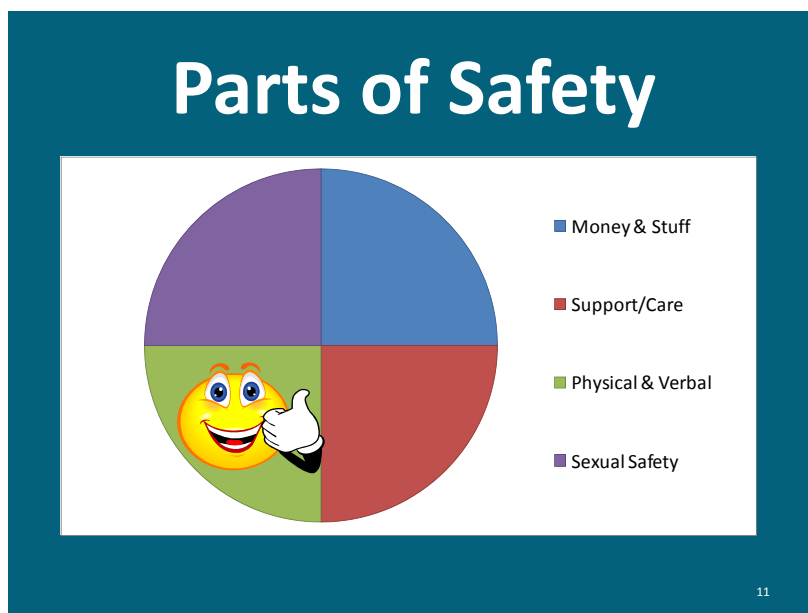
Content

Notes

Today, we are going to talk about keeping your body safe and about sexual abuse.



Slide: 11



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Cues	Content	Notes
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Slide: 12



Defining  
Body Parts



First, let's talk about our bodies. Talking about our bodies is...

- Something as adults we usually don't do.
- Something that makes you feel uncomfortable. You may feel like you want to laugh or giggle, put your head down, or even want to leave the room.

All of these feelings are okay.

**What parts of the body are you comfortable showing?**

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Cues	Content	Notes
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*The goal of the conversation about showing parts our bodies is to help establish that some parts of our bodies are public and private--terms that can become confusing and complicated. Explain that answers to the question on the slide vary by culture, age, gender, climate, etc. Then ask these questions:*

**Can you give examples of male body parts that are not usually shown?**



**Can you give examples of female body parts that are not usually shown?**



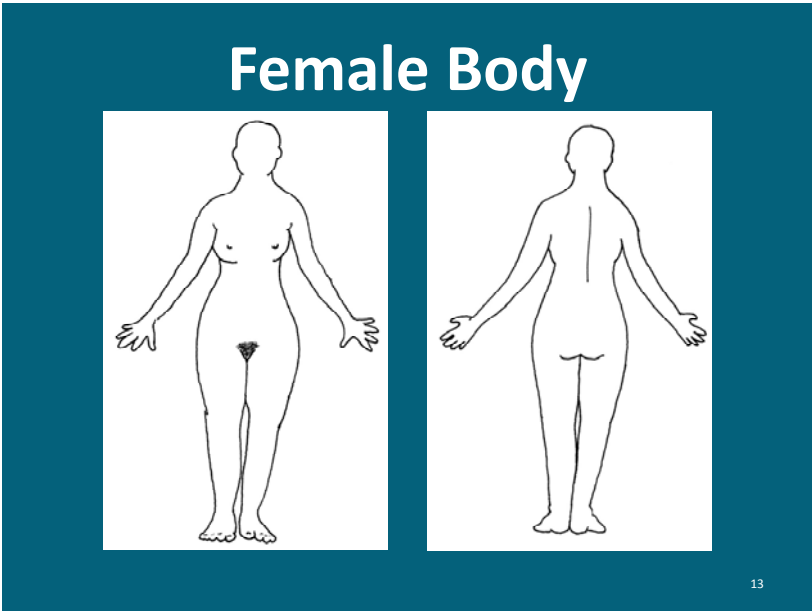
**Defining  
Personal Body  
Parts**

*Instructor Note: If you don't get the following answers, you can ask another question to prompt participants. "Do you think the \_\_\_\_\_ is/are sexual/private body parts that people don't feel comfortable showing"*

- Penis
- Testicles
- Vagina
- Breasts
- Anus

Let's discuss the differences between men and women.

Cues	Content	Notes
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Slide: 13



Identifying the female sexual body

Activity:

- 1) Using the picture of the female body, have the participants identify parts of the female body.
- 2) Ask participants to share other words for these body parts.

Let's identify these private parts for women:

**Breasts** – Everyone has breasts. Girl's breasts grow as their bodies grow. They are all different sizes and shapes; there is no standard size.

Module 4: Part 1: Course Overview and Definitions

Estimated  
Time:  
50 minutes

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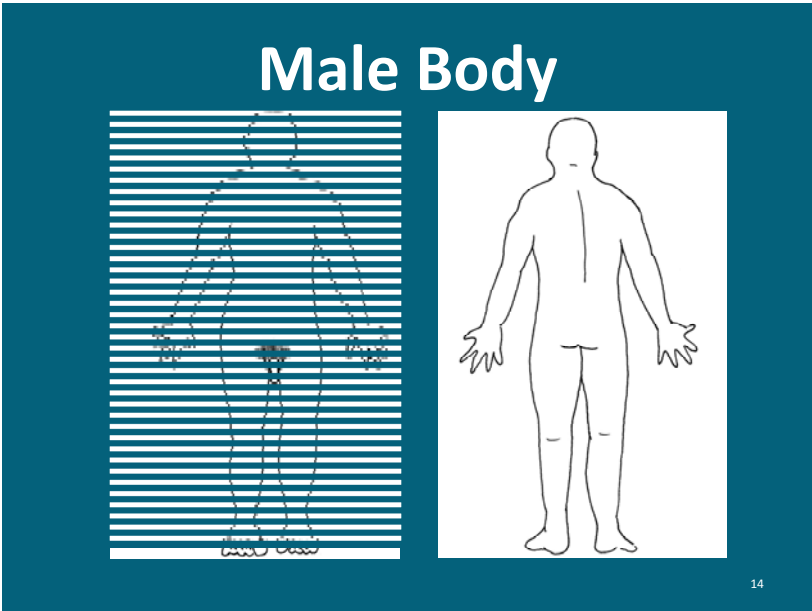
Cues	Content	Notes
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**Vagina** – One of the female’s private body parts. It is an opening where menstrual blood leaves the body, and where a baby can come through when born. The vagina is also penetrated by a penis or kissed during oral sex.

**Anus** – The opening in a person’s butt or bottom where bowel movement comes from, or can be penetrated by a penis.

Cues	Content	Notes
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Slide: 14



Identifying the male sexual body

*Activities:*

- 1) *Using the male body picture, have the participants identify the parts of the male body.*
- 2) *Ask participants to share other words for these body parts.*

Let's identify these private parts for men:

**Penis** – The penis is located between a man's legs. It is used to urinate and to have sex.

**Testicles** – The two small balls located behind the penis.

**Anus** – The opening in a person's butt or bottom where bowel movement comes from, or can be penetrated by a penis.

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Cues	Content	Notes
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Now we are going to talk about sexual activity. Sexual activity can be many things. It can be hand holding with someone you like, hugging, kissing or touching especially the sexual/private body parts of another person. It can also be intercourse, oral or anal sex; sexual activity can be lots of things.



Slide: 15



What is Sexual Activity?



**What is sexual activity?**

15

Cues	Content	Notes
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### What is sexual activity?

**Intercourse (Sex)** – when a man’s penis is inserted into a woman’s vagina.

**Oral Sex** – when a person puts their mouth on another person’s vagina or penis.

**Anal Sex** – when a man puts his penis in another person’s anus.

**Touching** – when a person touches his/her or another’s private parts for pleasure.

**Kissing** – when two people use their lips and tongue to touch each other on the mouth or on other parts of their bodies (i.e. cheeks, hands, breasts, etc...).

**Masturbation (or self pleasure)**- refers to sexual stimulation of one’s own genitals or private parts often to the point of orgasm. The stimulation can be performed manually or by use of objects or tools.

**Orgasm** – also known as sexual climax where a human feels extreme pleasure. The result from an orgasm for men is the excretion of semen from their penis.

Sexual activity should feel good. Sexual activity should be consensual; that means both people agree (say Yes) to the sexual activity at the same time. You can say no to sexual activity at any time; it is your body and your choice. Just like sexual body parts are personal, so is having sex.

Sexual Activity can take place between a man and a woman, a man and a man, a woman and a woman or by oneself.



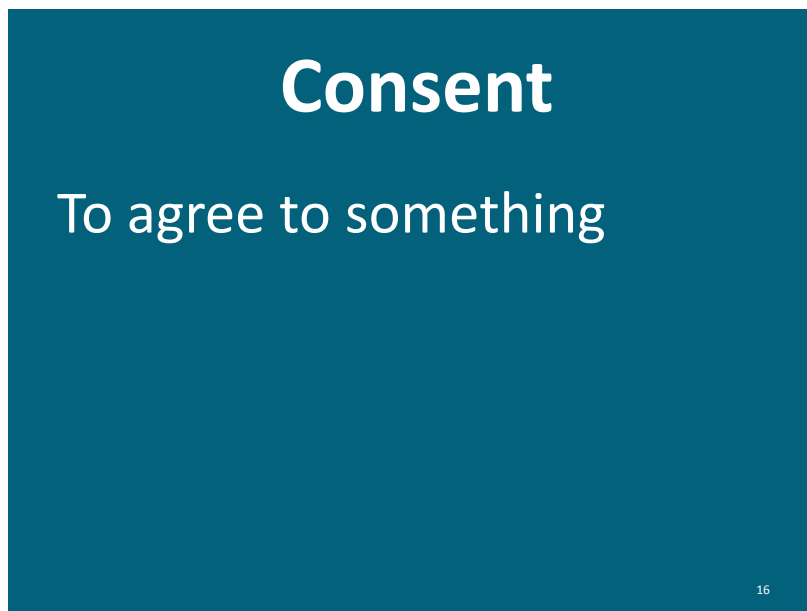
Defining Sex

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Cues	Content	Notes
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In talking about sexuality, we need to discuss the concept of consent.



Slide: 16

Consent

*Instructor notes:*

*Give some non-sexual examples where people may or may not consent to something like:*

- *Pizza for dinner*
- *Going to the store*
- *Use of your cell phone*

*When someone consents, they choose to do something. They agree to move forward with an action or activity. For most day to day activities, people have choices. When it comes to health, hygiene and nutrition (taking medicine, bathing and eating), we may not have complete choice.*

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Cues	Content	Notes
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We can agree to something in many ways. We can say yes, we can nod our heads up and down to show yes. When we don't want to do something, we can say things like "I don't want to do that" nod our heads back and forth to indicate "no."

We can also show an "okay" sign by using thumbs up or saying yes using American Sign Language.

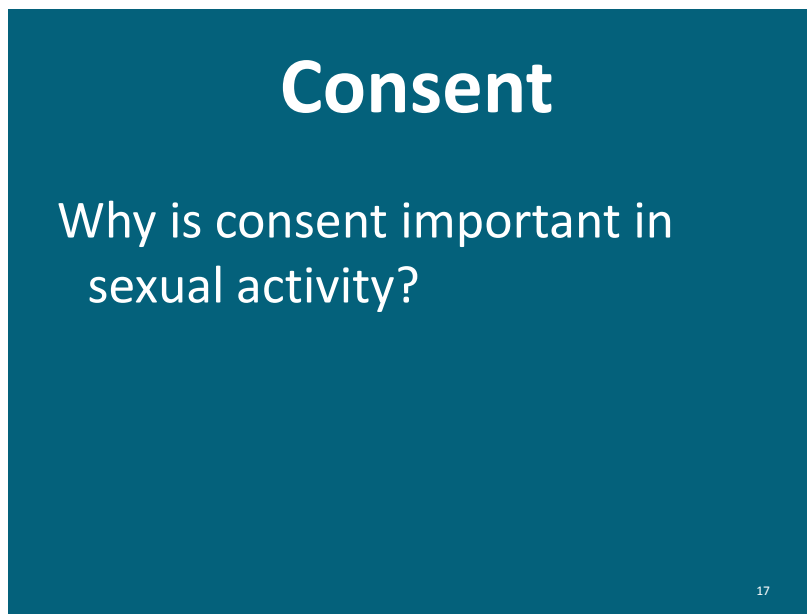


Slide: 17

Consent



Connecting  
Consent to  
Sexual Abuse



*Instructor asks the participants and then discusses each one that is shared.*

**Why is consent important in sexual activity?**

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Cues	Content	Notes
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*Instructor should discuss the following talking points if not shared by participants:*



Connecting  
Consent to  
Sexual Abuse  
Continued

- It is important that each person feels comfortable with the sexual activity and understands what they are agreeing to.
- It is important you know the other person is agreeing to the sexual activity.
- Sexual activity is always a choice.
- Agreeing to kiss is not agreeing to touching, and touching is not agreeing to oral sex or intercourse. Each act requires consent.
- Both people need to consent to all acts.
- Consenting once does not mean you consent forever.
- You can take away consent by saying things like “no” or “stop” or “I don’t want to”.
- You can take away consent at any time by showing you don’t want to do something.
- Sexual activity between a care giver and client is never okay, even if the client consents

Bottom line, in the case of sexuality there is  
**ALWAYS** a choice!!!

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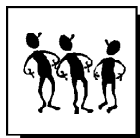
Cues	Content	Notes
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Let's practice saying "NO."

*Instructor Note: Practice saying "NO" by doing the following exercises:*

- *Everyone say "NO" together loudly*
- *Then go around the room and have each participant say "NO"*
- *Optional: then have everyone identify one other word that means "NO.". Examples could include: "Stop," "I don't want to," "Quit it" or "I don't like that"*



**Saying and  
Showing  
"NO"  
Exercise**

Let's practice showing "NO".

**How Can We Show "NO" or "STOP?"**

*Instructor Note: Have participants each demonstrate how they would show "no." Examples can include putting your hand up, using your arms or legs to push someone away from you. Discourage physical abuse as a way of showing "NO."*

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Cues	Content	Notes
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*Instructor Note: If participants express discomfort or need additional support, utilize your sexual assault advocate in the room to handle the situation outside of the room.*

Now we are going to talk about sexual abuse. It is difficult to talk about sexual abuse. If anyone begins to get upset please let me know.



Slide: 18

Maybe you know someone who has been sexually abused; maybe even someone in this room. Remember, if sexual abuse happens to you, it is never your fault. Sexual abuse is a crime.



Defining  
Sexual Abuse



**What is Sexual Abuse?**

18

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Cues	Content	Notes
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**What is sexual abuse?**

- Often we think of sexual abuse as forced intercourse (rape), but it can be many different things.
- When someone repeatedly says sexual things that make you feel unsafe.
- If someone makes you look at sexual pictures (pornography) or shows you their private body parts.
- When someone touches your sexual/private parts and you don't give consent. Remember consent is agreeing or saying, "YES."
- Sexual abuse happens to both women and men. It can happen to adults and children. It can happen to anyone.
- Sexual activity between a care giver and client is sexual abuse, even if the client consents



**Defining  
Sexual Abuse**

Sexual abuse can feel good or may not hurt, but it may not feel safe. If you are unsure if you are being sexually abused, tell someone you trust.

Cues

Content

Notes



Slide: 19

Abuse Hurts



Sexual abuse can be confusing. Sometimes you don't know how you feel; sometimes it may not hurt; sometimes it may even feel good. If you are unsure, talk to someone you trust right away.

*Instructor Note: If someone discloses being sexually abused during the discussion, thank them for sharing their story. Remind everyone in the room to keep everything said in the room private. Check-in with them after the presentation in case they want to talk further or need assistance. Reminder, if someone is currently being abused, you should take the proper steps outlined in the Introduction.*

Cues

Content

Notes



Slide: 20

**Who Might  
Sexually Abuse  
You?**



Sometimes people we know and even strangers touch us in ways that make us uncomfortable. We should trust our feelings and not be afraid to say “NO.”

Cues

Content

Notes

*Instructor should use this slide to illustrate the point of who might hurt them.*



Slide: 21

**Who Might Sexually Abuse You?**

## Who Might Sexually Abuse You?

- Friend
- Teacher
- Co-worker
- Doctor
- Nurse
- Neighbor
- Clergy or Pastor
- Family member
- Partner
- Stranger
- Care provider/  
support person
- Personal attendant

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*Prompt them to answer this question. They may say someone in power wouldn't do anything wrong.*

Anyone could be someone who sexually abuses you—even if they are your friend, co-worker, or care provider. But that doesn't mean all of these people will sexually abuse you. If someone sexually abuses you, it is your right to speak out and get help!

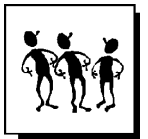
Cues

Content

Notes



Slide: 22



*Instructor facilitates an exercise where participants show their Yes or No cards*

**Sexual Abuse Exercise**

**Is this sexual abuse?**

Using your **Yes** and **No** Cards in front of you... Raise your Red card for Yes if you agree with the statements and Raise your Green card for No if you disagree with the statement.

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Cues	Content	Notes
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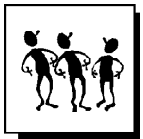
- Jose is telling a sexual joke and you don't like it. You ask him to stop and he does not stop. Is this sexual abuse?

*Answer: Yes, this is sexual abuse. He repeatedly tells sexual jokes and says sexual things in front of you and you have asked him to stop. Participants show their red cards.*



- Jill's co-worker grabs her breasts at work. You can hear her say "NO" but he does it anyway. Is this sexual abuse?

*Answer: Yes, this behavior is not okay at work and Jill does not consent. Participants show their red cards.*



- Pat forces you into a corner and kisses you. You say "NO." Is this sexual abuse?

*Answer: Yes, you did not give consent to being kissed. While kissing without consent is not a crime, this behavior may lead to more sexual abuse. Participants show their red cards.*

**Sexual Abuse Exercise**

- You are visiting family and your cousin forces you to put his penis in your mouth. Is this sexual abuse?

*Answer: Yes, you did not give consent to oral sex. Participants show their red cards.*

If something like this happens to you and you are not sure it is sexual abuse, tell someone you trust right away.

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Cues	Content	Notes
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*Instructor reads each Example. After each Example is read, the instructor will ask each of the outlined questions in order. The objective is for the instructor to garner participant's specific answers.*

**Explore three Examples**

*At the appropriate time, the instructor should reinforce the key concepts of each of the Examples about participant rights and safety rules.*

*Note: The questions listed after each example are a starting point for a group discussion. The instructor can tailor questions to the audience and the discussion.*



**Slide: 23**

**Example #1**

# Example #1

Tom is a van driver. One day, Tom asked Anna if she would like to sit in the front passenger seat for the ride home from work. Anna said yes. When the van got to Anna's house Tom leaned over to open the door for her and when he did his arm rubbed against Anna's breast. The next day when Tom reached over to open the van door he tried to put his hand down Anna's slacks. She was scared and tried to get out of the van. Tom laughed and told Anna not to tell anyone because she would get in trouble for riding in the front of the van.

23

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Cues	Content	Notes
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**Example #1**

*Tom is a van driver. One day, Tom asked Anna if she would like to sit in the front passenger seat for the ride home from work. Anna said yes. When the van got to Anna's house Tom leaned over to open the door for her and when he did his arm rubbed against Anna's breast. The next day when Tom reached over to open the van door he tried to put his hand down Anna's slacks. She was scared and tried to get out of the van. Tom laughed and told Anna not to tell anyone because she would get in trouble for riding in the front of the van.*



*Refer to the Your Rights poster in the room.*

Let's remember the rights we discussed in the beginning.



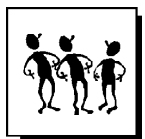
**Was this Anna's fault?**

*No, Anna did not give consent.*

**What should Anna do?**

*For each response, ask "Why?"*

- *Tell someone she trusts*
- *Tell Tom's supervisor*



**What safety tips would you share with Anna?**

- *Say "NO"*
- *Tell someone she trusts when it happens the first time*

Explore one Example

**What would you do if this happens to you or a friend of yours?**

*Encourage them to tell and keep telling until someone does something to help them.*

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Cues

Content

Notes

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**Slide: 24**

**Example #2**

## Example #2

Joe and his housemate both use wheelchairs and require assistance with daily living activities, such as bathing, toileting, and dressing. They also need support transferring to and from their wheelchair. One of the female assistants always offers to help Joe with his bathing and toileting, but not his housemate. She makes comments about Joe's penis and tells him she knows a game that will make his penis get bigger.

24

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Cues	Content	Notes
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**Example #2**



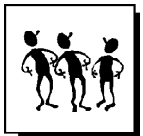
Joe and his housemate both use wheelchairs and require assistance with daily living activities, such as bathing, toileting, and dressing. They also need support transferring to and from their wheelchair. Female staff always offers to help Joe, but not his roommate, with Joe’s bathing and toileting. She makes comments about Joe’s penis and tells him she knows a game that will make his penis get bigger.



*Refer to the Your Rights poster in the room.*  
Let’s remember the rights we discussed in the beginning.

**Was this Joe’s fault?**

*No, it is natural for people to be sexually stimulated by touch.*



**What should Joe do?**

- *Tell the female assistant to “STOP”*
- *Tell a supervisor what is happening and ask for their help*

Explore one Example

**What safety tips would you share with Joe?**

- *Tell the person to stop*
- *Tell someone he trusts to help him*
- *Ask the supervisor to send someone else to bathe him*

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Cues	Content	Notes
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Slide: 25

Example #3

# Example #3

Emily and Lindsey work together and are in a romantic relationship. Lindsey likes to hug and kiss Emily, especially when they are in public places, like the grocery store, the movies, or a restaurant. Emily doesn't like this.

25

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Cues	Content	Notes
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### Example #3

*Emily and Lindsey work together and are in a romantic relationship. Lindsey likes to hug and kiss Emily, especially when they are in public places, like the grocery store, the movies, or a restaurant. Emily doesn't like this.*



*Refer to the Your Rights poster in the room.*  
Let's remember the rights we discussed in the beginning.

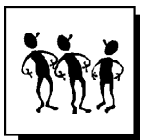


#### Is this OK?

*No, because Emily does not like it.*

#### What should Emily do?

- *Emily should tell Lindsey she does not like it*
- *If Lindsey y keeps doing it, she can break up with her*
- *Emily could ask someone she trusts to help her talk to Lindsey*



#### What dating safety tips would you share with Emily?

*Stand up for your rights. You can say no to anything you don't want to have happen or do.*

#### What dating safety tips would you share with Lindsey?

*Learn to respect her partner. Each partner has a right to express what they like. She should not force anyone to participate in sexual activity.*

Explore one Example  
(15 minutes)

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Cues	Content	Notes
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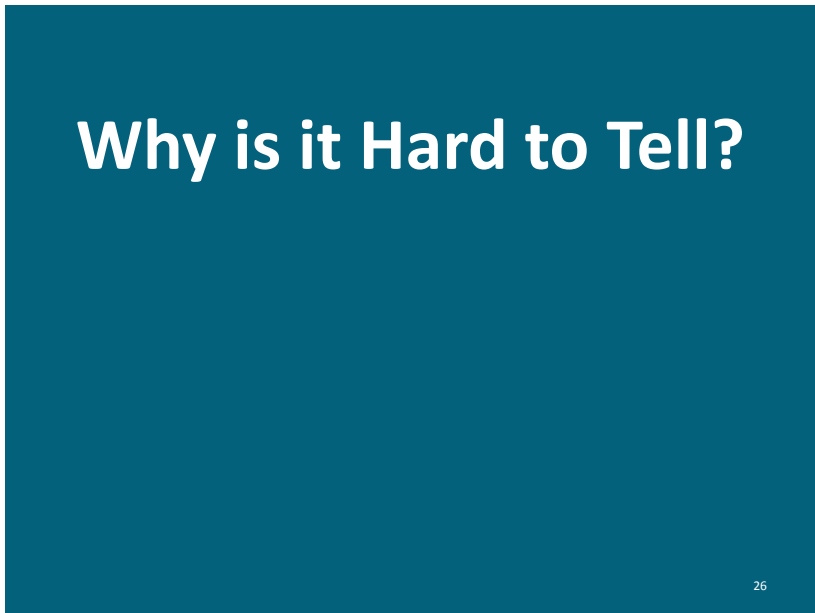
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Slide: 26



Why is it hard to tell?



*Instructor prompts:*

- Scared of getting hurt or of getting in trouble
- Guilty for letting this happen to me
- I think it may be my fault somehow
- Embarrassed by what happened
- Don't want to get someone in trouble
- Uncomfortable sharing the information
- Don't like talking to people I don't know

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Cues

Content

Notes

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***OPTIONAL EXERCISE***



**Optional**

**Has there been a time when it was difficult for you to tell? What happened?**

*Be aware that this question can lead to disclosure. It is important for the instructor to judge his/her participants and determine if this would be an effective exercise to use.*

*Instructor should provide one example from their own personal history.*

Do you remember we practiced about saying “NO?” We talked about how important it is to be serious and say “NO” in a powerful way. When we tell someone that something wrong has happened or that someone has taken something from us, we need to use these same tips.



These are tools on how to tell if you think someone is abusing you or taking your things without your permission.

Cues	Content	Notes
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Slide: 27



How to Tell

## How to Tell...

- Stay calm
- Don't laugh or smile
- Be confident
- Tell the facts
- Use a loud voice and speak up
- Look the person in the eye or face

27

We discussed how hard it is to tell. Sometimes we feel uncomfortable or embarrassed to tell others when bad things happens.




How to Tell

When we are scared sometimes we raise our voice, cry or yell. It is important that we stay calm when telling so that they can understand what we are saying and help us to tell the whole story.

Sometimes when we are embarrassed we may smile, laugh or giggle. When we smile or laugh, it is hard for the person who we are telling to understand that we are not safe.

Module 4: Part 2: Exploring Experiences and Knowing Your Rights

Estimated Time:  
55 minutes

Cues	Content	Notes
	<p>Even though you may think some of the story is not relevant, don't hold back anything when telling what happened. The more information you provide, the more people can help you.</p>	
<b>How to Tell</b>	<p>No matter what happens, be confident in what you have to say. Even though it may be very difficult, try to look the person you are telling in the eye. This shows your confidence in yourself and the truth.</p>	
	<p>It is disappointing and frustrating when we tell someone something and we are not believed or helped. This is not your fault. If this happens to you, tell someone else until someone helps you. Keep telling until you are safe.</p>	
	<p>It can be hard to tell but it is important to tell. Sometimes how we tell can affect how people believe us.</p>	

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Cues	Content	Notes
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Slide: 28



How to Tell Continued

## How to Tell...

- Tell what happened
- Tell someone you trust
- Keep telling until someone does something
- Have someone you trust with you when you tell

28

It is never too late to tell.

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Cues	Content	Notes
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We talked about how to tell. Now we are going to talk about who to tell. Of course, we want to tell people we trust.



Slide: 29

**Trust**

A large teal rectangular area containing the word 'Trust' at the top, followed by two bullet points: '• Who do you trust in your life?' and '• Why do you trust them?'. A small number '29' is in the bottom right corner.

**Trust**

- Who do you trust in your life?
- Why do you trust them?

29

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Cues	Content	Notes
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**Who do you trust in your life?**

*Instructor has each participant share with the class one person they trust. Instructor can be the first to share his/her person of trust.*



**Who is worthy of your trust?**

*Instructor prompt:*



- Someone that makes you feel safe and comfortable
- You can rely on them
- They are honest with you
- They help you when you need help
- You can depend upon them
- Someone you go to when you need help
- Someone you know will help you when you need help
- Person that keeps their promises to you
- Someone you have gotten to know over time as being reliable

**Defining Trust**

You have identified people you trust in your life. Do you see how this list matches up to why you trust them?

Cues

Content

Notes



Slide: 30

## Who Can You Tell?

- Friend
- Teacher
- Co-worker
- Doctor
- Nurse
- Police
- Clergy or pastor
- Family member
- Partner
- Care provider/  
support
- Personal Assistant
- Other

30

**Who Can You Tell?**

*Instructor should explain that sometimes the same people we tell are the same people who may be people who can hurt us. Before you decide who to tell you must decide who you can trust.*

### **Who else can you tell?**

*Instructor encourages participants to share other ideas.*

Module 4: Part 2: Exploring Experiences and Knowing Your Rights

Estimated Time:  
55 minutes

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Cues	Content	Notes
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**Would you ever tell a stranger? When?**

*Participants share situations when it may be appropriate to tell a stranger:*



- When there is no one else to help
- When a stranger sees what is happening and no one else does
- When it becomes a legal issue
- Prompt for other responses from participants

**Who Can You Tell?**

**Continued**

*Review what to do if you tell someone and they don't believe you or do anything about what you tell them?*



**What do you do if you tell someone and they don't help you or believe you?**

*Reiterate the importance of telling others until someone believes you and helps you. You might have to tell multiple people.*

Module 4: Part 3: Wrap Up and Resources

Estimated Time:  
15 minutes

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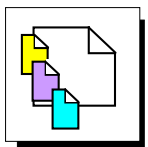
Cues	Content	Notes
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Cues	Content	Notes
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Slide: 31



**Resources**



Remember, we talked about how to tell and keep telling until someone helps you. Everyone has the right to keep their body safe. If you need help you can:

- Speak out to family members, care providers or people you trust
- Speak out to staff members at your facility
- Talk to the police if you feel someone is hurting or abusing you
- Call your local rape crisis center for help

*Instructor should refer to the resource list. Provide information to participants on the local rape crisis center. Stress that all calls and conversations are free and completely confidential. Victims can talk about abuse that occurred at any time. Please note that when possible it is advised you have a rape crisis advocate in the room to explain these services.*

Cues

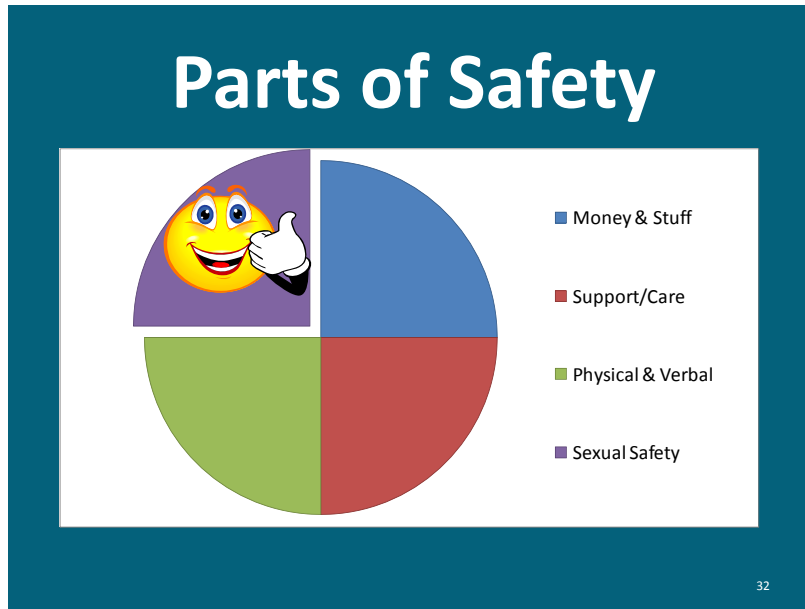
Content

Notes



Slide: 32

Wrap Up



Now we understand how to keep our bodies safe from sexual abuse.

**Do you have any questions?**

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Cues	Content	Notes
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Slide: 33



Rights  
Reviewed

# Your Rights

- Right to Be Safe
- Right to Speak Out
- Right to Get Help

33

*Instructor reviews the rights of every human being.  
Next, review the concepts presented throughout the  
program.*

### **REVIEW EXERCISE**

*Instructor: You can review the concepts by either  
opening a discussion with the question or seeking  
answers from participants or you can recite the  
question and then you can provide a summary of the  
learning concept.*



Lesson  
Review

### **What is Safety?**

Safety is a feeling. If you are safe you won't get hurt and you are comfortable at home, at work and in your community

Cues	Content	Notes
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**What parts of the body are you comfortable showing?**



Generally we are comfortable showing our arms, lower legs, face, hands and feet. In situations, like when swimming, we may show more. But there are body parts like the vagina, breasts, penis, anus, which we would feel uncomfortable showing except in specific situations.

**What is sexual activity?**

**Intercourse (Sex)** – when a man’s penis is inserted into a woman’s vagina.

**Oral Sex** – when a person put their mouth on another person’s vagina or penis.

**Anal Sex** – when a man puts his penis in another person’s anus.



**Touching** – when a person touches his/her or other’s private parts for pleasure.

**Kissing** – when two people use their lips and tongue to touch each other on the mouth or on other parts of their bodies (i.e. cheeks, hands, breasts, etc...).

**Masturbation** - refers to sexual stimulation of one’s own genitals or private parts often to the point of orgasm. The stimulation can be performed manually or by use of objects or tools.

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Cues	Content	Notes
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**What is consent? Why is consent important in sexual activity?**



- It is important that each person feels comfortable with the sexual activity.
- It is important you know the other person is agreeing to the sexual activity.
- You can take away consent by saying things like “no” or “stop” or “I don’t want to”.
- You can take away consent by showing you don’t want to do something.

**What is sexual abuse?**



- Often we think of sexual abuse as forced intercourse (rape), but it can be many different things.
- When someone repeatedly says sexual things to you that make you feel unsafe.
- If someone makes you look at sexual pictures (pornography) or shows you their private body parts.
- When someone touches your sexual/private parts and you don’t give consent. Remember consent is agreeing or saying, “YES.”
- Sexual abuse happens to both women and men. It can happen to adults and children. It can happen to anyone.

Sexual abuse can feel good or may not hurt, but it may not feel safe. If you are unsure if you are being sexually abused, tell someone you trust.

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Cues	Content	Notes
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**Who might sexually abuse you?**



Anyone could be someone who sexually abuses you—even if they are your friend, coworker, care provider, but that doesn't mean all of these people sexually abuse you. If someone sexually abuses you, it is your right to speak out and get help!

**Who do you trust?**



We trust people we can count on. People who are always there for us. People, who over time, have proven they are trustworthy.

**If you told someone and they didn't help you, what else would you do?**



Continue to tell people until someone helps you and you feel safe.

**What else could you do to get help?**



Aside from finding someone who is close to you to help you, you can try to reach out to others like clergy or the police.

Refer to the resource list for other potential resources.

**What are your rights?**



- Right to Be Safe
- Right to Speak Out
- Right to Get Help

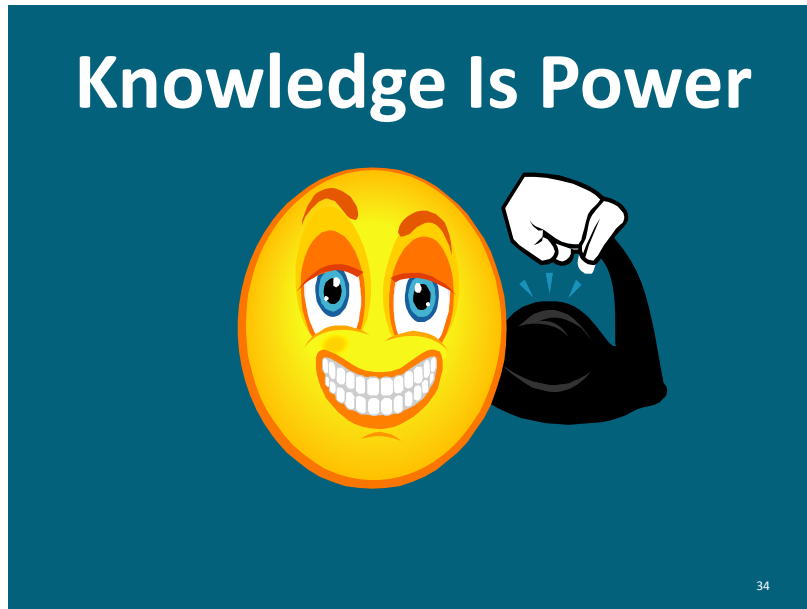
Cues

Content

Notes



Slide: 34



### Wrap Up

You have increased your power by attending this class. You now have more skills to stay safe. Sometimes bad things can still happen. Remember, it is never your fault if you are abused. Tell someone you trust if this happens. Keep telling someone you trust until you get help.

You now have the power to keep yourself safe.

*Instructor asks each participant to openly share just one thing they learned today using either of the following two questions:*

**Share with the group one thing you learned today.**

**OR**

**What knowledge did you get here today?**



Wrap Up &  
Closing

Cues

Content

Notes



Slide: 35  
Thank You!



*Instructor thanks participants for coming and for sharing their ideas.*