

# Unit 8: Sexual Assault



**Time Required: 2.5 hours**

## Resources Needed

- OVC *Victim Impact: Listen and Learn* DVD (clip: Rape/Debbie)
- *Participant Workbook*
- TV and DVD player
- Chalkboard or tear sheets

## Prior to the Session

- Consider gathering local and state statistics and/or newspaper or magazine articles for the discussion about sexual assault trends.
- Research your state's statutes related to sexual assault; be prepared to provide information to participants about these statutes.

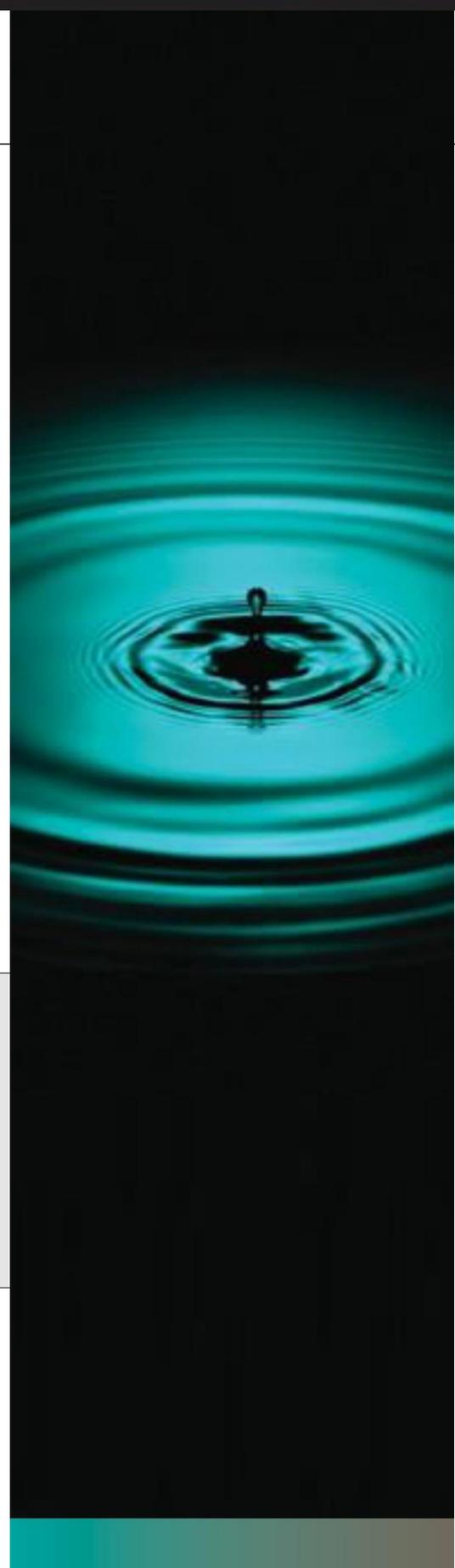
## Objectives

- Define **sexual assault**.
- Describe current trends for sexual assault.
- Provide examples of sexual assault.
- Explain the impact of sexual assault on victims.
- Discuss thoughts and feelings about being held accountable for sexual assault.



## Facilitator Tip

- Stop discussions about how the victim behaved or what she or he was wearing.
- Watch for rationalization that sexual assault cannot occur between spouses or partners.
- Make it clear that sexual assault is not about sexual gratification.
- Watch for participants' reaction to their own victimization.



## What Is Sexual Assault?

Sexual assault includes unwanted sexual touching or penetration without consent, such as rape, forced sodomy (anal intercourse), forced oral copulation (oral-genital contact), rape by a foreign object (including a finger), and sexual battery (the unwanted touching of an intimate part of another person for the purpose of sexual arousal).

Sexual assault is not about love, romance, sex, or physical attraction. It is a violent act. The offender's purpose is to exert power and control, intimidate, humiliate, punish, or force a victim to do something against his or her will.

Victims of sexual assault usually know the offender, who may be an intimate partner, family member, friend, neighbor, or coworker. While most reported sexual assault cases involve women as victims, men also are sexually assaulted. Being in a marriage or relationship does not mean that consent for sex is automatically given. People who are married or in relationships can commit rape or be raped.

Sexual assault involves physical and nonphysical force. Physical force includes using a weapon, hitting, kicking, choking, or holding someone down. Sometimes, even though force is used, there are no signs of bruising or injuries.

Nonphysical force is called "coercion" and includes verbally threatening a victim into doing something he or she doesn't want to do. If a victim thinks he or she will be in danger by saying "no," this indicates force. Nonphysical force can include the use of peer pressure on a child or teenager.



**Have participants read the "Words To Know" aloud.**

**Delivery options** include reading the words aloud yourself, writing the words on a chalkboard or tear sheet, selecting participants to read the words aloud, or dividing participants into small groups or pairs and having them discuss the terms among themselves. For all options, survey participants to ensure they understand the terms before moving on.



### Words To Know

**Coercion:** Forcing a person to do something against his or her will.

**Consent:** The willing and conscious participation in a sexual act. Victims who are under the legal age of consent or who have temporary or permanent mental incapacity are unable to give consent.

**Fondling:** Touching the private body parts of another person for sexual gratification, forcibly or against that person's will.

**Posttraumatic stress disorder (PTSD):** The National Center for PTSD defines this disorder as a reliving or re-experiencing of a traumatic event accompanied by increased arousal and avoidance of anything associated with the event.

**Rape:** Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

**Sex:** Physical act between two people with the goal of reproduction and/or enjoyment.

**Voluntary:** Any behavior done of a person's free will; freely chosen.



### Group Discussion

After reading selections from the "What Is Sexual Assault?" section, have participants discuss their thoughts and reactions and identify common themes or patterns.

**Delivery options** include taking turns with participants in reading the content aloud; dividing participants into small groups or pairs for part of the session; referring back to "Words To Know" as they appear in the unit; and covering only a few sentences or paragraphs at a time.

Solicit feedback from participants on an ongoing basis to ensure that they understand the material. Ask the following: "Do you understand what we are talking about?" "Talk about the information in your own words." "What do you think?" "What is your reaction?" "What are you feeling?" and "Do you know of other examples?" Encourage note taking.



## In the News: Sexual Assault Trends

This section offers recent statistics about sexual assaults. If you gathered local and state statistics, integrate them into your discussion on sexual assault trends. If you found relevant newspaper or magazine articles, read them aloud or assign participants into groups of three to discuss and then present the information to the larger group.

One article on marital rape can be found at <http://time.com/3976180/marital-rape>.

The most recent FBI statistics on sexual assault can be found at [www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/violent-crime/rape](http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/violent-crime/rape).

### When discussing sexual assault trends—

- Select participants to read the sexual assault trends aloud.
- Use local news articles, reviewing them carefully to avoid overly complex issues. Make sure the articles do not identify offenders in your facility or victims in your community.
- Have participants discuss which trend bothers them the most.
- Come up with additional questions, if desired.

## Examples of Sexual Assault

The *Participant Workbook* provides definitions of types of sexual assault, as well as example scenarios involving the crime; consider asking participants to substitute the names of their family members or friends in the scenarios. You can also share any state-specific statutes you found that are related to sexual assault.

**Delivery options** include taking turns with the participants in reading the scenarios aloud, selecting participants to read the scenarios, and dividing participants into small groups or pairs to discuss the scenarios.

Refer back to “Words To Know” as they appear in the scenarios. Solicit feedback by asking the following questions: “Who was the primary victim?” “Who else may have been harmed by the offender?” “How was the victim harmed?” and “What do you think the victim is experiencing?” Add details to the scenarios. Encourage note taking.



### Triad Session

Have participants write down their answers to the questions under each example of sexual assault. Then, in groups of three, have participants share their responses with one another and offer feedback. Finally, bring the larger group back together to review and discuss participants’ responses.



### Group Discussion

Have volunteers read aloud the quotes about sexual assault in their workbooks. As a group, discuss the impact of victimization on these individuals. Ask the participants to consider how they would feel if the crimes had been committed against their own friends or family members.

# What Is the Impact of Sexual Assault?

Sexual assault has a long-lasting effect on victims. The crime creates a ripple effect throughout the following areas in victims' lives: financial, physical, emotional, and religious/spiritual.



## Chalkboard Exercise

Have participants take turns reading from the areas of impact lists in their workbooks. Solicit additional examples from the group.

<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• Wage loss</li> <li>• Purchase of security services or a security system</li> <li>• Legal fees</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Weight changes</li> <li>• Chronic pain</li> <li>• Bruises</li> <li>• Vomiting</li> <li>• Temporary or permanent damage to sexual organs</li> <li>• Inability to become pregnant because of damage to sexual organs</li> <li>• Broken bones</li> <li>• _____</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Embarrassment</li> <li>• Anger</li> <li>• Vulnerability</li> <li>• Guilt</li> <li>• Suicidal thoughts</li> <li>• Flashbacks</li> <li>• _____</li> </ul>	<p><b>Religious/Spiritual</b></p> <ul style="list-style-type: none"> <li>• Questioning the goodness of others</li> <li>• Questioning faith</li> <li>• "Why would my 'higher power' let this happen?"</li> <li>• "Why would this happen to a good person?"</li> <li>• Forgiveness issues</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>



## Facilitator Note

If participants say they have never committed a sexual assault, ask them whether they or someone they know was ever a victim of sexual assault and what the impact of that crime was.



## OVC *Victim Impact: Listen and Learn* DVD

**Debbie is the victim of rape; her husband Rob is a police officer.**

Consider stopping and starting the video to reinforce key points and then initiate a discussion at the end. Possible discussion questions and answers:

- **What was the emotional impact of the rape on Debbie?**
  - When the attack was occurring, she thought she would “never see my husband or children again.”
  - She was terrified because the rapist said, “I’ll come back and kill you if you tell anyone.”
  - She felt responsible for her husband’s safety, as he was sleeping upstairs at the time the rape occurred.
  - She would “explode” for no reason with her family.
- **What was the physical impact of the rape on Debbie?**
  - She could not eat.
  - She could not “focus.”
  - She seriously considered suicide.
- **What was the “domino effect” of the rape on Debbie’s family?**
  - They lived with Debbie’s fear and anxiety that her rapist would return and harm her daughter.
  - Her son gets very angry when he hears about another woman being raped because he knows firsthand the impact rape has on the entire family.
  - Her husband felt guilty because he was unable to protect his wife—and he is a police officer.
  - Her son was bullied in school because other kids knew what happened to his mother.

## Being Accountable for Your Crimes

Sexual assault victims/survivors may never regain the sense of confidence, self-worth, or dignity they once had. **Remind participants that no one has the right to sexually assault someone, regardless of the circumstances. No one has the right to harm another person.**



### Group Discussion

Have participants read the accountability statements in their workbooks and share their thoughts with the group. Ask them what these offenders can do to show they are changing their thoughts and behaviors.



## Additional Activities



### Facilitator Note

If time permits after covering the material in this unit, you may conduct the additional activities listed on the next few pages before debriefing participants. You may also want to schedule a guest victim/survivor speaker.

### Activity A — Whom To Tell

**Objective:** Participants focus on how it feels to be a victim of sexual assault by considering whom they would have to tell about the crime and how they would feel about divulging this information.

**Note:** Not all sexual assaults are reported. When a victim does report, many people will hear the details. There is a difference between a victim **having a choice to tell** family and friends and **having to tell** strangers: police, medical personnel, and others. Participants may argue, “The victim doesn’t have to tell anyone,” which is true. For the purpose of this activity, the victim does choose to report the crime. Based on the dynamics of the class, a male or female victim’s name can be used.

Place a chair at the front of the room. (**Optional:** Have a willing staff member represent the victim by sitting in the chair at the front of the room, but he or she should not give any responses. Attempt to find a staff person who has a very positive relationship with participants so that the activity is more personal and therefore more difficult.)

Read the following scenario to the class:

Mike/Sandra is a senior in high school. Mike/Sandra is not well known and is not considered to be part of the “in crowd,” but he/she does have a number of friends. Mike/Sandra is raped on campus by a popular football player.

Have participants think about who Mike/Sandra would have to talk to or inform about the rape. Read the scenario again. Then have each participant come forward, face the chair, and make the statement, “I am Mike’s/Sandra’s \_\_\_\_\_, and he/she would have to tell me he/she was raped,” filling in the blank with a possible person.

#### Whom will Mike/Sandra have to tell?

*Possible Answers:*

Responding police officers	Principal
Detective	School counselor
Emergency medical personnel	Best friend
Emergency room personnel	Friends
Personal doctor	Classmates
Victim advocate	Acquaintances
Father	Media
Mother	Judge
Brother	Prosecutor/district attorney
Sister	Jury
Cousin	Football team members attending trial
Nephew	Strangers attending trial
Niece	Future boyfriend/girlfriend/partner
Grandfather	Future husband/wife/partner
Grandmother	Future children

## Activity B – Susan

**Objective:** Participants consider the victim in different situations.

Have participants turn to the “Susan” worksheet in their workbooks, read the situations, and describe how the victim might be affected in each situation. The situations and possible effects or responses to each follow. Also have participants answer the questions at the end of the worksheet.

### Assault

Susan is walking to a mall to go shopping and takes a shortcut through an alley. As she nears the end of the alley, a man attacks her. He grabs her, throws her to the ground, hits her in the face, and steals her purse.

*Possible effects:* Medical bills, black eye, fear, distrust, self-blame

### Rape

Susan meets up with some of her coworkers at a local pub after work. A friendly guy buys her a drink and asks her to dance. The next thing she remembers is waking up in her car. Her pants are missing and she is in a lot of pain in her private parts. Her head is throbbing and her mouth tastes bitter.

*Possible effects:* Medical bills, need for counseling, pain, problems sleeping, shock, fear, shame, embarrassment, flashbacks, questioning faith

### Acquaintance Rape

Susan is out on a date with her boyfriend. He kisses her and Susan kisses him back. He begins to remove her clothing and she responds with “No!” and struggles with him. He refuses to stop and rapes her.

*Possible effects:* Medical bills, need for counseling, pain, problems sleeping, shock, fear, shame, embarrassment, flashbacks, questioning faith

### Sex

Susan is out on a date with her boyfriend. They talk about whether they are both ready to have a physically intimate relationship with each other and agree that they are. At the end of the evening, they decide to spend the night together and have sex.

*Correct response:* No criminal act was committed and Susan was not harmed. The sexual activity was consensual.

### Marital Rape

Susan’s husband wants to have sex. Susan tells him she is tired and needs to get sleep because tomorrow she has an interview for a possible promotion at work. He says he’s tired of her excuses and suddenly, he rolls over and holds her down with his body, forcing himself inside of her.

*Possible effects:* Medical bills, need for counseling, pain, problems sleeping, fear, distrust, self-blame

### Activity C – Mrs. Johnson

**Objective:** Participants focus on the impact of sexual assault and understand that sexual assault is not about sex.

Ask participants to turn to the “Mrs. Johnson” worksheet in their workbooks, read the scenario about an older woman who is sexually assaulted, and answer the questions. This activity can be done either individually or in small groups.

### Activity D – Andre

**Objective:** Participants consider how a male victim may react to a sexual assault.

Ask participants to read the “Andre” worksheet in their workbooks. Be prepared for male participants to be uncomfortable with this activity. Encourage appropriate responses and confront inappropriate remarks. Statistically, many of the participants may be sexual assault victims who have not reported the crime. This activity can be done either individually or in small groups.

## Recommended Speaker

Have an appropriate speaker address the class on the topic of sexual assault. Listening to victim/survivor speakers may be uncomfortable for offenders. Make sure to instruct participants beforehand about appropriate behavior during the speaker’s presentation. (See “Implementing the Curriculum” for information about recruiting, selecting, and screening speakers and on how to prepare both speakers and participants for the experience.)



## Discussion/Wrap-Up

Discuss what participants learned in Unit 8: Sexual Assault. Address any questions they may have.

# Unit 8 Participant Worksheets

## Activity B – Susan

How might Susan be affected in each of the following situations?

### Assault

Susan is walking to a mall to go shopping and takes a shortcut through an alley. As she nears the end of the alley, a man attacks her. He grabs her, throws her to the ground, hits her in the face, and steals her purse.

---



---



---

Will she report this to the police?       Yes     No

### Rape

Susan meets up with some of her coworkers at a local pub after work. A friendly guy buys her a drink and asks her to dance. The next thing she remembers is waking up in her car. Her pants are missing and she is in a lot of pain in her private parts. Her head is throbbing and her mouth tastes bitter.

---



---



---

Will she report this to the police?       Yes     No

### Acquaintance Rape

Susan is out on a date with her boyfriend. He kisses her and Susan kisses him back. He begins to remove her clothing and she responds with “No!” and struggles with him. He refuses to stop and rapes her.

---



---



---

Will she report this to the police?       Yes     No

### Sex

Susan is out on a date with her boyfriend. They talk about whether they are both ready to have a physically intimate relationship with each other and agree that they are. At the end of the evening, they decide to spend the night together and have sex.

---



---



---

Will she report this to the police?       Yes     No

**Marital Rape**

Susan’s husband wants to have sex. Susan tells him she is tired and needs to get sleep because tomorrow she has an interview for a possible promotion at work. He says he’s tired of her excuses and suddenly, he rolls over and holds her down with his body, forcing himself inside of her.

---

---

---

Will she report this to the police?       Yes     No

**Are the emotions the same or different in each situation? How do you account for similarities or differences?**

---

---

---

**Define rape.**

---

---

---

**How does society’s attitude toward sexual assault affect a rape victim?**

---

---

---

**What is the difference between “giving consent” and “cooperating” in this context?**

---

---

---

### Activity C – Mrs. Johnson

Mrs. Johnson, age 72, lives with her 76-year-old husband. Both Mr. and Mrs. Johnson are retired. Mr. Johnson has gone to the Laundromat. Mrs. Johnson answers the door and a stranger asks her if she has any yard work for him. Mrs. Johnson tells him that she doesn't.

As Mrs. Johnson is closing the door, the man pushes his way in, knocking her to the floor. He kicks her and demands money. Mrs. Johnson begs the man not to hurt her and tells him all of her money is in her purse. The man becomes angry when he discovers only \$13 and tells Mrs. Johnson he is going to teach her a lesson for insulting him. The man beats and rapes Mrs. Johnson.

**What is the impact on Mrs. Johnson?**

---

---

---

**Who else has been victimized? How do you think those people feel?**

---

---

---

**Do you think the man would have raped Mrs. Johnson if she had given him more money?**

Yes    No

**If Mrs. Johnson was your grandmother, would you be embarrassed to talk to her about what happened?**

Yes    No   **Why or why not?**

---

---

---

**What do you think Mr. and Mrs. Johnson's family and friends can do to help?**

---

---

---

**Who else can help?**

---

---

---

### Activity D – Andre

Andre, 17, was kidnapped by a man, taken to an abandoned building, and tied up. He was sexually assaulted and lost consciousness. When he regained consciousness, he was in an alley in an unfamiliar area of town.

**Will Andre call the police?**

- Yes
- No

**Will Andre tell his family?**

- Yes
- No

**Will Andre seek help from a sexual assault center?**

- Yes
- No

**Imagine you are Andre. What are your thoughts and feelings following the attack? What are you going to do following the attack?**

---

---

---

---

---

---

---

---

---

---

**Imagine that Andre is a member of your family. What are your thoughts and feelings after being told of the attack? What are you going to do to assist Andre?**

---

---

---

---

---

---

---

---

---

---