2016

Promoting Health Across the Lifespan: Relationships Topics

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Title: Bodies of Knowledge

Author/Teacher: Colleen Boland

Time and Format: 45 minutes (one class period)

Audience/Learners: Senior Year College Students

Overview: This lesson will be taught to first year college students on the topic “What is sex in our culture today” with a PowerPoint presentation, an individual activity, and then a group quiz game.

Healthy People 2020 Objective(s): IVP-42 - Reduce children’s exposure to violence

Workshop Goal: Increase awareness of the participant’s physical self and the media influences around them.

National Health Education Standards: Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Specific Learning Objectives: 
Through participation in this workshop learners will be able to:

1. Students will be able to identify three negative ways sexuality is portrayed through the media in their own daily lives.
2. Students will be able to identify “objectification” and “sexual objectification”

Teaching Steps:
1. Engage and Motivate
   a. Introduction – I introduce and give background of my current educational status
   b. Warming-up – I explain that the topic being discussed may be a sensitive topic to some and may be a little explicit (4 minutes)
2. Start Lesson
   a. PowerPoint Presentation – I begin my power point presentation with small video at the end (8 minutes)
   b. I ask if anyone has any questions about the PowerPoint and then ask what people were surprised about in the PowerPoint (4 minutes)
3. Activity I
   a. Explain the activity to the class. All students will get magazines, scissors, paper, and tape from the front of the room. Students will cut out pictures
of men and/or women being sexualized, cut them out and tape them to their piece of paper. After doing so, some will share their work explaining how sex is portrayed in that specific source of media (magazines).

4. Quiz
   a. Allow students to count off by “4” and get into groups of four. Hand out each group a small four-question quiz to fill out that has questions regarding the PowerPoint presentation (all open ended questions)
   b. Go over quiz with students, having each group read their answer and ask if there are any questions.

5. Closing
   a. Thank the class for the participation
   b. Offer any of your educational tools to print out as a resource for students.

Assessment Measures:

1. Observing the students work on their body image collage, watching and listening to their conversations about the images in the magazine.
2. Listening to groups discuss the answers to the quiz.
3. Going over the quizzes, seeing if they were engaged and understood the key terms and topics from the PowerPoint and Activity.
4. Feedback at the end of the lesson.

Terminology and Concepts:

1. Social Constructivism - —What we believe is a “social norm” as a result of our past experiences with social exchange and interactions. Can vary from culture to culture and the meanings are historically grounded and no inherent “truth” exists.
2. Objectification - —Using, looking at, thinking of, somebody as an object.
3. Sexual Objectification - —The act of treating a person as an instrument of your own sexual pleasure.

Materials and Preparation:

- Computer
- Projector
- Access to wifi and PowerPoint
- Magazines
- Larger sized white paper
- Tape
- Scissors
- Quiz
- Pen/Pencil
- Clock
QUIZ

Name:
Date:

1. What is objectification and sexual objectification?

2. What is Social Constructivism?

3. Name three forms of media and how they can be seen as objectifying men/women.

4. What did you learn from the magazine activity?
The National Health Standards used in this lesson plan


Used this in getting information on my PowerPoint about how the media influences your behavior
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1070813/

Used this website to get the definition Objectification
http://plato.stanford.edu/entries/feminism-objectification/

Used this cite to get facts about how the media effects young women’s behaviors
http://www.about-face.org/educate-yourself/get-the-facts/

Used this in finding more information on social constructivism

http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/

Used this in finding more information for my PowerPoint on how men are influence by media

http://everydayfeminism.com/2012/10/boys-influenced-by-media/

Used at the end of PowerPoint presentation
https://www.youtube.com/watch?v=t1tbUpm7tes
Title: Young Adults and Healthy Relationships

Author: Emily Licence

Time & Format: 45 Minutes in a classroom with a computer and projector available

Date and Location: Monday November 28, 2016 in D&M room 406

Audience/Learner: Young Adults

Topic Overview:
The topic that is addressed in this activity is healthy relationships in young adults. The key concepts for this lesson are characteristics of a healthy relationship, warning signs of dating violence, the connection of unhealthy relationships and mental health, and ways to improve an unhealthy relationship. It is important to educate young adults on these concepts so that they are more aware of this vital issue.

Health People 2020 Objective(s):
• HRQOL/WB-1.2: Increase the proportion of adults who self-report good or better mental health
• IVP-39 (Developmental): Reduce violence by current or former intimate partners

Workshop Goal: To increase participants awareness for the need of mental health self-care practices among young adults.

National Health Education Standards Addressed:
• Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
• Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
• Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Specific Learning Objectives (linked to NHES and assessments):
Through participation in this lesson students will be able to:
LO1: Describe at least three characteristics of a healthy relationship. (NHES 1&3)
LO2: List 3 words that describe an unhealthy relationship. (NHES 1)
LO3: Identify two ways to improve an unhealthy relationship (NHES 1)

Key Concepts & Terminology:
1) “Because relationships are the context for most sexual and reproductive health issues, incorporating healthy relationships into prevention efforts has the potential to address a
variety of risk behaviors and negative outcomes. Relationship factors are associated with key sexual health behaviors for adolescents.” (Tharp et. al. (2013))

2) What is mental illness?
   a. A condition that affects a person’s thinking, feeling or mood. These conditions may affect a person’s daily function.

3) What is dating violence?
   a. It is controlling, abusive, and aggressive behavior in a romantic relationship. It can happen in straight or gay relationships, it can include verbal, emotional, physical, or sexual abuse, or a combination.

4) What is sexual assault?
   a. It is any type of forced or coerced sexual contact or behavior that happens without consent. Sexual assault includes rape and attempted rape, child molestation, and sexual harassment or threats.

5) What is rape?
   a. It is unlawful sexual intercourse or any other sexual penetration of the vagina, anus, or moth of another person, with or without force, by a sex organ, other body part, or foreign object, without the consent of the victim.

6) What is harassment?
   a. Aggressive pressure or intimidation.

7) What are characteristics of a healthy relationship?
   a. Trust
      -Trust means being honest and accountable to partner, partner is dependable, and partners believe each other.
   b. Respect
      -Respect uses respectful language, even in disagreement. It also is shown by being supportive and keeping an open-minded about differing beliefs and views.
   c. Communication
      -A good communicator shares thoughts and ideas and is a good listener.
   d. Safety
      -A few ways to show safety is both partners are emotionally supportive and encouraging and are able to end the relationship freely.
   e. Equality
      -Both partners having equal-decision making power and partners “give-and-take” in the relationship show equality.
   f. Support
      -Support in a relationship is when partners continue to engage in other activities and interest. It is also when they feel that they can rely on other people besides their partner and can identify themselves outside of their relationship.

8) What are some ways to improve an unhealthy relationship?
According to Shafer, K., Jensen, T. M., & Larson, J. H, “Several studies demonstrate a strong, positive association between relationship effort, which may be defined as one’s attitude and behavior toward improving a romantic relationship quality” (2014).
According to Claire McIntosh in 2012, believing, being honest, working as a team, and rewarding success are vital to keeping a relationship healthy.

9) What are warning signs of dating abuse?
- Checking cell phones, emails or social networks without permission
- Extreme jealousy or insecurity
- Constant belittling or putdowns
- Explosive temper
- Isolation from family and friends
- Making false accusations
- Erratic mood swings
- Physically inflicting pain or hurt in any way
- Possessiveness
- Telling someone what to do
- Repeatedly pressuring someone to have sex

10) What is the connection to mental health?
According to the Joyful Heart Foundation, “domestic violence affects one’s thoughts, feelings and behaviors and can significantly impact one’s mental stability”(2016). Being in an unhealthy relationship can cause depression, PTSD, anxiety, dissociation, and more mental health issues.

11) What are some resources for someone who is in an unhealthy relationship to use?
- Call 911 if the emergency is life threatening or you or someone else is in imminent danger
- National Domestic Violence Hotline: 1-800-799-SAFE (7233) or 1-800-787-3224 or www.thehotline.org
- National Teen Dating Abuse Helpline: 1-800-331-9474 or www.loveisrespect.org
- Rape, Abuse and Incest National Hotline: 1-800-656-HOPE (4673) or www.rainn.org
- National Suicide Prevention Lifeline at 1-800-273-8255 or www.suicidepreventionlifeline.org

Teaching Steps (timed): Total time = 45 minutes
- Activity 1: Each Participant fills out a survey to assess the quality of their relationships. Resources will be handout to participants just incase they or someone they know is in an unhealthy relationship. (LO3) 10 minutes
- Activity 2: Presentation of the informational PowerPoint 10 minutes
- Activity 3: Instructor puts on the PowerPoint that has True and False statistics on it. The participants will each have a piece of paper and cut the paper into 10 sections. Each section will be numbered 1-10 and participants will engage by answering each True and False Statistic question in each of the 10 sections. At the end, the instructor will go back through the PowerPoint questions and give the correct answer and describe why the answer is the way that it is. (LO2) 15 minutes
- Activity 4: Have participants describe in their own words, what they have learned about by making a poster from the key words that they learned after completing the True and False PowerPoint. (LO1) 10 minutes
Assessment Measures:
- Survey (LO3)
- Paper with answers on true and false facts (LO2)
- Group poster on what the audience learned (LO3)

Materials, Resources, Preparation:
- Survey
- White paper
- Pencils
- Computer
- Poster paper
- Projector
- PowerPoint with facts and answers

Annotated Resource Bibliography:

- This pdf document of activities on healthy relationships was created by a company called Break the Cycle and was published in 2014. Break the cycle is a nonprofit organization that provides dating abuse programs. I used this document to get ideas on what activity that I wanted to use in my lesson plan. This is where my idea for the true and false game came from.


- The company Fight for Zero created this pdf document of printable worksheets on healthy relationships in 2016. One of the worksheets on this pdf document I used in my first activity to assess how healthy the student’s personal relationships are.


- The Joyful Heart Foundation works to transform society’s response to sexual assault, domestic violence, and child abuse. This article talks about the effects of violence and abuse on mental health.


- This magazine article was written by Claire McIntosh and is found in the magazine Ebony. This article talk about ways to work on a relationship and what a healthy relationship looks like.

- This article was written by the National Alliance on Mental Illness and it was published in 2016. In this article, it talks about mental health conditions and how it can affect your life in different areas. I used this article to get a background on mental health conditions.


- This article came was written by the National Alliance on Mental Illness and it was published in 2016. My group used this article as inspiration for our topics and workshop goal. This article is what connected all our topics to mental health.


- Kevin Shafer and Jeffery H. Larson from Brigham Young University, and Todd M. Jensen from the University of North Carolina-Chapel Hill wrote this article. This article talks about the association between relationship effort and relationship quality. This is where I pulled my information on how to improve an unhealthy relationship.


- This website was written by numerous authors


- This website was created by the U.S Department of Health and Human Services in 2014. The page that was used in the creation of this lesson because this is where the Health People 2020 Objective came from.

Appendix of Support Materials:
*Activity 1-Survey*
Focus on Sexual Abuse

Sexual abuse is any sexual behavior that is forced, coerced or manipulated. It includes sexual
agreement, which is discussed in more detail in the separate worksheet Focus on Sexual Agreement.
Sexual abuse overlaps with other types of abuse, because it can be physical (such as restraint
markings, verbal (such as yelling someone sexual names) or emotional (such as using sexual behavior
to humiliate someone).

Some examples of sexual abuse are listed below:

- Threatening to break up with someone or spread rumors about them.
- Telling someone they will not get what they want unless they have sex with you.
- If they refuse sexual acts.
- Flipping or tearing at someone’s clothes.
- Unwanted genital or breast touching.
- Forcing someone to take off their clothes.
- Sex with a person too drunk or high to make a sounds decision about sex.
- Forcing someone into sexual acts with a third person.
- Forcing someone to watch sex between others.
- Taking pictures or videos of someone undressing or involved in sexual behavior without their consent.
- Rape with an object.
- Sex that hurts.

Withholding sex as a way of manipulating someone into doing what you want.

Sexual harassment. (HINT: Read on DOLM On-Board Manual for details on this form of sexual abuse.)

Here are some exceptions of sexual abuse I have experienced:

CHECKLIST:

Are I being sexually abused by my partner?  Yes  No
How I been sexually abused in the past?  Yes  No
Am I being sexually abused by my partner?  Yes  No
How I been sexually abusive in this past?  Yes  No

Based on a work at file:///Users/emilylicence/Documents/Licence.LP16.Finaldraft.pdf.
Healthy Relationships in College

the connection to mental health
Key Terms

- Mental Illness
- Dating Violence
- Sexual assault
- Rape
- Harassment
## Characteristics of a Healthy Relationship

<p>| | |</p>
<table>
<thead>
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</table>
| **Trust** | Honest and accountable to partner  
Partner is dependable  
Partners believe each other |
| **Respect** | Uses respectful language, even in disagreement  
Supportive and open-minded about differing beliefs and views |
| **Communication** | Shares thoughts and ideas  
Is a good listener |
| **Safety** | Emotionally supportive and encouraging  
Able to end the relationship freely |
| **Equality** | Has equal-decision making power  
Partners “give-and-take” in the relationship |
| **Support** | Continues to engage in other activities and interests  
Feels they can rely on other people besides partner and can identify themselves outside of their relationship |
Ways to Improve an Unhealthy Relationship

✧ Take time to listen to each other
✧ Be honest & communicate
✧ Take time to spend with each other one on one
✧ Surprise your partner
✧ Have a joint hobby
Warning Signs of Dating Abuse

- Checking cell phones, emails or social networks without permission
- Extreme Jealousy or insecurity
- Constant belittling or put-downs
- Explosive temper
- Isolation from family and friends
Warning Signs Cont.

- Making false accusations
- Erratic mood swings
- Physically inflicting pain or hurt in any way
- Possessiveness
- Telling someone what to do
- Repeatedly pressuring someone to have sex
Connection to Mental Health

✧ Depression
✧ PTSD
✧ Anxiety
✧ Dissociation
Video

https://www.youtube.com/watch?v=iJh_lXHwmNE
Resources to use

✧ Call 911 if the emergency is life threatening or you or someone else is in imminent danger
✧ National Domestic Violence Hotline: 1-800-799-SAFE (7233) or 1-800-787-3224 or www.thehotline.org
✧ National Teen Dating Abuse Helpline: 1-800-331-9474 or www.loveisrespect.org
✧ Rape, Abuse and Incest National Hotline: 1-800-656-HOPE (4673) or www.rainn.org
✧ National Suicide Prevention Lifeline at 1-800-273-8255 or www.suicidepreventionlifeline.org
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Sources

- https://www.breakthecycle.org/warning-signs
- http://www.victimsofcrime.org
- http://www.womenshealth.gov
1. Cut a piece of paper into 20 sections.
2. Read each statistics and answer each of the 20 True and False questions in the sections on piece of paper.
3. At the end correct your answers with the answers on the PowerPoint.
4. Discuss answers with the class.
TRUE OR FALSE? QUESTION #1

“One in three adolescents in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner.”
“Only 10% of teens who were in a violent relationship ever told anyone about the abuse.”
“One in 20 adolescents reported being hit or physically hurt on purpose by a boyfriend or girlfriend at least once in the previous year.”
TRUE OR FALSE? QUESTION #4

“Bullying victims are 2 to 9 times more likely to consider committing suicide.”
TRUE OR FALSE? QUESTION #5

“Dating Violence is most common between the ages of 15-24”
“Women Between the ages of 15-19 experience 10 times more violence in relationships than men.”
“Though 92% of parents feel confident that they could recognize the signs if their child was experiencing dating abuse, a majority of parents (70%) could not correctly identify all the warning signs of abuse.”
"Being physically or sexually abused makes teen girls six times more likely to become pregnant and twice as likely to get a STI."
TRUE OR FALSE? QUESTION #9

“One in three (33%) college women has been sexually abused in a dating relationship.”
“Nearly half (43%) of dating college women report experiencing violent and abusive dating behaviors.”
ANSWERS..
#1 ANSWER

True
False

“Only 33% of teens who were in a violent relationship ever told anyone about the abuse.”
False

“One in 10 adolescents reported being hit or physically hurt on purpose by a boyfriend or girlfriend at least once in the previous year.”
True
#5 ANSWER

True
#6 ANSWER

True
“Though 82% of parents feel confident that they could recognize the signs if their child was experiencing dating abuse, a majority of parents (58%) could not correctly identify all the warning signs of abuse.”

False
True
False

“One in six (16%) college women has been sexually abused in a dating relationship.”
True
SOURCES

Healthy Relationship Statistic Game by Emily Licence is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. Based on a work at file:///Users/emilylicence/Documents/Healthy%20Realtionship%20Statistic%20Game.pdf.
Title: Identifying healthy Relationships.
Author/Teachers: Radhika Niroula- Plymouth State University
Time & Format: Group workshop in the residence halls 45 minutes,
Audience/Learner: College freshman ages 17-21

Topic overview:
Late adolescence is an important time to learn about healthy relationships. College life is when you meet with the stranger and make new friends. It is also a time when young people begin to express their feelings and sexuality. Participants will learn about the qualities of healthy relationships including trust, intimacy, and communication.

Program Goal: To increase safe sex behavior and improve relationships among first-year college students.

National Health Education Standards being addressed by this workshop:
NHES #1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
NHES#2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
NHES #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Specific Learning Objectives (linked to NHES and assessments): through this workshop students will be able to:
1. Describe three elements of healthy relationships (NHES#1)
2. Describe two strategies for building trust in a relationship (NHES#7)
3. Identify the signs of a relationship that has a high risk for dating violence. (NHES#1 & 2)

Key Concepts & Terminology:
1. Healthy relationships are built upon
   a. Trust: belief in the reliability, truth, ability, and strength of statements and actions
   b. Intimacy: close familiarity or friendship, based on shared trust
   c. Communication: the various ways that people share ideas, beliefs, feelings, and culture with each other.

2. Important facts: Trust is sometimes misplaced. Fifty three percent of victims of domestic violence are abused by a current or former boyfriend/girlfriend, 21% of college students experience some form of sexually assault, 35% of attempted rapes occur on a social date, and 12% of completed rapes occurred on dates. (University of Michigan, (2016)). These statistics support the need for young people to be able to identify ways to build healthy relationships and be aware of
signs and symptoms of unhealthy relationships which could put them at risk for dating violence.

3. **Strategies for building trust in a healthy relationship:**
   a. Building trust – requires that both parties practice honest and communication, speak the truth and respect each others thoughts and opinions
   b. Manage intimacy with patience, compassion and respect;
      i. Establish mutually agreed upon comfort zones for the important aspects of life: financial, personal space, time, food, friendship and sexual activity.
      ii. Respect these comfort zones – “treat others the way you would want to be treated”

4. **Signs of unhealthy relationships – possible risk for abuse:**
   a. Isolation from family and friends.
   b. Checking cell phones, emails or social networks without permission.
   c. Extreme jealousy or insecurity; false accusations, possessiveness.
   d. Repeatedly pressuring to have unwanted sex.
   e. Unstable mood or expression of anger, hostility, angst or temper
   f. Any form of physical aggression or violence (slapping, hitting, unwanted touching, yelling, name-calling).

**Teaching Steps (timed)**

1) **Opening: Group think (5 min)**
   a) Word Cloud activity – identify as many words as possible that describe a good relationship (any) – create word cloud (10’)
   b) Ask students to define intimacy, trust, and communication and ask if they think these are important for a healthy relationship. (10-15’)
   c) Importance of setting up the boundaries/”comfort zones” in a healthy relationship. How do we know these? Share personal opinions about healthy relationship and why it is important. (5’)

2) **Examine & Analyze- Group Play/Learn Activity (15 minutes) - Snowball Sorting Game** (words and phrases of healthy vs. unhealthy relationships. Sort into piles and discuss meanings)

3) **Final Learning Assessment – Quick Quiz (10’)**
   a. Three qualities of a healthy relationship are Trust and honesty, communication, and responsibilities. (True)
   b. You don’t need to communicate with your partner for simple things such as inviting your friend in room. (False)
   c. It’s okay to depend on your partner id he/she is trusting you blindly. (False)
d. You don’t need to check up with your partner on social media if you trust each other. (True)

e. Make your partner feel comfortable in everything you do. (True) Ask your partner how they feel before you make a plan to make your relationship healthy. (True)

f. Saying NO to bad relationship or unsafe sex is good for your health. (True).

g. Giving you a break is good for any healthy relationship. (True)

h. Trusting and believing is best way to keep yourself a good and happy person. (True)

4) **Closure: 5 minutes**

   a) Pass out handouts.
   
   b) Ask students if they have any questions or concern about your topic.
   
   c) Thank the students for their participation.
   
   d) Smile

**Materials, Resources, Preparation:**

- Large blank poster papers, white board and markers for brainstorming activity
- Handouts with key concepts about importance of a healthy relationship.

**Appendix of Support Materials:**

**Qualities of Healthy Relationships:**

<table>
<thead>
<tr>
<th>Mutual Respect</th>
<th>Separate Identities</th>
<th>Trust and Support</th>
<th>Good Communication</th>
<th>Honesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening non-judgmentally</td>
<td>• Having friends outside the relationship</td>
<td>• Respecting each other’s personal space and time.</td>
<td>• Being honest with your feelings to yourself and your partner.</td>
<td>• Accepting responsibility for yourself</td>
</tr>
<tr>
<td>• Valuing each other’s opinion</td>
<td>• Exploring your individual identities.</td>
<td>• Overcoming issues of jealousy and resentment.</td>
<td>• Communicating openly and truthfully.</td>
<td>• Forgiving past mistakes</td>
</tr>
<tr>
<td>• Having friends outside the relationship</td>
<td>• Good communication</td>
<td>• Accepting responsibility for yourself</td>
<td>• Admitting your own mistakes and apologizing.</td>
<td></td>
</tr>
<tr>
<td>Fairness and Equality</td>
<td>Fighting Fair</td>
<td></td>
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<td>-----------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Being willing to compromise.</td>
<td>• Listening to each other</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Seeking goals that satisfy both partners.</td>
<td>• Not assuming things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not criticizing each other</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Unhealthy or abusive relationship:**

<table>
<thead>
<tr>
<th>Isolation</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Controlling where you go and who you see</td>
<td></td>
</tr>
<tr>
<td>• Making you believe they are the only one who cared about you.</td>
<td>• Making threats to hurt you, family, friends, belongings, or pets</td>
</tr>
<tr>
<td></td>
<td>• Threatening to leave or commit suicide.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical and Emotional Abuse</th>
<th>Minimizing and Denying</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hitting, pushing, slapping, or kicking you.</td>
<td>• Being unwilling to take responsibility for the abuse</td>
</tr>
<tr>
<td>• Putting you down.</td>
<td>• Making light of the abuse.</td>
</tr>
<tr>
<td>• Playing mind games.</td>
<td>• Blaming the abuse on you.</td>
</tr>
<tr>
<td>• Making you feel guilty.</td>
<td></td>
</tr>
</tbody>
</table>
Annotated Bibliography:


I got the information from a website known as “5 Ways to End a Bad Relationship for Good” in which I learned how to say No for bad relationship and protect yourself. Trust yourself and make a good decision in life. Give yourself break and learn how to love yourself. Believe in yourself and make a plan in life. Focus on your goal and love what you do. Learn how to say NO for people who don’t value you.


I got this journal from Plymouth State University library page. Hinkelman the author have her Ph.D. in Psychology. The Journal talk about helping girls for healthy relationship.


I got the article from Psychologytoday.com. The article talk about how communication is the key point to healthy relationship. Listening to each other’s problem is effective way to a healthy relationship. Solving problem instead of destroying will help you to improve your relationship.


I got this information from a hotline page called “The National Domestic Violence” in which it talks about Healthy relationships help people to support and feel connected if you communicate with your partner. Healthy relationships need boundaries. Healthy relationship will be successful if you both trust and honest, communicate, and take your responsibilities and love each other unconditionally.


I got the information from The University of Michigan.
Identifying healthy Relationships by Radhika Niroula is licensed under a Creative Commons Attribution 4.0 International License. Based on a work at https://www.plymouth.edu/center-for-active-living-and-healthy-communities/research/
Title: Respect & Protect Yourself  
Author: Amber Lena  
Time & Format: 50 minutes

Audience/Learners  
First year college students at Plymouth State University

Topic Overview  
Did you know 1 of 4 students will contract an STI during their time at college? This activity involves college students working in groups to be able to identify the most common STI's and gain knowledge about the prevention of STI's.

Healthy People 2020 Objectives  
HIV-2 Reduce the number of new HIV infections among adolescents and adults  
STD-2 Reduce Chlamydia rates among females aged 15 to 44 years  
STD-6 Reduce gonorrhea rates  
STD-9 Reduce the proportion of females with human papillomavirus (HPV) infection  
STD-10 Reduce the proportion of young adults with genital herpes infection due to herpes simplex type 2

Workshop Goal  
The goal of this activity is to increase personal practice and responsibility of safe sex behavior among first year college students.

National Health Education Standards  
1. Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.  
2. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.  
3. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Objectives – after this lesson, students will be able to:  
[LO1: Name at least 3 common STI's and their symptoms. (NHES 1&7)]  
[LO 2: Identify at least 2 prevention methods. (NHES 1,5&7)]

Key Concepts & Terminology

How will you know if you have an STI's?  
80% of people who have a sexually transmitted disease experience no noticeable symptoms. To know for sure you will have to get tested by a doctor.

What are STI's?  
STI’s are the infections spread by person to person through sexual contact.
What’s the difference between STI’s and STD’s?
STI’s are sexual transmitted infections and STD’s are sexually transmitted diseases. Infection is the first step to a disease. An STI is a sexually transmitted infection that has not yet developed into a disease.

How are STI’s spread?
You can get an STI by having sex (vaginal, oral or anal). Any sexually active person can get an STI.

How common are STI’s?
STI’s are most common among young people. There are 20 million new cases of STI’s every year and more than half are aged between 15-24.

How are STI’s prevented?
Abstinence is the most promising way to assure you won’t contact an STI.
Vaccinations help prevent STI’s such as Hepatitis and HPV.
Condoms help prevent STI’s but aren’t guaranteed.

Chlamydia
1. Causes burning during urination, discharge from vagina or penis, lower abdominal pain and pain during sexual intercourse
2. Treatable & curable through antibiotics
3. Spread through sexual contact
4. Short term
5. Requires lab tests and medical diagnosis

Gonorrhea
1. Causes discharge from vagina, burning during urination, burning in throat during oral sex, spotting after sexual intercourse and between periods
2. Short term
3. Spread through sexual contact
4. Treatable but requires lab tests and medical diagnosis
5. As known as “the clap”

Genital Herpes
1. Causes pain, itching and small sores these sores can turn into ulcers or scabs
2. Caused by 2 viruses
3. There is no cure
4. Spreads through oral sex to genitals
5. Treatment (medication) prevents sores and outbreaks

Human Immunodeficiency Virus (HIV)
1. There is no cure but treatment helps
2. Chronic
3. Can be transmitted person to person through infected blood, semen and vaginal fluids
4. This virus causes AIDS
5. This virus attacks the immune system

Syphilis
1. Considered “medium term” meaning it be resolved in months
2. Treated with penicillin
3. Develops in stages, the first stage starts with painless sores in genitals, mouth and rectum. Final stages include symptoms such as damage to the brain, nerves, eyes or heart.
4. Considered “rare” with fewer than 200,00 cases in the US each year
5. Spread by sexual contact

Genital Human Papillomavirus (HPV)
1. Most common STI
2. There are 40 types of this STI
3. Infects the genitals, mouth and throat
4. Spreads through vaginal, anal and oral
5. Usually not harmful but can lead to serious health problems such as cervical cancer or genital warts

Teaching Steps
• Educate, Motivate, Do
  o (15’) Present PowerPoint educating the class about STI’s, STI symptoms and the prevention of STI’s (LO 1&2)
  o (5’) Break class into groups of 3-4 students
  o (5’) Handout packet of flashcards to each group and explain instructions about how to play the game
• Ask/Discuss/Examine
  o (10’) Students will match STI flashcards with the clues and tape them onto the poster board (LO 1)
  o (10’) Go over the answers with the class to ensure the class is leaving understanding the learning objectives
• Evaluate
  o (5’) Quick Quiz – making sure the students understand what they learned during the activity (LO 1&2)

Assessment Measures
AM1: Short quiz to ensure learning
AM2: Final product of matching game posters

Materials, Resources, Preparation
Computer/Projector
Premade Flashcards
Lena, Amber  
HE 3230 – Lesson Plan  
December 12, 2016

Poster boards
Tape
Space for groups to work (15-20 students)
20 printed short quizzes

Annotated Resource Bibliography


On this website I found all the clues for the matching game. This website represented all 6 of the STI’s included in this activity such as, gonorrhea, chlamydia, genital herpes, HPV, HIV and syphilis. The STI’s were divided into their own subsections on this website where they were described into further detail including facts and statistics about each STI. I liked using this website because they were perfectly divided which made it so much easier to read rather than reading paragraphs. My favorite thing from this website was the statistics that they include. I feel as though statistics really get people thinking about how serious these STI’s are.


There are a lot of very cool things on the Healthy People 2020 website. Not only are there objectives on the Healthy People 2020 website they are resources and intervention options. Also on this website there are videos, fact sheets and webinars. The most beneficial thing I found on this website was the interventions. Interventions are so important in Health Promotion so I thought it was very beneficial that they had those as resources on their website.


I got the idea about my own activity from this website. They called their game the “STI Scramble.” This game focused on the different STI’s and the prevention. I thought that the activity on this website game me the best example of what I should do for my own activity. This website also provided us which examples of matching cards and a prepared PowerPoint. The PowerPoint was really educational is explained all of the main STI’s including prevention methods and what happens if you do catch an STI.

I chose to use this website as one of my references because of the awesome statistics I found on it. I like to include statistics because it really gives people an idea about how serious these STD’s really are. To see the number of cases between gonorrhea, syphilis and chlamydia was truly shocking to me, it really makes people open their eyes.

**Appendix of Support Materials**

**FLASHCARDS – The major clues are in bold**

<table>
<thead>
<tr>
<th>How do you know if you have an STI?</th>
<th>80% of people who have a sexually transmitted disease experience no noticeable symptoms.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are STI’s?</strong></td>
<td>Infections spread person to person through sexual contact</td>
</tr>
<tr>
<td><strong>How are STI’s spread?</strong></td>
<td>Vaginal, anal or oral</td>
</tr>
<tr>
<td><strong>How common are STI’s?</strong></td>
<td>STI’s are most common among young people. There are 20 million new cases of STI’s every year and more than half are aged between 15-24.</td>
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2. **Treatable & curable through antibiotics**  
3. Spread through sexual contact  
4. Short term  
5. Requires lab tests and medical diagnosis |
| **Gonorrhea** | 1. Causes discharge from vagina, burning during urination, burning in throat during oral sex, spotting after sexual intercourse and between periods  
2. Short term  
3. Spread through sexual contact  
4. Treatable but requires lab tests and medical diagnosis  
5. **As known as “the clap”** |
| **Genital Herpes** | 1. Causes pain, itching and small sores; these sores can turn into ulcers or scabs  
2. **Caused by 2 viruses**  
3. There is no cure  
4. Spreads through oral sex to genitals  
5. Treatment (medication) prevents sores and outbreaks |
| **Human Immunodeficiency Virus** | 1. There is no cure but treatment helps  
2. Chronic  
3. Can be transmitted person to person through infected blood, semen and vaginal fluids |
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<td><strong>Syphilis</strong></td>
<td><strong>Genital Human Papillomavirus (HPV)</strong>&lt;br&gt;1. Most common STI&lt;br&gt;2. There are 40 types of this STI&lt;br&gt;3. Infects the genitals, mouth and throat&lt;br&gt;4. Spreads through vaginal, anal and oral&lt;br&gt;5. Usually not harmful but can lead to serious health problems such as cervical cancer or genital warts</td>
</tr>
<tr>
<td><strong>How are STI's prevented?</strong></td>
<td>Abstinence, vaccinations, condoms</td>
</tr>
</tbody>
</table>
78 Short Quiz – to conclude the activity

Name: ____________________________ Date: ____________ Grade: ____________

1. Name three STI’s & with 1-2 clues about each.
   a. i. ____________________________
      ii. ____________________________
   b. i. ____________________________
      ii. ____________________________
   c. i. ____________________________
      ii. ____________________________

2. Name 2 ways to help prevent STI’s.
   a. ____________________________
   b. ____________________________

3. How many college students will contact an STI during college?
   a. 1 of 2
   b. 1 of 3
   c. 1 of 4
   d. 1 of 5

4. How are STI's spread?
   a. Vaginal
   b. Anal
   c. Oral
   d. All of the above

5. Which is the most common STI?
   a. HIV
   b. Chlamydia
   c. Herpes
   d. HPV

6. How will you know if you have an STI?
   a. Get tested
   b. Look for symptoms
   c. Ask a friend
   d. Ask your partner if they have one
Quiz – Answer Key

1. Variety of answers (check back to the Key terms & concepts)
2. Abstinence, vaccinations, condoms
3. C
4. D
5. D
6. A
Title: Safe Sex Behavior- Understand to Defend Yourself

Author: Brooke Kirby

Time: 45 Minutes (one class period)

Audience/ Learners: First Year College Students

Topic Overview: This activity involves first year college students working as a group to discover the facts and myths of sexual violence and consent.

Healthy People 2020 Objective(s):
• Violence Prevention
  IVP-40 (Developmental) Reduce Sexual Violence

Workshop Goal: The goal is to increase personal practice of and responsibility of safe sex behavior among first-year college students.

National Health Education Standards:
• Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
• Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
• Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Specific Learning Objectives:
Through participation in this workshop learners will be able to:
1. Asses and identify at least 4 facts and myths of sexual assault and consent (NHES 5 & NHES 7)
2. Identify at least 3 ways to reduce sexual assault (NHES 5 & NHES 7)

Terminology and Concepts:

Quick Briefing of Topic:
This lesson plan is targeted towards the learning of Sexual Assault and Consent. This topic can be very difficult due to the nature of the subject. This may be something that is very personal to one person more than others, and if any one feels the need to excuse themselves from the class that is okay. This presentation is stating the facts and myths of sexual assault, and it is not diminishing the severity of this topic. Also, it is not shaming anyone who has had personal experience with this. If anyone needs to talk or ask for references to talk to someone after the lesson, please see the instructors.

Facts:
Something that truly happens: a true piece of information
Myths:
An idea or story that is believed by many people but that is not true

Sexual Assault:
Sexual Assault is any type of forced or coerced sexual contact of behavior that happens without consent. This includes sexual rape and attempted rape, child molestation, and sexual harassment and threats.

Consent:
Is a clear “yes” to sexual activity. One cannot give legal consent if you are threatened, forced, under the influence of alcohol and drugs, mentally ill or under the age of 16.

Consent means:
• One knows and understands what is going on
• One knows what they want to do.
• One is able to say what they want to do.
• One is sober (not under the influence of alcohol or drugs).

Rape:
According to the United States Department of Justice rape is, “The 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”

Teaching Steps: Total Time=45 Minutes: [Engage, Describe, Do, Examine, Analyze, Apply/Create/Integrate, Assess, Close]

- Activity 1 [Engage, Describe]- (8 Minutes): Before starting the PowerPoint, State to the class that this is a very sensitive subject, and brief the class to what is going to be talked about. Then the instructor will play the YouTube video before the pre-lesson PowerPoint. PowerPoint presentation of key terms and concepts to educate the class about the background information about sexual assault.

- Activity 2 [Do]- (2 Minutes): Class divides up evenly into 4-5 groups, and designate a spokesperson. Instructor passes out fact and myth signs and hard copy of the statements. Then the groups will take a pre-game quiz, seeing what they already know about the topic of sexual assault and consent. Then this quiz will be collected so the groups do not change their answers. The answers will be gone over at the end of the lesson. (LO 1)

- Activity 3 [Do, Apply/Create/Integrate, Assess]-(15 minutes): The statement will be put on the board, in the groups, they will work together to figure out the correct answer to the statement on the board, they will be given 15 seconds to answer the statement. The instructor will play the music for 15 seconds. Then after the given time, the groups will hold up the sign that corresponds with the answer they came up with. Points will be kept score, one point for each team with the correct answer. Then the instructor will read the correct answer on the PowerPoint, and the fact that goes along with the myth. (LO 1)
o Activity 4 [Examine, Analyze, Assess] - (5 minutes): After the game, the quizzes will be passed back out. The instructor will ask each group what they put for the answers.

o Activity 5 [Examine, Analyze, Assess] - (10 minutes): Once done with the quiz, each group will come up with ways/ideas to reduce sexual assault. Then each group will write their answers on the white board. Then entire class will come up with the 3-5 most important ways to implement these ways/ideas. (LO 2)

o Activity 6: (5 Minutes): Open the floor up for any discussions questions or comments due to the severity of this topic. (LO 1 & LO 2)

Assessment Measures:
AM 1: Pre-Game quiz
AM 2: Seeing and hearing the group work together to answer the fact and myths game
AM 3: Scoring of the game
AM 4: The group’s collective list of the most important ways to reduce sexual assault

Materials and Preparation:
PowerPoint
Sheet with facts and myths (for instructor use/or to pass out to the students)
Fact/Myth Signs
Myths answer sheet with facts on it
Quiz
Answers to Quiz
Pen/Pencil (instructor/student use to write answers down)
Preparation needed for this lesson: review PowerPoint, and understand the facts and myths you will be asking to the class.

Annotated Resource Bibliography:

This website was used to understand what sexual assault and consent are. This website was a good source for understanding the terms. It was a blog post, but there was no biased opinion in this website. It was one of the best sources on the Internet for someone who needed information about sexual assault, consent and rape and it was all in one place. It was very easy to navigate, and many people would find this website helpful.

https://www.justice.gov/opa/blog/updated-definition-rape

This government website was used to define the word “rape”. This was used for the key terms for the lesson plan. This was taken from the government website, United States Justice Department so that the actual definition is the one that would be used to educate.


Healthy People 2020 is a reliable, trustworthy source used to identify the objectives that were needed to be met in this lesson plan. It is a good source for anyone to use to see what the health objectives are for this country for the current years. There are many other sources found through Healthy People 2020.


This source from Roger Williams University was used for the facts and myths used in the game portion of the lesson plan. The list that was taken from this source was a comprised list from the United States Department of Justice.


National Health Education Standards was used in this lesson plan to give proper education and relate this lesson plan to the standards this country goes by. The guidelines are uniform throughout the entire United States, so the school systems all have the same standards to go by. It is very useful information, and can be used for anyone, especially if they are in the health career field.

This source from Georgetown University Law School was used to get some of the facts and myths used in the game portion of the lesson plan. The list that was taken from this source was a comprised list from the United States Department of Justice.


This lesson plan found online was used to guide the lesson plan above. It was used to get ideas and concepts from to properly put this lesson plan together. There was nothing directly taken from this lesson plan, only the overlying concepts.

Appendix of Support Materials
SEXUAL ASSAULT and CONSENT FACT VS. MYTH GAME

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>FACT</th>
<th>MYTH</th>
</tr>
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<tbody>
<tr>
<td>Sexual Assault is an act of physical violence and domination that is not motivated by sexual gratification.</td>
<td></td>
<td></td>
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<td>Women provoke sexual assault by their appearance. Sexual attractiveness is a primary reason why a perpetrator selects a victim.</td>
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<td>Sexual assault is a topic that only concerns women, and men do not have to be concerned about sexual assault.</td>
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<td>If a person goes to someone's room, house, or goes to a bar, he/she assumes the risk of sexual assault. If something happens later, he/she can't claim that he/she was raped or sexually assaulted because he/she should have known not to go to those places.</td>
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</tr>
<tr>
<td>Being under the influence of alcohol or drugs is not an invitation for non-consensual sexual activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Most sexual assaults are committed by strangers. It’s not rape if the people involved knew each other.</td>
<td></td>
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<td>Rape can be avoided if people avoid dark alleys or other &quot;dangerous&quot; places where strangers might be hiding or lurking.</td>
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<td>It's only rape if the victim puts up a fight and resists.</td>
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</tr>
<tr>
<td>In many cases of sexual assault, a weapon is not involved. The offender often uses physical strength, physical violence, intimidation, threats, or a combination of these tactics to overpower the victim.</td>
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<td></td>
</tr>
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<td>All sexual assault victims will report the crime immediately to the police. If they do not report it or delay in reporting it, then they must have changed their minds after it happened, wanted revenge, or didn’t want to look like they were sexually active.</td>
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SEXUAL ASSAULT and CONSENT FACT VS. MYTH GAME ANSWER SHEET

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<td>X</td>
<td></td>
</tr>
</tbody>
</table>
FACT

MYTH
This is for the instructor to read after the game, to clarify the myths of the game.

Q2) Women provoke sexual assault by their appearance. Sexual attractiveness is a primary reason why a perpetrator selects a victim.

   FACT: Perpetrators do not select their victims by their appearance. They select victims who are vulnerable and accessible. Victims of sexual assault range in age groups from infants to the elderly. Sexual attractiveness is not an issue.

Q3) Sexual assault is a topic that only concerns women, and men do not have to be concerned about sexual assault.

   FACT: According to recent sexual assault crisis center statistics, men, both straight and gay, suffered 10 percent of the sexual assaults reported in the United States last year. In addition, men have wives, friends, sisters, mothers and daughters who may someday need assistance in coping with sexual assault. Sexual Assault is a concern for everyone.

Q4) If a person goes to someone’s room, house, or goes to a bar, he/she assumes the risk of sexual assault. If something happens later, he/she can’t claim that he/she was raped or sexually assaulted because he/she should have known not to go to those places.

   FACT: This "assumption of risk" wrongfully places the responsibility of the offender’s actions with the victim. Even if a person went voluntarily to someone’s residence or room and consented to engage in some sexual activity, it does not serve as a blanket consent for all sexual activity. If a person is unsure about whether the other person is comfortable with an elevated level of sexual activity, the person should stop and ask. When someone says "No" or "Stop", that means STOP. Sexual activity forced upon another without consent is sexual assault.
Q6) Most sexual assaults are committed by strangers. It’s not rape if the people involved knew each other.

**FACT:** Most sexual assaults and rapes are committed by someone the victim knows. For both completed and attempted rapes, about 9 in 10 offenders were known to the victim. Most often, a boyfriend, ex-boyfriend, classmate, friend, acquaintance, or co-worker sexually victimized the women. Sexual assault can be committed within any type of relationship, including in marriage, in dating relationships, or by friends, acquaintances or co-workers. Sexual assault can occur in heterosexual or same-gender relationships. It does not matter whether there is a current or past relationship between the victim and offender; unwanted sexual activity is still sexual assault and is a serious crime.

Q7) Rape can be avoided if people avoid dark alleys or other "dangerous" places where strangers might be hiding or lurking.

**FACT:** Rape and sexual assault can occur at any time, in many places, to anyone. According to a report based on FBI data, almost 70% of sexual assault reported to law enforcement occurred in the residence of the victim, the offender, or another individual.

Q8) It’s only rape if the victim puts up a fight and resists.

**FACT:** Many states do not require a victim to resist in order to charge the offender with rape or sexual assault. In addition, there are many reasons why a victim of sexual assault would not fight or resist her attacker. She/he may feel that fighting or resisting will make her/his attacker angry, resulting in more severe injury. She/he may not fight or resist as a coping mechanism for dealing with the trauma of being sexually assaulted. Many law enforcement experts say that victims should trust their instincts and intuition and do what they think is most likely to keep them alive. Not fighting or resisting an attack does not equal consent. It may mean it was the best way she/he knew how to protect herself/himself from further injury. [Greenfeld, Lawrence A. and Steven K. Smith, American Indians and Crime, Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics, NCJ 173386 (February 1999)]

Q10) All sexual assault victims will report the crime immediately to the police. If they do not report it or delay in reporting it, then they must have changed their minds after it happened, wanted revenge, or didn’t want to look like they were sexually active.

**FACT:** There are many reasons why a sexual assault victim may not report the assault to the police. It is not easy to talk about being sexually assaulted. The experience of re-telling what happened may cause the person to relive the trauma. Other reasons for not immediately reporting the assault or not reporting it at all include fear of retaliation by the offender, fear of not being believed, fear of being
blamed for the assault, fear of being "revictimized" if the case goes through the criminal justice system, belief that the offender will not be held accountable, wanting to forget the assault ever happened, not recognizing that what happened was sexual assault, shame, and/or shock. In fact, reporting a sexual assault incident to the police is the exception and not the norm.

These facts and myths were taken from the United States Department of Justice.
Use YOUR Voice, and What it MEANS

Safe Sex Behavior

SAY NO

SEXUAL ASSAULT SHOULD NOT BE A PART OF YOUR COLLEGE EXPERIENCE!
Pre-Game QUIZ:

1. What is sexual assault?
2. What is rape?
3. What is consent?
4. Name one reason why a victim of sexual assault would not fight or resist his/her attacker?
5. True or False: Most sexual assaults are committed by strangers.
6. Name three reasons why someone would not want to report their sexual assault?
7. Is it considered consensual sex when the other person is under the influence?
8. Women provoke sexual assault by:
   A) Wearing provocative clothing
   B) Being under the influence
   C) Their sexual attractiveness
   D) None of the above
QUIZ Answers (to go after the game, when the groups are answering this again):

1. What is sexual assault?
   **Sexual Assault** is any type of forced or coerced sexual contact of behavior that happens without consent. This includes sexual rape and attempted rape, child molestation, and sexual harassment and threats.

2. What is rape?
   According to the United States Department of Justice rape is, “The 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

3. What is consent?
   Is a clear “yes” to sexual activity. Not saying “no” doesn’t mean you have given consent. You cannot give legal consent if you are threatened, forced, under the influence of alcohol and drugs, mentally ill or under the age of 16.

4. Name one reason why a victim of sexual assault would not fight or resist his/her attacker?
   She/he may feel that fighting or resisting will make her/his attacker angry, resulting in more severe injury OR She/he may not fight or resist as a coping mechanism for dealing with the trauma of being sexually assaulted.

5. True or False: Most sexual assaults are committed by strangers.
   **False**

6. Name three reasons why someone would not want to report their sexual assault?
   **It is not easy to talk about being sexually assaulted.**
   The experience of re-telling what happened may cause the person to relive the trauma.
   fear of retaliation by the offender, fear of not being believed, fear of being blamed for the assault, fear of being "revictimized"
   belief that the offender will not be held accountable, wanting to forget the assault ever happened, not recognizing that what happened was sexual assault, shame, and/or shock.

7. Is it considered consensual sex when the other person is under the influence?
   **Yes**

8. Women provoke sexual assault by:
   A) Wearing provocative clothing
   B) Being under the influence
   C) Their sexual attractiveness
   **D) None of the above**
Safe Sex Behavior- Understand to Defend yourself by Brooke Kirby is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.
Title: What to do next - STI and Unplanned Pregnancies

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Time & Format:
50-60 minutes of educational hands on classroom activity

Audience/Learners:
First year college students
Ages 17-21

Overview:
This activity involves first year students working in small groups playing a game that simulates real life situations relating to decisions about where and what students should do when experiencing an STI or unplanned pregnancy. The problem is too many first year students are uneducated when it comes to safe sex and resources available to them. Communication between peers and experience making educated decisions on how to use the health resources available to them.

Healthy People 2020 objectives:
- FP-1 Increase the proportion of pregnancies that are intended
- STD-1 Reduce the proportion of adolescents and young adults with chlamydia trachomatis infections

Workshop Goal: To increase the use of safe sex/pregnancy prevention strategies by young adults.

National Health Education Standards:
- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health
- Standard 5: Students will demonstrate the ability to use decision making skills to enhance health
- Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risk
Learning Objectives: - After this workshop students will be able to
1. Identify resources available to students NHES Standard 1.
2. Reflect on the significance of how impactful an unplanned pregnancies and STI can be on a young college student's life.
3. Practice in theory visiting available resources for unplanned pregnancy and STI's
4. Apply knowledge on what resource to attend when an STI or unplanned pregnancy occurs.

Materials & Preparation:
Board game and dice
Space for groups of (3-4 each)
Mini quiz made up of 10 questions

Terminology and Concepts:

Overview: Students will theoretically be placed in situations where they have to decide where they should go if they contract an STI. For example, when a student contracts and STI, they should attend their school’s health services or the local hospital. Also in some cases students may be able to find an over the counter medicine from their local pharmacy to help with the problem in the meantime. If the student thinks they may be pregnant within 72 hours they should visit their local pharmacy to see if Plan B is something they should take. Students should notify their general practitioner as well as see the school’s health services or nearby hospital. The purpose of this lesson plan is to educate students so they are able to make their own decisions right away when they think they may have contracted a sexual transmitted infection or think they are pregnant. Using the board game is a interactive way to have students theoretically be put in situations and they then

Introduction Statistics:
• 1 and 4 college students has an STI
• CDC estimates 19 million new sexually transmitted infections occur each year
• 80% of people who have STI’s do not experience symptoms

Student Health Services- located at 12 Merrill Street. Students are advised to call for an appointment. The Plymouth State Health Services is dedicates to providing compassionate and professional care. Health services are committed to promoting, maintaining and improving the health and wellbeing of the entire student.

General Practitioner: your personal doctor who is trained to provide primary health care to all patients.
**Speare Hospital:** Speare’s mission is to provide optimal healthcare every day for anyone in the area. Also able to assist with students who contract STI’s or feel they may be pregnant.

**Local Pharmacies:** local pharmacies are great places to get over the counter medicines to help with some types of STI’s. You will also a good place to go for Plan b or Pregnancy tests.

**Plan B:** used to prevent pregnancy after unprotected sex or failure of other forms of birth control.

**Planned Parenthood:** planned parenthesis mission is to promote, and protect access to reproductive health care and sexuality education, so that all people can make voluntary choices about their reproductive and sexual health.

**Teaching Steps:**

1) Educate and brainstorm (15 minutes) – (LO 1)
   - Introductions- conducts a lecture of why and how STI’s and unplanned pregnancies can be significantly devastating for college students. Incorporate statistics pertaining to how easily STI’s and unplanned pregnancies can occur.
   - Play Safe sex video (4 minutes)- Testing & STI information video from YouTube [https://youtu.be/Cei7nUv7pbg](https://youtu.be/Cei7nUv7pbg)
   - Activity 1 (6 minutes): Students break up into groups of 3 and brainstorm ideas of where they can go and what they can do when they believe they might be pregnant or have contracted an STI.
   - Reflect and analysis (6 minutes) -Come together as a group and discuss the results of activity 1 –(LO 2)

2) Students engage and participate (10 minutes)
   - Explain the rules of the board game to the students.
   - Students break up into groups of 3 and play a board game - (LO 3)

3) Practice and problem solve ( 8 minutes)
   - Students then have to decide what resource they should go to or figure out the next best step to deal with the problem that was on the tile.

4) Reflect and analysis (6 minutes)
   - Come together as a group after the game
   - Discuss results of the game

5) Hand out Mini quiz (10 minutes) –(LO 4)
   - Students take quick quiz
   - Have students discuss answers to quiz as a class
6) Departure (3 minutes)
• Ask students for any further questions
• Thank students for coming and send them off

Assessment Measures:

AM 1) Mini quiz to test what students have learned
AM 2) Discussion after board game to assess their knowledge through the form of the mini quiz

Appendix of Support Materials:

1) YouTube video- Safe sex Testing and STI information
   https://youtu.be/Cei7nUv7pbg

2) Mini quiz

   1. What over the counter drug can you use up to 72 hours after unprotected sex to prevent pregnancy?
      - Plan B
   2. Where is the Plymouth State Health Services located on campus?
      - 12 Merrill Street
   3. True or false: Students should call to make an appointment before going to the Plymouth State Health services.
      - True
   4. What is the name of the local Pharmacy in Plymouth located on Main Street?
      - Rite Aid
   5. What organization is helpful for finding information about preparing for taking care of a newborn child?
      - Planned Parenthood
   6. When an individual is concerned about having contracted a STI, whom should they call first?
      - Plymouth State Health Services
   7. Which of the resources listed above is free?
      - Plymouth State Health Services
   8. True or false: 1 in 4 college students have contracted an STI?
      - True
Annotated Resource Bibliography:


- This scholarly resource provided useful information about plan b how and when to use this over the counter medicine.


- This resource was used to cultivate lesson objectives for particular lesson plan pertaining to the specific goal of students being educated on what to do and how to prepare when they are expecting a baby.


- This resource provided information about Planned Parenthood and how this organization can be used to help students with unplanned or planned pregnancies.
This resource served as the source of information that I used to attain the national health education standards used in this lesson plan.

This source was used to provide statistics of STI’s among college students for the introduction of this lesson plan.

This resource provided a great informational guideline for what to expect when having an STI. Also this resource explained how an individual can get particular STI’s and the symptoms and prevention measures that should be taken when an individual realizes they may have contracted something.

This scholarly source was used to find information about sexually transmitted infections that were incorporated into the lesson plan.

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