

**SAN DIEGO POLICE DEPARTMENT
SEXUAL ASSAULT SPEAKER'S BUREAU
HIGH SCHOOL GROUP OUTLINE**

Objective: To educate students by presenting a fifty minute informative lecture emphasizing sexual assault awareness and risk reduction.

Materials: Transparencies
 VCR/Blossom Video

OUTLINE OF CONTENT	INSTRUCTOR ACTIVITY
<p>Introduction: (2 minutes maximum)</p> <ul style="list-style-type: none"> • Welcome/Greeting • Personal/Professional background of speaker • Why Speaker's Bureau was developed • Advise the students this is a sensitive subject and video will be shown which might be disturbing • Anyone may leave at any time if a student becomes upset • Instructors will arrange for counselors to be available immediately following the lecture. • Point out that this is not a lecture but an interactive learning exercise. Questions are welcome • Encourage structured dialogue • Evaluation • Student will be contacted if desired 	

OUTLINE OF CONTENT	INSTRUCTOR ACTIVITY
<p>(Body of Presentation - 40 minutes maximum)</p> <p>Understanding Sexual Assault: (2 minutes)</p> <ul style="list-style-type: none">• Men can be victims of sexual assault and the response and services are the same. However, 95% of reported sexual assaults involve female victims and male suspects.• The term “rape” often refers to various forms of sexual assault and not just intercourse.• Point out that sexual assault is not about romance and passion.• Sexual assault is about power, control and aggression.	

OUTLINE OF CONTENT	INSTRUCTOR ACTIVITY
<p>“Blossom” Video (Car scene and confrontation at high school the following day): (6 - 8 minutes)</p> <ul style="list-style-type: none"> • Definition of “acquaintance rape” (Acquaintances can be a next door neighbor, a classmate or just a friend of a friend.) • Discussion of video <p>Question Guide: (6 - 8 minutes)</p> <ol style="list-style-type: none"> 1. What were some pressure lines that Josh used? 2. What refusal lines did Blossom use? 3. What point did the atmosphere turn hostile? 4. Why did Josh think that Blossom was interested in sex?” (Style of dress, parking, kissing.) 5. When is it okay to use force? 6. Was Blossom’s reaction “typical”? 7. What are some of the emotions Blossom felt? (Fear, embarrassment, anger, shame, confusion.) 8. What are some of the emotions Josh might have felt? (Anger, confusion, teased, defensive.) 9. What are some of the choices Blossom has to make? 10. What did you think about Josh’s behavior when blossom confronted him? 11. What are some preventive measures men and women can take to prevent this from happening? (Clear communication, assertiveness, buddy system, limit alcohol and drugs.) 	<p>Encourage student dialogue. Did Josh do anything right? Could Blossom have done anything different? Male students may feel uncomfortable. Give Josh credit for asking Blossom if he could kiss her & discourage responses like Blossom’s when she said, “Why don’t you try and we’ll see”</p>

OUTLINE OF CONTENT	INSTRUCTOR ACTIVITY
<p>2000 City of San Diego Statistics -(7 minutes) (Data represents victims, 14 and above. They do not include in-house child molest cases.)</p> <p>(KEY POINTS ARE HIGHLIGHTED ON TRANSPARENCIES).</p> <p>1997-2000 - 4 Year Average 72%</p> <p>2000 - Acquaintance rape 71% vs. Stranger rape 29%</p> <p>95% Female Victims, 98% Male Suspects</p> <p>75% of the Victims are between 14-25</p> <p>50% Between 14-8</p> <p>51% of Suspects are between 19-30</p> <p>58% of all sexual assault, adults & adolescents occurred in a residence (usually his or hers).</p> <p>Nearly 1 in 4 teen sexual assaults occur after school in the suspect's home</p> <p>95% of non-stranger sexual assaults DO NOT involve weapons. Even in stranger sexual assaults, 88% do not involve weapons other than hands and force.</p> <p>53% of adolescents self reported using drugs or alcohol prior to the sexual assault.</p> <p>46% of non-stranger cases occurred between Friday & Sunday</p>	<p>Slide 2</p> <p>Slide 11</p> <p>Slide 12 The average age difference between a teen and her assailant is 10 years. This is consistent with exploitation, not teenage sexual experimentation.</p> <p>Slide 13</p> <p>Slide 16 & 18</p> <p>Slide 14</p> <p>Slide 15</p> <p>Ask students what's going on in the City of SD between Friday night and Sunday morning</p>

OUTLINE OF CONTENT	INSTRUCTOR ACTIVITY
<p>Conclusions: (5 minutes)</p> <p>Summarize important information.</p> <ul style="list-style-type: none">▪ Everyone has the right to say ‘NO’ to an unwanted touch.▪ No one should feel at fault if he or she is a victim of sexual assault.▪ If you or someone you know has been sexually assaulted, get help right away.▪ There are many community services available. Refer to your Hot Cards for telephone numbers if you need help or information. <p>Questions & Answers: (5 minutes)</p> <p>If you are unsure of the answer to a question, tell the student where she or he can call to learn the information, or advise the student you will find out the answer and get back to the teacher who can then relay the information. Do not answer a question if you are unsure of the correct answer.</p> <p>Read over each evaluation to check comments that might need a follow-up, i.e. “I reported a rape and nothing has happened.” Then note whether you were able to handle the issue or if the Sex Crimes Unit needs to get involved.</p>	<p>Provide students and/or the classroom teacher with evaluations that are to be completed and collected.</p>