

9-12 Is it abuse if? Lesson: Online Adaptation



Erin’s Law Toolkit Lesson

Before implementing the lesson below, please review:

1. The guidelines at the top of the [Erin’s Law Toolkit](#) and the [Key Tips for Sex Ed & Erin’s Law Instruction During Distance Learning](#) for important tips on building safe and inclusive distance learning environments.
2. The original lesson, which is linked at the top of the table.

9-12	Lesson: Is it abuse if? (Spanish version) , Rights, Respect, Responsibility (3Rs) Curriculum
Topics	Healthy & Unhealthy Relationships, Consent, Communication, Conflict Management, Empathy
Related Oregon Health Education Standards	<p>HE.1.12.22 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.</p> <p>HE.1.12.23 Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.</p> <p>HE.1.12.24 Express that everyone has the right to say who touches their body and how.</p> <p>HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.</p> <p>HE.1.12.42 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</p> <p>HE.2.12.11 Analyze how the perception of norms influences healthy and unhealthy behaviors.</p> <p>HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within sexual relationships.</p> <p>HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.</p> <p>HE.4.12.11 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.</p> <p>HE.4.12.12 Demonstrate effective strategies to avoid or end an unhealthy relationship.</p> <p>HE.5.12.10 Apply a decision making process to promote consensual sexual activity within healthy relationships.</p> <p>HE.7.12.9 Analyze the criteria for evaluating the health of a relationship.</p>

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	HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.
Distance Adaptations (Online)	<p>Notes to teacher:</p> <ul style="list-style-type: none"> - The lesson below was adapted using a student-led model (access Google Classroom versions), provided by Advocates for Youth. - Tip: Use Google Forms to collect the responses to questions, assignments, and/or create assessments/quizzes. - Climate setting: In order to approach this lesson in a trauma informed way, advanced notice should be given to students, as well as resources about how to get help if they are experiencing dating violence. <p>Online lesson: This lesson is about teen dating violence and sexual assault. Many of us are, or know someone personally, who is impacted by sexual violence, so please take care of yourself while going through this lesson. If this lesson triggers painful memories for you, or someone you care about is dealing with sexual violence, please contact the National Teen Dating Abuse Hotline (866-331-9474) or the Rape, Abuse, Incest National Network to live chat with a trained counselor 24/7.</p> <p>Often people have a hard time knowing if their own relationship is abusive or not and many young people think it can't happen to them. Through this lesson, you will try to figure out what makes something an unhealthy relationship and what someone can do if they realize they're in an unhealthy relationship.</p> <p>Task 1 (10 minutes) First, brainstorm at least three behaviors that would fall into each type of abuse.</p> <ol style="list-style-type: none"> 1. Physical abuse: 2. Emotional abuse: 3. Psychological abuse: 4. Sexual abuse: 5. Financial abuse: <p>Next, review the following and compare your answers to a list of behaviors below:</p>

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	<p><i>Physical Abuse</i></p> <ul style="list-style-type: none"> • Hitting • Kicking • Slapping • Punching • Pinching • Restraining • Choking • Blocking their way <p><i>Emotional Abuse</i></p> <ul style="list-style-type: none"> • Criticizing the person’s appearance or intelligence • Telling the person that no one else would ever want to be with them • Flirting with other people in front of the person • Using what they know makes the other person feel vulnerable to make them feel worse • Sharing sexy photos of the other person without their consent [it is illegal for anyone to share naked or sexual photos of people under the age of 18] <p><i>Psychological Abuse</i></p> <ul style="list-style-type: none"> • Threatening to hurt the other person • Threatening to hurt people they know or care about (or pets) • Texting nonstop and expecting the other person to text back by a certain time • Threatening to hurt yourself if the other person doesn’t do what you want • Spreading rumors about the person <p><i>Sexual Abuse</i></p> <ul style="list-style-type: none"> • Rape • Physically forcing the other person to do anything sexual they don’t want to • Coercing, intimidating, or pressuring the other person to do something sexual that they don’t want to do • Making the other person watch porn • Sharing sexy photos of the other person without their consent • Refusing to practice safer sex

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	<p><i>Financial Abuse</i></p> <ul style="list-style-type: none"> • Controlling the money in the relationship • Stealing from the other person • Telling the other person they need to spend time with you instead of going to work • Keeping the other person from going to school, which limits their ability to earn money <p>Task 2 (15 minutes)</p> <p>Once you are done with the brainstorm, next watch both videos The Signs and Teen Dating Violence. Respond to the questions below.</p> <ol style="list-style-type: none"> 1. For the three couples in the video “The Signs”, if one were a friend of yours, what advice would you give them and why would you give that advice? 2. What behaviors do you think other high school students don’t understand could actually be teen dating violence? 3. If you cared about someone who was experiencing an abusive relationship and they were resisting getting help, how might you try to convince them to call a hotline or talk with a counselor about their relationship? What specific things would you say and why? <p>Task 3 (15 minutes)</p> <p>Next, watch the Amaze video - Sex Trafficking: What Is It?. Read the following and respond to the questions about the video below:</p> <p>Sex trafficking occurs when a trafficker uses force, fraud, or coercion to control another person for the purpose of engaging in sex acts against his/her will in exchange for money or other goods. The obvious form of sex trafficking is when someone is forced to be a ‘sex slave’ and it’s sold repeatedly for sex. Not so obvious—but more common—is when the person who trafficks is the victim’s romantic partner. The victim might have sex with other people to please their partner, because they are in fear of being injured by their partner, or is seeking a lifestyle that the partner promises them. In any form that it takes, sex trafficking is a crime and is illegal.</p> <ol style="list-style-type: none"> 1. After watching the Amaze video, what is grooming? 2. What are at least two specific ways a person might groom someone else? 3. Who are two trusted adults in your life that you could talk to if you, or

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	someone you cared about, was ever the target of sex trafficking? Task 4 (2 minutes) Lastly, submit all completed assignments to your teacher.