

CTE/Adult Roles and Responsibilities - Rape

Summary

Students will learn terms related to rape, about risky behaviors, and ways to reduce the risk of sexual assault/rape.

Main Core Tie

Adult Roles And Responsibilities

[Strand 3 Standard 4](#)

Additional Core Ties

Adult Roles and Financial Literacy

[Strand 5 Standard 4](#)

Materials

- [Vocabulary worksheet](#)
- [Rape pre-quiz](#)
- [Myths and Realities handout](#)
- [Rape scenarios](#)
- [Prevention behaviors for young women and young men](#)
- [Rape discussion & case studies](#)
- [Myths and Facts about Rape and Rapists student worksheet](#)
- [Myths and Facts about Rape and Rapists answer key](#)
- [Profile of a Rapist handout](#)
- [Sexual Assault/Rape Reduction teacher information](#)
- [If You are Victimized handout](#)
- [How to Help Some Who has been Raped handout](#)

Instructional Procedures

Vocabulary

Primary Vocabulary

Sexual Pressure
Sexual Exploitation
Sexual Assault
Rape
Statutory Rape
Stranger Rape
Acquaintance rape
Date Rape
Sexual Violence
Perpetrator
Survivor
Victim

Supplementary Vocabulary

Statutory Rape
Stranger Rape
Acquaintance rape

Date Rape

Roofies

Introduction/Pre-Assessment

Ask students to brainstorm what they have heard about rape. Write all the answers on the board or on a flip chart. Review each of their statements and clarify whether it is a myth or fact or ask questions from [Rape True/False Quiz](#) (pdf) or [Myths and Realities of Rape](#) (pdf). Discuss Findings.
OR

Using pictures of people taken from magazines, have students identify which of these people they think appear to be a rapist. Have them identify which people they feel would be the victim of a rape. Explain that you cannot distinguish a rapist by his/her appearance.

Content Outline, Activities and Teaching Strategies

(All options do not necessarily need to be taught. Select ones to cover standards and objectives and according to your district policies.)

Option 1: Rape Vocabulary

Use the [vocabulary worksheet](#) (pdf) and define the terms related to rape. Discuss with the students even though now we know what rape is and is not, we see that society sometimes has a different perception of it.

Option 2: Rape Scenarios

Divide class in half and read the [Rape Scenarios](#) (pdf). Have the students take notes on the study guide about what each party did that were risky behaviors and what each could have done to prevent the rape. Discuss findings from both sides of the room representing both parties. Write their ideas on the board or a flip chart. Include information from [Prevention Behaviors for Young Women and Young Men](#) (pdf).

Option 3: Date Rape Drugs

Review information about Date Rape Drugs, found at <http://www.crfc.org/pdf/date.pdf>

Option 4: Rape Discussion and Case Studies

Discuss this information in this [handout](#) (pdf) with the students.

Option 5: Myths and Facts about Rape and Rapists

Complete [the test](#) (pdf) with the students. Discuss the [answers](#) (pdf) as a class.

Option 6: Profile of a Rapist

Review the [information about rapist and victims](#) (pdf) with the students.

Option 7: Sexual Assault/Rape Risk Reduction

Discuss methods of reducing the risk of sexual assault/rape following this [handout](#) (pdf).

Option 8: If You are Victimized

If you are raped, what should you do? Discuss information from the information of what to do [if you are victimized](#) (pdf).

Option 9: How to Help Someone Who has been Raped

Discuss information with students on how to help someone who has been raped. Use this [handout](#) (pdf).

Summary/Evaluation

FORCE IS NEVER ACCEPTABLE. All people are responsible for controlling their sexual desires. NO ONE should ever have sexual intercourse if he or she is uncomfortable or pressured. Sexual pressure and exploitation involves both males and females.

Authors

[CTE LESSON PLANS](#)