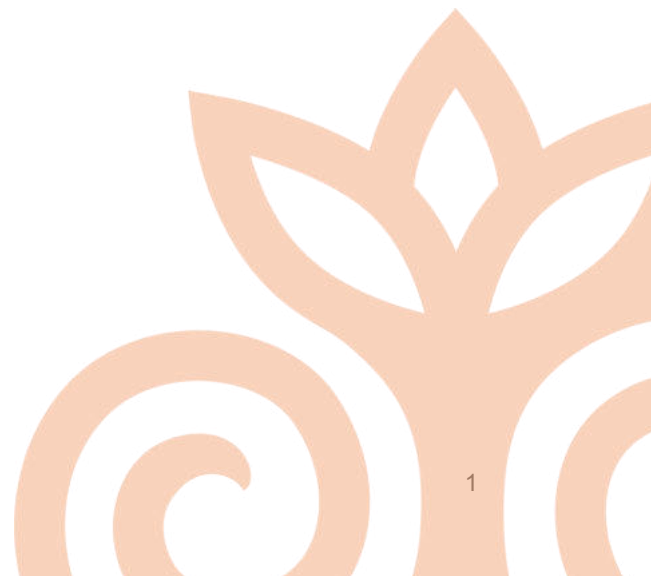




# *Preventing Abuse, Ages 13+*

Total Time: 3 Hours

- PART 1:** Icebreaker
- PART 2:** Types of Abuse
- PART 3:** Personal Bill of Rights
- PART 4:** Refusal Skills
- PART 5:** Reducing the Risk of Sexual Abuse
- PART 6:** Assertive Communication
- PART 7:** Reporting Abuse
- PART 8:** Follow-Up Activities
- ANNEXURE 1:** Personal Bill of Rights
- ANNEXURE 2:** What would you Do?
- ANNEXURE 3:** Ways to Say No!
- ANNEXURE 4:** How would you Refuse?
- ANNEXURE 5:** Risk Reduction Tips
- ANNEXURE 6:** Assertive Communication
- ANNEXURE 7:** Evaluation
- ANNEXURE 8:** Body Talk
- ANNEXURE 9:** Body Talk Sentences
- ANNEXURE 10:** Game Questions
- ANNEXURE 11:** Red Flags
- POWER POINT:** Preventing Abuse, Ages 13+





## *Part 1: Icebreaker*

### **Time:**

15 Minutes

### **Objective:**

Participants will take part in an icebreaker designed to get them focused for this unit.

### **Materials:**

None

### **Techniques:**

Ice Breaker

---

### **TRAINER INSTRUCTIONS:**

1. Greet the participants and explain that they will be taking part in an ice breaker designed to help them get to know each other better. Choose one of the options below.

**Option One: Things in Common** – The group is divided into smaller groups of 3-4. Each group must find three things they have in common with each other. The weirder the things, the better. After 5 minutes each group announces the three things they have in common. Everyone votes to decide which group has the “weirdest” three things in common.

**Option Two: Little Known Fact** – Participants stand or sit in a circle and take turns sharing an unusual or funny fact about themselves.



## *Part 2: Types of Abuse*

### **Time:**

45 Minutes

### **Objective:**

Participants will define abuse and learn about the types of abuse.

### **Materials:**

- PPT: Preventing Abuse, Ages 13+
- Marker board/chart paper and markers

### **Techniques:**

- Discussion
- Sharing

---

### **TRAINER INSTRUCTIONS:**

1. Explain that today's topic will be sensitive for many people so it is important to make rules so that everyone feels comfortable participating:
  - Respect each other (no laughing, teasing)
  - Good listening (no interrupting)
  - Share only what you are comfortable sharing

**Note to Trainer:** This training can be a sensitive subject for many participants as some may have had abuse situations in their past. This first activity needs to establish a safe environment for participants to share questions and concerns. It is meant to be an activity that sets a more serious tone for the training so try to model this attitude with children from the beginning.

2. Write "Abuse" on the marker board. Ask the participants what they think about this word and discuss with all.
3. Discuss examples of actions that would be considered abuse. Write their responses on the board and guide the discussion to help participants understand that abuse is when an adult hurts a child and it is not an accident, and sexual abuse is forced sexual contact, inappropriate sexual talk, showing private body parts, etc.
4. Go through the Power Point: Preventing Abuse and keep the entire discussion in an interactive mode.



## *Part 3: Personal Bill of Rights*

### **Time:**

15 Minutes

### **Objective:**

Participants will learn to take ownership of their personal safety rights.

### **Materials:**

- Annexure 1 : Personal Bill of Rights
- Marker Board/chart paper, markers

### **Techniques:**

- Discussion

---

### **TRAINER INSTRUCTIONS:**

1. Introduce the concept of children's' right to safety.
2. Pass out Annexure 1: "Personal Bill of Rights" Worksheet. Have the teens take turns standing up and reading a right listed on the worksheet until all of the rights are read.
3. Ask participants if they feel there are any other rights not listed here and write them on the board.
4. Discussion questions:
  - How do you feel when you read these rights?
  - What are situations you can think of where these rights are not respected?
  - Why are these rights important?
  - Who should be in charge of protecting these rights?
5. Invite participants to refer to their Personal Bill of Rights often.

Adapted from Hohenstein, E., & Kennedy, A. (2001). *Sexual assault risk reduction curriculum 2001* [PDF]. Retrieved from <http://www.sandiego.gov/police/pdf/curriculum.pdf>



## *Part 4: Refusal Skills*

### **Time:**

30 Minutes

### **Objective:**

Participants will discuss how to handle different situations of abuse, and will learn the importance of telling a trusted adult.

### **Materials:**

- Annexure 2: What would You Do?
- Annexure 3: Ways to Say No!
- Annexure 4: How Would You Refuse?

### **Techniques:**

- Discussion
- Role Play

---

### **TRAINER INSTRUCTIONS:**

1. Facilitate discussion around the many different settings that abuse can happen, and the many different people who can cause abuse. Emphasize the fact that participants have the right to refuse unwanted/unsafe attention.
2. Divide participants into groups of 2-3 and distribute Annexure 2. Assign each group a different scenario.
3. Ask participants to discuss in their small groups the situation and what the character should do.
4. Have each smaller group present their scenario to the larger group.

5. Lead a discussion around ways to react to abusive situations. Distribute Annexure 3: Ways to Say No! and as you define each strategy ask the group to brainstorm examples of each, such as:
  - Say No
    - Example: I don't want to – Stop!
  - Give a Reason
    - Example: No, I can't leave school right now.
  - Give an Excuse
    - Example: I will get in trouble with my House Parent
  - Suggest an Alternative
    - Example: Why don't we just stay here?
  - Reverse the Pressure
    - Example: If you don't respect my limits, you don't respect me.
  - Delay your Decision
    - Example: Maybe some other time.
  - Avoid or Leave the Situation
    - Example: You don't need to say anything. Leave and leave quickly. This is especially important if the situation is dangerous or scary.
6. Distribute Annexure 4: How Would You Refuse? Divide the group into smaller groups of 2-3 and ask them to complete the handout within their group. **Trainer:** Circulate among the groups and facilitate their discussion.
7. Invite the class to practice using refusal skills through role play. Read the following scenarios one at a time and ask for volunteers to act out the situation:
  - Scenario #1: Marco is riding home on the bus. A man sits beside him and begins asking him questions such as "Where are you going? Do you like sports? Maybe I could coach you. Tell me where you live."
  - Scenario #2: A friend of the family comes over a lot after work. He smiles and winks at Asha and always finds a reason to come into the room she is in. One night he comes into the study room while she is doing homework and starts rubbing her back.
8. Discuss the role plays and use of refusal skills with the entire group. Points to include:

- Being able to be assertive and to say “No” firmly, even to friends and acquaintances is an important skill in protecting oneself from harm.
- If the situation is dangerous, leave immediately and get help.
- Discuss how it can be difficult to tell someone about abuse when you do not want to get someone in trouble, lose a friendship, or fear you will not be believed.
- Reiterate that abuse is never the adolescent’s fault and it is important to tell a trusted adult in unsafe situations even when an adolescent might be concerned of the consequences of telling someone.

Adapted from Hohenstein, E., & Kennedy, A. (2001). Sexual Assault Risk Reduction Curriculum 2001 (PDF). Retrieved from <http://www.sandiego.gov/police/pdf/curriculum.pdf>





## *Part 5: Reducing the Risk of Sexual Abuse*

### **Time:**

30 Minutes

### **Objective:**

Participants will learn strategies to reduce the risk of sexual abuse.

### **Materials:**

- Annexure 5: Risk Reduction Tips

### **Techniques:**

- Discussion

---

### **TRAINER INSTRUCTIONS:**

1. Explain that sometimes when a person is in an emotionally or physically dangerous situation, they freeze and aren't able to protect themselves.
  - One of the best things a person can do to prevent sexual abuse is to think about those situations ahead of time.
  - Identifying strategies or plans to avoid or escape a dangerous situation increases the likelihood that a potential victim will recognize trouble and be able to take action.
2. Distribute Annexure 5: Risk Reduction Tips and review with the participants, allowing for discussion and questions.

Adapted from Hohenstein, E., & Kennedy, A. (2001). Sexual Assault Risk Reduction Curriculum 2001 (PDF). Retrieved from <http://www.sandiego.gov/police/pdf/curriculum.pdf>



## *Part 6: Assertive Communication*

### **Time:**

30 Minutes

### **Objective:**

Participants will learn and practice assertive communication techniques.

### **Materials:**

- Annexure 6: Assertive Communication

### **Techniques:**

- Discussion
- Role Play

---

### **TRAINER INSTRUCTIONS:**

1. Good communication has two components:
  - You listen to and acknowledge other people's thoughts and feelings
  - You express your thoughts and feelings clearly and directly.

**Assertive Communication** is standing up for your personal rights – expressing thoughts, feelings and beliefs in a direct, honest and appropriate way.

2. Distribute Annexure 6: Assertive Communication. Outline the components of assertive communication and model appropriate behaviors as they are discussed.
3. Invite several participants to volunteer to enact the following scenarios using assertive communication techniques:
  - You have been sitting in a restaurant for 20 minutes without getting service. The waiter walks by your table once again.

- Your good friend borrowed your favorite hat two weeks ago and still has not returned it.
  - You are overcharged at the market/store.
4. Facilitate discussion around the use of assertive communication in the role plays – What worked? What could have been said?
5. Now ask the volunteers to apply assertive communication skills to potential sexual abuse situations using the following role play scenarios:
- Your tutor continues to lean in just a little too close even after you keep moving away, which makes you very uncomfortable.
  - You are attracted to Eduardo, but not sure if you're ready to become his girlfriend. One day during free time outside he pulls you aside, kisses you, and tries to touch you in ways you feel are inappropriate.
  - Your friend's older brother has invited you several times to look at his pornographic magazines with him. You are not interested, but now he is insisting and will not leave you alone.
6. Facilitate discussion on the following questions:
- What was easy about being assertive?
  - What was difficult about being assertive?
  - Were there barriers to using the skill? Ask the participants to suggest ways to overcome the barriers.
  - How was this exercise similar or different from reality?
7. Encourage participants to continue to practice assertive communication. Communicating assertively is a skill that can be learned, but it won't happen overnight. With practice, you will slowly become more confident in expressing your needs and wants.



## *Part 7: Reporting Abuse*

### **Time:**

15 Minutes

### **Objective:**

Participants will review their options for reporting abuse and review what was learned in this training unit.

### **Materials:**

- Annexure 7: Evaluation

### **Techniques:**

- Group Discussion

---

### **TRAINER INSTRUCTIONS:**

1. Discuss the different ways teens can report abuse if it happens to them or someone else they know:
  - Tell a trusted adult (Parent/caregiver, Social Worker, teacher, etc) if you or anyone you know has been abused
  - Call National Helpline to Report Child Abuse (Childline)
2. With the teens sitting in a circle, ask each one to share at least one thing that they learned today.
3. Thank the teens for participating and reiterate that adults are here to help keep each of them safe. If there is anything teens would like to talk about privately with an adult, they are available.

### **Trainer Notes:**

- The teens should have confidence that “If I go tell someone, there are many people who will believe me.”

4. Distribute Annexure 7 and invite the teens to complete the evaluation form regarding this Unit.

(Adapted from Hohenstein, E. & Kennedy, A. (2001). Sexual Assault Risk Reduction Curriculum 2001 (PDF). Retrieved from: <http://www.sandiego.gov/police/pdf/curriculum.pdf>.)



## *Part 8: Follow-Up Activities*

### **Time:**

Varies by Activity

### **Objective:**

Participants will practice material learned through activities they will complete throughout the upcoming weeks.

### **Materials:**

#### **Option One:**

- Annexure 8: Body Talk
- Annexure 9: Body Talk Sentences (one copy)

#### **Option Two:**

- Papers, markers

#### **Option Three:**

- Annexure 10: Game Questions (One copy)

#### **Option Four:**

- Paper, markers
- Annexure 11: Red Flags

### **Techniques:**

- Applying learning to daily life

---

### **TRAINER INSTRUCTIONS:**

1. Explain to participants that these follow-up sessions are designed to give them the opportunity to review the material learned in the session.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

**Option One: How I say No** – Discuss how we use our body and voice to communicate our feelings (as they learned in the Effective Communication Unit). Distribute Annexure 10, and review the list of behaviors that show feelings. Model the behavior or ask a volunteer to do so.

Ask for 2 volunteers to come to the front of the room for a short role play. One partner will be “A” and the other “B”. Inform the pair that they will be taking turns asking each other to do something – the person asking should not give up with their request. They should really push to get their partner to agree to what they ask, and the partner should stay firm.

Start by instructing “A” to read aloud to “B” one of the requests on Annexure 11. “B” should listen to the request, identify their own feeling out loud, and communicate their feeling by saying a strong no (referring to the behaviors listed on Annexure 10). Invite the group to give their feedback regarding appropriateness of body language and voice to message.

Then change roles and have “B” read a request. Invite two new volunteers to role play and follow the same format. Continue until all sentences have been role played.

Ask the volunteers what was easy or difficult about saying a strong no. Discuss with the group how they could strengthen their communication skills.

**Option Two: Visualizing Feelings** – Ask the teens to close their eyes and remember a time when they were touched in a way that gave them a good feeling (eg, mom’s hug, puppy licked their hand, etc). Then invite them to visualize in their minds exactly what or who it was that gave them this good feeling. “See” where you were, remember the sounds you could hear, see what other things surrounded you and remember what you did when you were touched this way.

Next, invite the teens to close their eyes and remember a time when they were touched in a way that gave them a bad feeling (doctor giving a shot, friend hitting them, someone touching them inappropriately, etc). Again, help them to visualize the items listed above.

Finally, distribute the papers and markers and ask them to draw the feelings behind one or both of their visualizations. They should draw abstract designs, not actual people or places. Instruct them to draw what they are feeling.

Tell the teens that these drawings are theirs and can be kept private if they wish. If there is anyone who wants to share with the group, invite them to do so. Conclude the session by telling the teens who they can talk to if this exercise has brought up feelings they want to address.

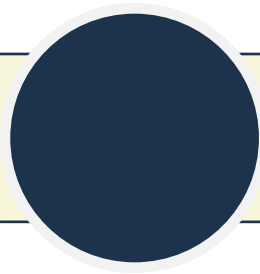
**Option Three: Test Your Knowledge Game** – Divide the group into teams of 3-4. Ask each team to select someone to write down their answers. Then ask the questions on Annexure 12, allowing time for the teams to discuss their answers quietly and write down their responses.

When finished, read the questions one more time, asking the teams for their responses. Correct any incorrect responses and discuss if necessary. Ask the teams to count up the number of correct responses and determine the winners.

**Trainer Note:** Since the questions are taken from the power point for this unit, you may want to review it before starting the game.

**Option Four: Red Flag Posters** – Using Annexure 11 as a guide, invite the teens to create posters to build awareness of the red flags of unsafe situations. They may choose to highlight one situation or many on their posters. When finished, invite the teens to share their posters with the group and explain the message behind them





# *Annexures*

## *Sexual Abuse Prevention Ages 13+*

**ANNEXURE 1:** Personal Bill of Rights

**ANNEXURE 2:** What would you Do?

**ANNEXURE 3:** Ways to Say No!

**ANNEXURE 4:** How would you Refuse?

**ANNEXURE 5:** Risk Reduction Tips

**ANNEXURE 6:** Assertive Communication

**ANNEXURE 7:** Evaluation

**ANNEXURE 8:** Body Talk

**ANNEXURE 9:** Body Talk Sentences

**ANNEXURE 10:** Game Questions

**ANNEXURE 11:** Red Flags





## *Annexure 1: Personal Bill of Rights*

1. Your body is yours to respect and protect.
2. You have a right to be safe.
3. You have the right to say “no” to anything that does not feel comfortable to you.
4. You don’t have to do anything with your body, no matter who you are with, whether you have done it before, or what you agreed to earlier.
5. You have the right to say “no” to sex or any other behavior, such as using drugs or alcohol.
6. You don’t have to give explanations, saying “no” or “I don’t want to” is enough.
7. You have the right to set sexual limits.
8. You have the right to trust your feelings.
9. You have the responsibility to respect other people’s right to say no to you.
10. You have the right and responsibility to protect yourself and other people.
11. It is not your fault if someone makes you do something that you do not want to do.
12. You have the right to tell someone if you are hurt or forced to do something you didn’t want to do.
13. You have the right to find an adult that you can trust and tell him/her what happened.
14. You are a valuable person and an important part of your community.
15. You deserve to be treated with respect.

**CHILDLINE HOTLINE, CALL 1098**



## *Annexure 2: What would you Do?*

### Case 1: Bella

Bella is 9 years old and lives with her parents and uncle. She is very much attached to her uncle and she often plays a tickling game with him. One day after coming home from school she found that her mother had visited one of her relatives and her uncle was taking care of her. She started playing with him, and during play her uncle started caressing her chest, panties and thighs. It happened for only a few seconds, but Bella did not like her uncle's action. Her uncle strictly told her not to share her feelings with anyone and then brought an ice cream from the freezer for her.

Discussion Questions:

1. What could Bella do?
2. Will her parents believe her if she shares with them?
3. If you were in this situation, what would your reaction be?  
(\*It is important to note that children can feel sexual pleasure so often they feel guilty about the abuse.)

### Case 2: Mahesh

Mahesh meets with a tutor once a week at the home. He likes the tutor and she helps him in his studies. However, recently the tutor started bringing a stick and hitting him when he does not know the correct answer. This hurts Mahesh and makes him nervous to meet with her. But he does not want to get the tutor in trouble and he knows that he needs help in his studies to pass his exams

1. What could Mahesh do?
2. Will his parents believe him if he shares with them?
3. If you were in this situation, what would your reaction be?

### Case 3: Raju

Raju is 12 years old and lives with his mother. He has a brother who is 21 years old and lives in a hostel with a couple of friends. Raju is very mature, gets along well with his brother and likes spending time with him. Raju often stays at his brother's hostel room. Usually they spend time playing cards, eating, drinking, and watching films. On a few occasions Raju's brother and friends have rented an adults only film, which they have all watched together. There has not

been any sexual activity or suggestions of it by Raju's brother or his friends. They seem to regard Raju as one of their friends.

Discussion Questions:

1. Would you consider this sexual abuse?
2. Do boys get sexually abused?
3. What could Raju do?

#### Case 4: Lakshmi

Lakshmi forgot to do what her mother asked and her mother got so mad she slapped Lakshmi hard on the face. Afterwards, her mother apologized and said she would never do it again. Her mother told her not to tell anyone what happened. But Lakshmi still felt scared because she did not want to make her mother mad again.

1. Is this abuse?
2. Has this ever happened to you or someone you know?
3. What could Lakshmi do?

#### Case 5: Felix

Felix is a 15 year old boy who does well in school and is considered a good student by his teachers. As Felix's parents work he is alone at home throughout the day. His father's friend, who Felix calls uncle, happens to stay in the same building and drops in at their house many times, especially when Felix is alone, and insists on sitting very close to him. Once, he even tries to hug Felix and touch his genitals, but somehow Felix manages to escape from him. However, after this incident Felix is upset, worried and confused. He knows that his uncle's behavior is wrong, but he doesn't know what to do about it. And, as he is unable to discuss this with anyone, it is affecting his performance at school.

Discussion Questions:

1. Would you consider this sexual abuse?
2. Do boys get sexually abused?
3. What could Felix do?



### *Annexure 3: Ways to Say No!*

- **Say No**
- **Give a Reason**
- **Give an Excuse**
- **Suggest an Alternative**
- **Reverse the Pressure**
- **Delay your Decision**
- **Avoid or Leave the Situation**



## *Annexure 4: How Would You Refuse?*

Pretend you are facing the following situation. Write what you would say or do for each refusal strategy.

You are at school and there is a person you are attracted to. You are studying very hard for your upcoming exams, but this person keeps passing notes back between the two of you. In the most recent note, your friend asks you to leave school to get away to a place to talk. When you shake your head no, he/she says “Oh come on, just for a few minutes.”

1. Say No: \_\_\_\_\_

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2. Give A Reason: \_\_\_\_\_

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3. Give an Excuse: \_\_\_\_\_

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4. Suggest an Alternative: \_\_\_\_\_

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5. Reverse the Pressure: \_\_\_\_\_

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6. Delay your Decision: \_\_\_\_\_

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7. Avoid or Leave the Situation: \_\_\_\_\_

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## *Annexure 5: Risk Reduction Tips*

- Set sexual limits. Think about what sex means to you, decide what your sexual limits are and how far you want to go. It is your body and no one has the right to force, harass or coerce you into doing anything that you don't want to do.
- Practice being assertive and stating what you want.
- Get to know people before giving them a lot of information about you or trusting them.
- Avoid dating or hanging out with people who are a lot older than you.
- Find out about how the person you are with feels or what he or she expects. You may not want the same thing.
- Hang out with others who share your values.
- Hang out where there are other people and you feel safe.
- Avoid alcohol and drugs. Your best defense is having a clear mind.
- Be aware of "date rape drugs" and how they are used.
- Establish "buddy systems" with your friends and watch out for one another. Agree to tell each other when you are leaving.
- Always have extra money to get home.
- Have a plan for someone you can call if you need help.
- Do not be alone with him in his home, your home or a friend's home.
- Don't do anything that you don't want to do just to avoid disagreement, unpleasantness or embarrassment.
- Stop or slow down before you get to your sexual limit.
- Use a confident voice and body posture. Look directly at him or her and say "No" in a firm, serious voice. Match your body language to your words – don't laugh and smile while saying "No".
- Trust your instincts. If you feel uncomfortable, scared or pressured act quickly to end the situation. Say "Stop it." and leave or call for help.

**BE AWARE – TRUST YOUR INSTINCTS – BE ASSERTIVE**



## *Annexure 6: Assertive Communication*

Assertiveness means standing up for your personal rights and acting in your own best interest – expressing thoughts, feelings and beliefs in a direct, honest and appropriate way.

Assertiveness also means we should respect the thoughts, feelings and beliefs of others.

Assertive Communication is a two way street – we state our message clearly and listen carefully to the other person's message.



The Components of Assertive Communication include:

- Direct Message – express yourself clearly and thoroughly; focus on how you feel
- Clear, Even Voice – be careful about the tone of your voice (keep it moderated); avoid mumbling and muttering
- Maintain Eye Contact – Averting your eyes constantly or having no eye contact will show timidity or discomfort, but don't stare aggressively
- Facial Expression and Body Language Matches Words
- Confident Body Posture – you should not be tense, but be mindful of your posture
- Use "I" Statements – When you \_\_\_\_ (Describe other person's behavior) then \_\_\_\_ (Describe effect of their behavior on you) and I feel \_\_\_\_ (Describe your feeling).





## Annexure 7: Evaluation

Unit 13 – Sexual Abuse Prevention	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
What do you know about sexual abuse?	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Red Flags	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
How would you refuse?	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Reducing the risk of sexual abuse	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Assertive Communication	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Overall Score</b>	<b>1 2 3 4 5</b>		



## *Annexure 8: Body Talk*

<b>BODY TALK</b>	<b>STRONG “NO!”</b>	<b>STRONG “YES!”</b>
<b>Body shape</b>	Square shoulders	Square shoulders
<b>Facial expression</b>	Straight face	Smile
<b>Eye contact</b>	Eye to Eye (steady)	Eye to Eye
<b>Head</b>	Shaking head	Nodding head
<b>Hands</b>	At sides (steady)	Hugging, open
<b>Words</b>	“NO!”	“YES!”
<b>Tone</b>	Hard and low	Soft and clear
<b>Volume</b>	Out loud	Out loud
<b>Repetition</b>	Say “NO!” again	Say “YES!” again



## *Annexure 9: Body Talk Sentences*

- ❖ These biscuits are really good. Can I have yours too?
- ❖ I want to kick the ball around with you, but I can't find a ball anywhere. Let's go take that kid's ball.
- ❖ I won't tell that you took that candy if you make my bed for a week.
- ❖ I'll hurt you if you tell anyone what I did. You must promise not to tell anyone.
- ❖ You think that pencil is so special just because your mom gave it to you – what's so great about it? Let me use it to do my homework.
- ❖ I didn't feel like doing my math homework last night. Let me see your answers.



## *Annexure 10: Game Questions*

1. What is sexual abuse?
  - **Correct Response:** Any sort of non-consensual sexual contact.
2. It is not considered sexual abuse if you have sex with someone under the age of 18 as long as they agree. (True or False)
  - **Correct Response:** False
3. Sexual abuse never happens to males. (True or False)
  - **Correct Response:** False
4. Which of the following are examples of sexual abuse?
  - a) Forced kisses, hugs, or holding
  - b) Someone showing you their private parts
  - c) Inappropriate sexual talk
  - d) Someone asking you to show your private parts
  - e) All of the above
  - **Correct Response:** E – All of the above
5. Anyone who does any of these things is called a sexual abuser (True or False)
  - **Correct Response:** True
6. It is not considered sexual abuse when a doctor treats you, or when house parents help young children bathe. (True or False)
  - **Correct Response:** True
7. The abuser usually works to gain your trust before any abuse happens. They work to make you feel special. (True or False)
  - **Correct Response:** True
8. Usually the person who abuses you is a complete stranger. (True or False)
  - **Correct Response:** False

9. Very few people report abuse because of fear, guilt, and embarrassment. (True or False)

- **Correct Response:** True

10. If you are feeling uncomfortable, it is important to tell a trusted adult. (True or False)

- **Correct Response:** True



## *Annexure 11: Red Flags*

**Red flags are small signs in a person’s behavior or communication that tell you things are not OK.**

- Red flags can be things that are said or done that make you feel like the person you are with is not safe or cannot be trusted.
- A red flag is sometimes described as a small voice inside of you or an “uh-oh” feeling that is warning you that something isn’t right and to be careful.

**It’s a red flag if the person you are with:**

- Is much older than you and wants to go out with you or “get to know” you
- Has a reputation for being a “player”
- Makes suggestive remarks about your clothes or your appearance
- Ignores, interrupts or makes fun of you
- Sits or stands too close to you or stares at you
- Drinks too much or uses drugs
- Tries to get you to use drugs or alcohol
- Tries to touch or kiss you or gets into your “personal space” when you barely know him/her
- Wants to be alone with you before getting to know you
- Does what he/she wants without asking what you want
- Gets angry or sulks if he/she doesn’t get what he/she wants
- Pressures you to be alone together
- Pressures you to have sex
- Tries to make you feel guilty for saying “no”

Write down any other things that are red flags for you:

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