



Every Student Matters, Every Moment Counts

Morton School District #214

PO Box 1219

Morton, WA, 98356

P: 360-496-5300 F: 360-496-5399

www.morton.k12.wa.us

Morton Jr/Sr High School

152 Westlake Avenue

P: 360-496-5137 F: 360-496-6035

Morton Intermediate School

152 Westlake Avenue

P: 360-496-5137 F: 360-496-6035

Morton Elementary School

400 Main Avenue

P: 360-496-5143 F: 360-496-0327

Grade: 9th Grade ▾ Content: Sex Education ▾

Title: It Wasn't My Fault

Publisher: A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

NSES Alignment:

- PS.12.CC.4 – Explain why a person who has been raped or sexually assaulted is not at fault.
- PS.12.IC.1 – Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, or assault.
- PS.12.AI.1 – Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.
- PS.12.AI.2 – Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.

Advance Preparation: Set up panelists.

Learning Objective: By the end of this lesson, students will be able to:

1. Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. [Knowledge, Skill, Attitude]
2. Name at least two types of power differential in relationships and their implication for the relationship. [Knowledge]
3. Describe at least two ways in which an unhealthy relationship can become a healthy one. [Knowledge]
4. Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]

Procedure:

Step 1: Introduce the topic by distributing the index cards and saying, "As you know, today's class is going to deal with a very serious and sensitive topic: rape and sexual abuse. We are lucky to have some generous and brave guests with us today who have survived rape and sexual abuse. They're here to share their stories [and to answer questions you may have]. Both [all] the panelists will speak, and then we will open it up to questions and answers – so you may wish to use the index cards I gave you to write down any question you may have as they're speaking to make sure you remember it when it's time."

Step 2: Thank the panelists for sharing their stories. Ask the class whether they have any questions, and facilitate the question/answer session.

- Who in your life did you go to for support? In what ways did they help you get through this?

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- Did anyone imply or say straight out that they thought it was your fault that this happened to you? If so, how did you respond to that?
- How have you been able to get from where you were when this first happened to where you are today, able to speak publicly in front of a group about what happened?
- What is one thing you want to be sure these 9th graders remember about rape and sexual abuse after you've left?

Step 3: Thank the panelists again. Tell the class that sometimes it's difficult to talk about these things in a group, so you're going to give them the chance to think about and share their reactions to what they just heard individually.

Distribute the reaction sheets and ask students to complete them individually and in silence. Let them know they will have about 5 minutes in which to complete their sheets. Ask students to turn their sheets face down when they are done so you know they have finished.

Step 4: Tell the students that if they still have anything left over from the presentations they wish to talk about, the school counselor is available to support them. Explain that their homework assignment for the next class will be to find two websites that a person who has been sexually abused or assaulted can go to for resources and support. Distribute the homework assignment.

Step 5: Go around the room and ask the pairs to share what they came up with as specific steps or things their couple needs to do to make their relationship healthy. Paraphrase their share characteristics and write them on the board beneath the "healthy relationship" sign.

Recommended Assessment of Learning Objectives at Conclusion of Lesson: The discussion and participation of the class is the assessment.

Homework: n/a