

## Year Two Lesson for Grades 9 through 12

- Preparation:** Educators, catechists, youth ministers, and other caring adults should prepare by reviewing the entire lesson plan and by reading *Teaching Touching Safety: A Guide for Parents, Guardians, and Other Caring Adults*. Then, follow the instructions to complete as many of the activities as possible in your allotted amount of time.
- Activity #1:** Play the introductory video to begin the lesson.
- Activity #2:** Review the vocabulary words and definitions with your students.
- Activity #3:** Recognizing relationship boundaries.
- Activity #4:** Learning when and who to tell—discussion.
- Prayer:** A suggested (optional) prayer is provided at the end of the lesson. If you wish, you may use this prayer to conclude this lesson with your students.
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### Preparation for completing this lesson:

- Principle:** Setting limits and honoring them can help keep young people safe from harm.
- Teenagers must learn to recognize risky situations, identify dangerous people and if necessary take the appropriate actions in order to protect themselves.
- Goal:** To assist parents, guardians, and other caring adults in teaching young people how to prevent or reduce the chances of sexual abuse or sexual violence of any type.
- Objectives:** To help teens further develop their ability to identify, define, and honor appropriate boundaries in different types of relationships and under different types of relationship conditions:
- They can say “no” when they feel uncomfortable or confused by how another person is acting or when they are asked (or encouraged) to do something they know is wrong—even if the person is a friend or someone else that they love and trust.
  - They should honor and respect the wishes of others who don't want to be touched, even when it feels like rejection and hurts their feelings. Learning that others have the right to say “no” and to have their “no” respected is a fundamental part of our character development as we grow into young adults. It empowers us to maintain our own boundaries and to respect and support the boundaries of those around us.
- Upon completion of this lesson, teens should be better able to:
- Identify some simple warning signs associated with date-rape and date-rape or physically incapacitating drugs.
  - Create and implement some rules that will assist teens in staying safe in risky situations.
  - Identify people who can be trusted when something bad, confusing, or uncomfortable happens.

### Dealing with the teens—the key concept is “searching”

This is the age where all the experiences that began with puberty—the physical changes and the developing emotions—are moving rapidly toward the newfound identity of a young adult. The self-consciousness deepens and matures. The world of “children” is now renounced. Teens believe in their immortality and may tend to be reckless in behavior. Although it would appear that they reject authority while defining their own independence, in reality they rely on the strength and support they find in parents and meaningful adults.

Young people of this age primarily identify with their interpersonal relationships. They are beginning to have a stronger concern for others and have many questions about social relationships and decisions making. Safe friends and safe adults are critical at this age

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since teens have a strong need for role models and mentors in whom they can confide. It is also crucial that teens are able to identify unsafe adults and have the skills to effectively deal with them as necessary.

**Important note to teachers**

Parents, guardians, educators, catechists, and other caring adults must become familiar with the dangers to teens and young adults presented by date rape and date rape or physically incapacitating drugs.<sup>1</sup> The terms “date rape” and “acquaintance rape” are sometimes used interchangeably regarding this sexual violation because the implication is that the aggressor and victim know each other and may even be in a long-term relationship. These terms are loosely defined as any form of forcible sexual conduct<sup>2</sup> between two or more people who are friends, a dating couple, spouses, or mere acquaintances—even neighbors. The point is that you don’t have to be “dating” someone to be a victim of “date rape.” You merely have to know who the person is.

In recent years, there is a new aspect of this crime that is occurring more frequently at parties, nightclubs, on college campuses and between couples who are on a date. Drugs commonly referred to as “date rape drugs” or “acquaintance rape drugs” are showing up more and more often. Law enforcement reports have indicated that the number of these cases appears to be increasing and the age of the victims appears to be decreasing, placing high school-age kids at particular risk. Unfortunately, many drug-induced sexual assaults cases are not reported to the police or even to a medical facility. In many cases, the victims often are reluctant to report the incidents because of a sense of embarrassment, guilt, or a perceived responsibility for the assault. In other cases, the victims will fail to make a report because they lack specific details of the sexual assault.

In the past, the drugs that were used in these sexual assaults were only distributed at raves (large, all-night dance parties), dance clubs or bars. Unfortunately, today they are increasingly being sold in schools, on college campuses, or are distributed to guests at “house parties.” Some of the drugs that are produced outside of the United States can even be purchased by teens via the Internet. Others, particularly prescription benzodiazepines, are frequently found in homes. Law enforcement has reported that these drugs are widely available in most large cities and are becoming increasingly available in suburban and even rural communities.

Drug-induced sexual assault has been described by some in law enforcement as the “the perfect crime in a pill.” For instance, a teenage girl out with friends at a house party meets and then mingles with a nice, respectable-looking boy. At some point, the boy secretly slips a drug such as gamma-hydroxybutyrate (or, as it is commonly called, **GHB**) into the victim’s drink. The victim, totally unaware, becomes incapacitated and then is taken by the offender to a private site in the house where she is raped and in some cases is even photographed or videotaped while unconscious. The victim later awakes and is unaware of what has happened, save for bruises, bleeding or the sluggish after-effects of the drug.

In some cases, the victim may only realize 24 to 48 hours later that she has been sexually assaulted, at which time investigative diagnostic testing may be too late. The major problem for law enforcement is that most of the drugs that are typically used in the commission of the sexual assaults are rapidly absorbed and metabolized by the body, thereby rendering them undetectable in routine urine and blood drug screenings. GHB is cleared from the body relatively quickly (in approximately 2 hours). There are no GHB detection tests for use in emergency rooms, and many clinicians are unfamiliar with it, so many GHB incidents go undetected.

**The drugs and the offender**

Child sexual abuse has long been connected with the abuse of substances—primarily alcohol or beer. The molester will frequently use these substances to lower the victim’s inhibition and, in some cases, to render the victim incapacitated. Because alcohol and marijuana have a tell-tale smell, molesters will in some situations use drugs such as Ecstasy or GHB, in order to incapacitate their victims.

The drugs most often implicated in the commission of drug-facilitated sexual assaults are: GHB, Rohypnol, Ketamine, MDMA, and Soma, although others, including other benzodiazepines and other sedative hypnotics, are used as well. These drugs often render victims unconscious—an effect that is quickened and intensified when the drugs are taken with either alcohol or beer. Because of the sedative properties of these drugs, victims often have no memory of the sexual assault, only an awareness or sense that they were violated.

**GHB**—is identified under the federal Controlled Substances Act as a Schedule I drug. It acts as a powerful central nervous system depressant and is used illicitly for its euphoric and sedative effects. Some of the street names are: G, Cherry-meth, Everclear and Fantasy.

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<sup>1</sup> [www.womenshealth.gov](http://www.womenshealth.gov), U.S. Department of Health & Human Services March 2004; *Date Rape Drugs*, [www.teenadvise.about.com](http://www.teenadvise.about.com); *Date Rape Drugs*, [www.coolnurses.com](http://www.coolnurses.com); *Acquaintance Rape Drugs*, Humility of Mary Health Partners [www.hmpartners.org](http://www.hmpartners.org).

<sup>2</sup> Forcible sexual conduct generally describes forcible sexual intercourse or any other form of forcible sexual penetration including oral sex, which many teenagers and young adults do not consider to be sexual conduct.

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**Rohypnol**—is a powerful benzodiazepine that is up to 10 times stronger than Valium. Some of the street names are: Forget pill, Landing gear, Mexican valium, Mind eraser and Rope,

**Ketamine**—or ketamine hydrochloride is a Schedule III drug under the Controlled Substances Act. It is a dissociative anesthetic that has a combination of stimulant, depressant, hallucinogenic, and analgesic properties. Some of the street names are: cat valium, Jet, K, Super C and Vitamin K.

**MDMA**—or methylenedioxyamphetamine is a synthetic drug that can produce both stimulant and mild sensory-altering effects. It is similar to the stimulant amphetamine and the hallucinogen mescaline. Some of the street names are: Ecstasy, X, XTC, and Clarity.

**Soma**—is the commonly known trade name of the drug carisoprodol. This drug is a prescription muscle relaxant and central nervous system depressant. Some of the street names are: D, D's, Dance, and Dans.

In the commission of these crimes the offenders will use drugs that are available to them. Some may use their own barbiturate or benzodiazepine prescription, while those employed in the health care field may use various hypnotics or sedatives already in their possession. There are even simple instructions on the Internet for making or utilizing many of these products. Because of the sedated condition of the victim, the molester or offender rarely displays physical violence during a drug-facilitated sexual assault. One commonality though is that the offenders in these cases rarely display any remorse for the victim.

Drug-induced child sexual abuse or the sexual assault of a teen is a violation of federal and state law. Most of the drugs that are typically used in these sexual assaults—GHB, ketamine, and Rohypnol—are designated as controlled substances under the federal Controlled Substances Act of 1970. The federal Drug-Induced Rape Prevention and Punishment Act of 1996 provides penalties of up to 20 years imprisonment for persons who intend to commit a crime of violence (including rape) by distributing a controlled substance to another individual without that individual's knowledge.

National and local victim service organizations have responded to the problem of drug-induced child sexual abuse and assault by developing campaigns to raise awareness in the community. Hopefully, with awareness on this issue and with the education of potential high-risk teenage and young adult victims, prevention is possible.

Once one of these drugs is ingested, the victim becomes drowsy and may even be rendered unconscious. Even after the victim awakens; he or she may not remember what happened as most of these drugs will cause a type of amnesia. If the drugs are mixed with alcohol, the effects are even more dramatic and can cause additional health problems—even death. If one believes that he or she may have been drugged, there are warning signs—some of which include:

- Suddenly feeling a lack of control or feeling disoriented, dizzy, or nauseated after drinking a soft drink, or a glass of water.
- Waking up feeling confused, disoriented, fuzzy headed, and experiencing memory loss, and you cannot account for long periods of time. You may remember taking a drink of something, but you can't remember what happened after that.
- Waking up in a strange place—a hotel room, a stranger's apartment, or a college dorm room and you can't remember how you got there.
- You feel like you've been physically violated or touched but you can't remember what happened.

Teens must be encouraged to tell somebody if they believe that they have experienced any of these warning signs. Unfortunately, many teens may be reluctant to do this. For example, speaking up may mean admitting to one's parents that he or she went somewhere that their parents told them not to go or that they were drinking alcohol when their parents had forbid them from doing so. A teen who believes that he or she has experienced one or more of these warning signs should be reminded that, as in the case of child sexual abuse, whatever happened—it wasn't the victim's fault! If any of the warning signs are present, immediate medical attention is the only way to determine what may have happened and to preserve any evidence of the crime that was committed.

**The best way for teenagers to protect themselves from any kind of date rape or physically incapacitating drug is:**

- NEVER accept an open drink from anyone at a party or teen club. Only drink a beverage that was in a sealed bottle or can and one that you have opened yourself.
- NEVER leave your drink or beverage unattended at a party. If you ask someone to watch your drink for you, make sure that person is absolutely trustworthy. And, merely being *acquainted* with someone doesn't make that person trustworthy.
- NEVER go to a house party or teen club alone. Always go with one or more friends, and make it a point to stick together and look out for each other's well-being.

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- If you begin to feel intoxicated, groggy, sleepy, or nauseated, do not go to the restroom without one of your trusted friends accompanying you. Never allow yourself to be led off anywhere away from the group—even by someone who seems to be trying to help. In a house, always stay in a well-lit open area with your trusted friends and rigorously ask them to help you. Explain that you feel ill, and tell them to call your parents or make other safe arrangements to leave with you immediately.
- NEVER continue to drink anything that has an unusual taste or has an odd appearance.

Physically incapacitating drugs will leave a person in a helpless and often unconscious state. Once in that condition, it is impossible for the victim to resist, escape, or even call someone for help. A teen needs to tell a trusted friend immediately upon believing that he or she is in trouble. Teenagers need to have friends that they can trust to act quickly and do the right thing by contacting a parent if this sort of thing should occur. Remember, sticking together and acting quickly to call your parents—that's the message that teens need to understand. It can be the difference between a "near miss" and a tragic, life-altering event.

**Additional preparation for teachers**

Many things make each of us different from the person next to us. The more we know about these things, the more self-awareness we have. And the more we know about ourselves and how we operate, the more we can empower others. Boundaries are the limits that define one person as separate from another or from others. A boundary promotes and preserves personal integrity. Boundaries give each of us a clear sense of self and how to function in relation to one another. Boundaries are unique to each individual and they are based on perceptions, personal histories, values, goals, culture, and concerns.

For the most part, we are not consciously aware of the personal boundaries in our lives. We don't think much about how they were established. We just *know* when someone steps over them. However, boundaries bring order to our lives and help us determine how others treat us. With clear boundaries, we are assured that we can protect ourselves from the ignorance, meanness, evil, or thoughtlessness of others.

Boundaries exist in the context of a particular relationship. For example, an appropriate boundary between a husband and wife is not necessarily an appropriate boundary between friends or acquaintances. And, an appropriate boundary between a parent and child is not necessarily the same as an appropriate boundary between a priest, teacher, or counselor and a child. Most people will accept and respect our boundaries if we are clear about them. But, with some people, we must actively defend our boundaries time and time again.

The difficulty in establishing and maintaining boundaries with this age group is that they are moving from dependence to independence and they are confused about who they are. They often define themselves by their friends, activities, accomplishments, looks, and the way they are accepted by others. Telling these young people that there are boundaries will not be enough. They need to understand where the boundaries are and how those boundaries affect everyday life. They need to process this information for themselves—and that can require some time. The adults involved are primarily concerned with safety issues that adolescents may be too self-absorbed to see clearly. And, parents can, and often do, find this learning process difficult and stressful. As parents and caring adults, we must be patient if we want to teach our middle school students how to expand their ability to protect themselves from harm.

One way to raise our own awareness about the boundaries in relationships is by becoming conscious of the *consistencies and inconsistencies* between our beliefs about ourselves and the beliefs others have about us. Prior to teaching your students about boundaries, try participating in Activity #3 using your own life as the example. Look at the influences in your life, both as a young person and now as an adult, in the areas of your beliefs, values, and relationships. How you view yourself is affected by the opinions, beliefs, values, and expectations of others. Activity #3 helps bring this into focus. Review and consider Activity #3 about a week prior to teaching this lesson plan and it will help you be well prepared to present the lesson to your students.

**Activity #1: Play the introductory video to begin the lesson:**

**Note to Teacher:** The introductory video for grades 9 through 12 is designed to open a discussion with teens about touching safety and personal boundaries. The video is approximately seven (7) minutes long and is neither created nor intended as a substitute for the lesson itself. It is merely an introduction designed to "break the ice" among those in this age group and to get everyone talking about the relevant personal boundary and personal safety issues. Importantly, the video will get teens focused on the topic matter, which will help the teacher to facilitate an easy transition into the interactive activities within the lesson. These interactive activities are the critical components where students have a real opportunity to learn how to protect themselves.

We recommend that you watch the video in advance at least a couple of times prior to showing it to your students, so you'll be able to more easily anticipate when the video will end. The video really needs no introduction. Just put it into the machine, and hit "play." If

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you're using a DVD version of the video, you'll select the English or Spanish version and the appropriate age group from a menu screen. If you're using a VHS version of the video, you'll need to "cue" the tape to the correct version prior to your class time.

**Activity #2: Review and discuss the vocabulary words and definitions:**

**Boundaries**—the limits that define one person as separate from another or from others. There are boundaries you can see (like a fence around a yard) and boundaries you can't see with your eyes (like the comfort zone around us that we call our "personal space"). Boundaries vary depending on the relationship with the other person. For example, a boundary between a child and a grandparent is different than the boundary between a child and a teacher or coach.

**Limits**—The point or edge beyond which something cannot go. The furthest edge of something.

**Secret**—Something that is hidden from others or that is known only to one or to a few.<sup>3</sup>

**Respect**—The state of being regarded with honor or esteem—being appreciative.<sup>i</sup> An attitude of admiration, honor, and friendship.<sup>ii</sup> Respect for ones self and others means assuming that each person has value and dignity.

**Harassment**—The act of tormenting through persistent, wrongful behavior that is annoying, offensive, troubling or harmful.<sup>iii</sup>

**Sexual Assault**—Any conduct of a sexual or indecent nature toward another person that includes threatened or actual physical force or that brings on fear, shame, or mental suffering in the victim.<sup>iv</sup>

**Date Rape**—Forcible sexual conduct of any type between two or more people who are friends, a dating couple, spouses, or people who recently met.<sup>v</sup>

**Date Rape Drugs**—Colorless, odorless, tasteless liquids that, when added to soda, flavored drinks, or water, will render a person physically incapacitated or unconscious. These drugs leave the victim physically unable to resist or refuse the sexual or physical advances of another and wipe out any memory of the events that occurred while under the influence of the drug.<sup>vi</sup>

**Stalking**—The act of willfully and repeatedly following or harassing another person in away that would cause a reasonable person to fear for her or his safety or is intended to irritate or intimidate the person for no legitimate purpose.<sup>vii</sup>

**Cyber Stalking**—Using any type of electronic communication including the Internet, text messaging, or email to pursue and harass another person.<sup>viii</sup>

**Activity #3: Recognizing relationship boundaries:**

**Directions:** Remind your students that these lessons are designed to give them the tools to protect themselves when uncomfortable, difficult, or even dangerous situations arise. Tell them that in today's lesson, the class will be talking about boundaries—what they are and how they can help protect us from harm.

**Note to Teacher:** Notice how your students are seated. For example, did they move their chairs closer together or further apart than the chairs were originally arranged? Or, did certain individuals decide to sit farther from the group than to take the last open chair in a row? This is all material you can refer to during the discussion of boundaries. Every one of those actions is related to a self-determined boundary issue.

**Getting Started:** Open the discussion with the students about boundaries by asking them if they know what a "boundary" is. Create some scenarios that will give them ideas about "boundaries" and "limits" and how great a role boundaries and limits play in our everyday lives. For example:

- What kinds of rules must be followed at your house:
  - What are your family rules regarding when your homework must be completed? Are there other activities that aren't allowed until your homework has been completed?
  - How long and how late are you permitted to be on the telephone?
  - Where are you allowed to have food in your house?

<sup>3</sup> The American Heritage® Dictionary of the English Language, Fourth Edition Copyright © 2000 by Houghton Mifflin Company.

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- What are your family's rules regarding computer access?
- What are your family's rules regarding video games?
- Does your family limit who can come into your room and when they are allowed to be in your room?
- Do you expect your best friend to sit next to you at lunch every day?
- Do you want your parents to pretend that they don't know you when you are together at a party or at the mall?
- Can you explain why you moved the chairs, sat closer to some people and away from others, left empty chairs between you and others, etc. when we started this class?

Strong boundaries are essential components to safety. When we are clear about our boundaries, we know how to demand respect from others and can more easily protect ourselves from people who are intent on violating our boundaries.

**Activity #4: Learning when and who to tell—discussion:**

**Directions:** Remind your students that these lessons are designed to give them the tools to protect themselves when difficult or even dangerous situations arise. Tell them that in today's lesson we will be talking about *when* to disclose a dangerous event or situation and *who* to tell when something bad, uncomfortable, scary, or confusing happens to you. Remind them that knowing what to do when someone threatens or violates their boundaries—or the boundaries of a friend—can mean the difference between staying safe and getting hurt.

**One of the essential elements your students must learn is that you must tell a trusted adult if someone violates your boundaries.**

Sometimes reporting this type of inappropriate behavior is the hardest part. Ask your students why disclosing this sort of behavior is so difficult. Listen for the following reasons:

- I think I can deal with it myself.
- I'm not sure *exactly* what happened.
- It was my fault because I went there or because I took a drink.
- I don't want to get anyone in trouble. The person asked me not to tell and I don't want to be a snitch or a rat.
- I don't want to be blamed for what happens if I tell someone. .
- I don't want to upset my parents, family, friends or teachers.

**After students have given a number of reasons, continue the discussion by making the following points:**

- Even if you can deal with the way the situation affected you, telling a safe adult means that the offender has to deal with his or her own inappropriate behavior. And, perhaps, by revealing an incident, you'll be helping to protect someone else from harm.
- Even if you don't know for sure what happened, it is important for you to tell an adult that you trust.
- All of us are human and all of us make mistakes. Even if you placed yourself in a risky situation, it was NOT YOUR FAULT if you were sexually assaulted.
- Telling a safe adult about someone's inappropriate behavior does not get the person into trouble. The person's own inappropriate behavior or crime is what gets them into trouble.



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- It is unfortunate, but common for society to blame the victim when something bad happens. However, there is a vast difference between accepting responsibility for your mistakes or errors in judgment, and the actions and behaviors of people who deliberately harm you for their own personal gratification. Many times people need to point a finger at someone else to avoid confronting their own behavior. Do not let unenlightened people who may want to blame you, stop you from speaking out when bad things happen. If you don't speak up, the person who will continue to get hurt is you or perhaps someone else you know.
- The people who love you will always be upset when bad things happen. It is not your job to protect the adults in your life from being upset. They're not upset at you. They're upset because they love you and someone did something to hurt you.

**Suggested (optional) prayer to end the lesson:**

**Note to Teacher:** This prayer is a variation of an old Catholic traveler's prayer to be said before beginning a journey. Remind your students that life is a journey. Each time they leave their home and go out on their own or with peers, they are traveling. Prayer can help prepare them for each step of their journey and can guide them along the way.

My holy Angel Guardian,  
 Ask the Lord to bless the journey that I undertake,  
 That it may benefit the health of my soul and body;  
 That I may reach its end,  
 And that, returning safe and sound,  
 I may find my family in good health.  
 Guard, guide, and preserve us throughout the day and night.

Amen.

**References:**

Liberia Editrice Vaticana (1997). *Catechism of the Catholic Church (2<sup>nd</sup> Ed.)*. Washington DC: United States Catholic Conference.

United States Catholic Conference (1990) *Human Sexuality: A Catholic Perspective for Education and Lifelong Learning*. Washington, DC: Office for Publishing and Promotion Services.

<sup>i</sup> The American Heritage® Dictionary of the English Language, Fourth Edition, Copyright © 2000, Houghton Mifflin Company.

<sup>ii</sup> WordNet ® 2.0, © Princeton University.

<sup>iii</sup> Merriam-Webster's Dictionary of Law, © 1996 Merriam-Webster, Inc.

<sup>iv</sup> The definitions for Sexual Assault, Date Rape, Date Rape Drugs, Stalking, and Cyber Stalking were originally taken from the following sources in their respective orders: The American Heritage® Dictionary of the English Language, Fourth Edition, Copyright © 2000, Houghton Mifflin Company; SAFE: Sexual Assault Education, [www.rivervision.com/safe/arwhat.html](http://www.rivervision.com/safe/arwhat.html); [www.4women.gov/fag/rohypnol.htm](http://www.4women.gov/fag/rohypnol.htm), A Project of the U.S. Department of Health and Human Services Office of Women's Health, March 2004; Merriam-Webster's Dictionary of Law, © 1996 Merriam-Webster, Inc.; *Cyberstalking: A New Challenge for Law Enforcement and Industry*, August 1999, A Report from the Attorney General to the Vice President of the United States. Because of our interest in making sure the definitions were broad enough to include crimes against minors and to include the way these crimes are generally described across the nation, we've modified the original definitions in consultation with Robert Hugh Farley, M.S., a highly decorated police detective, Deputy United States Marshal, and currently an international child sexual exploitation prevention consultant for INTERPOL who has spent the last 30 years protecting children from killers, physical abusers, molesters and sexual predators.

<sup>v</sup> Ibid.

<sup>vi</sup> Ibid.

<sup>vii</sup> Ibid.

<sup>viii</sup> Ibid.

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