

# Teaching Gender Identity, Violence Prevention, and Safe Dates in the Bilingual Classroom



Texas Association Against Sexual Assault (TAASA)



*This is a teaching guide for secondary school bilingual teachers. It assists teachers in helping students learn about Gender Identity, Safe Dates, and Harassment/Violence Prevention. These lessons could be incorporated into your Human Growth and Development /Health classes.*

*We welcome any and all comments and appreciate your input.*

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# Gender Identity





# Lesson Plan: Gender Identity

**Length:** 1 hour

**Suggested Group:** Adaptable to various sizes of groups, grades 6-8.

## Objectives:

1. To recognize how gender roles are learned.
2. To acknowledge cultural differences in gender role expectations.
3. To learn about the possible disadvantages of strict gender boxing.
4. To learn about the possible obstacles in juggling cultural gender expectations.

## By End of Class Students Will:

1. Have a clear understanding of how gender roles are assigned and enforced.
2. Will have a clear understanding of how cultural differences affect gender expectations.
3. Will have a clear understanding of the benefits of gender equity and the possible risks of gender boxing.

## Materials Needed:

- Exercise sheets
- Butcher paper/flipchart sheets
- Tape, markers
- “Gender Adjectives” activity sheet (pg. 7), copied on two different colors of paper and cut along lines

## Vocabulary Words:

- Gender: one’s sex (male or female).
- Gender boxing: narrowly defining gender roles.
- Gender labels: any personality trait that is gender specific.

## Palabras de Vocabulario:

- El Género: el sexo-masculino o femenino.
- El límite género: definiendo estrechamente el deber del género.
- El género que marca: cualquier parte de la personalidad que es género específico.

## Outline of Presentation:

1. Gender Adjectives Activity (15-20 minutes)
2. Give definitions and pronunciation of unfamiliar words. (5 minutes)
3. Times Have Changed Activity (20-30 minutes)
4. Discussion questions, if time permits



# Gender Adjectives Activity

**Duration:** 15-20 minutes

**Facilitation Method:** Individual participation and group discussion \

## Material & Preparation

- Two sets of “Gender Adjectives” (preferable in two separate colors)
- Male and female symbols or silhouettes on flip chart sheets
- Tape

## Instructions:

1. Tape male and female symbols/silhouettes on different sides of the room.
2. Divide the class into two groups and have them stand by either the male or female symbol/silhouette.
3. Pass out one set of gender adjectives to each group.
4. Have students each take at least one gender adjective word (is OK if they have more than one).
5. Once all of the words have been distributed ask the students to think of the gender their group was assigned and decide what gender adjectives there were given match the gender symbol/silhouette they are standing by.
6. Have students tape the gender adjectives that match to their gender on the symbol/silhouette.
7. If desired, **practice synonyms** by having students read out loud the word that they placed and ask them to think of a synonym.
8. Using discussion prompts, discuss how social expectations and cultural differences sometimes box boys and girls into rigid roles that are limiting for both.

## Discussion prompts

- Have the students identify those words that are shared by both groups, and those that were not.
- Question whether or not the missing words might also be assigned to the gender and why.
- How might our assumptions be unfair? How might our expectations be unfair?



# Gender Adjectives Cutout List

**Helpful**

**Leader**

**Nice**

**Boss**

**Strong**

**Smart**

**Fearless**

**Caring**

**Tough**

**Cleaner**

**Smart**

**Worker**

**Sexy**

**Flirt**

**Cook**

**Emotional**

**Aggressive**

**Passive**



# Times Have Changed Activity

**Duration:** 20-30 minutes

**Facilitation Method:** Small and large group discussion

## Materials & Preparation

- Four flip chart sheets with one of the following headings on it.
  - Men before/Men now
  - Women before/Women now
  - Men in (pick a familiar country)/Men in the United States
  - Women in (pick a familiar country)/Women in the United States

## Instructions

1. Divide the class into four groups. Assign each group one of the following heading topics. Ask each group to nominate a reporter to document the group's responses on the flip chart.
2. Ask the groups to make a list of responses for their headings.
3. After the groups have completed their lists, have each group present their list to the class.
4. Using discussion prompts, discuss gender expectations.


## Discussion prompts

- How was your grandmother's or grandfather's experience different from yours?
- How have men's and women's roles changed throughout time?
- How do gender roles differ from culture to culture?
- How do gender expectations of this country differ from those of others, and what problems might this present for a person trying to function within two cultures?
- Why do you think gender expectations are different in different countries?
- Why do you think gender expectations change over time?
- What makes gender expectations change?

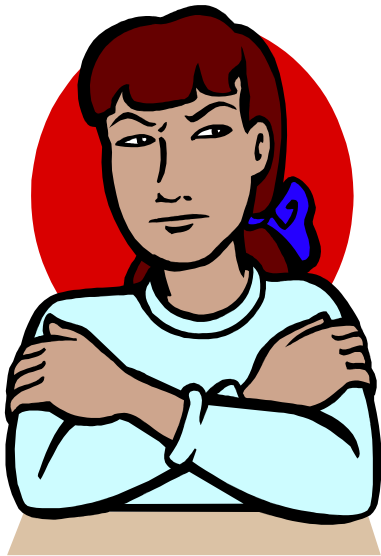


## **GENDER IDENTITY DISCUSSION QUESTIONS**

1. Have you ever considered how you systematically developed your gender identity?
2. How is your gender identity still informed or affected by your experiences growing up?
3. What message do you send to others regarding what it means to be a "boy" or a "girl"?
4. How did/has your schooling play in your understanding of what it means to be a boy or a girl?
5. Have you ever been made fun of because you said or did something that was not considered "masculine" or "feminine"? How did it make you feel? How did you react? Could you have reacted differently?
6. Have you ever ridiculed someone else for doing something you didn't consider "masculine" or "feminine"?
7. Discussion item: What would be some characteristics of an ideal female and an ideal male? How are they similar and how are they different?



# Feelings and Violence Prevention





# Lesson Plan: Feelings and Violence Prevention

**Length:** 1 hour

**Suggested Group:** Adaptable to various size groups, Secondary School Students (ESL).

## Objectives:

1. To learn about the general effects of sexual harassment.
2. To recognize how sexual harassment affects us emotionally.
3. To learn the difference between passive, aggressive, and assertive responses to harassment and bullying.

## By End of Class Students Will:

1. Have a clear understanding of how gender bullying affects the physical, academic, and emotional wellbeing.
2. They will learn how to respond assertively and where to go for help.

## Materials Needed:

- Feelings thermometer exercise sheets (one for each student)
- Damaging Effects of Sexual Harassment handout (one for each student)
- Sexual Harassment Report Scenarios
- Sample Report Form (one for each student)
- Sample No-Contact Statements

## Outline of Lesson:

1. Feelings Thermometer Activity (15-20 minutes)
2. Give definitions and pronunciations of unfamiliar words (5 minutes)
3. Discuss the Effects of Sexual Harassment Handout (5 minutes)
4. Use “Sexual Harassment and Stalking Scenarios Activity” to learn how to respond if student is being sexually harassed or stalked. (20-30 minutes)



## Feelings Thermometer Activity

**Duration:** 15-20 minutes

**Facilitation Method:** Group

### Material & preparation:

- Copy of “Feelings Thermometer” for each student

### Instructions:

1. Hand out a "Feelings Thermometer" to each student, and ask that they identify the appropriate feeling in response to the following situations:

Someone makes fun of you.

Someone shows you respect.

Someone makes a sexual comment about you in front of others.

Someone says something nice about you.

Someone makes a comment about a private part of your body.

Someone takes up for you when others attack you.

Someone makes a kissing sound as you walk by.

Someone writes a note about what a great student you are.

Someone writes something about you in the restroom.

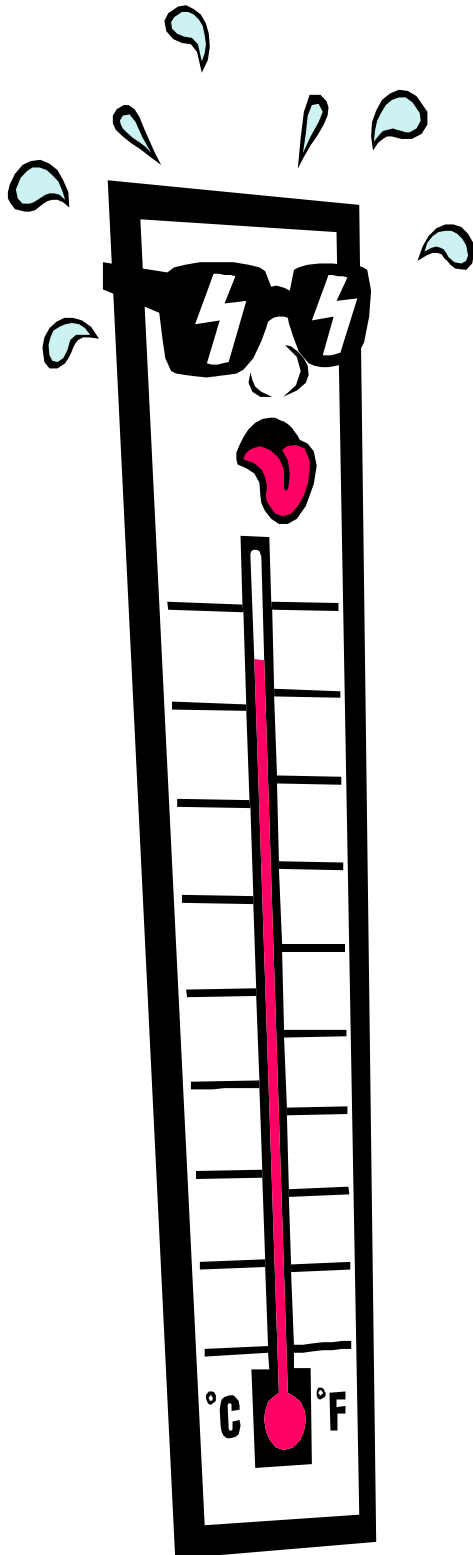
Someone apologizes to you for something bad that they did.

Someone calls your house everyday, and at all hours.

Someone asks if it is ok to call your house before they call.



# FEELINGS THERMOMETER



Angry

Hurt

Embarrassed

Proud

Happy



## Vocabulary Words

**Acquaintance:** Someone you have some degree of familiarity with.

**Rape:** Sexual acts that you did not consent to.

**Peer Pressure:** When your friends or social group influence your actions.

**Rape Crisis Center:** A free and confidential place to receive help if you have been sexually victimized.

## Palabras de Vocabulario

**Fechas:** Alguien usted tiene algún grado de familiaridad.

**Violacion:** Los actos sexuales que usted no consintió.

**Presión por sus Iguales:** Cuando sus amigos o el grupo social influyen sus acciones.

**El Centro de la Crisis de Violacion:** Un lugar libre y confidencial donde puede recibir servicios si usted ha sido hecho víctima sexualmente.



# **DAMAGING EFFECTS of Student Sexual Harassment Handout**

## **PHYSICAL EFFECTS**

Frequent illness  
Sleeping problems  
Eating disorders  
Headaches & stomach ailments

## **EMOTIONAL EFFECTS**

Isolation & withdrawal  
Anger  
Low self-esteem  
Loss of trust in others

## **ACADEMIC EFFECTS**

Tardiness  
Absenteeism  
Inability to concentrate  
Lower grades  
Switching classes  
Dropping classes  
Damaged reputation  
Loss of friends  
Changing schools  
Loss of trust in educational system  
Dropping out of school



# Sexual Harassment & Stalking Activity

**Duration:** 20-30 minutes

**Facilitation Method:** Group and Individual

## Material & preparation:

- One copy of “Sample No-Contact Statements.”
- One copy of “Sexual Harassment and Stalking Report Form” for each student.

## Instructions:

1. Read the first scenario. Ask the students how they would handle the situation. Look at the “Sample No-Contact Statements” sheet. What No-Contact Statement might the students use in a situation like scenario 1.
2. Ask students to practice saying the no-contact statements. Encourage them to modify the words and individualize their expressions.
3. Ask the students to translate the no-contact statements into their second language and share how the meaning may be altered.
4. As a class, verbally complete the “Sexual Harassment and Stalking Report Form.”
5. Read the second scenario. Ask the students how they would handle the situation. Look at the “Sample No-Contact Statements” sheet. What No-Contact Statement might the students use in a situation like scenario 2.
6. Ask the class to complete the “Sexual Harassment and Stalking Report Form” on their own for Scenario II.
7. Discuss the following:
  - Why do words hurt?
  - How can we stand up for ourselves without hurting others?
  - Where can we go for help?
  - How can we help others?



## Sexual Harassment and Stalking Scenarios

### I.

Every time Melissa passes by the junior hallway, Brad and his friends make "moo" sounds in front of everyone entering Mr. Jacobson's class. During lunch Brad always finds any excuse to pass by Melissa's table to make a comment about her breasts. He has done this since the beginning of the semester. Melissa is so upset about this humiliation that she has changed the way she dresses, and has begun to take the long route to her classes in order to escape Brad's abuse. Because of this she is now arriving late to some of her classes and she is too embarrassed to tell her teachers what is happening. She has begun to think about skipping school altogether.

### II.

It's been three weeks since Maria broke up with Jesse. At first, he used to call her every day to try to get her to go back to him, but she refused. Lately, someone has begun to call her home every afternoon after school. When she says "hello," they hang up. At school someone has begun to write the word "slut" on her locker. Even though she hasn't talked to Jesse in all this time, she still runs into him every time she goes out. He just always seems to be there. Her friends have overheard Jesse say that Maria will always be his, and that no one else will ever touch her. The last two Saturdays, while her parents were out she saw Jesse parked on her block, a couple of houses down. Maria thinks Jesse is responsible for the calls and her locker, and she feels like a prisoner in her own house, she feels like he is watching her every move.



# Sample No-Contact Statements

- *I don't want to go out with you anymore. Stop calling me, and stop following me around.*
- *It's over and it's time to move on. I'm not going to change my mind so you need to let go. If you don't stop harassing me I'll have to report you.*
- *What we had is over and I want you to leave me alone. Stop asking my friends about me and stop trying to get me to go back with you. Many people know about what you are doing and you need to stop it now.*
- *What you are doing is harassment; it's wrong and it's against the law. If you don't leave me alone, I will report you to (school security, principal, and police).*
- 
- 
- 
- 
-



# Sexual Harassment and Stalking Report Form

Date:

From:

To:

(Teacher, Counselor, Principal)

**RE:**

(Sexual Harassment or Stalking)

The following is a summary of what has been done to me. It includes: what happened - where it happened - when it happened - how many times it happened - who is responsible - and who else might have seen or heard what happened to me.

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{ } I confronted this person on \_\_\_\_\_ (date).

{ } I have not confronted this person.

{ } I already told \_\_\_\_\_.

Signed,

\_\_\_\_\_  
(Student Signature)

# SAFE DATES





# Lesson Plan: Safe Dates

**Length:** 1 hour

**Suggested Group:** Secondary ESL Students

## Objectives:

1. To recognize how peer pressure can compromise safety on a date.
2. To explore risk reduction strategies for safer dating.
3. To understand how to be a more assertive communicator.
4. To learn how to be a supportive friend to a rape survivor.
5. To identify resources for support and assistance.

## By End of Class Students Will:

1. Have ideas about how they can communicate more effectively .
2. Discuss how to take more control in their personal relationships.
3. Recognize how others may exploit their trust or put them in potentially dangerous situations.
4. Have a better understanding of how to be personally supportive to someone who has been a victim and where they might be able to get other assistance

## Materials Needed:

- Safe Dates Activity Game sheets,
- Assertive Communication Activity
- Date Rape Word Search Handout

## Lesson Plan Outline:

1. “Yes/No” Activity (15-20 minutes)
2. Give definitions and pronunciations of unfamiliar words
3. Assertive Communication Activity (20-25 minutes)
4. Date Rape Word Search (if time permits)



## **"Yes/No" Activity**

**Duration:** 15-20 minutes

**Facilitation Method:** Group

**Material & Preparation:**  
none

### **Instructions:**

1. Ask students to answer the following questions with simple “yes” or “no” answers. You can either have the students write a “yes” or “no” or ask the students to verbally give you a “yes” or “no” answer to each of the following questions:
  1. Acquaintance rape occurs when someone you know uses force, threats, or intimidation to get you to have sex.
  2. Only teenagers and other young women are vulnerable to acquaintance/ date rape.
  3. If you say, NO and you are forced into sex, it is considered rape.
  4. If you decide not to fight back because you are scared, is this still considered rape?
  5. Should victims forget about the rape and get on with their lives?
  6. Alcohol use is a significant factor in acquaintance rape.
  7. Alcohol use increases the likelihood that a sexual assault will occur.
  8. The use of drugs such as Rohypnol (Roofies, Rope) and GHB (Gamma-Oh, Easy Lay) is making it even easier to victimize an individual.
  9. Should you expect respect and avoid those who don't show it?
  10. It is OK for a person to touch you even if it makes you feel uncomfortable?
  11. It is OK to leave your drink unattended while you go to the bathroom, dancing, or anywhere else?



## “Yes/No” Activity Answer Sheet

1. Acquaintance rape occurs when someone you know uses force, threats, or intimidation to get you to have sex. **Yes**
2. Only teenagers and other young women are vulnerable to acquaintance/ date rape. **No**
3. If you say, NO and you are forced into sex, it is considered rape. **Yes**
4. If you decide not to fight back because you are scared, is this still considered rape? **Yes**
5. Should victims forget about the rape and get on with their lives? **No**
6. Alcohol use is a significant factor in acquaintance rape. **Yes**
7. Alcohol use increases the likelihood that a sexual assault will occur. **Yes**
8. The use of drugs such as Rohypnol (Roofies, Rope) and GHB (Gamma-Oh, Easy Lay) is making it even easier to victimize an individual. **Yes**
9. Should you expect respect and avoid those who don't show it? **Yes**
10. It is OK for a person to touch you even if it makes you feel uncomfortable? **No**
11. It is OK to leave your drink unattended while you go to the bathroom, dancing, or anywhere else? **No**



# Assertive Communication Activity

**Duration:** 20-25 minutes

**Facilitation Method:** Group discussion

**Material & preparation:**

**Instructions:**

1. Review vocabulary words.
2. Read the brief scenarios one at a time. Have students identify if the scenario is an example of assertive communication, aggressive communication, or passive communication. OR Cut up the scenarios, have students pair up and act out the scenario in front of the class. Then have the class identify if the depicted scenario is an example of assertive communication, aggressive communication, or passive communication.

## Vocabulary Words

**Sexual harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

**Assertive communication:** Direct and confident, without being bossy or overbearing. This person don't let others take advantage of them, yet don't try to control others as well.

**Aggressive communication:** Utilize a bullying or demanding style of communication. They will put their needs or wishes above others and will pressure others to get their way.

**Passive communication:** Apologetic, they will put the needs of others over their own. They are not forceful or certain in expressing their needs or opinions.

## Palabras de Vocabulario

**El Acoso Sexual:** Los avances sexuales importunos, solicitan para favores sexuales, y otro conducto verbal o físico de una manera sexual.

**Comunicación Perentoria:** Directo y seguro, sin ser mandón o molesto. Este persona no permite que los otros se aprovechen de el/ella, mas no controlar los otros.

**Comunicación Agresiva:** Utiliza un intimidar o el estilo exigente de comunicación. Ellos pondrán sus necesidades o los deseos encima de otros y presionarán los otros para obtener su manera.

**Comunicación Pasiva:** Pasivo o lleno de disculpas, ellos pondrán las necesidades de otros sobre su propio. Ellos no son fuertes ni ciertos en expresar sus necesidades ni las opiniones.



## Scenarios

- A friend invites you to lunch, suggesting several restaurants that you both enjoy.
- A friend invites you to lunch and offers to go somewhere she/he hates because she/he thinks that is where you'd prefer to eat.
- A friend invites you to lunch but insists that you eat at a restaurant you dislike because you haven't "given the food a fair chance".
- You graciously accept the lunch invitation with the understanding that you'll find a place you both want to eat at.
- You agree to go to a restaurant you dislike because you don't want to hurt her/his feelings, besides she/he usually pays.
- You tell her/him, forget it! We eat where I want or I won't go at all.
- While on a date, your date tells you she/he wants to have sex with you and asks if you are interested.
- While on a date, your date tells you that you are really sexy and you have really gotten her/him excited. She/he insists that you quit playing games because you know you really want to.
- While on a date, your date hints that she/he is interested in having sex but you aren't clear if that's the message she/he is really trying to give.
- You tell your date that she/he disgusts you and you wouldn't have sex with her/him if everyone else in the world drops dead.
- You tell your date that you find her/him very attractive but you are unsure if you are ready for sex. Then you kiss her/him reassuringly so that she/he knows that you still care for them
- You tell your date clearly, in words and actions, that you are not interested in a sexual relationship.

(May be cut into strips and distributed for role playing)



## Date Rape Word Search Activity

A S M L Z G A C V Q S N N P S  
G S S T O N U L I E U O D I H  
U E S E G H W I R U M I V G O  
J J E E N B O A L I Q S S F C  
O U R E R S M C T T B S F T K  
E T A D P T S C L U T E R L R  
K Y G D H A I E B A N R A U O  
V L I G C V R V L D Q P E A H  
H I I S H I A M E P G E F S Y  
L N M I W C E R N S E D M S P  
S U R V I V O R S P S E T A N  
Y T E I X N A S F G I T L V O  
S S E N S S E L H T R O W S L  
D P J F R B Y W A O A X E K V  
O E S C M Q C C O I K B A F E

ALCOHOL

ASSAULT

DEPRESSION

NIGHTMARES

ROHYPNOL

SLEEPLESSNESS

WORTHLESSNESS

ANGER

ASSERTIVE

FEAR

OFFENDER

SHAME

SURVIVORS

ANXIETY

DATE

GUILT

RAPE

SHOCK

VICTIM

