

Session 6.7

Conflict Resolution Skills; Sexual Abuse and Cyber Assault

Session Overview:

1. Review Session 6.6.
2. Pass out blank question cards only to those students that need them.
3. Present Conflict Resolution PowerPoint with educators acting out scenarios as indicated throughout.
4. Distribute Steps to Resolving Conflict handout.
5. Present Sexual Abuse and Cyber Assault PowerPoint.
6. Conduct the Dollar Bill activity.
7. Distribute the Sexual Abuse Resources handout.
8. Answer question cards.
9. Collect completed Parent/Trusted Adult Connection Forms from Session 6.6: Refusal.
10. Collect completed question cards.
11. Distribute the Parent/Trusted Adult Connection Form for Session 6.7: Sexual Abuse and Cyber Assault or Alternative Inclusive version.

Learning Objectives:

- Participants will recognize and develop strategies for avoiding potentially dangerous situations.
- Participants will recognize techniques used by abusers to entrap victims of sexual abuse.
- Participants will discover strategies and techniques linked to their decision-making and assertiveness skills.
- Participants will understand the importance of continuing to choose abstinence in spite of past experiences.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Conflict Resolution PowerPoint (6.7.2)
- Sexual Abuse and Cyber Assault PowerPoint (6.7.3)
- Do you really know who you're talking to? Video (6.7.3)
- \$100 bill (6.7.4)
- Handouts:
 - Steps to Resolving Conflict (Handout 6.7.2)
 - Sexual Abuse Resources (Handout 6.7.5)
- Parent/Trusted Adult Connection Form Session 6.7: Sexual Abuse and Cyber Assault or Alternative Inclusive version [Session 6.7 I](#)
- Question cards
- Question bag

Classroom Planning:

- Review the curriculum content for this session, specifically the instructions for establishing the rights and responsibilities.
- Make copies of handouts.

The Standards:

- See Appendix E for a list of state and national standards met in this session. Individual State Standards by Request.



Notes:**Educator states:**

We talked last time about making healthy choices in relationships. We also talked about how sometimes you need to say “no” to your friends if they are pressuring you to do something that you are not comfortable with.

We talked about the word abstain. What is the definition of this word?

[To choose not to do something.]

What are some risky behaviors that we mentioned yesterday that you should abstain from? Why is it important to abstain from these things?

Another word we talked about is sex. We used our Decision-Making Scale to weigh out the reasons to have sex as a teenager or not to have sex as a teenager. We talked about how sex as a teenager is very risky and there can be some serious consequences. What are the 3 risks/dangers we went over?

[Pregnancy/father a child, STIs, emotional heartache.]

We went over a few reasons on what can make it hard to say “no” to becoming sexually active. Does anyone remember one of the things we mentioned?

[Be sure to say the media can influence them and make it more difficult because they often fail to show consequences of becoming sexually active.]

What is the word that means to choose to wait and not be involved in any sexual activity until you’re in a faithful lifelong relationship?

[ABSTINENCE-comes from the word abstain.]

This will protect you physically from pregnancy and STIs and you will protect your heart and your emotions.

We then talked about how sometimes we have to say “no” to our friends in a firm way. What is this word we discussed?

[ASSERTIVENESS]

What does ASSERTIVENESS mean?

[The ability to set limits & keep to them; letting others know you mean what you say.]



Notes:

We then practiced how to say no assertively through different skits, right? It's important to know how to say "no" and get out of a potentially harmful or uncomfortable situation *before* you are in it, and you all did a great job with that activity.

Whose choice is it to stand strong against pressure and say "no"? [Your choice]
And we know that,

The choices you make...**NOW** will affect you...**LATER!**

[Let students know that if they need a question card or an extra one to please go see an educator.]



Notes:**Educator states:**

Yesterday we talked about how to be assertive and say “no” in situations where we are being pressured to do something that we are not comfortable with. Sometimes, when you are assertive and stand up for yourself, there can be conflict.

[Ask students]

What is conflict? Conflict has to do with arguments, disagreements, even fights.

Conflict can happen when two people disagree about something. Today we are going to talk about healthy ways that you can deal with conflict when it comes up.

[Show Conflict Resolution PowerPoint. There will be scenarios that the educators will act out in the PowerPoint showing how they can resolve conflict in a healthy way.]

PPT Slides: Conflict Resolution



[Slide 1]



[Slide 2:
Conflict resolution is when
people work together to solve a
problem.]



[Slide 3:
Have you ever had a fight with a
friend or a sibling? What did they do
to upset you?

Did they:

- Get you into trouble
- Tease you or hurt your feelings
- Tell your secrets]



[Slide 4:
(Let student tell their story,
answering each of the questions on
the slide.)

- How did you respond?
- Did you feel angry or hurt?
- Did you yell or ignore the other person.
- What did you say to them?

It's natural to feel hurt or angry when we're disagreeing with someone. But it's important to always try and resolve the problem.]

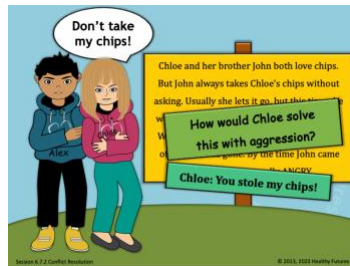
Notes:

PPT Slides: Conflict Resolution**[Slide 5:**

There are three ways that a person can respond when it comes to conflict. Let's look at them;

- First, we have aggression, this is getting your own way.
- Second, avoidance, this is pretending the argument never happened.
- And third, negotiation, this is talking about the problem and agreeing on a solution.

So what we are going to do now is try each of these out in a scenario. I want you all to pay attention and see if you can decide which of the three is the best way to handle a conflict.]

**[Slide 6:**

Chloe and her brother John both love chips. But John always takes Chloe's chips without asking. Usually she lets it go, but this time she was really looking forward to enjoying them. When she went to the kitchen to get the bag of chips, it was gone. By the time John came home, Chloe was really ANGRY.

Educators act out skit using aggression:

Chloe: You stole my chips!

John: No I didn't they were mine.

Chloe: No you stole my chips and I am going to punch you in the face.

John: But

Chloe: (Interrupting John) Oh Shut up John, you always steal my stuff and I am telling mom.

John : But

Chloe: (Interrupting John) I don't care about what you have to say....(Shouts) La, la, la, la!!]

Notes:

PPT Slides: Conflict Resolution



[Slide 7:

How did Chloe use aggression as a way to resolve this conflict?

- After the argument, how do you think John felt? (Frightened, used, disrespected, don't agree but did it their way, etc.)
- Do you think John was heard?
- Did the problem get Resolved?
- Now we are going to look at the same scenario using avoidance as the way to solve the conflict.

Educators act out skit using avoidance:

Chloe: You stole my chips!

John: No I didn't, they were mine.

Chloe: If you say so.

John: But I saw them in....(getting annoyed) Hey where are you going?

Chloe: (Walking away) I don't want to fight with you.

John: We're not fighting.

Chloe: (speaking softly) I just don't want to talk about it.

John: (Yelling out to her back) But!!

Chloe: (Leaves the room.)]



[Slide 8]

Notes:

PPT Slides: Conflict Resolution



[Slide 9:

- Why would Chloe use avoidance to respond to John? (fear, dislikes conflict, to get the situation over with quickly, etc.)
- Was Chloe ever really heard by John?
- Do you think John clearly understands Chloe's point of view?
- Do you think Chloe respects herself?
- Did this technique solve the problem?]



[Slide 10:

Now we are going to use negotiation to solve Chloe and John's conflict.

Educators act out skit using negotiation.

Chloe: You stole my chips!

John: Are you sure they were yours? I thought they were mine.

Chloe: (Thinking) Hummm... Maybe that's because they were close together.

John: Ya, I should have asked which one was your and which one was mine.

Chloe: Well in the future let's agree to put our chips in different places.

John: That is a good idea, that way we won't get confused.

Chloe: Yeah!]

Notes:

PPT Slides: Conflict Resolution



[Slide 11:

- How do you think negotiation worked?
- Do you think Chloe's response kept everything calm? Why?
- Do you think this technique solved the problem? Why?]



[Slide 12:

So what do you all think the best way to resolve a conflict is?

(Wait for students to respond)

YES!! Negotiation]



[Slide 13:

As you read the following slides, try to go over the bullet points *quickly*. These points are self explanatory and don't need much clarification. If time is short, just read the main bullet points.

So now that we know negotiation is the best way to solve a conflict, what are the steps involved.

1. Control your emotions (refer to the slide)
2. Try to understand the other side (refer to the slide)]



[Slide 14:

3. Apologize for any offense you have given (refer to the slide)
4. Find out what each person needs (refer to the slide)]

Notes:

PPT Slides: Conflict Resolution



[Slide 15:

5. Brainstorm solutions that will meet both of your needs (refer to the slide)
6. Pick a solution you both can agree on (refer to the slide)]



[Slide 16:

7. Make a plan to do it (refer to the slide)
8. When you can't reach a solution (refer to the slide)]



[Slide 17:

If you all remember nothing else (which I know won't be the case) remember the Golden RULE: Treat others as you would want to be treated; by:

- Listening to the other person in the same way you want them to listen to you.
- Showing respect to the other person, in the same way you want them to respect you.
- Lastly, staying focused on the problem, not the person.

So repeat it with me: Listen, Show respect and Stay focused. Because the choices you make...NOW, will affect you... LATER!]

Notes:

Notes:**Educator highlight:**

Learning how to negotiate and resolve conflict in a healthy way is not an easy task for adults, let alone teens. Students might need educators to give ideas and support to finish this activity. Make sure that every group that volunteers to share is met with positive feedback and affirmation.

We just spent some time learning about how to resolve conflicts in a peaceful way. I am going to pass out a sheet that will remind you of ways you can deal with conflict situations.

[Pass out Steps to Resolving Conflict (Handout 6.7.2).]

It is important that we put what we have learned into practice so that we know how to use the tools that we have been given today. I'm going to read off a situation where there is a conflict between friends. Remember our Steps to Resolving Conflict handout as we go through the example.



Notes:**Educator highlight:**

Have the class discuss ideas about this scenario.

Educator states:

Mo and his friend Luis want to play video games at Mo's house. Mo wants to play a fighting game and Luis wants to play a sports game.

Mo: Let's go over to my house to play _____ (insert name of war game). I just got it and I heard that it was awesome!

Luis: I just got a game too. I have it in my book bag. I want to play that one. I already played your game last night.

Mo: Hey man, it's my house and my system...

How can Mo and Luis solve this problem and still respect one another?

Let's think together of some ideas.

[Take suggestions from the class and write them on the board.]

You all did a good job in handling that situation between Mo and Luis! It's not always easy to resolve conflict in a positive, healthy way. That's why we say that it helps to practice and think about how you would handle these kinds of situations. Learning the skill of negotiation helps us in our relationships with our friends, our parents and family members, our teachers, and others in our communities.

It's important to have the skills needed to resolve conflict without resorting to physical fighting or emotional abuse. Remember when we talked about healthy relationships with peers and family members? Being able to solve disagreements peacefully is a big part of developing healthy relationships.

Tomorrow we will be talking about the sensitive topic of sexual abuse. If you do not want to participate, let me know and we will work out an alternative assignment.



Notes:

1. Don't take my chips!

Chloe and her brother John both love chips. The problem is John always takes Chloe's chips without asking. Usually she lets it go, but this time she was really looking forward to enjoying them. When she went to the kitchen to get the bag of chips, it was gone. By the time John came home, Chloe was really angry. **How can they resolve this conflict in a healthy way?**

Chloe: You stole my chips!!

John:

Chloe:

John:

Chloe:

John:

2. Not tonight....

Luis wants to go to the movies with his friends this Friday, but his parents have a different idea: they want to have a "family night" and be together by playing games and talking. **How can they resolve this conflict in a healthy way?**

Luis: Mom, I'm not staying home with you guys! I have plans!

Mom:

Luis:

Mom:

Luis:

Mom:



Notes:



3. The Rumor

Marcia has been telling all of her friends that Amy is interested in a boy in her math class. When Amy hears about the rumors, she is really upset and hurt. **How can they resolve this conflict in a healthy way?**

Amy: You are such a liar! Stop talking about me.

Marcia:

Amy:

Marcia:

Amy:

Marcia:

4. Yours and Mine

Josh is busy watching Youtube videos on the computer at home. His younger brother Caleb comes in and tells him he needs it to do his homework. He has an assignment that is due tomorrow. **How can they resolve this conflict in a healthy way?**

Caleb: Josh, you always hog the computer! I need it right now to finish my homework!

Josh:

Caleb:

Josh:

Caleb:

Josh:



Notes:**Educator states:**

For the last part of class, we will be discussing a serious and sensitive subject, but I know you are all mature 6th graders; you can handle this conversation. We will be talking about sexual abuse. Before we begin our topic, I want to remind you of our group rights and responsibilities. We need to remember to be respectful of one another and listen carefully. Remember you can ask to leave or have arrange an alternate activity. If you do have a question, you can write it on the question card and we can answer those questions during our next session together. If you'd like to speak with someone right away, you can talk to your teacher. We encourage you to do that if you need to.

Last session, we talked about saying "no" assertively, right? Well, there are times when saying "no" isn't enough. Someone may try to force you to do something that you do not feel comfortable with. It is important that we talk about this because we want you to be able to recognize situations that are inappropriate or potentially harmful. These interactions can take place in person and on the computer. We are going to talk more in depth about this and how you can be aware and be careful.

[Show Sexual Abuse & Cyber Assault PowerPoint.]



PPT Slides: Sexual Abuse and Cyber Assault



[Slide 1]



[Slide 2:

Unfortunately, sexual abuse is more common than most people realize or are willing to admit. 1 of every 9 girls under the age of 18 experience sexual abuse or assault at the hands of an adult. 1 of every 53 boys under the age of 18 experience sexual abuse or assault at the hands of an adult.

(Source:
<https://www.rainn.org/statistics/children-and-teens>
 RAINN.org accessed October 2022.)

Notes:

PPT Slides: Sexual Abuse and Cyber Assault



[Slide 3:]

Sexual abuse could be described as unwanted or inappropriate touching. Can anyone remember our definition for inappropriate?

Sexual abuse occurs when a person engages in sexual acts with another person without that person's permission. In some abusive situations, an adult has abused a younger child or teen without the younger person even realizing that that kind of behavior was unacceptable.]



[Slide 4:]

Most of the time sexual abuse is committed by someone the victim knows. In many cases it is committed by someone the victim trusts and respects.

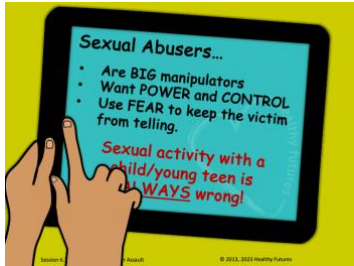
**Each state has a legal age of consent to have sex.*

(Update source:
<https://www.rainn.org/statistics/children-and-teens>

RAINN.org accessed October 2022.)]

Notes:

PPT Slides: Sexual Abuse and Cyber Assault



[Slide 5:

Sexual abuse isn't just physical. Sexual abusers also use a variety of methods to control the thoughts and emotions of their victims.

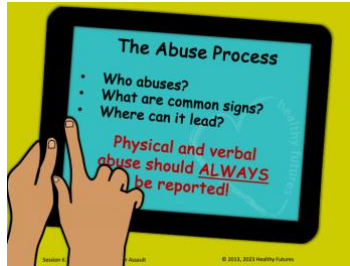
Abusers are great manipulators. A manipulator is someone who can convince another person to do something that they typically wouldn't do on their own. If a peer persuades you to stand on your head during class, one could refer to this person as a manipulator.

Abusers also use power and control to manipulate their victims. For example, the abuser may make the person being abused feel stupid, worthless, and/or responsible for the abuse.

Fear is another form of control. If the person being abused is afraid of the abuser, or is afraid of what the abuser may do, the victim may not tell anyone else about the abuse.

For children and teens, all of these manipulative behaviors can be confusing, and hard to identify.

Note: If a student discloses information about abuse, remember your professional duty to report it within 48 hours. Follow school district policy for reporting suspected abuse.



[Slide 6:

Like we mentioned earlier, most of the adults in your lives have your best interests at heart! However, in some cases there are some who may try to take advantage of these relationships. In many cases, this person is someone that you might know and trust.

Abusers misuse trust and affection to start building inappropriate relationships with their victim. For example, they may invite you to hang out without your parents knowing, they may make sexual comments, or they may want you to do something that you're not comfortable doing.

These behaviors could then lead to inappropriate touching.

Both verbal and physical abuse can be painful and should be reported as soon as possible (refer to handout!).

Notes:

PPT Slides: Sexual Abuse and Cyber Assault**[Slide 7:**

Let's talk about another type of abuse. Cyber assault is an example of abuse that is a result of computerized technology. Have you ever been online and received an unwanted message talking about or depicting inappropriate sexual activities? This is considered abuse!

While the Internet provides an easy way to research homework and chat with friends, it also allows abusers to easily find victims.

Sometimes abusers target young people by posing as a teen on social media sites (e.g. Facebook, Instagram, Tik-Tok) to get personal information about you. These relationships may lead to invitations to meet the abuser. This is called an aggressive solicitation (invitation) and is against the law.]

**[Slide 8:**

WATCH "Do you really know who you're talking to?" video.]

Notes:

PPT Slides: Sexual Abuse and Cyber Assault

**[Slide 9:**

To protect yourself when you are on-line, NEVER give out personal information, especially in your "user profile." Abusers can get the information in your profile and target you.

Another useful way to protect yourself on-line is to NOT accept invitations (friend requests, respond to emails, chat rooms etc.) from people you do not know in person. Oftentimes things like friend requests and invitations to chat from people you don't know are from abusers pretending to be teens.

Technology and the internet can be VERY confusing. If you don't know how to respond to an online relationship/situation, talk with a trusted adult (parent, teacher, police officer etc.). Cyber assault is against the law. If cyber assault happens to you, you must tell an adult immediately.

Additional Information for the Teacher: Many service providers have parental control features that block age-inappropriate content. Child protective software is helpful, too. Parents need to place the computer in a central location in their house where they can monitor what their children see. If you believe someone is trying to exploit a student, notify the police, the FBI, or the local Customs Service office.]

**[Slide 10:**

It is never your fault if you are abused. NO ONE has the right to take advantage of you even if it is someone you know well. If an adult asks you to keep a secret about something that made you uncomfortable, you need to tell someone you trust as soon as possible.

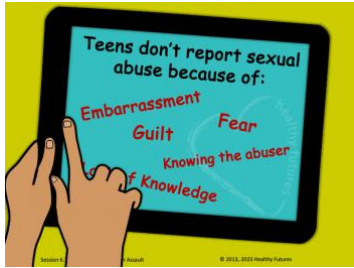
Here are a few more things to remember.

- First, many abusers are abusing more than one person. If you tell the authorities, the other victims will probably speak up too.
- Second, abuse usually happens more than once. If you report the abuse, you might be able to prevent it from happening again.
- Third, if the first person you tell doesn't believe you, tell someone else. Don't give up. Keep telling until someone finally believes you.

Abuse is hard to talk about. Unfortunately, some people would rather pretend that it isn't happening than deal with it.]

Notes:

PPT Slides: Sexual Abuse and Cyber Assault



[Slide 11:]

- Did you know that teens are twice as likely as adults to be the victims of violent crimes and are the least likely to report it? As we've mentioned the victim knows the abuser in many cases. This makes the victim reluctant to report the abuse. Fear, guilt, and embarrassment are often reasons teens do not report abuse. Some victims do not realize that they have the legal right to report abuse. Abuse is always against the law!

Additional Information for the Teacher : *The sexual history of a victim is not admissible at trial. Whether it is testimony about the promiscuous reputation or information about specific instances in the victim's life does not matter; such testimony will not be allowed in the trial. The victim's testimony ALONE is enough for a conviction. Financial assistance is available for victims of crimes through the Crime Victims Compensation Act. This money will cover any actual expense incurred as a result of the crime. For example, a person who has been sexually assaulted may want to receive counseling or may have lost wages because of the crime. These expenses would be covered under the Act.*
(ACOG Educational Bulletin, No.252, October 1998 and National Crime Prevention Council
<<http://www.ncpc.org>>)]



[Slide 12:]

It takes courage to tell someone about bad things that have happened to you. Remember, however, there are many adults around you who want to help. Find someone you feel comfortable telling, and report the abuse as soon as possible.

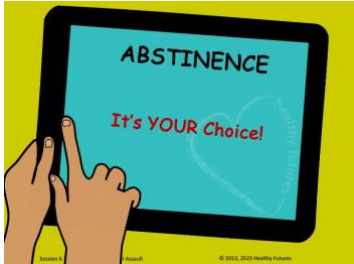
Who can you talk to about sexual abuse? Here's a list! If you don't feel as if you can tell someone in your family, who else could you tell? If you can't tell a family member, you might want to tell someone at school such as the nurse or the counselor.

The numbers listed on your handout and on the screen are other numbers where you can call to talk to someone about sexual abuse. On screen you can call: 1-800-656-HOPE or go to www.RAINN.org and chat with an expert.]

Notes:



PPT Slides: Sexual Abuse and Cyber Assault



[Slide 13:

Can anyone remember the definition for abstinence?

Some victims of abuse feel that since they've been forced into a sexual activity, there is no point in remaining abstinent. Some victims of abuse might make dangerous and unhealthy choices to prevent that kind of hurt from happening again. If you feel this way or know someone who feels like this, talk with a trusted adult.

Intentionally making unhealthy choices is not going to help a victim of abuse heal. It is your right to choose what behaviors you will abstain from. You can control your own actions and behavior. You can't control another person's behavior, but you can report them so they will stop harming you. You can choose to be abstinent even if you have been a victim of abuse.]



[Slide 14:

Let's say I have a \$100 bill. Would you want it? You bet! You could go to the mall and go on a shopping spree.

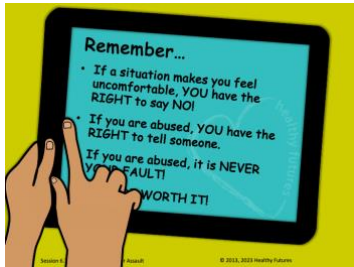
Well, let's say I take that \$100 bill and step on it, rubbing dirt into it. Would you still want it now?

Absolutely!

It still has the same high value it started with. It is still worth \$100 and can be spent in any store.

Did you know that you are like this \$100 dollar bill? No matter how much stuff you've been through or what has been done to you - you still have the same high value; you are still worth even more, this \$100 dollar bill that everyone has been jumping out of their seats to get!]

Notes:



[Slide 15:

We have reviewed some important information that should help you avoid dangerous situations. Remember, if a situation makes you feel uncomfortable, you have the right to say “No.” Remove yourself from the situation. Listen to your instincts and go with your gut feeling. If your instinct is telling you something isn’t right say “No,” and do your best to remove yourself from the situation.

However, if you find yourself being abused, you have the right AND the responsibility to tell someone and get help.]

Notes:

[As the \$100 dollar bill slide of the Sexual Abuse Power Point comes up, do the below activity.]

[Show the \$100 bill.]

Educator states:

I have with me a \$100 bill. **Would you want it?** [Yes!] You could go to the mall and go on a shopping spree or buy a video game or several movies. Well, let's say I take this \$100 bill and step on it.

[Put bill on the floor and step/stomp on it.]

What if I also rubbed dirt all over it...**Would you still want it now?**

[Yes!]

Has it lost any value? Could you still go on that same shopping spree and get what you wanted with it?

[Absolutely!]

It still has the same value it started with. It is still worth \$100 and can be spent in any store.

Did you know that you are like this \$100 dollar bill? No matter how much stuff you've been through or what has been done to you—you still have the same value; you are still worth even more than this \$100 dollar bill that everyone has been jumping out of their seats to get!

Remember, no matter what, **YOU ARE WORTH THE WAIT.**

Notes:

Notes:**Educator states:**

As we mentioned earlier, this is a very serious topic and a lot of things might be going through your mind right now. If you need to talk to someone right now, or you have some questions, we encourage you to write down your questions on the question card or speak with your teacher.

[Pass out Sexual Abuse Resources handout. Explain what is on the handout and how it can be of use to students in reporting sexual abuse and cyber assault.]

[Pass out Parent/Trusted Adult Connection Form Session 6.7: Sexual Abuse and Cyber Assault Alternative Inclusive version [Session 6.7 I.](#)]

