

Recommended Curricula for Sexual Violence Prevention Iowa CASA Prevention Education Committee¹

The Prevention Education Committee studied and approved researched based curriculums that were developed for youth in Kindergarten through 12th grades. Iowa Coalition Against Sexual Assault purchased the following approved researched based curricula for all member Sexual Assault Crisis Centers. In partnership with the Iowa Department of Public Health and local sexual assault crisis centers, IowaCASA is committed to implementing (where available) evidence-based or research-based curricula in the state of Iowa that addresses sexual harassment, bullying, rape prevention, dating violence, and healthy relationships. Certified Sexual Abuse Counselors/Prevention Education Coordinators (as certified by IowaCASA) facilitate prevention education to youth in various settings – churches, schools, youth groups, and/or youth serving agencies.

Grades K through 3rd – Quit it! (*A Teacher’s Guide on Teasing and Bullying for use with students in Grades K-3*). Written by Merle Froschl, Barbara Sprung, Nancy Mullin-Rindler with Nan Stein and Nancy Gropper.

Classroom bullying is more prevalent than many educators think, and experts say it should no longer be tolerated as “part of growing up.” Dan Olweus, a professor of psychology at the University of Bergen in Norway, has researched bullying for more than 20 years. He defines bullying this way: “A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students.”

Grades 4th through 5th – Bully Proof (*A Teacher’s Guide on Teasing and Bullying for use with 4th and 5th grade students*). Developed by Nan Stein, Formulated by Nan Stein and Emily Gaberman, Written by Lisa Sjostrom and Nan Stein, Illustrated by Dominic Cappello.

Bullying, like its older cousin sexual harassment, needs to be addressed as a matter of social justice: it is an affront to democracy and our democratic institutions. Bully deprives children of their rightful entitlement to go to school in a safe, just and caring environment; bullying interferes with children’s learning, concentration, and desire to go to school. Bullying may not be “illegal” in the same manner as sexual harassment, but it may in fact be the fertile *practice field* for sexual harassment behaviors. Whether or not the antecedents of peer sexual harassment in school lie in bullying, its existence in schools deserves our attention and concern. We must name, study, and discuss bullying in a deliberate manner with all children, not just with the bully or his/her targets.

Grades 6th through 12th – Flirting or Hurting? (*A Teacher’s Guide on Student-to-Student Sexual Harassment in Schools 6th through 12th grade students*). Written by Nan Stein and Lisa Sjostrom.

We must employ multi-dimensional approach to combating sexual harassment and introduce the following measures school-wide:

¹ The committee members include staff members from Iowa Coalition Against Sexual Assault, Iowa Department of Public Health, and Sexual Assault Crisis Centers.

1. Age-appropriate, flexible materials. From the start, utilize the appropriate steps that your school or district has designated to introduce new teaching materials. The sexual harassment lesson could be offered in a variety of settings: in English, social studies, or health classes; through the guidance department via discussion groups; or through teacher/advisor sessions.
2. Multiple training sessions. The full staff should attend training that provides, at a minimum, an overview of the problem of sexual harassment.
3. Appropriate in-school interventions. Your school may need to implement various interventions, such as:
 - a. Counseling for students who harass;
 - b. Counseling for students who are in abusive relationships;
 - c. Training peer leaders to conduct workshops for other students;
 - d. Peer mediation programs (with adult presence and participation).
4. Grievances policies and procedures. These should be accessible and readable, written in language and parlance that students, staff, and parents can understand. The due process rights of the accused need to be protected; yet, your policies and procedures need to encourage students to come forward with complaints.
5. Parent and guardian involvement. When appropriate, send a letter home to all parents prior to beginning this sexual harassment unit. Co-sign the letter with the principal. Be sure to indicate that the unit approaches the subject of sexual harassment as a civil rights issue, and not as a matter of sex education or values clarification. Also, consider holding a meeting for the parents to preview portions of the lessons.

Ultimately, a strategy to reduce and eliminate sexual harassment in schools needs to aim at a transformation of the broader school culture. Dealing effectively with sexual harassment is much easier if a school has committed itself to infusing a spirit of equity and including a critique of injustice in its curriculum and pedagogy. We need to view sexual harassment as a systemic problem and treat it with sustained and multi-dimensional education efforts.

Grades 6th through 12th – Safe Dates

Developed by Vangee Foshee

Initial funding for the development of the Safe Dates program came through a University of North Carolina intramural grant. Those funds were used to develop and pilot-test the first five sessions of the curriculum.

Safe Dates is a program to stop or prevent the ignition of emotional, physical, and sexual abuse on dates or between individuals involved in a dating relationship. Intended for male and female middle and high school students aged 12 to 18, the Safe Dates program can stand alone or easily fit within a health education or family or general life skills curriculum. Because dating violence is often tied to substance abuse, Safe Dates also can be used with drug and alcohol prevention and general violence prevention programs.

Grades 7th through 12th – Gender Violence Gender Justice (*An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling,*

and Family and Consumer Sciences). By Nan Stein and Dominic Capello with contributions from Linda Tubach and Jackson Katz, illustrated by Dominic Capello.

The purpose of this teaching guide is to explore power, inequities, and violence in relationships as well as friendship, interventions, justice and courage in relationships. The large subject of gender violence, which includes hazing, sexual harassment, and sexual assault, can be deepened, reinforced and strengthened by connections to and infusion into social studies and humanities courses. Classroom discussions on these topics can be extended beyond a particular lesson through literature, writing assignments, case studies, mock trials and research assignments.

The unique feature of this teaching guide is that it is literature and history based. Going beyond discussions of negative interpersonal interactions, the teaching guide makes use of selections from literature and history to include lessons on the themes of friendship, mutuality, affection, courage and loyalty – some of the qualities that we hope will replace violence and coercion in interpersonal relationships. It is one thing to find books and historical incidents that highlight violence; it is quite another to find literary sources and historical incidents that bring out the positive and allow us to imagine relationships without violence and coercion.

Grades 7th through 12th – Expect Respect

Developed by Barri Rosenbluth and Renee Bradford Garcia

The Expect Respect program works to:

- Support youth in healing from past abuse;
- Raise expectations for equality and respect in relationships;
- Enhance safety and respect on school campuses; and
- Promote youth leadership in violence prevention.

This manual was designed as a guide for facilitating a support group program for middle and high school students on the topic of healthy dating relationships. It was written for school counselors, teachers, social workers, nurses, and other youth service workers and volunteers in schools or other youth settings. The activities and materials were created specifically for students who have had personal experiences with dating or domestic violence.