

High School Prevention Program Description

WISE programming is consistent with federal and state health education guidelines, based on research and best practices to end gender-based violence. Lessons are delivered as part of a 3 or 5 day series within the high school health class. The high school program builds on content, skills and analysis built from previous years of prevention programming with WISE. The strategies of the Prevention and Education Program reflect the Center for Disease Control’s Social-Ecologic Model connecting the individual, relational, community and societal factors that influence real and lasting change.

Program structure for 50 minute classes

Day 1	Historical Timeline
Day 2	Gender Boxes
Day 3	Dating Violence
Day 4	Sexual Violence
Day 5	Consent

Program structure for 90 minute classes

Day 1	Historical Timeline & Gender Boxes
Day 2	Dating Violence & Sexual Violence
Day 3	Consent

Lessons

Lesson 1 - Historical Timeline: By walking through a timeline of global, national and local examples of violence, students will have a context and historical perspective of the cultural foundations of violence. We will emphasize personal responsibilities and violence as a learned (rather than innate) behavior.

Lesson 2 - Gender Boxes: This interactive exercise will outline the current gender assumptions and roles that restrict our ability to be ourselves and perpetuate dynamics of power and control.

Lesson 3 - Dating Violence: Through the analysis of a case scenario, students will recognize the warning signs of violence and dynamics of power and control. Together we will identify tangible opportunities and strategies for bystander interventions and support, and will become aware of the harm in victim blaming.

Lesson 4 - Sexual Violence: Students will participate in an activity defining sexual violence on a spectrum, tying together examples from previous classes. They will be given basic statistics and research to dispel common misperceptions, and identify accessible opportunities and choices everyone can make to prevent sexual violence.

Lesson 5 - Consent: In this session we cover the four principles of consent. Students will leave with a framework for active communication and empathy necessary for healthy relationships and sexual activity. Students will learn the legal guidelines for consensual sexual activities as well as the ethical standards for intimacy.

High School Program Learning Objectives

- Identify and critique traditional gendered expectations.
- Make connections between adherence to gender stereotypes and harm to individuals and relationships.
- Demonstrate the fluidity and social enforcement of gendered norms.
- Identify the realities and dynamics of dating and sexual violence.
- Make connections between gendered expectations and imbalanced power in dating or romantic relationships.
- Identify strategies that some people use in order to take away power and control from others, especially in dating or romantic relationships.
- Build empathy for people who have less power in situations or society.
- Reinforce consent practices and skills for seeking consent from others.

High School Prevention Program - Content Rationale

Individual:

- Individuals who strongly adhere to traditional gendered norms have higher risk for perpetration (Zurbriggen, 2010 & Center for Disease Control, 2017).
- Emotional health and connectedness is a protective factor against perpetration (Center for Disease Control, 2017).
- Empathy and concern for how one's actions affect others is protective against perpetration (Yarnell, L., et al., 2014 & Center for Disease Control, 2017).

Relational:

- Peers are one of the most significant social risk factors in health behavior (Yarnell, et al., 2014).
- Association with sexually aggressive, hyper-masculine, and delinquent peers is a risk factor for sexual violence perpetration (Zurbriggen, 2010 & Center for Disease Control, 2017).

Social:

- Norms that maintain women's inferiority and sexual submissiveness increase perpetration (Center for Disease Control, 2017).
- Norms that support sexual violence increase perpetration (Center for Disease Control, 2017).
- Norms that support male superiority and sexual entitlement increase perpetration (Center for Disease Control, 2017).
- Changing normative attitudes around the acceptability to violence decreases perpetration (Abramsky, 2016).
- Recognition of culturally constructed messages about the roles of men and women and lack of power afforded to women/girls in relationships decreases perpetration (Heise, 1998).

National Health Education Standards

HES 2: Analyzing Internal and External Influences- Students will analyze the influence of culture, media, technology and other factors on health.

HES 4: Interpersonal Communication- Students will demonstrate the ability to use interpersonal communication skills to enhance health.

HES 7: Self- Management-Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

HES 8: Advocacy- Students will demonstrate the ability to advocate for personal, family, and community health.