



Safe
at
Any
Age

*A curriculum designed to educate
elders in pennsylvania communities
about sexual violence.*

Pennsylvania Coalition Against Rape's
Elder Sexual Abuse Awareness Curriculum



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ABOUT THIS CURRICULUM

This curriculum is designed to educate elders in Pennsylvania communities about sexual violence. While the curriculum is intended for anyone over the age of 60, the expectation is that the audience will consist of healthy elders living in a community and not requiring full time health care.

The intended user of this curriculum is the sexual violence center's prevention educator, but professionals from the aging field are also encouraged to utilize this resource if they feel comfortable with the material. As with any curriculum intended to educate potential or past victims about sexual violence, these activities and discussions are intended to empower elders-not frighten them.



TRAINER'S NOTES

Before going into a community with this curriculum:

- * Get to know your local area agency on aging! They provide helpful protective services and can give you information on where to reach out in the community.
- * If you are training at a senior center or similar organization where there is a social leader or other such professional, ask them about the audience and the best learning style, etc.
Ask specifically for advice on talking about sex and sexual violence with this audience.
- * If possible, spend some time at the location of your training and get to know your participants.
- * If this is applicable, train the participants on another topic at an earlier date before talking about a topic like sexual assault.
- * If possible, recruit a senior to assist with your training. This works well and allows seniors to receive a rather awkward training from a peer. Have the elder discuss elder sexual abuse.
- * If possible, recruit police or a SANE nurse-any professional involved with sexual assault-to participate in the training. They will lend authority to the presentation and comfort to elders if they ever have to report or go to the hospital for a sexual assault exam. Sensitize and educate the professional on elder sexual violence.
- * If possible, have a single-gendered audience. It makes talking about sex a little more comfortable for the audience. Male presenters work best in an all male audience and vice versa.
- * Be aware that your audience will most likely be female.
- * Post announcements for your training! Make sure people know the focus of what will be presented, since some potential participants may not want to attend a training where sex is mentioned.
- * Train on site staff about sexual violence.

Potential sites for elder sexual assault training:

- ❖ Senior centers
- ❖ Senior communities
- ❖ Nursing and personal care homes (with a willing audience)
- ❖ VFW
- ❖ Independent living centers
- ❖ Adult Day Care
- ❖ AARP local groups
- ❖ Churches (women's groups)
- ❖ Rotary clubs
- ❖ Hospital volunteer programs, auxiliary groups
- ❖ Ombudsman over 60
- ❖ Walking clubs at local malls or other organizations
- ❖ Restaurants/other hangouts

TRAINER'S NOTES

Some tips for training elders:

- ❖ Eliminate noise disturbances in the room as much as possible.
- ❖ If possible, offer the training mid-morning. This is the best time for most seniors due to sleeping, eating and medication schedules.
- ❖ Consider sight and hearing changes. Most handouts are in a larger font, but remain mindful of potential issues.
- ❖ Try to keep the class size smaller-10 to 15 participants would be ideal.
- ❖ Use concise, simple language.
- ❖ Dress professionally.
- ❖ Speak clearly, slowly and loudly, but not in excess.
- ❖ Allow sufficient time for seniors to process instructions for activities.
- ❖ Provide a comfortable setting with comfortable chairs, a moderate room temperature and appropriate lighting.
- ❖ Bring FOOD!!!! Ask staff for suggestions-elders may have diet restrictions due to conditions such as diabetes.
- ❖ Allow time for personal reflection, but don't let participants take over training.

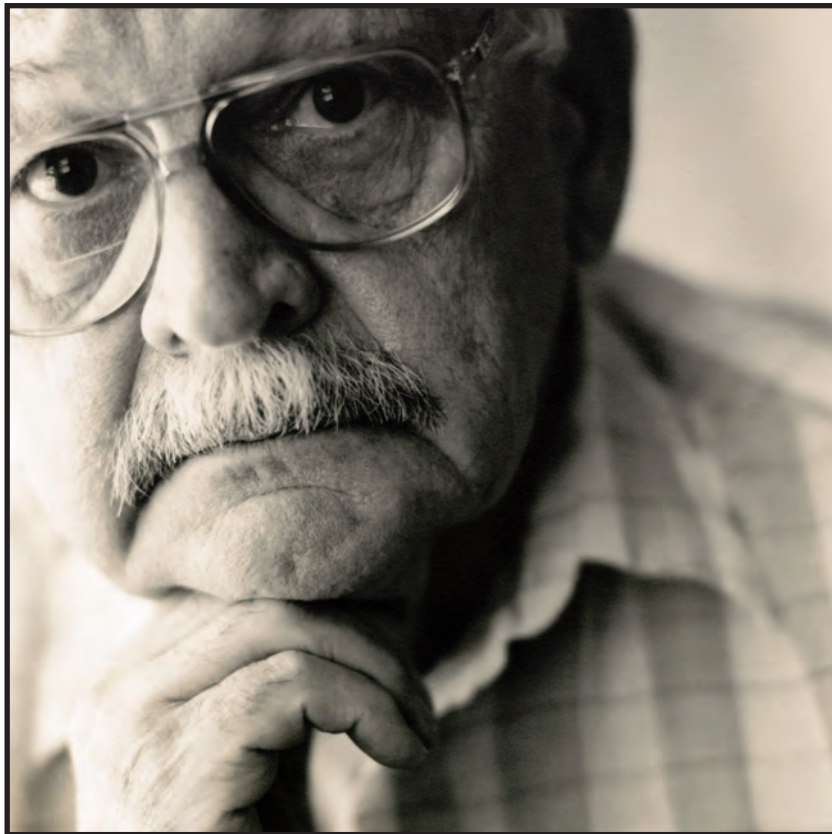
Preparing for Potential Problems:

- ❖ You may have a victim disclose sexual violence - if possible, bring another counselor/advocate with you if possible to speak to the individual in a private setting.
- ❖ Some participants may be illiterate or have difficult reading - be sure to review handouts verbally.
- ❖ Participants may become worried about grandchildren or children in their life - bring materials and/or offer additional training on teen and child sexual assault risk reductions to share after the program or at a later date.
- ❖ Participants may become worried about friends in nursing homes - again, be prepared to address these concerns after the program.
- ❖ You may have an overly chatty audience - try to stay on track as best you can.
- ❖ There may be an offender in the audience either rationalizing his/her behavior or feeling guilty - be prepared for this person to cause conflict and/or walk out of the training. If the person is talking about their reaction in a reasonable manner, plan to talk to them after the program.
- ❖ Participants may defend rape and/or sexual violence due to internalized rape myths - be prepared to address these myths and gently challenge them. You may have to agree to disagree.
- ❖ The training may create fear and paranoia in participants - you are offering safety tips and awareness is part of risk reduction, but no one can prevent sexual violence except perpetrators!

Additional training options for seniors:

- ❖ Crime Victims Compensation
- ❖ Teen and child sexual assault
- ❖ Sexual assault in nursing homes
- ❖ Ask participants for suggestions

CURRICULUM



I. INTRODUCTION

At the completion of this training, your audience should be able to:

1. Dispel myths about sexual violence
2. Explain/define sexual violence
3. Assess their potential for victimization
4. Apply basic tips on staying safe
5. Name the resources available in the community

*You may incorporate any icebreakers or introductory activities that would work well with your group.

Begin program with an introduction:

- ❖ Today we're going to talk about safety, but this discussion may be different from trainings you've received on financial security and keeping your home safe from theft.
- ❖ Today we're going to talk about keeping your body safe.
- ❖ The goal of this program is to give you knowledge, not to frighten you. Think of this information as a flu shot; you don't want to get one, but you need the shot to avoid getting the flu-a far worse fate.

Note: This is an uncomfortable topic for any audience, but it may be extra difficult for this audience. Be prepared to deal with a very uncomfortable, tense audience, and potentially have people walking out of your training. Make sure people have a general idea about the topic of the training, but be patient and incorporate as much humor as possible to lighten the mood and encourage participation.



II. UNDERSTANDING BOUNDARIES

Activity (choose from three)

Objectives:

- define sexual violence
- assess their personal boundaries
- explain violation
- demonstrate trusting their instincts

Pick one of the following options factoring in audience size, ability and attentiveness:

- ask each participant to find a partner
- choose two volunteers from the audience

1. Ask participants incrementally to do the following acts listed below. (If a participant is uncomfortable with the act suggested, she or he should simply take a seat.)

- shake hands
- pat one another on the back
- look into one another's eyes
- put your arms around each other's shoulders
- give each other a bear hug
- whisper "Hello" in one another's ear
- kiss one another on the cheek

2. Walk closer to someone; constantly assessing comfort level. Or stand back to back, walk 5 steps, and walk forward.

3. Choose a volunteer (who is aware of the activity beforehand) and violate his/her boundaries and see how the audience reacts. Lecture on a topic of choice - be certain that it's appropriate for the training so far-maybe you or your agencies background. Do things such as talking or standing too close to the participant, touching her/his arm or hair repeatedly, or other annoying-non violating-actions.

II. UNDERSTANDING BOUNDARIES

Discussion

- Can be done in small groups or with the large group.
- Define boundaries as personal limits for the audience.
 - When people violate your boundaries, how do you feel?
 - Have you ever had a time when someone violated your boundaries? What did you do?
 - ▶ Use examples such as when someone gave you a hug hello you weren't expecting, kissed you on the cheek unexpectedly or sat too close to you and you felt it was inappropriate.
 - It is difficult to let people know they've invaded your space; what do you say? Will it be construed as rude?
 - How do you establish your boundaries? How do you let people know when they've violated your boundaries?
 - ▶ Use examples from the activity-what did participants do to establish their boundaries? (sit down during activity one, move away from trainer in activity three)
 - ▶ Use examples from daily living. Do participants speak up or use body language to establish their boundaries?
- If discussion isn't flowing-presenter can talk about personal reactions when boundaries have been violated.
 - Use examples such as, "I feel physically violated when someone comes into my personal space-even if they don't touch me."
 - End with discussion about how participants should feel comfortable trusting their instincts and speaking up-politely but firmly-when their boundaries are being violated.
 - Ask for examples of ways to state or show your boundaries.
 - ▶ You may use examples of situations such as a conversation with a "close talker" or what would you say if someone kissed you without permission. Time allowing, this can be small group discussion.
 - "You're making me uncomfortable."*
 - Moving away and re-establishing your space*
 - "I would appreciate it if you did not touch me."*
 - Put your hand up at eye level-the universal sign for stop.*

Use care giving situations as an example of establishing boundaries:

- Do people have the right to create a boundary for the gender of her/his caregiver? YES
- Do people have the right to object to improper care giving-like rough washing or feeding, public exposure during washing (leaving the door open to the bathroom), etc.? YES

II. UNDERSTANDING BOUNDARIES

Lecture

- We all have boundaries that are emotional, physical and sexual.
- Sometimes your boundaries are broken and nothing can be done.
- One way boundaries are broken is sexual violence.
- Today we're going to talk about sexual violence.

Optional: Instead of using the word sex or sexual, use the term "hanky-panky" or another word you prefer so this topic is a little more comfortable for people. This should add humor for your audience. Eventually, you can ask the audience if you may use the word sex.



III. UNDERSTANDING SEXUAL VIOLENCE

A. Definitions of Sexual Violence

- ❖ Occurs any time someone does anything of a sexual nature (verbal or physical) without the expressed consent of another person or persons
- ❖ Occurs any time a person is forced, coerced, and/or manipulated into any unwanted sexual activity. We call it sexual violence because it's more than rape or sexual assault.

* Since this is the first time sexual violence is mentioned in the program, it is important-especially for victims in the audience-to stress that sexual violence is never the victims fault, and then briefly talk about free and confidential rape crisis center services for any victim-past or present-of any age. This discussion will happen again in the training, but it is imperative to mention these points immediately to establish a non-victim blaming environment, and to let people know that services are available to help.

Activity

Objectives:

- to define the breadth of sexual violence

Ask the audience to name some acts of sexual violence that aren't considered rape (or don't involve penetration/intercourse)?

- Can be done in small groups or with the large group.
- Examples can include sexual harassment, obscene phone calls, voyeurism, grabbing body parts without permission, sexual comments, sexualized name calling, etc.

Write these acts down on a board if possible.

Discussion

- Before this activity, did participants consider the above actions as sexual violence?
- What are some reactions to these acts?
- Did the audience understand the breadth of sexual violence?

Lecture

Recognizing sexual violence as more than forced intercourse is important because all acts of sexual violence-whether an obscene phone call or being flashed by someone-takes away a person's power, control, and dignity and takes away a person's choice when it comes to sex and sexual acts. If you choose to talk sexually to a person on the phone, that is your right, but being forced to listen to sexual talk on the phone is hurtful and wounding. It is important to recognize these sexually violent acts-no matter how commonly accepted in society-as wrong, illegal and something that is not tolerated.

If You or Someone You Know Becomes A Victim

- **DO** go to a safe place.
- **DO NOT** wash yourself or the clothes that you were wearing at the time of the assault because they are likely to contain evidence. Try not to eat, drink, smoke, brush teeth or go to the bathroom in order to preserve any evidence.
- **DO** call 911 and contact your local Rape Crisis Center - there are friendly, helpful people available 24-hours a day to help you through this time of crisis.
- **DO** seek medical attention - your local Rape Crisis Center will provide free accompaniment to hospitals and doctor's visits if you prefer. It is important to seek care because you are at greater risk for sustaining injury during a sexual assault due to the aging process.
- Please remember, you are not alone. If you have been the victim of a sexual assault, please contact your local Rape Crisis Center. They have trained staff to help you through this traumatic experience. To contact the Rape Crisis Center near you, call 1-888-772-PCAR

III. UNDERSTANDING SEXUAL VIOLENCE

Lecture

Review what happens in the emergency department, highlighting:

- Hospital treatment may be covered by victims' compensation.
- A victim can choose whether or not to talk to the police.
- A victim can choose whether or not to speak with a representative from a local rape crisis center

Discussion

Although these services are available, the reality is that so few people call the police, a rape crisis center or go to the hospital after a sexual assault. What are some reasons for this?

- Retaliation by the perpetrator
- Shame of being raped
- Denial, etc.

It is okay for victims to decide what is best for them.

Free services (medical, emotional, legal) are available and provided by trained staff who will not blame the victim.

Rape crisis services are free, confidential and available to any victim or significant other.

B. Dispelling Rape Myths

Activity

Objectives

- Evaluate rape myths
- Deduce rape myths as being false

Ask the audience to name some stereotypes that exist about rape/sexual assault in our society. You may write these out for participants.

Examples:

- Have you ever heard someone being blamed for being raped because of how she was dressed?
- Good girls don't get raped.
- He's a teenage boy with raging hormones, he couldn't help it.
- Rape doesn't happen in my community

Next, hand participants the Statistics Quiz, explain the directions and allow time for participants to complete the quiz.

After participants have completed the quiz, describe each myth that is untrue and review the source, if necessary, after reading each question and providing the answer to participants.

III. UNDERSTANDING SEXUAL VIOLENCE

Answer Key

1. Nearly 7 in 10 rape and sexual assault victims knew their attacker.

Rennison, Callie, "Criminal Victimization 1999: Changes 1998-99 with Trends 1993-99," Bureau of Justice Statistics, U.S. Department of Justice, August 2000.

Rape myth: Strangers are rapists; I'd never be raped by someone I know.

2. 1 in 4 girls and 1 in 6 boys will be sexually assaulted by the age of 18.

Finkelhor, David, Hotaling, G., Lewis, I., Smith, C. "Sexual Abuse in a National Survey of Adult Men and Women: Prevalence, Characteristics, and Risk Factors." Child Abuse and Neglect, Vol. 14, pp. 19-28, 1990.

Rape Myth: Rape is not a common occurrence; children/boys aren't victims of rape; men who rape men/boys are gay.

3. 1 of every 6 American women and 1 of every 33 American men has been the victim of an attempted or completed rape.

Tjaden, Patricia and Thoennes, Nancy, November 1998. Prevalence, Incidence, and Consequences of Violence Against Women: Findings from the National Violence Against Women Survey. Washington, D.C.: National Institute of Justice, Office of the Justice Programs, US Department of Justice.

Rape Myth: Rape isn't very common; Men don't get raped; Men who rape other men are gay.

4. Two studies found that 50% of women with developmental disabilities who had been sexually assaulted were assaulted 10x or more.

.Valenti-Heim, D., Schwartz, L. 1995. The Sexual Abuse Interview for Those with Developmental Disabilities.

Rape Myth: Only people considered sexually desirable in our society are raped.

5. 1 in 7 married women have reported they have been forced to have sex with their spouse.

Russell, Diana E.H. Rape in Marriage. 1990. Indiana University Press.

Rape Myth: Rape doesn't occur between romantic partners.

6. An estimated 3.5 million women 60 years of age and older are survivors of childhood sexual abuse.

Farris, M. and Gibson, JW. 1992. The Older Woman Abused as a Child: Untold Stories and Unanswered Questions.

Rape Myth: The reason you didn't hear about rape in earlier generations is because it didn't happen.

7. In 1999, only 30% of total rape/sexual assaults were reported to police. Rape or sexual assault was the violence crime least often reported to law enforcement.

Rennison, Callie. June 2001. National Crime Victimization Survey: Criminal Victimization 2000 Changes 1999-2000 with Trends 1993-2000. Washington, D.C.: Bureau of Justice Statistics, U.S. Department of Justice.

Rape Myth: The only rapes that occur are the ones you hear about in the media.

Sexual Violence Statistics

Choose one of the four answers below the question to correctly complete the statement.

1. Nearly _____ in 10 rape and sexual assault victims knew their attacker.

2

3

5

7

2. 1 in _____ girls and 1 in _____ boys will be sexually assaulted by the age of 18.

4 and 6

8 and 15

8 and 12

10 and 20

3. 1 of every _____ American women and 1 of every _____ American men has been the victim of an attempted or completed rape.

50 and 100

35 and 100

blond and tall

6 and 33

4. Two studies found that 50% of women with developmental disabilities who had been sexually assaulted were assaulted _____ times or more.

2

4

10

20

5. 1 in _____ married women reported they have been forced to have sex with their spouse.

50

32

15

7

6. An estimated _____ million women 60 years of age and older are survivors of childhood sexual abuse.

1

1.5

2

3.5

7. In 1999, _____% of total rape/sexual assaults were reported to police. Rape or sexual assault was the violent crime least often reported to law enforcement.

20

30

50

70

III. UNDERSTANDING SEXUAL VIOLENCE

Discussion

- Should be done in the large group.
- Have participants share their thoughts on the statistics.
 - Was the group surprised by the numbers?
 - What statistic did participants find most surprising?
 - Did participants have an understanding of the realities of sexual violence or was this new information?
- Have participants share why they think sexual violence is so prevalent?
- Ask participants to guess what population groups are most at risk for sexual violence from the statistics? (children and people with developmental disabilities)
 - What does this show about what perpetrators target? (Vulnerability)
 - What are some reasons these groups would be targeted as victims.
- The trainer can share some statistics from the community, dispelling the myth that rape doesn't happen in this community.



III. UNDERSTANDING SEXUAL VIOLENCE

C. Understanding the Law

Activity

Objectives

- Understanding Pennsylvania's laws on sexual violence
- Understanding what has changed over the last several years in the legal code

Read excerpt from *Taking Back the Night: The Story of Pennsylvania's Anti-Sexual Violence Movement*. © Pennsylvania Coalition Against Rape, 2006.

Rape Laws in the United States remained unchanged until the mid 1970's. The original laws were based on English Common Laws where women were viewed as men's property, and the rape laws essentially protected the rights of husbands and fathers. The possibility of marital rape was unthinkable because wives could not legally refuse to have sex with their husband.

Some requirements of the rape laws made prosecution of rape difficult and uncomfortable for the victim. Under the utmost resistance doctrine, the victim had to demonstrate that she had physically attempted to fight off the rape but had been overpowered. Without bruises or other injuries, women had little hope of proving rape. The fresh complaint rule required a woman to promptly complain of a rape under the assumption that a delayed report was more likely to be fabricated. More value was placed on preventing men from false accusations than on bringing perpetrators to justice. Additional rules made it likely that a woman who reported a rape would be questioned in greater detail about her sex life by the accused rapist's attorney.

Discuss the passage, mentioning specifically the problem when women were viewed as property. Ask if the audience has any examples of how women have been treated like property. Then hand out the Know the Law quiz, explaining that it is designed to give the participants an idea of how the laws have changed in Pennsylvania. Be Prepared!! You may get a strong reaction from the crowd, especially if there are male audience members.

III. UNDERSTANDING SEXUAL VIOLENCE

Answer Key

From: Pennsylvania Consolidated Statutes -
CRIMES AND OFFENSES (TITLE 18) - CHAPTER 31. SEXUAL OFFENSES

1. If a person is passed out drunk, she or he cannot consent to sex. True

§ 3121. Rape. (a) Offense defined.--A person commits a felony of the first degree when he or she engages in sexual intercourse with a complainant:

1. By forcible compulsion.
2. By threat of forcible compulsion that would prevent resistance by a person of reasonable resolution.
3. Who is unconscious or where the person knows that the complainant is unaware that the sexual intercourse is occurring.
4. Where the person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance.
5. Who suffers from a mental disability which renders the complainant incapable of consent.
6. Who is less than 13 years of age.

2. A husband cannot rape his wife. False

Former section 3103 dealt with spousal relationships. Marital status of the parties is no longer relevant under Pennsylvania law in determination whether a sexual relationship with another person is criminal or not, except as otherwise expressly provided by law.

3. A person cannot change her or his mind about wanting to have sex in the middle of the act. False

§ 3124.1. Sexual assault. Except as provided in section 3121 (relating to rape) or 3123 (relating to involuntary deviate sexual intercourse), a person commits a felony of the second degree when that person engages in sexual intercourse or deviate sexual intercourse with a complainant without the complainant's consent.

4. If two people have had sexual interaction before, forced or coerced sexual acts that take place in the future are not against the law. False

5. Sexual assault can occur if a person says "no" to sex, without fighting or physically resisting. True

§ 3107. Resistance not required. The alleged victim need not resist the actor in prosecutions under this chapter: Provided, however, That nothing in this section shall be construed to prohibit a defendant from introducing evidence that the alleged victim consented to the conduct in question.

6. A victim's sexual history can not be used as evidence in a rape/sexual assault trial. True

§ 3104. Evidence of victim's sexual conduct. (a) General rule.--Evidence of specific instances of the alleged victim's past sexual conduct, opinion evidence of the alleged victim's past sexual conduct, and reputation evidence of the alleged victim's past sexual conduct shall not be admissible in prosecutions under this chapter except evidence of the alleged victim's past sexual conduct with the defendant where consent of the alleged victim is at issue and such evidence is otherwise admissible pursuant to the rules of evidence.

III. UNDERSTANDING SEXUAL VIOLENCE

7. It is against the law to grab a women's behind if she does not want you to. True

§ 3126. Indecent assault. (a) Offense defined.--A person who has indecent contact with the complainant or causes the complainant to have indecent contact* with the person is guilty of indecent assault if:

1. the person does so without the complainant's consent;
2. the person does so by forcible compulsion;
3. the person does so by threat of forcible compulsion that would prevent resistance by a person of reasonable resolution;
4. the complainant is unconscious or the person knows that the complainant is unaware that the indecent contact is occurring;
5. the person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance;
6. the complainant suffers from a mental disability which renders him or her incapable of consent;
7. the complainant is less than 13 years of age; or
8. the complainant is less than 16 years of age and the person is four or more years older than the complainant and the complainant and the person are not married to each other.

*"Indecent contact." Any touching of the sexual or other intimate parts of the person for the purpose of arousing or gratifying sexual desire, in either person.



Circle One

Sexual Violence: Know the Law

- | | | |
|---|------|-------|
| 1. If a person is passed out drunk, she or he cannot consent to sex. | True | False |
| 2. A husband cannot rape his wife. | True | False |
| 3. A person cannot change her or his mind about wanting to have sex in the middle of the act. | True | False |
| 4. If two people have had sexual interaction before, forced or coerced sexual acts that take place in the future are not against the law. | True | False |
| 5. Sexual assault can occur if a person says "no" to sex, without fighting or physically resisting. | True | False |
| 6. A victim's sexual history cannot be used as evidence in a rape/sexual assault trial. | True | False |
| 7. It is against the law to grab a women's behind if she does not want you to. | True | False |

III. UNDERSTANDING SEXUAL VIOLENCE

Discussion

- Should be done in the large group.
- Have participants share their thoughts on Pennsylvania's law regarding sexual offenses.
 - Was the group surprised by the laws?
 - Were participants surprised by Pennsylvania law regarding sexual offenses? If so, what specifically?
 - Did participants have an understanding of the law or was this new information?

Optional: List some laws that have changed in their lifetime:

- 1984 Spousal Rape Law-having sex with your wife without consent or by using force became illegal.
 - "Former section 3103 dealt with spousal relationships. Marital status of the parties is no longer relevant under Pennsylvania law in determination whether a sexual relationship with another person is criminal or not, except as otherwise expressly provided by law."
- 1995 "No means no" law-a victim does not have to resist a sexual act, she or he may simply say "no," for it to be a crime.

III. UNDERSTANDING SEXUAL VIOLENCE

D. Understanding Power and Control in Rape

Activity

Objectives

- Understanding that rape is about power and control-not sex
 - Can be done in small groups or with the large group.
 - Describe a situation that made you feel powerless. Examples could be the draft for an American war, the depression of the 1930s, being forced to play sports, being limited from doing things you desired due to your religion, skin color, or gender, etc.
 - Present scenarios that can be related to acts of sexual violence. For example, would you judge a person for:
 - ▶ Not leaving a job he/she hated?
- Rape in relationships, both dating and marriage
 - Committing to go sky diving and then not wanting to jump out of the plane when faced with the prospect?
- Changing your mind about having sex when already engaging in sexual acts.
 - Not fighting back and complying while being robbed to avoid physical injury?
- Being raped violently and not fighting back to keep yourself from being further injured or killed.

Optional: The Power and Control Wheel can be handed out and discussed with participants for additional impact.

Lecture

- Rapists use sex as a weapon to dominate others.
- Sexual Violence is motivated by the need to control, humiliate, and harm.
- Sexual Violence is not motivated by sexual desire.

Discussion

Post the above statements somewhere for the audience to see, or put them on a handout and pass them around.

- Why do these statements make sense?
- This said, who are rapists attracted to?
 - Someone who won't tell or report abuse
 - Someone who won't fight back
- Use examples:
 - If people rape because of a need to have sex, why don't they pay for sex or find willing partners elsewhere?
 - If rape occurs because people are drunk or high, why aren't all alcoholics or drug addicts rapists?

Reread three statements for impact.

III. UNDERSTANDING SEXUAL VIOLENCE

E. Recognizing Sexual Perpetrators

Activity

Objectives

- To illustrate that sex offenders cannot be identified by the way they look

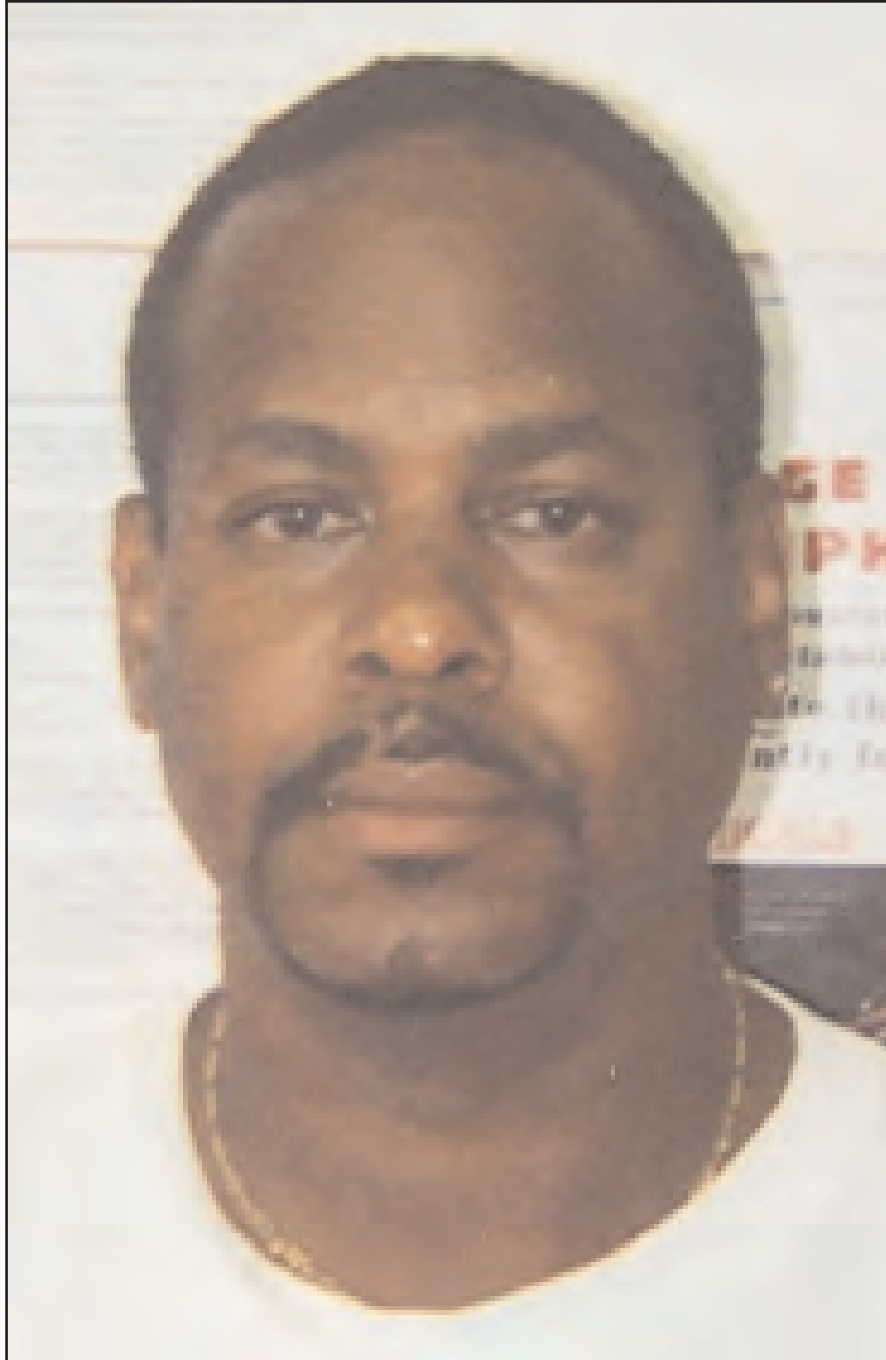
Ask the audience to name or describe some physical characteristics of sex offenders.

After the audience has named some identifiers of a sexual predator, pair all of the eight photos and ask the group to identify which person is the sex offender in each pairing.

The key is that all the pictures are of sex offenders.



Offender 1



Offender 2



Offender 3



Offender 4



Offender 5



Offender 6



Offender 7

III. UNDERSTANDING SEXUAL VIOLENCE

Discussion

- After getting input from the audience on who they believe are sex offenders, reveal that all of the pictures are of sex offenders.
- Ask if people are surprised by that information.
- Ask what made participants identify sex offenders as such.

There is no formula for identifying a sex offender-anyone could be a sex offender-priests, college professors, sports stars, etc. And remember, you are much more likely to be raped by someone you know!

F. Child Sexual Assault

Activity

Objectives

- to illustrate the reality that many elders are child sexual abuse survivors
- to understand how generational beliefs can effect a victim's experience

Either read the story "Sixty Years" or pass it out as a handout to participants for silent reading.

III. UNDERSTANDING SEXUAL VIOLENCE

Sixty Years

It is April 1984. Spring in Minnesota. After months of winter's drying cold, the air hangs wet with life's promise of forthcoming green and warmth. An anticipated return of the usual signs has begun: bird's hip-hop the sidewalks, days stretch longer and all of the residents in this small town nursing home feel an old stirring, a familiar relief and joy as the seasons move into change.

The sun is bright outside the window, such a contrast to this one room. It is dark in here; the curtains have been drawn tight against even a sliver of daylight. I enter and pause in the doorway, waiting for my eyes to see. I know I am in the right room because I can smell Emeraude. It is her perfume, her scent. The smell makes me a child again and I want to go to her and put my head in her lap. I want to find the safety and love that Emeraude brought when I was young.

I can see her now. She has parked her wheelchair close to the darkened windows and is intently stroking and picking at a quilt spread across her lap. It is a quilt she made herself, all those tiny, careful stitches. But that was long ago. That was before, when she quilted and baked and gathered stray children into her arms. Now she is old. And blind. I move a chair next to her and sit down. She knows it is me and takes my hand. It feels good just to be by her.

"Aunt Claudia," I say, "you look well." Someone has fixed her hair; the blue locks nestled tight to her face. She is still donning the useless eyeglasses, but I don't mention this.

"How nice of you to come," she squeezes my hand. Immediately I want to apologize for the rest of the times, all the times that I didn't come, and why. But I cannot bring myself to even acknowledge her loneliness. Instead, I plow through the old, familiar chitchat and gossip, gabbing about this and that, until I realize that she is no longer part of this conversation. I am talking to myself. A great weight has formed in the room, something heavy and pressing and I too sense that Aunt Claudia is gathering all of her strength together to say something. Whatever it is, I feel its importance. It is going to be said out loud and I am going to hear it.

"It was when I was a young girl," she starts, barely audible. "I lived with my family. My papa and mama had come over from Germany. My papa worked so hard, but there were eight of us children and we were just plain poor. It was hard being so poor back then. There was nowhere to go

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for help and we were too proud to take it, anyway. We lived in a log cabin with a dirt floor and our clothes were handed down from one child to the next. Other kids would tease us, but they especially teased me. It was my limp. Polio. I used to walk home from school along the railroad tracks so they wouldn't see me. But, they would find me and call me names. Oh, it used to hurt me so." She pauses here, suspended in the memory. I want to reach out to her and pull her off those railroad tracks, away from her tormentors. I had never thought of her as walking with a limp. It was like a rocking from side to side, a steady back and forth beat; constant and reassuring. It was so much a part of her that it never had occurred to me she would be mocked for it.

"But then I met this boy," she continues, speaking in a louder voice. "His name was Roy. He was different from the others, he was kind to me. Roy started to come over and we would spend the afternoons together. I thought he was the most wonderful boy in the world." She is stroking the quilt again, but this time it is with slow tenderness, soft caresses for a long ago boy. There is a sadness here, a grieving in her empty arms. I can feel the tragedy unfolding in her story and once again I want to call her back from somewhere back there, close to his memory. A good-bye scene, perhaps. Finally, her hand stops its stroking and lays to rest on the quilt, pale and lifeless like a small, wounded bird.

What happened to this boy? Is it his memory that is being grieved, some sixty years later?

"Did he die?" I ask softly.

Aunt Claudia takes a deep breath and lets out a slow sigh.

"No, no he didn't die," she answers. "He went away. To the war. But we promised ourselves to each other. I was to wait until he returned and then we were to be married."

She draws a shaking hand up and half-covers her mouth. She is crying. I move closer to comfort her and a tear from her cheek slides onto my arm. She pulls at her glasses and they fall into her lap. Her face is covered and behind those shielding hands and I hear her succumb to a sob, which has waited sixty years to escape.

"Oh, why did he have to go?" she whispers. "Why did he have to go? If only he had stayed, it never would have happened."

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"What wouldn't have happened, Aunt Claudia? What do you mean?"

She is lost in this and cannot speak. It is something terrible, I can feel it. It is worse than death. Aunt Claudia has drawn into herself and speaks in a small, faraway voice.

"It was after Roy had gone. I was walking home on the tracks. It was late and I was hurrying. One of those other boys came, an older one. He wouldn't let me pass by him. I told him I was late and to stop being foolish. He started to call me names and kept moving in front of me. I begged him to stop it but he just kept on and on until I lost my footing and fell. He was right on me. I couldn't get away. He went crazy. He held me down. He made me do it. He made me."

We are both crying now. The realization of what has happened is washing over like nausea.

"What did he make you do, Aunt Claudia?"

"He made me...have relations."

"He raped you."

"After it was over, he just laughed at me. He told me that I better not tell. Nobody would believe a freak."

It is I, now, who cannot speak. To say what? I'm sorry? There is nothing to say. My fingers burn with desire to choke an older boy who plundered the free spirit of a young girl. I sit in a silence hoping that he is destroyed.

"What happened when you told your folks? Did they report it?"

"Report it?" she gasps. "You didn't report those things back then; it would bring a black mark against your family. I never told anyone. I just tried to put it out of my mind and go on with my life. But I couldn't. There was a baby."

"A baby? You were pregnant?"

"Everyone thought I had got into trouble. I wanted to tell them what had happened, but they just came at me so fast, accusing me, that I lost my nerve. It didn't matter. No one would have believed me. All they wanted to know was who the boy was, who the boy was. I didn't want to tell them, but they started saying it must be Roy. Papa said that he knew Roy had been no good. I couldn't take it anymore. So I finally told them it wasn't Roy, it was this other boy. Mama slapped me."

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"It wasn't your fault. Aunt Claudia, it wasn't your fault. It wasn't fair that you didn't get to tell them. What about the baby? What did you do?"

"There was only one thing you could do back then. They made me marry him."

"Oh, my god."

"I didn't have a choice; we were Catholic. It's just the way it was."

She rubs away the tears with the back of her hand and cradles her forehead with its palm.

"The worst part about it all, "she whispers, "was when Roy came back. I never got to tell him what happened. He must have thought like everyone else. He just married another girl and moved away."

I feel sad, very sad. I can see her as a young girl, struggling with hardship and poverty; brave against the limitations life has dealt her. As all young girls, blossoming in love's held promise. And then all of it: taken; torn away; robbed. Being blamed for the crime, being punished. Living out life with a shame that wasn't hers, keeping this secret for sixty years.

I put my arms around her old and tired shoulders when it hits me: she's carried this around for sixty years. Sixty years is too long to keep this secret.

From Sixty Years Is Long Enough to Keep a Secret: A Handbook for Elders Recovering From Sexual Assault and Abuse. By Mary Zimmerman-Farnam for the Sexual Assault Program of Beltrami, Cass and Hubbard Counties, Minnesota. June 1990.

III. UNDERSTANDING SEXUAL VIOLENCE

Discussion

- What do you think about this women's fate?
- Discuss reactions from then vs. today? What beliefs affected Aunt Claudia's life?
- What other generational beliefs may have affected victims in the past or present?
- Would her story have been different if she had been raped this year?
- How did the rape influence Claudia's life? Would it make sense that she was still upset by something that happened sixty years ago?

Point out that some elders may have never told anyone, like Aunt Claudia in the story. Counseling and support are available for victims of any age from rape crisis centers-even many years after the assault.

G. Safety Tips for Elder

Discussion

- Should be done with the entire group.
- Just as elders could have been victims at a young age, they could also be targeted as victims.
- What are some things that may make an elder vulnerable to sexual violence?
 - Dependence on others for care
 - Physical or cognitive disabilities
 - Frailty
 - Financial dependence, etc.

Lecture

- With these factors in mind, we're going to go over several ways to keep you safe from sexual violence.
- The most important way was established at the beginning of the training with the boundaries activity.
 - Trust your instincts
 - Establish your boundaries
- Keep in mind that it is impossible for you alone to prevent sexual violence, but these tips are designed to keep you safer.
- Point out that these tips are intended to reduce the risk of sexual victimization and that the only persons who can truly prevent sexual violence are the perpetrators.

Discussion

- Can be done in small groups or with the large group.
- Pass out "Safety Tips for Elders Living at Home."
- Ask participants:
 - What they do to stay safe?
 - How many of these have they seen before?

Safety Tips for Older Adults Living at Home



- DO trust your instincts!
- DO stay active and involved.
- DO use the buddy system.
- DO stay alert - be observant, walk with confidence, and notice your surroundings.
- DO use only initials on your mailbox and in the phone book if you live alone.
- DO ask trusted friends and family members to visit or call regularly - staying social keeps you happy and safe!
- DO screen your visitors- if possible have a "peephole" installed. DO NOT under any circumstances open the door to a stranger.
- DO NOT allow a service company (i.e., cable, phone, plumbing company) representative to enter your home if you have not made an appointment or verified the visit with the company. If possible, invite a friend over.
- DO have deadbolt locks installed on your doors and strong locks on windows - if possible have an alarm system installed.
- DO leave your lights on and close your drapes after dark. You can install an automatic timer for inside and outside lights.
- DO call the post office and ask them to hold your mail when you go away for extended periods of time.
- DO ask a friend or neighbor to periodically check on your house while you are gone.
- DO give your extra key to a trusted family member, friend or neighbor. It is best not to hide a key outside your home - no matter how well you think you have hidden it.

IV. WHAT IF YOU ARE A VICTIM OF SEXUAL VIOLENCE?

Activity

Objectives

- Demonstrate how rape affects people differently
- Summarize the role of the rape crisis center

Give each group participant an unfolded piece of paper. Instruct each participant to change the shape of the paper. Responses can be to fold the paper, ball it up, rip it, etc. After this has been done, instruct participants to return the paper to its original form, displaying an unfolded paper.

Explain that this is impossible, and that in this exercise the paper is a person, the folding balling, etc. is an act of sexual violence. The act of trying to get the paper to return to its original shape is the goal of the rape crisis center.

Point out that different actions (crumpling, folding ripping, etc.) made it easier or harder to return the paper to some semblance of its original form. This illustrates that each victim will react and heal differently, due to numerous factors, including the nature of the sexual violence, the perpetrator's identity, disclosure and reactions to the disclosure, the victim's support system and reaction to the assault, counseling, previous conditions (medical and physical), post traumatic stress disorder, etc.

Sexual violence alters a person's life and world view. Like many of life's experiences, it changes a person similarly to the paper that can not return to its original shape after being folded, crumpled or ripped. But, the goal of rape crisis centers is to help

Lecture

Rape Crisis Center Services are FREE and CONFIDENTIAL

- Please include details from your rape crisis center
- Services aren't time related, it's never too late to heal
- Define and elaborate on the following services:
 - Medical accompaniment
 - Legal accompaniment
 - Court accompaniment
 - PCAR hotline (routing service)
 - Crisis intervention (hotline accessible 24 hours a day/7 days a week)
 - Information and referral services
 - Long- and short-term counseling for groups and individuals
 - Prevention education in schools and the community
 - Assistance with filing for Victims Compensation
- Hand out your center's materials.

V. BINGO

V. Final BINGO

Activity

Goals

- To wrap up training and highlight key points

Pass out bingo cards to participants. There are 8 different cards, so make sure to copy and hand out a variety of cards. Read the questions aloud omitting the words in bold-which are the answers. You can read the questions in whatever order you choose.

Included with this curriculum are age-appropriate prizes (letter opener magnets, magnifying bookmarks and wide grip pens) for participants with PCAR's hotline number. These were chosen so participants can leave with something they will use and have around for awhile with PCAR's routing number. Unfortunately, there are a limited number of prizes, but it would be ideal if all participants left with a useful item (a cup, comb, pen, emery board, etc.) with either PCAR or their local center's contact information.



V. BINGO

Bingo Questions: (answers in bold)

1. Is rape ever the victim's fault? **NO**
2. Most people are sexual assaulted by? **People They Know**
3. You have the right to determine your own **boundaries**.
4. Trust your **instincts**.
5. What is the name of the rape crisis center in your community? (blank on card, to be filled in by participants)
6. It is estimated that only **30%** of sexual assaults are reported to law enforcement.
7. Sexual Predators are attracted to? **Vulnerability**
8. Rape is a **crime**.
9. Pennsylvania has a **24-hour** rape crisis **hotline**. ("24-hour" and "hotline" are meant to be separate squares.)
10. Rape crisis services are **free** and confidential.
11. Rape is not motivated by **sexual desire**.
12. Rape is motivated by **power** and **control**.
13. Sexual violence includes more than **rape**.
14. **Healing** from sexual violence is possible at any **age**.
15. Rape can occur within **marriage**.
16. Rapists use sex as a **weapon**.
17. As many as 1 in **4** girls and 1 in **6** boys will be sexually assaulted by age 18.
18. Victims of sexual violence have **rights**.
19. Victims may be eligible for **victim's compensation**.
20. Do not advise a recent victim to **shower**.
21. If assaulted, seek **help**.

BINGO

NO!	6	instincts	weapon	Vulnerability
	sexual desire	healing	shower	Free
CRIME	24-hour	POWER	boundaries	RIGHTS
rape	People they know	30%	help	4
control	age	victim's compen- sation	hotline	marriage

BINGO

POWER	control	People they know	shower	CRIME
rape	help	boundaries	RIGHTS	instincts
marriage	NO!	hotline	victim's compensation	sexual desire
healing	4	weapon		30%
Vulnerability	age	Free	6	24-hour

BINGO

6	CRIME	RIGHTS	sexual desire	shower
POWER	4	instincts	People they know	victim's compen- sation
help	control	24-hour	marriage	boundaries
weapon	Free	hotline	NO!	30%
	rape	Vulnerability	healing	age

BINGO

NO!	control	POWER	weapon	People they know
4	boundaries	Vulnerability	6	healing
hotline	RIGHTS		24-hour	Free
help	rape	sexual desire	30%	victim's compensation
instincts	shower	age	marriage	CRIME

BINGO

shower	30%	marriage		control
victim's compensation	hotline	6	Free	RIGHTS
POWER	age	instincts	healing	weapon
24-hour	CRIME	Vulnerability	help	rape
4	boundaries	People they know	NO!	sexual desire

BINGO

Free	healing	help	30%	6
CRIME	rape	victim's compensation	4	24-hour
shower	People they know	RIGHTS	boundaries	Vulnerability
control	age	sexual desire	marriage	NO!
hotline	weapon		instincts	POWER

BINGO

POWER	instincts	weapon	RIGHTS	hotline
Vulnerability	Free	4	control	rape
	NO!	People they know	age	30%
help	victim's compensation	24-hour	CRIME	shower
marriage	healing	sexual desire	boundaries	6

BINGO

rape	victim's compen- sation	boundaries	sexual desire	help
30%	healing	control	24-hour	People they know
6	Free	POWER	marriage	
instincts	shower	RIGHTS	4	weapon
hotline	NO!	Vulnerability	CRIME	age

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