

## High School Prevention Program Description

WISE programming is consistent with federal and state health education guidelines and is based on research and best practices to end gender-based violence. Lessons are delivered as part of a three (90 minute classes) or five (50 minute classes) day series within a high school health class.

The high school program builds on content, skills, and analysis from previous years of prevention programming with WISE. The strategies of WISE's Prevention and Education Program reflect the Center for Disease Control's Social-Ecological Model connecting the individual, relational, community, and societal factors that influence real and lasting change.

### High School Lessons

**Historical & Cultural Foundations of Gender-based Violence:** Students walk through a timeline of global, national, and local examples of violence in order to have a contextual and historical perspective of the cultural foundations of violence. Class discussion emphasizes personal responsibilities and violence as a learned (rather than innate) behavior.

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

**Gender Stereotypes:** This interactive exercise outlines the current gender assumptions and roles that restrict our ability to be ourselves and perpetuate dynamics of power and control.

**Sexual Violence:** Students participate in an activity defining sexual violence on a spectrum tying together examples from previous classes. They are given basic statistics and research to dispel common misconceptions and identify accessible opportunities and choices everyone can make to prevent sexual violence.

**Consent:** In this session, students learn the four principles of consent, which WISE discusses as choice, active, ongoing, and equal power. Students leave with a framework for active communication and empathy, which are both necessary for healthy relationships and sexual activity. Students understand the legal guidelines for consensual sexual activities as well as 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 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 & CDC, 2017).
- Emotional health and connectedness is a protective factor against perpetration (CDC, 2017).
- Empathy and concern for how one's actions affect others is protective against perpetration (Yarnell, L., et al., 2014 & CDC, 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 & CDC, 2017).

## SOCIAL

- Norms that maintain women's inferiority and sexual submissiveness increase perpetration (CDC, 2017).
- Norms that support sexual violence increase perpetration (CDC, 2017).
- Norms that support male superiority and sexual entitlement increase perpetration (CDC 2017).
- Changing social 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:** Students will analyze the influence of culture, media, technology and other factors on health.

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

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

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