

# ONLINE SEXUAL VIOLENCE PREVENTION

A Comprehensive Curriculum for  
Elementary, Middle, High, and  
College Students  
Plus a Parents and Concerned Adults  
Workshop



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# PEDAGOGICAL FRAMEWORK

Childhood is a time of growth and exploration. As bodies grow, so too do social interactions and experiences. Systems of oppression influence how this occurs. Traumatic experiences can disrupt childhood and lead to lasting consequences. The goal of this researched-backed curriculum is to engage in age-appropriate conversations on boundaries within the online world. The hope is to prevent violence from occurring and to learn how to respond when it does.

The pedagogical framework for this curriculum centers on positive prevention. The key parts are:\*

- Hopeful Messaging/Call to Action
- Solutions
- Tells a story
- Empowerment
- Highlights shared positive norms
- Links sexual violence to oppression

Throughout this booklet, teacher notes and additional facts are provided. This curriculum is not the end of the conversation, but rather the beginning of a discussion on safety within the evergrowing online world.

If you have any questions, please use the resources available in this booklet. Additionally, you can locate a local or national sexual violence advocacy office.



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The National Sexual Violence Hotline is 1-800-656-4673

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# GLOSSARY

Minnesota Law differentiates between various acts of sexual violence with degrees. Criminal sexual conduct in the 1st degree carries the longest punishment and criminal sexual conduct in the 5th degree has the shortest sentence. The legal definitions for these acts and other related terms are confusing and broad and often change from state to state. To ease understanding, please feel free to reference this glossary. Definitions are either created by the author or are from RAINN/the Oxford Languages Dictionary:

1. Boundaries: Something that indicates a limit. Boundaries are different from requests as boundaries have consequences attached if the limit is crossed.
2. Catfishing: Pretending to be someone else online.
3. Coercion: Persuading someone to do something using force, threats, or manipulation.
4. Consent: There is no single definition of consent, but generally it means an informed and reversible agreement to an act that is enthusiastic and ongoing.
5. Deepfakes: AI images or videos made of a real person.
6. Grooming: An adult establishing an exploitative relationship with a minor with the intent of sexual contact once they turn 18.
7. Intersectionality: the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage
8. Intimate Partner Violence: Emotional, physical, and sexual violence between people in a relationship.
9. Rape: Sexual penetration without consent.
10. Revenge Porn: Sharing sexual content of someone without their consent.
11. Sexting: Sexual contact and messages online.
12. Sexual Abuse: Any and all sexual acts between a vulnerable person and a person with power. For example, adults hurting children or doctors/caregivers hurting their patients. Abuse usually occurs over time.
13. Sexual Assault: Physical sexual contact or behavior that occurs without explicit consent of the victim. All rape is sexual assault but not all sexual assault is rape.
14. Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.
15. Sexual Violence: Any and all nonconsensual sexual acts between two or more people. This can be in person or online.
16. Stalking: Stalking is a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear
17. Statutory Rape: Sexual penetration between a minor and an adult.
18. Systems of Oppression: the inhibition of a group through a vast network of everyday practices, attitudes, assumptions, behaviors, and institutional rules, such as racism.
19. Trauma: An event, or many events, that cause a change in brain chemistry and have a lasting impact on the survivor.

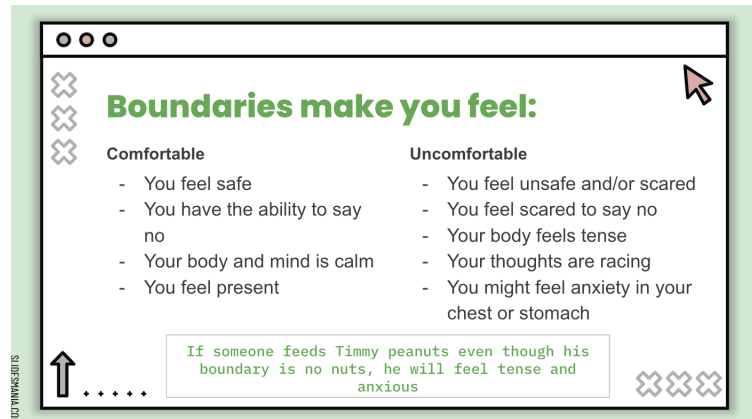


# ELEMENTARY SCHOOL



Curriculum Slides

## Promoting boundaries from a young age can help children in the long run



The focus of the elementary curriculum is early intervention in online safety. The conversations don't need to be graphic or upsetting, rather they can be positive and solutions-based.

Slide 1: Welcome students to the presentation. Briefly summarize the topic.

Slide 2: This slide is to establish community norms. Give students the opportunity to add anything so they feel like they have a stake in the game.

Slide 3: The goals slide serves as both goal setting and as an agenda. This slide helps students understand what we're talking about and why. You can ask for volunteers to read off the board to make it more engaging.

Slide 5: This might be the most important slide in the whole presentation. We are trying to establish somatic feelings in this slide, helping the students be in tune with their feelings mentally and physically. It could help to ask for examples of comfort and uncomfortable.

Slides 6 and 7: Some students may have electronics and some may not. If no one has examples, go to slide 7 right away

Slides 8-12: Add posters with the words yes and no on opposite sides of the room. Then have students go to one side for each question. They can be in the middle if they don't feel like it's just yes or no.

Slide 13: This slide answers the question posed on Slide 12. It's important to emphasize that the online world is the same world in which in-person interactions happen. They affect each other.

Slide 14: This slide is the other most important slide. It outlines how students can talk to a trusted adult. Spend some time with the students identifying who their trusted adult is. Ask for examples if it feels appropriate.

Slide 15: You may get a variety of questions. It could be helpful to have a question box instead so you can screen the questions and the kids get to ask anonymously. If a student asks an inflammatory question, think about the underlying lack of knowledge that prompted that question. Try to speak to that. Remember, it's always okay to say you don't know the answer and that you'll look into it later.

# MIDDLE SCHOOL



Curriculum Slides

## 1. Introduction

Slide 1: Welcome students to the presentation. Briefly summarize the topic.

Slide 2: This slide is to establish community norms. Give students the opportunity to add anything so they feel like they have a stake in the game.

Slide 3: The goals slide serves as both goal setting and as an agenda. This slide helps students understand what we're talking about and why. You can ask for volunteers to read off the board to make it more engaging.

## 2. Definitions

Slides 4-8: Definitions are important for establishing shared understanding. It can feel like you may just be reading off the slides, but it is still incredibly important information. If you want to make it more your own, feel free to ask for examples or have students read off the board instead.

## 3. Technology Use

Slides 9 and 10: This can be an awkward question that students might not want to answer. If they don't, head to slide 10 for some examples. If they do answer, validate their responses and write them down on a white/chalk board if possible

Slide 11: These are some big questions, which is why dividing into groups can be helpful. The slide notes provide possible answers, but be mindful that many of these questions are values-based and have varying answers

Slide 12: This graph could be invalidating to physical sex coercion trauma survivors if not explained correctly. Be sure to mention that both are traumatizing, but one has more trauma reported because of it potentially being still on the internet

Slide 13: This slide is very important to emphasize. In-person versus online affect each other and online violence can predict in-person violence

## 4. Power & Privilege

Slide 14: Everybody in the class will have different intersecting identities. If there is time, it could be helpful to do an identity chart before, after, or during the presentation.

Slide 15: Note that the anti-violence pyramid is not because there is a hierarchy to what is 'worse,' but because the things lower on the pyramid enable the things on the top to happen.

Slide 16: This is a big question with a lot of answers. There is one possible answer in the slide notes.

## 4. Power & Privilege Cont.

Slides 17-23: These examples are all based on real-life situations. Have posters printed with one side of the room labeled "completely legal and consensual" and the other "completely illegal and non-consensual." Students will go to either side of the room or somewhere in the middle. Let students know it's okay to not know for sure where the line is.

Slide 24: The law is confusing. The presentation is made for Minnesota specifically, but you can use the link in the slide notes to see what the law is in your state.

Slide 25: This slide is extremely important to emphasize. If someone does receive nudes, finding a trusted adult right away is the best method.

Slide 26: You can ask students for additional barriers. Emphasize how power and privilege impact barriers.

## 5. What do we do?

Slide 27: With the confusing law, students can feel helpless. These next slides will offer solutions. Feel free to ask for ideas on this slide, however.

Slides 28 and 29: Boundaries are the best solution to this topic. When you learn about boundaries from the beginning, it can prevent issues in the future. These two slides might be the most important slides in the whole presentation. We are trying to establish somatic feelings in this slide, helping the students be in tune with their feelings mentally and physically. It could help to ask for examples of comfort and uncomfortable.

Slide 30: Middle schoolers require the support of trusted adults, even if they prefer to act as if they don't. Help the students identify a trusted adult and walk through the process of what they can do if something uncomfortable happens to them

## 6. Ending

Slide 31: Go around the room and ask for one takeaway. It solidifies at least one piece of information in the student's brain and gives students a chance to hear what was important to their classmates.

Slide 32: You may get a variety of questions. It could be helpful to have a question box instead so you can screen the questions and the kids get to ask anonymously. If a student asks an inflammatory question, think about the underlying lack of knowledge that prompted that question. Try to speak to that. Remember, it's always okay to say you don't know the answer and that you'll look into it later.



# HIGH SCHOOL



Curriculum Slides

## 01 INTRODUCTION & DEFINITIONS

Slide 1: Welcome students to the presentation. Briefly summarize the topic.

Slide 2: This slide is to establish community norms. Give students the opportunity to add anything so they feel like they have a stake in the game.

Slide 3: The goals slide serves as both goal setting and as an agenda. This slide helps students understand what we're talking about and why. You can ask for volunteers to read off the board to make it more engaging.

Slides 4-8: Definitions are important for establishing shared understanding. It can feel like you may just be reading off the slides, but it is still incredibly important information. If you want to make it more your own, feel free to ask for examples or have students read off the board instead.

## 02 ONLINE EXPERIENCES

Slides 9 and 10: This can be an awkward question that students might not want to answer. If they don't, head to slide 10 for some examples. If they do answer, validate their responses and write them down on a white/chalk board if possible

Slide 11: These are some big questions, which is why dividing into groups can be helpful. The slide notes provide possible answers, but be mindful that many of these questions are values-based and have varying answers

Slides 12-13: These statistics are to help the students understand the why and the effect of the subject. The studies are linked in the slides and the reference section if further research is wanted

Slide 14: This graph could be invalidating to physical sex coercion trauma survivors if not explained correctly. Be sure to mention that both are traumatizing, but one has more trauma reported because of it potentially being still on the internet

Slide 15: This slide is very important to emphasize. In-person versus online effects each other and online violence can predict in-person violence

## 03 POWER & PRIVILEGE

Slide 16: Everybody in the class will have different intersecting identities. If there is time, it could be helpful to do an identity chart before, after, or during the presentation.

Slide 17: Note that the anti-violence pyramid is not because there is a hierarchy to what is 'worse,' but because the things lower on the pyramid enable the things on the top to happen. Specifically, the terms on the bottom are not just attitudes and beliefs but systems and institutions.

Slide 18: This is a big question with a lot of answers. There is one possible answer in the slide notes.

Slide 19: This chart is complicated but helpful in that it provides both problems and solutions. Give students time to study through it if it feels helpful

Slides 20-26: These examples are all based on real-life situations. Have posters printed with one side of the room labeled "completely legal and consensual" and the other "completely illegal and non-consensual." Students will go to either side of the room or somewhere in the middle. Let students know it's okay to not know for sure where the line is.

Slides 27 and 28: The law is confusing. The presentation is made for Minnesota specifically, but you can use the link in the slide notes to see what the law is in your state. Emphasize that no matter where you are, however, it's illegal for minors.

Slide 29: You can ask students for additional barriers. Discuss how power and privilege impact barriers.

## 04 SEXUAL CITIZENSHIP & ENDING

Slide 30: Knowing what to do is difficult as every situation is unique. You can ask for ideas, but the next several slides cover answers if you'd prefer to use this slide as a transition.

Slide 31: High school students are still children. Helping them identify a trusted adult can be significantly helpful if violence occurs. Let students know that the best method of solving an uncomfortable situation is to have a trusted adult guide and aid them.

Slide 32-33: While high school students are children, they are also teenagers at the cusp of sexuality and growth. Some choose not to be sexual but many others do. Instead of coming from a mentality of "don't do this" shame, a sexual citizenship framework can push positive prevention and reduce violence. That being said, remind students again of their legal limitations.

Slide 34: Go around the room and ask for one takeaway. It solidifies at least one piece of information in the student's brain and gives students a chance to hear what was important to their classmates.

Slide 35: You may get a variety of questions. It could be helpful to have a question box instead so you can screen the questions and the kids get to ask anonymously. If a student asks an inflammatory question, think about the underlying lack of knowledge that prompted that question. Try to speak to that. Remember, it's always okay to say you don't know the answer and that you'll look into it later.

# COLLEGE



Curriculum Slides

## INTRODUCTION, DEFINITIONS, & STATS

Slide 1: Welcome students to the presentation. Briefly summarize the topic.

Slide 2: This slide is to establish community norms. Give students the opportunity to add anything so they feel like they have a stake in the game.

Slide 3: The goals slide serves as both goal setting and as an agenda. This slide helps students understand what we're talking about and why. You can ask for volunteers to read off the board to make it more engaging.

Slides 4-7: Definitions are important for establishing shared understanding. It can feel like you may just be reading off the slides, but it is still incredibly important information. If you want to make it more your own, feel free to ask for examples or have students read off the board instead.

Slide 8: Knowing the law looks different for college students as they can now legally participate in porn, nude pictures, and various other online sexual activities.

Slide 10: A lot of college students use dating apps, so perhaps put some emphasis on this point and ask for people's thoughts on dating online.

Slide 11: Instead of asking what minors should be able to do and if parents can run accounts, this slide covers content restrictions and other people running accounts. College students are likely not parents and are experiencing independence from their parents for the first time. These discussions can help them establish that independence.

Slides 12-13: These statistics are to help the students understand the why and the effect of the subject. The studies are linked in the slides and the reference section if further research is wanted

Slide 14: This graph could be invalidating to physical sex coercion trauma survivors if not explained correctly. Be sure to mention that both are traumatizing, but one has more trauma reported because of it potentially being still on the internet

Slides 15: Think about how violence and trauma in college are different from childhood experiences. How do intimate relationships work differently?

## POWER & PRIVILEGE

Slides 16-19: Power shows up differently when you're independent from your family for the first time. Spend some time exploring with students how they experience life as adults now.

Slide 17: Note that the anti-violence pyramid is not because there is a hierarchy to what is 'worse,' but because the things lower on the pyramid enable the things on the top to happen. Systems of oppression enable discrimination which enables more and more violence. Specifically, the terms on the bottom are not just attitudes and beliefs but systems and institutions.

Slides 20-26: These examples are all based on real-life situations. Have posters printed with one side of the room labeled "completely legal and consensual" and the other "completely illegal and non-consensual." Students will go to either side of the room or somewhere in the middle. Let students know it's okay to not know for sure where the line is. The answers are in the slide notes

Slide 27-28: The law is confusing. The presentation is made for Minnesota specifically, but you can use the link in the slide notes to see what the law is in your state.

## SEXUAL CITIZENSHIP & END

Slide 30: College students don't have the same legal limitations and many are choosing to be sexual for the first time. Knowing how to do it respectfully is super important.

Slide 31: Even though it's legal, there still needs to be boundaries and expectations. These steps can help you figure it out.

Slide 32: Go around the room and ask for one takeaway. It solidifies at least one piece of information in the student's brain and gives students a chance to hear what was important to their classmates.

Slide 33: You may get a variety of questions. It could be helpful to have a question box instead so you can screen the questions and the students get to ask anonymously. If a student asks an inflammatory question, think about the underlying lack of knowledge that prompted that question. Try to speak to that without judgment. Remember, it's always okay to say you don't know the answer and that you'll look into it later.





Curriculum Slides

# PARENTS AND CONCERNED ADULTS

This workshop can be the most challenging to lead as it's directed at parents and concerned adults who have children in their lives and want to learn how to protect them. This can lead to high emotions.

## 1. Introduction & Definitions

Slide 1: Introduce yourself and the subject. If there's time for the rest of the room to introduce themselves, I recommend doing so. It may be helpful to have the audience share who the kids in their life are.

Slides 2-3: Let the audience come up with additional points if possible.

Slides 4-8: These definitions are for the audience but also for them to share with their kids. Offer for them to take pictures of the slides if they want.

## 2. Technology Uses & Stats

Slide 10: This can be an uncomfortable question for parents to answer, so use slide 10 if people don't answer.

Slide 11: These are difficult questions, refer to the NYTimes article on child influencer accounts for help if the audience is confused about the last question.

Slide 12: This study is from participants over 18 so it doesn't entirely reflect the experience of their kids, but it provides important information.

Slide 14: This graph could be invalidating to physical sex coercion trauma survivors if not explained correctly. Be sure to mention that both are traumatizing, but one has more trauma reported because of it potentially being still on the internet.

## 3. Power & Privilege

Slide 16: Audience members and their kids will have differing intersectional identities. Discuss the different experiences kids today will have from when the audience was young.

Slide 17: Note that the anti-violence pyramid is not because there is a hierarchy to what is 'worse,' but because the things lower on the pyramid enable the things on the top to happen. Specifically, the terms on the bottom are not just attitudes and beliefs but systems and institutions.

Slide 18: This is a place to talk about the differing experiences between adults and young people.

## 4. Prevention Solutions

Slide 19: This can be used as a transition slide or an actual discussion point.

Slide 20: Spend some time exploring this graphic and looking at the solutions side.

Slides 21-24: Boundaries show up in every interaction. Parents have boundaries with their kids. Kids have boundaries with their parents. Everyone has boundaries with each other. Knowing how to express those boundaries can help improve life significantly. Comfortable vs uncomfortable is a great way to explain it to kids, especially younger ones. Emphasize somatic feelings, mentally and physically. Balance personal boundaries with legal ones.

## 5. Response Solutions

Slides 25-26: Being a trusted adult for a child will help that child immensely. These slides walk through what to do if someone discloses and what the common feelings may be.

Slides 27-29: Having conversations from a context of care will help both the trusted adult and the child who experienced violence. This model comes from the Aurora Center and works for more than just disclosures.

## 6. Let's Talk Activity

Slides 30-32: Separate the audience into groups where they talk over each of the scenarios. If there is time, have them roleplay one or two of the scenarios, with one person being the parent and another being the child who disclosed the situation. If others want to participate, they can act as anyone else in the scenario. Parents can also discuss how they would respond if their child was the victim/survivor versus if their child was the one committing harm.

Slides 33-37: These examples are all based on real-life situations. Slide 33 is consensual and legal. Slides 34 and 35 are non-consensual and illegal. Slide 36 is consensual but illegal. Slide 37 is non-consensual and illegal as it's grooming.

## 7. Ending

Slide 38: Go around the room and ask for one takeaway. It solidifies at least one piece of information in the audience's brain and gives them a chance to hear what is important to others.

Slide 39: You may get a variety of questions. It could be helpful to have a question box instead so you can screen the questions and the audience gets to ask anonymously. Remember, it's always okay to say you don't know the answer and that you'll look into it later. Additionally, feel free to print out resources from our resources section to hand out to anyone who'd like one.

# FREQUENTLY ASKED QUESTIONS

## What do you do if someone sends you a nude without consent?

The answer to this depends on whether you and/or the person who sent the picture is a minor. If the person is a minor, saving the picture as evidence could land you in legal trouble if you don't report it immediately. If you are willing and able to pursue a legal case right away, save the picture and make the report. If you're not willing or are unsure, it's better to not save the picture just in case, but instead write down a description, the time and date, and how it made you feel. If the person is not a minor, it is safer to save the picture for evidence as child pornography laws won't have an impact. Regardless of age, find a trusted person or sexual violence organization to help you navigate the situation based on your state's laws

## The internet is always developing, how do I keep up?

This is a question with many answers. The first answer is to establish open communication with young people about online activity. They are often the first to hear about new technology and trends and can keep you updated. The second answer is to keep up with the news as much as possible. The third answer is to reach out to local universities and organizations, as most professionals are happy to answer questions about their field.

## My kid wants to be an influencer, what do I say?

Open a conversation with your child about their goals as an influencer. Have them explain to you why they want to and what their plans are if they do become one. Use the context of care conversation tools throughout. Validate their feelings while expressing your own fear and worry about it. Use statistics or articles as proof if necessary. Remember, you can set boundaries for your child when they're a minor, and not being an influencer can be one of them.

## Should minors be able to watch porn?

This is a complicated values-based question. Each family and person has their own opinion. For some, they may believe it helps kids develop their sexuality and is a safe way to do it without actually having sex. For others, they believe it's dangerous and immoral. Research does show that watching porn at a young age can have lasting negative impacts on future sexual experiences. Additionally, a lot of porn shows violent and sexist imagery that can perpetuate rape culture and systems of oppression. The answer to this question is not a clear yes or no, but balancing personal values with existing research can help each individual come up with an answer.

## Should I let my kids have access to the internet? Should I control their passwords?

This is another complicated values-based question. As established in our curriculum, there are a lot of negatives on the internet due to the protective anonymity and existing systems of oppression. There are also positives, like access to educational and informational content that could help with school. This is another area where balancing personal values, boundaries, and existing research will come up with an answer that works for each individual and their families. Parental access to passwords is one example of a boundary to have.



# HANDOUTS & LINKS



Or:

[linktr.ee/onlinesexual  
violenceprevention](https://linktr.ee/onlinesexualviolenceprevention)



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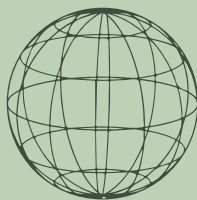
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ONLINE SEXUAL VIOLENCE  
PREVENTION

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