

Coercion and Consent

Grades 9-12, Lesson 7

Summary

Students review the results of the *Sexual Attitudes Survey* from Lesson 5 in order to set social norms that do not support sexual violence. The teacher then leads a class discussion to generate definitions of sexual assault, coercion and consent, followed by a discussion about the potential problems caused by power imbalances and age differences. Students conclude by working on scenarios in small groups, determining if consent is or is not present.

Student Learning Objectives

The student will be able to ...

1. Define sexual consent and explain its implications for sexual decision making.
2. Analyze techniques that are used to coerce or pressure someone to have sex.
3. Describe potential impacts of power differences within sexual relationships.
4. Explain why it is an individual's responsibility to verify that all sexual contact is consensual.
5. Summarize why individuals have the right to refuse sexual contact.
6. Explain why it is wrong to trick, threaten, or coerce another person into having sex.

Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson	1 minute
Share survey results	4 minutes
Define terms	10 minutes
Review laws	5 minutes
Discuss power and age differences	5 minutes
Facilitate scenarios activity	20 minutes
Summarize	1 minute
Assign homework	
Exit ticket	2 minutes
Total	50 minutes

FLASH Key Concepts

Everyone has the right to say who touches their body and how.

It is never okay to touch someone else if they don't want you to, or to make them touch you.

There are laws about sex that everyone must follow.

Permission or agreement is required to engage in all sexual activity.

Rigid ideas about how men and women should act are harmful and limit how people can express themselves.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.1	Explain how to build and maintain healthy family and peer relationships.
SH1.12.9	Analyze the factors that protect one against engaging in sexual risk behaviors.
SH1.12.12	Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
SH1.12.13	Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
SH1.12.29	Analyze techniques that are used to coerce or pressure someone to have sex.
SH1.12.30	Explain why it is an individual's responsibility to verify that all sexual contact is consensual.
SH1.12.31	Summarize why individuals have the right to refuse sexual contact.
SH1.12.32	Explain why it is wrong to trick, threaten, or coerce another person into having sex.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
SH2.12.3	Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.
SH2.12.4	Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.
SH2.12.5	Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol and other drug use).
SH2.12.6	Analyze how laws, rules and regulations influence behaviors related to sexual health.
SH2.12.7	Analyze how school and community affect personal sexual health practices, behaviors, and relationships.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.12.1	Demonstrate effective communication skills to promote sexual health and healthy relationships.
SH4.12.3	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
SH4.12.4	Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
SH5.12.7	Choose a healthy alternative when making a sexual health-related decision.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
SH7.12.1	Analyze the role of individual responsibility for sexual health.
SH7.12.3	Demonstrate practices and behaviors to improve the sexual health of oneself and others.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.
SH8.12.1	Use peer and societal norms, based on accurate health information, to formulate a health enhancing message about avoiding or reducing risky sexual behaviors.

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SH8.12.2	Persuade and support others to avoid or reduce risky sexual behaviors.
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National Sexuality Education Standards

ID.12.SM.1	Explain how to promote safety, respect, awareness and acceptance
HR.12.CC.3	Define sexual consent and explain its implications for sexual decision making
HR.12.INF.2	Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity
HR.12.AI.1	Demonstrate how to access valid information and resources to help deal with relationships
HR.12.SM.1	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior
PS.12.CC.1	Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence
PS.12.CC.2	Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence
PS.12.CC.3	Explain why using tricks, threats or coercion in relationships is wrong
PS.12.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault
PS.12.AI.1	Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted
PS.12.AI.2	Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence
PS.12.IC.1	Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault (<i>homework</i>)
PS.12.IC.2	Identify ways in which they could respond when someone else is being bullied or harassed.
PS.12.INF.1	Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships
PS.12.INF.2	Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence

Rationale

Theoretical Basis for Sexual Violence Prevention Lessons

The prevention of sexual violence is both a behavioral goal of FLASH in its own right, and an important strategy for preventing teen pregnancy and STDs. Sexual violence is correlated with a host of acute and chronic health problems - amplified by high rates of victimization in the United States.¹ Sexual violence is also strongly linked to teen pregnancy and STDs. Pregnant teens have higher rate of previous sexual assault, as do teens who begin having intercourse at a young age, increasing their risk of teen pregnancy and STDs.^{2,3,4,5} Moreover, young teens with much older male partners have greatly increased risk of pregnancy.^{6,7} Clearly, effective sexual violence prevention can reduce suffering and improve outcomes across many domains of health.

Sexual violence prevention programs have not been evaluated to the same extent as programs that reduce teen pregnancy and STDs. In the fields of public health and sexual violence prevention, the recommended approach to reduce sexual violence is to address “upstream” risk factors for perpetration.⁸ FLASH's sexual violence prevention lessons address the risk factors for perpetration identified by the CDC⁹ that are amenable to change through a school-based curriculum:

- Hostility towards women
- Hypermasculinity (exaggerated adherence to traits stereotypically attributed to men)
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness

Significantly, strategies to prevent victimization (e.g. how women can avoid risky situations for sexual assault) and to increase empathy for victims of sexual violence have had mixed results.⁸ These approaches were also shown to have the unintended consequence of strengthening participants' beliefs in rape myths (e.g. women are responsible for being raped).⁸ This further underscores the need to focus prevention efforts on reducing perpetration.

The CDC risk factors are specific to male-on-female violence. Importantly, research links these same risk factors to same-sex sexual harassment and sexual violence targeted at LGBT young people.¹⁰ While the majority of sexual violence is perpetrated by men against women, there is much more to be learned about the risk factors for sexual violence perpetrated by women against men, and sexual violence perpetrated against someone of the same gender.

Coercion and Consent

Coercion and Consent focuses on resetting societal norms that lead to perpetration of sexual violence, and on identifying and recognizing sexual assault and consent. Students gain skills in recognizing when consent is given or not given in sexual situations, and increase their understanding of the laws about consent. This lesson focuses on the following CDC risk factors for perpetration: (1) general tolerance of sexual violence within the community, and (2) societal norms that support male superiority and sexual entitlement.

This is the third of a four-part series of lessons which includes *Undoing Gender Stereotypes*, *Healthy Relationships*, *Coercion and Consent* and *Online Safety*. All of the lessons are designed to prevent the perpetration of sexual violence.

Materials Needed

Student Materials

- *Washington Laws and Resources Handout*
- *Individual Homework: Being a Resource and Finding Resources*
- *Family Homework: Talking About Sexual Violence Prevention*, available in multiple languages on the FLASH website
- *Lesson 7 Exit Ticket*

Classroom Materials

- *Lesson 7 Warm Up*
- *Coercion and Consent Scenarios*

Teacher Preparation

1. Research your state's laws and make a local handout. If you are outside Washington State, modify the *State Laws & Resources* handout for your students based on laws and programs in your area. Visit the National Sexual Violence Resource Center's webpage at: <http://www.nsvrc.org/organizations> to find contact information for your state sexual violence prevention organization. They may have a handout already created, or can assist you in making one.
2. Tally the results of the *Sexual Attitudes Survey* from the Undoing Gender Stereotypes lesson (Lesson 5). Pick 2 to 4 of the questions that students answered favorably, and in which they showed a bias that was less favorable of their peers. Display the results visually. For example, make a pie chart, a colorful poster, a graph, etc. Instructions for creating a PowerPoint presentation with pie charts of students' responses can be the Teacher Preparation for Lesson 5.
3. Make arrangements for students who feel a need to be excused. It's recommended that no students be required to participate in this lesson if they prefer not to, and that students who wish to excuse themselves not be required to provide an explanation. As an alternative, students may complete the *Individual Homework* in the library during the class session.

Activities

1. Warm up

Display warm up as bell work

Question: Why is it important for young men to work to end sexual violence? (2–3 sentences)

2. Explain purpose of lesson and set the tone

In the last two lessons, we've talked about gender stereotypes and healthy relationships. During these lessons, we discussed many of the pressures put on boys and girls about how to act as individuals and how to treat one another. We talked about how some of these gender stereotypes and expectations can lead to unhealthy relationships, and can contribute to dating violence and sexual assault. Today we're going to continue the conversation about sexual health and healthy relationships, and discuss coercion and consent. These topics are part of sexual violence prevention.

I want to acknowledge that this is a sensitive topic. Most people in this room have either experienced sexual violence or know someone who has. Let's remember that and be thoughtful of one another when talking today. Let's keep our ground rules in mind, and people should feel free to take a break if they need to or to talk to me after class.

3. Share survey results

Display the results from the *Sexual Attitudes Survey* administered at the close of Lesson 5. Review several items from the survey, noting students' responses as well as the responses they thought their peers would give. Point out any discrepancies between what students expected of their peers versus what the survey results actually show. The script provided assumes that students answered at least a few statements favorably, and that they showed a bias that was less favorable of their peers. This is likely what your results will show as well. Display only the results that follow this pattern, since the purpose of this section is to re-establish social norms that are not supportive of sexual violence.

- *Does anyone notice any patterns in the results?*
- *Is anyone surprised by these results? Would anyone be willing to share what surprised you?*
- *What do you think this survey says about you and your peers?*

What we see from these results is that most of you agreed with the statements. Most of you feel it's important to get consent and respect partners' boundaries. For example, sometimes people say, "I was so turned on I couldn't help myself," or "We've had sex before, so I know my partner's OK with it." Most of you wouldn't agree with these sorts of statements. You understand that people have the right to say no to sexual activity at any point.

I noticed that, although you agreed with the statements on the survey, you weren't as sure your peers would. In almost every case, you thought your peers would feel less strongly than you did about the issues. That's interesting, because, of course, your peers also answered the survey, and you all are thinking the same things for the most part.

This is important, because sometimes we make decisions based on what we think our peers are doing. For instance, research shows that people sometimes feel pressured to have sex because they think that's what their peers are doing, when, in fact, the majority of teens aren't having any type of sex. I am glad you all had a chance to see that your peers' feelings about sexual responsibility and sexual violence are not that different from yours.

4. Define sexual assault, coercion and consent

Begin with an open ended question about why people always have the right to refuse sexual contact. Then, lead a class discussion to generate definitions of sexual assault, coercion and consent. Summarize students' comments to create the following final definitions/statements, and be sure to address the questions listed under each one.

Why people have the right to refuse sexual contact: People have the right to refuse sexual contact because no one, under any circumstances, is required to have any type of sex if they don't want to.

Sexual assault: Coercing or forcing another person into sexual contact.

- What are some types of sexual assault?

Coercion: The use of manipulation to persuade people to do something they may not want to do, such as being sexual or performing certain sexual acts.

- What are tactics someone might use to coerce another person into doing something that person may not normally want to do?
- Why is it wrong to coerce someone into sexual activity?

Consent: Permission or agreement to engage in sexual activity.

- Why should people always make sure they have consent before engaging in sexual activity?

Could someone tell me why people always have the right to refuse sexual contact? Why don't people have to have any type of sex if they don't want to?

Good. As we work through this lesson, always remember that people have the right to refuse sexual contact, because no one, under any circumstances, is required to have any type of sex unless they want to.

What is the definition of sexual assault?

Coercing or forcing another person into sexual contact.

What are some types of sexual assault? (Make sure examples include both touching and non-touching offenses, and at the minimum include the items listed below.)

- Rape
- Incest
- Sexual harassment
- Child sexual abuse

What is coercion?

The use of manipulation to persuade people to do something they may not want to do –

such as being sexual or performing certain sexual acts.

What are tactics someone might use to coerce another person into doing something that person may not normally want to do?

Examples include:

- Manipulation
- Abusing a position of power
- Older person taking advantage of a younger person
- Alcohol and other drugs

Unlike what many people believe, sexual assault, including rape, doesn't usually involve extreme physical force or injury. Often emotional manipulation, coercion, or alcohol and other drugs are used as tools to assault.

Why is it wrong to coerce someone into sexual activity?

If someone is coerced that is not consent.

What is consent?

Permission or agreement to engage in sexual activity.

Why should people always make sure they have consent before sexual activity?

Using force or coercion to make someone have any type of sex, or having any type of sex with someone without that person's consent, is sexual assault.

5. Review sexual assault laws

Review your state laws, especially noting how consent and coercion are handled, and whether forced oral, anal and vaginal sex as well as other types of sexual activity can all be considered sexual assault. Also specifically note at what ages it is illegal for two people to have sex. In some states, there is simply an age of consent. In other states, specific age differences are spelled out. Hand out the *State Laws & Resources* handout.

Note: Adapt the script to fit your state laws.

Washington State law says: "‘consent’ means that at the time of the act of sexual intercourse or sexual contact, there are actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact."

What does this mean? If someone forces someone else to have any type of sex, that is rape. If someone has any type of sex with a person who says no or shows they don't want to have sex, that is also rape. The law says "actual words or conduct," so consent can be verbal or nonverbal.

Consent is important. Washington State law also specifies that certain people cannot give consent. Who do you think is not legally able to consent?

Anyone who is mentally incapacitated due to alcohol or other drugs cannot give consent. Anyone who is physically helpless, unconscious or asleep cannot give consent. So, if someone has any type of sex with a person in these situations, it is also rape.

A couple of final points about consent: just because someone consents to one type of sexual activity does not mean that person has consented to other types of sexual activity. Also, just because someone has agreed to a sexual act in the past, does not mean that person will always agree to it.

Sex is also legal or illegal depending on the age of the two people having sex. Even if there is consent, sex or sexual touching is illegal if either person is under a certain age. In other words, an older person may not have any type of sex with someone who is much younger. Washington calls these laws "rape of a child." In some other states it is called "statutory rape," which basically means the same thing.

Here are the age differences in Washington State: (Read handout.)

6. Discuss power imbalance and age differences

(Note: Pay close attention to time—you will need 20 minutes to complete the Scenarios Activity. You may need to abbreviate the following discussion or skip to the small group activity if the students have had a lot of questions.)

After discussing the specific age difference in your state, lead a discussion with students about why it might be a bad idea, or why they think it is illegal, for a person to have sex with someone several years younger or older.

So, just as an example, it is illegal for a 20 year old to have any type of sex with a 15 year old. Although most people would agree that a 30 year old should not have sex with a 15 year old, sometimes people believe that when the age difference is a little closer the law may be unfair. In that situation, they ask questions such as, "What if the two people are really in love, or have been going out a long time? What if the 15 year old's parents know and approve of the relationship?" But, even in these situations, it is still illegal for several reasons. What do you think those reasons are? Why might it be a bad idea for a much older person to be in a sexual relationship with a much younger person?

Make sure discussion raises the following points, even if you have to add them yourself:

- An older person probably knows more, and can use that knowledge to influence or take advantage of a younger person.
- The younger person may assume that the older person knows more, whether or not that is true. The younger person is likely to believe what the older person says, which gives the older person a lot of opportunity to manipulate or lie to the younger person.
- The older person has access to things the younger person doesn't, such as a car, an apartment, a job, alcohol, etc. This can make the older person seem very attractive as a dating partner, and may cause the younger person to overlook serious concerns about the older person.
- Because the older person has more independence (perhaps an apartment or car, or no curfew if still living at home), it makes it easier to involve the younger person in a risky situation, such as being alone together in an apartment, being around alcohol or drugs, being out late, etc.

For all of these reasons and more, teens who have dating partners who are much older than they are more likely to get an STD,¹¹ to become pregnant, or get someone pregnant while still a teen.¹²

7. Facilitate scenarios activity

(Note: Allow 20 minutes for this activity. If you are short on time, you can choose only a few scenarios.)

Divide the class into 6 groups. Hand out a *Coercion and Consent Scenarios* worksheet to each group and assign each group 1 of the scenarios to discuss. Allow small groups to discuss for 5-6 minutes. When finished, take turns asking the small groups to read their scenario and report to the class. Debrief points for each scenario can be found in the script.

Scenario 1:

- Naomi is highly intoxicated and therefore cannot consent. Even if her words (“uh-huh”) indicate yes, the fact that she is drunk means that she cannot consent.
- If they were both intoxicated, neither person can legally consent to sex. Technically, it is possible that either could be charged with rape. However, the one who initiates the sexual contact or who gives the other person alcohol may be more likely to be held responsible for rape. Also, people who are intoxicated are less likely to protect themselves against STDs, including HIV, and pregnancy.
- Ideally, a friend would step in and help intervene. Some ways to do this include: distracting them, staying by Naomi’s side, pretending they need to come help someone who is sick, telling Jackson that it’s not a good idea to hook up because Naomi is drunk.

Scenario 2:

- Jamal really wants to have sex (he asks twice), but he is respectful when Leila communicates her boundaries (with words and later with body language).
- Note: Students may indicate that this appears to be a healthy relationship because Jamal and Leila have honest and clear communication.

Scenario 3:

- There are several cues that indicate that Elena is not consenting, including: she shrugs her shoulders when he first touches her, she “hisses” and tells him to cut it out, she tries to push him away.

Scenario 4:

- This scenario is similar to Scenario 3, but important details are different. In this scenario, it appears that both people are consenting. We know this due to several factors: he touches her shoulders, she grins when he first touches her, she indicates that they could be doing something else, he pulls her close, she laughs, they both giggle, they kiss.
- She does say “cut it out,” which means no. So, it is not entirely clear what she wants because in this moment, her body language says yes, and her words say no. It would be clearer if they were to ask each other directly, “Can I kiss you?”
- He assumes consent in this case because her “yes” cues far outweigh her “no” cues

Scenario 5:

- There is consent for the kiss.
- There are several cues: Tyra gave a hug, Monica gave a quick kiss, Tyra asked if they could kiss again, Monica laughed and they kissed again.
- There is no consent to do anything further at this point, therefore Tyra should ask. She could say, “Do you want to go further?” or “What do you want to do next?” or “Can I take

your shirt off?"

Scenario 6

- *Consent is not possible in this scenario because of the age difference and because of Ciera's position of power (she is in a supervisory position as a coach).*
- *Even if the boy wanted to have sex and consented, Washington State law says that technically he cannot consent if she is in a position of power and he is more than 5 years younger. (Note: State laws may vary. Tailor the discussion to reflect the laws in your state.)*
- *Even if the law isn't broken, Ciera is still breaking ethical rules for coaches and is risking her job.*
- *Ideally, Taylor or other students who heard these rumors would report to a trusted adult or to police. It may be very difficult to report because there may be a lot of peer pressure to stay quiet about it*

8. Summarize

Summarize the lesson and answer any questions students still have about sexual violence.

Today we discussed sexual assault, coercion and consent. It was helpful to work through some scenarios to show that we all do know what consent looks like even in different situations. This information is useful to keep us safe and also keep us from hurting other people.

9. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Being a Resource and Finding Resources

Family Homework: Talking about Sexual Violence Prevention, available in multiple languages on the FLASH website

10. Exit ticket

Hand out the *Lesson 7 Exit Ticket*.

Prompt: List 1 or 2 things someone can do to ensure there is consent for a kiss.

Possible answers:

- Ask if it is OK to kiss and wait for the other person to say yes.
- Initiate a short kiss, and wait to see if the other person initiates a second kiss.
- Read the other person's nonverbal cues. For example, a person can show consent physically by leaning in, embracing the other person or returning the kiss. Physical signs of non-consent include turning away, pushing the other person away, stiffening up and keeping arms crossed in front of the body.

Warm Up

Answer the following question in 2 or 3 sentences:

Why is it important for young men to work to end sexual violence?

Washington Laws and Resources Handout

What is sexual assault?

Sexual assault is a crime. Sexual contact is always illegal when force is used or when a person cannot give consent. It is always illegal if there is any type of sex with a close relative. "Sexual assault" refers to many different crimes. A good definition is "coercing or forcing another person into sexual contact."

Different kinds of sexual assault

Rape: This is any kind of sexual penetration by force or when the person can't consent. Sometimes physical force is used or threatened. Other times the victim is helpless or under the influence of alcohol or other drugs and can't consent. Sometimes the offender is a stranger. More often the offender is someone the victim knows.

Child sexual abuse: This is when an adult sexually touches or has any type of sex with a child or teen. The offender might use force, manipulation, bribery, pressure, or take advantage of a situation.

Incest: This is when a close relative such as a parent or step-parent sexually touches or has any type of sex with a child. It is always illegal, no matter how old the victim is.

Rape of a Child (also called statutory rape): In Washington State, any type of sex is illegal even when there is no force if:

- The younger person is under age 12, and the older person is more than 2 years older.
- The younger person is age 12 or 13, and the older person is more than 3 years older.
- The younger person is age 14 or 15, and the older person is more than 4 years older.

Sexual Misconduct: In Washington State, it is also illegal for a person in a position of power or authority to have a sexual relationship with any youth they supervise. This would apply to two situations:

- The younger person is age 16 or 17, and the older person is more than 5 years older and is in a position of authority over the younger person.
- Any school employee has a sexual relationship with any enrolled student under age 21.

Where to Get Help

Find a local sexual assault center in Washington State: www.wcsap.org/help.htm

Find help outside of Washington State: www.nsvrc.org/organizations

Coercion and Consent Scenarios

1. Desiree and Naomi are best friends and are at a party together. Desiree notices that Naomi is drinking a lot and starting to slur her words. Jackson, a cute guy at the party, approaches Naomi, who is totally drunk. Jackson asks Naomi if she wants to hook up. Naomi nods her head and is led upstairs by Jackson. Desiree can see that Naomi is stumbling up the stairs.

- What do you think about this situation?
 - Is consent possible in this situation? Why or why not?
 - Would it be different if both Jackson and Naomi were intoxicated?
 - What could Desiree do to help her friend? What could one of Jackson's friends do?
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2. Jamal and Leila have been dating for 6 months. Jamal feels he is ready to have sex. Jamal invites Leila over to his house one weekend night when his parents are out of town. Alone in the house, Jamal talks with Leila about wanting to have sex and Leila tells him she's not ready. A little later while making out in Jamal's room, he asks her again about having sex. Leila shakes her head no and looks away. Jamal is disappointed but goes no further.

- Was there consent in this scenario? What did the person say or do to let you know?
 - What do you think about Leila and Jamal's relationship?
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3. Rob and Elena are in the library, working on a school report. At the computer station, Rob begins to give Elena a backrub. "This research is boring," he says. Elena shrugs her shoulders under his hands. Rob puts his arms around her from behind and pulls her close to him. Elena leans forward and hisses, "Cut it out, you're going to get us in trouble." Rob pulls her into the corner. As Elena puts her hands on his chest and tries to push him away, he pulls her to him and kisses her.

- Was there consent in this scenario? What did the person say or do to let you know?
 - If you have time, read and discuss Scenario 4.
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4. Rob and Elena are in the library, working on a school report. At the computer station, Rob begins to give Elena a backrub. "This research is boring," he says. Elena turns around and grins at him. "Yeah, it is, compared to what we could be doing," she says. Rob puts his arms around her and pulls her close to him. Elena puts her arms around his neck and laughs, "Cut it out, you're going to get us in trouble." Rob pulls her into the corner. Giggling, they kiss.

- Was there consent in this scenario? What did the person say or do to let you know?
 - If you have time, read and discuss Scenario 3.
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5. Tyra walked Monica home after they saw a movie together Friday night. When they got to Monica's house, they stood talking for a while. When Tyra gave Monica a hug goodnight, Monica responded with a quick kiss on the lips. Tyra smiled and said, "Can we do that again?" Monica laughed, and they kissed for a long time. They went inside and kept kissing. Tyra wanted to go further but couldn't really tell what Monica wanted by her body language.

- Was there consent for the kiss? What did the person say or do to let you know?
 - Was there consent to do anything further sexually?
 - What should Tyra do in this situation?
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6. Ciera is 23 years old. She is a teacher and the girls' basketball coach at Lake High School. She has been coaching the boys' basketball team lately because the boys' coach has been out sick. Some of the girls notice that Ciera is kind of flirtatious with some of the guys on the boys' team. She has also been offering a few of the boys private coaching sessions, but tells them to keep it a secret, so the girls don't get jealous. A member of the boys' team tells his friend Taylor that he and Ciera hooked up last weekend.

- What do you think about this situation?
 - Is consent possible in this situation? Why or why not?
 - What would you do if you were Taylor?
-

Individual Homework:

Being a Resource and Finding Resources

Name _____

Period _____

Describe 3 ways that you could talk to or intervene with a friend who you have seen touch someone in an inappropriately sexual way in the hall at school.

1.

2.

3.

Family Homework: Talking about Coercion and Consent

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

For each scenario ask the adult: (1) What would you like me to do in this situation? (2) How could I ask for your help?

Ask each other: Are there certain rules or agreements that we both should follow?

I'm hanging out with friends and they start doing things that make me feel unsafe. This could include things such as drinking, going to a party I don't want to go to, acting sexually in a way that makes me feel uncomfortable, etc.

I'm hanging out at a friend's house and my friend's parents or guardians go out for the evening. I start to feel uncomfortable.

My boss at work is 23. This boss is cute and has been pretty friendly with me. I've enjoyed the attention until now. Recently, I've started feeling uncomfortable with the sexual innuendos that have been made. I'm often alone with my boss at work and am feeling more uncomfortable.



Family Homework Confirmation Slip: Talking about Coercion and Consent

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

List 1 or 2 things someone can do to ensure there is consent for a kiss.

Lesson 7: Assessment Questions

1. In class we read a scenario about someone who was about to have sex with another person who was too drunk to consent. What are two things you could do in a situation like that to keep your friend and the other person safe?
2. Define sexual consent.
3. Why do alcohol and other drugs make it harder for someone to give or get consent?
4. Sexual assault is never the fault of the victim. It is always the fault of the person who committed the act of sexual violence. Explain why.
5. Look back at your *State Laws and Resources* handout. List one organization that someone could contact if they felt their relationship was unsafe, or if they had been sexually assaulted.
6. The *Sexual Attitudes Survey* we reviewed in class showed that most students agreed it's important to get consent and respect other people's boundaries in a sexual situation, but didn't think this was what their peers believed. What can you infer from these results?
7. Match the following terms with the definitions.

1. Rape	A. Coercing or forcing another person into sexual contact
2. Child sexual abuse	B. An adult sexually touches or has any type of sex with a child or teenager
3. Incest	C. A close relative such as a parent or stepparent sexually touches or has any type of sex with a child.
4. Sexual assault	D. Any kind of sexual penetration by force or when the person can't consent.

8. Why is it wrong to coerce someone into sexual activity?
9. Explain why it is illegal for a much older person to be in a sexual or dating relationship with a much younger person.
10. What are some things a person might do to try to coerce someone else to have sex? What do these techniques have in common?
11. Why is it important for a person to make sure there is consent before engaging in sexual activity with another person?
12. Summarize why people have the right to refuse sexual contact.
13. The results of the *Sexual Attitudes Survey* we reviewed in class showed that most students agreed that it's important to get consent and respect other people's boundaries in a sexual situation, but didn't think this was what their peers believed. Imagine you are creating an ad campaign for teens to encourage them to always get consent and respect other people's boundaries in sexual situations. Based on the survey results, what would be a key message of your campaign?

Lesson 7: Assessment Key and Standards Alignment

Question	Answer	Standards
1. In class we read a scenario about someone who was about to have sex with another person who was too drunk to consent. What are two things you could do in a situation like that to keep your friend and the other person safe?	<ul style="list-style-type: none"> Distract either of them Stay with your friend, don't let them be alone together Make an excuse to get your friend to leave (e.g., someone is sick and needs help), Tell the person who is about to have sex without consent that it's a bad idea because the other person is too drunk 	NSES: ID.12.SM.1
2. Define sexual consent.	Permission or agreement to engage in sexual activity.	NSES: HR.12.CC.3
3. Why do alcohol and other drugs make it harder for someone to give or get consent?	When people are drunk or high they cannot legally consent. When people are drunk or high they may misunderstand someone else's actions.	NSES: HR.12.INF.2 NHES: SH1.12.13
4. Sexual assault is never the fault of the victim. It is always the fault of the person who committed the act of sexual violence. Explain why.	Possible correct answers include: <ul style="list-style-type: none"> Because everyone has the right to say who touches his/her body and how. Because having sex without the other person's consent is illegal Because people have the right to stop sexual activity at any point. Because no one, under any circumstances, is required to have sex if they don't want to 	NSES: PS.12.CC.4
5. Look back at your <i>State Laws and Resources</i> handout. List one organization that someone could contact if they felt their relationship was unsafe, or if they had been sexually assaulted.	Resources listed on handout	NSES: HR.12.AI.1 PS.12.AI.1 PS.12.AI.2 NHES: SH1.12.13
6. The <i>Sexual Attitudes Survey</i> we reviewed in class showed that most students agreed it's important to get consent and respect other people's boundaries in a sexual situation, but didn't think this was what their peers believed. What can you infer from these results?	Possible answers include: <ul style="list-style-type: none"> Ideas about what other people think about sex and consent aren't necessarily correct. People may sometimes act in ways they don't think are right, because they believe their friends think something different. Messages from society about consent and sexual violence are different from what people actually think. 	NSES: PS.12.INF.2
7. Match the following terms with		NSES:

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<p>their definitions:</p> <ol style="list-style-type: none"> 1. Rape 2. Child sexual abuse 3. Incest 4. Sexual assault <ol style="list-style-type: none"> A. Coercing or forcing another person into sexual contact B. An adult sexually touches or has any type of sex with a child or teenager C. A close relative such as a parent or stepparent sexually touches or has any type of sex with a child. D. Any kind of sexual penetration by force or when the person can't consent. 	<ol style="list-style-type: none"> 1. Rape (D) 2. Child sexual abuse (B) 3. Incest (C) 4. Sexual assault (A) 	<p>PS.12.CC.1</p>
<p>8. Why is it wrong to coerce someone into sexual activity?</p>	<p>If someone is coerced into sexual activity, that is not consent. Any type of sex without consent is sexual assault.</p>	<p>NSES: PS.12.CC.3</p> <p>NHES: SH1.12.32</p>
<p>9. Explain why it is illegal for a much older person to be in a sexual or dating relationship with a much younger person.</p>	<p>Possible answers include:</p> <ul style="list-style-type: none"> • Older person probably knows more, and can use that knowledge to influence or take advantage. • Younger person may assume the older person knows more, even when that isn't true, and be more likely to believe what the older person says. Older person can manipulate or lie to the younger person. • Older person has access to things the younger person doesn't (car, apartment, job, alcohol, etc.). This can make the older person seem very attractive as a dating partner, and may cause the younger person to overlook serious concerns. • Because the older person has more independence (an apartment or car, no curfew if still living at home), it makes it easier to involve a younger person in a risky situation, such as being alone together in an apartment, being around alcohol or drugs, being out late, etc. 	<p>NSES: PS.12.INF.1</p> <p>NHES: SH2.12.3 SH2.12.4 SH2.12.5 SH2.12.7</p>

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<p>10. What are some things a person might do to try to coerce someone else to have sex? What do these techniques have in common?</p>	<p>Possible tactics include:</p> <ul style="list-style-type: none"> • Manipulation • Abusing a position of power • Older person taking advantage of a younger person • Drugs and alcohol • Pressure • Threats <p>What they have in common:</p> <ul style="list-style-type: none"> • They all involve ignoring the other person's boundaries. • They all involve overpowering the other person. • None of them involve consent. 	<p>NHES: SH1.12.29</p>
<p>11. Why is it important for a person to make sure there is consent before engaging in sexual activity with another person?</p>	<p>Possible answers include:</p> <ul style="list-style-type: none"> • If you have any type of sex with someone without consent, that is rape • You might think you have consent but be wrong. • It's never the fault of the person who was sexually assaulted. The other person needs to be responsible for obtaining consent. 	<p>NHES: SH1.12.30</p>
<p>12. Summarize why people have the right to refuse sexual contact.</p>	<p>People have the right to refuse sexual contact because no one, under any circumstances, is required to have any type of sex unless they want to.</p>	<p>NHES: SH1.12.31</p>
<p>13. The results of the <i>Sexual Attitudes Survey</i> we reviewed in class showed that most students agreed that it's important to get consent and respect other people's boundaries in a sexual situation, but didn't think this was what their peers believed.</p> <p>Imagine you are creating an ad campaign for teens to encourage them to always get consent and respect other people's boundaries in sexual situations. Based on the survey results, what would be a key message of your campaign?</p>	<p>The message should use norms, and should persuade others not to commit sexual assault.</p> <p>Any message that shows that getting consent is normal, expected, cool or "the thing that everyone is doing" is acceptable.</p> <p>Also acceptable, messages that point out that your peers don't think what you think they do, or that you should not make decisions based on what you think others are thinking.</p>	<p>NHES: SH8.12.1 SH8.12.2</p>

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Family Homework		NSES: PS.12.AI.2 NHES: SH1.12.1
Individual Homework		NSES: ID.12.SM.1 HR.12.AI.1 PS.12.AI.1 PS.12.AI.2 NHES: SH.7.12.3
Exit Ticket: List 1 or 2 things someone can do to ensure there is consent for a kiss.	Possible answers: <ul style="list-style-type: none">• Ask if it is OK to kiss and wait for the other person to say yes.• Initiate a short kiss, and wait to see if the other person initiates a second kiss.• Read the other person's nonverbal cues. For example, a person can show consent physically by leaning in, embracing the other person or returning the kiss. Physical signs of non-consent include turning away, pushing the other person away, stiffening up and keeping arms crossed in front of the body.	NSES: HR.12.CC.3

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