



Lesson Plan

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For Professionals Working With Teens

Sexetc.org

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Lesson for "What Does Consent Look Like?"

LEARNING OBJECTIVES

At the completion of this lesson, students will be able to

1. Explain what consent is.
2. State their opinion about who is responsible in cases of rape and sexual assault.
3. Name two resources that can support individuals who have experienced rape or sexual assault.

NATIONAL SEXUALITY EDUCATION STANDARDS ADDRESSED

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.AI.1 Access valid resources for help if they or someone they know is being bullied or harassed or has been sexually abused or assaulted.

TIME NEEDED

50 minutes

MATERIALS

- Consent definition on flipchart paper or PowerPoint slide
- Copies of "What Does Consent Look Like?"—one per student
- Copy of "Who's Responsible When It Comes to Consent?"—one per student
- Copy of "Tips for Clear Consent / Additional Resources"—one per student

PREPARATION

1. Write the definition of consent, which you'll find below, on a board or flipchart paper or create a PowerPoint slide with the definition on it that can be projected.

PROCEDURE

1. Begin by stating that the lesson will focus on sexual consent, sexual assault and rape. Refer to the definition of consent from the Sex, Etc. website, which will either be on the board, flipchart paper or PowerPoint slide:

"When a person agrees to a certain action or behavior. A person, in order to consent, must have the capacity to consent, which means they are not mentally disabled, under the influence of drugs or alcohol and are of legal age to be able to consent."

Read the definition out loud and ask students if they have reactions to or questions about the definition.

2. Explain that this is a sensitive topic and many people will have either experienced sexual assault or rape or know someone close to them that has. Ask students to treat today's discussion with respect and sensitivity. (**Facilitator's Note:** If you have previously set group agreements including "respect one another," it is a good idea to reiterate that point.) [4 minutes for steps 1 and 2]

3. Distribute copies of the article "What Does Consent Look Like?" and ask for volunteers to read the article out loud. Once the students have read the article, ask the following questions:

- What are your reactions to the statistic noting that the majority of rape victims know their rapists?
- The article discusses three general scenarios in which rape can occur: (1) when one or both partners are intoxicated, (2) within the context of a dating relationship and (3) when one or both partners are below the state's age of consent. Did any of these scenarios surprise you? Why?
- The author talks about moving away from blaming the rape victim to holding bystanders accountable? What are your thoughts about that? How easy or difficult would it be to intervene if you observe a friend about to exploit someone which could potentially result in rape? [10 minutes]

4. Explain that students will now read a story about consent and rape. Distribute a copy of "Who's Responsible When It Comes to Consent?" to each student. Instruct students to read the scenario individually and rank the characters based on who is most and least responsible. (**Facilitator's Note:** Alternatively, you can read the scenario aloud or ask for volunteers to read it aloud to the group.) [5 minutes]

5. Next, divide students into groups of four and have them arrange their seats together. Explain that groups will talk about the scenario, their rankings and try to come to a consensus about the rankings for each character.

6. Additionally, ask them to write down three alternative things that any of the characters in the story could have done differently to result in a more positive outcome. Allow groups ten minutes to complete this task. (**Facilitator's Note:** During this time it is helpful to circulate among groups to clarify any questions about the task and facilitate disagreements among group members, if any arise.) [10 minutes for steps 5 and 6]

7. Gather groups' attention and ask the following questions:

- How did it feel to try and reach consensus?
- How many groups were able to reach consensus?
- Using your fingers, show me what rating you gave Bethany? Why did you give Bethany that particular rating? (Repeat this procedure with Jackson, Philip, Kyle, Tasha and Coach Anderson). Ask students to explain their ratings.
- What other things could the characters in the story have done differently to result in a more positive outcome?
- What did you learn from this scenario and the discussion?

(**Facilitator's Note:** Depending on your group, participants might have very strong opinions about what characters were most or least responsible for this situation. This is to be expected. The facilitator should ask some of the following questions to clarify people's opinions and remind the group that there is no official "right" answer. While it would be interesting to explore students' responses to all of the questions, the first four questions are the most important and relevant to students' direct experience.)

- What are your reactions to Bethany's friend Tasha who tried to persuade Bethany not to leave the party with Jackson and Philip? What role can friends play in trying to keep one another safe?
- What impact did alcohol have on Bethany's ability to consent?
- What are your reactions to Kyle, Philip's friend who tried to tell Phillip to stop raping Bethany? To the rest of Philip's friends calling Kyle a homo because of his actions?
- What role did social media play in this story? How realistic is it that Jackson took and shared photos of the incident and how quickly they circulated?
- What do you think about how Coach Anderson tried to cover up the rape in an attempt to protect his team and players?

- Some community members claimed that Bethany ruined the reputation of the team. Do you agree or disagree with that? Why or why not?
 - Some community members claimed that the school sports players have a different set of rules to play by and receive special treatment? Do you agree or disagree with that? Why or why not?
- [15 minutes]

8. Distribute copies of “Tips for Clear Consent / Additional Resources” to each student. Ask three different students to read the three tips on the top half of the handout out loud to the rest of the class. Ask students if they have any questions about these tips.

9. Encourage students to speak to a trusted adult or seek out the resources on the bottom half of the handout out if they know anyone who has experienced sexual assault or rape. [4 minutes for steps 8 and 9]

10. Instruct participants to turn to someone sitting next to them and discuss how they would finish the following sentence: “One thing I learned today is....” Give pairs a minute to discuss. If time permits, ask for volunteers to share their answers with the large group. [2 minutes]

Who's Responsible When It Comes to Consent?*

In Greenton's small, tight-knit community, there is a lot of school spirit and pride, especially around its sports teams and athletes. Many people who live in the community attend the high school sports games even if they don't have children who attend the school.

One Saturday evening after the Greenton High School Warriors won a big baseball game and advanced to the playoffs, many of the players were out celebrating at a teammate's house. It was a wild party, tons of food and alcohol, great music and no parents. Two guys on the team, Jackson and Philip, were drinking and talking to Bethany, a girl from school. Bethany seemed like she was having a lot of fun talking with Jackson and Philip, but eventually the alcohol she'd been drinking started to catch up to her. Bethany started to feel lightheaded and dizzy. Jackson and Philip told her that they would get her home safely. Bethany felt a little nervous about getting a ride home from these guys but figured it was the quickest way home since she wasn't feeling great. Tasha, one of Bethany's friends, saw her stumbling and leaving with the guys and tried to stop her, suggesting she find a safer way home. Jackson and Philip insisted they'd take her right home. Tasha went back to the party.

Once they got outside, Jackson and Philip helped Bethany into their friend's car and then a few of their other friends hopped in as well. Bethany passed out soon after they left. Jackson suggested they go to his house since his parents wouldn't be home. Bethany was still passed out once they got to Jackson's house, and she didn't realize when the guys took her inside. She came to for a while, and Philip started kissing her. She shook her head from side to side indicating she wanted him to stop, but she wasn't able to communicate given the amount of alcohol she drank and how sick she felt. Bethany passed out again, and Philip continued to kiss her and removed her shirt and pants. Philip began to have vaginal sex with Bethany while most of his friends looked on, cheering and laughing. Kyle, one of Philip's friends, told him to back off and that what he was doing wasn't cool. Everyone else started laughing at Kyle telling him he must be a homo. Kyle got quiet. Jackson started taking pictures with his phone. After Philip was done having sex with Bethany, they drove her back to the party and left her

there. Jackson texted the pictures he took to some friends and posted them to social media sites. Before the evening ended, nearly the whole town knew what had happened since so many students at the school saw the pictures and reposted and forwarded them.

The next day, Bethany woke up confused and in pain, but didn't remember anything from the previous night. About a day later, Bethany's family learned more about what happened from the texts and photos buzzing around town, and together they decided to report the rape to the police. By this time, even school officials heard about the incident through social media. In fact, Coach Anderson, the baseball coach, even began to try to cover up some of the evidence that was going around. He really wanted to make sure that his team would still be in the playoffs.

There was mixed public reaction. Many people wanted to reach out in support of Bethany, however, many people in the community simply said that Bethany was "asking for it." After all, she got drunk and left a party with a bunch of guys. What else did she think was going to happen? Further, some community members were angry that Bethany's actions were now casting a negative light on the town and baseball team, ruining their chances to play in the playoffs.

Eventually Jackson and Philip were brought to trial, found delinquent (the juvenile equivalent of guilty)—Philip for rape and Jackson for the dissemination of child pornography. Both are serving time in juvenile detention centers. Bethany doesn't feel safe going to school, cries a lot, has difficulty sleeping and has been ostracized by many of her friends as a result of this.

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Rank the six characters below. Number 1 would be the person most responsible and number 6 would be the person who is the least responsible.

- | | |
|--------------|---------------------|
| _____Bethany | _____Kyle |
| _____Jackson | _____Tasha |
| _____Philip | _____Coach Anderson |

*Idea adapted from *Teaching Safer Sex* by Peggy Brick and Colleagues, Planned Parenthood of Greater Northern New Jersey, www.ppgnnj.org.

Tips for Clear Consent

Consent should be clear.

The most effective way to know if consent has been given is to ask for it. Body language can sometimes be difficult to read, so sticking with verbal consent is key. Just because a person does not forcefully say “no” does not mean they have consented. Listen for a clear yes.

Consent is not automatic.

Just because a person consents to one activity does not automatically indicate that they are willing or consenting to other activities. For example, if a person has consented to oral sex, it does not indicate that they are also consenting to vaginal sex. Just because a person engaged in a behavior in the past does not automatically indicate that they are willing or consenting to that same behavior now.

Consent can change.

An individual can change his or her mind about what he or she consents to at any time, even if a person is right in the middle of a sexual act.

Additional Resources

Love Is Respect

loveisrespect.org

Love Is Not Abuse

loveisnotabuse.com

Men Can Stop Rape

mencanstoprape.org

Rape, Abuse, & Incest National Network (RAINN)

rainn.org

WHAT DOES CONSENT LOOK LIKE?

By Nick Meduski, 17, Staff Writer

Just so we're clear, not all rapists are offering candy to little kids or lurking in an alley, ready to attack. Too often, we imagine rape or sexual assault only involving violence or child predators. But 66 percent of rape victims knew their rapists, and 38 percent of the rapists were even friends of the victim, according to a 2005 study conducted by the U.S. Department of Justice. Forty-four percent of rape victims are under the age of 18, so sexual assault unfortunately is an issue teens should know about. Everyone has to understand that rape can affect children, teens and adults and if a person does not or cannot consent or agree to have sex, then it's rape. And it doesn't matter if the rapist is a stranger, friend or a significant other. If sexual boundaries are crossed, rape is happening.

Rape can range from having sex with someone at a party who is too drunk to consent to having sex with someone under a certain age (even if they consent) to forcing a significant other to have sex against his or her will. In order for sexual behavior to be consensual, a person must have the capacity to consent or agree to sex, which means they are not mentally disabled, under the influence of drugs or alcohol and are of legal age to be able to consent.

Intoxicated Partners Cannot Consent

A look at the 2012 Steubenville, Ohio, rape case paints a telling picture of how rape can happen among teens. Trent Mays and Ma'lik Richmond had egos larger than life; these rising football stars didn't see an issue with fingering a drunken, incapacitated girl—all while posting the acts on social media. They probably thought, *It isn't rape if she's letting it happen, right?* Wrong. Sexually forcing themselves on a drunken girl who can't consent is not her "letting it happen." This is illegal, and it's rape.

It would be easy to tell teens not to get drunk. While this advice makes sense, the solution to preventing rape goes much further. Instead of blaming victims for getting too drunk, the responsibility lies with the rapist(s) and his or her friends to prevent the situation from occurring. Friends need to tell each other that it's not OK to exploit someone who's drunk at a party. It can be hard for friends to be authoritative with each other, but when a potential rape is in the making, they owe it to the victim to have the courage to intervene by stopping the potential rapist and getting the potential rape victim to a safe place.

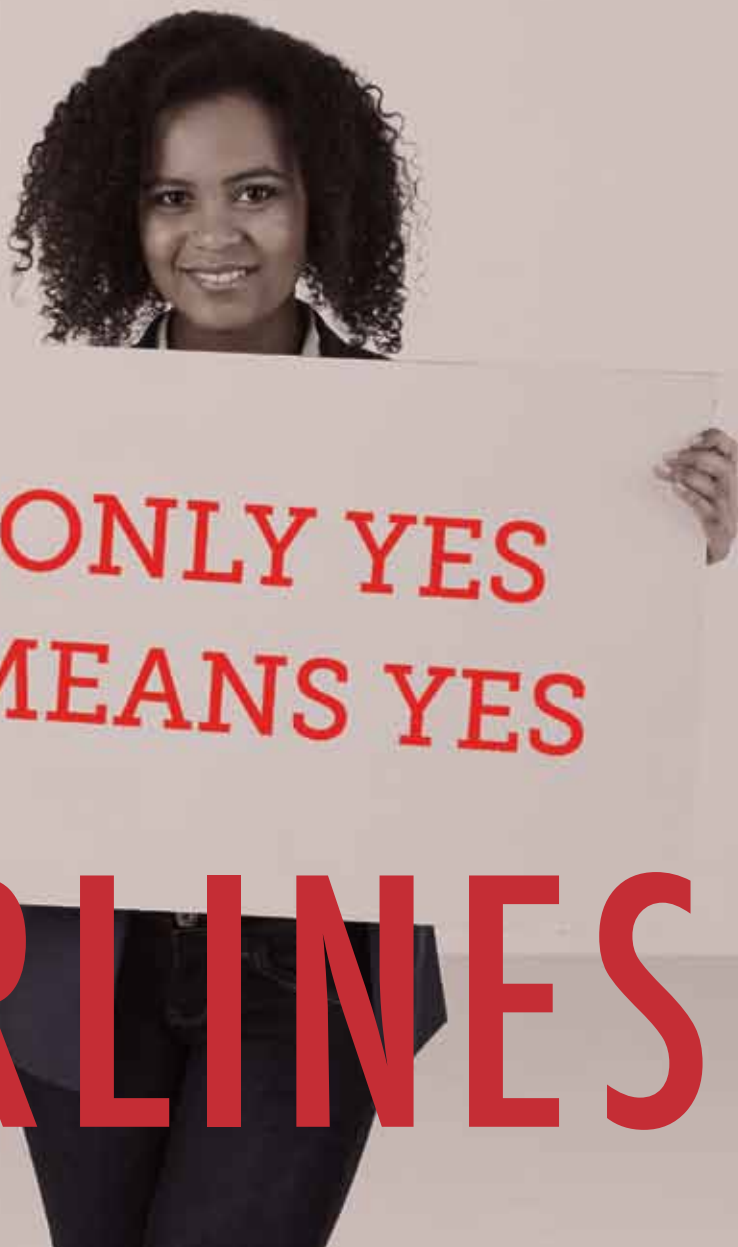


#CLEAN



Seventeen-year-old Jim from Princeton, NJ, says, “When I stopped my friend from hooking up with a drunk girl, he yelled at me for ‘cock-blocking’ him. But the next morning he thanked me for stopping him from making a huge mistake.”

Jim’s actions prevented a terrible rape for the victim and serious legal trouble for his friend. Just as I imagine the victim of the Steubenville rape looks back feeling traumatized and wishing she had never been sexually assaulted, Mr. Mays and Mr. Richmond sit in juvenile hall as registered sex offenders. I guess they wish a teammate had stopped them from abusing a girl that night.



Coercion Is Not Consent—Even If You’re Dating

We know that exploiting someone who’s drunk and can’t consent is rape, but it is hard to imagine that intimate one-on-one time with a significant other could lead to rape as well. The truth is that coercing a partner to have sex is rape. However, through communication from both partners and a respect for each other’s limits, sexual assault can be avoided and the relationship can grow in a healthy manner.

Sarah, 17, of West Chester, NY, says, “Of course it’s important to discuss with your significant other what boundaries you’re both willing to go to—that’s just the recipe for a healthy relationship.”

Anyone who discusses boundaries prior to engaging in intimate behavior should be applauded. It takes a lot of maturity for partners to talk about sexual boundaries, and this is the clearest way to establish consent. If you and your partner are starting to advance sexually and you sense any discomfort or hesitations, you should stop and talk about how you and your partner feel. Communication is essential for setting clear boundaries and avoiding any misinterpretations that could lead to sexual assault.

People need to understand that their significant others don’t owe them sexual favors. Just because you treated your partner to a free movie ticket and dinner at Friday’s or that you’ve been dating for a few months doesn’t mean you “deserve sex.” When it comes to relationships, no means no, just as it does in any other setting.

Too Young to Consent

But what about cases of statutory rape where two teens consent to sex? For example, in some states, if anyone age 18 or older engages in sexual activity with someone under age 16, it’s rape. Depending on specific birthdays, a senior in high school could be 18 years old while his or her boyfriend is a 14-year-old freshman or sophomore in high school. Even though it is completely normal for couples to be two or three grades apart in age, it may still be considered rape in certain states for this couple to engage in sex. Although this couple may feel like they are consenting, the younger partner is legally too young to consent. If high school students get familiar with their state’s statutory rape laws, they can be sure they aren’t breaking a statutory rape law they might not have even known about. In the U.S., all states have a legal age of consent, whether it’s 16, 17 or 18.

Rape has serious emotional and legal consequences. Just ask 17-year-old registered sex offenders Trent Mays and Ma’Lik Richmond and the girl they raped. Rape is a serious issue, and it can happen at a party or within a relationship just as it could happen in a dark alley. The blame can’t be put on the victims. It is up to bystanders to speak up if they see a guy at a party trying to get an incapacitated girl by herself or someone clearly pressuring someone else. We have to take the initiative to stop the potential rapist immediately and get the at-risk person to a safe place. It is up to us as a society to understand consent and never ever stand for anyone forcing, manipulating or bullying another person into having sex. If we understand what consent does or doesn’t look like, we can speak up and help prevent sexual assault.