

Sexual Exploitation, Day 2: Consent vs. Exploitation

Grades 9 and 10, Lesson #10

Time Needed

One class period

Student Learning Objectives

To be able to...

1. Describe the difference between consenting and exploitive touch.
2. Recognize that forced and/or coerced intercourse is rape, regardless of the circumstances.
3. Identify forced intercourse between people who know one another as "acquaintance rape", which is still rape.

Agenda

1. Explain the lesson's purpose and re-establish the vital importance of ground rules.
2. Have students present Field Trip Reports on "Child Sexual abuse," "Acquaintance Rape," and "Other Sexual Assault".
3. Administer and tally the Sexual Exploitation Poll.
4. Use Touch Transparencies 1 (from lesson 2) and 6 to introduce the concept of *consenting* versus *exploitive* touch.
5. Use Sexual Exploitation Reference Sheet 1 to reinforce the concepts of "consent", "exploitation", and "rape".
6. Summarize the lesson and assign homework.

Materials Needed

Classroom Materials (one to reuse with each class):

Touch Transparency 6

Touch Transparency 1, from lesson 2

Classroom Materials (one class set, which you can re-use in subsequent class periods):

Sexual Exploitation Reference Sheet 1

Student Materials (one per student):

Sexual Exploitation Poll

Family Homework Exercise: Sexual Exploitation

Individual Homework Exercise: Sexual Exploitation

Activities

1. Explain the lesson's purpose and relevance:

In previous lessons, we have looked at **how people make touch-related decisions**. Making decisions that are healthy for you (physically, emotionally), decisions you feel good about, is important ... but decisions about touch affect **other people**, too. So we studied communication.

Today we'll look at touch **within relationships** ...we'll begin to examine what is fair and what isn't, what's legal and what is not. We'll focus, especially on one kind of touching problem that's common for people of all ages, including teenagers: **acquaintance rape**.

Re-emphasize the vital importance of ground rules.

You probably realize that sexual exploitation (touching problems) of one kind or another, is very common. Because it is so common, it is reasonable to assume that a number of people **in this room** have experienced sexual exploitation personally. Therefore, watching out for one another's feelings will be crucial, today ... more so than on some other days. Remember, too, that protecting your own and other people's privacy will be especially important.

2. Begin the oral Field Trip Reports on "Child Sexual Abuse," "Acquaintance Rape," and "Other Sexual Assault." See Lesson 1 for Field Trip Grading Forms.
3. Hand out the *Sexual Exploitation Poll*, read each item aloud and have students mark their perceptions of the attitudes of their fellow students. Have a volunteer tally the results while you continue the lesson. You'll need them in about 10 minutes.
4. Put *Touch Transparency 1* (from lesson 2) on the screen, to refresh people's memories. On top of it, put Touch Transparency 6. Discuss the fact that any kind of touch (affectionate, nurturing, sexual or violent) can be: **CONSENTING** (where both people decide they want it) or **EXPLOITIVE** (where one person uses the other to get something they want, without concern for the other person's feelings).

Give them examples, pointing to the appropriate part of the juxtaposed Transparencies as you go:

Affectionate/consenting = friends who hug spontaneously when they see one another ... and both are comfortable with it

Affectionate/exploitive = a grandmother asking a child for a hug, and when the child says, "no," she says, "Oh, you'll hurt Grandma's feelings if you don't! Tell you what ... you can have a cookie if you hug Grandma." (What's wrong here is that Grandma uses guilt [manipulation] and barter [cookies] to get touch. What does that teach the toddler?)

Nurturing/consenting = a nurse offering a patient a backrub ... and the patient says, "Wow, of course!"

Nurturing/exploitive = offering to do a friend's hair, *just* so the friend will lend you his or her CD player ... but not being honest about it

Violent/consenting = a game of tackle football ... where everybody who's playing is playing because they want to

Violent/exploitive = walking up to someone you are mad at and punching her or him in the nose

Sexual/consenting = a wife saying, "Let's make love," and the husband grinning as he says, "I'll turn on the stereo."

Sexual/exploitive = a rapist breaking into someone's house and forcing them to have sexual intercourse

Circle the word "**SEXUAL**" on the Transparency, and explain that the rest of the lesson will focus on **consenting and exploitive sexual touch**.

5. Hand out *Sexual Exploitation Reference Sheet 1* and have volunteers take turns reading aloud from it. When you get to page three, stop and compare the research findings with your class' *Sexual Exploitation Poll*. Finish having volunteers read it aloud.
6. Finally, summarize the lesson's major concepts:
 - that **consenting touch** is touch that both people freely choose. Sometimes this is touch that others would consider to be wrong, and it may be stupid or risky, or it may be perfectly safe and morally right. In any case, it is not *inflicted* upon one person, by the other. It is **fair**.
 - that **exploitive touch**, on the other hand, involves one person using the other to get something he or she wants, without regard for the other person's feelings. It is always wrong and sometimes **illegal** ... it is, by its very nature, **unfair**.

Remind the two students who volunteered to perform "Georgie's Rap" (see lesson 9) that they will be doing so at the beginning of class tomorrow. They'll need to practice after school today or before school tomorrow.

Homework

Students' options:

- *Family Homework Exercise: Sexual Exploitation*
- *Individual Homework Exercise: Sexual Exploitation*

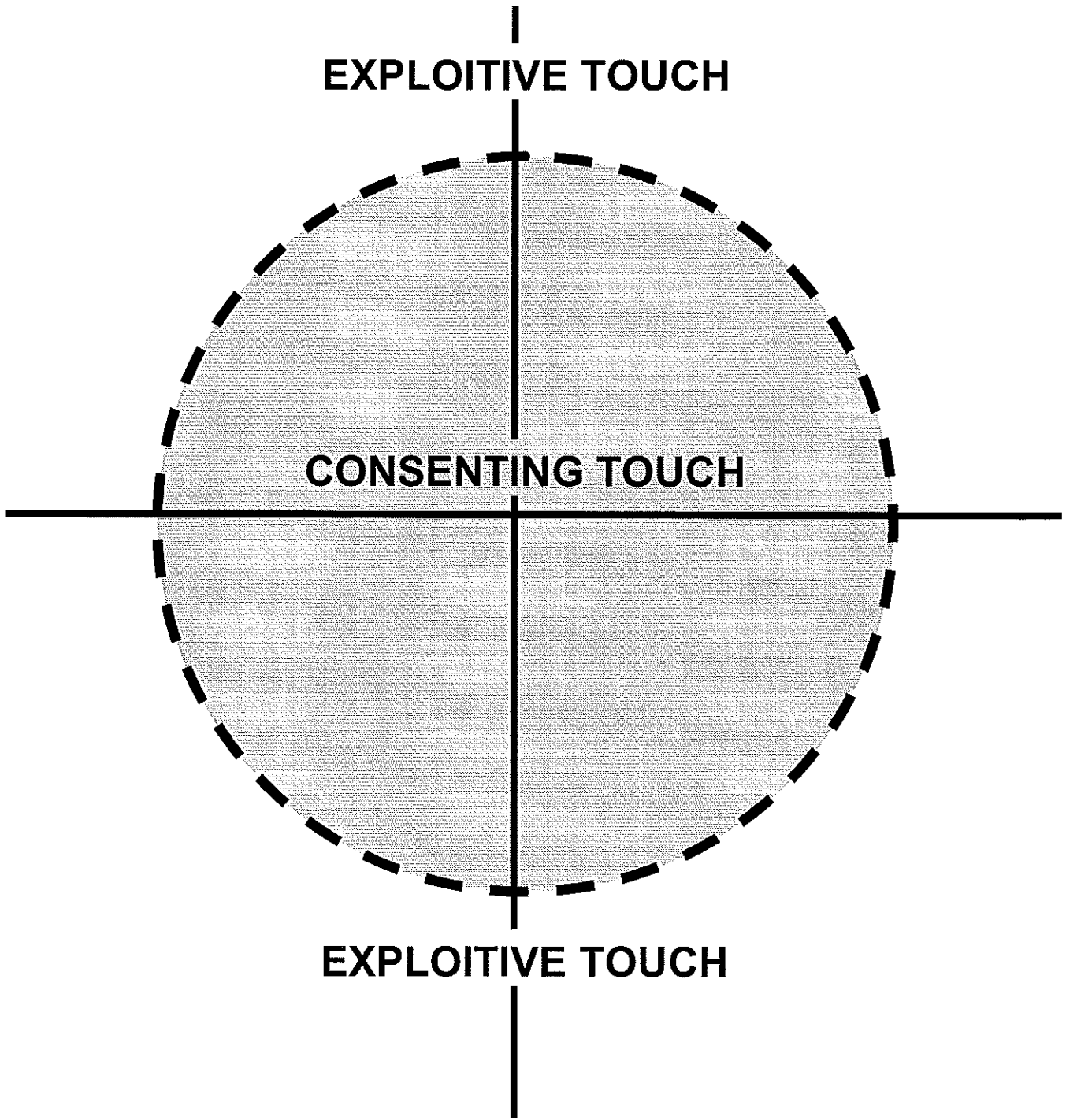
Sexual Exploitation Poll

DIRECTIONS: Below is a list of statements. For each one, ask yourself whether you think **most of your friends** ... not your acquaintances, but your friends ... would **agree** or **disagree**.

- | | Most of my friends would ... | |
|--|------------------------------|--------------|
| 1. It is OK for a guy to hold a girl down and force her to have intercourse if he spent a lot of money on her. | ___ AGREE | ___ DISAGREE |
| 2. It is OK for him to hold her down and force her to have intercourse if he's so turned on he can't stop. | ___ AGREE | ___ DISAGREE |
| 3. It is OK for him to hold her down and force her to have intercourse if she's had sex with other guys before. | ___ AGREE | ___ DISAGREE |
| 4. It is OK for him to hold her down and force her to have intercourse if she's high or drunk. | ___ AGREE | ___ DISAGREE |
| 5. It is OK for him to hold her down and force her to have intercourse if she let's him touch her above the waist. | ___ AGREE | ___ DISAGREE |
| 6. It is OK for him to hold her down and force her to have intercourse if she agrees to have sex with him and then changes her mind. | ___ AGREE | ___ DISAGREE |
| 7. It is OK for him to hold her down and force her to have intercourse if she has led him on. | ___ AGREE | ___ DISAGREE |
| 8. It is OK for him to hold her down and force her to have intercourse if she gets him sexually excited ("turns him on"). | ___ AGREE | ___ DISAGREE |

IMPORTANT NOTE: This poll – originally conducted by researchers in 1991 -- seems to imply that only men can be rapists and that only women can be raped. *Neither is true.* People of *any* gender can rape or be raped. Yes, a woman can even rape a man. And acquaintance rape can happen in *any* relationship, including the relationships of straight, lesbian, gay, and bisexual people alike, and those of both transgender and non-transgender people.

Touch Transparency 6: Consent Versus Exploitation



Sexual Exploitation Reference Sheet 1

This lesson is about sexual *exploitation* and, especially, *rape (including acquaintance rape)*.

WHAT IS SEXUAL EXPLOITATION?

It is one person using another to get something sexual, with no concern for that person's health or feelings.

You're probably wondering:



There are lots of reasons you need to know about sexual exploitation. For one thing, you probably know people who have been victims or survivors of sexual exploitation. Some experts estimate that one out of every three girls and one out of every five boys will have been sexually assaulted by the time they are 16.

So if you know more than three girls (acquaintances, friends, sisters,

cousins) or eight guys (brothers, etc.) the chances are very good that you know someone who has been a victim of sexual exploitation.

Well, what can people do? We'll talk about that. But first, we'll look at how sexual exploitation *really happens ... and why*. Because, even though you don't know it, you may be part of the problem.



WHAT IS RAPE?

Rape is one kind of sexual exploitation. The legal definition differs from state to state. Most states define rape as one person forcing another to have sexual intercourse (vaginal, oral or anal sex). It means more or less the same thing as "sexual assault."

The force can be the sort that we usually think of, like pointing a gun to

the victim's head. More often, there's no extreme force. One person "just" holds the other down and forces them into some kind of sexual touch.

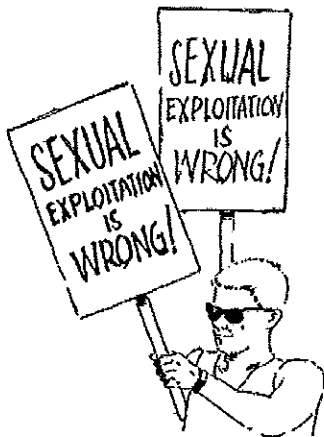
WHAT'S ACQUAINTANCE RAPE?

It's rape between people who know each other. Because they are often dating or hanging out, it is sometimes called "date rape."

Statistics show that at least 80% of victims and survivors of sexual assault and rape know their attackers on a first name basis. This could be a friend, family member, boyfriend or girlfriend, spouse or partner. Acquaintance rape - by a boyfriend, for example - is much more common than stranger rape.

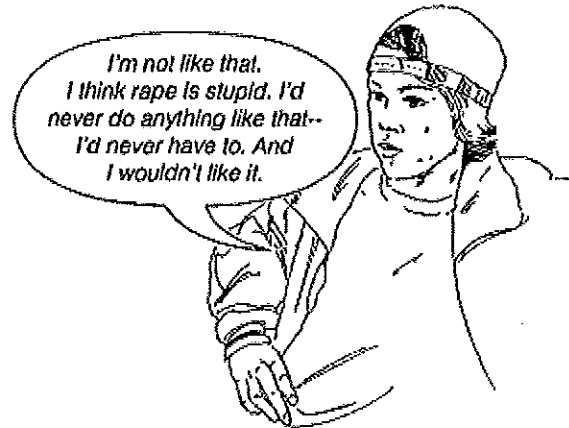
Since more girls get sexually assaulted than guys, we'll be talking today mostly about girls getting exploited ... but don't forget:

- *People of all genders and ages can be victimized; kids, teens, adults, old people; people who live in cities, suburbs, and rural areas ... anyone,*
- *And exploitation is wrong no matter who does the exploiting.*



SO ... A MESSAGE TO GUYS:

Most guys, when they see rape in the movies, would say, "I'm not like that." You know, the weird guy watching a woman, breaking in and hurting her, tearing her clothes off while she struggles, screams, or cries. But this stereotype applies to very few rapists.



The guys who commit acquaintance rape are everyday types of guys – people like you. And they're doing everyday sorts of things -- going to dances and parties, trying to figure out who they like, trying to be "successful" with those people.

They don't think of themselves as "rapists" any more than you do. They're just guys who think they have to have sex to prove they're men, or who get mad at someone who changes their mind or who acts confused about what they want.

To keep it in perspective:

- 95% of all rapes are committed by males.
- And 1 in 12 men will commit a rape in his lifetime.
- ***But 92% of men will never commit a rape.***

AND A MESSAGE TO GIRLS:

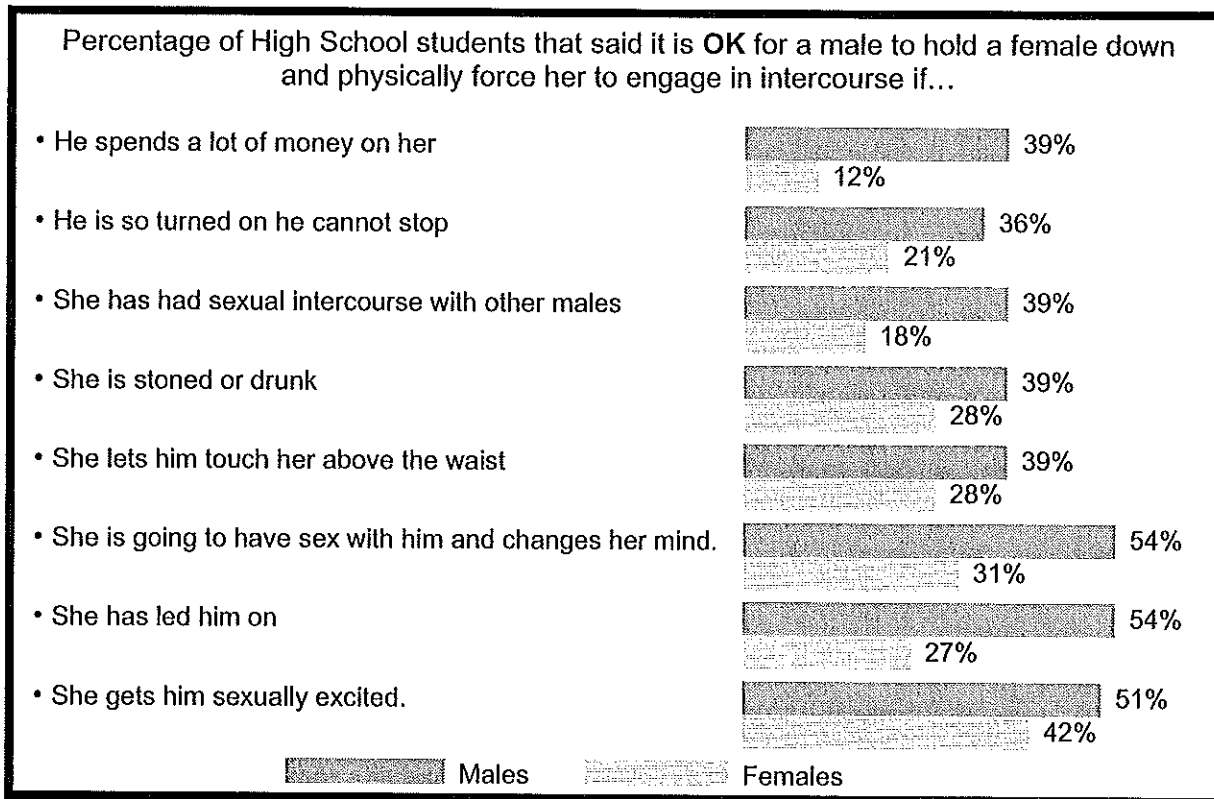
Some girls don't stand up for themselves, because they sort of believe they *deserve* to be raped. You are probably saying to yourself:



Of *course* you know that a stranger or an adult has no right to force you to have sex. But in some other situations, you might be surprised by **your own attitudes**.

A group of researchers asked a group of 14-18 year olds whether they thought it was OK for a guy to hold a girl down and force intercourse on her, under different circumstances.

A survey of high school students revealed that *some* people believed forced sex was sometimes OK.¹



But notice that the majority believed that forced intercourse (rape) was wrong in almost every situation!

¹ White, Jacqueline W. and John A. Humphrey. (1991). "Young People's Attitudes Toward Acquaintance Rape." Acquaintance Rape: The Hidden crime." John Wiley and Sons.

When people really look at what rape is, many feel pretty strange as they look back on their past and find at least one situation in which they're not so sure about whether they could ever (or did ever) really rape someone. Others look back and say, "*Well, if that's how you define it, I guess I got raped once.*"

Let's take a look at the difference between "**consent**" and "**exploitation**" ... and how each one can happen.

WHAT IS CONSENT?

When people really look at what acquaintance rape is, many feel pretty strange as they look back on their past and find at least one situation in which they are not so sure about whether they could ever (or *did ever*) rape someone. Others look back and say, "*Well, if that's how you define it, I guess I got raped once.*"

Let's take a look at the difference between "*consent*" and "*exploitation*" ... and how each one can happen.

WHAT IS CONSENT?

Consent is agreement. "*Consenting touch*" is simply touch that both people agree to. The opposite of consenting touch is exploitive touch.

There are two ways that *consenting sexual touch* can happen. Either both people want the same thing to begin with, or they talk it over and make a decision that they *both feel good about*.

IF THEY DON'T BOTH FEEL GOOD ABOUT IT, IT ISN'T CONSENTING TOUCH.

Exploitation happens whenever people:

- try to guess what the other person feels, instead of asking,
- don't believe it when the other person **says** what he or she feels ("Oh, she doesn't really mean it.").
- let alcohol or another drug get in the way of an honest decision (a person can **never** truly consent while "*under the influence*"),
- know a pregnancy can happen but don't talk about it,
- think they might have an infection ... and don't bother to tell the other person,
- get involved with someone a lot older (or younger) than they are ... who has a lot more (or a lot less) experience, confidence and emotional power than they have.

It especially happens when people:

- don't know how to stand up for themselves without standing **on top** of other people ... don't know how to be assertive,
- think only of their own feelings, and not the other person's,
- tease, threaten, trick, force, manipulate, pester or coerce another person to touch in any way that person doesn't want.

Exploitation doesn't need to keep happening. Your generation can try to put a stop to it ... **WILL YOU ?**

Family Homework Exercise: Sexual Exploitation

NOTE: ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL.

According to the Reverend Marie Fortune, *“Advertising affects us all. If it didn’t work, they wouldn’t use it ...The images of the ways that men and women relate shape our expectations about our own relationships.”*

Some advertising tells us, in subtle ways, that it is OK to use and exploit others ... even for sex. Or that men and women should act in certain ways, no matter how they feel. One ad in a magazine for a popular gum shows a woman in tight jeans in a man’s arms. The man is taking the pack of gum from her pocket and the caption reads, “Everyone wants a piece”. What you think the advertiser is saying. Talk about it.

Together, the two of you, flip through a few of magazines or watch a couple of hours of television. Look at the ads; talk about them. Can you find any that imply any of these messages:

- | | |
|--|--|
| <i>“Real men are in control.”</i> | <i>“Being rude and loud (and not listening) is masculine.”</i> |
| <i>“Real women manipulate men.”</i> | <i>“Real men protect those they love.”</i> |
| <i>“When a woman says ‘No’ she really means ‘Yes’.”</i> | <i>“Healthy adults don’t take stupid risks.”</i> |
| <i>“When a person dresses sexy, it means he or she wants sex.”</i> | <i>“Children and preteens are sexy.”</i> |
| <i>“Sex is best in marriage.”</i> | <i>“Violence is sexy.”</i> |
| <i>“Men and women can be friends.”</i> | <i>“The human body is fabulous.”</i> |
| <i>“Being polite and not saying what you feel is feminine.”</i> | <i>“Certain specific kinds of bodies are fabulous.”</i> |
| | <i>“Communication and consideration are sexy.”</i> |

How do the two of you feel about each of the messages listed above? Talk about it. If you were going to call or write them magazine or TV station about their ads, what would you say?

FOR FULL CREDIT, THIS EXERCISE IS DUE: _____

IF YOU WANT CREDIT SIMPLY TURN IN THE SLIP BELOW

FAMILY HOMEWORK CONFIRMATION SLIP

We have completed “Family Homework Exercise: Sexual Exploitation”.

Date: _____

student’ s signature: _____

adult’ s signature: _____

Sexual Exploitation, Day 3: Continuum of Sexual Touch

Grades 9 and 10, Lesson #11

Time Needed

One class period

Student Learning Objectives

To be able to...

1. Identify where, on a continuum of consent/ exploitation, a particular kind of touch belongs.
2. Recognize that sexual assault is illegal and that all exploitive touch is wrong.

Agenda

1. Review the concepts from Lesson 9 by having a pair of volunteers perform "Georgie's Rap." (see Lesson 9)
2. Use Sexual Exploitation Reference Sheet 2 and Touch Transparencies 6 and 7 to examine the consent / exploitation continuum.
3. Use case studies, discussion, and Touch Transparencies 8-13 to illustrate degrees of consent and exploitation.
4. Finish reading the Reference Sheet aloud together.
5. Respond to students' questions (anonymous and otherwise) on sexual exploitation. Summarize the lesson.

Individual Homework Exercise: Sexual Exploitation

NAME _____

PERIOD _____

(1.) Find an article or an editorial in a newspaper or magazine about one of the following:

ACQUAINTANCE RAPE

STRANGER RAPE

INCEST

CHILD SEXUAL ABUSE

SEXUAL HARRASSMENT

(2.) Write a "letter [or email] to the editor" about the article or editorial.

You can simply thank her or him for having published it, and explain why you think such news coverage is so important.

You can agree or disagree with something someone is quoted as saying.

You can explain why you think a law mentioned in the article should be changed or why it shouldn't.

You can argue about the way the article was written (if it seemed biased to you) or about the editor's opinion (if it was an editorial).

(3.) Be sure to include your name, address and phone number in the letter/email (otherwise they won't publish it) ... you can always ask them not to print your name if they decide to publish your letter.

(4.) Attach a copy of the article and a copy of your letter/email to this page and turn it in for credit. You can get credit for sending it in, whether or not it gets published.

(5.) Fill in this information:

HEADLINE: _____

NEWSPAPER/MAGAZINE: _____

DATE OF PUBLICATION: _____

DATE YOU SENT YOUR LETTER TO THE EDITOR: _____