**Grade 9**

Materials

* Lesson Plan
* Google Slideshow
* Scenarios Activity

(Slide 2)

Norms for having a mature conversation

(Slide 3)

**Read to students:** Definition of sexual assault

(Slide 4)

What is coercion?

* *Turn to a partner and discuss what you think* ***coercion*** *is.* Give 1 minute and then ask for volunteers to share

*A definition of coercion is the use of emotional manipulation to persuade someone to do something they may not want to do – like being sexual or performing certain sexual acts.*

(Slide 5) (1 min)

What does consent mean?

* *Let’s talk about* ***consent****. Who can give a definition for consent? (If students need prompting) What does the word consent mean in general terms?*

Show students definition of consent and definitions of what is NOT consent.

**Read:**

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

(Slide 6) (3 minutes)

Tea Consent Video (embedded in Google Slideshow)

<https://www.youtube.com/watch?v=fGoWLWS4-kU>

(Slide 7)

**Introduce scenarios activity**

**Scenarios**

**Instruct students:** *Get into groups with 4-5 people in each group (6 groups total). I will pass out a worksheet. You may write on it. I will assign your group one of the six scenarios. You may take notes on the sheet.* Allow 5 minutes.

**Ask for volunteers to share out their group’s assigned scenario**. “Answers” for each scenario is below.

(Slide 8)

**Scenario 1 Debrief**: · The discussion should include the fact that Naomi is 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 and pregnancy. · Ideally, a friend would step in and help intervene. Some examples are: distracting them, staying by Naomi’s side, pretending you need them to help someone who is sick, or telling Jackson that it’s not a good idea to hook up because she is drunk.

(Slide 9)

**Scenario 2 Debrief:** · The students may indicate that this appears to be a healthy relationship because they both have honest and clear communication. · Jamal really wants to have sex (he asks twice), but he is respectful when she communicates her boundaries (with words and later with body language).

(Slide 10)

**Scenario 3 Debrief:** · The students should identify 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.

(Slide 11)

**Scenario 4 Debrief:** · This scenario is slightly similar to Scenario 3, but important details are different. In this scenario, 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. · One point that students might mention is that she does say “cut it out,” which means no. 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?”

(Slide 12)

**Scenario 5 Debrief:** · Students should mention that there is consent for the kiss. · There were several cues: Tyra gave a hug, Monica gave a quick kiss, Tyra asked if they could kiss again, Monica laughs, they kiss 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?”

(Slide 13)

**Scenario 6 Debrief:** · Students should mention that 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, Oregon 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. · Even if the law is not broken, she is still breaking ethical rules for coaches and is risking her job. · Ideally, students will indicate that they would report to a trusted adult or to police if they heard these rumors. Acknowledge that it may be very difficult to report because there may be a lot of peer pressure to stay quiet about it.

(Slide 14) **So now what?**

Whiparound: Each student responds to the question:

How can we maintain healthy relationships?

I know I’m in a healthy relationship when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(What behavior demonstrates a healthy relationship?)

Example: I know I’m in a healthy relationship when I can talk with my partner about uncomfortable topics.

(Slide 15): Quote about Healthy Relationships