

# Sexual Exploitation, Day 3: Continuum of Sexual Touch

Grades 9 and 10, Lesson #11

## **Time Needed**

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One class period

## **Student Learning Objectives**

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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**

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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.

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## **Materials Needed**

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### **Classroom Materials (one to reuse with each class):**

*Touch Transparency 1*, from lesson 2  
*Touch Transparency 6*, from lesson 10  
*Touch Transparencies 7-13*

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

*Georgie's Rap*, from Lesson 9 (it's optional to have a whole class set, vs. just enough for one or two performers)  
*Sexual Exploitation Reference Sheet 2*

## Activities

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1. To review the concepts from lessons 9 and 10, begin with a performance of “Georgie’s Rap” (by two volunteers -- see lesson 9). It may be more comprehensible if you give everybody a copy on which to read along.
2. It helps to think of consent and exploitation on a continuum, with one definition fading into the next. Hand out Sexual Exploitation Reference Sheet 2. Have students read the first two sides silently or ask volunteers to take turns reading the first two sides aloud. Use Touch Transparencies 1 & 6 (from lessons 2 & 10) and Transparency 7 to help explain the continuum of sexual touch. **Make sure they understand that the line between consenting and exploitive sex is drawn between “persuasion and consent” (which is fair) and “sex under pressure” (which is not fair).**
3. Ask everyone to pull out a sheet of notebook paper and “number” it A through F, leaving a couple of lines between each letter. Read aloud Case Study A, below \*, putting the corresponding Transparency (8) on the screen.\* Have students write the characters’ names after the “A” on their notebook paper.

*Case Study A:*  
*Amy and Alex*

*Alex has asked Amy out three times and each time she’s turned him down. He’s still attracted to her, but he’s also mad at her for not being interested in him. He’s begun to talk about how “stuck-up” she is. One day, Amy comes to school wearing a halter top. Alex gets behind her, walking down the hall. He gets up close to her and suddenly grabs her top and pulls it down to her waist.*

Where does this first case study belong on the continuum? (Answer: It is “**Sexual Assault.**”) Write that on Transparency 8 and have everybody write it on their notebook paper under “Amy and Alex”. The name of the offense will differ from state to state, but Alex committed a crime for which he could go to jail (called, in some states, “sexual assault”) and, because it happened at school, it is also an example of “**sexual harassment**” for which he could be expelled or otherwise disciplined. Go on to Case Study B and Transparency 9.

*Case Study B:*  
*Brian and Betsy*

*Brian and Betsy have been going out for a year. They’ve never had intercourse, but they’ve come about as close as you can without actually “going all the way.” One night after a party, they’re making out in the car. Betsy all of a sudden realizes that Brian isn’t going to stop like he usually does. She starts pushing him away, saying “no.”, Brian just doesn’t pay any attention to her and keeps on going. Betsy starts to cry, but Brian still doesn’t stop.*

Where does this belong on the continuum? (Answer: It is “**Rape.**” Write that on Transparency 9 and on the notebook paper.)

*Case Study C:  
Carla and Curtis*

*Carla and Curtis have been going together for six months, and for six months he has made it clear that he believes certain kinds of sex belong in marriage. Carla has argued, a few times, that they will probably get married after high school anyway ... so she feels vaginal or oral sex would be OK for them.*

*One night, on the way to the movies, Carla pulls a bottle of wine out of her purse. Curtis has a sip, but when he stops at one sip, she teases him for being a “wimp.” Finally, he has enough that he is kind of drunk. They decide not to go to the movies, after all. She gets him to have intercourse, because he isn’t thinking straight.*

Where does this belong on the continuum? (Answer: It is “**Rape**” ... there was not exactly force, but it was clearly taking advantage of somebody “under the influence” of a mind-altering drug [alcohol] ... Write “**Rape**” on Transparency 10 and on the notebook paper.) Some people think that women can’t rape men. That’s not true.

*Case Study D:  
Deborah and Dean*

*Deborah and Dean, longtime friends, both became widowed in their early seventies. After about a year, they began spending more and more time together. Gradually, they started getting playful and tender ... kissing, cuddling, and sometimes going further.*

Where does this (Deborah and Dean’s case study) belong on the continuum? (Answer: It is “**Mutually Consenting Touch.**” Write that on Transparency 11 and the notebook paper.)

*Case Study E:  
Eric and Emily*

*Eric and Emily have been married for five years. For the first year or so, they had intercourse five or six times a week. Now it has dwindled down to about once a week. Eric seems to have sort of lost interest. So one evening Emily says, “Honey, why don’t we turn off the TV and make love.” Eric answers, “Oh, I don’t want to. I’m kind of tired.” She tries again, “C’mon ... I really miss it. Please.” He says, “Emily, this is my favorite show! Maybe on the weekend.” Emily pouts and Eric finally says, “Oh, alright. If you’re going to act like that.” So they do have sexual intercourse, after all, though Eric feels sort of resentful.*

Where does this fit on the continuum? (Answer: It is “**Sex under Pressure**”) There were no threats, but it is exploitive to manipulate a person by pouting ... being assertive sometimes means asking for what you want a second time, but it also means respecting a person’s right to say “no.” Write “**sex under pressure**” on

Transparency 12 and the notebook paper.) It isn't rape. Emily didn't break the law. But what she did was wrong by most people's standards.

*Case Study F:  
Frank and Felicia*

*Felicia and Frank are watching television at her house. After her parents go to bed, they start kissing and making out. Each time they've been together, Felicia has let Frank go a little further sexually. Tonight Frank gets really excited and wants to have intercourse, something they've never done before. Felicia starts getting nervous and tells him to stop. He does stop ... and moves down to the other side of the couch.*

*Felicia doesn't want to have intercourse, but she wants to continue kissing, so she moves down next to him and tries to snuggle against him. He starts talking about her friend, Barbara. He thinks that Barbara wants to go out with him. He says that he thinks Barbara wouldn't get him all excited and then turn him off. Then he tells Felicia that either she goes along with what he wants, or it's all over between them and he's going to call Barbara.*

Where does this belong on the continuum? (Answer: It is "**Sex under pressure.**" Write that on Transparency 13.) Students may challenge the fairness of Felicia's behavior. They're right: Felicia was not a very skilled communicator. She could have used words, instead of actions, to express what she did and did not want. She could have shown concern for Frank's feelings. Frank was also not a good communicator. He could have expressed what he wanted to Felicia before they started to make out. Frank is also not being respectful of Felicia's wants and feelings. Nonetheless...

Being a poor communicator does not mean a person deserves to be coerced or threatened. **No one ever deserves to be exploited.**

ASK THE CLASS WHETHER PEOPLE HAVE A RIGHT TO WANT SOME KINDS OF TOUCH AND NOT OTHERS.

We think so ... and we think that, whether or not Felicia communicates well, **Frank has no right to force touch by making threats.** Sure, it would have been thoughtful for Felicia to tell Frank, in words, that she cared, and to explain what she would and would not like, in terms of touch.

ASK THE CLASS WHAT FELICIA COULD HAVE SAID. For example:

*"Frank, I care a lot about you, and I love cuddling and kissing with you. I don't want to make love; I **would** like to keep making out, if you would."*

THEN WHAT COULD FRANK HAVE SAID? A couple of possibilities:

*“OK. I can handle it. I guess I’d like that, too.” Or,*

*“Look, Felicia, I know myself too well; I can’t make out like that and just stop. It’s like opening a bag of potato chips and trying to eat just one. I’d rather not be alone at all, if we aren’t going to make love.”*

**IMPORTANT:** If Frank and Felicia had said these kinds of honest things and agreed to continue fooling around after both feeling understood, it would have been called what? ANSWER: **“Persuasion and Consent.”**

4. Read the second page of the Reference Sheet aloud together, in order to connect these exploitation lessons with the decision-making concepts.
5. Respond to the questions from the “Sexual Exploitation” envelope (and any questions students would like to ask aloud regarding the issue).

Finally summarize these key concepts:

- that **exploitive touch** includes:

*“sex under pressure”* (pressuring or manipulating a person into sex -- if a person has to say “no” more than twice it is no longer fair persuasion, it’s unfair pressure),

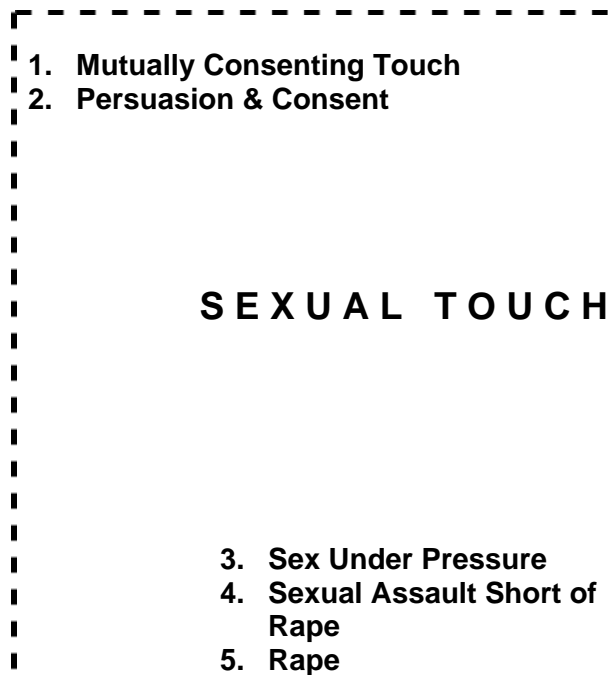
*“sexual assault”* (threatening, intimidating or physically forcing a person into sexual touch -- whether it’s illegal or not, forced sexual touch of any kind is sexual assault),

*“rape”* (unwanted or forced sex – oral, anal or vaginal – including sex with someone too high or drunk to freely make a choice -- or penetration of the mouth, vagina or anus with an object)

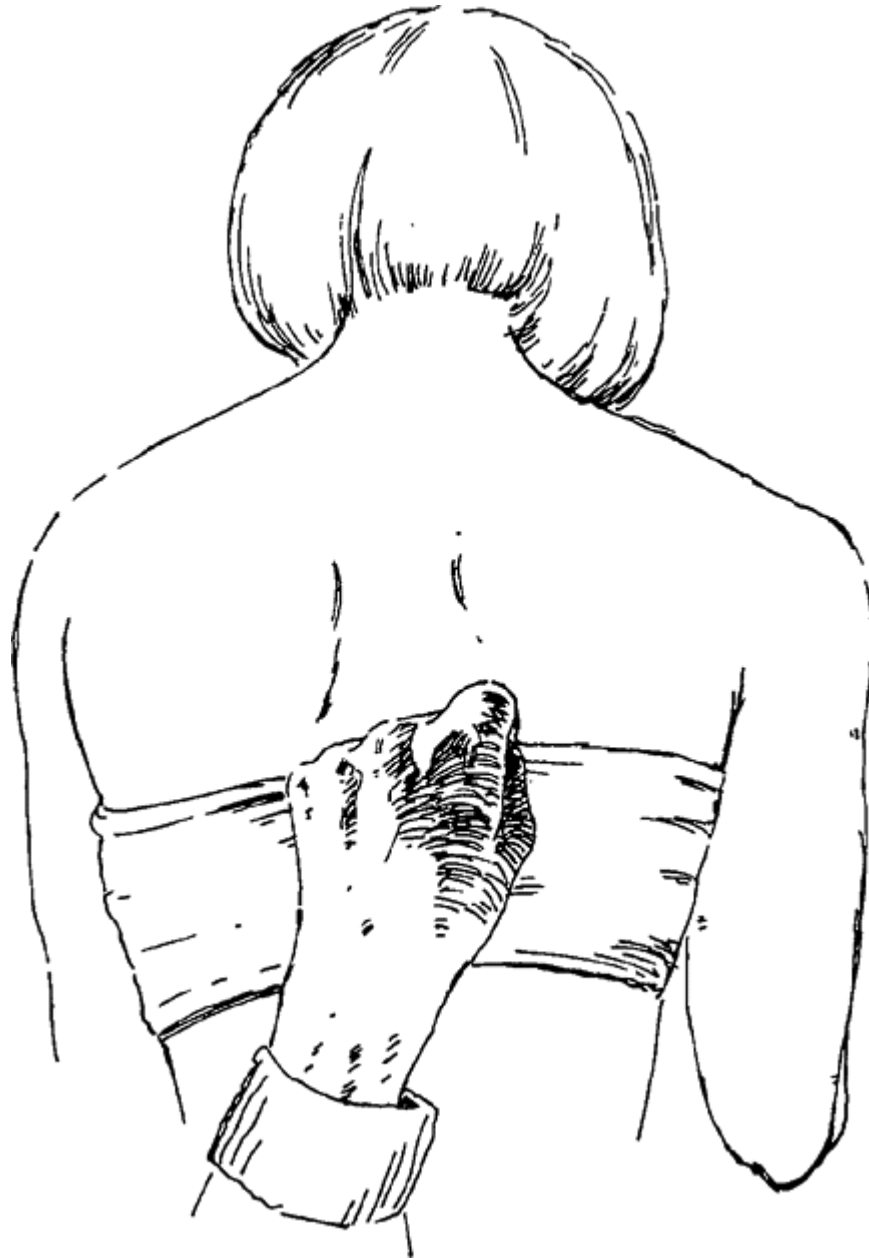
- that **consenting touch** can be a joyful, enriching part of life, and
- that their generation can be the one that chooses love (caring, consideration) over hate.

# Touch Transparency 7: The Sexual Touch Continuum

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## Touch Transparency 8: Amy & Alex



**Kind of touch:** \_\_\_\_\_



## Touch Transparency 9: Brian & Betsy



**Kind of touch:** \_\_\_\_\_

# Touch Transparency 10: Curtis & Carla

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**Kind of touch:** \_\_\_\_\_

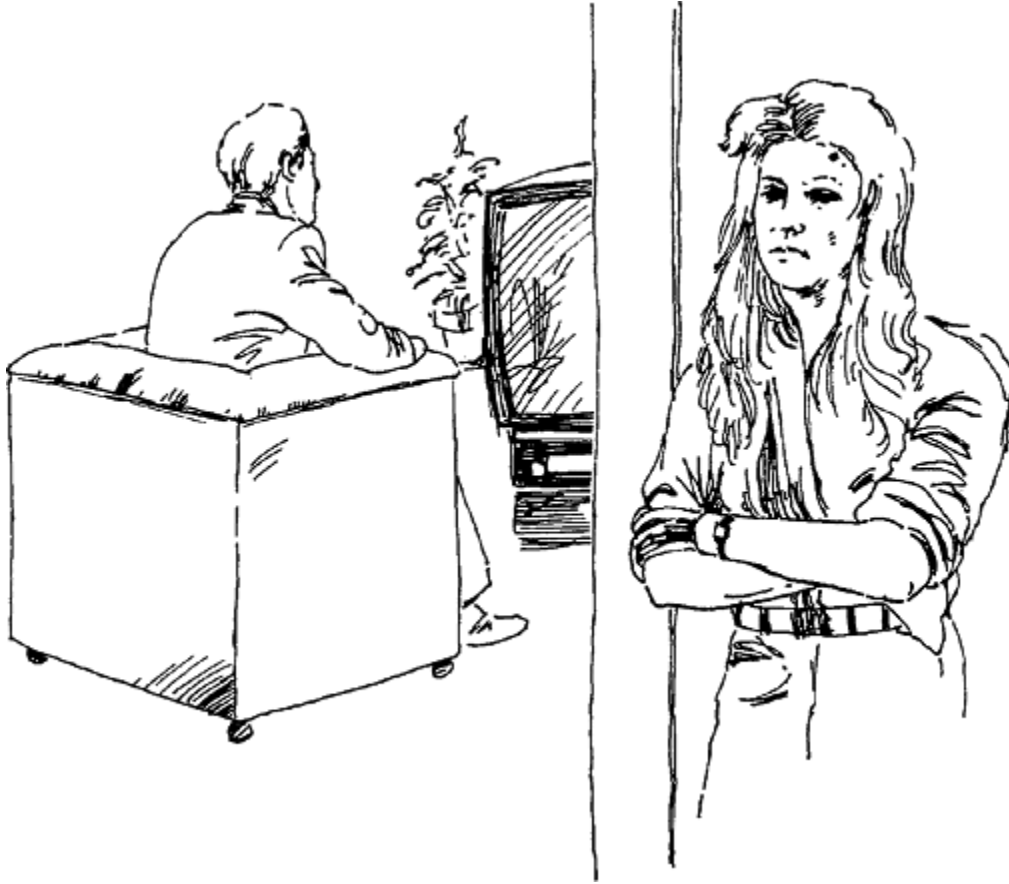
# Touch Transparency 11: Dean & Deborah

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**Kind of touch:** \_\_\_\_\_

# Touch Transparency 12: Emily & Eric



**Kind of touch:** \_\_\_\_\_

# Touch Transparency 13: Frank & Felicia

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**Kind of touch:** \_\_\_\_\_

# Sexual Exploitation Reference Sheet 2: The Touch Continuum\*

<b>Mutually consenting touch</b>	<b>Persuasion and consent</b>	<b>Sex under pressure</b>	<b>Sexual assault short of rape</b>	<b>Rape</b>
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**“Mutually consenting touch”**

This is what people do when they make out. It is how they learn what feels good to them, and one another, how to do things like kiss, take someone’s hand. They learn how to tell a partner what they do like and what they don’t like. This is an important part of growing up. It works best when the two people like, care about and trust each other.

**“Persuasion and consent”**

This is when one person isn’t sure about doing something and the other one wants to. It’s common that when two people get together, they’re not in complete agreement about what to do. As long as whoever does the persuading cares about the other person’s feelings and is willing to take “no” for an answer, and as long as they reach a decision they both feel good about, there’s nothing unfair about it.

**“Sex under pressure”**

This is the start of exploitation ... one person using the other or not listening to what the other person wants. A person might tell their boyfriend or girlfriend what they think the person wants to hear (like, “I love you.”) even though it’s not true. Or make a promise they don’t plan to keep. They might trade sex for presents or dates. They might pout or threaten to hurt themselves if the other person doesn’t give in. Or they might just ask and ask and ask.

**“Sexual assault short of rape”**

To “molest” a child means someone older touching a child or young teen sexually. If they have intercourse or penetrate the child with an object, that’s “rape of a child.” If they touch a child’s private parts (penis, scrotum, labia, clitoris, buttocks, thighs or chest) *without* penetration, it’s called molestation and it’s a form of sexual assault. It’s illegal even if the child seems to consent. Because it isn’t fair for a child to even be *asked* for sexual touch by a teen or an adult.

When the targeted person is older, then unwanted grabbing and groping, or physically forcing them into sexual touch, or coercing them with threats is called, simply, “sexual assault.” People may think of their grabbing or pinching as “playful teasing” They may see it as a way to show someone they like them. But it can feel like an attack and what matters is how it feels to the person on the receiving end (annoyed, scared, humiliated), not whether the other person means it to be an assault.

**“Rape”**

Rape is sexual assault that includes unwanted or forced sex or penetration – oral, anal or vaginal. It makes no difference whether physical force was used or put-downs or threats or other emotional force. Either way, it’s rape. It doesn’t matter if they know each other, if they have had a sexual relationship in the past or are dating, how much money the rapist has spent on the person, or whether the person being raped was being sexual with the person and then changed their mind. Rape is rape.

## What's "sexual harassment" then?†

The term "sexual harassment" can describe either the pouting and begging and manipulation that we mentioned in the description of "sex under pressure." Or it can refer to the more aggressive behaviors such as groping or coercing a person emotionally (with humiliation and threats) that we mentioned in the description of "sexual assault." Often the

term "*sexual harassment*" is used in a legal sense in a school or work setting. The unwanted nature of the touching is what makes it sexual harassment. The unwanted nature of the touching and its effect on another person's right to learn or to work in safety can get the offender expelled from school or fired from a job.

## More about Rape†

Sometimes the victim says "no" or asks the other person or people to stop. Other times the victim may feel too scared or confused to say "no." Or they may be too drunk or high to understand what's happening and freely say "yes" (to consent). Or too young or too sick or disabled to consent. In other words, they don't necessarily have to say "no" for it to be considered rape.

Some rape involves force. More often it doesn't. It might, instead, involve threatening or intimidating someone into sex that they don't want: *"If you don't, I'll... find someone else who will / tell people you're gay / tell everyone you did it / break up with you / fire you."*

**Stranger rape** is rape by someone you don't know. That's much less common than acquaintance rape. **Acquaintance rape** is rape by someone you *do* know. It can also be called **date rape** if it's someone you're dating or **marital rape** if it's someone you're married to. Eighty-four percent of all rapes are acquaintance rapes; rape by someone you know.

Acquaintance rape doesn't usually involve a weapon or extreme physical force. Often, it involves one person ignoring the other's protests, pinning or holding the

other down, or taking advantage of someone who is physically helpless or unable to legally consent.

**Statutory rape** is sex with a child or teen who is much younger than the offender. It's statutory rape even if the younger person says "yes," because there's an imbalance of power. The older person has more life experience. It can feel flattering or exciting when someone much older takes an interest in you, so you may not realize how you're likely to feel in the long run. That's why the law protects you.

The specifics vary from state to state. In Washington State, it's considered statutory rape:

- when the younger person is under age 12 and the other person is at least 24 months older, or
- when the younger person is 12 or 13 and the other person is at least 36 months older, or
- when the younger person is 14 or 15 and the other person is at least 48 months older.

## Back To Decision-Making

It's important to remember...

- Some people believe all sexual touch outside marriage is wrong.
- Others believe that some kinds of sexual touch are OK outside a committed relationship, but not other kinds.
- Some believe that all same-sex sexual touch is wrong.
- Others disagree.
- Some people believe that liking and loving each other is the most important issue in a sexual decision.
- Some believe that even married people should only have sex when they want babies.

- Others believe that only when two people are mature enough to talk comfortably about things like pregnancy and disease, should they consider sexual touch.

Because there are such different beliefs, we think this is an important issue to talk over with your family or with other adults you trust. We recommend finding out what some people in your family believe about sexual touch ... when it's OK, when it's stupid or wrong. If you belong to a church or mosque or synagogue, find out what they teach, too.

One thing we can hopefully *all* agree on is that **pushing** a person to touch, or teasing, tricking, coercing, threatening, or forcing them into touch **is always wrong!**

## So what can you do about sexual exploitation?

First, pay attention to your feelings and beliefs. Remember that you can find ways to have fun without doing something that might be against the law. You can find ways to have fun without doing something you might be ashamed of later on. You can find ways to have fun without doing damage to another person, unseen damage that you might never know about (damage to their ability to trust, for instance).

You can try to:

- ask honestly for what you want and be clear about what you don't want,
- be prepared to take "no" for an answer, accepting your partner's limits gracefully,
- remember that you deserve to be treated like the unique, wonderful person you are,
- and remember that your friend deserves the best, too ... **you!**

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\* Three of the five case studies in this lesson and parts of this Reference Sheet were adapted, with permission, from "*Macho: Is That What I Really Want?*" by Bateman and Mahoney.

† **Federal (U.S.) laws define sexual harassment** as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of **unreasonably interfering with an individual's work or school environment.**" See how the law and the courts in Washington State define sexual harassment here: [http://www.hum.wa.gov/generallInfo/fag\\_sex\\_har.htm](http://www.hum.wa.gov/generallInfo/fag_sex_har.htm). Federal laws relating to sexual harassment at work are here: <http://www.lib.umich.edu/govdocs/text/291604.txt> and at school, here: <http://www.ed.gov/about/offices/list/ocr/ga-sexharass.html>.

‡ The definitions in this Reference Sheet are intended to help people understand what is and isn't fair and how to name it. **They aren't necessarily the same definitions used in the law where you live.** For the actual wording of rape laws in Washington State, go to: <http://apps.leg.wa.gov/RCW/default.aspx?cite=9A.44>. Elsewhere in the U.S., start your legal research here: <http://www.rainn.org/counseling-centers/state-sexual-assault-coalitions.html>