

Lesson 8 Sexual Violence and Safety (My body, my choice!)



Contents

1. Boundaries/private body parts review
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- People with intellectual and developmental disabilities are seven times more likely to experience sexual violence than people without disabilities.
- Most of these abusers are family members, relatives, caregivers, neighbors, classmates, educators, or staff members assigned to support the person with disabilities.
- Education is the most effective tool for preventing sexual victimization.

People often warn of "stranger danger," but it is the people we know who are more likely to commit sexual offenses against our loved ones with IDD. And sexual violence isn't always physical - it can include emotional abuse, visual exposure to nudity or sexual acts, or exploitation. It is important for everyone to be able to identify inappropriate touch or talk and sexual violence so that we can protect ourselves and make sure it does not happen again.

This unit will explore the importance of consent, recognizing danger, and using our voices to keep ourselves safe and healthy.

A person's cognitive age is not always the same as their chronological age. However, while everybody and each body is different, people with intellectual and developmental disabilities physically mature at the same rate as people without disabilities, and should therefore receive age-appropriate sex health information. This curriculum is intended for *all* transition students ages 14-21.

*Beginning with section 4 and through to the end of the chapter, this lesson discusses types of sexual violence. While it is important for your student to learn how to identify and protect themselves against danger, you may skip portions or move through the sections slowly. Please check in with your student's emotions frequently.



"Regarding sex education: no secrets!" - Albert Einstein

According to the Public Library of Science, comprehensive sex education helps students "feel more informed, make safer choices, and have healthier outcomes."

This is exactly what we want!

Our purpose is to guide you through a comprehensive and accurate home-based sex education curriculum, ensuring that you have all the information you need to teach effectively.

For Parent/Caregiver/Teacher to **read to yourself:**

You may be uncomfortable with some of this material, and that's okay. Our kit is designed so that if any of the topics is in conflict with your religious or moral beliefs, you may simply skip over those parts and pick up at a place at which you are more comfortable. You may also want to adapt or adjust certain lessons, and that's okay too.

As for the parts that are simply embarrassing, uncomfortable, or feel icky, we ask you to keep pushing through! It is important that your student/loved one gain all the knowledge they need to make safe, healthy, informed decisions as they become more independent. And that means, well, talking about stuff that we don't feel great talking about.

Just remember: The more you talk about it, the easier it gets.

For Parent/Caregiver/Teacher to **read aloud before each session:**

We are going to talk openly here, ask questions, and allow each other to express ourselves without judgement. There are no silly questions and no wrong feelings. This is a safe space. This is a learning space. If you hear something that you do not understand or that upsets you, please speak up. You can take breaks or leave the room for a while if you need to. We are going to learn together.

This unit is about SEXUAL VIOLENCE AND SAFETY.

You have a right to decide how others treat your body!

Topics will include:

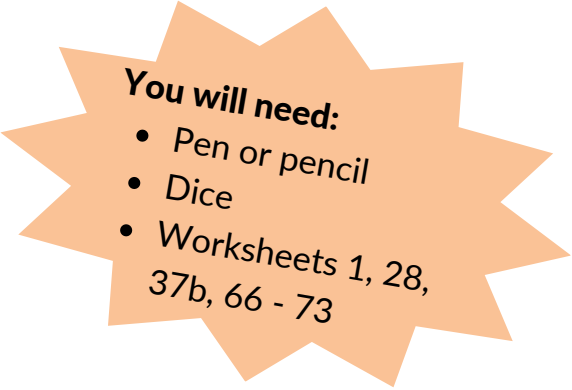
Recognizing sexual violence

Communicating non-consent

Healthy v. unhealthy relationships

How to protect ourselves from sexual violence

If any of these topics is a trigger for anxiety or negative feelings, please speak up so we can skip those areas or talk through what bothers you.



You will need:

- Pen or pencil
- Dice
- Worksheets 1, 28, 37b, 66 - 73

Learning objectives for this lesson:

- Recognizing different forms of sexual violence
- Identifying good touch and bad touch
- Understanding how consent helps prevent sexual violence
- Recognizing healthy and unhealthy relationships
- Identifying sexual risk
- Developing familiarity with protecting ourselves from sexual violence
- Understanding that sexual violence is never the victim's fault

You may read this lesson as it is written or use your own words.

And because everyone's abilities are different, you may choose to skip some worksheets.

WHY DO WE LEARN ABOUT SEXUAL VIOLENCE?

Have you ever heard the phrase, "Knowledge is power?"

It means that the more you know, the more control you have over your life and what happens to you.

Think about a tiger.

We know what a tiger looks like.

We also know that it can be dangerous.

And so we know that if we see one, we should stay away from it before it hurts us.

(If we did not recognize the tiger and know its power, we might crawl into its cage and get hurt!)

The same is true for what we will be talking about in this lesson.

When we talk about sexual violence, we are learning how to recognize it, prevent it, and handle it if it does happen.

And when we know what sexual danger looks like, we therefore also know what it looks like when someone is *not* sexually dangerous. Then, we can seek out those people and enjoy being with them, knowing that we are in a healthy relationship, out of danger, and far away the tiger's cage.

Section 1: Boundaries/private body parts review ★

Remember our lesson about boundaries? (These are the invisible fences around the things we want to keep to ourselves.)

Remember our lesson about public and private body parts? (These are the parts of our bodies we can show others, and the parts that we should not show without consent.)

Let's review them, then put them together to talk about boundaries around private body parts!

Only you know which parts you are ok having touched and which parts you do not want touched. And even though one might not be a private part (one that your bathing suit covers, like the butt, penis, vagina, and the breasts of someone who has a vagina), you still may not feel comfortable having someone touch it. You have the right to have boundaries around any parts you want!

Some people are very comfortable having their hand held.

Some people do not want anyone to hold their hand.

Neither one is wrong.

Some people like hugs.

Some people do not.

Both are ok.

You should tell people (helpers, acquaintances, friends, family) your boundaries around certain body parts so they know not to touch them. The same goes for things you do not want to hear (like talk about sex) or see (like someone else's *genitals*).

GENITALS are the private sexual parts we find between our legs. For some people, that is a penis and scrotum. For others, it is the vulva and opening to the vagina.

Of course, no one should be talking about sex or showing you their private parts without consent, but not everyone has learned about consent like we have!

The only time we must allow someone to touch our body parts is when we are at the doctor, with a caregiver present. This is because the doctor is there to protect our health, and that sometimes requires touching parts we do not want touched.



Take out **WORKSHEETS 37b, "Our Bodies,"** and **66, "Boundary Bubbles."** On Worksheet 66, draw a bubble (circle) around the body part where the person has a boundary. Some of these are private parts, and some are parts they simply do not want touched or bothered. You can check Worksheet 37b to help remember the names and locations of each part.

Let's
role
play

Take turns telling each other what your boundaries are. That can include body parts you do not want touched or do not want touched in a certain way, things you prefer not to hear, and things you do not want to see. Remember to use the correct words for your body parts - words like "penis," "vagina," and "breasts." It is important to get used to using those words so that we can communicate exactly what (and where) we mean when talking to doctors and our caregivers.

If anyone besides the doctor or caregivers tries to coerce us (get us to do something we don't want to do) into lowering our boundaries, we should use an assertive voice (firm, clear, and with eye contact) to let them know that we have the right to our boundaries.

Another way of saying this: "MY BODY, MY CHOICE!"

DO IT
YOURSELF!

Practice communicating your boundaries over and over again! This can mean saying, "I don't shake hands, but I'm glad to meet you," "I don't like hugging, but I will fist-bump," or "Please don't put your hand on my shoulder" (or use your own boundary!). Say these with an assertive voice in the mirror, to the television, or at a stuffed animal you have around the house. Remember: *repetition helps us remember things!*

Our physical (body) boundaries aren't just around the parts we do not want touched, though - we also have boundaries around the way we are touched. No one should ever hit us, push us, punch us, or hurt our bodies in any way (unless it is a doctor who has to give us a shot). This should always be a boundary. If someone does hurt us, we should use the assertive voice in a louder and firmer way, stating, "Stop that!" or "No!" Then get away and tell a trusted adult.

DO IT
YOURSELF!

Practice this more assertive way of setting boundaries. That doesn't mean running around the house yelling, of course; it simply means using a strong, firm voice with eye contact and a serious look on your face (no smiling!). BONUS: Take turns establishing boundaries around rough touch with a friend or caregiver. ("Do not push me!")

Section 2: Consent review ★

Of all the things we will have learn throughout these lessons, the most important is *consent*. Remember: consent is "agreement to do something, or permission for something to happen." And when something is "in agreement," it means both people want to do something. Even if one person really wants to do it, if the other does not, it is not consensual!

Take out **WORKSHEET 67, "Consent is..."** Review what makes up consent. Discuss what each means and why it is important.

Come up with examples and decide if they show consent:

If they say, "come on, everyone else is doing it" and I say "ok," is that consent? Why or why not?

If I tell them that I love them so they have to do what I want, and they say "yes," is that consent?

If I smile and feel excited when I say "sounds great," is that consent?



Take out **WORKSHEET 68, "Is There Consent?"**

Hang it on a wall or the refrigerator so everyone has a reminder of what consent should look like!



Giving consent in a way that is ongoing, freely given, specific, informed, and enthusiastic helps us make sure that our boundaries are respected and that we feel good about what we are doing. Getting consent in the same way helps us make sure that our partner is not surprised, ignored, upset, or hurt, either emotionally or physically.

Let's just take a moment to review the idea of "freely given."

When something is freely given, it means the person who says "yes" has done so only because they have decided it would make them happy.

If we say "yes" after someone threatens us (tells us they will hurt or leave us), begs us (asks over and over again), makes us feel guilty (reminds us that they paid for something or that they have been loyal, so we owe them sex), bribes us (offers money, jewelry, or love if we let them have sex with us), or gets angry or upset if we first say "no," then it is not consent, it's coercion!

Someone may be disappointed if their partner says "no," but they have to accept it.

The same goes for us and our disappointment.

Remember: MY BODY, MY CHOICE. (And: THEIR BODY, THEIR CHOICE.)

Consent is a serious matter, but learning about it can still be fun.

Take out **WORKSHEETS 69a, 69b, and 69c,**

"The Consent-is-Not-a-Game Game."

Find household items to use as game pieces – coins, erasers, Monopoly pieces, mini pretzels, etc. – and take out your dice!

Place all players' pieces on the "Start" box.

The first player rolls the dice and moves their piece forward that number to land on a box.

If something is written on that box, follow its directions.

If not, it is the next player's turn.

The first player to the "End" box wins.

...When you practice consent, everybody wins!!





One more time: consent must be expressed (with words, such as "yes," or actions, such as a thumbs-up or a smile with a nod), and so must non-consent.

Staying quiet is not the same as saying "no" or shaking your head!

Staying quiet will not tell the other person that you do not consent! You must communicate.

It is so important that each person understands how the other feels and what they do and don't want *before* doing anything sexual. That means if someone does not want to do something, they must make it known with words or actions. With "yes" or "no." With a happy thumbs-up or a firm shake of the head. That is the only way to make it clear what you do and do not want.

It is also the only way for us to understand what the other person does and does not want.

Communication is necessary to making sure that everyone's boundaries are respected.

But what if we don't know we have a boundary until someone is touching it?

What if we *think* we want to be touched in a certain place or a certain way, but find we don't like it?

Remember the rule of consent: **YOU CAN CHANGE YOUR MIND AT ANY TIME!**

If we think something will be *good touch* (feels good) but it actually feels like *bad touch* (feels weird or uncomfortable), we can just tell the person to stop! Even if we are in the middle of being touched.

Even if we have been touched that way before.

OUR BODY, OUR CHOICE.

And if they get upset or angry, they are wrong. We should get away from them.

The same goes for other people when they are with us.

They can say "no" at any time. And we must accept it.



Take out **WORKSHEET 28, "The Rejection Files,"** again.

Review how to give and receive rejection in respectful ways.

While this list is to dating rejection, it also applies to non-consent!

Section 3: Healthy and unhealthy relationships ★

Have you ever looked at a plant and figured out if it is healthy or unhealthy?

We can do that by looking for clues: a healthy plant will be brightly colored, stand up tall, and will continue to grow; an unhealthy plant will droop, have brown leaves, and look dry.

Like this, there are ways of figuring out if a relationships is healthy or unhealthy!



Signs of a **healthy** relationship include:

- Trusting each other
- Respecting each other's boundaries
- Having good communication
- Showing kindness
- Offering support
- Enjoying spending time together
- Feeling happy when together

Signs of an **unhealthy** relationship include:

- Expressing jealousy
- Ignoring boundaries
- Saying mean things or calling names
- Being dishonest
- Shaming the other person
- Being controlling/telling you what to do
- Making you feel unsafe/unloved
- Cheating (having romantic love and/or sex with another person)

Just like an unhealthy plant will not grow, an unhealthy relationship will not grow, either. It could hurt the people in the relationship emotionally or physically... or both.

Giving and receiving love feels wonderful - that's why we do it! But when the person we love is only kind to us sometimes and is mean, controlling, or ignores us at other times, that does not feel wonderful. And it is not healthy.

We can tell ourselves that we can get through the bad moments as long as there are some wonderful ones to follow, but that does not make the relationship healthy. It hurts. And these people usually will not change, no matter how hard we try to change them or how nice we are.

Sometimes, someone will treat the other person in their relationship disrespectfully and will believe that saying "I'm sorry" afterward will make it all ok. An "I'm sorry" is not enough: people need to say "I'm sorry" and then *behave better*. If someone hits us and then says they are sorry, they need to never hit us again. If someone says something hurtful or tells our secrets, they have to say they are sorry and then not do it again.

And that doesn't mean not doing it again for a few days. It means *never* doing it again. Not even one more time.

The people who continue the bad behavior or are only kind for a little while may not be sorry. They may just want us to believe they are sorry so we don't end the relationship. And if they are really sorry, they may still not be ready to stop the hurtful treatment. But we are better than that. And we deserve someone kind.

Take out **WORKSHEET 70, "Healthy and Unhealthy Relationships."** Read through the list of kinds of relationships, and draw a line from each to either "healthy" or "unhealthy." What made you think this?



BONUS: Come up with examples for each kind of relationship (e.g., a relationship that is happy would mean both people feel warm when they are together, or a relationship that is controlling might mean that one person won't let the other person go to movies without them). Discuss!

Here is the good news: even if this person cannot give us the love and kindness we deserve, there are other people who can! And until we find that person, we always have our family, friends, our hobbies, our values, and our wonderful selves!

It is always better not to have a partner than to have a partner who makes us feel bad.

Take out **WORKSHEET 1, "What Makes Me, Me?"** again. Remember all the things that make you wonderful! See how you think you should take care of each of these parts of yourself. Now think about your emotions - do you think being with someone who is unkind or does not respect your boundaries is taking care of yourself? How do you believe you deserve to be treated?



BONUS: Add more to the list on the worksheet! Write down the qualities you can't see but that come from inside, like being gentle and affectionate and funny. Then think about if you would like to find those same qualities in another person. That's what you deserve!

The better you understand how great you are, the better you can make sure you are treated the way you should be treated. The person you are with should make you as happy as you make them!

So what should you look for in a relationship?

Take out **WORKSHEET 71, "What I Want in a Relationship."**

Take your time with this exercise!

Write down some of your best qualities:

Are you very nice?

Do people notice how patient you are?

Does your cooking make everyone want to take seconds?

For each great quality, write down the kind of person who would value it. (If you are a great cook, maybe you'd like someone who loves to eat! If you are very nice, you should be with someone who is nice, too!)

Discuss your best qualities and what kind of person would appreciate them!



Someone who hurts us or disrespects our boundaries is never someone who deserves us. And if a person does hurt or disrespects our boundaries, we have to know that it is a problem with them, not something we deserve.

We always have to know is that it is **NOT OUR FAULT**.

If someone touches us in a way that we don't like, it is **NOT OUR FAULT**.

If we said "no" and they did it anyway, it is **NOT OUR FAULT**.

If they say we made them think we wanted it, they are lying. **IT IS NOT OUR FAULT**.

Someone disrespecting our boundaries is never our fault.

No matter what clothes we are wearing.

No matter what we were doing - even if we were having sex.

No matter what they try to make us believe.

It is never, ever someone's fault for being disrespected and hurt by someone else.

So, what if we are with someone who does not respect our boundaries and who continues to touch us in a way we don't like, even after we have said "no?"

The most important thing is to get away from them. Leave the room and find a trusted adult. This can be a teacher we know, a family member who is kind to us, even the police!

Even if we love the person who has disrespected our boundaries, we still need to tell a trust adult what they have done. It is the only way we can make sure they do not do it again, to us or to anyone else!

And when we tell, we will use the real words for body parts and sexual situations that we have learned. This way, the trusted adult will understand exactly what happened.



Instead of saying, "They touched my special place," we might say, "They touched my vagina."
 Instead of saying, "They wanted me to touch their pee-pee," we might say, "They wanted me to touch their penis."

Instead of saying, "They made me look at pictures of 'bad things,'" we might say, "They made me look at pictures of people having sexual intercourse."

This is especially helpful if talking to the police; since they probably don't know you, they won't know what you mean if you use made-up words for body parts or actions.

Section 4: Sexual violence ★

Talking about sexual violence can be stressful. So, let's take a moment to relax and clear our minds (while reviewing what we know about our body parts!).



Let's sit and close our eyes. The teacher/caregiver will slowly name one body part at a time, from the top of our head down to our toes. We will concentrate on relaxing each part as it is named (relax the forehead, lower the shoulders, etc.), breathing deeply as we go. Enjoy it. Then, open your eyes. Let's begin.

Not accepting non-consent (having sexual contact when our partner has not given consent) is a form of sexual danger, or *sexual violence*.

SEXUAL VIOLENCE includes sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means (hurting the body) or through threats. It is also known as *sexual assault*.

Think back to the beginning of this lesson when we read the story about the tiger (feel free to reread it on page 2 for a refresher if you want!).

We can use the idea of the tiger to talk about people who commit sexual violence.

When a tiger sleeps, eats, and cuddles or plays with other tigers, they often look adorable. There is no reason to think they might hurt us. They look at us with the gentlest eyes and we almost want to take it home and make them our pet.

But even adorable things can be dangerous!

When a tiger wants something, it will do anything it can to get it. (Ever see a hungry tiger get fed at the zoo? It pounces on that steak!)



People who commit sexual violence can also seem kind, gentle, and loving. They may be adorable. But harming someone with sexual violence is wrong and should never be accepted, even if they say they love us, that they are sorry they hurt us, or that they will never do it again.

Sexual violence is always wrong, and it is always against the law.

There are many types of sexual violence.

The following list may not include all types.

**Please note: If at any time you become uncomfortable or upset, we can take a break.

PHYSICAL SEXUAL VIOLENCE

These are types of sexual violence that have to do with sexual touch.

Sexual violence/sexual assault:

This is any type of sexual activity without a person's consent. This includes kissing, touching, forcing someone else to perform the touching, penetration of a sexual body part with an object, and sexual contact with a person under the age of 16. It also includes sexual contact with someone who has a disability and is unable to communicate non-consent, sexual contact with someone who is sleeping or passed-out, or giving someone drugs or alcohol so they become unable to consent. Sexual assault can happen to people of any gender or biological sex.

It can also happen in a romantic or sexual relationship. Even when people are dating (or married!) *both* people still have to consent to sexual contact, or else it is sexual assault.

And sexual assault is NEVER THE VICTIM'S FAULT.

Rape:

This is sexual intercourse without a person's consent. It can happen to any gender and any biological sex.

Like sexual assault, rape is NEVER THE VICTIM'S FAULT.

Sexual abuse:

This is sexual assault or rape that happens over and over again, across days, weeks, months, or years. Strangers, helpers, friends, romantic partners, and even family members can commit sexual abuse. It is NEVER THE VICTIM'S FAULT, no matter what the relationship.

Physical sexual violence hurts a person's body, emotions, and trust.

Non-consent with an assertive "NO" is one great way to avoid having it happen.

And receiving an assertive "YES" is important so we don't commit sexual assault on others.



Tony Hisgett

Morgan Fawcett Tlingit is a Native American speaker, flutist, and founder of One Heart Creations, a non-profit aimed to increase awareness for Fetal Alcohol Syndrome, a form of IDD. Fawcett also experienced **sexual violence** while growing up in his father's home. Despite his neurological and emotional challenges, he has released two albums and completed a White House internship in 2011. He is a great example of what people with IDD can do!

VISUAL SEXUAL VIOLENCE

These are actions that are based in being seen or watched.

People do not have to look at pictures or videos of people who are naked or doing sexual acts unless they consent. And no one should ever make us show our private parts to someone in person, in a picture, online, or in a film or video. They should also never make us have sexual contact or have sex in front of others, in pictures, online, or in a film or video. Being coerced or forced to do so is against the law.

And it is NEVER THE VICTIM'S FAULT.

VERBAL SEXUAL VIOLENCE

This is sexual language - talk - that we have not consented to listening to.

People who commit verbal sexual violence might "catcall" (a whistle or comment of a sexual nature), sexually harass (make unwanted verbal sexual advances, requests for sexual favors, or sexual comments about our bodies), or make sexual jokes that we haven't consented to hearing.

Like all other types of sexual violence, it is NEVER THE VICTIM'S FAULT.

STALKING

This is repeated behavior toward a specific person that would cause them to fear for their safety or the safety of others. It usually involves unwanted contact, gifts, and/or threats, as well as refusal to leave the victim alone.

Like sexual assault, rape is NEVER THE VICTIM'S FAULT.

You may have noticed that we continue to remind you that sexual violence is NEVER THE VICTIM'S FAULT (remember: *repetition helps us remember things!*) Always remember that.



The person who committed the act or someone else who want to protect them might try to make us feel like we "asked for it:" they might point out our past sexual activity, if we were flirty with the person, the fact that we had been enjoying their company, or even what we were wearing.

But the fact is, none of that matters.

Nobody deserves to be sexually assaulted in any way.

And the person who commits that act has done it to do cause harm.

Not out of love.

Not out of sexual attraction.

Not because someone made them do it.

They did it because they wanted to do it, even though it would hurt someone else.

And it is never ok.

Section 5: Recognizing sexual violence risk

So, how do we know if we are at risk for sexual violence?

There are a number of ways to help you make the best decisions for you (although there aren't always signs):

1. They don't stop when you give your assertive non-consent. (If you communicate "no," they should always stop!)
2. They tell you to keep your sexual experience a secret. (When someone tells you not to tell your caregiver or a trusted adult something you have done together, that means they know they have done something wrong. You should tell your caregiver or trusted adult!)
3. You find yourself doing something sexual that you don't want to do. (That means you have not given your consent - and both people need to consent!)
4. It feels wrong.

Think about that last one, #4.

Did you know that you can somehow "know" something without ever learning about it?

It is almost like a whisper or a tingle, like Spider-Man's "spidey sense," that little understanding that you get out of nowhere.

For instance, have you ever gotten a really good feeling from someone, even though you just met them? That's your *intuition*.

INTUITION is the power to know something without proof or evidence.

Have you ever seen a door and decided it was a bad idea to open it?

That's your intuition, too! Listening to your intuition is sometimes called "trusting your gut."



Take out **WORKSHEET 72, "Trusting Our Gut."** Look at the "thought clouds" and think about what each means. Can you think of a time when you have felt this way in your body? In your feelings? When have you used your intuition? Share stories of a time when you trusted your gut.

When thinking about sexual violence risk, it is helpful to understand different kinds of touch.

Good touch:

This is the kind of touch we want. We consent to it. It feels good and makes us happy. We feel safe when someone is touching us this way. Some examples of good touch are a hug from someone we care about, a high-five, a pat on the head, or a cuddle (all with consent!). When we are receiving good touch, we want it to continue.

When we get this kind of touch, we can feel good about consenting and touching like that more!

Bad touch:

This is the kind of touch we *do not* want. We did not consent to it. It feels weird or bad or hurts. We feel unsafe when someone is touching us this way. Some examples of bad touch are hitting, pushing, punching, kicking, or sexual contact that we have not consented to.

When we are receiving bad touch, we want it to stop.

If we experience bad touch, we should communicate an assertive "no," get away from the person or leave the room, and tell a trusted adult.

Confusing touch:

When we feel confusing touch, we know with our intuition that it is wrong - we do not like it, and we want it to stop - but we are coerced or told to stay. People who touch us in a confusing way may tell us that we do like it (even when we know we do not), that we do want it (even when we don't), that there is nothing wrong with it (although we know there is something very wrong with it), and that we should keep it a secret.

When we get this kind of touch, we should trust our gut and behave as if it is bad touch - communicate an assertive "no," get away from the person or leave the room, and tell a trusted adult!

Part of what is sometimes confusing about this kind of touch is that the sexual contact often feels good on the body, even if we did not want it or consent to it, or the person touching us is someone who shouldn't (like a family member or helper).

That is very normal.

Even when our minds know that something is wrong, our bodies can still feel good when it is touched. It doesn't mean we wanted the person to assault us. It doesn't mean we consented. It just means that the body feels things. There is no need to feel guilty about this, because **IT IS NOT OUR FAULT.**



Take out **WORKSHEET 73, "Types of Touch."** Look at the list under each kind of touch. Then look at the best ways to respond to each kind of touch.

Remember that even trusted people can use bad or confusing touch. Even if it a person we have known for a long time and who have helped us... they still may be one of those "adorable tigers" we talked about. Confusing touch is not ok. Ever.

And even if they tell you that you are wrong, that the touch was good touch and that you must be mistaken, trust your gut! You know when something feels wrong. And you have the right to say "no."

But what if we do not trust our gut?

What if the person is very convincing when they tell us that what they are doing is ok?

We just remind ourselves that it is sexual violence when:

- A person is asleep or unconscious.
- A person is on drugs or drunk.
- A person's disability or mental illness prevents them from understanding what is happening or from communicating non-consent.
- A person has not given consent.
- The person committing the sexual violence has used coercion.
- The person committing the sexual violence is a parent, stepparent, adoptive parent, legal guardian, caretaker, has a special position of trust, or is a health professional or religious counselor.
- The person committing the sexual violence is a blood relative (not adopted or married into the family).

It is also not our fault even if we have gone to someone's home or up to their room with them.

Some people might believe that the victim "wanted it" since they willingly went, or that they should have known what would happen.

But that is not true. The person who committed the violence is always to blame!

We should know that sexual violence does not only include sexual parts. It also includes the mouth.

If anyone puts their mouth on any part of you without your enthusiastic consent, or makes you put your mouth on any part of their body without your consent: that is sexual violence. Communicate an assertive "no," get away from the person or leave the room, and tell a trusted adult.

And remember that it is **NOT YOUR FAULT**.

It is the same for the people we want to have sexual contact with: when they do not give enthusiastic consent, we must stop, or we are committing sexual violence. And it is never their fault!

Section 6: Protecting ourselves from sexual violence ★

Luckily, we are learning about the importance of telling others our boundaries, giving and getting enthusiastic consent and non-consent, and recognizing touch that is inappropriate and appropriate.

This way, we can keep ourselves as safe as possible.

Here is a quick review:

- Let others know your boundaries.
- Understand the importance of enthusiastic consent (giving and getting).
- Know how to communicate enthusiastic consent.
- Know how to ask for enthusiastic consent.
- Understand the importance of assertively communicating (firm voice, eye contact) consent.
- Know how to assertively communicate non-consent.
- Know how to accept non-consent/rejection.
- Use your intuition and trust your gut!
- Have your caregiver stay in the room during medical examinations.
- Stay in a group when at a party or when out.
- Know that it is ok to lie in order to get out of a dangerous situation (e.g., "My caregiver is outside to pick me up - I have to go!" or "I can't have sex with you, I have herpes!")
- Notice when a friend or loved one may be in a risky sexual situation - help them get away.

This has been a long and important lesson. Let's relax again, knowing what a great job we've done!

*just
breathe*

Sit and close your eyes. Picture the best place you can think of: a lake, mountains, the beach, a bakery.

Try to smell the air and feel the wind or air around you. Breathe in slowly and deeply, hold it for a moment, then breathe out. Feel your shoulders lower. Feel your hands relax. Sit quietly in this wonderful space. Then, open your eyes. And give each other a (consensual!) high-five!

END OF LESSON 8 ★

Be sure to check in with your student about how they feel. Hard topics can bring up emotions like sadness or fear - make sure your student is ok, and talk it through if they are not. Then you can see if they have any questions! Great job!

GENITALS are the private sexual parts we find between our legs.

INTUITION is the power to know something without proof or evidence.

RAPE is sexual intercourse without a person's consent.

SEXUAL ABUSE includes sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means (hurting the body) or through threats.

SEXUAL VIOLENCE/SEXUAL ASSAULT includes sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means (hurting the body) or through threats.

STALKING is repeated behavior toward a specific person that would cause them to fear for their safety or the safety of others.

VISUAL SEXUAL VIOLENCE is actions that are based in being seen or watched.