

Lesson Plan – Sexual Choices in Relationships

TOPIC: Sexual Choices in Relationships	TARGET-AGE RANGE: 12–18	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
<p>WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON?</p> <ul style="list-style-type: none"> • Attach the string horizontally across the room. At one end attach the pre-labeled index card that says, “Completely forced, not desired” and at the other end attach the other pre-labeled index card that says, “Fully voluntary, desired.” Modify the handout “Case Studies in Sexual Choice and Coercion” as indicated in the Case Studies in Sexual Choice and Coercion Activity Sheet. • Make four copies of the set of case studies you select to use with learners. • Review local sexual health services resources in your community so you can refer any student seeking help to appropriate sources of support. 		
<p>LEARNING OUTCOMES:</p> <p>By the end of this lesson learners will be able to:</p> <ol style="list-style-type: none"> 1) Be aware of the sexual choices they have in a relationship. [knowledge] 2) Recognize situations where sex is voluntary but not wanted. [knowledge] 3) Clearly understand the right to say no to sex. [knowledge] 		
<p>LIFE SKILLS DEMONSTRATED IN THIS LESSON:</p> <ol style="list-style-type: none"> 1) Critical thinking skills 2) Assertiveness skills 3) Decision-making skills 		
<p>RESOURCE MATERIALS FOR TEACHER:</p> <ul style="list-style-type: none"> • Chalkboard and chalk • One or more copies of each of the selected case studies (depending on the number of groups you have and number of case studies desired per group) taken from the Case Studies in Sexual Choice and Coercion Activity Sheet • A piece of rope or sturdy string long enough to stretch across the length of the classroom • Two index cards, with one of each of the following written on them—Index Card #1 – Completely forced, not desired; Index Card #2 – Fully voluntary, desired • Paper clips (or tape) • Colored markers, if available 		
<p>MATERIALS FOR LEARNER:</p> <ul style="list-style-type: none"> • None 		



Lesson Plan – Sexual Choices in Relationships

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 6 – Sexual and Reproductive Health; 6.1 – Pregnancy Prevention

PROCEDURE:

Step 1) 5 minutes

Introduce the topic by explaining the continuum. Say, “There is a continuum between sex that is forced and completely undesired and sex that is fully voluntary and desired. Explain that the continuum range from 0 to 10. 0 stands for voluntary and desired sex and 10 completely forced and not desired. So, what do we call sex that is forced?” After learners respond, write the word “rape” on the card that says “Completely forced, not desired”. Go on to ask learners, “If a person agrees to have sex, does that always mean that he or she actually wants to have sex?” After they respond, ask: “When sex is voluntary but not really wanted, would that be at one end of the string or somewhere between the two ends?” Process some responses from your learners and probe for their different reasoning by using any of the following prompts:

- “Tell me more about what you’re thinking...”
- “Help me understand where you’re coming from...”
- “What do others think about that same situation?”

Step 2) 10 minutes

Divide the learners into six groups. Give each group one set of two case studies and two paper clips. Explain the activity by stating, “Read over each case study in your group. Then talk about it together and decide where on the string continuum you think the case study falls from completely forced to fully voluntary. Write your names on each case study so we’ll know which group did which case study. Then attach the case study with a paper clip at the place on the continuum where you have decided it fits. You will have 10 minutes to complete this activity in your groups.” Circulate among the groups and offer help. Allow them to spend extra time discussing their views even if they do not complete all the case studies.

Step 3) 15 minutes

After 10 minutes, ask someone from the group to read the first case study and explain where on the 0–10 continuum their group put it and why. Allow two to three minutes for the other groups to indicate where they put it on the continuum and why and encourage them to discuss any differences of opinion. Repeat this process for each case study.



Lesson Plan – Sexual Choices in Relationships

PROCEDURE (CONTINUED):

Step 4) 10 minutes

Reserve ten minutes at the end to discuss the following questions:

- Forcing someone to have unwanted sex is a violation of that person’s human rights. By a show of hands, who believes that forced sex is common among young people?
- Who thinks it is rare?
- We discussed that a person who does not want to have sex and is not forced into it may still voluntarily engage in sex. Who believes this is a fairly common experience among young people?
- Who thinks it is rare? *[Note whether boys respond to this question similarly to how girls respond.]*
- Are girls and boys equally likely to have sex in a situation that is not forced but also not desired? *[Probe: Do you think girls and boys usually share equal power in sexual relationships? What about adult men and women?]* *[Note: Emphasize that even if a situation does not fall at the extreme “forced” end of the spectrum it may nonetheless, be unacceptable.]*
- Does a person always know whether his or her partner really wants to have sex? What are some ways to be sure? *[Probe for: Ask the person! Talking it over together beforehand is best. What if you ask and your partner is not sure what he or she wants?]*

Step 5) 5 minutes

Close the lesson by explaining, “Far too many people are survivors of forced sex, either while they are children, adolescents or adults. It happens more often than we would like to think and if it should happen to you or someone you know, it’s crucial to know it’s never your fault. People who have survived forced sex need our help and support.” Instruct learners to get out a piece of paper and anonymously write down two kinds of trusted adults (such as a grandmother, a religious leader, an older sister or brother, or an aunt) that they could talk to if they or someone they knew was ever forced to have sex. Collect papers from learners at the end of the lesson and after reviewing for appropriateness, post the papers in a spot in the classroom where learners can see them and know about all the kinds of adults who can help if a student ever needed support. *[Note: Please make sure to screen the papers before you post them to make sure there is no identifying information listed and that all of the adults listed are appropriate.]*



Lesson Plan – Sexual Choices in Relationships

KEY MESSAGES OF LESSON:

- 1) It is never okay to force someone to have sex they don't consent to.
- 2) You have the right to say no to sex if you don't want to, without feeling guilty.
- 3) Forced sex is a sign of unhealthy relationship.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can collect the case studies completed by each group for assessment of learning objectives based on where the case studies were placed on the continuum.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- Large class size—The teacher can carry out the case study activity in more or less groups if need be. If using more groups, limit the number of case studies, even to one per group if necessary, in order to limit the activity processing time. If using less groups, increase the number of case studies reviewed by each group.
- Limited materials/technology—None

Adapted from: *It's All One, Activity 24 – Where on the Line: Continuum Between Choice and Coercion*, pages 72–75, Copyright © 2009 The Population Council, Inc. Revised first edition, printed 2011., printed 2011.



Case Studies in Sexual Choice and Coercion Activity Sheet

INSTRUCTIONS FOR THE TEACHER: Select four of the following case studies or write your own case studies. Be sure that your final selection includes at least one case in which a boy feels pressured to have sex. Modify them to be suitable and meaningful for your students, including using names that are relatable.

EDWARD and ALICE: Edward wants to have sex but his wife Alice does not feel like it tonight. She has been taught that it is a wife's duty to have sex whenever her husband wants to unless she feels sick or is menstruating, so she has sex with Edward.

MIREMBE and AKELLO: Mirembe, age 22, has been going out with Akello for about six months. He has told her several times that he really wants to have sex with her, but only if she wants to. Mirembe feels unsure but she thinks she should do what her boyfriend wants. She knows other young women have sex with their boyfriends and is concerned that he might leave her if she doesn't, although Akello has never threatened to do so. The next time they are intimate, they have sex.

SYDNEY and GRACE: Sydney and Grace are alone at one of their houses. Sydney is drunk and slurring words and then lies down on the floor. Grace, who also had a bit to drink, lies down too. Feeling uninhibited, she takes the initiative and performs oral sex. Sydney feels confused and is not sure what to say. Sydney is not sure what to think since they didn't talk about it before Grace did that.

HENRY and ROSETTE: Henry and Rosette have been kissing passionately. When Henry starts to undress Rosette, she tries to stop him and says, "No". Henry thinks she wants more but that she is worried about seeming too "easy". So he keeps trying. After trying to push Henry away and saying "no" for five minutes, she eventually stops struggling and just lies there. Henry goes ahead and has intercourse with her.

MAKENA and AZIZI: Makena and Azizi have met only a couple times, always with supervision. Azizi seems like a good person so Makena agrees when her parents tell her that Azizi wants to marry her. Both Makena and Azizi have been taught that everything related to sex is shameful. Makena has heard that it hurts the first time and will make her bleed. She is really scared. They hardly know each other and both feel ashamed at the thought of having sex. Neither of them really wants to have sex but they know that when you get married, you must have sex on the wedding night and so they do, even though they were not ready to.



Case Studies in Sexual Choice and Coercion Activity Sheet

SELAH and JAMES: The last time Selah refused her husband James, he threatened her and beat her badly, giving her a black eye. She doesn't want to have sex with James today but he might beat her again, so she doesn't refuse.

SAMSON and ELIZABETH: Samson and Elizabeth are classmates at university. They have been dating for a few months and are very attracted to each other. They are deeply in love and agree that they want to have sex. After agreeing to use a condom, they have sexual intercourse and both enjoy it.

GINA and BRIAN: Gina comes from a poor family. She works in a shop for Brian and her salary is her family's main income. One day Brian starts touching her after the shop closes and pulls her in the storeroom in the back and lifts up her dress. Gina is confused, and frightened about losing her job. She starts to resist but when Brian says, "What? You don't like working here?" She gives in.

PATRICIA and OSCAR: Oscar is not sure if he really wants to have sex with Patricia, but Patricia suggested it and he is afraid that his friends will find out and tease him if he says no. He goes ahead but later regrets doing it and wishes he had waited.

PETER and VICTORIA: Peter often buys Victoria gifts and other things she needs. Tonight they went out for dinner and he paid. Even though Victoria doesn't feel ready to have sex, she feels she owes it to Peter. She doesn't refuse him.

MARIE and WILLIAM: Marie and William have had sex once before. Tonight, William tells Marie that he has wanted her all day. Marie would rather just hang out and talk, but she think since they did it once, there is no going back. When William starts to take off his clothes, Marie says nothing to him and they have sex again.

EMMA and SYMON: One evening Emma drank a lot. Symon finds her lying on the bed passed out. He takes off her clothes and has sex with her. She doesn't wake up.

