At the sight of someone coercing her intoxicated friend at a party, Claudia struggles to find a way to confront the situation as a bystander.

Educator’s Note
Due to the serious nature of topics addressed, ensure that students can easily access mental health support services both during and after the Consent? workshop.

Workshop Goal
• To empower students to be allies who recognize and deal with risky situations involving alcohol, drugs, and negotiating consent.

Learning Objectives
1. Identify risky situations.
2. Analyze social behavior and the negotiation around consent.
3. Recognize that a person must receive consent before engaging in sexual activity.
4. Recognize that being under the influence of alcohol and/or drugs may present a risky situation for negotiating consent.

Health Standards Covered
• HS.2.A.12 Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
• HS.1.M.8 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

Art Standards Covered
• AS.VA.2.2.5 Create an expressive composition, focusing on dominance and subordination.

Online Viewing Link
http://artglobalhealth.org/bssb5

Themes
Drugs/Alcohol
Sexual Assault
Being an Ally
Healthy/Unhealthy Relationships

Included Materials
Consent Is... Infographic (p. 26)
Know Your Rights Sheets (p. 27)
Party Scene Image Example (p. 29)

Prep Needed
Identify local student accessible mental health support services.
**Consent? Workshop Walkthrough**

**00:00 Introduction**

1. Explain that today’s meeting will involve watching a short video revolving around substance use, sexual assault, and being an ally, followed by a creative workshop in response to the video.

**01:00 Show Consent? (Online Viewing Link: http://artglobalhealth.org/bssb5)**

1. Optional: Turn down the lights.
2. Play the clip by your preferred/available method: either from http://artglobalhealth.org/bssb5 or using a DVD.
3. Watch the clip.
4. Observe your students’ reactions throughout the clip.

**03:00 Video Discussion**

1. After you play the video, bring the class’s attention back to you.
2. Lead the class through this series of discussion questions, or some of your own devising, in response to Consent? These questions will provide context for students throughout the lesson.
   
   a. **What did you see in the video?**
      
      By asking students to describe what they see in the video, rather than interpreting it, you may avoid their fear of being wrong. Descriptions are never wrong.
   
   b. **What do you think this video was about?**
      
      Now that the class is comfortable talking, ask them for their interpretations of the video. Encourage varied responses.
   
   c. **What do you think Claudia could have done to help?**
      
      This question requires the students to put themselves in Claudia’s shoes to determine what they could have done in her situation. Provoking them to consider this will help them formulate ideas for the arts exercise.

**07:00 Share Interesting Statistic & Ask Students What They Know**

1. Write this fact on the board, read it aloud to students, and ask them to consider it throughout the lesson:

   *Every two minutes, someone in the U.S. is sexually assaulted.*

   *(Source: https://www.rainn.org/get-information/statistics/frequency-of-sexual-assault)*

2. Ask your class the following questions to provide a frame for the students to keep in the back of their minds:

   a. **Does this type of behavior occur in real life?**
   
   b. **What role do drugs and alcohol play in decisions we make about our personal health choices? Do these choices change at parties and/or other events?**
c. What role do drugs and alcohol play in our priorities about our personal health choices? Do these priorities change at parties or other events?

12:00 Party Scene Images

1. Divide the class into two groups.
2. Task each group to create a frozen image of what they think a typical party scene looks like. Make sure students do not create anything that is too graphic, sexual, or violent in nature. Explain that each group member must contribute to the image creation and participate in the actual image itself.
3. As the students are creating, encourage each group to get their images up and rehearsed physically.
4. When it looks like each group has fully formed their image, call your students back to their seats.

25:00 Share/Change Images

1. Have your students get a blank sheet of paper and a writing utensil.
2. Assign each of the two groups a letter A–B.
3. Explain that when A group shows their image, the class will discuss the image and then each member of B group will have a chance to change ONE thing about the image.
4. Explain that when B group is showing their image, the class will discuss it and then each member of A group will have a chance to change ONE thing about the image.
5. Process each group’s image using the following steps:
   A. Have group show their original image.
   B. Have group maintain their image. During the performances make sure that the class is being respectful of each group’s work. Prompt the class to view the image in silence.
   C. Ask, “What do you see physically happening?”
   D. Ask, “What are some narratives that you are seeing?” Does this happen? Do you like that it happens?
   E. Ask, “What could people in this image do to change their situations?”
   F. Have students in their partner group make their individual changes.
   G. Ask, “What do you see physically now?”
   H. Ask, “How have the narratives changed?”
   I. Thank the groups and move on to the other image.
6. When the final group has gone, ask everyone to head back to their seats.

45:00 Processing Discussion

a. What was it like to get up and make those images?
b. How can we keep ourselves, and the people around us, safe?
c. What would need to happen for those changes to take place in real life?
d. Would you change anything in the video we saw? Or the exercise we participated in?

50:00 End

Consent? Workshop Walkthrough
Consent Is...

(Adapted from http://vitaminw.co/society/what-consent-looks)

? Do both people AGREE to any kind of sexual activity?

YES or NO

? Are both people ABLE to consent?

If alcohol or drugs are involved, consent is NOT possible!

YES or NO

! The best way to get consent is to ASK.

Only YES means YES. Not saying NO doesn’t mean yes. NO means NO.

! Saying yes to ONE activity doesn’t mean consent to ALL activities.
Know Your Rights: Title IX Requires Your School to Address Sexual Violence*

Title IX of the Education Amendments of 1972 prohibits sex discrimination—which includes sexual violence—in educational programs and activities. All public and private schools, school districts, colleges and universities receiving federal funds must comply with Title IX. If you have experienced sexual violence, here are some things you should know about your Title IX rights:

**Your School Must Respond Promptly and Effectively to Sexual Violence**

- You have the right to report the incident to your school, have your school investigate what happened, and have your complaint resolved promptly and equitably.
- You have the right to choose to report an incident of sexual violence to campus or local law enforcement. But a criminal investigation does not relieve your school of its duty under Title IX to respond promptly and effectively.
- Your school must adopt and publish procedures for resolving complaints of sex discrimination, including sexual violence. Your school may use student disciplinary procedures, but any procedures for sexual violence complaints must afford you a prompt and equitable resolution.
- Your school must ensure that you are aware of your Title IX rights and any available resources, such as victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, and legal assistance.
- Your school should designate a Title IX coordinator and make sure all students and employees know how to contact him or her. The Title IX coordinator should also be available to meet with you.
- All students are protected by Title IX, regardless of whether they have a disability, are international or undocumented, and regardless of their sexual orientation and gender identity.

**Your School Must Provide Interim Measures as Necessary**

- Your school must protect you as necessary, even before it completes any investigation. Your school should start doing this promptly once the incident is reported.
- Once you tell your school about an incident of sexual violence, you have the right to receive some immediate help, such as changing classes, dorms, or transportation. When taking these measures, your school should minimize the burden on you.
- You have the right to report any retaliation by school employees, the alleged perpetrator, and other students, and your school should take strong responsive action if it occurs.

**Your School Should Make Known Where You Can Find Confidential Support Services**

- Your school should clearly identify where you can go to talk to someone confidentially and who can provide services like advocacy, counseling, or academic support. Some people, such as counselors or victim advocates, can talk to you in confidence without triggering a school's investigation.

*This document outlines your rights under Title IX. You may have additional rights under other federal and state laws.

[From https://www.notalone.gov/students]
Your School Should Make Known Where You Can Find Confidential Support Services (cont.)

- Because different employees have different reporting obligations when they find out about sexual violence involving students, your school should clearly explain the reporting obligations of all school employees.

- Even if you do not specifically ask for confidentiality, your school should only disclose information to individuals who are responsible for handling the school's response to sexual violence. Your school should consult with you about how to best protect your safety and privacy.

Your School Must Conduct an Adequate, Reliable, and Impartial Investigation

- You have the right to be notified of the timeframes for all major stages of the investigation.

- You have the right to present witnesses and evidence.

- If the alleged perpetrator is allowed to have a lawyer, you have the right to have one too.

- Your school must resolve your complaint based on what they think is more likely than not to have happened (this is called a preponderance-of-the-evidence standard of proof). Your school cannot use a higher standard of proof.

- You have the right to be notified in writing of the outcome of your complaint and any appeal, including any sanctions that directly relate to you.

- If your school provides for an appeal process, it must be equally available for both parties.

- You have the right to have any proceedings documented, which may include written findings of fact, transcripts, or audio recordings.

- You have the right not to "work it out" with the alleged perpetrator in mediation. Mediation is not appropriate in cases involving sexual assault.

Your School Must Provide Remedies as Necessary

- If an investigation reveals that sexual violence created a hostile environment, your school must take prompt and effective steps reasonably calculated to end the sexual violence, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

- Appropriate remedies will generally include disciplinary action against the perpetrator, but may also include remedies to help you get your education back on track (like academic support, retaking a class without penalty, and counseling). These remedies are in addition to any interim measures you received.

- Your school may also have to provide remedies for the broader student population (such as training) or change its services or policies to prevent such incidents from repeating.

If you want to learn more about your rights, or if you believe that your school is violating federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov. If you wish to fill out a complaint form online, you may do so at http://www.ed.gov/ocr/complaintintro.html.
Party Scene Image Example

Created and performed by members of the San Fernando High School Sex Squad

Stage 1: Initial Image Discussion

1. What do you see physically happening?
2. What are some narratives that you are seeing?
3. Does this happen? Do you like that it happens?
4. What’s one change you would make to the image?
5. How would the story be different after your change?

Stage 2: Image Change (Pictured in progress.)

Stage 3: Final Image Discussion

1. What do you see physically happening?
2. What are some narratives that you are seeing?
3. What’s one change you would make to the image?
4. How would the story be different after your change?