

CONSENT

is Key!

BY ALLISON,
JAMES, COLE
AND MIMI



Respect everyone's
voice!



← Ages for consent
across the U.S.

Age of Consent in U.S.A States

green dot - see Ms. Malhi in H104

Consent

Education in the Universal 9th-BHS

Two weeks ago you were given an overview of Consent Education at Berkeley High in general and the plans moving forward. The following presentation is focused on Consent Education in a 9th grade classroom.

A Brief History of Consent Education



In **2001**, we renamed the two freshman social studies semesters, Identity and Ethnic Studies, with one semester Ethnic Studies and one semester Social Living



Between **2005** & **2014**, Social Living was only extensively taught by the 3 small schools AMPS, AHA, and CAS. AC and BIHS had their own social science curriculum and were fulfilling the requirement for sex education with two week visits from the Health Center.



In **2014**, in response to ongoing sexual harm, Kristin Glenchur, started a few new initiatives including paid PD time for all Social Living Teachers and the commission for SPARK



In **2016**, KG created a schoolwide position to coordinate all 5 SLCs in a year long class Ethnic Studies and Social Living. In 17-18, they were given some PD time to plan.



In the Fall of **2018**, the Universal 9th Grade was born and the 7 ESSL teachers strengthened an aligned and coordinated Consent Curriculum which you'll see today.

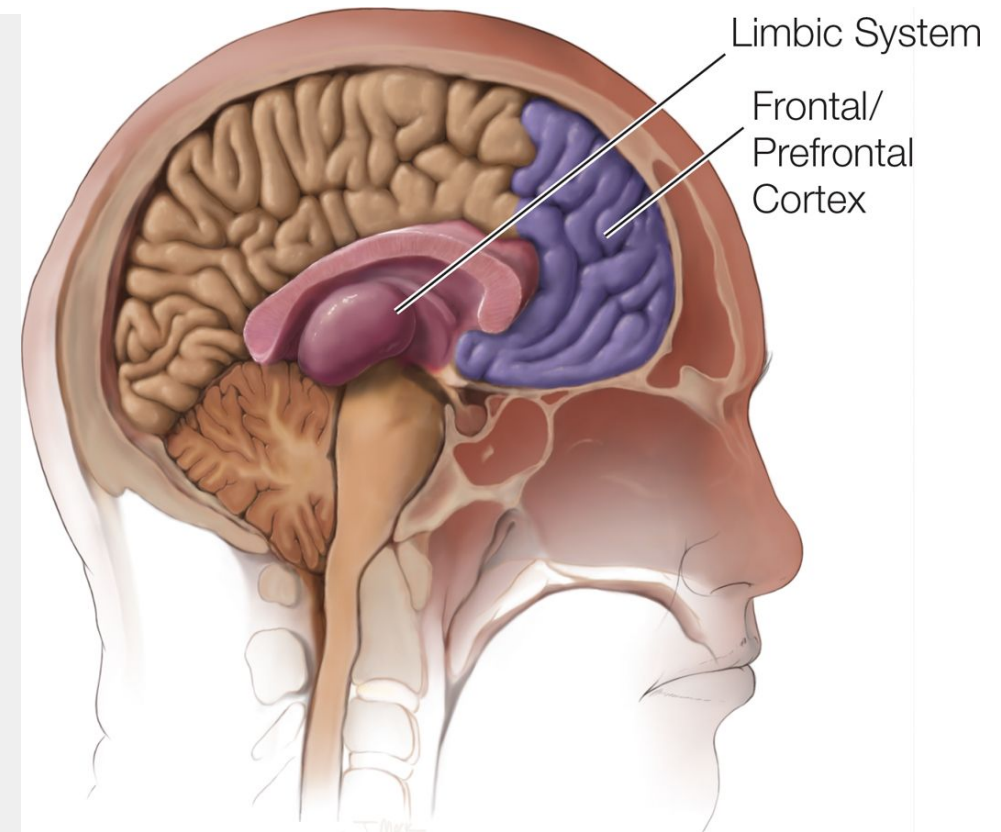
What Is Taught In 9th Grade?



The Teenage Brain

The teenage brain's reward system (limbic system) is more mature and more active than your self-control / self-regulation/ self-awareness system (prefrontal cortex).

"One major theory of adolescent development is that there is a mismatch between these two systems," Blakemore elaborated. "The limbic system, which gives you the rewarding feeling of taking risks, is structurally more developed before the prefrontal cortex, which stops you from taking risks."



What Is Taught In 9th Grade?



Social Media and the Brain-BHS Case Study

Team 15 and Team 18 (2014 and 2016)

Team 15

“Team 15” was a group of about twelve juniors and seniors at Berkeley High School (BHS), who, during the 2013-2014 school year, took pictures of several senior girls. They posted these pictures on “Team 15,” an Instagram “slut page,” on which they insulted and made sexual comments about the girls.

BHS Stop Harassing, a student-run organization which had been founded earlier in the year, formed a large part of the response to Team 15. One student who was targeted by the accounts was also a member of BHS Stop Harassing. She said: “I was publicly put on Instagram being called a whore. When you experience that first-hand it just makes you feel so awful. You start to think, ‘Is that true? People perceive me like that, so am I like that?’ Nobody should ever feel like that for sexual behavior. Now I just want to help other girls.”

Many of the boys who were responsible for the creation of the accounts were suspended. Their identities and any further consequences were not released. BHS Stop Harassing have reported that they have since received pushback from individuals involved with the accounts.



2019 graduate Maxime Hendrikse Liu developed a series of lessons where students read about past BHS incidents of cyber harassment, sexual harm and racism and analyzed student, school, and community roles in repairing and preventing harm.

What Is Taught In 9th Grade?



Week of Consent-Fall

- **Definitions: Title IX, Consent, Harassment**
- **Enthusiastic Consent and FRIES**
- **Harassment Scenarios and BHS Consequences**

Why do we do this?

What is Title IX?

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure **equality in education**. Title IX prohibits discrimination, harassment, exclusion, denial, limitation, or separation **based on sex or gender**. Title IX applies to both male and female students in any educational institution receiving federal funding.

Megan Farrell

Interim District Title IX Coordinator/Compliance Officer

Berkeley Unified School District

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Harassment is:

Unwelcome or unwanted behavior of a sexual nature which creates an intimidating, hostile, or unsafe environment.

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

 **Planned Parenthood®**

What is enthusiastic consent?



Look for these things to discuss after:

- What is nice about these interactions?
- How did the interactions progress?
- What were the signs the attention was wanted? (or not)
- How did people initiate or take things further? What told the initiator that might be wanted? (or not)
- What opportunities were there for either person to say no if they wanted to stop?

Sex is like boxing:

If one person did not give positive, enthusiastic, and ongoing consent, the other person is **committing a crime!**

Sexual Battery (AKA Criminal Sexual Conduct) is:

- Non-consensual sexual touching and/or contact
- Is punishable by suspension or expulsion, and possible criminal charges (misdemeanor or felony, depending on the specific incident)

Sexual Assault (AKA Sexual Violence) is:

- Non-consensual sexual penetration or copulation, including rape, against a victim's will or **without consent, including incapacitation or age**
- Is punishable by expulsion and criminal charges (felony)

Harassment Scenarios

THAT'S HARASSMENT!!!!

Look for these things to discuss after:

- What is sad or upsetting about the interaction?
- How did the harassment progress?
- What were the signs the attention was unwanted?
- How did the harasser pressure the target?
- Why did they think they could get away with it?
- What might have made it hard for the target to stop or stand up to the harasser (pay attention to the power dynamics)?
- What did the harasser really want - sex, or to dominate and humiliate?
-



Consequences of Harassment:

At BHS harassment is punishable by suspension (and notification of prospective colleges), and at work you can be fired and/or sued

Who to contact if you are being harassed:

Tell a trusted adult!

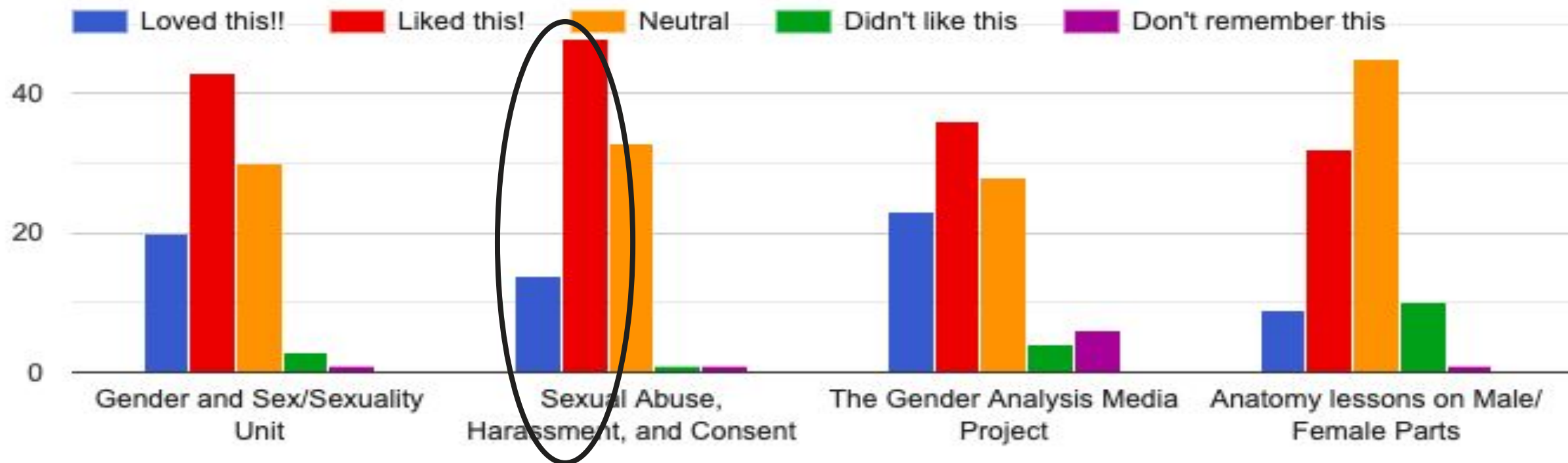
- A trusted teacher, coach, mentor, tutor
- Ms. Fonseca or any other Counselor
- Coach Rashad in OCI, or Ms. Stacy in the Student Support Center
- Anyone in the Health Center
- Tonia Coleman, U9 Vice Principal
- Claudia Gonzalez, Dean of Students

Student Response to the Curriculum



Course and Teacher Evaluation

Evaluate each unit or assessment we did

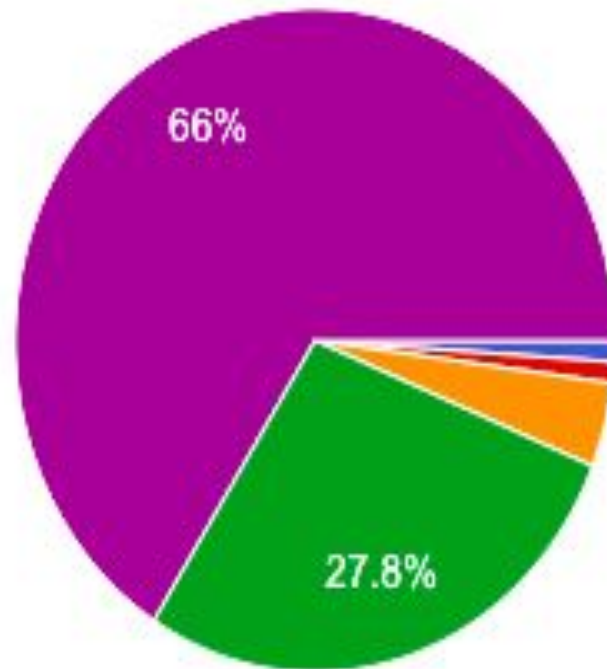


Student Response to the Curriculum



I can explain affirmative consent

97 responses



- I have no idea what this is
- I have heard of this, but I don't remember what it is
- I know what this is, but I can't explain it to others
- I know what this is and can think of examples
- I can teach this to others

Quotes From This Year's Students



I thought these classes were very helpful and educated students well on correct and incorrect acts of consent. This was important to learn about, as we might often find ourselves in the same situation (in the lesson examples) especially for us teens (during high school years).

I liked the consent education we had in our Ethnic Studies class. I haven't had a class that covered these topics so it was interesting to learn more about it. I do feel like the learning experience would have been better if we had a guest speaker come in class and give a lecture about Consent.

I think that it is very important to teach consent in schools. For many students this is the only education they have gotten on consent, their view of interactions between teenagers comes from the media they consume. Which often wrongly portrays appropriate behavior.

In the Spring...



- **Human Anatomy, STI & Pregnancy Prevention**
- **Gender Socialization-Constructs and Constraints**
- **LGBTQI Identity and Sexuality**
- **Review Consent**

The Tensions



- Just because we teach it, doesn't mean they know how to use it in the moment
- Right to Survivor Safety vs. Due Process
- Positive School Culture vs. Having "Fun"
- Intersectional, Multicultural Community--Do we have shared beliefs?