



## Class 19 Guide: Sexual Limits, Consent, and Assault

### Pre-teach

This week's class is all about sexual consent and assault. It might be helpful for your students to review some of the concepts from Class 6: Consent prior to this session. Start by asking the class to make a list of everyday situations when people need to get their consent. This might include things like taking their picture, giving them a hug, or borrowing their jacket. If students don't come up with examples that include physical touch, you can prompt them to think about times that romantic partners need to get each other's consent (ex: to kiss, before having sex, to hold hands).

After you've made the list of when you need to get consent, ask the class, *"Why is getting someone's consent so important?"* Give students time to think about this question and discuss together as a group. If needed, you can provide prompts such as, "How do you feel when someone takes something that is yours without asking?" Help students identify the emotions that someone might feel if something is done without their consent. Let students know that because consent is so very important, you will be spending this week's class talking all about consent for sex.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

#### *Vocabulary terms and definitions*

- Ask: talking to someone to get an answer
- Awake: not asleep
- Sober: not drinking alcohol or doing drugs
- Excited: feeling really good
- Pressure: when someone tries to force you to do something you don't want to do
- Check-in: talking to someone to see if they are okay
- Sexual assault: touching someone's breasts, butt, or genitals without consent
- Rape: having vaginal, oral, or anal sex without consent

### Post-teach

At the end of this class, students began to learn about sexual assault. Though the laws specifying which types of touch qualify as sexual assault vary from state to state, we also know that any unwanted touch is harmful for students. This is why we've chosen to talk about unwanted sexual touch more broadly, rather than focusing on what is specifically in the law. You can help students continue to think about safety and sexual assault by supporting each of them to complete a safety plan. This safety plan is

modeled after the Boundaries Guide from Class 5: Practicing Boundaries. First, students are asked to identify what emotions they would feel if someone touched them in a way they did not like. They can either write down the words for these emotions, or circle one or more of the pictures on the Safety Plan. Next, students can think through what they can say or do. Can they say NO!? Can they use an I Statement? It's important to acknowledge that sometimes it may not feel safe to say something. Often, staying quiet and surviving is the safest thing a person can do. If it is not safe to say something, students can look for an opportunity to leave the situation as soon as possible. The final part of the Safety Plan is all about getting help. Students are asked to identify two adults from their green circle of trust that they could talk to if someone ever touches them in a way they don't like.








It might also be helpful for your class to look up your local rape crisis center (RCC). These centers typically provide immediate and ongoing support to survivors of sexual assault. You can find your local RCC, as well as information about the services it provides, here: <https://centers.rainn.org/>

Due to the nature of this session, it is more likely that students may disclose past or ongoing abuse or assault to you during this class. Remember, it is essential that you believe students when they make these disclosures, make any required mandatory reports, and connect students to support as quickly as possible. Find more information about responding to student abuse and assault disclosures in trauma-informed ways in the *My Rights My Life* Facilitator's Guide.


# SAFETY PLAN

SAFE | stop abuse for everyone



1. When someone is hurting me and I am scared, hurt, or nervous

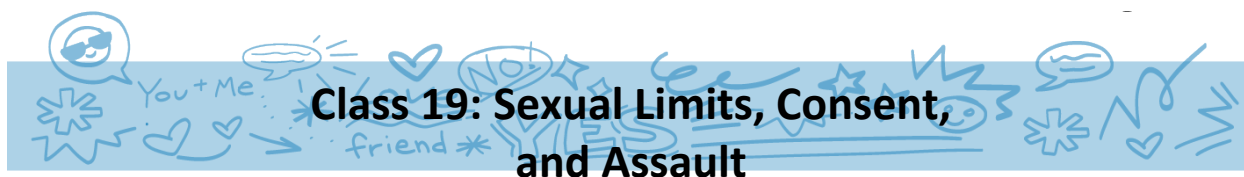
_____	Mad 	Scared 	Sad 	Nervous 
_____	Sick 	Weird 	Tired 	
_____				

2. I will say or I will do..... if safe, say NO! or stop! leave, get help

_____	
_____	
_____	

3. I can get help. First, I will tell:

Name: _____	
Phone: _____	
If I can't talk to them, I will go see or call:	
Name: _____	
Phone: _____	
If I am in danger, I can call 911	



## **Class 19: Sexual Limits, Consent, and Assault**

Estimated time: 1 hour to 1.5 hours

### **Objectives**

Students will:

- Understand more about sexual limits, including abstinence.
- Review the four parts of consent, and practice applying these concepts in real-world sexual scenarios.
- Discuss what sexual assault is and explore how to get help.

### **Materials**

- Whiteboard and dry erase markers or flipchart paper and makers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tools (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 19 PowerPoint
- Printed copies of Class 19 PowerPoint for all students (1 slide per page)
- Class Safer Sexuality Checklist
- Class 1. Safe and Private Place; 2. Safer Sexual Partner; and 3. Sexual Limits manipulatives
- Student Safer Sexuality Checklists with 1. Safe and Private Place; 2. Safer Sexual Partner; and 3. Sexual Limits Graphics glued on
- Class 4. Consent manipulative (see template at end of lesson)
- Velcro
- Printed copies of 4. Consent Graphic for all students (see template at end of lesson)
- Glue sticks for all students
- Four copies each of Thinking Clearly, Excited Yes, and No Pressure desk visuals (see templates at end of lesson)

### **Class Preparation (5-10 minutes)**

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

Display and discuss slides 1-6.

**Sexual Limits and Consent (5-10 minutes)**

Display and discuss slides 7-11. Give students time to process the information, and check in periodically for questions.

**Four Parts of Consent (10-15 minutes)**

Display and discuss slides 12-26. Give students time to process the information, and check in periodically for questions.

**Brain Break (5 minutes)**

Display slide 27. Use one of the suggested brain break activities from the slide notes, or come up with your own.

**Consent Game (25-30 minutes)**

Display slides 28-49. Use the instructions in the notes of slide 29 to lead students through the game. As you click the spacebar or mouse, a check mark and an X will appear next to the corresponding questions. After each group gives their answers, you can click the spacebar/mouse to represent the group's answers on the screen for all students.

Slide 49 includes instructions for the Safer Sexuality Checklist activity. Students will be adding the 4. Consent Graphic to the class and student Safer Sexuality Checklists. For this activity, students will need glue sticks, as well as their copies of the Student Safer Sexuality Checklist and Student 4. Consent Graphic. See templates at the end of the lesson plan.

**Sexual Assault (5-10 minutes)**

Display and discuss slides 50-53. Give students time to process the information, and check in periodically for questions.

**Questions (5 minutes)**

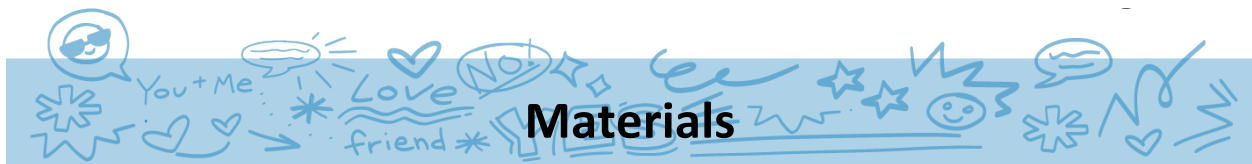
Display slide 54. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

**Exit Ticket (5 minutes)**

Use slides 55-57 to check for student comprehension of major class topics.

**Closing (5 minutes)**

Display and discuss slides 58-60.



#### **Class 4. Consent Manipulative**

This is the fourth item for the Class Safer Sexuality Checklist. Print and laminate the graphic below. Add a piece of Velcro to the back of the laminated graphic that fits the piece of Velcro next to the corresponding checkbox on your Class Safer Sexuality Checklist.

CONSENT CHECK  IN

☐  ASK FIRST

☐  RESPECT THE ANSWER

## **Consent**

#### Student 4. Consent Graphic

Print and cut out one Consent Graphic for each student in your class. Students will glue these onto their Student Safer Sexuality Checklists.

CONSENT CHECK ✓ IN

☐  ASK FIRST

☐  RESPECT THE ANSWER

**Consent**

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☐  ASK FIRST

☐  RESPECT THE ANSWER

**Consent**



**Consent**



**Consent**

### **Consent Game Desk Visuals**

For the consent game, you have two options. You can have each group look for the same part of consent for all four videos. For example, you can have the same group of people always check for "excited yes" in each of the four videos. If you decide to do this option, you should give each group four copies of the desk visual for their part of consent at the beginning of the game.

If your students have a strong understanding of the four parts of consent, you can switch the groups each time. For example, Group 1 can first watch for thinking clearly, then watch for excited yes on the second video, watch for no pressure on the third video, and go back to watching for thinking clearly for the fourth video. If you decide to do this option, you should give each group one copy of the desk visual for their part of consent at the beginning of the game, and then give them the desk visual for the next part of consent for the second video, and so on.



### Thinking Clearly Desk Visual

Have students put a check mark or X for each part of Thinking Clearly. Then have them decide if both people in the video were thinking clearly.



Awake?



Not drinking  
alcohol or  
doing drugs?



Thinking clearly?



### Excited Yes Desk Visual

Have students put a check mark or X for each part of Excited Yes. Then have them decide if both people in the video gave an excited yes.



Excited words?



Excited body and face?



Excited YES?



**No Pressure Desk Visual**

Have students put a check mark or X for each part of No Pressure. Then have them decide if either person pressured the other one. If there was pressure, students can put an X. If there was no pressure, they can put a check mark.

☐

Threats?

☐

Made them feel bad?

☐

Offered something nice?

☐

Physical pressure?

No pressure?

