

My Rights My Life for High School Students

Class 6 Guide: Consent

Pre-teach

This week's class explores consent in everyday, non-sexual scenarios. You can help connect last week's class with this one by explaining that doing things without consent is a boundary crossing. You might say something like, "Last week we talked about things that cross your boundaries, or are not cool. Does anyone remember an example of something that crosses your boundaries?" Go through a few examples together as a class. Then say, "One really important part of healthy relationships is getting someone's consent before doing something. Consent means getting someone's okay or permission to do something. Basically, consent is when you ask, and someone says yes. Doing something without someone's consent is a boundary crossing. For example, how would you feel if your classmate grabbed your phone without asking and started using it?" Students will likely share emotions such as anger or annoyance. Remind them that when they have these feelings, this is a sign that their boundary has been crossed. Ask them to think about an I Statement they could use to talk to their classmate about their boundary. Let students know that they will continue to explore consent in this week's class.

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

- Consent: getting someone's okay or permission to do something; when you ask and someone says yes
- 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
- Respect: when someone listens to your boundaries
- Listen: paying attention when someone is talking

Post-teach

Students can continue to practice the Consent Check-In Tool by doing role plays together as a class or in smaller groups. For each of the stories below, you can pretend to be the person that the students are trying to get consent from. Have students decide how they are going to ask you for consent. The first time you do the role play, give the student consent. The second time, say "no." Remind students that they must respect

My Rights My Life for High School Students

the answer that you give—even if it disappoints them. It is crucial that students practice hearing “no” and accepting it. Tell students that if they ever say “no” themselves when someone asks them for consent, the other person also needs to respect their answer. If someone does something without a student’s consent, they should tell an adult in their circle of trust right away.

Stories:

- You want to borrow someone’s cell phone.
- You want to take someone’s picture.
- You want to give someone a high five.

Throughout the year, students can also use the Consent Check-In Tool Manipulative from the Healthy Relationships Toolbox. As students use consent, praise their good work, and help them connect what they are doing to the Consent Check-In Tool. If a student does something without consent, ask them how they could have used the Consent Check-In Tool in that situation.

Finally, to help students begin to internalize the four parts of consent, revisit the French Fry Game Cards. For each scenario, have students check to see if both people are thinking clearly, not using pressure, giving an excited yes, and using check-ins. Discuss ways that the actors in each story could use check-ins to make sure that each person is still giving consent. Remind students that all four parts need to be present for it to be consent.

My Rights My Life for High School Students

Class 6: Consent

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Define consent and explore why consent is so crucial for healthy relationships.
- Learn the four parts of consent: thinking clearly, excited yes, no pressure, and check-ins.
- Practice asking for consent and respecting the answer.

TEKS Alignment

Health Education, Subchapter C, Rule §115.38, Health 1

(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:

- a) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;
- b) analyze the characteristics of harmful relationships that can lead to dating violence;
- c) analyze healthy strategies for preventing physical, sexual, and emotional abuse;
- d) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
- e) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;
- f) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;
- g) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity; and
- h) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others

Materials

- Dry erase board and dry erase markers or flipchart paper and markers
- Pens/pencils for all students
- Blank index cards
- Computer
- Projector
- Projector screen
- Class Healthy Relationships Toolbox

My Rights My Life for High School Students

- Class Healthy Relationships Tool Manipulatives (I Statement, Relationship Map, and NO! Tools)
- Student Healthy Relationship Toolbox with students "I Statement", "Relationship Map", and "NO!" Tools glued on
- Class 6 PowerPoint
- Printed copies of Class 6 PowerPoint for all students (one slide per page)
- Printed copy of French Fry Game Prop (see template at end of lesson)
- Printed copies of French Fry Game Cards (see template at end of lesson)
- Class Consent Check-In Tool Manipulative (see template at end of lesson)
- Velcro
- Printed copies of Student Consent Check-In Tool for all students (see template at end of lesson)
- Glue sticks for all students

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 1-4.

Consent Talk (5-10 minutes)

Display and discuss slide 5-6.

French Fry Game (15-20 minutes)

Display and discuss slides 7-15. For the French Fry Game, you will need the French Fry Game Prop and the French Fry Game Cards. Directions for the game are on the slides. See templates at the end of the lesson plan for cards.

Brain Break (5 minutes)

Display slide 16. Use one of the suggested brain break activities from the slide notes, or come up with your own.

Four Parts of Consent (10-15 minutes)

Display and discuss slides 17-22. Give students time to process the information, and check in periodically for questions.

Consent Check-In Tool (15-20 minutes)

Display and discuss slides 23-25. Give students time to process the information, and check in periodically for questions. Slide 25 includes instructions for the Healthy Relationships Toolbox activity. This is the fourth and final tool for the Healthy Relationships Toolbox. For this activity, students will need glue sticks, as well as copies

My Rights My Life for High School Students

of the Student Healthy Relationships Toolbox and Consent Check-In Tool. See templates at the end of the lesson plan.

The Greeting Game (10 minutes)

Display and discuss slide 26. The directions for the game are on the slide.

Questions (5 minutes)

Display slide 27. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

Exit Tickets (5 minutes)

Use slides 28-30 to check for student comprehension of major class topics.

How to Get Help (2 minutes)

Display slide 31. Discuss what to do if someone hurts them or makes them uncomfortable:

- *You did not do anything wrong.*
- *You are not alone.*
- *Talk to a trusted adult from your Green Circle of Trust.*
- *If the first person doesn't help, keep telling others until someone does.*
- *If it's an emergency, call 911.*

Power Huddle (2 minutes)

Display slide 32 and lead the class in the Power Huddle.

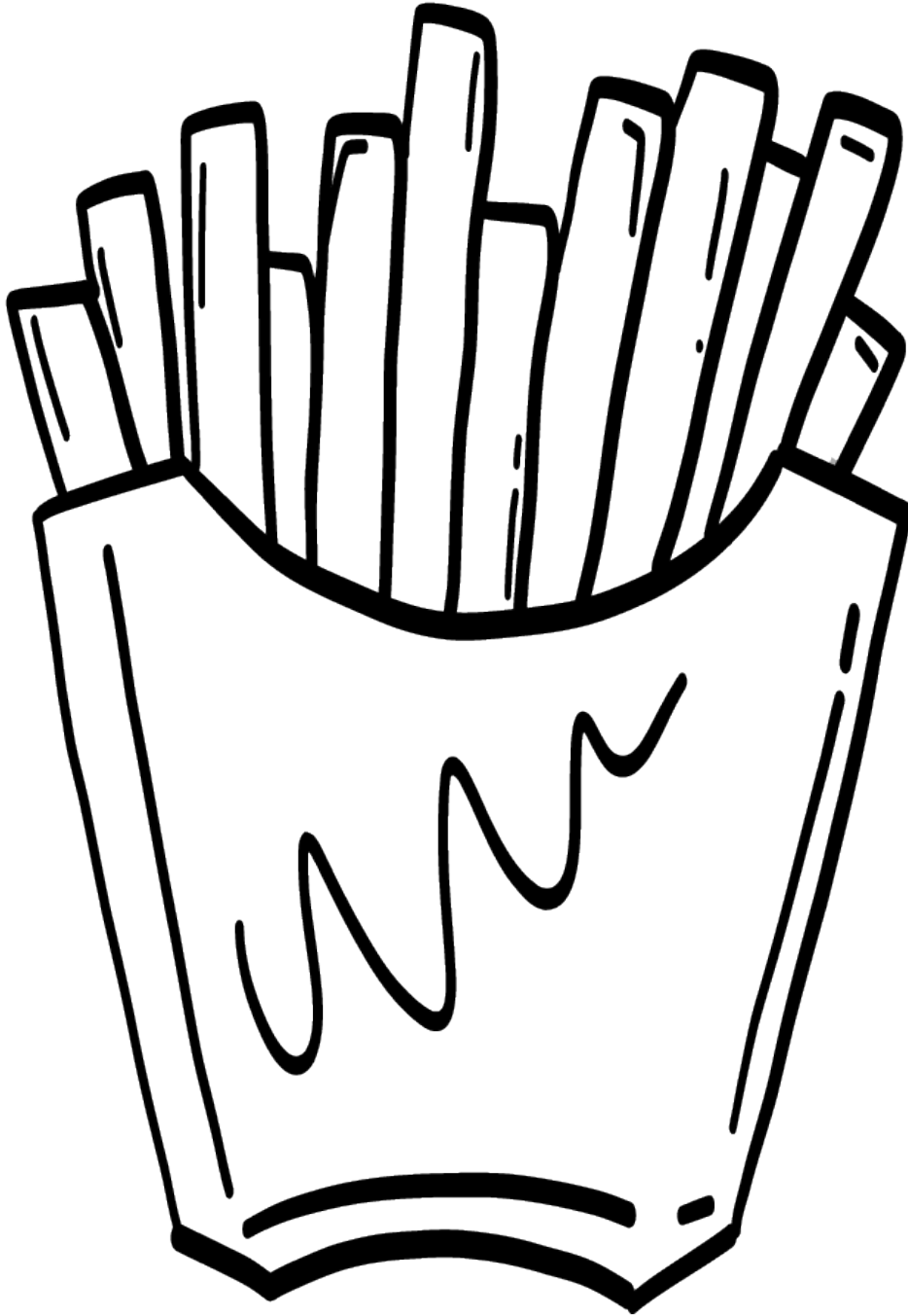
Closing (5 minutes)

Display and discuss slides 33-34.

My Rights My Life for High School Students

Materials

French Fry Prop



My Rights My Life for High School Students

French Fry Game Cards

You say, "If you're my friend, you'll give me French fries."

**You ask if you can have some French fries.
They are unsure.
You take the fries anyway.**

You ask nicely for some fries. They say "Yes" and you take some fries.

My Rights My Life for High School Students

Class Consent Check-In Tool Manipulative

This is the fourth and final tool for the Healthy Relationships Toolbox. Print and laminate the graphic below. Add a piece of Velcro to the back of the laminated graphic that fits the Velcro on the Class Healthy Relationships Toolbox.



My Rights My Life for High School Students

Student Consent Check-In Tool

Print and cut out one Consent Check-In tool for each student in your class. Students will glue these onto their Student Healthy Relationships Toolbox.

CONSENT CHECK ✓ IN

 ASK FIRST

 RESPECT THE ANSWER

CONSENT CHECK ✓ IN

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