

CURRICULUM UNIT: Family Life and Human Sexuality**LESSON TITLE:** Healthy Relationships and Consent**MSC:**

Standard 1c.5.1: Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health.

Standard 1c.5.2: Analyze the relationship between consent and personal boundaries.

Standard 4.E2.a: Demonstrate effective verbal and non-verbal communication skills to enhance health.

OBJECTIVE:

Students will demonstrate effective strategies to communicate personal boundaries and consent. Students will explain the importance of talking with parents and other trusted adults.

PROCEDURES:

MATERIALS: Healthy Relationships and Consent PowerPoint, Consent Brainstorm Handout (optional: one per student), What Happens Next Handout (one per student)

VOCABULARY: Consent, Personal Boundary, Bodily Autonomy, Safety Network

1. Explain that today's lesson is going to focus on personal boundaries and consent. Please provide a disclosure statement to students to explain that the content that is being discussed today is serious and can make some people feel uncomfortable. Provide students an explanation of what they should do if they need a break during class today (ex. You can tell me you need a break and I will send you to ____).
2. **MOTIVATION:** Ask the class if they have ever heard the term "boundary" before. After they have responded, ask students to define the term boundary. Then explain that a boundary is a limit placed on something. It can be an actual physical boundary – like the fence in the picture, or if one were to come upon a sign that read, "Do Not Enter." Also explain that a boundary could be a rule or law – like the law that says people cannot drive cars or vote until they are a particular age. Next, ask students why boundaries are set or used. Allow students to share responses with the class. Some examples of student responses include: boundaries are set to keep something out, boundaries are set to stop something, etc.
3. Next, explain to students that personal boundaries are the rules or limits we set for ourselves relating to what we are and are not comfortable with. These rules and limits help to keep us safe, healthy, and respected by ourselves and others.
 - a. Ask whether any students can provide examples of personal boundaries. Probe for: physical contact (hugging, kissing); keeping your personal space around you/not being crowded; language (when people use language that others find offensive, that also violates a boundary); when someone uses or borrows your stuff without asking, etc.
 - b. Ask the students to provide an example of a physical boundary they have.
 - c. Then ask whether anyone has ever had someone not respect their physical boundaries, and how that felt.
 - d. Finally, ask whether anyone is willing to share a time when they did not respect someone else's boundary. If they give an example, ask them to describe why, if they can recall, they did that, how they knew they had gone over that boundary and what the other person did in response.
 - e. If no one has or is willing to provide an example, talk about when an adult family member expects a hug or a kiss and the individual doesn't feel like hugging or kissing

that person yet are expected to. Another example is a younger person being told they need to share their stuff with a younger sibling when they do not want to.

4. Explain, from the examples given on personal boundaries, that clearly people do not like it when they have a boundary and someone else does not respect that boundary. Further explain that today we will discuss the topic of consent and how a person can communicate with another person to make sure they do not cross their personal boundaries.
 - a. Explain to students that they are going to watch a short video which explains consent. Ask students to think about what consent means, as they watch the video, because they will share a definition when the video ends.
 - b. Video: 2 minute & 40 seconds. Video Link:
https://www.youtube.com/watch?v=IT1COP9EMI0&feature=emb_logo
5. Next, provide students with the Consent Brainstorming Handout (if you choose to use this resource). Tell students they will use this handout to gather their personal thoughts before sharing ideas as a class today. Have students work through the handout, one section at a time, as you move to each section as a class.
 - a. Consider creating and using an anchor chart for the questions discussed on slides 5-9.
6. Provide students time to brainstorm their own definition of consent. Utilize this time to allow students to share what they think consent means after watching the video. Work collaboratively as a class to create a definition. Then ask students how personal boundaries and consent are connected.
 - a. Examples of possible student responses include: giving permission, saying yes to something, asking someone if you can do something like hugging them, etc.
7. Review the definition of consent with your class. Explain to students that their body is their body. They have the right to set boundaries of what they are comfortable with for their body, without being influenced by others (Bodily autonomy). If they do not want a person to touch them or are uncomfortable, they have the right to, and should, say No. Explain that today in class you will discuss what consent is, how a person can give or not give consent, and many different situations in which consent should be asked for.
8. Next, allow your students time to brainstorm situations when a person needs to ask for consent. Then allow students to share responses with the class.
 - a. Sample student responses may include: Giving hugs, Borrowing a friend's things, Touching another person, Telling someone's secrets, etc.
9. Ask students to think about what it might sound like if someone gives consent. We know most students will naturally think of saying "Yes." Challenge students to think about other phrases a person may say that also would show clear consent. Then allow students to share responses with the class.
 - a. Sample student responses may include: "Absolutely!," "Sure!," "That's okay with me," "Yes, please," etc.
 - b. After collecting student responses, explain to students that for consent to be given, the response must sound positive and enthusiastic. If the person sounds unsure, consent is not given. If the person does not sound happy, excited, or enthusiastic in their response, then consent is not given. Consent must be clear and positive.
 - c. Also explain that when giving consent, the person should sound confident in their response. They should be able to look at the person in the eyes when they give consent and their body language should show that they are comfortable. Ask students to show what type of body language would demonstrate feeling comfortable. Have a brief conversation surrounding body language.
10. Ask students to think about what it might sound like if someone does NOT give consent. We know most students will naturally think of saying "No." Challenge students to think about other

phrases a person may say that also would indicate that consent has NOT been given. Then allow students to share responses with the class.

- a. Sample student responses may include: “Nope!,” “I don’t want to,” “Not right now,” No, thank you,” “Maybe another time,” etc.
- b. After collecting student responses, remind students that each individual has the right to choose what they are and are not comfortable with. This choice can change, even if the person has said yes before.
 - i. For example, last week a person may have said yes to their friend braiding their hair, but today they say no which means consent has not been given. A person needs to ask for consent every time, even if consent has been given sometime in the past.
 - ii. The person also has the right to change their mind during an activity. For example, if a person let their friend borrow supplies to work on a class assignment, that person can change their mind and ask for their supplies back. The friend should return the supplies because there is no longer consent for the supplies to be shared.
- c. When a person is saying no or not giving consent, it is important to clearly say no in a firm way. Model different ways of saying no and ask students which is more convincing. Allow students to practice saying no in a firm, clear way. Also discuss body language as a way that some people may show they are uncomfortable.

11. Students will now complete the “What Happens Next” activity. Allow students to choose one scenario for the “Consent example” and one scenario for the “Consent not given example” to work through. As the teacher, you can determine if there is time for students to complete two scenarios (one for consent and one for non-consent), or if the activity needs to be modified to only have one scenario completed. Student responses should be assessed for using effective strategies to establish personal boundaries and consent.

- a. Consent Example:
 - i. Your grandmother asks you to sit next to her while you are watching a movie.
 - ii. A friend puts their hand out to help you when you fell.
- b. Non-Consent Example:
 - i. A person at school asks to hold a friend’s hand.
 - ii. A classmate is trying to push through you to get to the front of the lunch line.

12. Explain to students that it is important to have a network of adults they can turn to if they ever feel uncomfortable in a situation, if they have questions about their own body growth and development, or if they need support in any area of their life. Show the video to students to allow students to start to think about their own network of trusted adults in their life.

- a. Video: 2min & 2 seconds. Video Link: https://www.youtube.com/watch?v=YSZ22sx--4&feature=emb_logo

13. Allow students time to brainstorm the qualities that make an adult a trusted adult. As a class discuss the qualities students share. (**Sample student ideas may include:** they listen, they believe what you tell them, they get you help, etc.)

- a. Ask students why it is important to identify people in their lives who are trusted adults. After students respond, explain that it is important to have a safety network of trusted adults. A safety network is 2-5 adults that a child trusts, adults who they know believe them, and adults who they know will support them if they need help.
- b. Ask students to identify who could be in a child’s safety network. Student examples may include: parents, grandparents, aunts, uncles, coaches, church leaders, teachers, school counselors, etc.

- c. Explain to students that it is important that their safety network includes people who are outside of their family too. Explain that sometimes a person may need someone to talk to who does not live in their home.
- d. Connect the conversation back to personal boundaries and consent. Ask students, "How does a person's safety network connect to what we have been talking about today with personal boundaries and consent." Through the discussion, ensure that students understand that a child can and should go to an adult in their safety network if they feel uncomfortable in a situation or if a person has not respected their personal boundaries. A child should also talk to an adult in their safety network if a person has done something to them without their consent.
- e. Allow students time to identify the 3-5 adults who are in their personal safety network.

CLOSURE: Have students complete the three questions for their closure. Allow students to share responses with the class.

FORMATIVE ASSESSMENT: What happens next activity, student lists of personal safety network, closure assignment