

HEII.U6: ADVOCACY FOR HEALTHY RELATIONSHIPS & SEXUAL HEALTH

*Lesson 1: Healthy
Relationships and
Consent*





FAMILY LIFE CLASSROOM NORMS

- **Respect** - Respect the feelings and privacy of everyone in class, including the teacher.
- **Communication:**
 - a. Use correct vocabulary (no slang words) on all assignments and in communication during class.
 - b. Do not discuss information in a crude or joking manner.
- **Questions:**
 - a. Do not ask questions to show off or embarrass others.
 - b. Use phrases like, “I know someone who...” or “Someone I know...”
 - c. If you are unsure if your question is appropriate, please email your teacher or use the class anonymous question procedure.
 - d. During class time, please raise your hand if you are comfortable asking your question in front of the class.
 - e. Anonymous question procedures can be used anytime throughout the unit. (ex. anonymous question Padlet, in class question box, etc.)
- Mandated Reporters, such as myself, are here to protect and keep you safe

THE WINDOW OF TOLERANCE

WINDOW OF TOLERANCE

How the nervous system affects learning and communication

AHH! TOO MUCH!

- on edge
- restless
- overwhelmed
- distracted
- angry

THE WINDOW OF TOLERANCE
AKA - YOUR "ZONE"

- able to reason and feel emotions
- calm, balanced
- able to concentrate
- able to communicate

UGH. TOO MUCH.

- feeling "meh"
- sluggish
- shut down
- spaced out





OBJECTIVE:

ANALYZE FACTORS THAT CAN INFLUENCE THE ABILITY TO EFFECTIVELY USE SELF-ADVOCACY SKILLS TO GIVE AND RECEIVE SEXUAL CONSENT. DEMONSTRATE EFFECTIVE COMMUNICATION TECHNIQUES TO ESTABLISH PERSONAL BOUNDARIES AND COMMUNICATE CONSENT.

Warm-Up:

What are different factors that may influence one's ability to advocate for oneself and communicate assertively?

SELF-ADVOCACY SKILL CUES



ADVOCACY

Students will demonstrate the ability to advocate for personal, family and community health.



SKILL CUES FOR BEING AN ADVOCATE



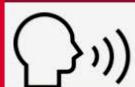
1

PROCESS THE SITUATION



2

DETERMINE HOW TO APPROACH
THE SITUATION



3

ASK FOR WHAT I NEED



4

REFLECT

SELF-ADVOCACY FOR BOUNDARIES & CONSENT



WHAT IS A BOUNDARY?

BOUNDARIES

A **BOUNDARY** is a physical or psychological limit that is set to show how far something goes.

WHY ARE BOUNDARIES IMPORTANT?

- Whether you just started dating or are in a committed relationship, setting and respecting boundaries is essential to any and every relationship
- It's important that partners feel comfortable expressing their wants, goals, fears, and limits, and everyone's boundaries are honored.
- That means everyone feels comfortable communicating their needs without fear of what another person will do in response.

If your partner tries to minimize your needs or violates the boundaries you established, then they aren't showing you the respect and trustworthiness you deserve.

YOUR BOUNDARIES ARE YOURS TO BUILD



Digital
boundaries



Emotional
boundaries



Physical
boundaries



CONSENT:

1. WHAT IS CONSENT?
2. HOW DOES CONSENT RELATE TO BOUNDARIES?





CONSENT

Clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in each act within the course of sexual activity

- Consent should be asked for every time
- Silence does not mean yes, only yes means yes

Communicating Consent:

- How do the communication skill cues support a person in clearly communicating consent?
- How would the communication differ depending on the person's relationship to the individual asking for consent?
- What role does non-verbal communication have in providing clear communication for consent?

SKILL CUES FOR HEALTHY COMMUNICATION		
VERBAL	NON-VERBAL	
I IDENTIFY FEELINGS, THOUGHTS, IDEAS	F FACIAL EXPRESSIONS AND BODY LANGUAGE	
T TELL FEELINGS, THOUGHTS, IDEAS	A ATTENTIVE	
E EXPRESS USING "I" STATEMENTS	C COMFORTABLE AND CONFIDENT	
L LOOK AT THE PERSON	E EYES ON SPEAKER	
L LISTEN TO THE RESPONSE	REFUSAL SKILLS	
Y YOUR BODY LANGUAGE IS APPROPRIATE	I I-STATEMENT	
O OPEN MIND	S STATE A REASON	
U USE ASSERTIVE COMMUNICATION STYLE	A ASSERTIVE VOICE	
Y YOU ARE IN CONTROL		
N THE <u>NO</u> IS CLEAR		
O OPTIONS		



LET'S PRACTICE

Choose one of the following scenarios. Then in your group, make a bulleted list of how the skill cues could be applied to a dialogue to show effective communication skills to communicate consent.

- a. Two people are dating. One of the people in the relationship really wants to know how their partner feels about being more intimate. How could they approach this conversation?*
- b. Two people are dating and have both said they love one another. They enjoy kissing to show affection, but as they are doing so, one of the people in the relationships begins to get uncomfortable thinking it is going to lead to more. How can they communicate personal boundaries and consent in the moment?*

SELF-ADVOCACY FOR PERSONAL BOUNDARIES & CONSENT

- Work though each scenario with your group. As you work focus on:
 - *Effective strategies to set personal boundaries and express consent*
 - *The role of the self-advocacy skill in effectively setting boundaries & consent*





CLASS DISCUSSION

- What similarities and differences did you find as you shared responses with another small group?
- How do effective communication techniques support the development of healthy relationships?
- When a person is in a relationship, what are their rights and responsibilities in terms of their personal boundaries and the boundaries of their partner?



OBJECTIVE:

ANALYZE FACTORS THAT CAN INFLUENCE THE ABILITY TO EFFECTIVELY USE SELF-ADVOCACY SKILLS TO GIVE AND RECEIVE SEXUAL CONSENT. DEMONSTRATE EFFECTIVE COMMUNICATION TECHNIQUES TO ESTABLISH PERSONAL BOUNDARIES AND COMMUNICATE CONSENT.

Closure:

What information from today's class do you feel is the most important to understand about setting boundaries and communicating consent?

Why do you feel this is the most important?