

UNIT 6: Advocacy for Healthy Relationships & Sexual Health**LESSON 1:** Healthy Relationships and Consent**Health Literacy Skill:**

- Interpersonal Communication
- Advocacy

MSDE Performance Indicator:

8.HS.d Adapt health messages and communication techniques to a specific target audience.

1c.HS2.2 Describe effective ways to communicate consent, personal boundaries, and preferences as they relate to sexual behavior.

1c.HS2.4 Analyze factors that can influence the ability to give and receive sexual consent.

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.

TEACHER NOTES :

1. Only the resources outlined in this lesson plan are approved for use with this lesson.
2. Teachers are encouraged to use best practices when presenting material to students.
3. Before starting lesson, review class expectations and Family Life norms with the class.
4. Remind students of anonymous question protocol.
 - a. **Teacher Suggestion:** Question box and/or Anonymous Padlet Page.
 - b. Padlet page for students to use throughout the family life unit and/or quarter. This should be added to each lesson. Be sure to review the settings...attribution should be off; require approval should be on.
5. **Teachers should review Family Life Teacher Resources:**
 - a. Secondary Family Life Teacher Vocabulary Resource
 - b. Answering Difficult Question Document
 - c. Teaching Sensitive Topics in Health Education

MATERIALS:

- Lesson PowerPoint
- Self-Advocacy for Personal Boundaries and Consent
- Optional - Poster paper and markers

VOCABULARY:

- Self-Advocacy - A person's ability to identify problems that arise and health-enhancing strategies to solve the problems.
- Boundaries - A physical or psychological limit that is set to show how far something goes.
- Consent - Clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in each act within the course of sexual activity

LESSON PROCEDURES:

***Prior to beginning this lesson, review the family life unit norms with students to set clear expectations for this unit. Also review the window of tolerance with students and remind students how they can advocate for themselves if they need a break during today's class.**

1. **MOTIVATION: Warm-up** - Provide students time to respond individually to the warm-up question "What are the different factors that may influence one's ability to advocate for oneself and communicate

assertively?” Then give students time to discuss ideas with an elbow partner before asking students to share ideas with the whole class.

- a. Sample student responses may include:
 - i. Age
 - ii. Being intoxicated (drunk or high)
 - iii. Peer pressure
 - iv. Culture
 - v. Fear of being rejected
 - vi. Mental health/stability
 - vii. Personal feelings/emotions
2. Explain to students that today, you’re going to be talking about the topic of boundaries and consent. The lesson will focus on physical and personal boundaries - it will focus on factors that may influence one’s ability to effectively communicate their boundaries and consent. We will also practice ways to effectively communicate consent and boundaries when in a romantic relationship. The lesson will focus on self-advocacy skills to uphold personal boundaries and communicate consent.
3. Review the self-advocacy skill cues with students. Hold a brief discussion to introduce the skill of self-advocacy to students:
 - a. How does self-advocacy differ from advocacy for others? (refer students to both sets of skill cues for assistance)
 - b. Why is it important to develop self-advocacy skills? How might these skills impact a person’s health/well-being?
 - c. How do communication skills support or hinder self-advocacy? (refer students to both sets of skill cues for assistance)
4. Next, ask students to define the term boundary before showing the definition.
 - a. Boundaries - A physical or psychological limit that is set to show how far something goes.
5. After sharing the definition of boundary, ask students to share ideas of why it is important to set healthy boundaries in a relationship.
 - a. Next, reinforce ideas shared with the ideas on slide 9.
6. Share the three types of relationship boundaries (digital, emotional, and physical). Have students brainstorm examples of boundary for each of these categories. Remind students that this can be within any relationship like a friendship. You may choose to have students work individually, in partners, or in small groups.
 - a. After brainstorming, hold a class discussion surrounding the examples of each type of boundary.
 - b. Explain to students that today’s class will focus mostly on physical and personal boundaries in relation to relationships and sexual consent.
7. Next, provide students an opportunity to brainstorm and share their prior knowledge on consent. Facilitate a discussion to connect the concept of consent to the discussion on boundaries. Sample discussion questions include:
 - a. What is consent?
 - b. How does consent relate to boundaries?
8. Review the definition of consent with students. Explain that there are many components that must be in place for consent to be given. These components are outlined in the definition: clear, unambiguous, knowing, informed, voluntary.
 - a. Further explain that consent:
 - i. Should be asked for every time. Just because a person gave consent previously, does not mean there is consent the next time
 - ii. Should be ongoing. A person has the right to revoke consent at any time and the other person should respect that boundary because consent would no longer be given
 - iii. Means that the person clearly said yes. The absence of no does not mean yes.
9. Provide students time to brainstorm what each of the terms within the definition mean (clear, unambiguous, knowing, informed, voluntary).
 - a. Consider creating a poster for each term within the definition. Place students in small groups and have student groups stand next to one of the posters. Give each student group a different marker. Provide students two minutes at a poster to write what their group thinks that term means in relation to consent for sexual activity. Rotate student groups 2-3 times. When student groups get to a new

poster, they should read what is written then add ideas using their colored marker. To keep student groups smaller, you may choose to have 2 sets of posters for this activity.

10. Following the activity, hold a class discussion surrounding student responses for each component of consent.
 - a. **Clear:** a person was in their right mind to make the decision; they were not incapacitated (sleeping, drunk, high, etc...)
 - b. **Unambiguous:** cannot be misinterpreted, ie: yes means yes. Can be given both verbally and non-verbally.
 - c. **Knowing/Informed:** participants are aware of all that may happen & agrees/makes a decision about all involved activities, ("You can borrow my blue jacket but not the black one.")
 - d. **Voluntary:** not coerced or manipulated, (partner does not keep asking, they don't bribe or blackmail, they don't make you feel guilty)
 - e. (Poster is not needed for this component, but it should be discussed) **Participant:** must be of legal age (if applicable)
11. Next, review the communication skill cues with students. Connect the skill cues to communication for consent through discussing the following questions:
 - a. How do the communication skill cues support a person in clearly communicating consent?
 - b. How would the communication differ depending on the person's relationship to the individual asking for consent?
 - c. What role does non-verbal communication have in providing clear communication for consent?
12. Provide time for students to practice communicating consent through collaborating with a peer. They will create a bulleted list to explain how the communication skill cues could be applied to a dialogue that expresses consent in the situation they chose. Then allow for time to discuss as a class:
 - 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?
13. Next students will complete the Self-Advocacy for Personal Boundaries and Consent handout. This activity serves as the assessment for this lesson. You may choose to have students work individually or with a partner.
 - a. Consider having pairs of students team up with a second pair of students to share their responses to the scenarios. In small groups, students should discuss the similarities and differences within their responses, specifically in relation to the examples they each provided for the communication (third column on chart).
14. Then hold a class discussion using the following discussion questions. This discussion should link back to the connection of interpersonal communication and self-advocacy skills to clearly communicate personal boundaries and consent. Discussion questions:
 - a. What similarities and differences did you find as you shared responses with another small group?
 - b. How do effective communication techniques support the development of healthy relationships?
 - c. 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?

Closure:

Provide students time to respond individually to the closure questions and then allow students to share their ideas with the class:

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

ASSESSMENT:

- Self-Advocacy for Personal Boundaries and Consent Activity

