

COMMUNICATING CONSENT



LESSON INTRODUCTION:

The purpose of this lesson is for students to practice clear communication around consent for sexual activity.



OBJECTIVES:

Students will be able to...

- Define consent as it applies to a sexual situation.
- Demonstrate how to use “I” statements when communicating consent.
- Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
- Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.
- Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.



VOCABULARY:

- Consent
- “I” Statements

GRADE: High School
LENGTH OF LESSON: 50 min
SEQUENCE: 3



ACTIVITIES:

- 3.1** Anonymous Question Box
- 3.2** Video: “Consent: It’s Simple as Tea”
- 3.3** Consent Scenarios
- 3.4** I Statement Challenge



MATERIALS/TECHNOLOGY:

- Video “Consent: It’s Simple as Tea”
<https://vimeo.com/128105683>
- Handout: “I” Statement Challenge
- Worksheet: “I” Statement Response
- Large notecards



STANDARDS:

Wisconsin Standard for Health Education

- Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.

National Sexuality Education Standards

- **HR.12.IC.2** Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior
- **HR.12.INF.2** Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity
- **HR.12.SM.1** Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior
- **HR.12.CC.3** Define sexual consent and explain its implications for sexual health decision-making.



Activity 3.1: Anonymous Question Box (5 minutes)

Take a moment to check in on the ground rules for the Human Growth and Development unit. If there are questions in the anonymous question box, answer them using the **Answering Difficult Questions Protocol**. Remind students that the box will be available throughout the Human Growth and Development unit.



Activity 3.2: Video: “Consent: It’s Simple as Tea” (20 minutes)

Explain that today’s lesson is about clear communication with others, particularly when it comes to sexual activity or sexual touch. Ask students what they think consent is when it applies to sex and write ideas down on the board. Examples may include: asking someone to have sex with you, giving someone permission to touch you, moving forward with a sexual act, making sure the other person knows you want to have sex with them, etc.

Post the following definition of consent on the board: “**Affirmative, unambiguous, and conscious** decision by each participant to engage in mutually agreed-upon sexual activity.”

Lead students in a discussion to break down what the definition means:

- **Affirmative:** saying yes (the absence of “no” is not affirmative)
- **Unambiguous:** clear cut, unmistakable, definite
- **Conscious:** comprehensible, informed, understood, not impaired by drugs or alcohol

Tell the students you are going to play a video entitled **Consent: It’s Simple as Tea**. Tell the students that “tea” is an analogy for the concept of consent. Play the short video. After watching it, lead students in a discussion of the video using the following to prompt dialogue:

- If someone does not want to drink tea, what should you do? How does this apply to asking someone to have sex?
- Should you ever make someone drink tea even if they do not want to? How does this apply to asking someone to have sex?
- In the video someone said they wanted tea and then changed their mind. Imagine this in a sexual situation. How could that play out? Give an example.
- This video also talks about a person being unconscious or passing out when drinking tea. What does the video say about this? Instead of tea what could cause someone to have a lapse in judgement or pass out?
- Who might influence a person to have sex or not have sex and how might they be influenced? What examples do you see in the media of getting consent or not getting consent for sex?
- At the end of the video the narrator talks about how a person may want tea once, but then may refuse it in the future. How does this apply to sexual encounters?



Activity 3.3: Consent Scenarios (10 minutes)

Tell the students that you are going to read some scenarios to them about consent. Ask them to use a “thumbs up” if you think that consent is being used in the scenario. Ask them to use a “thumbs down” if consent is not being used.

Scenarios

- a. Taylor and Brandy have previously hung out together with mutual friends, but lately they have been spending more time alone. When they were at Taylor’s house watching a movie, Brandy put an arm around Taylor and started kissing Taylor’s neck. Taylor kept watching the movie and didn’t say anything. (NOT CONSENT)
- b. Lu and Sky are dating. They have just kissed a lot, and both are enjoying it. While they are kissing, Lu asks Sky if Lu can go further. Lu nods yes and kisses Sky again. (CONSENT)
- c. Tory and Jean are at a party together. Tory has been really interested in Jean. They both have been drinking and Tory decides to approach Jean. Jean is much drunker than Tory and says, “Hey, take me out of here...” Tory has to hold Jean up to keep Jean from falling as they weave through the crowd. When they are outside, Tory starts kissing Jean. Jean passes out after they have been kissing for a while. Tory runs a hand over Jean’s body. What could it hurt? (NOT CONSENT)
- d. Lamar and Freddie are hanging out in the parking lot after school. They are just starting to realize they like each other a lot. Lamar reaches out to hold Freddie’s hand, and Freddie reaches back. While they’re holding hands, Lamar says, “Freddie, would it be okay if I kissed your cheek?” Freddie smiles and says, “Yes!” Lamar gives Freddie a kiss on the cheek. (CONSENT)

The class may want to take some time to discuss Example C. Pose the question, “Can anyone under the influence truly consent? Why or why not?” If there is sexual contact and no consent, that is sexual assault. It does not matter if the people involved know each other or even if they are in a relationship together. Reiterate that in Example B, the consent was non-verbal, but it was still clear.

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Let students know in the next part of the lesson they'll spend time thinking about and practicing the verbal communication technique covered in the last lesson, with the acronym **SLIDE**¹. Post **SLIDE** on the board:

- S** – State what you want/need
- L** – Listen and clarify
- I** – Identify with other perspectives
- D** – Determine common ground
- E** – Elicit agreement

Additionally, tell students this time you'll focus on "I" Statements. Post the following acronym on the board, as well:

Effective Verbal Communication: I TELL YOU ²	
I	Identify feelings (thoughts, ideas)
T	Tell feelings (thoughts, ideas)
E	Express using I-statements
L	Look at the person you're speaking to
L	Listen to the response
Y	Your body language is appropriate
O	Open mind
U	Use assertive communication style

¹ Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.

² Ibid.



Activity 3.4: “I” Statement Challenge (25 minutes)

Tell students that now they are going to demonstrate effective ways to communicate personal boundaries as it relates to intimacy and sexual behavior using scenarios, **SLIDE** and **I TELL YOU**.

Ask two volunteers to read Scenario 1 (give them the **“I” Statement Challenge Handout**):

A couple is sitting at the school football game.

Scenario 1:

Student A: We never do what I want to do. We only do what you want.

Student B: That’s because it’s my car and you don’t have any money.

Student A: You only care about you. Maybe we are not meant for each other after all.

Ask for another two volunteers and have them read Scenario 2:

Scenario 2:

Student A: I am not really that into football. I wish we could spend our Friday nights doing something else sometimes.

Student B: We have friends on the team and football doesn’t last forever...but what else did you have in mind?

Student A: I’d love to get something to eat and maybe take a walk together...just us. Actually, I could make us dinner so we don’t have to spend money. When the team has an away game, could we do that?

Student B: Yeah, that sounds really nice.

Discussion Questions:

- What was the same about the two scenarios?
- What was different?
- How easy or difficult do you think it would be to shift from the communication in Scenario 1 to something more like Scenario 2?

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Explain that Student A was using an “I” Statement approach in Scenario 2. Talk about how when communicating, staying focused on what you need or feel is easier for another person to hear than attacks or assumptions about how another person is feeling. To get used to this kind of communicating, the “I” Statement formula is often (write this on the board):

When you _____, I feel _____. I would like
_____.

Take a moment to connect consent and “I” Statements. Ask students how they think these two things relate to each other. Restate the definition of consent as “clear and unambiguous communication.” Restate the definition of an “I” Statement as a clear and unambiguous way to state what a person likes or dislikes.

Pass out the **“I” Statement Response Worksheet**. Tell students they are going to get in pairs and create an “I” Statement to respond to the statements found on the worksheet. Use the assessment at the end of this lesson to evaluate student learning based on their worksheets.



Activity 3.4: “I” Statement Challenge Handout

A couple is sitting at the school football game.

Scenario 1:

Student A: We never do what I want to do. We only do what you want.

Student B: That’s because it’s my car and you don’t have any money.

Student A: You only care about you. Maybe we are not meant for each other after all.

Scenario 2:

Student A: I am not really that into football. I wish we could spend our Friday nights doing something else sometimes.

Student B: We have friends on the team and football doesn’t last forever...but what else did you have in mind?

Student A: I’d love to get something to eat and maybe take a walk together...just us. Actually, I could make us dinner so we don’t have to spend money. When the team has an away game, could we do that?

Student B: Yeah, that sounds really nice.



Activity 3.4: “I” Statement Response Worksheet

Student Names:

The purpose of this exercise is for you and your partner to practice and demonstrate using effective verbal communication, including “I” Statements. Review the communication tools **SLIDE** and **I TELL YOU**:

S – State what you want/need
L – Listen and clarify
I – Identify with other perspectives
D – Determine common ground
E – Elicit agreement

Effective Verbal Communication: I TELL YOU ³	
I	Identify feelings (thoughts, ideas)
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Keeping in mind **SLIDE** and **I TELL YOU**, rewrite the following situations using “I” Statements. One way to construct the statements is as follows:

When you _____, I feel _____. I would like _____.

Try to come to a resolution or action step with just a few lines of dialogue. If possible and applicable, focus the content of your “I” Statement on giving or not giving consent. Consider how this is similar or different from how you might usually respond in this type of situation.

³ Ibid.

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Scenario 1:

Tony and Theresa have been dating for one month. Tony likes walking with his arm around Theresa. Theresa does not like it and feels like Tony is always hanging on her.

Theresa: "Why do you always have to be hanging on me?"

Tony: (mopes and gives her the silent treatment)

INSTEAD:

Scenario 2:

Calvin always kisses Chris on the neck and it makes Chris feel ticklish. Chris pushes Calvin away. Calvin keeps doing it and then it starts to seem like a wrestling match.

Calvin: Why won't you let me kiss you?

Chris: Why do you always have to go for my neck?

INSTEAD:

Scenario 3:

Tia is best friends with May. They are always together, even when Tia goes on dates with her romantic partner.

Partner: Why can't we ever be alone?

Tia: What do you have against May? She is my best friend!

INSTEAD:

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Assessment Rubric

Use the following rubric to assess student mastery of learning objectives based on classroom observation.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Define consent as it applies to a sexual situation	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Demonstrate how to use I statements when communicating consent	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			

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Homework

In preparation for **Lesson 4** on reproductive anatomy, ask students to view one of the videos before the next class. Hand out the links to the videos below.

1. Female Sexual Response (*animated*)

https://www.youtube.com/watch?v=iMHq_WuT6g0&oref=https%3A%2F%2F

2. Porn Sex versus Real Sex

<https://www.youtube.com/watch?v=CGsa1CGmlzc>