

# High School Consent Lesson

Time: 45-60 minutes

Class Description: This presentation is designed to help students understand what consent means and how it can apply to real life situations. They will also learn skills on how to communicate with their partners about consent and how to identify local resources.

## Outline

- Introduction (2 mins)
- Activity One: Defining Consent (15 mins)
- Activity Two: Why Consent Matters (10 mins)
- Activity Three: Communicating about Consent (10 mins)
- Optional Activity: Utilizing Local Resources (15 mins)
- Conclusion (5 mins)



## National Sexuality Education Standards

- CHR.10.CC.2 Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent.
- CHR.10.INF.3 Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent.
- CHR.12.INF.3 Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socio-economic status, immigration status, ability).
- CHR.10.IC.1 Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior.
- CHR.10.SM.1 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.



# Colorado Comprehensive Health Standards

- 2.4 Use a decision-making process to make healthy decisions about relationships and sexual health.
- Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.
  - Analyze when it is necessary to seek help with or leave an unhealthy situation.
  - Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.
  - Identify what qualifies as clear consent for sexual activity.
- 2.6 Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly.
- Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness.
- 3.3 Advocate to improve or maintain positive mental, emotional well-being for self and others.
- Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others.
  - Advocate for positive and respectful school environment that supports pro-social behavior.
- 4.5 Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.
- Examine the importance of respecting individual differences.
  - Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence acquaintance rape, sexual assault, and family violence.
  - Demonstrate the ability to take the perspectives of others in a conflict situation.
- 4.7 Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.
- Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence.
  - Analyze situations that could lead to pressure to have sex.
  - Summarize why individuals have the right to refuse sexual contact.
  - Identify strategies to deal with, prevent, and or report violence.
- 4.8 Access valid information and resources that provide information about sexual assault and violence.
- Identify resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence.
  - Evaluate reliable school and community resources to assist with problems related to violence.
- 4.9 Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.
- Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence.
  - Explain the strategies that could be used to prevent a conflict from starting or escalating.
  - Discuss effective strategies for resolving conflicts with another person in nonviolent ways.



# New Mexico Health Education Standards

C1 Students will comprehend concepts related to health promotion and disease prevention.

- B1: analyze how behavior can impact health maintenance and disease prevention (PS1-4 fully met).
- B2: describe the interrelationships of mental, emotional, social, & physical health throughout life (PS2-4 fully met).
- B4: analyze how the family, peers and community influence the health of individuals (PS1-4 fully met).

C2 Students will demonstrate the ability to access valid health information and health promoting products and services.

- B2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information (PS1,2,&5 fully met).
- B3: evaluate factors that influence personal selection of health products and services (PS4 fully met).
- B4: demonstrate the ability to access school and community health services for self and others (PS1-2 fully met).

C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- B1: analyze the role of individual responsibility for enhancing health (PSa-b fully met).
- B3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors (PS1-3 fully met).
- B5: develop injury prevention strategies for personal, family, peer and community health (PS3-4 fully met).
- B6: demonstrate ways to avoid and reduce threatening situations (PS1&4 fully met).

C5 Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- B1: demonstrate skills for communicating effectively with family, peers and others (PS1-2 fully met).
- B2: analyze how interpersonal communication affects relationships (PS2 fully met).
- B3: demonstrate positive ways to express needs, wants and feelings (PS1-3 fully met).
- B4: demonstrate ways to communicate care, consideration and respect of self and others (PS1 fully met).

C6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health

- B1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults (PS1 fully met).
- B2: analyze health concerns that require collaborative decision-making (PS1 fully met).
- B3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community (PS1-3 fully met).

C7 Students will demonstrate the ability to advocate for personal, family, peer and community health.

- B1: evaluate the effectiveness of communication methods for accurately expressing health information and ideas (PS1 fully met).
- B5: demonstrate the ability to work cooperatively when advocating for healthy communities (PS1 fully met).

