

Middle School Consent Lesson

Time: 45-60 mins

This presentation is designed to help participants understand what consent means and why it is an important part of relationships. It will help participants understand that consent is an active and ongoing conversation within a relationship. Participants will also practice skills to help them learn how to both give and ask for consent. This lesson pairs well with the Refusal Skills lesson and, if teaching both, this lesson should be taught first.

Outline

- Introduction (3 mins)
- Activity One: Comics (7 mins)
- Activity Two: Why Consent Matters (10 mins)
- Activity Three: Consent Scenarios (15 mins)
- Activity Four: How to Communicate to Your Partner (7 mins)
- Optional Activity: MAD LIBS (3 mins)
- Conclusion (3 mins)



National Sexuality Education Standards

- SH.8.INF.1 Analyze how alcohol and other substances can influence sexual decision-making.
- SH.8.DM.1 Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- CHR.8.CC.3 Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- CHR.8.CC.4 Define sexual consent and sexual agency.
- CHR.8.INF.3 Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity.*
- CHR.8.IC.1 Demonstrate communication skills that will support healthy relationships.
- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.
- IV.8.CC.1 Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health.*
- IV.8.CC.2 Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator.*
- IV.8.AI.1 Identify community resources and/ or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- IV.8.SM.1 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors.

Colorado Comprehensive Health Standards

Sixth Grade

2.2 Identify valid and reliable resources regarding qualities of healthy family and peer relationships.

- Describe the benefits of healthy relationships.
- Determine valid and reliable resources that enhance healthy relationships.

2.3 Comprehend the relationship between feelings and actions during adolescence.

- Describe the need to have clear expectations, boundaries, and personal safety strategies.

3.1 Understand how to be mentally and emotionally healthy.

- Identify healthy ways to express needs, wants, and feelings.

Seventh Grade

3.1 Demonstrate effective communication skills to express thoughts and feelings appropriately.

- Demonstrate the ability to state personal needs and articulate limits.
- Identify a variety of verbal and nonverbal communication styles and how to respond effectively.

Eighth Grade

2.2 Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.

- Define sexual consent and explain why individuals have the right to refuse sexual contact.

2.3 Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy.

- Describe the risk relationship between using alcohol and other drugs and sexual activity.
- Demonstrate peer resistance skills and personal boundary behavior.

4.4 Analyze the factors that influence violent and nonviolent behavior.

- Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes.



New Mexico Health Education Standards

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

- B4: describe how family and peers influence the health of adolescents (PS1 partially met).

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

- B6: describe situations requiring professional health services (PS1-2 partially met).

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

- B3: distinguish between safe and risky or harmful behavior in relationships (PS1-2 fully met).
- B6: demonstrate ways to avoid and reduce threatening situations (PS2 fully met).

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

- B1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships (PS2 fully met).
- B4: demonstrate ways to communicate care, consideration and respect of self and others (PS1 fully met).
- B5: demonstrate communication skills to build and maintain relationships (PS1-3 fully met).

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

- B3: identify barriers to effective communication of information, ideas, feelings, and opinions about health issues (PS1 partially met).

