

Rights, Respect, Responsibility: Don't Have Sex Without Them

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.

COLORADO ADAPTATION:

This lesson has been specifically adapted to align with the requirements of Colorado HB 19-1032

NSES ALIGNMENT:

By the end of 10th grade students will be able to:

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

TARGET GRADE: Grade 10
Lesson 1

TIME: 60 Minutes

MATERIALS NEEDED:

- White board and markers
- Communication signs prepared as described
- Masking tape
- Handout: STD Communication Scenarios (prepared as described)
- LCD projector and screen
- Laptop or desktop computer with internet access
- Speakers to project sound during videos
- Worksheet: Putting it Into Practice: Getting and Giving Consent (homework) - one per student

ADVANCE PREPARATION FOR LESSON:

- Download the YouTube video on consent, “2 Minutes Will Change the Way You Think About Consent,” at <https://www.youtube.com/watch?v=laMtr-rUEmY>.
- Also download the trailer for Pitch Perfect 2 - The Ellen Show version (<https://www.youtube.com/watch?v=KBwOYQd21TY>), queuing it up to play a brief clip between 2:10 and 2:27.
- If you cannot download and save these to your desktop in advance, talk with your school's IT person to ensure you have internet access to that link during class.
- Print out the skit scenarios and cut out each pair, making sure the correct person 1 goes with the correct person 2. Determine how many pairs there will be in your class and make several copies of each scenario, enough for each pair to get one.
- Please give students a content warning prior to introducing this topic. Also, please have a safe space, trusted adult, and a plan to support survivors who disclose and/or who's trauma response is activated by this topic.
- Please be mindful of the students in your classroom with disabilities. You may need to repeat the content, give more examples, and have longer class discussions on the topic.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms “consent,” “coercion” and “incapacitated.” [Knowledge]
2. Differentiate between a situation in which consent is clearly given and one in which it is not. [Knowledge, Skill]
3. Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or

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“him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain to students that you are going to be talking about a particularly intense topic today – consent to sexual activity - both when it's present and when it isn't. Please also mention that if this topic is activating someone's trauma response for a student who has experienced a sexual situation in which consent wasn't present, they can go to a designated classroom or safe space with a trusted adult. Talk with your counseling or social work team in advance to let them know you're teaching this class, and they may expect students to come talk to them about this topic. If you have already created ground rules for your classroom, be sure to highlight them before starting the lesson. If you don't have any already created, explain to the students that you are going to ask them to be particularly sensitive and respectful during this class session.

(2 minutes)

STEP 2: Start class by asking students, “What does the word ‘consent’ mean? What does it mean to ‘give consent?’” Ask for a few students to respond, probing for the following concepts:

- It's when someone says they want to do something
- When someone gives permission to another person
- Saying “yes” to or being okay with something

Consent means that someone is giving their affirmative, clear, voluntary, continuous, and knowing agreement to engage in a sexual encounter or personal relationship. Say, “There are so many kinds of consent. Today we are going to be talking about affirmative consent and nonverbal consent.”

Ask students to share what they know about consent. Say, “Affirmative consent is when consent is requested by asking and receiving a “yes” instead of waiting for someone else to say no. For example, if you're asking to have sex with someone, you have to wait until you hear them clearly communicate a ‘yes’ through their words or non-verbal signals. Just because someone does not say no, it doesn't mean you have consent to do anything with them.

When getting consent you must remember two things: First, it must be clear what someone is consenting to, for example, you can't ask someone to do one sexual behavior and then assume you can do a second, different sexual behavior. Second, make sure their consent is voluntary, which means they made the decision on their own. If you said something like, “if you don't have sex with me, I'm going to tell your mom about that time we had sex” or even using something harsher against them. Then that person feels pressure (or coerced) to consent and that isn't a decision that they made on their own.¹

Now tell the students that consent can be verbal or nonverbal. Consent can be given in words or actions if the words or actions are clear permission regarding someone's willingness to engage in an activity. It is important you know that the person giving consent isn't feeling pressured or

¹ Concepts and definitions provided by [CCASA](#) and [Project PAVE](#)

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threatened when it happens.” Ask students how a person may or may not give consent to something nonverbally:

- Nodding their head yes
- Giving a thumbs up
- Shaking their head no
- Putting up two hands with palms forward indicating, ‘stop’

Discuss with students the appropriate way to react if someone says no, and therefore, does not give consent. A person may feel a bit sad or embarrassed if someone does not give consent, but the most important thing is listening to and respecting their boundaries. If a person doesn't give you consent, you must stop. Now say, “It is important that you practice effective communication about boundaries and consent and stop right away when someone says “no”.

Ask students, “What are some things you can say when someone does not give you consent for a behavior?” Examples may include:

- Hey, no problem
- It's okay, I get it
- Oh, I'm sorry
- Let's do something else then

Say, “This seems like a pretty straightforward idea – but it isn't always. Let's take a look at one person's attempt to figure it all out.” (10 minutes)

STEP 3: Play the video, “2 Minutes Will Change the Way You Think about Consent,” at <https://www.youtube.com/watch?v=laMtr-rUEmY>. Set the video's playback speed to .75 to best support all learners.

Ask for reactions to the video, then process using the following:

- The ConsentBot says her first attempt was “coercion.” What does that mean? (Probe for getting someone to do something by threatening or forcing them). What did she do that was coercive? Remind the students that, as the ConsentBot says, “Consent must be voluntary,” which means a person has to want to give consent.
- When she goes to visit her friend, Jonathan, Jonathan is half asleep when she asks for his phone and he says yes. The ConsentBot says it's not consent because he's “incapacitated.” What does that mean? (Probe for when someone doesn't have the capacity or ability to do things – or say they want to do things). Jonathan was asleep, so he would not have been completely aware of what he was saying. The same thing goes if someone were drunk or using drugs.
- What do you think of the example when she is in the library and asks the person wearing the headphones for their phone and they don't respond -- and she assumes she has consent because that person didn't say no? Ask, “Why isn't that the same as having consent?” Probe for the importance of getting a clear “yes” or “no” from someone to know for sure whether you have (or have not gotten) consent.

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- Has anyone ever been in a situation where they haven't wanted to do something, but a friend has said, "It's fine, just do it." How has that felt? Why did the ConsentBot say it wasn't consent? (Probe for the fact that the middle person seemed to have felt intimidated – meaning, pressured to do it, even if he wasn't being pressured by the person asking for consent).
- What did you notice in the last exchange, which the ConsentBot finally agrees is consent? Probe for the fact that she asked – and he said yes, while also clarifying his conditions: "You can use my phone, but no texts or international calls." She clarified by asking about his phone's game center, and he responded. The ConsentBot said that this was clear consent – and it was also healthy, clear communication.

(7 minutes)

STEP 4: Say, "This video was about using someone else's phone. Now, let's take a look at a brief clip that has to do with sexuality and consent." Show the excerpt from <https://www.youtube.com/watch?v=KBwOYQd21TY>, starting at 2:10 and ending at 2:27. Set the video's playback speed to .75 to best support all learners.

Ask, "What did you just see?" (Two people flirting at a party, miscommunication)

Ask, "When he asked her if she wanted to have sex, how did she respond?" (She said she didn't want to but then winked at him; what she said was a clear no but how she said it made him think she wanted to).

Ask, "How do you think he was feeling then?" (Confused, hopeful, worried)

Ask, "Did she give her consent to him to have sex?" (No)

Ask, "What do you think he should do next?" (Walk away, ask her again, try something to see whether she's interested).

Say, "The smartest thing he can do here is take her no as her answer. It doesn't matter how she said it, but he has to go with what she actually said. This is also a good example of how talking about consent at a party – where there's alcohol – isn't the best place or time to bring it up. What impact could alcohol or other drugs have on someone's ability to give consent? What impact could alcohol or other drugs have on a person's ability to clearly understand what someone is communicating to them? It's good to remember that anything but a clear 'yes' means no."

(4 minutes)

STEP 5: Say, "We're going to take a look now at what it's like to ask for and give consent in a relationship." Break students up into pairs. Say, "I'm going to distribute a scenario to each of you, and you're going to work together to create and perform a brief skit – no more than 1 – 2 minutes – that you'll share with the class. Please don't tell the class what's on your scenario, you'll demonstrate it during the skit."

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Teacher's Note: *Feel free to adapt the names in each scenario so they reflect the cultures, communities, and types of relationships that are present in your classroom.*

Break students into pairs. Distribute the scenarios and tell them they have about 5 minutes to figure out how they will act it out in front of the class.

(7 minutes)

STEP 6: After about 5 minutes of working, check in to see whether the pairs are ready to present. Ask for a pair to volunteer to go first and have them come to the front of the room. Talk about what was presented, commenting on the clarity of consent given and received. Ask the next pair to go and continue until everyone has gone or as time allows.

(22 minutes)

(Note to the Teacher: *Because more than one pair will have the same scenario, you can avoid repetition by asking whether other pairs had different takes on the same situation.)*

STEP 7: Ask the class to comment on what they saw in the various skits. In particular note situations in which pairs assigned roles to each other based on gender role stereotypes and emphasize that everyone has the responsibility to make sure they have consent from another person, regardless of gender.

Say, "Everyone has the right to say what they do and don't want to do in a relationship. And we all have a responsibility to listen to be clear about what we want and to listen to what the other person wants in order to have healthy, mutually respectful relationships."

Distribute and go through the homework sheet.

(5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The video and discussion at the beginning of the lesson will fulfill the first learning objective. The paired communication scenarios will achieve the second learning objective. The homework assignment will achieve the third learning objective.

HOMEWORK:

Students will complete and hand in a log of real-life situations in which consent was given or not given, and their reactions to those situations.

Scenario A

James (he/him)

You really, really like Braydon. You think he's totally hot and want to ask him out – but how? You feel like if you hold his hand he'll be more likely to say yes when you ask.

Scenario A

Braydon (he/him)

You're interested in James. You don't know him very well, but you think he's kind of cute. You're also kind of shy and aren't really fond of being touched or PDA.

Scenario B

Samir (he/him)

You've been with Jaia for three months and haven't had sex together, but you really think it's time. You love her, they love you and everything you've done together up until then has been really good.

Scenario B

Jaia (she/her)

You love Samir, and will do almost anything to keep the relationship going and make him happy. You just really are nervous about being naked and having sex. You like the way your sexual relationship is now and don't see any reason to make a change.

Scenario C

Jess (they/them)

You think you know what Everett wants – that’s the way your relationship has always been. You’re more outgoing, they’re more quiet and reserved and they expect you to take charge and make decisions. So you’re going to let them know that tonight is the night – you’re going to have sex together for the first time.

Scenario C

Everett (they/them)

You can’t believe you’re with Jess. You know there’s a nice person in there, but they’re always making the decisions in the relationship. You don’t really feel like you have any say, and it’s easier to go along with what they want. You’ve been doing a lot of touching without having any type of sex (vaginal, oral or anal) and you haven’t said what you do and don’t want.

Scenario D

Carlos (he/him)

You love being in a relationship with Graciella! You two seem like you were made for each other – you finish each other’s sentences, like the same thing, like each other’s friends, and are on the same page when it comes to what you do together sexually. You want to try something you’ve never done before with them but figure you should talk with her about it first.

Scenario D

Graciella (she/her)

You love being in a relationship with Carlos! You two seem like you were made for each other – you finish each other’s sentences, like the same thing, like each other’s friends, and are on the same page when it comes to what you do together sexually... Kind of. There are some things you’ve done together that you didn’t really like, but you don’t want to bring it up because things are going so well and you’re concerned about making Carlos upset.

Scenario E

Devon (he/him)

You're at a party and you see Frankie, whom you've always thought was really cute. They've been drinking a little, so you go up and talk with them and see whether they might be interested in going someplace more private.

Scenario E

Frankie (they/them)

You're at a party and you see Devon, whom you've always thought was really cute... you think, you're not sure, because you've had a few drinks already and aren't sure whether you're confusing this person with someone else... anyway... you're feeling good being at this party, that's all that matters! You want to stay at the party, so if anyone tries to get you to leave or go elsewhere at the party, you really don't want to.

Homework

Putting It Into Practice: Getting and Giving Consent

Name: _____ Date: _____

Instructions: Over the next week, please log two situations in which you were asked to give permission to someone else for something, and at least three situations in which you asked someone else for permission to do something. Record below how each situation went.

Situation 1: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 2: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 3: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 4: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 5: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

