



Understanding Consent 1

Learner Outcomes

P10 Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships

P11 Examine the relationship between commitment and intimacy in all its levels*

P12 Examine aspects of healthy sexuality and responsible sexual behaviour*

*This lesson addresses all of the specific outcomes listed above. Instruction in human sexuality (***bolded and italicized*** outcomes) requires schools to provide notice to parents about the learning outcomes, topics and resources.

Content & Timing

- A. Ground Rules (5-10 minutes)
- B. Reviewing Consent: Video & large group discussion (5-10 minutes)
- C. Consent Quiz (20-30 minutes)
- D. Levels of Intimacy Activity (30 minutes)
- E. Question Box (5-10 minutes)

Required Materials

- 1. [Consent Video](#)
- 2. Consent Quiz
 - a) [Kahoot Quiz](#)
 - b) Quiz Handout (Attached)
- 3. Answer Key: Consent Quiz (Attached)
- 4. Cards: Levels of Intimacy Activity (Attached)

Background Information

Sexual activity includes kissing, sexual touching, and sexual intercourse (e.g., oral, anal, vaginal). Consent means people agree to participate in an activity and understand what they are agreeing to. Consent is the foundation of sexual relationships and is needed for every sexual activity, every time. The purpose of this lesson is to establish students' understanding of consent and provide opportunities for further knowledge and skill building. This lesson:

- defines the concepts of consent and sexual assault
- encourages students to consider how their own values and experiences impact how they respond to different activities, which underlies the need for explicit and ongoing consent for all types of sexual contact

Language and messages about consent and sexual assault have changed as we have developed a greater understanding of the rights and the laws around these issues. Here are some key points about consent:

- Consent is **voluntary, affirmative, freely given** and part of an **ongoing** conversation about **mutual agreement** to do something.
- Consent cannot be assumed or implied by silence, previous sexual history or clothing.
- Permission to do any type of sexual activity needs to be asked for and clearly given before proceeding.
- Sex without consent is sexual assault.
- A person can only consent to activities if they are aware of the risks. If the risks are hidden, the full consent conversation cannot happen.
- Sexual assault can happen to anyone of any gender or age and be committed by anyone of any gender or age.
- It is important to use gender neutral language when discussing consent. Not only does it reinforce unhealthy stereotypes, language that is gendered discourages men and boys and people who have been assaulted by women from disclosing the assault and accessing services.
- Sole responsibility for sexual assault lies with the person who did not obtain consent (the perpetrator). Prevention messages are directed only at potential perpetrators with the aim of preventing them from assaulting people.
- Prevention messages should focus on obtaining consent. Messages about how to avoid being sexually assaulted should no longer be used. They did not reduce instances of

More information about consent and sexual assault can be found in the [Understanding Consent](#) section. If this is your first time teaching this lesson, you may find the background information in this section helpful.

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Anyone, including your students, who wants more information or support can call **811**.

More information about reporting a sexual assault, dealing with a past sexual assault, or responding to a sexual assault disclosure can be found in the [Understanding Consent](#) section.

sexual assault. Instead they increased shame in the person who was assaulted, reduced the likelihood of the survivor accessing services, and provided excuses to perpetrators who commit this crime.

According to Canadian law, the **age of consent** is 16. This is the legal age when a person can make a decision to have sex. There are “close in age” exceptions to this law.

- 14 and 15 year olds may consent to sex if the partner is less than 5 years older.
- 12 and 13 year olds may consent to sex if the partner is less than 2 years older.

Consent cannot be given by anyone under 18 if the:

- other person is in a position of authority (e.g., teacher, coach, or employer).
- sexual activity is exploitative (e.g., pornography, prostitution, or trading sex for safety).

Children younger than 12 cannot consent to any type of sexual activity. Having sex with a child younger than 12 is against the law and is sexual abuse.

Having a discussion about consent may be upsetting for students who may be survivors of sexual assault, or have friends or family members who have experienced assault. If someone appears upset during this lesson, it is important to refer them to your school counsellor or administrator.

A. Ground Rules (5-10 min)

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Reviewing Consent –Video And Large Group Discussion (5-10 min)

This activity will review the concept of consent and introduces the concept of sexual assault.

1. Show your students the **Consent Video** found at <http://teachingsexualhealth.ca/teachers/resource/consent-a-pretty-simple-concept/>
2. Ask students to define consent.
 - *Consent* is permission for something to happen or an agreement to do something.

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- *Sexual consent* is a voluntary agreement for both people to agree to take part in sexual activities. Sexual activities include: kissing, sexual touching, and oral, anal, or vaginal intercourse.
3. Ask students to define sexual assault.
 - Sexual assault is any unwanted sexual act done by one person to another or sexual activity without one person's consent or voluntary agreement. **Sexual activity without consent is sexual assault.** There does not have to be force for it to be a sexual assault.
 4. Ask students why consent is important. What are the personal, social, legal and physical consequences of not getting consent?
 - Asking for, negotiating and giving consent are important parts of a healthy relationship. Healthy relationships include good communication between partners, as part of building trust. Healthy relationships allow for each person to make their own choices about sexual expression and actions.
 - Taking responsibility for clearly communicating your values, needs and wants, and making choices that are congruent with your values, are integral parts of being sexually healthy.
 - Some other words that can be used to describe consent include positive, affirmative, clear and enthusiastic.
 - The person initiating sexual activity is responsible for getting consent. Not getting consent may lead to negative outcomes for both the survivor (the person who has been sexually assaulted) and the perpetrator (the person who commits the assault), and even the friends and family of the survivor and perpetrator.

You may wish to create a chart like the one below to fill in with the class.

Outcomes of not getting consent	Perpetrator	Survivor	Survivor's friends or family
Legal			
Personal			
Social			
Physical/Medical			

Some examples of information that could go in the chart include:

- Legal consequences for the perpetrator include being charged with assault, having a criminal record, and possibly facing time in jail. Outcomes for the survivor would include

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deciding to make a police complaint, and having to face the perpetrator in court.

- Personal consequences for the perpetrator may include difficulty getting a job or getting into post-secondary schools because of a criminal record. There may also be feelings of regret and guilt. Outcomes for the survivor may include difficulty concentrating in school, feelings of anger, loss of confidence, or desire to self-harm.
- Social consequences for the perpetrator may include embarrassment facing friends, family and future relationships. Outcomes for the survivor may include fear of and difficulty trusting others.
- Physical/medical outcomes for the survivor could include contracting an STI, a physical injury, or becoming pregnant.
- Outcomes for a survivor's friends and family could include being involved in court proceedings, or feelings of anger, guilt or helplessness.

C. Consent Quiz (20-30 min)

This activity will review the key messages about consent and help students develop a more in-depth, practical understanding of sexual consent. There are different options for this activity. For more information about using Kahoot, [click here](#).

Option One: Kahoot Quiz

1. Open the Kahoot Quiz: [CALM Consent](#)
2. As a class, answer the quiz questions and discuss each question and answer together.
3. Conclude the activity by summarizing the following key messages about consent:
 - Consent is voluntary, affirmative and freely given
 - Consent is clearly communicated and part of an ongoing conversation
 - Consent is about mutual agreement to do something
 - Consent can't be assumed or implied by silence, previous sexual history or clothing
 - Permission for any type of sexual contact needs to be asked for and clearly given before proceeding with any type of sexual contact
 - Sexual activity without consent is sexual assault

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Option Two: Quiz Handout

1. Distribute the **Consent Quiz** handout. Have students complete the handout individually or in pairs.
2. Using the **Consent Quiz Answer Key**, discuss each question and answer as a class.
3. Conclude the activity by summarizing the key messages about consent (as listed above in **Option One**).

D. Levels of Intimacy Activity (30 min)

This activity will ask students to consider what intimacy means to them. Additionally they will acknowledge that different people will have different comfort levels with various activities, further showing the importance of asking for and giving consent in every situation.

Ask students to form groups of 3-4. Distribute one set of “levels of intimacy” cards to each group. The cards say:

- Giving partner a backrub
 - Holding hands at school
 - Holding hands in public
 - Hugging
 - Introducing partner to friends
 - Introducing partner to parents
 - Kissing
 - Making out
 - Sex (vaginal, anal or oral)
 - Sexting
 - Talking about condoms and/or birth control
 - Talking about STIs
 - Texting
 - Touching partner’s arm or shoulder
1. Review each card to make sure everyone understands all the terms used.
 2. Ask students to discuss the cards and rank them from the least intimate activity to the most intimate activity. Advise students NOT to share their own experiences in any discussions as part of respecting healthy classroom boundaries, to protect their own privacy, and to avoid causing other students to feel unsafe.

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3. Acknowledge that students may disagree with the rankings of others. It is not necessary to come to a group consensus; however, they do need to be respectful of each other.
4. One at a time, ask groups to share their rankings.
 - Ask groups if there were disagreements.
 - Ask the groups to consider why people might rank the activities differently. For example, a person identifying as an LGBTQ* person who has not come out to their family may not feel comfortable holding hands in public; or a person with sweaty palms may not feel comfortable holding another's hand.
 - Emphasize that different people have different comfort levels for different types of intimate activities. It's important to have discussions with partners regarding what is intimate for them and what they are comfortable doing. These types of conversations are critical elements of consent for sexual activity and need to be on-going.

Adapted from AIDS Community Care Montreal. ERC 3: Boundaries, consent, and communication.

E. Question Box

Answer any questions from the question box in the previous lesson. Have students submit any new questions and address them next class.

Self-Reflection

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- Define consent and sexual assault?
- Identify the guidelines for consent?

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Skills:

- Practice identifying the presence or absence of consent in various situations?

Attitudes:

- Accept the need to ask for and get consent in sexual relationships?

CALM Understanding Consent 1**Consent Quiz**

1. What are some words that describe how consent should look?
 - a) Coercion, confusion, assume
 - b) Manipulation, fear, threats
 - c) Mutual, voluntary, clear
 - d) A and B

2. Which statement is an example of coercion?
 - a) "If you loved me, you'd have sex with me."
 - b) "If you don't have sex with me, I'm breaking up with you."
 - c) "I want to have sex with you. How do you feel about that?"
 - d) A and B

3. Sexual assault is defined only as unwanted sexual intercourse.
 - a) True
 - b) False

4. Yuki asks Jaden, "Do you want to make out?" Which response is a clear example of consent?
 - a) Jaden says "no"
 - b) Jaden is silent
 - c) Jaden says "I'm not feeling well, I'm going home."
 - d) Jaden says, "Yeah!"

5. If one or both people are drunk or high, they can consent to sexual activity.
 - a) True
 - b) False

6. Most of the time sexual assault happens between strangers.
 - a) True
 - b) False

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7. It is legal for a person under 18 to have sex in exchange for a place to stay.
 - a) True
 - b) False

8. Giving your consent in the past means you still give consent to sexual activity in the future.
 - a) True
 - b) False

9. Once you've started sexual intercourse, it's too late to change your mind and take away your consent.
 - a) True
 - b) False

10. A 15 year old can legally consent to sex with a 19 year old.
 - a) True
 - b) False

11. Which of the following means that someone is consenting to sexual activity:
 - a) They are sexting
 - b) They are wearing revealing clothes
 - c) They say, "Do you want to spend time in my room alone?"
 - d) None of the above

12. When there is consent, both people feel
 - a) Safe
 - b) Comfortable
 - c) Confident
 - d) All of the above

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Answer Key: Consent Quiz

1. What are some words that describe how consent should look?

- a) Coercion, confusion, assume
- b) Manipulation, fear, threats
- c) Mutual, voluntary, clear**
- d) A and B

Consent is voluntary and part of an ongoing conversation about a mutual agreement to do something. Permission to do any type of sexual contact needs to be asked for and clearly given before continuing with any type of sexual contact.

If there is any type of coercion or there is something to lose by saying “no” (e.g., safety, or a relationship), it is not consent. If communication is confusing or unclear, it is not consent. If there is any uncertainty that someone is agreeing to do something, the person initiating the activity must ask permission and wait until permission is clearly given before continuing. Consent should never be assumed or implied.

2. Which statement is an example of coercion?

- a) “If you loved me, you’d have sex with me.”
- b) “If you don’t have sex with me, I’m breaking up with you.”
- c) “I want to have sex with you. How do you feel about that?”
- d) A and B**

Coercion is making someone do something through force or threats. If there is coercion, consent cannot happen. For consent to occur, a person needs to be given the space to say “no.” Coercion can include:

- pressuring someone (e.g., asking someone repeatedly until they finally give in)
- threatening someone (e.g., “I’ll break up with you if you don’t...”)
- intimidating someone (e.g., making someone afraid through the use of looks, actions or gestures)
- blackmailing someone (e.g., “I’ll tell everyone you’re cold/easy if you don’t”)
- guilt-tripping someone (e.g., “If you cared for me you would...”)

3. Sexual assault is defined only as unwanted sexual intercourse.

- a) True
- b) False**

Sexual assault is any unwanted sexual act done by one person to another or sexual activity without one person’s consent or voluntary agreement. Sexual activity may include kissing, touching someone’s breasts, butt, or genitals, one person making another touch their genitals, and oral, anal, or vaginal intercourse. **Sexual activity without consent is sexual assault.**

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4. Yuki asks Jaden, “Do you want to make out?” Which response is a clear example of consent?
- a) Jaden says “no”
 - b) Jaden is silent
 - c) Jaden says “I’m not feeling well, I’m going home.”
 - d) Jaden says, “Yeah!”**

No always means no whether it’s communicated verbally or not. The absence of a no or silence does not mean yes. For it to be yes, it needs to be clearly and enthusiastically communicated.

5. If one or both people are drunk or high, they can consent to sexual activity.
- a) True
 - b) False**

People who are drunk, high, sleeping or unconscious are unable to give consent, either legally or practically. In order to have clear communication about consent, both people should be sober and alert.

6. Most of the time sexual assault happens between strangers.
- a) True
 - b) False**

In most cases of sexual assault, the survivor knows the perpetrator. Most often the perpetrator is a friend, spouse, relative, neighbor, partner/boyfriend/girlfriend, boss or employee. Less than a fifth of sexual assaults involve strangers.

7. It is legal for a person under 18 to have sex in exchange for a place to stay.
- a) True
 - b) False**

Nobody under 18 can consent to sexual exploitation. This includes any involvement in or exposure to pornography, trading sex for money, safety, necessities of life, substances or sexual contact with a person in authority or who they are dependent on.

8. Giving your consent in the past means you still give consent to sexual activity in the future.
- a) True
 - b) False**

Consent is ongoing and can be withdrawn at any time; therefore prior consent does not apply to any activities that happen later. The consent conversation is continuous and happens during each instance of sexual contact.

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9. Once you've started sexual intercourse, it's too late to change your mind and take away your consent.

- a) True
- b) False**

Consent is an ongoing conversation. One person asks permission for an activity and another gives it. This conversation continues as the activity continues or changes. At any point, people can change their mind and withdraw consent.

10. A 15 year old can legally consent to sex with a 19 year old.

- a) True**
- b) False

According to Canadian law, the **age of consent** is 16. This is the legal age when a person can make a decision to have sex. There are "close in age" exceptions to this law.

- 14 and 15 year olds may consent to sex if the partner is less than 5 years older.
- 12 and 13 year olds may consent to sex if the partner is less than 2 years older.

As the 19 year old is less than 5 years older than a 15 year old, this would be legal. However, if the 19 year old is in a position of authority over the 15 year old, such as their coach or teacher, the 15 year old cannot legally consent.

11. Which of the following means that someone is consenting to sexual activity:

- a) They are sexting
- b) They are wearing revealing clothes
- c) They say, "Do you want to spend time in my room alone?"
- d) None of the above**

Consent cannot be assumed or implied. Flirting, how a person dresses, sexual texts or social media communication should not be confused with consent. A person wanting to spend time with another in a bedroom, may just mean they want to talk in privacy. Permission must be requested and granted for an activity to proceed.

12. When there is consent, both people feel

- a) Safe
- b) Comfortable
- c) Confident
- d) All of the above**

Feelings of confidence, safety and comfort (with themselves, their body, the other person and the situation), creates an environment where people are able to participate in the ongoing consent conversation: asking and giving permission.

Giving partner a backrub

Holding hands at school

Holding hands in public

Hugging

Introducing partner to friends

Introducing partner to parents

Kissing

Making out

Sex (Vaginal, anal or oral)

Sexting

Talking about condoms and/or birth control

Talking about STIs

Texting

Touching partner's arm or shoulder