Learner Outcomes

W-9.12 Determine “safer” sex practices; e.g., communicate with partner

W-9.14 Develop strategies that address factors to prevent or reduce sexual risk

R-9.4 Analyze, evaluate and refine personal communication patterns

R–9.5 Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships

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.

How To Use

This lesson plan contains numerous activities to achieve the learner outcomes above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

Classroom Activities & Timing

A. Ground Rules (5-10 minutes)
B. Consent and Sexual Consent Video (5-10 minutes)
C. Consent in Comics (15-30 minutes)
D. Consent: Which Path Would You Take? (20-30 minutes)
E. Question Box (5-10 minutes)
Required Materials

**VIDEO:** Understanding Consent

**HANDOUTS:** Consent in Comics A and B

Consent: Which Path Would You Take? Story

a) PowerPoint Version

b) PDF Version (Attached)

Background Information for Teachers

Sexual activity includes kissing, sexual touching, and sex (anal, oral or vaginal). Consent means people agree to participate in a sexual activity and understand what they are agreeing to. Consent is the foundation of sexual relationships and is needed for every sexual activity, every time. This lesson:

- defines the concepts of consent and sexual consent
- encourages students to consider how consent can be applied to all aspects of life
- helps students to learn and practice scripts that can be used for asking, answering and negotiating consent

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 should focus on obtaining consent with the aim of preventing people from assaulting others. Messages about how to avoid being sexually assaulted should no longer be used. They did not reduce instances of 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.
- Learning about healthy, unhealthy and abusive relationships, developing healthy relationship skills, encouraging bystander interventions, promoting healthy sexuality and empowering girls, women and LGBTQ+ people are other ways to reduce the incidence of sexual assault.

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.

**Being Prepared for Disclosures and Distress**

Addressing the topic of abusive relationships may cause some students to be distressed or show other signs they are or have somehow been involved in or witnessed an abusive situation. Dealing with controversial issues encourages students to examine their own beliefs and experiences. Teachers need to act with sensitivity and discretion when handling individual student
information that is sensitive or could cause embarrassment or distress to the student or family.

To maintain both student safety and engagement, it is helpful to be familiar with trauma informed practice, to use inclusive language and to acknowledge feelings and stories. It is also important to strongly emphasize a respect for confidentiality among all class members.

- Respect and reinforce confidentiality and sensitivity in the classroom and anticipate where discussions will lead in order to protect students from revealing inappropriate personal information.
- Before starting these lessons, talk to the school counsellors so they are aware there may be disclosures of abuse.
- Ensure your students understand that disclosures of abuse cannot be kept confidential. Disclosures are the first step to get help for a student who is experiencing abuse.
- Share with students what they can expect if they disclose abuse, e.g., acknowledgement, honouring their disclosure, redirection to discuss further outside of class and assurance of connecting them with support.
- The Child, Youth and Family Enhancement Act requires you to report the abuse of a young person to Child and Family Services or Delegated First Nation Agencies. You can locate your local office by visiting [http://www.child.alberta.ca/home/local_offices.cfm](http://www.child.alberta.ca/home/local_offices.cfm)

For more information review [Responding to Child Abuse: A Handbook](http://www.child.alberta.ca/home/593.cfm), published by the Government of Alberta or visit [http://www.child.alberta.ca/home/593.cfm](http://www.child.alberta.ca/home/593.cfm)

Refer to your school division’s guidelines about disclosures and reporting.

**Inclusive Language**

Language is complex, evolving and powerful. In these lessons, gender-neutral language is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of ‘they’ as a singular gender-neutral pronoun. The lesson plans use the terms ‘male’ and ‘female’ when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person’s reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person’s internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.
For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person’s gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

A. Ground Rules

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. Consent And Sexual Consent Video

This activity will introduce the concepts of consent and sexual consent.
1. Ask students to brainstorm what consent and sexual consent is.
   - Consent is permission for something to happen or an agreement to do something.
   - Sexual consent is voluntary agreement for both partners to agree to take part in sexual activities. Sexual activities include: kissing, sexual touching, and oral, anal, or vaginal intercourse.
2. Show the Understanding Consent video to solidify students’ understanding of sexual consent.

C. Consent in Comics

This activity will expand the students’ understanding of consent and sexual consent by linking it to everyday situations.

1. Ask students to think about what activities, other than sex, require consent. A good example to give your students is about field trips. Schools require consent and ongoing consent from parents/guardians to go on field trips. Just because a parent/guardian consents to one field trip, the school cannot assume that they consent to all field trips. Also, just because a parent/guardian does not say “no” to a field trip (e.g., does not send the consent form back to school), the school cannot assume it means there is consent to go. Finally, if a parent/guardian consents to a field trip, they are allowed to change their mind.
2. Either individually or in small groups, have students choose an activity that would require consent (e.g., borrowing money from a friend, making plans to go to a movie).

3. Using the attached comic strip examples and the Consent in Comics handouts, have students create a comic strip showing what consent is NOT for that particular activity. There are two versions of the student template: one follows the example exactly (Consent in Comics A), and one that has less information to allow for more varied scenarios (Consent in Comics B). Use your judgment to decide which template you will use with your students or consider using both as a means of differentiating the lesson for students of varying abilities.

4. Students can then share their comic with the class and share how the comic can relate to consent in a sexual relationship.

5. Ask students to discuss how their comics could be changed, so that consent is negotiated between the people involved. Consider having small groups discuss each other’s comic strips to find a win-win solution for the scenario.

D. Consent: Which Path Would You Take?

This activity provides an opportunity for students to choose the outcome of a story about consent involving Alex and Riley (similar to a “Choose Your Own Adventure®” book). There are two options for this activity.

Option One: PowerPoint Version of the Story

1. Load the “Consent: Which Path Would You Take?” slideshow.

2. As a class, go through the consent story of Alex and Riley and allow students to choose where the storyline goes.

3. If time permits, choose various storylines.

Debrief the activity with the following questions:

What are some ways someone can ask for consent? (Encourage students to say their responses out loud.)

- “Is it ok if…”
- “Would you like it if…”
- “I would really like to…”
- “Can we talk about…”
- “Is this ok?”
- “I want to check with you before we go any further, do you want to do this?”
- “Are you comfortable?”

It is important for students to know the words to say and practice. This can help them to feel prepared, which can help them to obtain, refuse or negotiate consent.
Do you want to stop?”

What are some things someone could do or say to refuse consent or show the answer is “no”?

- “No.”
- “Not now.”
- “Stop.”
- “I don’t want to.”
- “I have to go home now.”
- “I need to use the bathroom.”
- “I need to study.”
- “I’m not feeling well.”
- “I’m not ready.”
- “Let’s talk about this later”
- Push the other person away.

What are some ways someone could negotiate what happens next?

- “Can we _____ instead?” (This may be important for some students. It may not be an all or nothing scenario. Maybe kissing on the lips is not acceptable, but kissing on the cheek is ok.)
- “I don’t want to go any further than holding hands or kissing on the cheek.”
- “I really like you but I am not comfortable with that. I am okay with _____. Is that something you would like to do?”

Option Two: PDF Version of the Story

1. Print the PDF version of “Consent: Which Path Would You Take?” story. You will need one single-sided print copy for each pair of students.

2. Have students work in pairs to determine the storyline of Alex and Riley.

3. Encourage students to choose various storylines.

4. Debrief the activity with the questions outlined above in Option One.
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. Addressing the questions at the next class allows you time to review the questions and prepare responses.

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:**
- identify other areas in their lives where consent is needed?

**Skills:**
- identify and practice scripts for asking, answering and negotiating consent?

**Attitudes:**
- accept the need to ask for and obtain consent in sexual relationships?
## Comic Activity

### Example 1

<table>
<thead>
<tr>
<th>Hi Kerry.</th>
<th>Hey Sam, how are you?</th>
<th>Doin’ ok... Can I borrow your car?</th>
<th>Sure.</th>
<th>Thanks! You’re the best!</th>
<th>No problem.</th>
</tr>
</thead>
</table>

Two weeks later…

<table>
<thead>
<tr>
<th>What are you doing Sam?</th>
<th>I’m borrowing your car.</th>
<th>I never said you could!</th>
<th>Yes you did. Two weeks ago.</th>
<th>What??</th>
</tr>
</thead>
</table>
## Comic Activity

### Example 2

One hour later…

<table>
<thead>
<tr>
<th>Hi Quinn.</th>
<th>Hey Jaya.</th>
<th>Do you have plans tonight?</th>
<th>Nope.</th>
<th>Want to shoot hoops?</th>
<th>Yeah sure!</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>😊</td>
<td>😊</td>
<td>😊</td>
<td>😊</td>
<td>😊</td>
</tr>
</tbody>
</table>

I’m so tired. I can’t play anymore.

That’s ridiculous.

I’m sorry I was up late studying!

You said we would play so we will play until the game is over!

What???

©2020
Consent in Comics A

A little later...

What???
Consent in Comics B

Sometime later...

[Diagram of speech bubbles with circles shaded and unshaded]
CONSENT

Which Path Would YOU Take?
This is Alex and Riley. They are in grade nine and have been dating for almost 6 weeks.
They met at ___________

a) a friend’s house  b) a soccer game  c) school
Alex and Riley spend a lot of time together. They like to hold hands and hug. But Alex really wants to make out with Riley. So Alex...

a) goes for it and kisses Riley.

b) asks Riley, “Can I kiss you?”

c) says, “I would really like to kiss you.”
Riley responds...

a) by kissing Alex.

b) “I would like to kiss you too!” So they kiss.

c) “No, I’m not ready to kiss you.”
Because Riley agrees to kissing, Alex thinks it’s the green light to touch Riley’s butt. Riley responds by...

a) saying, “That feels nice” and also touches Alex’s butt.

b) pushing Alex’s hand away.

c) freezing, not knowing what to do or say.
Alex realizes that consent was not received to touch Riley’s butt and knows it’s time to stop making out. Alex asks Riley, “So what do you want to do now?” Riley says...

a) Go for an ice cream  b) Go to a movie  c) Finish homework
Alex senses that something is off and says “You don’t seem into this, so should we stop?” Riley says “I’m not ready to take this further.” Alex replies, “Ok, so what do you want to do now?”

a) Go eat pizza?  
b) Go for a bike ride?  
c) Go watch a movie?
After a while of making out, Alex and Riley decide to stop. It’s time to do something different so they...

a) eat pizza  
b) go to a movie  
c) go for a bike ride
Riley...

a) is thrilled and wants to kiss Alex back. But first Riley says “Hey, you should ask first before you kiss someone. I want to kiss you, okay?” Riley nods and then Alex and Riley kiss.

b) says “Please stop I’m not ready for this.”

c) freezes, not knowing what to do or say.
Because Riley is fine with kissing, Alex thinks it’s the green light to touch Riley’s butt. Riley responds by...

a) saying, “That feels nice” and also touches Alex’s butt.

b) pushing Alex’s hand away.

c) freezing, not knowing what to do or say.
Alex realizes that they did not get consent to touch Riley’s butt and knows it’s time to stop making out. Alex asks Riley, “So what do you want to do now?” Riley responds…

a) Eat pizza  
b) Go to a movie  
c) Go for a bike ride
Alex senses that something is off and says “You don’t seem into this, so should we stop?” Riley says “I’m not ready to take this further.” Alex replies, “Ok, so what do you want to do now?”

a) Go skateboarding?  b) Go watch a movie?  c) Go eat ice cream?
Alex says...

a) “Please can we kiss? Come on... I really want to take this to the next level.”

b) “Ok, I understand but can we talk about this again sometime?”
Once again, Riley says “no.” Alex replies...

a) “Come on! We’ve been dating forever. Besides, you’re such a tease. You hug me all the time so that means we should make out.”

b) “Ok, I’m sorry if I was pressuring you. I just really like you a lot. Can we talk about this again when you’re ready?”
Riley says, “No, I’m not ready.”
Alex replies, “You clearly don’t like me as much as I like you. Maybe we should break up.”
Riley answers, “Fine, we are broken up. I’m going to ________ with my friends now. Bye!”

a) eat pizza  

b) go to a movie

 c) go for a bike ride
Riley says, “Thanks for being cool about it. Let’s talk about this again sometime.” What do you want to do now?

a) Go to band practice  
b) Shoot hoops  
c) Listen to music
Alex...

a) senses that something is off and says “you really don’t seem into this.”

b) keeps kissing Riley who must be ok with this since Riley did not say “stop” or push Alex away.
Riley says “I’m not ready for this.” Alex replies...

a) “Come on! We’ve been dating forever. Besides, you’re such a tease. You hug me all the time so that means you should kiss me. If you don’t kiss me, I’ll break up with you.”

b) “I’m sorry, I should have asked you before I tried to kiss you.”
Riley becomes even more distant and is not responding. Alex says...

a) “Why aren’t you kissing me back? You don’t seem to like me as much as I like you. Maybe we should break up.”

b) “Are you ok with making out?”
Reilly says, “I’m just not ready for this. I hope you understand.” Alex replies, “Of course I understand. But can we talk about this when you’re ready?” Riley says, “Absolutely. What do you want to do now?”

a) Eat pizza?  
b) Go to a movie?  
c) Go skateboarding?
Riley says, “That’s ok we’re cool. Yes we should talk before we take things further. What do you want to do now?”

a) **Eat pizza?**  

b) **Go to a movie?**  

c) **Go skateboarding?**
Riley says, “Fine, then let’s break up. I’m going to ________ with my friends now.”

a) go for a walk  b) shoot hoops  c) listen to music
The End

Back to the beginning