

Grade 9

Consent 1



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. 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

[POWERPOINT](#) Consent: Which Path Would You Take? Story

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, enthusiastic, 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.
- Any sexual activity without consent is sexual assault.
- A person can only consent to activities if they are aware of the risks. If the risks are hidden, a person cannot consent as they don't have all the information.
- Sexual assault can happen to anyone of any gender or age and be committed by anyone of any gender or age.
- Using gendered language when talking about consent and sexual assault reinforces unhealthy stereotypes, discourages men and boys who have been sexually assaulted from accessing services, and inaccurately suggests that women do not commit sexual assault.

More information about consent and sexual assault can be found in the [Understanding Consent](#) section on TeachingSexualHealth.ca

- 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.
- It is important to not use messaging about how to avoid being sexually assaulted. Such messages do not reduce instances of sexual assault. Instead they increase shame in the person who was assaulted, reduce the likelihood of the survivor accessing services, and provide 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 LGBTQ2S+ people are other ways to reduce the incidence of sexual assault.

[According to Canadian law](#), the age of consent is 16. This is the age when a person can legally agree to sexual activity. Age of consent laws apply to all forms of sexual activity, ranging from kissing and fondling to sexual intercourse. There are “close in age” exceptions to this law.

- 14- and 15-year-olds can consent to sexual activity if the partner is less than 5 years older.
- 12- and 13-year-olds can consent to sexual activity 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 or sexual activities with a child younger than 12 is against the law and is sexual abuse.

Being Prepared for Disclosures and Distress

This topic can be distressing to students, including those who have been involved in or witnessed an assault or abusive situation. Dealing with sensitive 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

For more information on reporting and responding to disclosure see the video and related materials at [Recognizing, Reporting and Responding to Abuse in Schools.](#)

strongly emphasize a respect for confidentiality among all class members.

- Respect and reinforce confidentiality and sensitivity in the classroom.
- 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 <https://www.alberta.ca/childrens-services-offices.aspx>

For more information review [Responding to Child Abuse: A Handbook](#), published by the Government of Alberta or visit [How to Help and Report Child Abuse, Neglect and Sexual Exploitation](#)

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

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [inclusive language](#) is used to include all students, including those with diverse gender identities, gender expressions and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun.

A person's sex can be assigned at birth as male or female. Some people are intersex (the reproductive, sexual, or genetic biology of a person is unclear, not exclusively male or female, or otherwise does not fit within traditional definitions of male or female). Assigned sex is independent of gender.

Gender identity is a person's internal sense of identity as girl/woman, boy/man, fluid among genders or no gender (regardless of what sex they were assigned at birth).

For many people, their gender is the same as the sex they were assigned at birth (cisgender). For some, their gender identity is different from the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or

others, to describe their gender identity. The umbrella term ‘trans’ is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be inclusive as possible.

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. 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 sex.
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. 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 to differentiate 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).

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. After getting to the end with one storyline, go back to the beginning and repeat the story. As time permits, repeat several times so students can see how the different choices lead to different situations.

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?”
- “Do you want to stop?”

What are some ways a person can enthusiastically and clearly communicate their consent?

- “Yes!”

It is helpful for students to practice saying words that ask for, give or refuse consent and accept the answers. This is one way they can feel more prepared to have consent conversations in real life.

- “I definitely want to do that.”
- “Let’s do this.”
- “I am good with ... but not with ...”

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.
- “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?”

What are some ways to respond that respects a ‘no’ answer?

- “I wish you wanted to, but I get it.”
- “Thanks for telling me. I don’t want to push you.”
- “Ok. Can we talk about this again sometime?”
- “I am kinda glad you said no. I wasn’t sure I wanted to either but I thought you did.”

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:

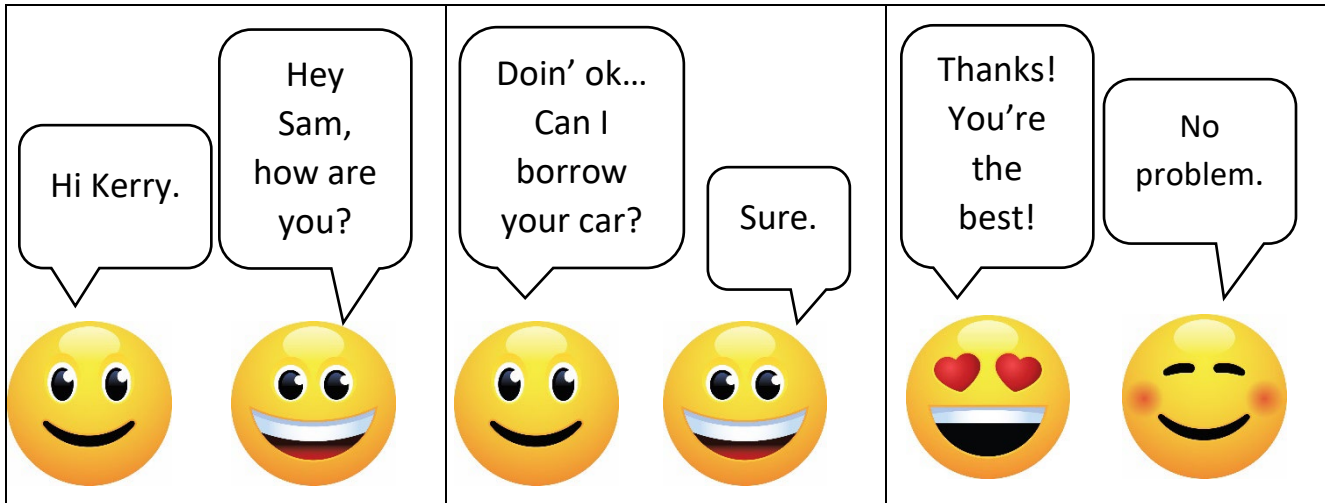
- identify and practice scripts for asking, answering and negotiating consent?

Attitudes:

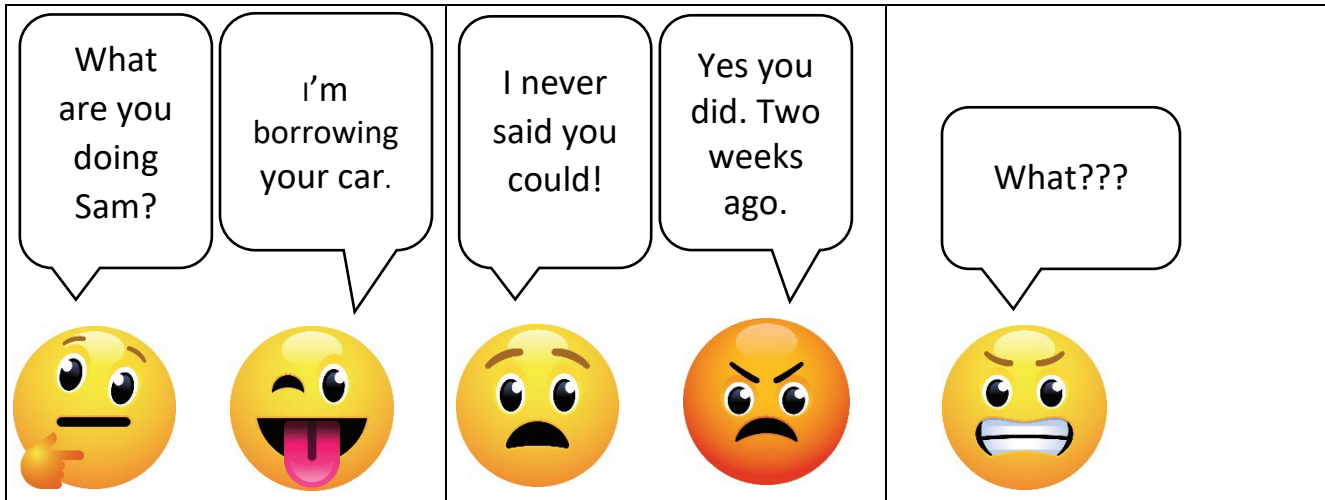
- accept the need to ask for and obtain consent in sexual relationships?

Comic Activity

Example 1

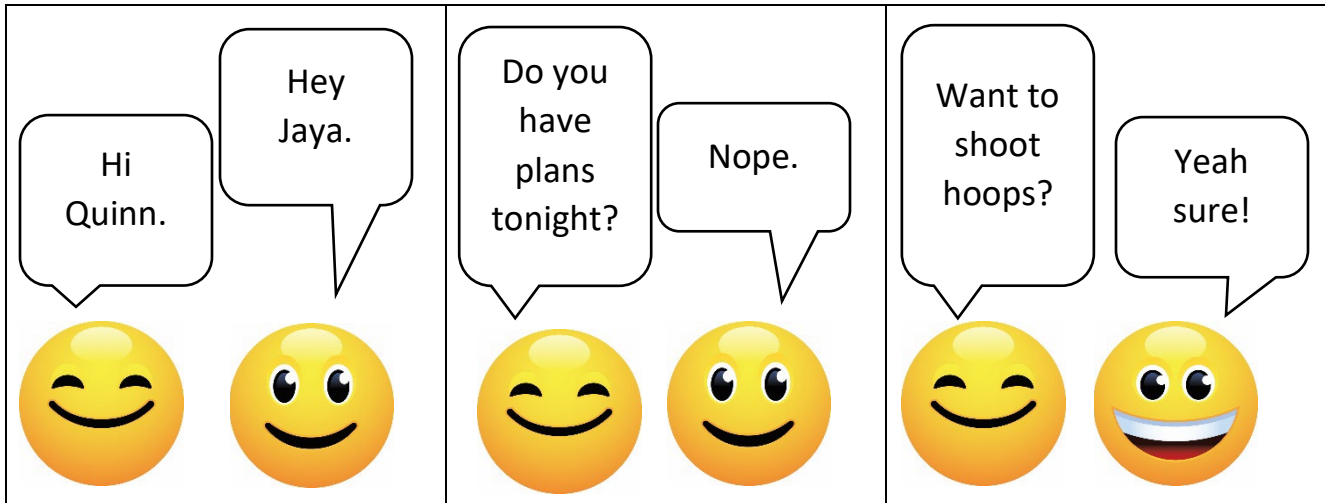


Two weeks later...

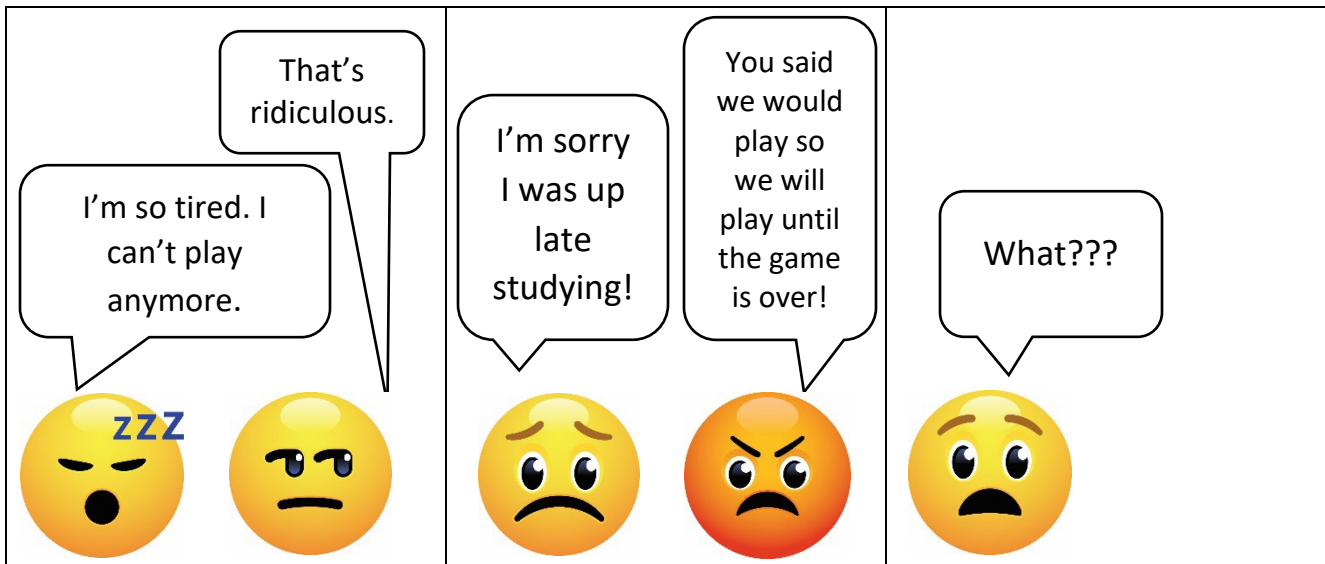


Comic Activity

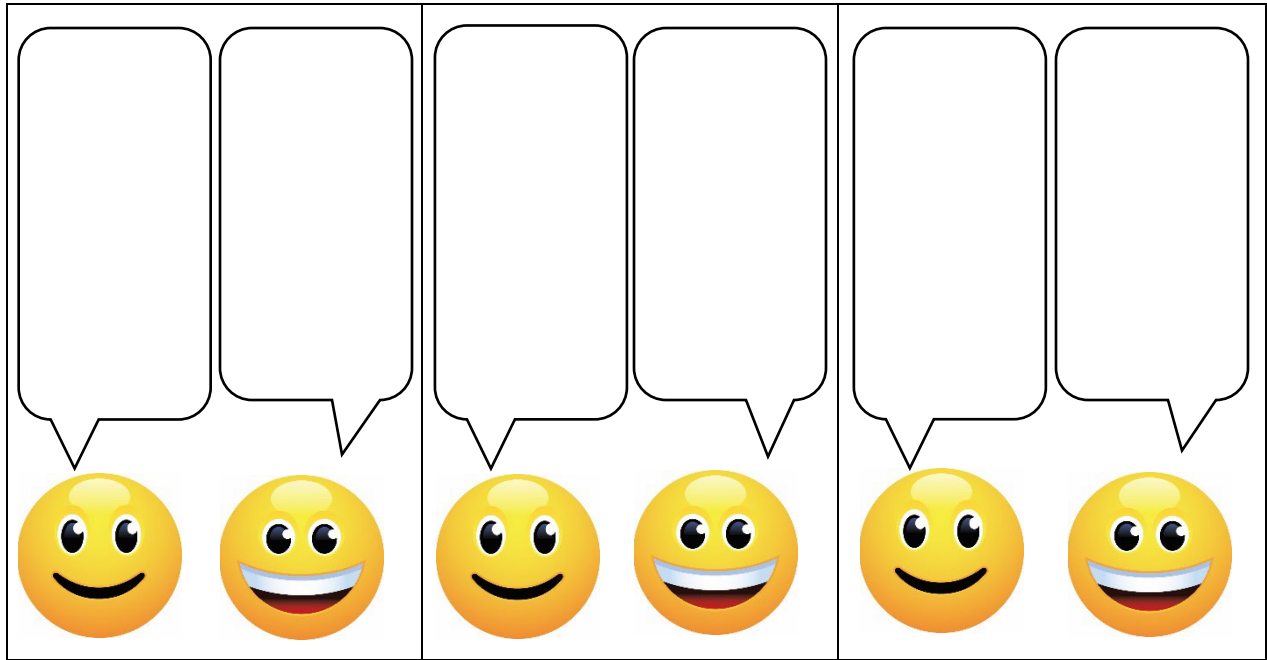
Example 2



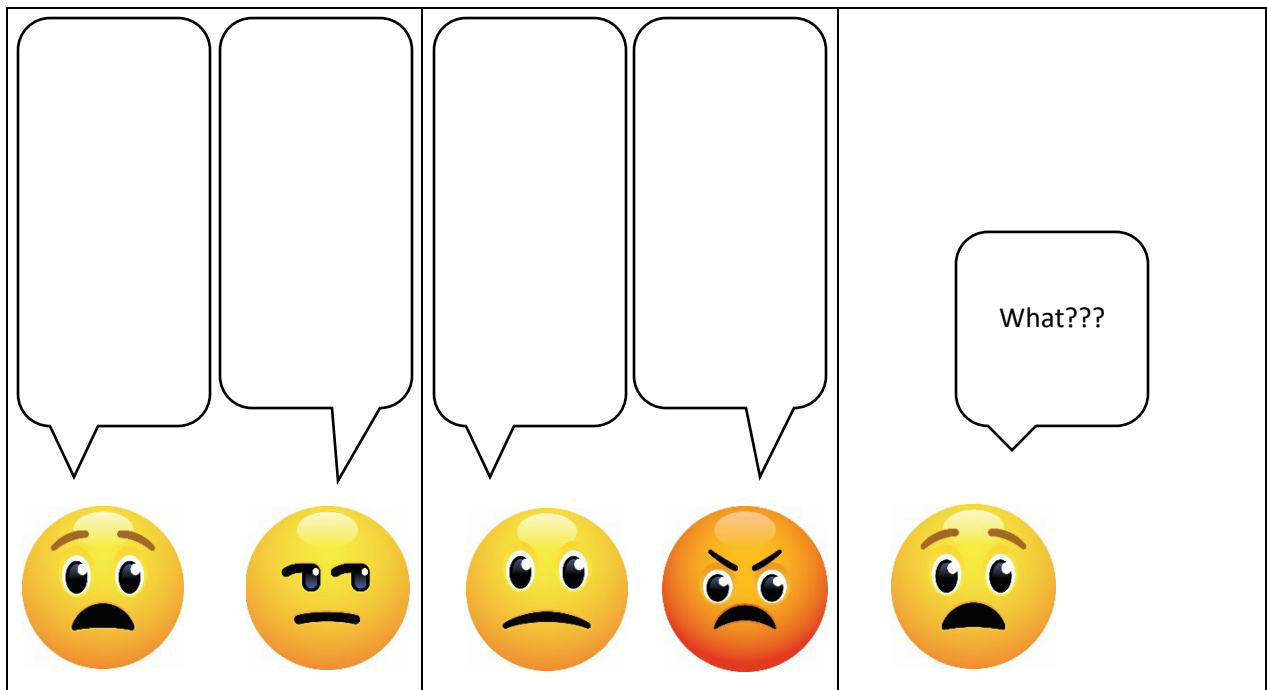
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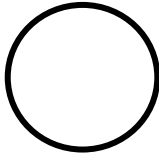

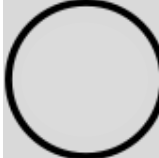
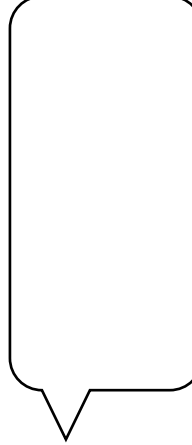
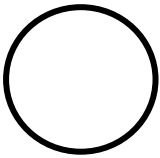
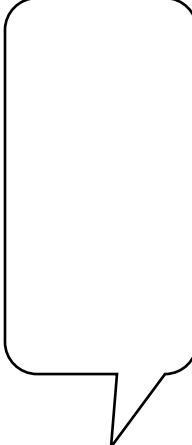
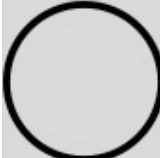

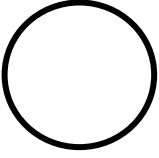

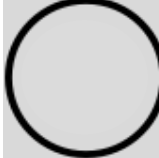
Consent in Comics A




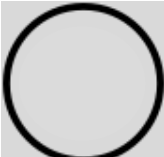

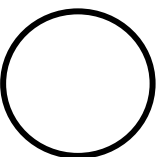
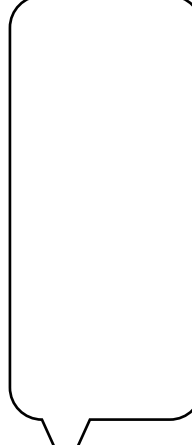
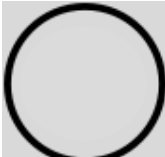
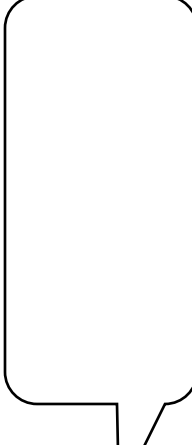
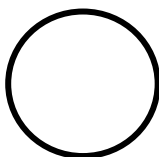
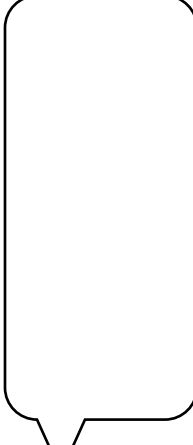
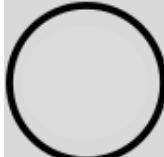
A little later...



Consent in Comics B

 	 	 	 	 	 
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Sometime later...

 	 	 	 	 
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Name: _____

Grade 9 Consent 1

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