

# Grade 9

## Consent 2



### Learner Outcomes

***W-9.7 Evaluate implications and consequences of sexual assault on a victim and those associated with that victim***

***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

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This lesson plan contains several activities to achieve the learner outcome 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

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- A. Ground Rules (5-10 minutes)
- B. Consent and Sexual Assault Discussion (15-20 minutes)
- C. Elements of Consent Kahoot! Quiz (20-30 minutes)
- D. Question Box (5-10 minutes)

## Required Materials

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[KAHOOT! QUIZ](#) and ANSWER KEY: Is it Consent or Not Consent?

## Background Information for Teachers

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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:

- reinforces the concepts of sexual consent and sexual assault
- encourages students to apply their knowledge of consent to various scenarios

Language and messages about consent and sexual assault has 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

*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.*

*Anyone, including your students, who want more information or support, can call Health Link at **811**.*

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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 are 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.

*For more information on reporting and responding to disclosure see the video and related materials at [A School's Role in Keeping Our Kids Safe](#)*

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- 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](#), published by the Government of Alberta or visit <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

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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 Assault Discussion

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*This activity will review the concepts of consent and introduce the concept of sexual assault.*

1. Ask students to brainstorm what 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. Ask students to brainstorm what sexual assault is.
  - Sexual assault is any unwanted sexual act done by any person to another person or any sexual activity without a 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.
3. Ask students why consent is important. What are the personal, social, legal and physical consequences of not getting consent?
  - 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. You may wish to create a chart like the one below to fill in with the class.

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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 include deciding to make a police complaint and facing 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 leading to poorer grades, feelings of anger or emotional trauma.
- 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 may include a physical injury, pregnancy or contracting an STI.
- Outcomes for the family or friends of the survivor may include participating in a court proceeding, or feelings of anger, guilt or helplessness.

### **C. Elements of Consent Kahoot! Quiz**

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*Now that students have a general understanding of what consent and sexual assault are, this activity will assist them in applying this knowledge to various scenarios. For more information about using Kahoot!, visit [getkahoot.com](http://getkahoot.com)*

1. Open the Kahoot! Quiz [Is it Consent or Not Consent?](#)
2. Play the quiz together as a class. Take time to discuss each question and answer any questions students have as you go through the quiz. You can play the quiz in individual or team mode.

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3. The **Answer Key** contains additional information you can use to supplement the discussion.
4. Talk about these key questions together, if they haven't already come up in the discussion:
  - Which statements were easiest to place? Why?
  - Were there any statements you had a hard time with? Why?
  - Why do people sometimes not ask for consent? What is the risk in asking permission? What is the risk in not asking permission?
  - How might you feel when you ask? How might you feel when you answer?
  - Why is important that you are honest? Why should you say what you really feel when asked?

### D. Question Box

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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

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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

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During the lesson, did students:

#### Knowledge:

- define consent and sexual assault?

**Grade 9 Consent 2****Skills:**

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

**Attitudes:**

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



## Answer Key: Is it Consent or Not Consent?

Scenario	Element of Consent	Not Consent
<p>1. <b>Your partner didn't say "no" but didn't say "yes" either.</b> The absence of a no does not mean yes. For it to be yes, it needs to be clearly communicated. Communication that is unclear or confusing 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 proceeding.</p>		✓
<p>2. <b>You say "yes" without feeling pressured or threatened.</b> Agreeing to do something is consent only if it is voluntary. 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.</p>	✓	
<p>3. <b>Your partner said "yes" last time.</b> 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.</p>		✓
<p>4. <b>Your partner is drunk or high and says "yes".</b> 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.</p>		✓
<p>5. <b>Your partner's body language matches a verbal "yes".</b> A "yes" to an activity is only truly a "yes" if the body language and the verbal language are both consistent in that message.</p>	✓	
<p>6. <b>You change your mind and say "no" to sex.</b> 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.</p>		✓
<p>7. <b>You are tired of saying "no" so you say nothing.</b> Pressuring, pestering, threatening, guilt-tripping, or 'wearing someone down' are coercive actions that do not allow for consent. Saying nothing is not consent. Consent must be affirmative and voluntary.</p>		✓

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<p>8. <b>Both you and your partner feel safe and comfortable.</b> Safety and comfort (with themselves, their body, the other people and the situation), creates an environment where people are able to carry on all sides of the consent conversation: asking and giving permission.</p>	✓	
<p>9. <b>You have an STI and did not tell your partner.</b> A person can only consent to activities if they are aware of the risk. If the risk is hidden, the full consent conversation cannot happen.</p>		✓
<p>10. <b>Your partner said “no”.</b> “No” always means “no” whether verbally or non-verbally communicated. Consent is affirmative. A lack of a freely given, clearly communicated “yes” is a “no.”</p>		✓
<p>11. <b>You were flirting.</b> Consent cannot be assumed or implied. Flirting, clothing, sexual texts or social media communication should not be confused with consent. Consent should not be assumed because people are in a relationship nor should it be assumed if there was previous sexual activity. Permission must be requested and granted for an activity to proceed.</p>		✓
<p>12. <b>You pushed the other person away.</b> “No” always means “no” whether verbally or non-verbally communicated. Consent is affirmative. A lack of a freely given, clearly communicated “yes” is also a “no.”</p>		✓
<p>13. <b>You can’t tell if the other person wants to keep going.</b> Consent should be agreed upon by both partners with a clear understanding of what they are consenting to. Communication that is unclear or confusing 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 proceeding.</p>		✓
<p>14. <b>You have sex with someone in exchange for a place to stay.</b> Nobody under 18 can consent to sex that includes 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.</p>		✓
<p>15. <b>Your partner says “yes” enthusiastically.</b> When someone is consenting, they agree wholeheartedly and are confident in their decision.</p>	✓	