



YES, AND...

Learning Consent as a Lifelong Necessity



DEVELOPED BY THE PLANNED PARENTHOOD OF DELAWARE
EDUCATION & TRAINING DEPARTMENT IN COLLABORATION WITH
THE ALLIANCE FOR ADOLESCENT PREGNANCY PREVENTION AND
THE YWCA DELAWARE SEXUAL ASSAULT RESPONSE CENTER

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Background

In September of 2019, the Delaware State Senate passed [SB78](#), requiring schools to provide affirmative consent education in health classes for students in grades 7-12. The bill, which goes into effect in the 2020-2021 academic year, prompted the Delaware Department of Education (DOE) to identify curricula and organizations to fit the requirements. Planned Parenthood of Delaware, partnering with The Alliance for Adolescent Pregnancy Prevention and the YWCA Delaware Sexual Assault Response Center, developed these evidence-informed curricula in response to the request from the DOE. These curricula and all related educational materials are being made available free of charge to educators throughout Delaware.

About Planned Parenthood of Delaware

[Planned Parenthood of Delaware's \(PPDE\)](#) mission is to actively promote reproductive health and responsible sexual behavior through the provision of comprehensive and high-quality education, counseling, and medical services. The Education & Training Department serves more than 5,000 Delaware teens, parents, adults and professionals each year. To request a professional training on best practices in teaching this curriculum another sex education topic from the PPDE Education & Training Department, call (302) 224-7099 or email education@ppde.org.

About the Alliance for Adolescent Pregnancy Prevention

The Alliance for Adolescent Pregnancy Prevention (AAPP) was created in 1995 at the request of then-Governor Tom Carper to address the disparities in teenage pregnancy in the state of Delaware. This program, funded through Delaware Health and Social Services, Division of Public Health is managed by ChristianaCare's Office of Health Equity. AAPP works to reduce incidence of unplanned pregnancy and STI transmission in 11-18-year-olds and is one of the largest providers of evidence-based/promising reproductive health education in the state. Annually, AAPP's education team reaches about 600 students through the delivery of three programs: *Making Proud Choices!*, *Be Proud! Be Responsible!* and *Wise Guys: Male Responsibility Curriculum*. For more information on AAPP programs, or to request groups, please visit: www.christianacare.org/aapp.

About the YWCA Delaware Sexual Assault Response Center

The YWCA Delaware Sexual Assault Response Center (SARC) provides comprehensive, free and confidential rape crisis services to sexual assault survivors aged 12 and older and their non-offending family members, friends and partners throughout the State of Delaware. SARC is committed to providing healing, hope and empowerment to individuals whose lives have been impacted by sexual violence whether the assault happened yesterday or many years ago. If you or someone you care about has been sexually assaulted, reaching out for help can be the first step toward recovery and healing. Learn more at www.ywcade.org/what-we-do/sarc/.

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Before You Teach

Resources to Build Your Consent Knowledge

Navigating this Section

This section was developed to provide necessary context and information for instructors teaching consent. The information is organized by topic, and within each topic, there is an overview of key takeaways and links to external resources. This is by no means a complete list of resources and information but should serve as an introduction to engaging with the knowledge and considerations necessary to teach on the topic of consent.

Start Here:

Read: [this Scarleteen article](#) serves as an overview on the topic of consent.

[Annotate](#) the article. Use these prompts to reflect:

- What questions come up?
- Where do you feel defensive? Where do you feel validated?
- What experiences and knowledge do you expect your students will bring with them into the space?
- What feels easy to explain to your students? What feels challenging? Why?
- Where do you anticipate push back from students? Why do you expect that?

What is the most important thing you'd like your students to take away? Why?

Boundaries and Body Sovereignty

Key Takeaways:

- Body Sovereignty: the idea that each person has the right to full control over their own body
- Everyone should be given choice and agency in how and when they are touched.
 - This is everyone's right
 - This is often violated starting early in someone's life
- Body sovereignty extends well beyond sexual contact- it includes how you use your body and how it is touched in all contexts (hug, high five, hand on someone's back, etc.).
- There are socialized gender expectations that influence who gets touched, how often, and by whom.
- Early and ongoing violations of body sovereignty inform cultural expectations around sexual contact and contribute to people's confusion around sexual consent. For example, children are often kissed, hugged, or otherwise touched without their consent, leaving the impression that the child's body is not their own. This impression does not help young people understand body sovereignty and consent.

- It is important to model asking for and giving consent for all activities that include bodies so that children and young adults learn to pay attention to their boundaries and the boundaries of others.

Watch: [Monica Rivera's Ted Talk on Body Sovereignty and Kids](#)

Pleasure

Key Takeaways:

- Acknowledging pleasure in conversations about consent reinforces the central concept that consensual sexual contact requires an ongoing awareness of your own and your partner(s)' experience; pleasure is often a central part of that experience.
- If we shy away from acknowledging that people experience pleasure during sexual contact, we inadvertently send the message that we shouldn't talk about people's experiences in their bodies when it comes to sex.
- If students learn that talking about pleasure is taboo or awkward, then they may not feel comfortable having open conversations with their sexual partners, leaving space for harm.

Listen: [This 7 minute NPR interview on lessons from the kink community about consent](#)

Read:

- [This Scarleteen article that centers desire in talking about consent](#)
- [This Planned Parenthood article about including pleasure in sex education](#)

Consent Law, Fear of Accusations, and Moving to a Respect and Care Framework

Key Takeaways:

Consent Laws:

- Consent laws are important. People need to know them. They are in place to broadly protect people from harm but are incomplete. Not all forms of sexual violence fall under a law (e.g., sex and body safety are contextual and complex, so consent education requires us to talk about *more* than just the laws.) Focusing too heavily on consent laws is reductive and alone does not prevent people from causing harm. Laws and morality are not a 1:1 ratio.
- For example, many lawmakers in other states have decided that a 16-year-old cannot consent to sexual contact with a 29-year-old based solely on their age difference. However, in the state of Delaware, lawmakers have decided that they can consent (in the absence of external power dynamics: boss, teacher, coach, etc.). Laws are not the only measure of safety, as evidenced by the differences in consent laws state by state.

Fear of Accusations:

- On False Accusations:
 - False accusations are extremely rare. The rate of false sexual assault reports to law enforcement is not higher than any other federal crime.

- Historically, someone who makes an accusation of assault receives more stigmatization than the person who is accused. It is a traumatizing experience to publicly come out as a victim of assault and very rarely results in a conviction.
- However, there is also a very real historical pattern of false accusations of assault made by white women against Black men. It is a tool of anti-Black violence that weaponizes racist stereotypes to harm Black men. (See section on anti-Black racism.)
- The topic of false accusations is deeply entangled with social systems of power (racism, sexism, etc.) and requires a critical lens when addressing this topic.
- Time spent legitimizing fears of false accusations can be harmful to the process of learning how to give and receive sexual consent.
- Why it can be harmful to go down that path:
 - Focusing on “not getting in trouble” or protecting oneself from accusations is a losing game. You will always feel like consent is confusing and incomplete if your frame of reference is “what boxes do I need to check in order to defend myself if I get accused?”. That line of questioning and orientation to consent is focused on the self and seeks catch-all ways to “prove” innocence in the event of an assault accusation.
 - It reflects an orientation to consent that pits sexual partners *against* one another. When we entertain these questions without challenge and go down that path, we leave space for someone to harm another person.
 - This conversation will never fully address body safety because it is removed from the ongoing pursuit of understanding one another’s experience during sexual contact. It is removed from respect and care.

Moving to a Respect and Care Framework:

- Sexual contact is something people do *with* one another and *for* one another so respect and care must be at the center. This means continuous communication and paying close attention to one another’s experiences in the moment: consent is active and ongoing. This makes sex better. It helps people get out of their heads, helps them feel safe in their bodies, and makes them able to ask for things that feel good and do things that feel good for their partner(s).
- If any question follows the same line of thinking as: “How do I make sure I don’t get accused of assault?”, a reframing that gives a more complete understanding of sexual consent would be: “How do I know what my partner is feeling? How do I make sure that my partner and I feel safe and enjoy ourselves?”
- Sex should not be you vs. them. It is you together ensuring safety and pleasure for one another.

Read:

- [This article from The Cut on the prevalence of false rape accusations](#)
- [This article from the American Bar Association about the history of anti-Black racism and rape](#)

Watch:

- [Al Vernacchio’s Ted Talk about a new metaphor for sex](#)
- [The Daily Show interviews Michaela Cole about her HBO show, I May Destroy You \(Start at minute 4:33\)](#)

Trauma Informed Instruction

Key Takeaways:

- It is likely that some of your students have first-hand experience with violations of consent.
- This may be the first time your students are getting language to make sense of something they experienced.
- It's important to always assume there are people in the space who have experienced sexual trauma.
- Make sure you know your mandated reporting obligations before teaching the consent curriculum should a student disclose.
- Know how to have a trauma-informed response to a disclosure.
- It is a good idea to have victim advocates available for students during the class.
- Never require a student to speak; you never know if someone is a survivor.
- Because sexual consent is a topic that can bring up trauma and complex emotions, it is crucial that you are careful and calm in the way you communicate this information, that you do not make assumptions about how your students should be feeling or what any individual has experienced, that you respect the range of emotions your students may feel during these lessons, and that you give your students space and opportunities to take care of themselves in ways that preserve their agency and privacy.

Read: [This AASECT article on applying a trauma informed approach to sex education](#)

Rape Culture

Key Takeaways:

- Rape culture describes the way society has trivialized and normalized sexual violence.
- Rape culture is in the language and behaviors used everywhere (the media, music, schools, workplaces, books, conversations with friends, etc.) that have taught us about sexuality.
- Rape culture influences our attitudes, interactions, and our behavior.
- Rape culture enforces harmful gender stereotypes, homophobia, and transphobia.
- It's important to acknowledge and actively work against the influence of rape culture in our daily lives.

Watch: [Refinery29 and Planned Parenthood video featuring Rachel Bloom explains rape culture](#)

Read:

- [WAVAW Rape Crisis Center defines rape culture](#)
- [FORCE, a Baltimore artist and activist collective, defines rape culture](#)
- [This list of common phrases that reinforce rape culture from Everyday Feminism](#)

Gender

Key Takeaways:

- Anyone regardless of gender can be a perpetrator or victim of assault
- Gender expectations placed on women and men around sex are confining and harmful.
 - Men are supposed to always want sex and are expected to initiate sex. They gain status by having more sex. If they don't, they're bullied. If men are raped, they're not believed. Many men aren't taught that they can be victims of sexual violence and because of this, may not recognize it if they are.
 - Women are supposed to protect themselves against men's desires. If they ever want sex or express desire, they are often called sluts. If someone is considered a slut, people blame her if she is raped.
- These stereotypes undermine the conversation around consent and are often used to justify and excuse sexual violence.
- All participants in any sexual encounter, regardless of gender, must give consent to every activity. Often men are left out of that conversation.

Watch:

- [Nathaniel Cole's Ted Talk on his experience teaching consent to young men](#)
- [Ben Hurst's Ted Talk on society's expectations for boys](#)

Read: [This Sexual Assault Youth Support Network article on slut shaming and victim blaming](#)

LGBTQIA+

Key Takeaways:

- People who identify as transgender are more likely than cisgender* people to experience sexual violence.
- Rape culture is based on heteronormative* and cisnormative* assumptions of sex and reinforces homophobia and transphobia
 - This contributes to violence against the LGBTQIA+ community
 - There is a long history of "corrective" rape: sexual violence hate crimes committed against people whose gender or sexual orientation is not cisgender and/or straight when the motive of the perpetrator is to "correct" what they believe is an issue with their gender or sexual orientation
- People in the LGBTQIA+ community face additional barriers and stigmatization when reporting on and seeking resources for assault.
- Everyone regardless of gender or sexual orientation must be included in the conversation about consent

Watch: [This 3 minute video of queer couples discussing consent](#)

Read: [This RAINN article on barriers to reporting sexual violence in LGBTQ communities](#)

*Definitions:

- Cisgender: someone who identifies as the same gender they were assigned at birth
- Heteronormative: the assumption that everyone is heterosexual
- Cisnormative: the assumption that everyone is cisgender

Anti-Black Racism

Key Takeaways:

- There's a historical pattern of false accusations of assault made by white women against Black men. It is a tool of anti-Black violence that weaponizes racist stereotypes to harm Black men.
- Sexual violence is used as a violent tool of misogynoir against black women.
 - Misogynoir: a term coined by queer black feminist, Moya Bailey, which describes the specific type of misogyny inflicted on black women.
- The intersection of racism and sexism creates many additional barriers to reporting and receiving support

Read:

- [This article from the American Bar Association about the history of anti-Black racism and rape](#)
- [This UMBC article describing misogynoir and sexual violence in the case of Oluwaytoyin Salau](#)

Victim Blaming

Key Takeaways:

- A victim or survivor is never to blame for the act of violence they endured.
- Clothing, age, sexual orientation, mannerisms, relation to the perpetrator, and consumption of alcohol and other drugs are often points used to intentionally put blame onto victims and to direct responsibility away from the perpetrator, but none of these things ever justify sexual violence or need to be part of the conversation.
- Victim blaming is not just unsupportive or accusatory comments from individuals, it is language and beliefs upheld by all institutions. Universities and legal proceedings are intentionally designed to have policies and questions that steer focus away from the perpetrator and instead shame and discourage the survivor.
- If someone chooses not to report a sexual assault they experienced, that does not mean it did not happen. The reporting process can be re-traumatizing, painful, and scary, and many survivors do not believe that the legal system protects them enough to make this worthwhile. Always believe survivors, and respect how they choose to heal and process.

Watch: [This YouTube video from Bustle on why sexual assault victims don't report](#)

Read:

- [This Bustle article on where victim blaming comes from](#)
- [This essay from The Cut by Emily Ratajkowski on consent as a public figure](#)
- [This Bustle article on eight common comments that are actually victim blaming](#)

How to Use These Curricula

This book consists of two curricula, one for grades 7-9 and one for grades 10-12. Each contains three, one-hour modules on various aspects of consent. The first module of each curriculum meets the minimum requirements set forward by Senate Bill 78, and the following two modules in each curriculum build on the concepts presented in the first, providing further opportunities for practice of skills. Educators may choose to facilitate only the first module, or, if they wish to deepen students' understanding of consent, they may choose to have the students complete the additional modules after completion of the first.

For each module, we provide detailed lesson plans along with suggested adaptations for a virtual environment. The modules provide opportunities for large group, small group, and individual work, along with formal and informal assessment tools. The following details the elements provided in each module:

- **Learning Objectives:** This section details the attitudes, knowledge, and/or skills educators can expect their students to have after completing the module.
- **[National Sex Education Standards, 2nd Edition](#), Alignment:** This section provides the text and reference numbers for the National Sex Education Standards that can be met by completing the module.
- **[Delaware Health Education Standards](#) Alignment:** This section provides the text of the DE Health Education Standards that can be met by completing the module.
- **Required Materials:** This section details what materials are needed in order to complete the module as written. All worksheets, notes, signs, scenarios, and handouts mentioned in these curricula are provided at the end of each lesson for educators to print and distribute.
- **Preparation:** This section details all advance preparation needed before the module begins, including copying and distribution of materials, classroom space setup, and technology setup.
- **Timing & Procedure:** This section provides step-by-step instructions on how to facilitate the module's activities, including timing, content information, and expected student responses.
- **Virtual Adaptations:** Throughout the Timing & Procedure section, you will notice grey boxes with ideas for adapting each activity to the virtual realm. These are suggestions, and you know what will work best with your student population! See the Considerations for Teaching about Consent in Virtual Settings section on p. 12 for things to keep in mind when adapting these modules to be delivered online.
- **Assessment Tools:** This section details the formal and informal assessment tools educators can use to assess whether students have achieved each module objective.
- **Teaching Tools:** This section provides educators with all the necessary printable materials such as handouts, scenarios, and signs.

Considerations for Teaching about Consent in Virtual Settings

Privacy

- Your students may be in a space with younger siblings, caregivers, or any number of other people as they are completing these modules with you. They may be uncomfortable sharing aloud for this reason.
- Where possible, ensuring students are able to listen through headphones and share via chat for class discussions is ideal.

Disclosures

- Due to the nature of the content, you may have students disclose past or current trauma related to consent violations or sexual trauma.
- Remember your mandatory reporting responsibilities (for more information, see p.108 of this curriculum).
- If you are able, having a breakout room or a separate meeting link that students can go to in order to talk privately with a member of school staff can be useful to avoid disruptions in synchronous online classes and provide privacy.

Self-Care

- Within the modules, you will find language for encouraging students to engage in self-care during particularly challenging portions of the content.
- When teaching about consent online, the need for self-care does not go away, but it may look a little different.
- Before teaching these modules online, consider what measures you will put in place to allow students to take care of themselves. Some ideas include:
 - Having a breakout room or separate meeting link for students to visit to talk privately with school staff or take a break.
 - Allowing students to turn off their cameras as desired.
 - Allowing students to opt out of certain activities or content delivery.
 - Adapting some of the content to be completed independently and asynchronously (i.e., not in a whole group online meeting).
 - Providing scheduled and structured body breaks for students (and you!) to focus on breathing, stretching, or hydrating.
- Whatever measures you choose, make sure students know they are available any time the students need them!

Adaptations for Various Online Platforms

- Due to the wide variety of learning management software (LMS) and virtual meeting platforms available to educators, the virtual adaptations provided within these modules assume only the bare minimum of technology in a synchronous online format (i.e., audio and video functionality, screen share, and chat). Sometimes more interactive alternatives are suggested where relevant.

- As the expert on your students and your school's online learning systems, you will be able to best determine reasonable adaptations that maintain the content while differentiating for your learners and specific contexts.
- Any adaptations to content should be attributed to the educator or district making the adaptations and should not be attributed to PPDE, AAPP, or SARC unless you have received explicit permission to make the adaptation.

Yes, and...

Grades 7-9

Modules

Grades 7-9 Module 1:

What Is Consent?

Learning Objectives: By the end of this lesson, students will be able to: 1. Define "consent" based on the DE state definition and FRIES model. 2. Determine where elements of consent (freely given, reversible, informed, enthusiastic, specific) are present or absent in scenarios. 3. List at least three trusted adults they can talk to if they or a friend has their consent violated.	Activities & timing: 1. Do Now (7 min) 2. Four Corners (15 min) 3. FRIES Model Introduction & Example Activity (25 min) 4. Identifying Resources (5 min) 5. Wrap up & Exit Ticket (10 min)
Required Materials: MS Consent PPT presentation, computer, projector, speakers, Four Corners Signs, tape, Consent Guided Notes, pens/pencils, Matching #1, Matching #2	
Preparation: • Print and tape the Four Corners signs around the room. <i>(Note: Be mindful of where you hang each sign making sure the signs are easily visible and accessible to all students. If you have students with accessibility challenges, adapt this activity to meet their needs.)</i> • Print copies of Matching #1 and Matching #2, one per student. • Print and cut copies of the resources sheet so each student will have a copy. • Test audio for the video, if applicable. • Display the Do Now slide.	
National Sex Education Standards, 2nd Edition, Alignment: • Define sexual consent and sexual agency (CHR.8.CC.4) • Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships (CHR.8.CC.2) • Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked (IV.8.AI.1)	DE Health Education Standards Alignment: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

Do Now (7 minutes)

- As students enter the classroom, have the Do Now instructions (slide #2) displayed on the projector for students to see:

Instructions for Do Now: Copy the definition of consent onto your own paper and underline what you think are the most important words in the definition.

Consent: the unambiguous, voluntary, and freely given agreement by all participants in each physical act in the course of sexual activity, including respect for personal boundaries.

(Note: While the Do Now instructions include additional definitions for more complex words, some students may need support in understanding the full definition in context.)

- Give students five minutes to complete the Do Now.
- Say, "Today we are exploring the topic of sexual consent. Would anyone like to share which words from the definition of consent you think are most important?"
- Take answers from two or three students and validate these responses.
- Say, "This definition is taken directly from Delaware state law, and it's important for you all to understand what sexual consent is and what it looks like so you can be respectful and responsible friends and partners. As we go through this lesson, we will dig into what this definition means, how to remember what consent is, and how to recognize when consent is present and when it's not. We'll also talk a bit about what you can do if someone violates your consent. I want to acknowledge as we jump into this lesson that this is a very sensitive subject for many people. I will keep what is shared in this space private, and I expect you all to do the same. The only exception is if I have concerns that someone has experienced assault or abuse, or if I have concerns for someone's safety. In that case, I am legally obligated to report."

Virtual Adaptations

You can use the slide to facilitate the Do Now virtually in the same way you would in person, inviting students to complete the task as the lesson begins, asking the follow-up questions as written here, and allowing students to respond using the audio or chat functions.

Four Corners¹ (15 minutes)

- Say, "We are going to start with an activity called Four Corners. I want you to look around the room at the four definitions of consent that are hanging on the walls." Read each definition aloud. *(Note: You may also wish to display slide #4 with the consent definitions as you read them aloud.)*
- Say, "When you are ready, please go stand under the sign that has the definition of consent you like best." Allow students a moment to move to their selected definition.
(Note: An important part of this activity is helping students understand that all the definitions are important, and that most of them need language from one of the other corners to make it clearer and more specific. Tell students that this is an opinion-based question, and there are no wrong answers for the purposes of this activity. This will help to minimize any shame or discomfort if someone selects a less popular definition. You may want to move to join the smallest group or to stand at a sign that no one has chosen, to represent that group for yourself. This helps a student who may be standing alone feel less conspicuous.)

Four Corners Definitions

Simply, all people are into what is happening sexually.

There is a mutual & verbally expressed "yes" from all people involved.

Body language (non-verbal cues) is open and clear.

It's a process, always a question—consent to one thing does not equal consent to another.

- Ask the following questions and get at least two responses from each group.
(Note: For the purposes of this activity, almost any answer to these questions, provided it is not harmful to others in the group, is acceptable. Students will be drawn to different definitions for a variety of reasons, and it is important to validate the students' reasoning.)
 1. What about this definition of consent made you like it the most? [Responses will vary depending upon which definition the student has chosen.]
 2. What do you notice about where everyone is standing? [Potential responses: We are all spread out; We all have different ideas of what the best definition is; We all pretty much agree on the same definition.]
 3. Why do you think it is important to know we all have different ideas about what definition represents consent the best? [Potential responses: Multiple people are involved in consent to sexual activity and having different definitions of consent can make communication challenging.]
 4. If you could combine some of the definitions, are there any parts from other corners you would want to add to your own? [Responses will vary depending on which definition the student has chosen.]

¹ Four Corners activities adapted from Planned Parenthood of the Great Northwest and the Hawaiian Islands (PPGNHI), 2019.

- Say, "You are all providing great reasons for selecting the definition you did, and I can tell that you all thought about word choice and the details of your definitions. In fact, I am hearing that a lot of these definitions would be even more clear if they had additions from other corners. These are ALL elements of affirmative consent, and when we put them together, we have a clear picture of what consent can and should look like, just like what we saw in the Do Now definition. As we continue to talk about and process what consent is, I want to encourage us to think about all the different ways people communicate and all of the ways consent can show up."
- Say, "I want to thank all of you for engaging in that conversation about consent definitions. You may all take a seat."
- Say, "In addition to knowing a basic definition of consent, you should also know that each state has age of consent laws as well. For people who are under age 18, there are restrictions around who can consent to sexual activities with others."
- Use the slides (#5-6) to go over Delaware's age of consent law.
(Note: Often during these discussions, students have questions about Maryland, New Jersey, and/or Pennsylvania's age of consent laws as well. You can use the plain language guides on p. 109-112 to explain the other states' laws. Age of consent laws are based in where the sexual behavior takes place, not where the people involved are from.)

DE Age of Consent Law

In Delaware, the age of consent for sexual conduct is 18 years old. This means individuals 18 and older can legally consent to sex with other people 18 and older.

For people under 18, there are very specific regulations about who is legally able to consent to sex with whom based on age.

It is illegal for anyone to have sex with someone under 12 years old.

Someone aged 12-15 may legally consent to sex with someone up to four years older than them who is not in a position of power over them (ex., a 14-year-old can legally consent to sex with a 17-year-old but not with an 18-year-old).

Someone aged 16-17 may legally consent to sex with someone up to 29 years old, as long as the older person is not in a position of power over them.

Positions of power include:

- Teacher-student relationships
- Coach-player relationships,
- Religious leader-congregant relationships
- Any other relationship where there is a power imbalance

Virtual Adaptations

For the Four Corners activity, using the PowerPoint presentation, you can display the options on the screen using slide #4 and invite students to hold up the number of fingers (1-4) representing

the definition they prefer; students who do not have a camera can share their number in the chat. You can then hold the processing discussion as written here using the audio or chat function.

For the age of consent discussion, you can lead this discussion in the same way you would in person, using slides #5-6 to lead the discussion and allowing students to respond to your questions or ask their own via audio or chat functions.

FRIES Model Introduction & Example Activity (25 minutes)

- Display the FRIES Model slide (#7). Hand out copies of the Consent Guided Notes sheet so each student has one.
- Say, "As we saw in the Four Corners of consent activity, there are many definitions of consent, as well as many ways people communicate their wants and discomforts. We are going to look at a model called FRIES now which breaks down consent into five important pieces. This is meant to be an easy way to remember all the things that need to happen for everyone to consent to an activity. If any of these elements is missing, consent cannot be present, and if a behavior isn't consensual, it is sexual assault. As we cover each letter, please write some notes for yourself on the Consent Guided Notes sheet. We will be coming back to this model throughout the consent discussions because it provides us a foundation for understanding the pieces of consent."
- Go through each letter of the FRIES acronym as follows, using the PowerPoint to guide your discussion and allowing time for students to take notes:

Introduce F (slide #8)

- Say, "The F in FRIES stands for 'freely given.' Does anyone have any ideas about what that might mean if we are talking about consent?" [Potential responses: Not forced, not pressured, not under the influence of substances, etc.]
- Say, "Freely given means that agreeing to do something is a decision that should be made without pressure, force, manipulation, or while drunk or high. If someone is pressured, forced, or manipulated into sexual behavior, or if they are under the influence of drugs or alcohol, they cannot actually consent to the behavior."

Introduce R (slide #9)

- Say, "R stands for 'reversible'. Consent is always reversible, meaning that someone can change their mind about what they want to do at any time. Even if you have done something before, and even if you are in the middle of having sex. Anyone involved can decide at any time that they don't want to participate anymore."
(Note: It is common for students to be surprised when they hear that consent is reversible, and that people are required to stop any behavior at any time, even in the middle of sex. Allow space for confusion and initial responses. If students push back on the idea of consent being reversible, affirm their feelings but reinforce that these are facts, not opinions. While it can be challenging to stop in the middle of sexual behavior, it is more important to take care of the other person's needs and avoid harming them.)
- Say, "This may be surprising, and that is why we are taking the time today to talk about it. People always have the right to say no. You can be naked with someone and decide not to have sex, and you can actively be having sex and decide that you want to stop. You never owe anyone anything, and if people do not respect your desire to stop, that is rape."

Introduce I (slide #10)

- Say, "The I in our FRIES model stands for 'informed'. Informed consent means that everyone involved has all the information they need. For example, if someone agrees to sex with a condom, they are consenting to ONLY sex with a condom. If someone says they will use a

condom and then doesn't, that is not consent because it is not what everyone agreed upon and not everyone had the same amount of information."

Introduce E (slide #11)

- Say, "E stands for 'enthusiastic'. It makes sense that people might be nervous to engage in new behaviors, and that is totally natural, but you want to make sure that people are excited and really into what is happening. Enthusiastic means there is a clear 'yes' from all people involved."
- Ask, "Can anyone think of examples of what enthusiastic consent might look like?" [Potential responses: Smiling, verbal yes, open body language, initiating behaviors like kissing or removing clothes]
- Say, "Yes, enthusiasm looks a lot of different ways, and you can usually tell pretty easily if someone is into what's happening. Does anyone know the easiest way to make sure your partner is enthusiastic about what you're doing?" [Response: Ask them.]
- Say, "Asking your partner is the easiest way to make sure everyone involved is into what you're doing. If you're not sure, ask!"

Introduce S (slide #12)

- Say, "The last element of FRIES is "specific". Specific means that consenting or saying yes to one thing (like making out) does not mean that someone has said yes or consented to others (like removal of clothing or having sex). Every new behavior needs a new yes! Remember, all of these elements have to be present in order for the behavior to be consensual! If even one of the elements of FRIES is missing, that is not consent—it's sexual assault."

- FRIES video (slide #13)
(Note: Because the video is hosted on Facebook, you may not be able to access it over your school's internet—if that is the case, you may choose to skip it.)
- Say, "Now we are going to watch a short video that shows how these elements might look in action, using actual fries."
- Show the video *What Consent Has in Common with French Fries (Yes, Really)*:
<https://www.facebook.com/bumbleapp/videos/what-consent-has-in-common-with-french-fries-yes-really/854066331459195/>
- Ask, "Does anyone have any questions about FRIES so far?" Respond to questions from students before moving on.
(Note: It is important here to reinforce the ideas of the FRIES model. If you find that students are getting "into the weeds" and moving away from the purpose of the lesson, find a way to pull them back. If you don't know the answer to a question, tell the students you are not sure, but you will look it up and let them know. It is okay not to know the answers, and it is important to make sure you are giving accurate information.)

- Display slide #14. Say, "Now that we know what FRIES means, we are going to practice identifying whether or not these specific elements of consent are present." Hand out copies of FRIES Matching Activity #1 so that each student has one.
- Say, "In a few minutes, I'll ask you to complete this matching worksheet in small groups. First, let's go through one together."
- Display slide #15 and ask for a volunteer to read statement 1 aloud:
My partner told me they had been tested for STIs and didn't have any, but I found out after we had sex that they lied.
- Say, "First, let's decide whether this meets our definition of FRIES or not. What do you think?" [Answer: No, it is not part of FRIES.]
- Say, "Okay, so we know it's NOT a part of FRIES. Based on our notes about FRIES, which element is missing here?" [Answer: The statement says the person isn't informed.]
- Click to trigger the animation showing the answer on the slide. Say, "Great job! We know this statement is an example of letter F: Not informed. Please write 'F' on the blank next to number 1. What evidence in this statement told us that this person was not informed?" [Answer: "I found out after we had sex that they lied."]
- Click to trigger the animation showing the box around the correct evidence. Say, "Please underline 'I found out after we had sex that they lied' on your sheet. Are there any questions about what I'm asking you to do?" Answer any questions the students have about the activity.
- Divide students into groups of two or three to complete the rest of the worksheet.
- Say, "I am going to give you about 7 minutes to work with your group and decide whether each statement meets our definition of FRIES or not. Use your notes to help you. We'll go over the correct answers in a few minutes."
- Give students time to complete the activity in their small groups. As they work, move through the room and provide support where needed.
- After students have had time to complete the activity, bring the class back together. Say, "Let's go through the answers together. Feel free to ask any questions you have as you check your answers against the answer key."
- Go through each answer on slides #16-24 using the same steps as above.

Matching #1 Answer Key		
1.	F. Not informed	My partner told me they had been tested for STIs and didn't have any, but <u>I found out after we had sex that they lied.</u>
2.	G. Enthusiastic	I <u>feel excited</u> to be with my partner, and when I am asked if I want to be kissed, I give my partner a <u>"YES."</u>
3.	J. Not specific	My partner <u>assumes</u> that because we have held hands, I also want to kiss them, even though <u>I've never told them</u> that.
4.	C. Reversible	I feel at ease kissing my partner because I know <u>that if I said no at any point it would be respected.</u>
5.	D. Not reversible	I decided I didn't want to make out anymore about 5 minutes in, but I <u>felt like I had to</u> keep going because we'd already started.
6.	I. Specific	When I say "yes" to making out, <u>my partner understands that making out is the only activity I have agreed to, and any other activities require conversation.</u>
7.	H. Not enthusiastic	I <u>don't feel into</u> making out with my partner, but <u>I worry about how they will react, so I do it anyway.</u>
8.	B. Not freely given	My partner <u>threatens</u> to break up with me if I don't go further with them sexually.
9.	A. Freely given	When I say "yes", it is <u>because I want to, not because anyone has threatened or pressured me.</u>
10.	E. Informed	I consented to sex with a condom, and <u>that's the kind of sex I had!</u>

- Say, "It's important to remember that when you're actually in situations with a friend or partner, it may not be this simple to identify each element of FRIES. This is a great start to practicing identifying consent in sexual situations. When you're actually with a friend or partner, if you're not sure what they are thinking or feeling, the best thing you can do is stop and ask!"

Virtual Adaptations

You may choose to use the slides to go through each statement as a whole class. You may also provide the worksheet virtually to students and split them into small groups using breakout rooms to have them practice similarly to how they would as written here.

Identifying Resources (5 minutes)

- Say, "I am passing out a list of resources that are available here in the state of Delaware or nationally should you or someone you know ever need them. They are free support services for if consent is violated, if you ever feel unsafe in a relationship, or if you ever have questions or concerns about how to keep yourself safe."
- Pass out copies of the Resource List so each student has one. Answer any questions students have about the list.
- Say, "In addition to these resources, the people you are closest to, like friends and family members, are often the people who best know how to support you. Who are some other people you can think of who might be good to talk to?" [Potential responses: Teachers, principals, coaches, clergy, doctors, parents/guardians, etc.]
- Get answers from at least three students. Validate the students' responses.
- Say, "I want you all to reflect on the people in your life and who you turn to when you are having a difficult time. I want you to identify three people you would feel comfortable talking to if your consent was violated or if you wanted support. Notice that at the bottom of the page there are three blanks. These are spaces for you to write in the name of these three people. You are welcome to include organizations from this list if you'd like."
- Give students about two minutes to identify their three individuals and write their names on the Resource List.
- Say, "You can keep this list in your notebook for this class, at home, in your locker, or wherever you think it might be useful and safe!"

Virtual Adaptations

You can use the slides (#26) to cover these resources the same way you would in person. Ensure that students receive a copy of the resource list by posting it on a class page, sharing it via email, etc., as appropriate for your class.

Wrap up & Exit Ticket (10 minutes)

- Say, “Thank you all so much for your participation! To wrap up class today, I’m going to ask you to read through one more matching worksheet on your own and identify the elements of the FRIES model, just like you did in your groups earlier. This sheet will be your exit ticket for today, so make sure to put your name on it!”
- Pass out copies of Matching #2. As students complete the task, move around the room, and answer any clarifying questions they have.
- Collect the exit tickets as students leave.

Virtual Adaptations

You can invite students to complete this activity independently and submit the completed worksheet through email or your LMS. This matching activity is meant to serve as individual assessment of meeting the module objectives, so it is important that students have the opportunity to practice solo here.

Assessment Tools

- Four Corners and small group FRIES activity informally assess LO 1 & 2.
- Identifying Resources activity formally assesses LO 3.
- The exit ticket scenario serves as a formal assessment of LO 1 & 2.

Grades 7-9 Module 1 Teaching Tools

- Four Corners Cards (p. 27-30)
- Consent Guided Notes (p. 31)
- FRIES Matching #1 (p. 32)
- Resources Sheet (p. 33)
- FRIES Matching #2 (p. 34)
- FRIES Matching #2 Answer Key (p. 35)

Simply, all people
are into what is
happening sexually

There is a mutual &
verbally expressed
“yes” from all people
involved

Body language
(non-verbal cues)
is open and clear

It's a process, always
a question – consent
to one thing does
not equal consent to
something else

Handout: Consent Guided Notes

Consent: the unambiguous, voluntary, and freely given agreement by all participants in each physical act in the course of sexual activity, including respect for personal boundaries. Consent does not include any of the following: the lack of verbal or physical resistance or submission resulting from the use of force, threat of force, or placing another individual in fear; a current or previous dating, social, or sexual relationship. (Delaware Senate Bill 78)

The FRIES Model of Consent

F = _____

This means that the decision to engage in a sexual behavior (hugging, holding hands, cuddling, kissing, making out, having sex, etc.) is a decision that should be made **without**:

- Pressure
- Force
- Manipulation
- The influence of drugs or alcohol

R = _____

This means that **someone can change their mind at any time** about what they want to do, even if you've done it before or you're in the middle of it.

I = _____

This means that **everyone involved has all the information they need** to make the decision that is right for them. Lying or withholding essential information means not everyone is informed, which means there is no consent.

E = _____

This means **there is a clear "yes"** from all people involved, and everyone is into what's happening.

S = _____

This means that saying "yes" to one activity (like making out) does not mean that someone has said "yes" or consented to others (like removing clothes or having sex). **Every new behavior needs a new "yes"!**

Handout: FRIES Matching #1 (Small group)

Match each situation to an element of the FRIES model. Some situations are examples of a FRIES element, others are examples of a FRIES element being violated. Each FRIES element will be used exactly once. Underline the words in each statement you are using as evidence for your answer.

____	1. My partner told me they had been tested for STIs and didn't have any, but I found out after we had sex that they lied.	A. Freely given
____	2. I feel excited to be with my partner, and when I am asked if I want to be kissed, I give my partner a "YES."	B. Not freely given
____	3. My partner assumes that because we have held hands, I also want to kiss them, even though I've never told them that.	C. Reversible
____	4. I feel at ease kissing my partner because I know that if I said no at any point it would be respected.	D. Not reversible
____	5. I decided I didn't want to make out anymore about 5 minutes in, but I felt like I had to keep going because we'd already started.	E. Informed
____	6. When I say "yes" to making out, my partner understands that making out is the only activity I have agreed to, and any other activities require conversation.	F. Not informed
____	7. I don't feel into making out with my partner, but I worry about how they will react, so I do it anyway.	G. Enthusiastic
____	8. My partner threatens to break up with me if I don't go further with them sexually.	H. Not enthusiastic
____	9. When I say "yes", it is because I want to, not because anyone has threatened or pressured me.	I. Specific
____	10. I consented to sex with a condom, and that's the kind of sex I had!	J. Not Specific

Resources

National Sexual Assault Hotline 800-656-4673

<https://www.rainn.org/about-national-sexual-assault-telephone-hotline>

Crisis Text Line 741-741

YWCA Delaware Sexual Assault Response
Center Sexual Assault Response Center:
800-773-8570

Delaware Victims Services

<https://www.delawarevictimservices.org/resources.html>

Safe + Respectful

<https://safeandrespectful.org/>

People I trust: _____

Resources

National Sexual Assault Hotline 800-656-4673

<https://www.rainn.org/about-national-sexual-assault-telephone-hotline>

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800-773-8570

Delaware Victims Services

<https://www.delawarevictimservices.org/resources.html>

Safe + Respectful

<https://safeandrespectful.org/>

People I trust: _____

FRIES Matching #2 (Exit ticket)

Match each situation to an element of the FRIES model. Each FRIES element will be used exactly once. Underline the words in each statement you are using as evidence for your answer.

____	1. Peyton let Slate put his arm around her, but after a while she became uncomfortable. She asked him if they could take a break, and he immediately pulled his arm back, saying "Sure, no problem!"	A. Freely given
____	2. Tyler and Avery both got tested for STIs before they started having sex. They shared their results with each other to make sure they were both fully aware of the other's status.	B. Reversible
____	3. Abby and JessiAnn love hugging every time they see each other at the end of the day. It feels nice and easy, and neither girl is being pressured to do it.	C. Informed
____	4. Adam asks Scott, "When we're watching the movie later, would it be okay if I put my arm around your shoulder? I'd also like to kiss you a bit." Scott says, "That all sounds good to me!" Later, they sit cuddled next to each other and kiss a couple of times, as they had discussed.	D. Enthusiastic
____	5. Tom asks Imogen to kiss and Imogen is thrilled, saying "Yes, you have no idea how long I've wanted to do that!"	E. Specific

Matching #2 Answer Key

B. Reversible	1. Peyton let Slate put his arm around her, but after a while she <u>became uncomfortable</u> . She <u>asked him if they could take a break</u> , and <u>he immediately pulled his arm back</u> , saying " <u>Sure, no problem!</u> "
C. Informed	2. Tyler and Avery both got tested for STIs before they started having sex. They <u>shared their results with each other to make sure they were both fully aware of the other's status</u> .
A. Freely given	3. Abby and JessiAnn <u>love hugging</u> every time they see each other at the end of the day. It <u>feels nice and easy</u> , and <u>neither girl is being pressured to do it</u> .
E. Specific	4. Adam <u>asks</u> Scott, "When we're watching the movie later, would it be okay if I put my arm around your shoulder? I'd also like to kiss you a bit." Scott says, "That all sounds good to me!" Later, they sit cuddled next to each other and kiss a couple of times, <u>as they had discussed</u> .
D. Enthusiastic	5. Tom asks Imogen to kiss and Imogen is <u>thrilled</u> , saying " <u>Yes, you have no idea how long I've wanted to do that!</u> "

Grades 7-9 Module 2:

What Is NOT Consent?

Learning Objectives: By the end of this lesson, students will be able to: 1. Differentiate between situations in which consent is clearly given and those in which it is not. 2. Identify at least three circumstances under which consent cannot be present. 3. Explain how coercion/peer pressure, substances, and power differences impact consent.	Activities & timing: 1. Do Now (7 min) 2. Consent Stoplight Activity (35 min) 3. Wrap up & Exit Ticket (7 min)
Required Materials: Computer, MS Consent PPT presentation, projector, Consent Stoplight Cards (small group), Consent Stoplight Cards (whole group), tape, Consent Stoplight Signs	
Preparation: • Print and prepare the Small Group Consent Stoplight Cards (one set per small group). (Note: If you'd like to save paper and use these for multiple classes, consider laminating a few sets.) • Print and prepare the Whole Group Consent Stoplight Cards (one set). (Note: If you'd like to save paper and use these for multiple classes, consider laminating the set.) • Print the Consent Stoplight Signs and tape them to the wall so there is space underneath for students to tape the Whole Group Consent Stoplight Cards. • Display the instructions for the Do Now.	
National Sex Education Standards, 2nd Edition, Alignment: • Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity* (CHR.8.INF.3) • Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships (CHR.8.CC.2)	DE Health Education Standards Alignment: • Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Do Now (7 minutes)

- As students enter the classroom, have the Do Now instructions (slide #28) displayed on the projector for students to see.
- Give students 4 minutes to complete the Do Now.
- Go over the correct answers for the Do Now using the answer key.
- Say, "Last class we defined consent and spent time reviewing all of the important elements that make up affirmative consent. Today, we will focus on what is not consent. As we discussed last class, there are many definitions of consent and ways people communicate. While there are multiple ways to communicate consent effectively, having many definitions and ideas about what consent is can also lead to miscommunication and harm. With that in mind, we are going to talk about how to determine whether consent is present and what to do in situations when it isn't present. We will continue to use the FRIES model to think about consent in this lesson."
- Say, "As we move into the rest of this lesson, I want to acknowledge that we are going to be talking about what consent is not, and part of this lesson will be going through examples of situations where consent was violated. This Do Now is not specifically referring to consent in sexual situations, but our discussion might bring up topics that are sensitive. Take care of yourselves. This may look like drawing while we talk, stepping into the hall, taking a bathroom or water break, whatever feels right to you. It is totally okay to step away, and no one will get in trouble for doing so. We are having important conversations today and I appreciate you all being present."

Do Now Answer Key

1. Freely Given = B. Agreement is made without pressure, force, manipulation, or while drunk or high.
2. Reversible = E. Everyone involved can change their mind at any time
3. Informed = A. Everyone involved has all the information they need to make the right decision for them.
4. Enthusiastic = D. There is a clear "yes" from everyone involved.
5. Specific = C. A "yes" to one activity does not equal a "yes" to other activities.

Virtual Adaptations

You may choose to have students complete this activity virtually as written here. For a more interactive Do Now, you may invite students to share their responses to each item using the chat function.

Consent Stoplight Activity² (35 minutes)

(Note: This activity is written to be completed in small groups and then as a whole group, but it can be adapted depending on the classroom structure and learning styles of your students. The activity can be done from desks where students are asked to raise yellow, red, and green cards to signify how they understand the situation/behavior. This activity can also be done with movement, where students are instructed to move to the left side of the room, the middle, or the right (mark them as green, yellow, and red). Pick the method that works best for you and your students!)

- Say, "I want to talk about why situations where you are not sure if consent is present should be treated as situations where consent is **not** present. Part of affirmative consent, as we have seen in the FRIES model, is having all the elements clearly defined and present in every situation. We are going to do a small group activity to see what this looks like."
- Say, "Imagine a stoplight. What does red mean on a stoplight?" [Answer: Stop] "What about yellow?" [Answer: Yield, slow down, or caution] "And green?" [Answer: Go]
- Say, "For this activity, we're going to think of consent situations in relation to a stoplight. I'm going to give your group cards with different words and phrases on them. Based on what you've learned about consent, I want you to decide if the word or phrase is part of a 'red light' situation, where there is not consent and the people involved should stop; a 'yellow light' situation, where you're not sure whether there is consent and the people involved should slow down and get more information; or a 'green light' situation, where there is consent and the people involved can just keep going as they are. Talk within your group and decide whether each card is part of a 'red light', 'yellow light', or 'green light' situation. Then we'll talk as a large group about each card. Any questions before we start the activity?" Answer any questions that students have.
- Divide the class into groups of three to complete the activity. Give each group a copy of the Consent Stoplight Situation Cards.
- Give students 7 minutes to discuss and categorize their Situation Cards. As they are working, move throughout the space to check in with each group and provide support where needed.
- Say, "Now that you've decided where each of these cards goes, we're going to discuss them as a class. I will give each group a few of these cards, and I want you to put them up on the wall under 'red,' 'yellow,' or 'green' just like you did in your small groups."
- Divide the "Whole Group" consent cards so each group has a few. Allow students to place the cards under the "red", "yellow", and "green" signs.
- Say, "Thanks for your participation! Now let's go through each card."
- Read cards aloud and see if the class agrees on their placement. Start with the "green" section, then "red," and finally "yellow." Move cards as needed to make sure they are all in their correct place.

(Note: For the purposes of this activity and discussion, "yellow" and "red" are considered the same because if the people involved are not sure or if more information is needed, then consent is not present.)

² Consent Stoplight activity adapted from Planned Parenthood of the Great Northwest and the Hawaiian Islands (PPGNIH), 2019.

Green/Consent discussion:

Say, "When a person does the things we've put in the green section, they are typically expressing consent. Remember, it needs to be enthusiastic! Notice that all the cards in this category are verbal–body language can vary from person to person and situation to situation. Finally, notice that flirting and smiling on their own are not in this group. Please don't assume that someone who is being flirty wants to go further sexually. Always check in!"

Green/Consent correct answers:

- "Yes!"
- "More"
- "Heck yeah!"

Red/Non-Consent discussion:

Say, "If a person expresses non-consent, their partner must accept it. If sexual contact is happening, the partner must stop immediately. They should show that they respect their partner's boundaries and not pester, guilt-trip, or ignore their partner's body language or words. If things get awkward, that's okay! A person can make things feel a little better by saying something like, 'I respect you. Let's find something else to do.'"

Yellow/Unsure/Need More Information discussion:

Say, "If someone is saying or doing any of these things, their partner must stop and check in. If you are not 100% sure you have consent, STOP and check in to determine whether or not you have consent. If you don't have consent, you must stop. Remember, using our FRIES model, if someone is under the influence of drugs or alcohol, consent can't be freely given. And you cannot have consent if it's not freely given."

Red/Yellow correct answers:

- Silence (Not saying anything)
- No
- Closed off body language
- "Maybe."
- Hesitation or uncomfortable body language
- Pushing away
- Verbal "yes" while under the influence of alcohol or other drugs
- Verbal "no" after a "yes" was given earlier
- Verbal "yes" under the threat of violence
- "Can we slow down?"
- "I'm not sure"
- No response (Not speaking or moving)
- "I'm not comfortable"
- "Wait..."

- Say, "Thank you all for participating in this activity. Remember, if even one element of FRIES is unclear or missing, consent is not present. All 'unclear' or 'grey' areas within consent are also examples of situations where consent is not present. When in doubt, remember FRIES and check in with your partner."

Virtual Adaptations

Use slides #29-48 to go through each statement/behavior as a whole group. For each statement or behavior, ask students to share in chat whether they think it is red, yellow, or green before discussing a few of them more in depth. Slide #48 serves as a summary slide to help students understand where each behavior falls in relation to the groups.

Wrap up & Exit Ticket (7 minutes)

- Display the exit ticket slide and read the instructions aloud.
- Allow students time to complete the exit ticket, providing support where needed. Collect the exit tickets as students leave.

Instructions:

- Your partner verbally agrees to make out
- You move to kiss your partner and they don't move or say anything
- You go to a party, get drunk, then agree to have sex with someone
- You ask someone if they want to make out and they shrug in response
- You ask if someone wants to come over and have sex and they say that they aren't ready yet but would love to come over to make out

1. From the list above, choose **two examples** of situations where consent is **unclear**, or more information is needed to determine affirmative consent. For those two examples, please provide a **short answer response** for how consent could be incorporated/clarified in those examples.

2. From the list above, choose **one example** of a situation where **consent is not present** and could never be present. **Explain** why it is not consent.

Virtual Adaptations

Using slide #49, invite students to share responses to the prompts in chat or verbally as a whole group wrap-up. You can also invite students to complete the exit ticket independently and submit through your LMS.

Assessment Tools:

- Stoplight activity can be used to informally assess LO 1, 2, and 3.
- The Exit Ticket serves as formal assessment of LO 2 & 3.

Module 2 Teaching Tools

- Consent Stoplight Situation Cards (Small Group) (p. 43)
- Consent Stoplight Situation Cards (Whole Group) (p. 44-46)
- Consent Stoplight Signs (p. 47-49)
- Exit Ticket Answer Key (p. 50)

A verbal "no" after a "yes" was given earlier	A verbal "yes" while someone is under the influence of drugs or alcohol
-pushing away-	Closed body language
"Maybe."	"Yes!"
-silence- (not saying anything)	A verbal "yes" under threat of violence
"Can we slow down?"	"I'm not comfortable."
-no response- (not speaking or touching back)	Hesitation or uncomfortable body language
"I'm not sure."	"Stop"
"More."	"Heck yeah!"
"No"	"...wait."

-silence-
(not saying
anything)

"No."

"Yes!"

Closed
body
language

"Maybe."

Hesitation or
uncomfortable
body
language

-pushing
away-

A verbal "yes"
while someone
is under the
influence of
drugs or alcohol

"Stop"

A verbal "yes"
under threat
of violence

A verbal "no"
after a "yes"
was given
earlier

"More."

"...wait."

"Can we
slow
down?"

-no response-
(not speaking
or touching
back)

"Heck
yeah!"

"I'm not
comfortable."

"I'm not
sure."

Green / Consent

Yellow /
Unsure /
Need More
Information

Red / Non- Consent

Exit Ticket Answer Key

- Your partner verbally agrees to make out
- You move to kiss your partner and they don't move or say anything
- You go to a party, get drunk, then agree to have sex with someone
- You ask someone if they want to make out and they shrug in response
- You ask if someone wants to come over and have sex and they say that they aren't ready yet but would love to come over to make out

1. From the list above, write two examples of situations where consent is **unclear**, or more information is needed to determine affirmative consent. For those two examples, please provide a **short answer response** for how consent could be incorporated/clarified in those examples.

You move to kiss your partner and they don't move or say anything - you need a clear "yes" for consent to be present, so you need to ask them if they'd like to kiss.

You ask someone if they want to make out and they shrug in response - a shrug isn't a clear "yes", so you should check in.

2. From the list above, write one example of a situation where consent is **not present** and could never be present. Explain why it is not consent.

You go to a party, get drunk, then agree to have sex with someone - if someone is under the influence of drugs or alcohol, they cannot freely give consent.

Grades 7-9 Module 3:

How and When to Ask for Consent

Learning Objectives: By the end of this lesson, students will be able to: 1. Explain how personal boundaries relate to consent. 2. Demonstrate an ability to ask for consent, provide consent, and decline consent. 3. Recognize various ways a person may provide or decline consent to a sexual activity.	Activities & timing: 1. Do Now (7 min) 2. Scripted Role Play (15 min) 3. Multiple Choice Scenario Responses (15 min) 4. Wrap up & Exit Ticket (7 min)
Required Materials: Computer, projector, MS Consent PPT presentation, scripted role play, multiple choice activity, sticky notes (all one color, enough for each student to have two)	
Preparation: • Display the Do Now instructions at the front of the room. • Print copies of the roleplay scripts, ensuring one copy of each script per student.	
National Sex Education Standards, 2nd Edition, Alignment: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others (CHR.8.IC.2)	DE Health Education Standards Alignment: • Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Do Now (7 minutes)

- As students enter the classroom, have the Do Now instructions (slide #52) displayed on the projector for students to see.
(Note: This Do Now has the potential to bring up bad memories or painful experiences for students. It is important to acknowledge this at the start of class and welcome students to care for themselves. You can also provide examples of other areas of their lives boundaries can be made (e.g., sharing food with a friend, sharing clothes with a sibling, saying no to a hangout to do something else, etc.) to help students shift from solely thinking about sexual consent and potential violations.)

- Journal prompt: Write about a time you made a boundary in your life. What was the boundary? Was it respected or maintained? Why or why not? How did this experience make you feel? *(Note: The goal for the discussion of this activity is for students to focus on and share about the feelings they had, not necessarily what the boundary was. Students should be welcome to share the experiences themselves if they so choose, but they should not feel pressured to do so. The rest of the activity is facilitated to encourage anonymity and avoid students feeling pressured to share details.)*
- Give each student two sticky notes. Say, "Today's Do Now invited us to think about boundaries we've set in our lives, whether those boundaries were respected or not, and how that experience felt. You'll see I've given you two sticky notes. On the first one, please write feelings you have had when you've had boundaries respected."
- Collect the first set of sticky notes from all students and post them, noting themes you see in the responses. Validate all the feelings brought up here. [Potential responses: good, happy, pleased, comfortable, relieved, strong, safe.]
- Say, "Of course, it's a great feeling to know that our boundaries are being respected. I hope we've all had that feeling in our lives. Now, on your other sticky note, please write feelings you've had when you've had boundaries violated or not respected."
- Collect the sticky notes from all students and post them, again noting themes you see in the responses. Validate the feelings brought up here. [Potential responses bad, upset, sad, angry, hurt, disappointed, frustrated.]
- Say, "Notice how great it feels to have our boundaries respected and how bad it feels to have them violated. Today we're going to spend some time talking more about setting and respecting boundaries. Considering what we've been talking about for the past couple of lessons, what do you think boundaries have to do with consent?" [Potential response: Consent is about setting and respecting boundaries.]
- Say, "Consent and boundaries go hand in hand, and it is equally important to set your own boundaries as it is to respect the boundaries set by other people. As we continue to talk about consent and boundaries, it is helpful to think of all the places in your life you already apply these lessons. A lot of you might find that you already have experience stating your needs and boundaries, as well as experience navigating the boundaries of people around you."

Virtual Adaptations

Invite students to journal on their own for a few minutes before holding the processing discussion as written here, inviting students to share using the chat or audio functions. To maintain a sense of anonymity, you may wish to use a tool like Google Slides or Mentimeter to gather anonymous responses from students and increase their comfort responding.

Scripted Role Play (15 minutes)

- Say, "To practice setting boundaries in sexual situations, I'm going to invite some of you to role play some scripted scenes. I will take volunteers to read each part, and the rest of you should pay attention to the words the volunteers are using."
(Note: Requiring that students act can be a frightening experience for some students who are shy, anxious, or do not learn best this way, so try to allow students to volunteer for the roles that require acting. Everyone else in the class can learn by watching and responding to the role plays through the guide questions.)
- Hand out copies of the roleplay scripts so each student has one.
- Draw students' attention to the FRIES model checklist at the bottom of the script. Say, "Keep the elements of FRIES in mind as you watch. We'll talk about each scene after it's been acted out. You can also feel free to mark on your own copy of the script where you notice things you'd like to talk about."
- Get one volunteer to play Toni, one to play Alex, and one to be the narrator (the narrator will read the opening paragraph and stage directions). Have the volunteers read through the script in front of the rest of the students.
(Note: You may choose to display slides #53-54 with the scenario as well.)

Alex and Toni are in the same seventh grade class and recently started going out. They hold hands in the halls, but they have not kissed or hung out outside of school. One day, after school ends, Toni decides they going to kiss Alex for the first time. As they sit together, they move their face closer and closer to Alex. They notice that Alex looks kind of uncomfortable and has stopped smiling.

Toni and Alex (Harmful)

Toni: You good?

Alex moves away from Toni

Alex: Yeah, it's just... I have never been kissed before, so this is kind of a big deal for me and I am a little nervous.

Toni moves toward Alex again

Toni: There is nothing to be nervous about. I've kissed a lot of people before. It really isn't that big of a deal.

Alex: It's important to me, always has been, like, I have thought a lot about where I was going to be when it happened and what it would feel like. I did not picture it happening at school.

Toni: Most people's first kisses aren't like how they pictured it. That's unrealistic. Lots of people kiss at school. Come on, I want to kiss you.

Alex: Okay, I guess.

- Ask, "What do you think of this scenario? Was consent present? Why or why not?" [Answer: No, consent was not present because it was not freely given. Toni pressured Alex into kissing. Alex was also not enthusiastic.]
- Ask, "What clues did you notice that Alex was not enthusiastic and wasn't giving consent freely?" [Potential responses: They look uncomfortable, they stop smiling, they move away, they tell Toni they're nervous, Alex says "Okay, I guess" rather than a clear "yes", Alex doesn't actively kiss Toni.]
- Say, "I'm glad we're thinking critically about this scenario because this is an example of someone's comfort being ignored and of a response that is not enthusiastic consent. Alex looked uncomfortable, their body language changed, they stopped smiling when Toni leaned in, they told Toni that they were nervous, and they brushed off Alex's feelings. At the end of this scenario Alex says, 'Okay, I guess' after having stopped Toni and indicated in many ways that they were uncomfortable. Even when Alex says 'Okay, I guess', that is not enthusiastic consent, and none of their initial concerns and fears were addressed or taken into consideration. This is not an example of affirmative consent."
- Ask, "Before we see a better example of this situation, can anyone think of any ways Toni could have been respectful of Alex in this situation?" [Potential responses: Toni could have stopped asking after Alex said they were uncomfortable, suggested an alternative activity, asked for more information rather than arguing, or not moved toward Alex after they moved away.]
- Say, "I am really impressed with how you all identified areas where affirmative consent was missing and where elements of FRIES were not present. Now let's see how this same scenario could play out in a consensual way."
- Invite the same volunteers to read out the Respectful Consent scenario.

Toni and Alex (Respectful Consent)

Toni and Alex are in the same seventh grade class and recently started going out. They hold hands in the halls, but they have not kissed or hung out outside of school. One day, after school ends, Toni decides that they going to kiss Alex for the first time. As they sit together, Toni moves their face closer and closer to Alex. They notice that Alex looks kind of uncomfortable and has stopped smiling.

Toni: You good?

Alex moves away from Toni

Alex: Yeah, it's just, I have never been kissed before, so this is kind of a big deal for me and I am a little nervous.

Toni: Oh, I didn't realize that. Thanks for telling me! Do you want to talk about what is making you nervous? I don't want to make you uncomfortable or pressure you or anything.

Alex: I don't want to sound dumb, but I have always pictured it happening in a pretty place or the time feeling special, and we're at school. It just doesn't feel right here.

Toni: That isn't dumb at all. I appreciate you saying that because I want you to feel good about it. We can wait and you can tell me when a place feels right?

Alex moves back toward Toni

Alex: That sounds good, thank you.

Toni: Can I kiss you on the cheek?

Alex: Yes, that would be really nice.

- Ask, "What was different about this scenario?" [Potential responses: Toni was more understanding, Alex seemed more comfortable, everyone seemed happy with the result.]
- "In what ways did Toni show that they had heard Alex and understood their needs and boundaries?" [Potential responses: Toni thanked Alex for telling them about their nerves, Toni asked questions rather than arguing, Toni offered an alternative activity, they asked Alex to tell them when they were ready.]
- Ask, "How did Toni's replies this time change Alex's reaction?" [Potential responses: Alex seemed more comfortable and relaxed, Alex moved back toward Toni on their own, Alex gave an enthusiastic yes to the cheek kiss.]
- Say, "Great job identifying how this situation was respectful and consensual! When we have conversations about boundaries, we may be in Alex's position, where we're the one trying to set a boundary in a respectful way. Or we may be in Toni's position, where it's up to us to hear and respect the other person's boundary. As we move on to our next activity, I want you to think about the language and non-verbal cues you might use to set a boundary and the language you might use to let someone else know you understand and respect their boundaries."

Virtual Adaptations

If you are able, it is best to have students read these scenarios aloud from slides #53-54 and discuss as a class. Inviting students to view a pre-recorded version or create their own videos of the scenarios is an appropriate adaptation. You may also wish to have students read and complete the sheet independently before discussing as a class using the audio or chat functions.

Multiple-Choice Scenario Responses (15 minutes)

(Note: This activity is written to be completed independently so the teacher may assess individual proficiency with the learning objectives. If you feel that your class could use more support before trying this activity independently, you may choose to have students complete the worksheet in small groups or as a whole group for more than the first item. Talking points for the worksheet are on the answer key on p. 57-59 of this curriculum.)

- Say, "For this activity, I am going to invite you to read short scenarios and pick from a list which response is both direct and respectful, regardless of whether you're the one asking for or learning about the boundary."
- Display and read the first scenario and response options aloud.

You go to hug someone and notice that they keep their arms by their side and step back.

You:

1. Hug them anyway because they are your friend, and you hug all the time
2. Put your arms down and ask if they want to be hugged
3. Hug them anyway but ask afterward if something is wrong

- Invite the students to share which answer they think is best based on a show of hands [e.g., "How many people think option A is the best? ...What about B? ...And C?"] Ask for reasoning behind each response students suggest.
- Say, "Option B is the best choice here. Why is B a better response than C in this situation?" [Potential response: With option C, you would still be doing the action without consent before checking in. You should check in before.]
- Say, "In this scenario, the person was showing body language that indicated they were uncomfortable and not into what was happening. If someone were to hug them and then check in, they are still violating that person because they touched that person in the way that was not wanted."
- Say, "Now I'm going to invite you all to practice this more on your own. Take your time reading each scenario and picking a response from the list. For each scenario you will also provide an explanation for why you've picked that answer. Any questions?"
- Hand out copies of the Multiple Choice Scenarios worksheet.
- Give students 10 minutes to complete the worksheet. As they work, you can move through the room and provide individual support as needed.
- Bring the class back together and briefly go over the correct answers, using the talking points on the answer key to help explain items that the students are confused about or need further explanation on as needed.

Multiple Choice Scenarios Answer Key

Correct answers in ***bold and italics***. Talking points in *italics only*.

1. You go to hug someone and notice that they keep their arms by their side and step back.
 - A. Hug them anyway because they are your friend, and you hug all the time.
If you ignore the clear cue they aren't into the hug, you're violating their consent. Even if you've hugged a thousand times before, you need to check in!
 - B. Hug them anyway but ask afterward if something is wrong.
Hugging them when you've noticed they seem uncomfortable is violating their consent. You should check in BEFORE you hug them.
 - C. ***Put your arms down and ask if they want to be hugged.***
This is the best answer because you stop the behavior immediately and check in before touching them. Once you have a clear "yes", you can move forward with the hug! If they say "no", then you can accept it and move on!

2. Your significant other leans in to kiss you but you are not in the mood to be touched and do not want the kiss.
(Note: For responses on this item, it is important to emphasize that the responsibility is on the person seeking consent to hear and respect boundaries. While we want to encourage direct and respectful communication, we do not want to imply that if someone does respond in a "disrespectful" they are not deserving of having their boundary respected.)
 - A. Push them away and tell them to get off you.
While this is direct, it isn't the most respectful. We shouldn't push people if we can avoid it. To be clear, though, if this is your response, it is the other person's responsibility to respect that boundary! B is a better choice because it is both clear and respectful, but it's important to remember that your partner should respect your boundaries regardless of how you express them!
 - B. ***Lean away or put your hand up while saying, "I am actually not really in the mood to be touched right now."***
This is the best answer because it is both clear and respectful. You're showing clearly with your body language and your words that you are uncomfortable with the kiss right now.
 - C. Stop moving and hope that they notice that you look uncomfortable and stop
This is unclear! If this is your response, it is the other person's responsibility to notice and check in with you. To avoid confusion and make sure you're both on the same page, B is the best option.

3. Your friend has started putting their hand on your lower back when you walk in the hall and it makes you uncomfortable. You want to tell them that you do not like being touched this way.

(Note: For responses on this item, it is important to emphasize that the responsibility is on the person seeking consent to hear and respect boundaries. While we want to encourage direct and respectful communication, we do not want to imply that if someone responds in a "disrespectful" way they are not deserving of having their boundary respected.)

- A. Wait until the next time they do it and then tell them that it makes you uncomfortable and that you would prefer they stop.

While this is both direct and respectful, it's a better idea to check in when the person isn't currently involved in the behavior. This way, you can both talk about the boundary when you have clear heads, and you'll be able to plan out what you want to say! B is a better option for this situation. But even if you wait, it's on your friend to respect your boundary!

- B. Say, "Hey, I have been wanting to talk to you about something that has been making me uncomfortable. I would like you to stop putting your hand on my lower back when we walk places."

This choice is both direct and respectful! Bringing up the behavior at a time when you're just talking or hanging out allows you to plan what you'd like to say, and it won't feel like you're calling them out in the moment.

- C. Say, "Why do you keep touching me like that? It's nasty! What is wrong with you?"

While this is certainly direct, it's not the most respectful option. Your friend should respect your boundary no matter how you express it, AND in order to have a productive conversation option B would be a better choice here.

4. You are finishing up a great date with your new significant other, and you want to kiss them goodnight. When you lean in to kiss them, they pull back and say, "Not tonight."

- A. Say, "Okay, maybe next time! Would you like to hug instead?"

This is a great response! This shows that you understand and respect their boundary. It's okay to offer an alternative behavior instead but remember that they are allowed to say "no" to that too.

- B. Demand to know why they won't kiss you.

This is disrespectful and puts pressure on the other person. Remember, if you pressure someone, they can't freely give their consent. A is a better choice here.

- C. Roll your eyes and say, "Okay, I guess you don't really like me then."

This is disrespectful to your significant other and their boundary. It's normal and okay to feel upset and rejected, but you should not take out those feelings on the other person. This option also uses manipulative language to try and convince the other person to do what you want, which means consent isn't freely given. Option A is a better choice.

5. You and your significant other are finally on your first solo date at the movies! You're both excited to have a chance to be more physically intimate, so you move closer and closer to each other during the film until finally you share a great first kiss. You move to get even closer so you can continue making out, but they pull back and whisper, "I'm not really comfortable doing that. I'd rather just watch the movie for now instead."
- A. Wait five minutes and then try again. They said, "for now," and it's later now!
This is disrespectful of the person and their boundary. Rather than twisting your significant other's words to manipulate them, try option C instead.
 - B. Pull away completely and sulk for the rest of the movie.
This is an example of manipulative behavior. It's okay and normal to feel upset and rejected, but it is not okay to take those feelings out on your partner. Option C is a better choice here.
 - C. **Say, "Okay, no worries. Can I keep my arm around your shoulder?"**
This option clearly demonstrates that you respect their boundary. It's a great idea to check in and see if they are still comfortable with you sitting so close to them. Remember, when you ask about a boundary, it's your job to respect whatever response they give.

Virtual Adaptations

You can invite students to complete this assignment independently or in small groups depending on your tech capabilities. If you wish, you may also choose to complete the activity as a whole class by displaying slides #56-60 and using the chat and/or audio functions to gather responses and explanations for each multiple choice item.

Wrap up and Exit Ticket (7 minutes)

- Display the exit ticket prompt (slide #61) and read it aloud. *Prompt: Think about a time someone made a boundary with you and write one thing you did well in response and one thing you could have done differently to be more respectful of their feelings/needs.*
- Collect exit ticket as students leave.

Virtual Adaptations

You can have students write this on their own paper for self-reflection or submit the exit ticket through your online learning platform. You may consider inviting students to share their responses in chat or through the audio function. You might also consider having students add their response to a shared Google Slide or some other collaborative medium, so students can see all the reflections together in one place share their own anonymously.

Assessment Tools:

- The Do Now serves as informal assessment of LO 1.
- Scripted Role Play serves as informal assessment of LO 2 & 3.
- Multiple Choice Responses may serve as formal assessment of LO 2 & 3.

Module 3 Teaching Tools

- Scripted Role Play (p. 62-63)
- Multiple Choice Scenarios (p. 64-65)

Scripted Role Play

Toni and Alex (Harmful)

Alex and Toni are in the same seventh grade class and recently started going out. They hold hands in the halls, but they have not kissed or hung out outside of school. One day, after school ends, Toni decides they going to kiss Alex for the first time. As they sit together, they move their face closer and closer to Alex. They notice that Alex looks kind of uncomfortable and has stopped smiling.

Toni: You good?

Alex moves away from Toni

Alex: Yeah, it's just... I have never been kissed before, so this is kind of a big deal for me and I am a little nervous.

Toni moves toward Alex again

Toni: There is nothing to be nervous about. I've kissed a lot of people before. It really isn't that big of a deal.

Alex: It's important to me, always has been, like I have thought a lot about where I was going to be when it happened and what it would feel like. I did not picture it happening at school.

Toni: Most people's first kisses aren't like how they pictured it. That's unrealistic. Lots of people kiss at school. Come on, I want to kiss you.

Alex: Okay, I guess.

Freely Given? Yes No Evidence:

Reversible? Yes No Evidence:

Informed? Yes No Evidence:

Enthusiastic? Yes No Evidence:

Specific? Yes No Evidence:

Toni and Alex (Respectful Consent)

Toni and Alex are in the same seventh grade class and recently started going out. They hold hands in the halls, but they have not kissed or hung out outside of school. One day, after school ends, Toni decides that they going to kiss Alex for the first time. As they sit together, Toni moves their face closer and closer to Alex. They notice that Alex looks kind of uncomfortable and has stopped smiling.

Toni: You good?

Alex moves away from Toni

Alex: Yeah, it's just, I have never been kissed before, so this is kind of a big deal for me and I am a little nervous.

Toni: Oh, I didn't realize that. Thanks for telling me! Do you want to talk about what is making you nervous? I don't want to make you uncomfortable or pressure you or anything.

Alex: I don't want to sound dumb, but I have always pictured it happening in a pretty place or the time feeling special, and we're at school. It just doesn't feel right here.

Toni: That isn't dumb at all. I appreciate you saying that because I want you to feel good about it. We can wait and you can tell me when a place feels right?

Alex moves back toward Toni

Alex: That sounds good, thank you.

Toni: Can I kiss you on the cheek?

Alex: Yes, that would be really nice.

Freely Given?	Yes	No	Evidence:
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Reversible?	Yes	No	Evidence:
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Informed?	Yes	No	Evidence:
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Enthusiastic?	Yes	No	Evidence:
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Specific?	Yes	No	Evidence:
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Multiple Choice Scenarios

For each scenario below, circle which option is directly and respectfully setting or responding to a boundary. Write a brief explanation for why you chose the answer you did.

1. You go to hug someone and notice that they keep their arms by their side and step back.

You...

- A. Hug them anyway because they are your friend, and you hug all the time.
- B. Hug them anyway but ask afterward if something is wrong.
- C. Put your arms down and ask if they want to be hugged.

Explanation:

2. Your significant other leans in to kiss you but you are not in the mood to be touched and do not want the kiss.

You...

- A. Push them away and tell them to get off you.
- B. Lean away or put your hand up while saying, "I am actually not really in the mood to be touched right now."
- C. Stop moving and hope that they notice that you look uncomfortable and stop

Explanation:

3. Your friend has started putting their hand on your lower back when you walk in the hall and it makes you uncomfortable. You want to tell them that you do not like being touched this way.

You...

- A. Wait until the next time they do it and then tell them that it makes you uncomfortable and that you would prefer they stop.
- B. Say, "Hey, I have been wanting to talk to you about something that has been making me uncomfortable. I would like you to stop putting your hand on my lower back when we walk places."
- C. Say, "Why do you keep touching me like that? It's nasty! What is wrong with you?"

Explanation:

4. You are finishing up a great date with your new significant other, and you want to kiss them goodnight. When you lean in to kiss them, they pull back and say, "Not tonight."

You...

- A. Say, "Okay, maybe next time! Would you like to hug instead?"
- B. Demand to know why they won't kiss you.
- C. Roll your eyes and say, "Okay, I guess you don't really like me then."

Explanation:

5. You and your significant other are finally on your first solo date at the movies! You're both excited to have a chance to be more physically intimate, so you move closer and closer to each other during the film until finally you share a great first kiss. You move to get even closer so you can continue making out, but they pull back and whisper, "I'm not really comfortable doing that. I'd rather just watch the movie for now instead."

You...

- A. Wait five minutes and then try again. They said, "for now," and it's later now!
- B. Pull away completely and sulk for the rest of the movie.
- C. Say, "Okay, no worries. Can I keep my arm around your shoulder?"

Explanation:

Yes, and...

Grades 10-12

Modules

Grades 10-12 Module 1:

What Is Consent?

Learning Objectives: By the end of this lesson, students will be able to: 1. Explain affirmative consent as defined in DE state law. 2. Explain how coercion/peer pressure, substances, and power differences impact consent. 3. Identify when consent is present, when it is not, and when more information is needed to determine consent when presented with examples.	Activities & timing: 1. Do Now (7 min) 2. Four Corners of Consent & DE Age of Consent Law (15 min) 3. Consent Cards Activity (20 min) 4. Wrap up & Exit Ticket (7 min)
Required Materials: Computer, projector, HS Consent PPT presentation, Four Corners Signs, tape, Consent Cards (small group), Consent Cards (whole group), Consent Card Signs	
Preparation: • Print and tape the Four Corners signs around the room. <i>(Note: Be mindful of where you hang each sign, making sure the signs are easily visible and accessible to all students. If you have students with accessibility challenges, adapt this activity to meet their needs.)</i> • Print and cut copies of the resources sheet so each student will have a copy. • Print and laminate the Small Group Consent Cards (one set per small group). • Print and laminate the Whole Group Consent Cards (one set). • Print the Consent Signs and tape them to the wall so there is space underneath for students to tape the Whole Group Consent Cards. • Display the instructions for the Do Now.	
National Sex Education Standards, 2nd Edition, Alignment: • Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent* (CHR.10.CC.2) • Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent* (CHR.10.INF.3) • Describe the potential impacts of power and privilege within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability)* (CHR.12.INF.3)	DE Health Education Standards Alignment: • Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Do Now (7 minutes)

- As students enter the classroom, have the Do Now instructions (slide #2) displayed on the projector for students to see:

Instructions for Do Now: Read the definition of consent from DE SB78. Rephrase this definition in your own words, making sure to highlight what you think are the most important parts of the definition.

Consent: the unambiguous, voluntary, and freely given agreement by all participants in each physical act in the course of sexual activity, including respect for personal boundaries.

- Give students five minutes to complete the Do Now.
- Say, "Today we are exploring the topic of sexual consent. Would anyone like to share your rephrased definition?"
- Take answers from two or three students and validate these responses.
- Say, "This definition is taken directly from Delaware state law, and it's important for you all to understand what sexual consent is and what it looks like so you can be respectful and responsible friends and partners. As we go through this lesson, we will dig into what this definition means, how to remember what consent is, and how to recognize when consent is present and when it's not. We'll also talk a bit about what you can do if someone violates your consent. I want to acknowledge as we jump into this lesson that this is a very sensitive subject for many people. I will keep what is shared in this space private, and I expect you all to do the same. The only exception is if I have concerns that someone has experienced assault or abuse, or if I have concerns for someone's safety. In that case, I am legally obligated to report."

Virtual Adaptations

You can use the PowerPoint presentation to facilitate the Do Now virtually in the same way you would in person, inviting students to complete the task as the lesson begins, asking the follow-up questions as written here, and allowing students to respond using the audio or chat functions.

Four Corners of Consent³ & DE Age of Consent Law (15 minutes)

- Say, "We are going to start with an activity called Four Corners. I want you to look around the room at the four definitions of consent that are hanging on the walls. When you are ready, please go stand under the sign that has the definition of consent you like best."

Four Corners Definitions

- Simply, all people are into what's happening sexually
- There is a mutual & verbally expressed "yes" from all people involved
- Body language (non-verbal cues) is open and clear
- It's a process, always a question—consent to one thing does not equal consent to something else

- Allow students a moment to move to their selected definition.
(Note: An important part of this activity is helping students understand that all the definitions are important, and that most of them need language from one of the other corners to make it clearer and more specific. Tell students that this is an opinion-based question, and there are no wrong answers for the purposes of this activity. This will help to minimize any shame or discomfort if someone selects a less popular definition. You may want to move to join the smallest group or to stand at a sign that no one has chosen, to represent that group for yourself. This helps a student who may be standing alone feel less conspicuous.)
- Ask the following questions and get at least two responses from each group.
(Note: For the purposes of this activity, almost any answer to these questions, provided it is not harmful to others in the group, is acceptable. Students will be drawn to different definitions for a variety of reasons, and it is important to validate the students' reasoning.)
 1. What about this definition of consent made you like it the most? [Responses will vary depending upon which definition the student has chosen.]
 2. What do you notice about where everyone is standing? [Potential responses: We are all spread out; We all have different ideas of what the best definition is; We all pretty much agree on the same definition.]
 3. Why do you think it is important to know we all have different ideas about what definition represents consent the best? [Potential responses: Multiple people are involved in consent to sexual activity and having different definitions of consent can make communication challenging.]
 4. If you could combine some of the definitions, are there any parts from other corners you would want to add to your own? [Responses will vary depending on which definition the student has chosen.]

³ Four Corners activity adapted from Planned Parenthood of the Great Northwest and the Hawaiian Islands (PPGNHI), 2019.

- Say, "You are all providing great reasons for selecting the definition you did, and I can tell that you all thought about word choice and the details of your definitions. In fact, I am hearing that a lot of these definitions would be even more clear if they had additions from other corners. These are ALL elements of affirmative consent, and when we put them together, we have a clear picture of what consent can and should look like, just like what we saw in the Do Now definition. As we continue to talk about and process what consent is, I want to encourage us to think about all the different ways people communicate and all of the ways consent can show up."
- Say, "I want to thank all of you for engaging in that conversation about consent definitions. You may all take a seat."
- Say, "In addition to knowing a basic definition of consent, you should also know that each state has age of consent laws as well. For people who are under age 18, there are restrictions around who can consent to sexual activities with others."
(Note: It is essential here to be aware of your responsibilities as a mandatory reporter in case students disclose or ask questions about a specific situation. See p. 108 of this curriculum for more information about mandatory reporting.)
- Use the slides (#5-6) to go over Delaware's age of consent law. [Note: Often during these discussions, students have questions about Maryland, New Jersey, and/or Pennsylvania's age of consent laws as well. You can use the plain language guides on p. 109-112 to explain the other states' laws. Age of consent laws are based in where the sexual behavior takes place, not where the people involved are from.]

Virtual Adaptations

For the Four Corners activity, using the PowerPoint presentation (slide #4), you can display the options on the screen and invite students to hold up the number of fingers (1-4) representing the definition they prefer; students who do not have a camera can share their number in the chat. You can then hold the processing discussion as written using the audio or chat function.

For the age of consent discussion, you can lead this discussion much in the same way you would in person, using the slides to lead the discussion and allowing students to respond to your questions or ask their own via audio or chat functions.

Consent Cards Activity⁴ (20 minutes)

- Say, "I want to talk a bit more about how consent and non-consent can show up. We are going to do a small group activity to see what this looks like."
- Say, "For this activity, I am going to give you cards with different words and phrases on them. I want you to work with your group to put each card into one of four categories. Keep the definitions of consent from our last activity in mind as you complete the activity."
- Tape the "Seeking Consent" sign on the wall, leaving space for students to tape their cards underneath. Explain what the sign means, and then repeat this process for the other three signs.

Seeking consent means someone is asking or trying to understand if what is happening is wanted by the other person.

Giving consent means someone is agreeing to an activity or giving permission.

Non-consent means hearing a "no" or that consent has not been given.

Unsure might mean that you're not sure where to put the card, OR it could be that you think the statement expresses uncertainty.

- Say, "I am first going to ask you to complete this activity in small groups, and then we'll talk as a large group about each card. Any questions before we start the activity?" Answer any questions that students have.
- Divide the class into groups of three to complete the activity. Give each group a copy of the Consent Situation Cards.
- Give students 5-7 minutes to discuss and categorize their Situation Cards. As they are working, move throughout the space and provide support where needed.
- Say, "Now that you've decided where each of these cards goes, we're going to discuss them as a class. I will give each group a few of these larger cards, and I want you to put them up on the wall under the section you put the card in within your small groups."
- Divide the "Whole Group" consent cards so each group has a few. Allow students to tape these cards on the wall under the Heading Signs.
- Say, "Thanks for your participation! Now let's go through each section."
- Read cards aloud and see if the class agrees on their placement. Start with the "Seeking Consent" section, then "Giving Consent," and finally "Non-Consent and "Unsure."
- Move cards as needed to make sure they are all in their correct place and talk through the discussion points below.

⁴ Consent Cards activity adapted from Planned Parenthood of the Great Northwest and the Hawaiian Islands (PPGNIH), 2019.

(Note: Students may have questions about why so many of the cards are in the Unsure or Non-consent categories and why Non-consent and Unsure are considered the same thing. It is a good idea to spend some time on the concept that if a person is unsure what their partner is thinking or feeling, consent cannot be present.)

Seeking Consent discussion:

Say, "While body language and other language can be good cues to whether your partner is consenting or not, the best way to know for sure is to ask! These are all great examples of asking someone what they're thinking or feeling about the sexual activity."

Seeking Consent correct answers:

- "You sure?"
- "May I touch you?"
- "Are you all right with that?"
- "Have you ever...? ...Would you like to try it?"
- "Can I kiss you?"
- "Is this okay?"

Giving Consent discussion:

Say, "When a person does the things we've put in this section, they are typically expressing consent. Remember, it needs to be enthusiastic! Notice that all the cards in this category are verbal—body language can really vary from person to person and situation to situation. Please don't assume that someone being flirty wants to go further sexually. Always check in and make sure to get an affirmative answer before continuing. If the other person isn't into what is happening, you have to stop."

Giving Consent correct answers:

- "Yes!"
- "More"
- "Heck yeah!"
- "I think it's hot when..."
- "That feels nice."

Non-consent/Unsure discussion:

Say, "I'd like us to focus for a moment on the card that says 'A verbal 'yes' while someone is under the influence of drugs or alcohol. We've got that card in the 'non-consent'/'unsure' category. Do any of you know why that might be?" [Potential responses: alcohol impairs judgment and makes it hard to make decisions.]

(Note: Often when discussing substances and their impact on sexual consent, students tend to get "in the weeds" with details. It is important to emphasize here that substances impact everyone differently, and so it is best to assume that if one or more people involved have used substances recently, there cannot be consent.)

Say, "If someone is saying or doing any of these things, their partner must stop and check in. In practice, there is no 'unsure' category for consent. If you are not 100% sure you have consent, STOP and check in to determine if consent is present or not. If a person expresses non-consent, their partner must accept it. If sexual contact is happening, the partner must stop immediately. They

should show that they respect their partner's boundaries and not pester, guilt-trip, or ignore their partner's body language or words. If things get awkward, that's okay! A person can make things feel a little better by saying something like, 'I respect you. Let's find something else to do.'"

Non-consent/Unsure correct answers:

- "Stop."
- -silence- (not saying anything)
- "No."
- "Maybe."
- -pushing away-
- Closed body language
- Hesitation or uncomfortable body language
- A verbal "yes" while someone is under the influence of drugs or alcohol
- A verbal "yes" under threat of violence
- "...wait."
- -no response- (not speaking or touching back)
- "Can we slow down?"
- A verbal "no" after a "yes" was given earlier

- Ask, "Now that these are all in the correct places, what do you notice about the categories?" [Potential responses: Most of them fall under "unsure" or "non-consent."; There are more examples of non-consent than there are of giving consent.]
- Ask, "Why do you think there are so many more examples under 'non-consent' and 'unsure' than the others?" [Potential responses: Consent requires you to check in with your partner and is a process.]
- Say, "As we discussed with our definitions earlier in the lesson, we need an unambiguous yes. A lot of these cards can be a bit ambiguous depending on circumstances like whether someone is comfortable expressing non-consent explicitly. That's why it's so essential to check in. Why do you think all of the non-verbal behaviors ended up under 'non-consent' or 'unsure'?" [Potential response: Non-verbal cues can be ambiguous if not explicitly discussed beforehand or coupled with verbal responses.]
- Say, "Non-verbal cues are great because they can tell us that something is off or that someone is into what we're doing. It's important, however, to make sure that you know for certain that the non-verbal cues mean what you think they mean before you move forward. Even if someone doesn't say a verbal 'no', that doesn't mean they are consenting to sexual activity. Thank you all for participating in this activity. Remember, if you're not sure how your partner is feeling, you should check in. What we often call 'unclear' or 'grey' areas within consent are examples of situations where consent is not present. It's important to make sure you're both on the same page about what you're doing and how you feel about it."

Virtual Adaptations

Use slides #8-30 to go through each statement/behavior as a whole group. For each statement or behavior, ask students to share in chat which category they think each behavior belongs in before discussing a few of them more in depth. Slide #31 serves as a summary slide to help students understand where all of them fall in relation to the groups.

Wrap up & Exit Ticket (7 minutes)

- Say, "As we wrap up for today, I am going to be passing around a list of resources that exist nationally and in Delaware to help people who have had their consent violated or are fearful for their safety. If you or someone you know has had someone do something to them without their consent, there are people who can help talk you through what resources are available. This happens to a lot of people, of all ages and genders, and you are never alone."
- Pass out copies of the Resource List so each student has one. Answer any questions students have about the resources.
- Say, "These resources are great, and sometimes it's helpful to talk to people who know us well. For our exit ticket, I want you to reflect on who makes you feel safe and supported, the people that you turn to when you have a problem or are having a hard day. Write down on your own paper the names of three people you would feel safe talking to, were your consent violated. If you do not have three people you trust to talk to, you are welcome to use a resource from the list I just handed out to complete your exit ticket."
- Have students show you their exit tickets as they leave.
(Note: You should not collect this exit ticket unless you plan to give it back to them, as it is meant to be a resource for them to refer to moving forward.)

Virtual Adaptations

You can use the slides (#32) to cover these resources the same way you would in person. Ensure that students receive a copy of the resource list by posting it on a class page, sharing it via email, etc., as appropriate for your class.

Assessment Tools:

- The Do Now assesses LO 1.
- Four Corners serves as informal assessment of LO 2.
- The Consent Cards activity serves as assessment of LO 2 & 3.

Module 1 Teaching Tools

- Four Corners Cards (p. 77-80)
- Consent Heading Signs (p. 81-84)
- Consent Cards Activity (Small Group) (p. 85)
- Consent Cards Activity (Whole Group) (p. 86-88)
- Resources Sheet (p. 89)

Simply, all people
are into what is
happening sexually

There is a mutual &
verbally expressed
“yes” from all people
involved

Body language
(non-verbal cues)
is open and clear

It's a process, always
a question – consent
to one thing does
not equal consent to
something else

Seeking consent

Giving consent

Non- consent

Unsure (feeling
or hearing
uncertainty)

A verbal "no" after a "yes" was given earlier	A verbal "yes" while someone is under the influence of drugs or alcohol
-pushing away-	Closed body language
"Maybe."	"Yes!"
-silence- (not saying anything)	A verbal "yes" under threat of violence
"Can we slow down?"	"I'm not comfortable."
-no response- (not speaking or touching back)	Hesitation or uncomfortable body language
"I'm not sure."	"Stop"
"More."	"Heck yeah!"
"No"	"...wait."

-silence-
(not saying
anything)

"No."

"Yes!"

Closed
body
language

"Maybe."

Hesitation or
uncomfortable
body
language

-pushing
away-

A verbal "yes"
while someone
is under the
influence of
drugs or alcohol

"Stop"

A verbal "yes"
under threat
of violence

A verbal "no"
after a "yes"
was given
earlier

"More."

"...wait."

"Can we
slow
down?"

-no response-
(not speaking
or touching
back)

"Heck
yeah!"

"I'm not
comfortable."

"I'm not
sure."

Resources

National Sexual Assault Hotline 800-656-4673

<https://www.rainn.org/about-national-sexual-assault-telephone-hotline>

Crisis Text Line 741-741

YWCA Delaware Sexual Assault Response
Center Sexual Assault Response Center:
800-773-8570

Delaware Victims Services

<https://www.delawarevictimservices.org/resources.html>

Safe + Respectful

<https://safeandrespectful.org/>

People I trust: _____

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People I trust: _____

Grades 10-12 Module 2:

What is NOT Consent?

Learning Objectives: By the end of this lesson, students will be able to: 1. Define sexual violence, sexual assault, and rape. 2. Provide a reason why someone might engage in a behavior even if they do not want to do so. 3. Explain why a person who has been raped or sexually assaulted is never at fault.	Activities & timing: 1. Do Now (7 min) 2. Non-consent Examples and Discussion (30 min) 3. Content Review Game (20 min) 4. Wrap up & Exit Ticket (5 min)
Required Materials: Computer, projector, HS Consent PPT presentation, speaker, sticky notes (enough for each student to have one), pens/pencils	
Preparation: • Test audio for video. • Display Do Now slide.	
National Sex Education Standards, 2nd Edition, Alignment: • Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior* (CHR.10.IC.1) • Develop a plan to get out of an unsafe or unhealthy relationship* (CHR.10.GS.1) • Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent* (CHR.10.CC.2) • Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent* (CHR.10.INF.3)	DE Health Education Standards Alignment: • Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. • Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. • Students will demonstrate the ability to use decision-making skills to enhance health.

Do Now (7 minutes)

- As students enter the classroom, have the Do Now instructions (slide #34) displayed on the projector for students to see.
(Note: This Do Now prompt may bring up memories of traumatic experiences for some students. You can offer explanations of non-sexual pressure someone might experience (playing a particular

game or sport, watching a movie or show they didn't want to, etc.) or let students opt out of completing the Do Now.)

- Journal Prompt: Write about a time when you were pressured to do something you didn't want to do by a family member, friend, or partner. How did it feel to be pressured? Did you end up doing the activity even though you didn't want to? If so, how did you feel during and after? If not, what boundaries did you set and how did you set them?
- Give each student a sticky note. Say, "Today's Do Now invited us to think about ways we've been pressured to do things, setting or being unable to set boundaries, and how that experience felt. I've given you each one sticky note. Please write on the sticky note some of the feelings you've had when you've been pressured to do something.
(Note: The goal for the discussion of this activity is for students to focus on and share about the feelings they had, not necessarily what the activity was. Students should be welcome to share the experiences themselves if they so choose, but they should not feel pressured to do so. The rest of the activity is facilitated to encourage anonymity and avoid students feeling pressured to share details.)
- Collect the first set of sticky notes from all students and post them, noting themes you see in the responses. Validate all the feelings brought up here. [Potential responses: bad, upset, sad, angry, frustrated, unsafe, disappointed, hurt, annoyed.]
- Say, "No one likes being pressured. We are entitled to refuse to do activities we're uncomfortable with. That is totally okay. Considering what we discussed last class, what do you think this Do Now has to do with consent?" [Potential response: Consent cannot exist if someone is pressured.]
- Say, "We talked a lot last time about what consent is and what it isn't. Today we are going to dig a big deeper into what consent isn't and how pressure impacts consent. Unfortunately, we live in a society that makes it seem as though pressure is okay and even to be expected in romantic and sexual relationships. Actually, if you pressure someone to do a sexual act with you, even kissing or hugging, that's not consent. It's sexual assault."
- Say, "As we move into the rest of this lesson, I want to acknowledge that we are going to be talking about what consent is not, and part of this lesson will be going through examples of situations where consent was violated. This Do Now is not specifically referring to consent in sexual situations, but our discussion might bring up topics that are sensitive. Take care of yourselves. This may look like drawing while we talk, stepping into the hall, taking a bathroom or water break, whatever feels right to you. It is totally okay to step away, and no one will get in trouble for doing so. We are having important conversations today and I appreciate you all being present."

Virtual Adaptations

Invite students to journal on their own for a few minutes before holding the processing discussion as written here, inviting students to share using the chat or audio functions. To maintain a sense of anonymity, you may wish to use a tool like Google Slides or Mentimeter to gather anonymous responses from students and increase their comfort responding.

Non-consent Examples & Discussion (30 minutes)

- Say, "We are going to look at some brief vignettes and a video that contain consent violations. As we see each one, I am going to invite you to write down your reactions. This can include thoughts, feelings, and beliefs you have about what happens in each example. I'm going to ask that you only write your responses for now, and we will discuss all of these examples after we've had a chance to react to all of them on paper. Please take care of yourselves in the ways you need to during this activity. If you need to step out of the room or put your head down, please feel free to do so."
- Display each vignette (slides #36-38) for a few minutes to allow students to read and respond to them on their own papers. After the third vignette, show the video (slide #39). Give students two or three minutes after the video to write their reactions before moving into the processing discussion.

Vignette One:

Trudy and Micah are attending a party where everyone decides to play seven minutes in heaven. Trudy and Micah are shoved into the closet together, and Micah leans in to kiss Trudy. When Trudy leans away and tells Micah to wait, Micah says, "This is literally the whole point of the game, come on. You wouldn't be in here with me if you didn't want to."

Vignette Two:

Alyssa has a crush on Benjamin and thinks it is fun to come up behind him and hug him because she knows it makes him jump and then get angry.

Vignette Three:

Joey has asked out Cameron multiple times and he has said "no" each time, but he continues to do so, calling him a tease and stating that he will win him over eventually.

Video:

<https://www.youtube.com/watch?v=NKmEidxrzoA> - Truth or Dare car scene from *Eighth Grade*. (Note: This clip is from an R-rated movie and contains strong language. You may choose not to show this video and instead focus your processing on the three vignettes.)

- Ask, "Thinking about everything we've just seen, what initial thoughts do you have?" [Responses will vary. Validate any strong reactions students have to the consent violations, and make sure to identify any victim blaming that may crop up.]
(Note: See p. 10 of this curriculum for more information about victim blaming.)
- Say, "It is normal to be upset by reading and viewing these situations. It's also normal to see some behaviors you have done in the past or that you even currently do. If that happens for you, remember to take care of yourself and be gentle with yourself. Many of us have done things we didn't realize were harmful in the moment. If you're realizing for the first time that something that has happened to you is considered sexual violence, that's okay, and it's important for you to take care of yourself, too. Feel free to take a step into the hallway, take some deep breaths, or put your head down for a moment if you need to. You can also go speak with the guidance counselor or talk with me after class."

- Say, "What themes did you notice across all of these situations?" [Potential responses: they were all nonconsensual, many of them included pressure]
- Navigate back to the first vignette on slide #36. Say, "I want us to think about the first vignette and use it as an example to define and understand the term sexual violence. Thinking about how sexual violence is 'any sexual act or attempt to obtain a sexual act by violence or coercion, acts to traffic a person or acts directed against a person's sexuality, regardless of the relationship to the victim', where do we see this in Micah's actions?" [Potential responses: Micah is pressuring Trudy and using the game against her to try and convince her to do something she doesn't want to do.]
- Ask, "Using language to pressure someone is considered sexual violence. Is that ever consent?" [Correct response: No.]
- Navigate to slide #37. Say, "Let's talk about the next vignette now. Can anyone think of a term we have discussed or that you have heard that is represented by Alyssa's actions in this vignette?" [Potential responses: assault, sexual assault, sexual violence]
- Say, "This is something we see very commonly in high school hallways, but just because it's common doesn't mean it's consensual. If we're hugging someone without their consent, especially when we know it makes them jump and get angry, that is considered sexual violence."
- Navigate to slide #38. Ask, "Where do we see sexual violence in this vignette?" [Potential responses: Cameron has said a direct "no" and Joey continues to ask him out despite that.]
- Say, "Now I want to talk specifically about the video we watched from the film Eighth Grade. What did Kayla's body language tell us about her level of comfort?" [Potential responses: She had very closed body language, she was facing away from him, she wouldn't look him in the eye, she seemed uncomfortable, etc.]
- Say, "What are some other cues that indicated Kayla was uncomfortable in this situation?" [Potential responses: She had a hard time speaking directly to him; she said "uh" and "um" a lot, particularly as he took his shirt off; she was caught off guard; on her turn, she said "truth" because she was worried about what the dare might be; etc.]
- Say, "It is important to note that Kayla, in addition to having clearly closed off and uncomfortable body language, said 'uh' and 'um' as the boy in the clip took his shirt off. These responses indicate her being caught off guard and not necessarily having the words to express her discomfort in the moment. This is important because it again reminds us that people say 'no' in many ways, and all of them need to be respected. She also, when given her turn in the game, chose truth to get out of the situation and avoid taking her shirt off. Regardless, she was making it clear that she was feeling pressured, even before she said an explicit 'no.'"
- Ask, "In what ways did he pressure her with his responses?" [Potential responses: he tells her that she is no fun and refuses to let her pick truth, he shames her and tells her that she will be unprepared for sexual activity and will be bad at it because she has rejected him, he initiates the removal of clothes despite her clear discomfort, etc.]
- Say, "While toward the end of the game she uses the word 'no' and he moves back to the front seat, there are times when someone already feeling this scared and unsafe might be incapable of vocalizing this 'no' or freeze and let a behavior happen even though they do not want it. This is not consent. She says 'no' in multiple other ways and clearly indicates with her body language, pauses,

and attempts to shift the game that she is uncomfortable. It is his responsibility to respect all of those initial responses from her, and he does not. Freezing or being scared to say no is the experience of a lot of people, and it is nothing to be ashamed of, and it does not make the other person's behavior any more okay. Freezing or being scared to say no is still not consent."

- Say, "It is so important to note that she apologizes to him repeatedly in this scene despite having done nothing wrong and having her comfort ignored and violated. This boy is older than her and uses that power to manipulate and shame her for saying no. She owes this boy nothing and yet she still feels like she has to say sorry to him for saying no. This is a reminder that everyone always has the right to say no, and no one ever has the right to respond with shaming, threats, or violence."
- Ask, "Why might a person engage in a behavior even when they do not want to?" [Potential responses: they are afraid of what will happen if they say no, they don't want to upset someone, they have been told by society that they should do what their partner wants, etc.]
- Say, "This question shows us why consent is not just about yes and no. It is important to understand all the ways someone might say no, with their facial expressions and body language, and it also means thinking about the context someone is in when they say consent. Are they afraid of physical violence if they say no? Are they saying yes only because a partner threatened to break up with them if they did not engage in a behavior? Were they guilty? Affirmative consent means that someone is saying yes because they want to say yes, not because they were forced or are afraid to say no."
- "What are some things to look out for that might indicate someone is uncomfortable and not into what's happening?" [Potential responses: closed body language, not smiling, saying no, silence, frowning, crying, saying "um" or "uh", reluctance, etc.]
- Ask, "What are some ways you could help someone else who you suspect or know is having their consent violated?" [Potential responses: intervene, check in with them after, call out the person causing harm, tell an adult, give the person who had their consent violated resources, etc.]

Virtual Adaptations

Show the vignettes and video virtually with the PowerPoint the same way you would in person, leaving time between for students to write their reactions. When telling students to take care of themselves during the activity, tell them they may turn away from their monitors and/or mute their computers if they need to. Make sure to have a signal to let them know when they should return to the group for the rest of the lesson if they do tune out for a few minutes.

Content Review Game (20 minutes)

- Divide students into groups of five. Use the slides (#40-41, 52-61) to lead the content review game. Keep track of points yourself or invite a student to help you keep score.
- Before you begin, explain what each section is:
 - Do all people consent? In this section, read a situation and decide whether everyone involved can consent (remember age of consent as well as what consent and non-consent are!)
 - Important vocabulary: In this section, select the correct term to match the definition from a list.
- With the PowerPoint in presentation mode, you will be able to navigate between the board and the questions. Clicking once while on a question slide will reveal the correct answer. Click the house icon to return to the board. Repeat this process as you play, keeping score for each group as you go.

Content Review Game Questions and Answers

(Correct answers and talking points in *italics*)

Do all people consent? (yes/no)

- (1 point) A 15-year-old has sex with their 17-year-old camp counselor. Can they both consent?
 - *No, they cannot both consent because the 17-year-old is in a position of power.*
- (2 points) A 17-year-old has sex with a 25-year-old. Can they both consent?
 - *Yes, in Delaware, they can both consent as long as the older person isn't in a position of power.*
- (3 points) Sam asks Steph to kiss. Steph smiles but doesn't say anything. Does Steph consent?
 - *No, Steph didn't give an unambiguous "yes".*
- (4 points) Two 16-year-olds having sex after smoking marijuana
 - *No, they are both under the influence of a substance.*
- (5 points) A fifteen-year-old sends a flirty text to the person they are dating and receives a nude photo in exchange
 - *No, the person who sent the nude didn't ask permission.*

Important Vocabulary (multiple choice)

- (1 point) *Affirmative Consent*: the unambiguous, voluntary, and freely given agreement by all participants in each physical act in the course of sexual activity, including respect for personal boundaries.
- (2 points) *Coercion*: The practice of persuading someone to do something by using force or threats.
- (3 points) *Sexual Assault*: sexual contact or behavior that occurs without explicit consent of the person being touched. Some forms of sexual assault include: Attempted rape. Fondling or unwanted sexual touching. Forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator's body

- (4 points) *Sexual Violence*: Sexual violence refers to any sexual act or attempt to obtain a sexual act, or unwanted sexual comments or acts to traffic, that are directed against a person's sexuality using coercion by anyone, regardless of their relationship to the victim, in any setting, including at home and at work.- Definition from Sexual Violence Research Initiative
- (5 points) *Rape*: Forced vaginal, oral, or anal penetration by an object or body part.

Virtual Adaptations

You can use the PowerPoint to facilitate the review game much the same way you would in person, as a whole group activity rather than in teams. To make the game more engaging for all students, you might consider adapting these questions into a Kahoot! Quiz or similar.

Wrap up & Exit Ticket (5 minutes)

- Display the exit ticket slide (#42).
- Say, "For our exit ticket today, I want us to review the content we've discussed today. Please respond to each of these prompts on your own paper and give it to me on your way out. Thank you for your participation today!"
- Prompt: Write two things you learned about consent today and one question you still have.
- Collect exit tickets as students leave.

Virtual Adaptations

You can invite students to submit their exit tickets through the chat function, through audio, or using a collaborative medium like Google Docs or Mentimeter

Assessment Tools:

- Discussion of the non-consent examples enables educators to assess LO 2 & 3. For more formal assessment, you may choose to have students write responses in addition to or instead of sharing out loud.
- The content review game allows for assessment of LO 1, 2, & 3.
- The Exit Ticket can assess LO 1, 2, and/or 3.

Grades 10-12 Module 3:

Practicing Consent as a Lifelong Standard

Learning Objectives: By the end of this lesson, students will be able to: 1. Demonstrate the ability to ask for consent, respond to no, and to negotiate behaviors and boundaries with partner(s). 2. Demonstrate two ways to communicate about boundaries in a romantic or sexual relationship. 3. Demonstrate how to support other people whose boundaries have been violated.	Activities & timing: 1. Do Now (7 min) 2. Guidelines (5 min) 3. Unscripted Role Play (30 min) 4. Wrap up & Exit Ticket (5 min)
Required Materials: Computer, projector, HS Consent PPT presentation, Role Play Scenarios and Guidelines	
Preparation: • Prepare copies of role play scenarios and guidelines, one per student. • Display Do Now slide.	
National Sex Education Standards, 2nd Edition, Alignment: • Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior* (CHR.10.IC.1) • Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior (CHR.10.SM.1)	DE Health Education Standards Alignment: • Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Students will demonstrate the ability to advocate for personal, family, and community health.

Do Now (7 minutes)

- As students enter the classroom, have the Do Now instructions (slide #44) displayed on the projector for students to see.

Instructions:

- *Write two ways you might respectfully respond if you want to consent to participate in an activity.*

- *Write two ways you might respectfully respond if you want to decline to participate in an activity.*
 - *Write two ways you might respectfully respond if you want to decline to participate in an activity but provide alternatives.*
 - *Write two ways you might respectfully respond if a friend declines to participate in activity.*
- Invite two students to share their responses for each prompt. Validate these responses.
 - Say, "Great job identifying ways you might respond in each of these scenarios! To continue our conversations about consent, we are going to spend some time today on *how* to engage in these conversations effectively. We're off to a good start, and we're going to look at these conversations more in depth for the rest of this lesson."

Virtual Adaptations

Using slide #44 to prompt students, have them respond to each prompt using the chat or audio functions.

Guidelines (5 minutes)

- Say, "Soon I am going to ask you to work with a partner to write a script for a consent scenario and share it with the class. Before we do that, I want to go over some basic guidelines of what I expect from you in this activity."
- Use the PowerPoint presentation to go through guidelines on responding to the Unscripted Role Play activity. Answer any questions students have about the guidelines before moving on.

Guidelines for Unscripted Role Play

- Write a realistic exchange between the two people in your scenario.
 - Use language that you and people your age use.
 - No hate speech or slurs! we want to keep this space safe for all.
- Each person in your pair should take on the role of one person in the situation to write your script. (e.g., If you're completing role play A, one of you will be Ryan and one of you will be Andrew.)
 - Remember in all of these situations the people involved care about each other! How would you talk to someone you care about?
 - Try to reach a mutual agreement that both people will be comfortable with, keeping in mind all we've learned about consent!

Unscripted Role Play (30 minutes)

- Divide students into pairs and assign each pair one of the scenarios for the Unscripted Role Play activity. [Note: You may have more than one pair doing each scenario—that is perfectly fine and can help demonstrate the different ways these situations may play out.]
- Say, “I am going to give you about 10 minutes to create a script with your partner based on the scenario you’ve been assigned. Use the information you have here to develop a realistic conversation between the two partners. After you’ve written your scenarios you will share them with the class, and we will discuss them. Keep the guidelines in mind as you work!”
- Allow the students to create their scripts for 10 minutes. As they work, you can move throughout the space and provide support where needed.
- Bring the class back together and ask for volunteers to share their scripts. Make sure to have one pair share per scenario—if you don’t have time for all groups to share, that’s okay!
(Note: Some pairs may be comfortable acting out their scripts, and some may be more comfortable simply reading what they’ve written. Either option is acceptable.)
- Say, “As each pair shares what they’ve come up with, I want the rest of you to pay attention to whether they have achieved the guidelines we went over before you wrote your scripts. I’ll be asking for feedback after each pair presents! Also, think about how you may be able to support the people involved if you were their friend and knew this was happening.”
- After each pair has shared, ask students to respond to the following processing questions:
 - (To the pair that shared): How did it feel to say those words out loud? [Potential responses: awkward, comfortable, uncomfortable, easy, challenging]
 - What was (previous answer) about it? [Potential responses: I’ve never asked these questions before, so it was new; I am used to having these conversations; It was strange to do it in front of people]
 - (To the audience): How well did this pair stick to the guidelines? [Responses will vary.]
 - Is there anything you think could be phrased differently to make the conversation clearer or easier to have? [Responses will vary. Acknowledge that there are many “correct” ways to have these conversations as long as both partners are being respectful and thoughtful about their own and their partner’s boundaries.]
 - If you were a friend of one or both of the people in this scenario and you knew what was happening, what do you think you could do to be of support? [Responses will vary. Again, acknowledge that there are many “correct” ways to support friends through situations like this one.]
- After all groups have shared, say, “Thank you all for your hard work on these scenarios. It is clear to me that you have all learned a lot and are ready to have conversations about consent with your friends and partners. Remember that having conversations about consent is a lifelong process, and you can and should apply these skills in your day-to-day life!”

Scenarios for Unscripted Role Play

- A. Andrew and Ryan have been in a relationship for six months. They text frequently, and a few nights ago, Andrew felt tempted to send Ryan a photo of himself in his underwear. This is not something they have discussed as a couple, and he feels like asking Ryan before doing it will ruin the mood or make it awkward. He also fears that Ryan will then feel pressured to send one back. They are having a phone conversation and Andrew is trying to figure out the right way to ask Ryan if he is comfortable receiving a photo.
- B. Priscilla and Jack were assigned to do a school project together and ended up making out after school. They have been hanging out for a few weeks and Priscilla really likes Jack, but she has found herself getting nervous when they make out at one of their homes because their parents are close by. Her fear of someone walking in makes her so anxious that the experience of being with Jack is less pleasurable. She wants to express these feelings to Jack and ask to not kiss when their parents are home, but she is worried that Jack will be offended, angry, or think that she does not like him.
- C. Eleanor and David have been dating for a few months, but they rarely have time alone because they share a friend group and always end up hanging out with friends or being home with their families. David's parents are going out of town for a weekend, and he thinks this would be the perfect opportunity to have sex with Eleanor for the first time. Eleanor has been feeling increasingly anxious because David has suggested twice that she come over while his parents are away. She knows that he wants to have sex, but she does not feel ready.
- D. Nadia and Jamie have been good friends for many years. Last weekend, they were at a party and ended up having sex. Since that night, Jamie has been uncomfortable because she did not find the experience that enjoyable but loves Nadia and wants to maintain their friendship. Since that weekend, Jamie noticed that Nadia had been texting her differently, and that she was being flirty. Jamie wants to try to set a boundary that they should stay just friends.
- E. Emily and Hannah recently started dating, and their friends often joke that they are in the honeymoon phase where they cannot keep their hands off each other because they are always holding hands in the hallway, kissing before going into class, sitting on each other's laps, and feeding each other at lunch. The truth, however, is that Emily does not like public displays of affection very much, and she has been feeling increasingly uncomfortable displaying this level of affection and intimacy with Hannah in school and in front of so many other people. She is afraid that Hannah will be offended or not think that she likes her anymore. One day they are sitting on the steps outside school waiting for their buses to come, and Hannah goes to pull Emily onto her lap. Emily decides to start the conversation about her discomfort with PDA.

Virtual Adaptations

Share the role play guidelines in the same way you would in person.

Select two or three scenarios to talk through as a class and collaboratively write a script. You may also consider having students complete this activity on their own before sharing with the class.

If you have access to a platform with breakout rooms, you can invite students to collaborate in a breakout room much the same way they would in person. For sharing the scripts over a virtual platform, the focus of the feedback will largely have to be focused on the language used and less on body language, although you may also take this opportunity to discuss how even video chatting platforms can make it harder to read body language, facial expressions, and emotions of another person.

Wrap up & Exit Ticket (5 minutes)

- Say, "To wrap up our final lesson on consent, I want us to think toward the future and set some goals for how we can continue to engage with the topic of consent throughout our lives."
- Invite students to write on their own paper responses to the following two questions:
 - "What are your personal goals for approaching future conversations about consent?"
 - "If a friend or peer approached you and said that their consent had been violated, what are some ways you could show up to support them/ what resources could you direct them to?"
- Collect the exit slips as students leave.
(Note: While this is the last module of this curriculum, you may choose to display or refer back to these goals in future sex education lessons or consent discussions.)

Virtual Adaptations

You can have students write this on their own paper or submit the exit ticket through your online learning platform. Invite students to share these commitments in chat or through the audio function. You might also consider having students add their commitments to a shared Google slide or some other collaborative medium, so students can see all the goals together in one place share their own goals anonymously. As with the in-person version of this activity, you may want to keep these goals to refer back to in future lessons.

Assessment Tools:

- The Do Now assesses LO 1.
- Unscripted role play formally assesses LO 1, 2, & 3.
- The exit ticket assesses LO 2 & 3.

Module 3 Teaching Tools

- Unscripted Role Play Prompts (p. 106)
- Role Play Guidelines (p. 107)

Unscripted Role Play Prompts

- A. Andrew and Ryan have been in a relationship for six months. They text frequently, and a few nights ago, Andrew felt tempted to send Ryan a photo of himself in his underwear. This is not something they have discussed as a couple, and he feels like asking Ryan before doing it will ruin the mood or make it awkward. He also fears that Ryan will then feel pressured to send one back. They are having a phone conversation and Andrew is trying to figure out the right way to ask Ryan if he is comfortable receiving a photo.
- B. Priscilla and Jack were assigned to do a school project together and ended up making out after school. They have been hanging out for a few weeks and Priscilla really likes Jack, but she has found herself getting nervous when they make out at one of their homes because their parents are close by. Her fear of someone walking in makes her so anxious that the experience of being with Jack is less pleasurable. She wants to express these feelings to Jack and ask to not kiss when their parents are home, but she is worried that Jack will be offended, angry, or think that she does not like him.
- C. Eleanor and David have been dating for a few months, but they rarely have time alone because they share a friend group and always end up hanging out with friends or being home with their families. David's parents are going out of town for a weekend, and he thinks this would be the perfect opportunity to have sex with Eleanor for the first time. Eleanor has been feeling increasingly anxious because David has suggested twice that she come over while his parents are away. She knows that he wants to have sex, but she does not feel ready.
- D. Nadia and Jamie have been good friends for many years. Last weekend, they were at a party and ended up having sex. Since that night, Jamie has been uncomfortable because she did not find the experience that enjoyable but loves Nadia and wants to maintain their friendship. Since that weekend, Jamie noticed that Nadia had been texting her differently, and that she was being flirty. Jamie wants to try to set a boundary that they should stay just friends.
- E. Emily and Hannah recently started dating, and their friends often joke that they are in the honeymoon phase where they cannot keep their hands off each other because they are always holding hands in the hallway, kissing before going into class, sitting on each other's laps, and feeding each other at lunch. The truth, however, is that Emily does not like public displays of affection very much, and she has been feeling increasingly uncomfortable displaying this level of affection and intimacy with Hannah in school and in front of so many other people. She is afraid that Hannah will be offended or not think that she likes her anymore. One day they are sitting on the steps outside school waiting for their buses to come, and Hannah goes to pull Emily onto her lap. Emily decides to start the conversation about her discomfort with PDA.

Role Play Guidelines

Write a realistic exchange between the two people in your scenario.

- Use language that you and people your age use.
- No hate speech or slurs! we want to keep this space safe for all.

Each person in your pair should take on the role of one person in the situation to write your script. (e.g., If you're completing role play A, one of you will be Ryan and one of you will be Andrew.)

- Remember in all of these situations the people involved care about each other! How would you talk to someone you care about?
- Try to reach a mutual agreement that both people will be comfortable with, keeping in mind all we've learned about consent!

Appendix – Facilitator Resources

What to do if a student discloses a consent violation

This is a time where teachers or educators are required to make a mandatory report.

Delaware mandatory reporting laws and procedures:

When do teachers or educators have to make a report?

- When any person, agency, organization, or entity who knows or in good faith suspects child abuse or neglect.

What does the reporting process entail?

- Any report of child abuse or neglect required to be made shall be made by contacting the Child Abuse and Neglect Report Line for the Department of Services for Children, Youth and Their Families: By calling the 24-hour **Child Abuse and Neglect hotline at 1-800-292-9582**; or Through the online reporting system at http://kids.delaware.gov/fs/fs_iseethesigns.shtml Reports can also be made to law enforcement, though not in lieu of the report made to the Division
- If you have a supervisor, that is a person to report to as well as someone to look to for support in this process if it is your first-time reporting.

What is the timeframe for reporting?

- An oral report shall be made immediately and can be made through the 24-hour statewide toll-free hotline **(1-800-292-9582)** or the online reporting system at http://kids.delaware.gov/fs/fs_iseethesigns.shtml

Reporting Details

- The Division's reporting form is available at: http://kids.delaware.gov/fs/fs_cai.shtml)
- The person who takes the report will ask for demographic and address information of the child and their parents/caregivers, as well as a description of where and when the injuries or incident took place.
- Reports may be made anonymously, although the Division of Family Services shall request the name and address of any person making a report.

It is okay if you do not have all this information while reporting, but the more information you have, the more likely it is that your report will help someone. If you do not have all the information, or even if you have very little information, **you are still legally required to report** suspected abuse or neglect.

What happens if I fail to report an incident?

- A mandated reporter who fails to report shall be liable for a civil penalty not to exceed \$10,000 for the first violation, and not to exceed \$50,000 for any subsequent violation

Thank you for your role in keeping our youth safe and supported!

Plain Language Guide: Delaware Age of Consent Law



In Delaware, the age of consent for sexual conduct is 18 years old.

In Delaware, it is illegal (not allowed under law) for any person to have sex with a person who is under 12 years old.

In Delaware, it is illegal (not allowed under law) for a person aged 12 to 15 years old to have sex with someone more than four years older than them and who is not in a position of power over them. The legal consequences and responsibility fall on the older individual.

In Delaware, it is illegal (not allowed under law) for a person who is 18 years old or older (adult) to have sex with a person who is under 14 years old (minor/child).

In Delaware, it is illegal (not allowed under law) for a person who is 30 years old or older to have sex with a person who is 15 years old or younger.

Plain Language Guide: Pennsylvania Age of Consent Law



In Pennsylvania, the age of consent for sexual conduct is 18 years old.

In Pennsylvania, it is illegal (not allowed under law) for any person to have sex with a person who is under 13 years old.

In Pennsylvania, it is illegal (not allowed under law) for a person aged 13 to 15 years old to have sex with someone more than three years older than them, with the legal consequences and responsibility falling on the older individual.

In Pennsylvania, it is illegal (not allowed under law) for a person who is 16 or 17 years old to have sex with someone else who is younger than their own age.

In Pennsylvania, it is illegal (not allowed under law) for a person who is 18 years old or older (adult) to have sex with a person who is under 18 years old (minor/child).

Plain Language Guide: Maryland Age of Consent Law



In Maryland, the age of consent for sexual conduct is 16 years old.

In Maryland, it is illegal (not allowed under law) for any person to have sex with a person who is under 14 years old.

In Maryland, it is illegal (not allowed under law) for a person aged 14 to 15 years old to have sex with someone more than three years older than them, with the legal consequences and responsibility falling on the older individual.

In Maryland, it is illegal (not allowed under law) for a person who is 18 years old or older (adult) to have sex with a person who is under 16 years old (minor/child).

Plain Language Guide: New Jersey Age of Consent Law



In New Jersey, the age of consent for sexual conduct is 16 years old.

In New Jersey, it is illegal (not allowed under law) for any person to have sex with a person who is under 13 years old.

In New Jersey, it is illegal (not allowed under law) for a person aged 13 to 15 years old to have sex with someone more than four years older than them, with the legal consequences and responsibility falling on the older individual.

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