

Consent and Boundaries

Essential Question How are consent and boundaries a part of a safe and happy relationship?	Learning Intentions <ul style="list-style-type: none">• I can describe consent and boundaries.• I can identify “red flags” in a relationship.• I can understand how to get out of relationships I don’t want to be in.
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Introduction	One of the most important developmental milestones for children is to learn how to have healthy, safe relationships in which they avoid risks and understand the hallmarks of responsible decision making. The focus of this lesson is consent and boundaries as part of a healthy relationship, including what to do when others don’t respect these.
CA Health Standards 7th-8th Grade	1.10 Describe the emotional, psychological, and physical consequences of rape and sexual assault. 1.9 Explain why individuals have the right to refuse sexual contact 1.11 Explain why rape and sexual assault should be reported to authorities and trusted adults. 2.3 Analyze the influence of alcohol and other drugs on sexual behaviors. 2.6 Explain how sexual exploitation can occur through the Internet. 3.1 identify trusted adults in one’s family, school, and community for advice and counseling regarding reproductive and sexual health.

	<p>3.2 Locate medically and scientifically accurate sources of information on reproductive health.</p> <p>4.1 Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health</p> <p>4.3 Use healthy and respectful ways to express friendship, attraction, and affection</p> <p>5.2 Use a decision-making process to examine the characteristics of healthy relationships.</p> <p>7.1 Describe strategies for refusing unwanted sexual activity</p> <p>7.2 Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health</p> <p>8.1 Support and encourage safe, respectful, and responsible relationships.</p>
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Consent and Boundaries

Understanding how consent and boundaries are an important part of healthy relationships



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Activity

Discuss these questions with a partner

What does it mean to give consent?

What does consent sound like?

When do we need to ask for consent?



Record your answers in your document

Provide time to students to discuss and write answers to these questions. These are students' first attempts to explain what they already know about consent.

Essential Question

How are consent and boundaries a part of a safe and happy relationship?

Share the Essential Question for this lesson with students. Clarify any information

Remind students of the salmon colored box with information on where students should go if they need additional resources for their sexual health. Remind students that this information is also on the last page of their workbook for each lesson

If you need resources or support for your sexual health...

- Talk to a parent/guardian or other trusted adult
- Call 2-1-1
- Visit 211sandiego.org

Learning Intentions

- I can describe consent and boundaries.
- I can identify “red flags” in a relationship.
- I can understand how to get out of relationships I don’t want to be in.

Share the Learning Intentions for this lesson with students.
Clarify any information.

Teaching Agreement

It’s important to know that...

1. I am a mandated reporter, which means I’m required to report suspected abuse or neglect.
2. We will be examining sexual health through research, evidence, and scientific facts.
3. We will be learning and using accurate scientific terms for systems, processes, and anatomy that comes directly from the California Health Standards for 7th and 8th grade.
4. We will not be discussing our personal values or opinions about any of the topics.
5. **We will ensure a safe environment that is inclusive for all students**
6. We will focus on questions that relate to the science we are learning and encourage you to talk to your parent/guardian at home about your values and opinions when it comes to making choices.

Teaching agreement is shared in each lesson. Introduce students to the requirements of being a “mandated reporter”

It is critical for the teacher to demonstrate that they will be keeping agreements as well as the students during each Sexual Health lesson. This helps the teacher model fairness and accountability for students.

How are consent and boundaries part
of a healthy relationship?

Know Your Terms

Consent Saying "Yes" to give permission for something to happen, or agreement to do something

Boundaries Clear guidelines that you establish to help clearly communicate the behavior you will accept from other people, and the behavior other people can expect from you.

Introduce students to the definitions of consent and boundaries.

Students have a "fill-in-the-blank" section in their workbook for these terms.

The Role of Consent in Healthy Relationships



Share video with students

After watching, lead students in a discussion of the following question:

"What have you learned from this video?"

The Role of Consent in Healthy Relationships

Giving consent is your choice alone

It's OK to say NO

It's only consent if you say YES

It's OK to change your mind

There is NO consent if someone is asleep or unconscious, or silent

Share the examples from the video

What do the Laws in California Say About Consent?

Consent is defined as an agreement between participants to engage in sexual activity of any kind.



You **cannot give consent** if you are:

- Under the age of 18 to someone over 18
- Asleep or unconscious
- Under the influence of alcohol or drugs



Consent should be given **freely and willingly** by both people engaging in sexual activity. It is always okay to say no.



Consent is an **ongoing process of discussing boundaries** and what you're comfortable with. It is your body and you have the right to say "yes" or "no" to what happens.



Understanding consent is an **important part of having safe and healthy relationships.**



Share California's consent laws with students.

Note: These laws in California were developed to address consent in sexual relationships, but also to combat both human trafficking and cult recruitment.

Tips for Saying No to Sex

Think about what you want, and then be confident about it.

Say "NO" or "Stop" ... "NO" is a complete sentence. You don't have to say anything else.

Be clear and direct. Look them in the eyes and use a serious voice.

You can tell them you really like, or even love them, but you don't want to have sex.

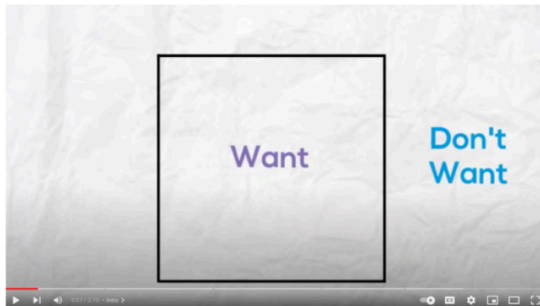
Communicate with your partner other options for intimacy.

It's OK to change your mind and say "NO" or "STOP" at any time.



Share with students tips for refusing sex

What are Boundaries?



Share with students video on setting boundaries

Healthy Boundaries

Why are Boundaries Important?

- To be true to yourself
- Prevent others from taking advantage of or manipulating us
- Promote healthy relationships
- Allow you to speak up for yourself
- Empower us to strive for personal goals and establish empathy for others

What steps can we Take to Set Healthy Boundaries?

1. Know your wants, fears, and limits
2. Communicate your boundaries
3. Enforce your boundaries
4. Recognize that you can change boundaries at any time

Reflect with students on why boundaries are important, and the steps to take to set healthy boundaries.

Healthy Relationships

Describe what you know about consent and boundaries.

Provide time for students to describe what they've learned about consent and boundaries.

Red Flags

A "Red Flag" is a warning that something is wrong.



List possible "Red Flags" in a relationship. Finish this sentence:

No one should ever...

Have students work in pairs to brainstorm behaviors they think would be red flags in a relationship

No one should ever...

Red Flags in Relationships **No One Should Ever:**

Touch any part of your body without your permission	Threaten you with violence or injury of any kind (physical, emotional, or sexual)	Pressure you to engage in risky or illegal activity	Try to control your thoughts and/or behavior
Pressure you to do anything you don't feel like doing	Convince you to go against your values or beliefs	Humiliate you or make you feel ashamed because of who you are	Ignore your requests for privacy or monitor your daily activity
Isolate you from your family and/or friends	Tell you to keep your relationship secret from your parents/guardians or other trusted adults	Physically injure or hurt you, including criticizing, making fun of you, or making you feel bad	If you need resources or support for your sexual health... <ul style="list-style-type: none"> Talk to a parent/guardian or other trusted adult Call 2-1-1 Visit 211sandiego.org

Share these examples and have students add examples to their list of red flags.

How do I get out of different types of relationships I don't want to be in?

How to Get Out of a Non-Threatening Relationship

Decide how you are going to talk to the person. In person, on the phone, via chat... if you are doing this in person, make sure you are in a public place to be more safe. Have a parent/guardian, or other trusted adult accompany you to be even more safe.

Tell them you have something important you want to talk about.

Tell them what you feel is wrong. You don't have to give a reason why, but just that this is how you feel, like "This just isn't working out"

Tell them what you want... for example: "I don't want to be your partner anymore"

You can acknowledge that this might be hard for them to hear. They might be upset, surprised, or angry, but their emotions are not your responsibility. You can tell them "I understand this is hard for you, but this is what's best for me"

If they do, or say something that makes you feel scared or in danger, get help from a parent/guardian or other trusted adult.

Introduce students to steps to get out of a relationship they don't want to be in, one that is non-threatening

How to Get Out of an Unhealthy Relationship

Know that you have the right to be safe. You have the right to be treated with respect. Knowing this is the first step.


Confide in someone you trust. Tell a parent/guardian, another trusted adult, health provider, or friend what you're going through so they can help. Many adults know how to help in this situation. An adult might be able to get you to safety faster than a friend can. If the relationship is dangerous, do not confront the person on your own.

Get help and support from experts. Going through abuse can leave you feeling confused, scared, or exhausted. Find a therapist to help you get your emotional strength back. They can help you sort through the many emotions you might be dealing with.

If you need resources or support for your sexual health...

- Talk to a parent/guardian or other trusted adult
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Review these steps to get out of an unhealthy, dangerous relationship. Emphasize the importance of confiding in a parent/guardian or other trusted adult.

<div data-bbox="157 337 268 370">Exit Slip</div> <p data-bbox="304 316 535 397">How are consent and boundaries part of a safe and happy relationship?</p> 	<p data-bbox="974 211 1814 284">Provide time for students to describe the role of consent and boundaries as part of a healthy relationship.</p>
<div data-bbox="157 841 241 901">At Home</div> <p data-bbox="304 787 735 812">With a parent/guardian or other trusted adult:</p> <ul data-bbox="315 828 871 941" style="list-style-type: none"> • Option 1: Share your Exit Slip about consent and boundaries • Option 2: Review what you've learned about consent and boundaries 	<p data-bbox="974 709 1759 782">Remind students to continue this conversation with their parent/guardian or other trusted adult.</p>

Sources

Leicester City Council - [Consent Public Service Healthy Relationships Initiative](#)

[How To Set Healthy Boundaries in Relationships](#)

[4 Red Flags In A Relationship – Forbes Health](#)

[5 Tips For Teens: How To Break Up With Someone You Love And Care For | BetterHelp](#)

[The Laws In Your State: California | RAINN](#)