



Grade 6: Consent & Communication

Overview

Students discuss the “whys” and “hows” of communication, boundaries, and consent. In a large group activity, they practice asking for consent and providing/refusing consent.

Timing

40 minutes

Objectives

By the end of this lesson, students will:

- Identify ways to communicate effectively in a variety of relationships.
- Recognize that everyone has the right to set boundaries based on their personal values.
- Describe situations where consent is needed.

Standards

Washington State Sexual Health Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a
 - Recognize that everyone has the right to set boundaries based on personal values. H1.Se5.6b
 - Understand which sexual health care services are available to youth. H1.Se6.6a
 - Understand that there are behaviors that constitute sexual offenses. H1.Se6.6b

Materials Needed

- Computer/projector/speakers to display PowerPoint, including video streaming
- Handout: Consent & Communication Activity
- Paper for student exit ticket (or assignment if preferred)

Teacher Preparation

- Print copies of the handout and cut out question/response sections. Prepare enough so that half of your students receive the question list, the other half the receive response list.

Agenda

Introduction – 5 minutes

Slide 1

- Name today's topic and review ground rules

Slide 2

- Read learning objectives as an introduction to the topic

Slide 3

- Teacher Script: *A boundary is a limit a person sets for themselves. It is often based on their level of comfort or interest in something.*
- Ask students turn to a partner and discuss the posted question: *Why does everyone have the right to set their own personal boundaries?*
- Ask volunteers to share an answer they talked about with their partner.

Discussion - 12 minutes

Slide 4

- In table groups, ask students to discuss each of the following: *What do you think of when you hear the word "consent"? What do you think of when you hear the word "communication"? How do you think consent and communication work together?*
- Ask each group to share out a response to one of the questions.

Slide 5

- Teacher Script: *On the next slide, you will watch a 2-minute video. Notice what the bear in the video is learning about consent and communication.*

Slide 6

- Play video

Slide 7

- With their table groups, or chosen groups of 3-6 students, have them debrief the video using this as a prompt: *What did the bear learn about human behavior that is different from animal behavior?*

Slide 8

- Ask for students to respond to *"How do you know if someone is really consenting?"* Then reveal the animation with the answer.
- Teacher Script: *People can consent verbally, by saying "yes!" or "I want to do that." They can also consent nonverbally by nodding or giving a thumbs up. Although someone can give consent verbally or nonverbally, verbal communication is often the clearest way to get consent. Of course, for consent to truly be there, the person must be fully aware of what they are consenting to, and there cannot be any pressure on them to say yes.*

Slide 9

- Teacher Script: *Consent is important in many different situations. Although consent is important for physical touch, it's also needed when taking or borrowing someone else's belongings, posting a picture of someone online, and sharing someone's private information.*
- Reveal the animation with the prompt. Ask for students to share when they believe consent is needed aside from physical touch. *Can you think of three other examples where consent is needed?* [Possible responses: touching someone's hair, eating someone else's food, doing an activity with someone like playing a game or watching a movie.]

Activity - 15 minutes

Slide 10

- Ask students to stand in two equal number lines facing each other, so each student is paired with another student.
- Give all students in one line the “questions” portion of the handout, then give the “responses” portion of the handout to the other line.
- Direct the students on the left to ask the student standing across from them one of the question options, and that student then answers using whichever of the responses options they would like.
- Ask the line of students on the right to take one step to the right and switch to a new partner. The student at the top of the line walks around to the bottom of the line as part of the rotation.
- Repeat process a few times.
- Direct students to switch papers with the person across from them, and repeat process a few times so that every student has the opportunity to practice both skills.
- Discussion (for after activity):
 - *For those students that asked a question, how did you understand if the other person was giving consent or not? Were they communicating verbally or nonverbally?*
 - *For those students giving or not giving consent, how did you choose to give or not give consent? Did you notice anything about how the other person reacted?*

Closing – 8 minutes

Slide 11

- Teacher Script: *Remember, you have the right to say no. And so does everyone else. Being told “no” is not a bad thing, and it doesn’t mean the person saying no is mad at you, a bad friend, or anything else. If you still aren’t sure if someone wants to do something, ask again, and let them know it’s okay if they don’t.*

Slide 12

- Teacher Script: *Being friends or in a relationship with someone does not change the rules of consent. Consent is not possible if the person was forced, threatened, or persuaded into saying yes. If someone doesn’t ask you for consent and still touches you, posts pictures of you, or shares your secret, that is not ok and it is not your fault. If that happens, you can talk to a trusted adult like a parent, family friend, teacher, or coach.*
- Ask for questions about today’s lesson

Slide 13

- Ask students to write responses to prompts in the slide
- Note: If preferred, this could be assigned as homework instead of an exit ticket by using attached assignment document

Slide 14

- Call attention to resources

Slide 15

- Credits

Vocabulary

Key words in this lesson:

- Boundaries – limits a person sets for themselves
- Consent – when someone agrees or gives permission to do something

Additional Resources

Websites:

- Teach Consent www.teachconsent.org
- Love is Respect www.loveisrespect.org

Handouts and Assignment – on following pages

- Handout: Consent & Communication Activity
- Assignment: Consent & Communication (optional alternative to exit ticket)



Handout: Consent & Communication Activity
6th Grade Sexual Health Education

Procedure: Instruct students to get into two parallel lines, so each student is paired with another student. Print out the provided sheet of questions for the students on the left. Print out the provided sheet of possible ways to give/not give consent for the students on the right. The students on the left ask a question while the students on the right show different ways of giving or not giving consent (either verbally or nonverbally). The students on the right step down the line so each student can interact with another student. If time permits, the lines can alternate so everyone has the chance to both ask the questions and give/not give consent.

Possible questions for students on the left (print and cut out list below for each student):

Would you like to play basketball with me?
Do you want to come to my house after school?
Could you help me clean my room?
Could you walk my dog for me?
Can I take a picture of you?
Can I tell my friend your secret?
Do you want to watch a movie?
Can I borrow your pen?
Can I have a bite of your lunch?
Do you want to play a videogame?

Possible responses for students on the right (print and cut out list below for each student):

Yes!
No, thanks
Nodding
Shaking head
Sure
I'm not sure
I don't know
Okay!
Sounds good
I don't feel like it

