



Grade 7: Ask, Listen, Respect - Consent

Overview

Students learn about the concept of consent and how it applies to everyday interactions as well as sexual or intimate activity with a partner. There is an opportunity to explore the nuances of what consent looks like and gives them the chance to practice communication skills.

Timing

40 minutes

Objectives

By the end of this lesson, students will:

- Describe 3 facts about consent
- Demonstrate communication skills to avoid causing harm to another person
- Demonstrate communication skills that foster healthy relationships

Standards

Washington State Sexual Health Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - Define sexual offenses as they relate to state law. H1.S36.7b
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - Demonstrate communication skills that foster healthy relationships. H4.Se5.7a
 - Explain importance of setting personal boundaries and showing respect for the boundaries and values of others. H4Se5.7b

Materials Needed

- Computer/projector/speakers to display PowerPoint, including video streaming
- Handout: Ask Listen Respect – Consent
- Handout: Sexual Assault – A Resource for Young People, one for each student
- Paper for student exit ticket (or assignment if preferred)

Teacher Preparation

- Print 5-6 copies of the Handout: Ask Listen Respect – Consent so that each table group has one
- Print enough copies of the Handout: Sexual Assault – A Resource for Young People so that each student has one

Agenda

Introduction – 5 minutes

Slide 1

- Welcome students, introduce topic, review ground rules.

Slide 2

- Teacher Script: *After completing this lesson, you should be able to describe consent, demonstrate communication skills that avoid causing harm to another person and foster healthy relationships.*

Slide 3

- Teacher Script: *Discuss with the people sitting closest to you the following questions: What do you think about when you hear the word “consent?” How would you explain consent to someone who doesn’t know what it is?*
- Pause for group discussion the ask for volunteers to share.

Slide 4

- Review slide.

Discussion - 15 minutes

Slide 5

- Teacher Script: *There are 3 basic steps of practicing consent: 1. Ask the question and be specific; 2. Listen to their verbal communication (words) and watch for their non-verbal communication (like facial expression or body language); and 3. Respect their answer whether they say yes or no.*

Slide 6

- Teacher Script: *We’re about to watch a one-minute video. As you watch, notice how each person asks for consent and how they listen to the other person’s answer. The video actually shows 5 examples of how to ask for consent. How many can you see?*

Slide 7

- Play video.

Slide 8

- Teacher Script: *The video showed 5 examples of how to ask for consent. How many did you see?*
- Answer Key: “Can I come over?”, “Wanna shoot some hoops?”, “Do you wanna play?”, “Wanna see a movie?”, “Wanna kiss?”

Slide 9

- Review slide.

Slide 10

- Teacher Script: *A “yes” or a “no” is okay. Everyone has the right to say yes or no in any situation. A “maybe” is not a “yes.” If someone seems unsure, consent is not being given. And silence is not a “yes,” the absence of a “no” is not the presence of a “yes.”*

Slide 11

- Review slide.

Slide 12

- Teacher Script: *Pair up with the person next to you. Discuss what messages we get from the media about consent or non-consent.*
- Ask students to share. Possible responses: men pressure women, couples don’t need to actually talk about consent, consent is being talked about more among younger people. Discuss which of these are myths and how they might affect young people.

Activity - 15 minutes

Slide 13

- Break students into groups of 4-6 students.
- Pass out one “Handout: Ask Listen Respect – Consent” to each group.
- Tell them they will have 10 minutes to complete the handout and turn it in.

Slide 14

- Pass out “Sexual Assault – A Resource for Young People” and give students a few minutes to read it independently.
- After about 3 minutes, ask students to share something interesting or something they learned.

Closing – 5 minutes

Slide 15

- Teacher Script: *The Harborview Abuse & Trauma Center is a local resource for people who have experienced sexual assault or other traumatic events. The Love is Respect Teen Dating Violence Hotline and the Trevor Project Hotline are national resources for people who have experienced sexual assault or dating violence. Young people can use either of these resources.*

Slide 16

- 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 17

- Credits

Vocabulary

Key words in this lesson:

- Sexual Assault – The term sexual assault refers to sexual contact or behavior that occurs without explicit consent of the victim. 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; penetration of the victim’s body, also known as rape.
- Coercion – use of force, threats, and/or intimidation to get someone to do something
- Equity – fairness or justice in the way people are treated

Additional Resources

Websites:

- CDC - <https://www.cdc.gov/violenceprevention/sexualviolence/index.html>
- RAINN - <https://www.rainn.org/>

Handouts and Assignment – on following pages

- Handout: Ask, Listen, Respect – Consent
- Handout: Sexual Assault – A Resource for Young People
- Assignment: Ask, Listen, Respect – Consent (optional alternative to exit ticket)



Names of group members:

Handout: Ask, Listen, Respect - Consent
7th Grade Sexual Health Education

Part 1 Instructions: As a group, discuss and write your answers to the following questions.

1. Imagine your friend meets up with you and brings a pizza with a topping you don't like. They offer you a slice and you decline. How would you feel if they said, "It's weird that you don't want a slice?"

2. If your friend brings over a pizza and offers you two slices and you eat four without asking them, what do you think their reaction would be? How do you think they would feel?

3. Imagine your friend brings over a pizza and you eat it with them. Then they come back the next day with another pizza and want you to eat some, and you decline. How would you feel if they got upset? Does a person need to accept something just because they accepted it in the past?

4. If your friend had a pizza and half of it had toppings you didn't like and half of it had toppings you did like, how would you ask for a slice? If your friend says you can only have a slice from the half that you don't like, how could you respond respectfully?

Part 2 Instructions: Time to have some imaginary pizza! Your group has enough money for one pizza only. Each pizza has 12 slices. The restaurant will allow you to split the pizza in half with different toppings on each half. As a group, you will come up with one pizza order that everyone feels good about sharing.

The purpose of this activity is to practice consent. Each person in the group must practice these 3 steps as you collectively decide on your pizza order. Remember the 3 steps of consent:

1. Ask (examples: "Do you like _____?" or "Do you want _____?")
2. Listen and watch for their answer.
3. Respect their answer.

Vegetables/Fruit/Herbs:

Artichoke Hearts	Pineapple	Peppers	Oregano	Olives	Green Peppers
Sun Dried Tomatoes	Garlic	Basil	Onions	Mushrooms	Fresh tomatoes

Meats:

BBQ Chicken	Sausage	Ground Beef	Bacon	Chorizo
Roasted Chicken	Ham	Pepperoni		

Sauces:

Marinara	Pesto	BBQ	Olive Oil	White (Alfredo)
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Cheeses:

Mozzarella	Cheddar	Blue Cheese	Parmesan	Goat Cheese	Feta
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Write Your Specific Pizza Order (you can draw it too!):

SEXUAL ASSAULT: A RESOURCE FOR YOUNG PEOPLE

This contains sensitive and detailed information about sexual assault. Please reach out to us for support or questions: Harborview Abuse & Trauma Center 206-744-1600 or www.uwhatc.org

CONSENT MEANS AGREEMENT. Consent is necessary each time that people do any type of sexual activity together. Not sure if someone is consenting? Ask them! Are they OK with this? You can ask if you can do something with them— it's best to be specific. Or, you can just ask what they want to do!

RESPECTING A SEXUAL PARTNER LOOKS LIKE:

1. Each person's choice: Made with a clear head.
2. Boundaries: Respectfully accept when a partner says "no" (with words or actions).
3. Affirmative consent: Engage in sexual activity only when there is a clear "yes" (with words or actions).
4. Checking in: Each person feels good about what they choose to do together.
5. Between equals: People have equal power considering their developmental level, their job, etc.

WHAT DOES THE LAW ACTUALLY SAY?

Legal Definition of CONSENT in WA: "at the time of the act of sexual intercourse or sexual contact there are actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact."

Sexual assault is sexual activity that is forced, illegal, or done without a person's consent. It is a violation of a person's body or boundaries. Often, it is an abuse of power. Sexual assault can happen to anyone, including people of all genders, ages, races, and sexual orientations. Many people have questions about the laws. Here are a few of the Washington State laws in simpler language. For more laws and exact definitions, look up the RCWs (Revised Codes of Washington) at app.leg.wa.gov. These laws vary state by state.

- **RAPE:** Forcing someone to have sex is rape. Legally, consent means words or actions that show agreement. Having sex with someone who did not give consent is rape. Having sex with a person who is unable to give consent is also rape. People who are "physically helpless" or "mentally incapacitated" (such as due to illness, effects of a substance, defect, or being unconscious) are unable to consent to sex. [RCW Chapter 9A.44]
- **DEPICTIONS OF MINOR ENGAGED IN SEXUALLY EXPLICIT CONDUCT (Child Pornography):** There are several crimes related to developing, possessing, viewing, copying, publishing, printing, exchanging, or distributing an image or video of a minor (under age 18) engaged in sexual conduct. [RCW Chapter 9.68A]
- **COMMERCIAL SEX ABUSE OF A MINOR:** There are several crimes related to promoting, allowing, paying, or offering anything of value in exchange for a minor engaging in sexual activity. [RCW Chapter 9.68A]

The legal response can vary in different cases. Many times there is no arrest or jail time period survivors can still get support. Minors and people with developmental disabilities should also be aware of mandated reporting laws. If you are concerned about this, you can always call our center anonymously and speak to a counselor: 206-744-1600.

LAWS ABOUT AGE DIFFERENCES:

These laws say who can consent to who, based on age. In general, the age of consent in Washington is 16. This list explains more:

RAPE OF A CHILD (STATUTORY RAPE): When an older teen/adult has sex with a younger child.

- When the younger person is under age 12, and the older person is at least 2 years older
- When the younger person is age 12 or 13, and the older person is at least 3 years older
- When the younger person is age 14 or 15, and the older person is at least 4 years older

CHILD MOLESTATION: When an older teen/adult sexually touches a younger child.

- When the younger person is under age 14, and the older person is at least 3 years older
- When the younger person is age 14 or 15, and the older person is at least 4 years older

SEXUAL MISCONDUCT: When an older person in a significant relationship and supervisory position (such as a coach, boss, youth counselor, teacher, etc.) has sex or sexual contact with a younger person.

- When the younger person is age 16 or 17, and the older person is at least 5 years older and in a supervisory position
- When the younger person is an enrolled student under age 21, and the older person is at least 5 years older and a school employee

WHO IS RESPONSIBLE?

For the sexual crimes involving age differences, the older person is considered to be responsible. The older people in these situations often have more life experience and resources. They can use those to pressure or manipulate the other person. Even if younger person thinks it's OK, or their parents think it's OK, it is a crime.

If a person chooses to have sexual contact with someone who did not consent (or could not consent), they are responsible for that choice. Sexual assault is never the victim's fault. You can challenge victim-blaming phrases like: "They should not have been drinking." or "They were leading them on." or "They didn't fight back." You can simply say, "I don't agree. No one ever deserves to be assaulted."

REACTIONS AND RECOVERY

It's normal to have different reactions after a sexual assault. It varies depending on the person and their experiences. Some common thoughts and feelings are:

- Feeling like it was their fault
- Feeling sad, anxious, or agitated
- Worrying people won't believe them
- Having repeated and unwanted memories of the event
- Feeling unsure about talking with investigators, other professionals, or even people close to them
- Having a hard time being happy or doing fun or important things

HOW CAN A COUNSELOR HELP?

1. Discuss your options, your rights, and share resources
2. Help to problem solve issues that come up
3. Answer your questions about the legal process
4. Teach new skills to manage bad feelings and memories
5. Discuss ways to get back to things you want to do

We want to help you move forward and start to heal.

TIPS FOR SURVIVORS AFTER A SEXUAL ASSAULT:

1. Time really does help heal.
2. Stay connected with supportive friends, parents, and other trusted people.
3. Do things that relieve stress and make you feel good. It's okay to set boundaries or take a break from people who have caused harm.
4. Get a medical exam: An exam is a good way to make sure your body is OK. You can ask questions, and get medications to prevent STDs and pregnancy. Evidence can be collected if you want (up to 5 days after an assault: sooner is better).
5. Talk to a counselor or advocate: Discuss concerns. Ask questions. Decide next steps.
6. Not everyone has trauma symptoms after an assault. If they do, counseling can be very effective at reducing symptoms (like nightmares and flashbacks). It can be short term.

CALL US. WE CAN HELP.

206-744- 1600

Harborview Abuse & Trauma Center: Offices in Seattle, Bellevue, and Shoreline

Services include: medical exams, crisis help, and counseling (most services are free)

www.uwhatc.org



Name:

Period:

**Assignment: Ask, Listen, Respect - Consent
7th Grade Sexual Health Education**

1. Why is it important for a person to respect when their partner or friend says no?

2. How do you ask for consent with your friends?

3. What are 3 ways that a person could show respect when someone tells them “no?”