

## Lesson 3: Authentic Consent

### OBJECTIVES

1. Students will be able to define authentic consent.
2. Students will practice asking for and giving authentic consent.
3. Students will understand how people establish and maintain boundaries and why boundaries are an important part of a healthy relationship.
4. Students will be able to define authentic sexual consent and explain its implications for sexual decision making.

### AGENDA

10 minutes	Do now
10 minutes	What is Authentic Consent
10 minutes	Including Gallery Walk Activity
15 minutes	Understanding and Practicing Authentic Consent
5 minutes	Closing/Exit ticket

### MATERIALS

- Power Point Presentation
- Whiteboard or flipchart paper
- Homework worksheet
- Vocabulary Reference List

### SUGGESTED ACCOMMODATIONS

- Do Now:
  - Provide students with lists of answers to select from.
- What Is Authentic Consent:
  - For students with assistive communication needs participating in discussion, collaborate with Special Education Staff to provide participation opportunities, (i.e., pre-program voice output device, have student point to word/correct definition).
- Gallery Walk or Partner Activity:
  - Option 1: Provide pre-written definition post-its for students to add to gallery walk posters
  - Option 2: Provide labels with vocabulary words/definitions pre-typed for students to add to worksheet.
- Understanding and Practicing Authentic Consent:

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- For students with assistive communication needs participating in authentic consent pizza activity, collaborate with Special Education Staff to provide participation opportunities, (i.e., pre-program voice output device, social scripts).
  - Allow pairs to turn in one worksheet for students who have difficulty writing.
  - Exit Ticket:
    - Consider alternative exit ticket format, (i.e., multiple choice, fill in the blank).

- 1.8.S** Use a decision-making process to examine risky social dating situations.
- 3.1.G** Identify trusted adults in one’s family, school, and community for advice and counseling regarding reproductive and sexual health.
- 4.3.G** Use healthy and respectful ways to express friendships, attraction, and affection.
- 5.5.S** Apply decision-making or problem-solving steps hypothetical situations involving assault and intimidation, including sexual harassment.
- 8.1.G** Support and encourage safe, respectful, and responsible relationships.

**Teacher tip:** Please watch this prior to teaching this lesson (8min)

[https://www.ted.com/talks/al\\_ernacchio\\_sex\\_needs\\_a\\_new\\_metaphor\\_here\\_s\\_one?language=en](https://www.ted.com/talks/al_ernacchio_sex_needs_a_new_metaphor_here_s_one?language=en)

#### DO NOW ACTIVITY

10 minutes

- What is something you have to ask permission for? Make a list.
- What is something you give others permission to do? Make a list.
- Is asking for permission easy?
- Is giving permission easy?

Have a few students share their responses with the class.

#### What is Authentic Consent

10 minutes

*Part of this lesson is adapted from after “Advocates for Youth: Right. Respect. Responsibility” Curriculum*

Start class by asking students, “What does the word ‘consent’ mean? What does it mean to give consent?” Ask for a few students to respond, probing for the following answers/ideas:

Teacher tip: Another word for permission is consent. Today we are going to learn about the phrase **authentic consent**.

Can someone tell me what authentic means?

**Authentic** = something real, true, not false or copied.

Can someone tell me what consent means?

**Consent** = is another word for giving permission

**So authentic consent** = true consent, consent that feels real to the person. Consent is really giving permission

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Teacher Tip: below are a few answers or ideas in case students' needs help getting started.

- It's when someone says they want to do something
- When someone gives permission to another person
- Saying "yes" to or being okay with something

Say, "consent" seems like a pretty straightforward idea – but it isn't always. Let's take a look at one person's attempt to figure it all out."

Play the video, "2 Minutes Will Change the Way You Think about Consent," at <https://www.youtube.com/watch?v=laMtr-rUEmY>. Ask for reactions to the video, then process using the following:

Teacher Tip: a few more videos on consent

- Consent for kids – [https://www.youtube.com/watch?v=h3nhM9Uljc&feature=em-share\\_video\\_user](https://www.youtube.com/watch?v=h3nhM9Uljc&feature=em-share_video_user)
- Tea Consent (clean) <https://www.youtube.com/watch?v=fGoWLWS4-kU>

- The ConsentBot says her first attempt was "coercion." What does that mean? (Probe for getting someone to do something by threatening or forcing them). What did she do that was coercive? Remind the students that, as the ConsentBot says, "Consent must be voluntary," which means a person has to want to give consent.
- When she goes to visit her friend, Jonathan, he is half asleep when she asks for his phone and he says yes. The ConsentBot says it's not consent because he's "incapacitated." What does that mean? (Probe for when someone doesn't have the capacity or ability to do things – or say they want to do things). Jonathan was asleep, so he would not have been completely aware of what he was saying. The same thing goes if someone were drunk or using drugs.
- What do you think of the example when she is in the library and asks the person wearing the headphones for their phone and they don't respond -- and she assumes she has consent because that person didn't say no? Ask, "Why isn't that the same as having consent?" Probe for the importance of getting a clear "yes" or "no" from someone to know for sure whether you have (or have not gotten) consent.
- Has anyone ever been in a situation where they haven't wanted to do something, but a friend has said, "It's fine, just do it." How has that felt? Why did the ConsentBot say it wasn't

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consent? (Probe for the fact that the middle person seemed to have felt intimidated – meaning, pressured to do it, even if he wasn’t being pressured by the person asking for consent).

- What did you notice in the last exchange, which the ConsentBot finally agrees is consent? Probe for the fact that she asked – and he said yes, while also clarifying his conditions: “You can use my phone, but no texts or international calls.” She clarified by asking about his phone’s game center, and he responded. The ConsentBot said that this was clear consent – and it was also healthy, clear communication.

### Vocabulary Gallery Walk or Partner Activity

10 minutes

#### Option #1

On flip chart paper have the following words written: consent, authentic, authentic consent, coercion, boundaries, clear communication and negation. Divide the class into groups of three or four and have them go up to each chart paper and write down the definition on a post-it, if they do know the definition they should take a guess.

Teacher Script: We are going to do a gallery walk now. We have chart paper up with words so we are going to stand up and walk around and add post-its to the words. Afterward we will have students read out the post its with the definitions.

- Consent
- Authentic Consent
- Coercion
- Boundaries
- Clear communication
- Negotiation

#### Option #2

Have students work in groups of 3 or 4 and together fill out the vocabulary worksheet. It’s okay not to know the definition for all the words but together they should take a guess and write a definition for each word.

- Consent
- Authentic Consent
- Coercion
- Boundaries
- Clear communication
- Negotiation

Teacher Script: in your groups look at each vocabulary word and define it in your own words. It’s okay not to know the definition take a guess and come up with a definition together.

Share definitions with students have them make corrections if needed.

- **Consent** = is giving permission, saying yes or agreeing to do something.
- **Authentic Consent** = saying yes or giving permission free of any pressure.
- **Coercion** = involves using the threat of harm to make someone do something against their will. This involves the belief that failure to do something would result in serious harm against someone, either self or someone else.
- **Boundaries** = A line that marks the limit.
- **Clear communication** = being very clear about your needs or what you want and listening to what others need and want.
- **Negotiation** = having a talk/discussion to reach an agreement.

### Understanding & Practicing Authentic Consent

15 minutes

1. Say “We’re going to practice what it’s like to ask for and give consent in a relationship.”
2. Break students up into pairs. Say, “you will now order pizza together.”
3. Distribute the ordering pizza worksheet and have students follow the instructions provided below.

### Let’s Practice Authentic Consent! Power Point Presentation

#### Step 1: Am I hungry? Is my partner hungry?

- Ask them: “Hey, are you hungry right now?” or “I’m hungry... how are you feeling?”
- Take a minute to figure out if your partner is hungry?
- Write down what you ask each other and how each one of you answers

#### Step 2: Do I want Pizza?

- I am hungry, so do I want pizza?
- If your partner is hungry, do they want to eat pizza?
  - Ask them: “Do you like pizza?” or “How do you feel about having pizza?”
  - Write down what you ask each other and how each one of you answers

#### Step 3: What kind of pizza?

- Great, we both want pizza!
- But what kind? Plain cheese? Pepperoni?
- Talk about your favorite pizza. What do each of you like? Do you or your partner have limitations or restrictions?
  - Is your partner a vegetarian? Are you allergic to mushrooms? Do you like extra cheese?
- Communicate with your partner and work together to find the perfect pizza for the both of you.
  - Half pepperoni and pineapple, half sausage and onion?
  - Extra cheese with pepperoni?

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- Write down your final pizza order

**Step 4:** Are you ready to order pizza

- How are you feeling? Are you ready to order pizza together?
- Was it easy to decide on the pizza you both wanted?
- Would you order pizza with this person again?

**Step 5:** What does ordering pizza have to do with authentic consent, clear communication, and healthy relationships?

# Let's Practice Authentic Consent Worksheet

Follow along with Power Point presentation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Step One – Am I hungry? Are you hungry?

### **Am I hungry? Is my partner hungry?**

Ask them: “Hey, are you hungry right now?” or “I’m hungry... how are you feeling?”

- Take a minute to figure out if your partner is hungry.
- Write down what you ask each other and how

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## Step Two – Do I want pizza? Do you want pizza?

Ask them: “Do you like pizza?” or “How do you feel about having pizza?”

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Now ask your partner. Do they like pizza?

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## Step Three – What kind of pizza?

### **Great we both want pizza! But what kind? Plain cheese? Pepperoni?**

Talk about your favorite pizza. What do each of you like? Do you or your partner have limitations or restrictions?

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Is your partner a vegetarian? Are you allergic to pineapple? Do you like extra cheese?

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## Step Four – Are you ready to order pizza?

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How are you feeling? Are you ready to order pizza together?

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Was it easy to decide on the pizza you both wanted?

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Would you order pizza with this person again?

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**Step 5 - What kind of pizza did you and your partner order? You can write your answer or/and draw it**

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Draw your pizza



**Step 6 - What does this activity have to do with authentic consent?**

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# Exit Ticket

Name: \_\_\_\_\_ Period: \_\_\_\_\_

**Give three examples on how you can practice giving or asking for Authentic Consent?**

**Example:**

I'm going to ask for a hug from my friend instead of assuming they want one.

My Example:

- 1.
- 2.
- 3.

# Exit Ticket

Name: \_\_\_\_\_ Period: \_\_\_\_\_

**Give three examples on how you can practice giving or asking for Authentic Consent?**

**Example:**

I'm going to ask for a hug from my friend instead of assuming they want one.

My Example:

- 1.
- 2.
- 3.