Supplemental Lesson
Understanding Affirmative Consent

Overview
This supplemental lesson begins with a pair activity in which students practice listening and communicating in verbal and nonverbal ways. They discuss how important it is to both speak up and listen, then talk about how important communication is in pressure situations. They review and discuss a definition of Affirmative Consent. Then they work in teams to apply the things they have learned by analyzing scenarios where consent may or may not be present. The full class reviews and discusses the scenarios.

Time: 60–90 minutes

Note: This lesson is designed to create a foundation for discussion about Affirmative Consent that can carry through all of the sexual health lessons. Its goal is to help students understand the concept of Affirmative Consent and practice applying its principles in situations similar to those they may face in their own lives.

Be aware that students with experience of trauma may find some of the material challenging. Before reviewing the scenario cards, be sure to affirm that some of the content may be sensitive for some individuals, and remind students that it’s important to remember and respect the different experiences represented in the class. Students may have known someone who has been pressured or sexually assaulted or have had these experiences themselves. Be available to answer questions, offer support and refer students to community resources as needed after the class.

Healthy Behavior Outcomes

**SH-1:** Establish and maintain healthy relationships.

**SH-5:** Avoid pressuring others to engage in sexual behaviors.

**V-4:** Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.

National Health Education Standards

**Standard 1:** Comprehending Concepts

**Performance Indicator 1.12.5:** Propose ways to reduce or prevent injuries and health problems.

**Performance Indicator 1.12.7:** Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

**Standard 7:** Practicing Health-Enhancing Behaviors

**Performance Indicator 7.12.1:** Analyze the role of individual responsibility for enhancing health.
Lesson Objectives

Students will be able to:

1. Define *affirmative consent*.
2. Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.
3. Summarize why individuals have the right to refuse sexual contact.
4. Explain why it is wrong to trick, threaten, or coerce another person into having sex.

Materials & Preparation

Prepare

- Review the *Scenario Card Sets* (Master S1) and choose the most appropriate sets for your students. Copy one set for each team. Cut each set into two sheets, then clip the sheets so they stay together as a set. This ensures that each team gets one Consent and one No Consent or Unsure scenario to analyze.
- Have *Game Instructions: Let’s Have Pizza* (Slide S1) and *Definition of Affirmative Consent* (Slide S2) for presentation.
- Label 6 pieces of chart paper:
  1. Say NO Verbally
  2. Say NO Nonverbally
  3. Say YES Verbally
  4. Say YES Nonverbally
  5. Ways to Check for Consent Verbally
  6. Benefits of Affirmative Consent
- Hang the charts around the room before the class with the bottom taped up to hide the content, or plan to have students help you post the pieces of chart paper as you start the activity. (*Note: As an alternative, you can create and label 6 columns on a large dry-erase board and have students come up to the board to write their answers.*)
- Have markers for student teams.
Copy

- Copy Resources for Students (Handout S1), one for each student.

  Note: Be sure to review this list to be sure the listed resources are appropriate for your students. Add local resources to the list when possible.

Review

- Review the Chart Walk Discussion Guide and Scenario Card Key teacher pages.

Health Terms

Review the teaching steps, slides, master and handout for any terms or concepts your students may not know, and be prepared to explain them.

Examples:
- affirmative
- consent
- nonverbal
- verbal

Support for Diverse Learners

To ensure student success with comprehending concepts:
- Pre-assess students’ knowledge and understanding of key concepts related to sexuality prior to instruction to tailor teaching and learning.
- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Have students create vocabulary cards (term on one side, definitions on other side).
- Make a slide or transparency of the Chart Walk Discussion Guide for use when pre-teaching.

To ensure student success with reading:
- Pair students with stronger reading skills or peer tutors with students who may need help with reading and responding to the Scenario Cards.

To ensure student success with writing:
- Pair students with stronger writing skills or peer tutors with students who may need help with responding to the Exit Ticket. The student can dictate ideas for the peer to transcribe.
- Allow students to complete the Exit Ticket as homework
Introduction

Get students ready for learning

Transition

Think about or imagine a time when you said yes to something you really wanted to do. On a piece of paper, write few sentences about that experience. How did it feel? How did you know you wanted to say yes to this activity? How did your enthusiasm affect what happened? Was this something you would want to do again?

Now think about or imagine a time when you said yes to something you really didn't want to do, and write a few sentences about that experience. How did it feel? Why did you say yes? Did your lack of enthusiasm affect what happened? Was this something you would want to do again?

Allow a few minutes for students to focus and work quietly.

Motivate

Allow volunteers to share some of the feelings and outcomes they wrote about when describing a time they said yes to something they wanted to do. Help them identify commonalities or themes that emerge.

Then do the same for the second situation they wrote about—saying yes when they really didn't want to do something.

Ask them how they think this discussion might relate to romantic relationships.

Teaching Steps

Explore consent through a game

Explain

Today, we'll be doing some activities that will help you look at the ways people communicate and how they say yes or no to things. This will include how you express yourself and your wishes to others, and how you listen to and understand what others communicate to you about what they want. Later in the lesson, we will think about ways to use these communication skills in romantic relationships.

The first thing we will do is play a game.
Prepare

Show the Game Instructions: Let’s Have Pizza! slide.

Explain

Use the instructions on the slide to explain how the game will work.

• Your team’s goal is to create a pizza you’ll both enjoy. That means you have to figure out what your partner likes, and your partner has to figure out what you like, but there’s a catch.

• You will take turns asking yes-or-no questions to figure out how you’d like the pizza prepared and what you’d like on it. First one of you will ask 5 to 7 questions, then the other will ask 5 to 7 questions.

• Ask the questions verbally. The person doing the questioning can speak and use words to try to find out what the other person wants. Make it fun and try to ask questions that invite new possibilities. For example, in addition to, “Do you like pepperoni?” you might ask, “Are you willing to try kale?”

• Reply nonverbally. Here’s what’s tricky. The person responding to the questions has to do this nonverbally. This means you can’t speak. You also can’t use standard nonverbal communication, such as nodding yes, shaking your head no, smiling, frowning, or giving a thumbs up or thumbs down.

Instead, you have to answer the question using two gestures you will make up—one will mean Yes, one will mean No. You can’t tell your partner which gesture is which ahead of time. Challenge yourselves by thinking up non-obvious signals. For example, you might touch one side of your nose for yes and the other side for no.

• If you get stuck, you can start over. If you feel frustrated at some point, work with your partner to find a solution. Your goal is to work together, not against each other. You don’t want to trick your partner, but you do want to see what it’s like to try to understand some new nonverbal ways to communicate. Remember, it’s OK to laugh.

Answer any questions and clarify the instructions as needed to be sure students understand what they are to do.
(Note: Caution students against using inappropriate hand gestures as their yes and no signals. Most youth enjoy pizza and play the game willingly. If a student is adamant about not liking pizza, you can offer an alternative, such as salad, sub sandwich, burrito, etc.)

Create

Pair students or allow them to find partners. Remind students that one member of the team goes first and can ask 5 to 7 questions. Then they will trade roles. Let students know that they’ll have 3–4 minutes total during which both partners should ask their questions.

Have students begin the game. Circulate to monitor the pairs and provide guidance as needed. After a few minutes, or as pairs wind down, bring students’ attention back to the full class.

Debrief

How did it go? Are you both excited about the pizza you’re going to order?

Ask a few pairs to describe their pizzas. Note whether a pair is in agreement about their pizza or whether there has been some miscommunication along the way. Then ask students to discuss the communication process.

What worked well? What was challenging?

Affirm that nonverbal communication may not always be easy to understand.

What did your team do when things became difficult or confusing? Did any of you stop and start over? Was the second time different? How?

Allow teams to share their experiences and things they did to try to improve the communication.

Explain

Link the game to concepts about consent.

You’ve just played a game that challenged you to find new ways to communicate so you could come up with a plan that worked for both people—in this case it was around ordering a pizza. You probably did some negotiating or compromising along the way, and, if things worked out well, both partners got a pizza they liked.
There are many different situations where people might use some nonverbal communication. One is in romantic or sexual situations. The experiences you had in the pizza game can help you think about communication in romantic situations, especially when partners are making choices about sex.

It is very important in these situations to speak up about what you want, and to listen to a partner’s verbal and nonverbal communication.

**Survey**

Can any of you think of a time when you were with a friend or romantic partner and didn’t negotiate or compromise about an activity? Was there ever a time when you went along and did something you didn’t want to do?

Without giving us the details of what happened, can you say something about what it felt like to be in that kind of situation?

*Allow volunteers to share. Look for and affirm answers such as:*

- Felt uncomfortable
- Didn’t feel respected
- Thought I’d made a mistake
- Felt frustrated that we didn’t communicate better

**Ask & Discuss**

Why do you suppose people might go along with something they don’t want to do?

*Look for and affirm answers such as:*

- Sometimes people aren’t sure how to speak up about their limits.
- The other person might be more assertive, or less likely to listen.
- They don’t want to hurt someone’s feelings.
- They want to avoid conflict.
- They are afraid of losing a friend or partner.

Why do you suppose others might pressure someone?

*Look for and affirm answers such as:*

- They have trouble understanding, listening or respecting limits.
- They’re used to getting their own way.
• They think that’s what they’re supposed to do, or that it’s OK to do it.
• They feel entitled or that it is expected.

Review
What are some of the things you’ve learned from the pizza activity and our discussion?

Look for and affirm answers such as:
• Nonverbal communication may not be easy to understand.
• People don’t like being pressured to do something they really do not want to do.
• Sometimes people aren’t sure how to speak up about their limits.
• It’s important to speak up about what you want and to listen to a partner’s verbal and nonverbal communication.

Summarize
It sounds like many of us agree that people don’t like being pressured to do something they really do not want to do. We’ve also seen that communication isn’t always clear, especially when it is nonverbal. When it comes to making decisions in a relationship, especially around sexual activity, it’s important for people to speak up about their limits and what they want, but it’s even more important to pay attention, listen to and respect a partner’s verbal and nonverbal communication.

Define Affirmative Consent

Survey
Have any of you heard the term Affirmative Consent before? What about the phrase “Yes means yes”?

Share
Turn to a partner and talk for a moment about what you think these terms mean.

Allow students to share with a partner. After a moment, bring attention back to the full group.
Explain

I’m going to review a definition of these terms that you’ll be using in the next activity. This definition takes some of the principles from the pizza game and puts them into a definition about making choices and agreements about having sex.

Prepare

Show the Definition of Affirmative Consent slide.

Explain

Read the definition or have a student read it aloud.

Affirmative Consent means that both people clearly and freely agree to engage in sexual activity. They have to be awake, aware and able to make decisions.

Consent can be given through words or actions, as long as those words or actions clearly communicate willingness and permission. Consent must be ongoing and can be withdrawn at any time.

(Note: States, schools and other institutions may have their own definitions of Affirmative Consent that include additional points or otherwise vary from this definition. Be sure to check relevant policies and laws for your setting and adapt this definition to them as necessary.)

Ask & Discuss

Emphasize the importance of consent being “clearly and freely given.”

Can you think of any situations where someone might not be able to give consent?

Look for and affirm responses that reflect the following situations. Ask as necessary to check for understanding:

- If someone is asleep, can that person give consent for sexual activity? (No, the person cannot.)
- What if one or both people are impaired due to alcohol or drug use? Can they give consent for sexual activity? (No, they cannot.)
(Note: Issues related to consent and drinking are sometimes unclear. If appropriate for your students, you may wish to clarify that one drink may not leave a person too impaired to make a clear decision. However, when people continue drinking, or when that one drink is large or very strong, or the person is not used to drinking, clear thinking and true consent may not be possible. Remind them that any level of drinking is illegal for people under 21 and that specific legal issues may come up when a minor has been drinking and there are questions about consent.)

- What if someone is confused or unable to understand what’s happening for any reason—language differences, illness, learning differences? Can that person give consent for sexual activity? (No, the person cannot.)

- If someone hasn't said No, can a partner assume that means Yes? (No. The absence of a No does not mean Yes.)

- What if someone is being pressured or feels threatened in some way? (No, a person who is under pressure or threat cannot give consent.)

**Explain**

In the pizza game you just played, you were practicing a form of non-sexual Affirmative Consent. You practiced communicating both verbally and nonverbally about your likes and dislikes.

In romantic and sexual relationships, people also communicate both verbally and nonverbally about what they want and about their limits or boundaries. It’s important for both partners to pay attention to both verbal and nonverbal communication. The language that says consent is or is not present can be simpler than many people think.

**Clarify the concept of consent**

**Complete**

*Point out the pieces of chart paper posted around the room and explain the chart walk activity.*

Find a partner and pick up a marker. As a team, move around the room and answer the question on at least three of these pieces of chart paper.

*Point to the appropriate pieces of chart paper as you review the questions.*
What are some ways a person can say No, either nonverbally or verbally?
What are some ways a person can say Yes, either nonverbally or verbally?
What can someone say to check whether consent is present?
What are some of the benefits of using Affirmative Consent?

Get the teams up and moving around the chart paper stations. Monitor and offer assistance or suggestions as necessary. After a few minutes, have students return to their seats. Review the suggestions on the pieces of chart paper, using the Chart Walk Discussion Guide teacher page. In particular, be sure to review any of the suggested “Benefits of Affirmative Consent” that students do not mention.

**Summarize**

Affirmative Consent standards have been put into place to provide better guidance for people who choose to engage in sexual activity. It makes sure that consent is given—affirmatively—by both people. Affirmative Consent requires a Yes. The absence of a No does not mean Yes.

Affirmative Consent involves these steps:
1. People listen to one another’s words and body language.
2. They express what they like and how they feel.
3. They respect and observe one another’s boundaries.

Write these three words on the board or chart paper: Listen / Express / Respect and have students repeat them.

**Students analyze scenarios**

**Complete & Share**

Now you’re going to have a chance to apply what you’ve been learning about Affirmative Consent to some stories about young people and their relationships.

(Note: Some of these scenarios involve names that are obviously opposite-sex partners, some involve same-sex partners, and many use gender-neutral names. Be sure to check students’ assumptions about gender in the stories. Use their impressions to explore their
expectations about male and female roles in negotiating sexual consent.)

You’re going to work together in teams to examine some scenarios. See if your team can agree about whether both people in the story have given Affirmative Consent.

Put students into small groups, and give each group one of the **Scenario Card Sets**. (Note: One scenario will be from the Consent category and one will be from either the No Consent or Unclear categories.)

Create 3 columns on the board or chart paper.
Label the columns “Consent,” “No Consent” and “Unclear.”

Instruct students to work together in their group to decide which of the three categories their scenarios belong in. Allow time for groups to read their scenarios and discuss the placement of each one.

After a few minutes, bring attention back to the full group. Have each group post their Scenario Cards under the category on the board or chart paper that they selected.

**Review**

Review the placement of the cards using the **Scenario Card Key**.

(Note: If you find a card in an incorrect column as you review the cards with the class, ask the full group if they agree with this placement. If they suggest the correct column, move it there. If there is confusion about where the card belongs, place it outside all three columns and say, “Let’s come back to this after we’ve discussed the other scenarios.” Students may be clearer about their answers after the discussion of the other scenario cards.)

Let’s look first at the scenarios where your groups thought consent was present.

**Begin with the “Consent” scenarios.** Review all of the cards in this category using the following steps:

- Read or have a student volunteer read a card under this category aloud.
• Ask: How did the partners express their Yes in this situation?

• Clarify the ways both partners paid attention to verbal and/or nonverbal communication. Be sure to point out that they only acted when consent was clearly present.

(Note: You should be able to move fairly quickly through the clear consent scenarios.)

Then review the “Unclear” scenarios. Review all of the cards in this category using the following steps:

• Read or have a student volunteer read a card under this category aloud.

• Ask questions about what each partner is saying and encourage students to identify where there is a Yes, a No or a Not Clear in each scenario.

• Remind students that when situations are not clear, it is necessary to stop to get clear consent before proceeding.

(Note: This is an excellent opportunity to clarify the “myth of mixed messages”—that is, the claim that partners (especially females) give mixed messages about what they want sexually. See the Scenario Card Key for specific examples. )

Then review the “No” scenarios. In these scenarios, one or both partners did not pay attention to verbal and/or nonverbal communication; OR one or both partners could not give consent for some reason (drunk, sick, asleep); OR one or both acted when consent was not clearly present.

Review all of the cards in the No category using the following steps:

• Read or have a student volunteer read a card under this category aloud.

• Ask: Who expressed a No in this scenario? How was the No expressed?

• Ask: What could the person doing the pressuring have done differently to respect the No?

• Ask: If both partners were acting without clear consent, what could they both have done differently?

(Note: Throughout this discussion, avoid “blaming the refuser” for not giving an effective No. One of the essential points of Affirmative
Consent is that both partners must receive a clear Yes before engaging in sex. Emphasize that while it’s important for everyone to communicate clearly about interests and limits, for example, saying “yes” or “no,” it is also everyone’s responsibility to understand clearly what a partner wants. In all circumstances, the absence of a clear, freely given Yes means consent is not present.)

Address any cards that were placed incorrectly. Return to those cards and ask students to describe the expressions of Yes or No in the scenarios. Have students then suggest the best placement for these cards.

Assessment & Closure

Students demonstrate learning

Exit Ticket

Ask students to reflect for a moment on the things the class has discussed and learned today. On a piece of paper, ask them to write the definition of Affirmative Consent in their own words, and then answer these questions:

1. Does every person have right to refuse sexual contact? Why?

2. Why is it an individual’s responsibility to verify that all sexual contact is consensual?

3. Why is it wrong to trick, threaten, or coerce another person into having sex?

Write the Exit Ticket questions on the board and allow time for students to complete the assignment.

End the lesson

Share

If you are ever in a situation where someone does not respect your wishes and decisions regarding sexual activity, you can get help.

Distribute and review the Resources for Students.

Resources for Students

Handout S1
Review & Summarize

Invite students to share some of their key learnings from the lesson.
Look for and affirm answers such as:

- In all relationships, it's important to communicate as clearly as possible about likes and limits. That includes both speaking up and listening.
- Any time a situation is unclear, consent is not present. Partners need to stop and check if things aren't clear.
- Partners need to pay attention to body language and facial expressions as well as words.
- No person should never be pressured, manipulated, coerced, threatened or tricked into sexual activity.

Close

If and when people choose to have sexual relationships, they always get to choose their own likes and dislikes. Everyone is responsible for giving and getting Affirmative Consent from partners. Remember: Listen. Express. Respect.

Enrich & Extend

You can use the scenarios for additional learning as desired. Here are some ideas.

- Ask students to write their own scenarios, either as individual homework or a team project. One scenario should show clear consent, and the other should show no consent or be unclear. Analyze these scenarios as you did those in the lesson. (Note: You may want to set some parameters for your students, such as no sexually explicit scenarios.)

- Distribute additional scenario card sets that were not used in class. As homework or a small-group activity, have students describe the ways consent is or is not present.

- Ask students to work in teams to create posters supporting essential messages about Affirmative Consent. Post the completed posters in the classroom or in common areas of the school.

- Ask students (individually or in teams) to complete an analysis of popular media, such as movies, TV shows or music videos. Have them identify five instances of romantic or sexual activity portrayed in media and describe whether consent was or was not present and why.
**Assessment Evidence**

**Objective 1**
Students defined *affirmative consent* by:
- ☐ Completing the Exit Ticket.

**Objective 2**
Students explained why it is an individual's responsibility to verify that all sexual contact is consensual by:
- ☐ Completing the Exit Ticket.

**Objective 3**
Students summarized why individuals have the right to refuse sexual contact by:
- ☐ Completing the Exit Ticket.

**Objective 4**
Students explained why it is wrong to trick, threaten, or coerce another person into having sex by:
- ☐ Completing the Exit Ticket.
Game Instructions: Let’s Have Pizza!

Your team’s goal:
Create a pizza you’ll both enjoy.

1. Take turns asking yes-or-no questions.

2. Ask verbally.

3. Reply *nonverbally*, using two gestures you make up. One means YES and one means NO. Use gestures that aren’t obvious.

4. If you get stuck, you can start over.
Definition of Affirmative Consent

Yes Means Yes

*Affirmative Consent* means that both people clearly and freely agree to engage in sexual activity.

They have to be awake, aware and able to make decisions.

Consent can be given through words or actions, as long as those words or actions clearly communicate willingness and permission.

Consent must be ongoing and can be withdrawn at any time.
# Chart Walk Discussion Guide

<table>
<thead>
<tr>
<th>Nonverbal No</th>
<th>Verbal No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pushing away</td>
<td>“Not now”</td>
</tr>
<tr>
<td>Avoiding eye contact</td>
<td>“I’m not sure…”</td>
</tr>
<tr>
<td>Crossing arms</td>
<td>“I don’t think…”</td>
</tr>
<tr>
<td>Turning body away</td>
<td>“Wait”</td>
</tr>
<tr>
<td>Not reciprocating</td>
<td>“I like this, but…”</td>
</tr>
<tr>
<td>Silence</td>
<td>“Please stop”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Yes</th>
<th>Verbal Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making eye contact</td>
<td>“That feels good”</td>
</tr>
<tr>
<td>Reciprocating</td>
<td>“I like…”</td>
</tr>
<tr>
<td>Pulling a partner closer</td>
<td>“Mmmmm”</td>
</tr>
<tr>
<td>Smiling</td>
<td>“Yes!”</td>
</tr>
</tbody>
</table>

**Ways to check for consent verbally**

- “Is this OK?”
- “Is that a yes?”
- “Can we try…”
- “I really like this. Do you?”

**Benefits of Affirmative Consent**

- Build intimacy, enjoyment and trust in a relationship
- Help both partners be “on the same page” and share the pleasure of being close
- Get to know one another and share your likes and dislikes
- Act with respect and maturity
- Reduce the chance that you’ll misunderstand or hurt someone
- Follow rules and laws and avoid trouble
Scenario Card Sets

Scenario Set 1

1.1 Pat starts kissing Jordan. Jordan kisses back. They make out.

1.2 Deka asks Cam for oral sex. Cam says, “I’m not sure I want to do that.” Deka keeps asking, hoping to change Cam’s mind. After a few more attempts, Cam says okay.

Scenario Set 2

2.1 Jela and Casey met a few days ago. They started texting about going to a party together over the weekend. At the party, they both drink and get a little high. Casey asks if Jela wants to have sex, and Jela agrees. After they start making out, Jela says, “I want to stop.” Casey doesn’t listen and continues.

2.2 James and Michael are walking home from school. James reaches out to hold Michael’s hand and asks, “Is this OK?” Michael nods and smiles.
Scenario Set 3

3.1 Grace wants to use a condom to have sex. Daniel says, “But it feels better without a condom. Don’t you think we’ll be safe without one?” Grace shakes her head. Daniel realizes Grace has a good point. He says, “You’re right. We should use a condom.” He pulls out a condom and smiles.

3.2 Amber has liked Marcus since the start of the school year. They enjoy walking home from school together every day. It is now January, and she has finally worked up the courage to tell him how she feels. While walking home, she lightly grabs Marcus’ arm, turns to him, and kisses him on the lips. Afterwards, she notices he looks confused. She kisses him again.

Scenario Set 4

4.1 Jessie is drunk. Kai is not. Jessie starts making out with Kai. Kai is into this, and they make out until Jessie passes out. After Jessie passes out, Kai continues to do sexual things with Jessie, thinking, “Jessie started it and was really into it, so this is okay.”

4.2 Sebastian and Elena have been dating for six months. They have made out a few times. Sebastian wants to take things further. One night, he tells Elena about his feelings. He asks what she wants and what she is comfortable with. She tells him she is ready to do more, but does not want to have intercourse yet. They both agree to explore more and let each other know when they want to stop.
Scenario Set 5

5.1 Ava and Emily are at a party. They make eye contact from across the room, approach one another and begin dancing. Ava pulls Emily close. Emily smiles and embraces Ava. Later on, they make out. They exchange phone numbers.

5.2 Kris and Mateo are going out. They have made out and had oral sex before. One night, Mateo wants Kris to give him oral sex. Kris says “I don’t want to.” Mateo says, “You’ve done it before, so what’s the big deal?” Kris says, “I just don’t want to tonight.” Mateo says, “You really confuse me when you keep changing your mind like this. Let’s do it!”

Scenario Set 6

6.1 David is at a party and sees Chloe. He knows she has a crush on him. He goes up to her and they start talking. He gets her a drink, and then another. Then they go outside and start to make out, both with excitement. David pulls up Chloe’s shirt and starts to remove her bra. Chloe freezes. She pulls his hand away but keeps kissing him. A few minutes later, David tries again. Chloe moves his hand away again. They continue to kiss, and David keeps his hands above Chloe’s clothing.

6.2 Kadin and Alex haven’t seen each other since they broke up a year ago. They meet at a party and start talking. Alex says, “It’s good to see you. I’ve missed you.” Kadin says, “I really want to be with you tonight,” and pulls Alex in close. Alex resists for a moment and looks confused. Kadin lets go. Then Alex smiles and reaches out to Kadin, saying, “That would be amazing.”
Scenario Set 7

7.1 Quinn and Morgan are in college. They have been together for three years and last month they got married. One afternoon at home, they begin kissing. They smile at one another, lay down on the sofa and have sex. They look into one another’s eyes often and respond to one another with excitement. They never say a word to each other the entire time.

7.2 Dylan and Billie are sitting out in their school commons late one afternoon. The school is deserted. Dylan leans over and kisses Billie for the first time. Billie pulls back, says nothing, but smiles slightly. Dylan kisses Billie several more times. Each time, Billie pulls back, then gives that little smile. Billie doesn’t seem to kiss back much. Dylan thinks, “Maybe Billie is just not a very good kisser yet.”
Resources for Students

Understanding and Ending Dating Abuse

*Love is Respect.* This organization offers 24/7 support and information. You can chat at the website, phone at 1-866-331-9474 or text LOVEIS to 22522.
Website: www.loveisrespect.org

*That’s Not Cool.* An interactive website with suggestions for ending digital dating violence. Lots of resources. Check out their “Cool/Not Cool” quiz!
Website: https://thatsnotcool.com
Quiz: www.coolnotcoolquiz.org

*CDC Fact Sheet: Understanding Teen Dating Violence.*

More About Consent

*Sexual Assault Misconceptions.* A list put together by the University of Michigan Sexual Assault Prevention and Awareness Center.
Link: https://sapac.umich.edu/article/52

*Consent.* A short article on the website StayTeen about why it is important to understand consent.
Link: http://stayteen.org/keywords/consent
Scenario Card Key

1.1 Pat and Jordan

Pat starts kissing Jordan. Jordan kisses back. They make out.

Consent: This is a nonverbal Yes.

1.2 Deka and Cam

Deka asks Cam for oral sex. Cam says, “I’m not sure I want to do that.” Deka keeps asking, hoping to change Cam’s mind. After a few more attempts, Cam says okay.

No Consent: Deka should have stopped after Cam expressed uncertainty. Repeating the request is a form of pressure.

2.1 Jela and Casey

Jela and Casey met a few days ago. They started texting about going to a party together over the weekend. At the party, they both drink and get a little high. Casey asks if Jela wants to have sex, and Jela agrees. After they start making out, Jela says, “I want to stop.” Casey doesn’t listen and continues.

No Consent: Both partners are high and may not be oriented enough to give consent. Once Jela says, “I want to stop,” consent has been withdrawn and sexual activity must stop.

2.2 James and Michael

James and Michael are walking home from school. James reaches out to hold Michael’s hand and asks, “Is this OK?” Michael nods and smiles.

Consent: Both partners show through verbal and nonverbal communication that they consent.
3.1 Grace and Daniel

Grace wants to use a condom to have sex. Daniel says, “But it feels better without a condom. Don’t you think we’ll be safe without one?” Grace shakes her head. Daniel realizes Grace has a good point. He says, “You’re right. We should use a condom.” He pulls out a condom and smiles.

Consent: Grace and Daniel negotiate and both consent verbally to having sex with a condom.

3.2 Amber and Marcus

Amber has liked Marcus since the start of the school year. They enjoy walking home from school together every day. It is now January, and she has finally worked up the courage to tell him how she feels. While walking home, she lightly grabs Marcus’ arm, turns to him, and kisses him on the lips. Afterwards, she notices he looks confused. She kisses him again.

Either Unclear or No Consent: Amber hasn’t asked, verbally or nonverbally, to kiss Marcus. She is not clear how he reacted to her kiss. She needs to check further before proceeding to be sure consent is present.

Myth of Mixed Messages Talking Points: Marcus has said Yes to walking home from school with Amber every day. But when Amber kisses him, his nonverbal expression says, “I’m not sure.” Amber must treat that as a No until she can clarify what Marcus wants.
4.1 Jessie and Kai

Jessie is drunk. Kai is not. Jessie starts making out with Kai. Kai is into this, and they make out until Jessie passes out. After Jessie passes out, Kai continues to do sexual things with Jessie, thinking, “Jessie started it and was really into it, so this is okay.”

No Consent: People who are drunk or high cannot give consent. Someone who is passed out cannot give consent.

4.2 Sebastian and Elena

Sebastian and Elena have been dating for six months. They have made out a few times. Sebastian wants to take things further. One night, he tells Elena about his feelings. He asks what she wants and what she is comfortable with. She tells him she is ready to do more, but does not want to have intercourse yet. They both agree to explore more and let each other know when they want to stop.

Consent: Sebastian and Elena have given verbal consent to explore more and agree to respect each other’s limits.

5.1 Ava and Emily

Ava and Emily are at a party. They make eye contact from across the room, approach one another and begin dancing. Ava pulls Emily close. Emily smiles and embraces Ava. Later on, they make out. They exchange phone numbers.

Consent: Ava and Emily show nonverbally that they consent.

5.2 Kris and Mateo

Kris and Mateo are going out. They have made out and had oral sex before. One night, Mateo wants Kris to give him oral sex. Kris says “I don’t want to.” Mateo says, “You’ve done it before, so what’s the big deal?” Kris says, “I just don’t want to tonight.” Mateo says, “You really confuse me when you keep changing your mind like this. Let’s do it!”

No Consent: Although both have consented to oral sex in the past, Kris is not consent ing this time. Mateo should not continue to pressure Kris.
6.2 Kadin and Alex

Kadin and Alex haven’t seen each other since they broke up a year ago. They meet at a party and start talking. Alex says, “It’s good to see you. I’ve missed you.” Kadin says, “I really want to be with you tonight,” and pulls Alex in close. Alex resists for a moment and looks confused. Kadin lets go. Then Alex smiles and reaches out to Kadin, saying, “That would be amazing.”

Consent: Kadin and Alex communicate both verbally and nonverbally about limits and consent. Each only moves forward when mutual consent is clear.

6.1 David and Chloe

David is at a party and sees Chloe. He knows she has a crush on him. He goes up to her and they start talking. He gets her a drink, and then another. Then they go outside and start to make out, both with excitement. David pulls up Chloe’s shirt and starts to remove her bra. Chloe freezes. She pulls his hand away but keeps kissing him. A few minutes later, David tries again. Chloe moves his hand away again. They continue to kiss, and David keeps his hands above Chloe’s clothing.

Either Unclear or No Consent: Both people had been drinking. They may not have been able to give consent. Chloe clearly communicated Yes to kissing David, and No about pulling up her shirt. This was not a mixed message. David tried again, which he should not have done. After that, he only did activities that Chloe had given consent to.

Myth of Mixed Messages Talking Points: Chloe says Yes to kissing David, and she says No to David putting his hands under her shirt. She is not giving mixed messages. She is setting personal boundaries.

6.2 Kadin and Alex

Kadin and Alex haven’t seen each other since they broke up a year ago. They meet at a party and start talking. Alex says, “It’s good to see you. I’ve missed you.” Kadin says, “I really want to be with you tonight,” and pulls Alex in close. Alex resists for a moment and looks confused. Kadin lets go. Then Alex smiles and reaches out to Kadin, saying, “That would be amazing.”

Consent: Kadin and Alex communicate both verbally and nonverbally about limits and consent. Each only moves forward when mutual consent is clear.
7.1 Quinn and Morgan

Quinn and Morgan are in college. They have been together for three years and last month they got married. One afternoon at home, they begin kissing. They smile at one another, lay down on the sofa and have sex. They look into one another’s eyes often and respond to one another with excitement. They never say a word to each other the entire time.

Consent. Quinn and Morgan give each other repeated nonverbal messages—smiles, expressions in their eyes, excited responses—that communicate they are both enjoying this encounter. In a newer relationship, verbal checks would be a good idea. In this long-term relationship, Quinn and Morgan have learned to read and trust one another’s nonverbal communications.

7.2 Dylan and Billie

Dylan and Billie are sitting out in their school commons late one afternoon. The school is deserted. Dylan leans over and kisses Billie for the first time. Billie pulls back, says nothing, but smiles slightly. Dylan kisses Billie several more times. Each time, Billie pulls back, then gives that little smile. Billie doesn’t seem to kiss back much. Dylan thinks, “Maybe Billie is just not a very good kisser yet.”

Either Unclear or No Consent. Billie’s smile might be a Yes, but it also might be discomfort, fear or reluctance to hurt Dylan’s feelings. Dylan needs to check further to see what Billie wants.

Myth of Mixed Messages Talking Points: Billie’s wishes are not clear in this scenario. Billie may have said Yes to sitting in the school commons with Dylan. Billie also pulls back, says nothing, gives a small smile (which might signal discomfort, anxiety or fear) and responds without enthusiasm to Dylan’s kisses. This is a clear message that Dylan needs to check verbally to see what Billie’s wishes are.
# Scoring Rubric

This rubric is provided to help teachers evaluate student work. The scale is as follows:

- **4** = Exceeds expectations
- **3** = Meets expectations
- **2** = Mostly meets expectations
- **1** = Does not yet meet expectations

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<thead>
<tr>
<th>Objective</th>
<th>4</th>
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| 1. Definition of Affirmative Consent | Provides a clear and correct definition of affirmative consent that includes all points below:  
- Both people clearly and freely agree to engage in sexual activity.  
- Both people are awake, aware and able to make decisions.  
- Consent can be given through words or actions as long as these clearly communicate willingness and permission.  
- Consent must be ongoing.  
- Consent can be withdrawn at any time. | Provides a clear and correct definition of affirmative consent that includes 3 or 4 of the points below:  
- Both people clearly and freely agree to engage in sexual activity.  
- Both people are awake, aware and able to make decisions.  
- Consent can be given through words or actions as long as these clearly communicate willingness and permission.  
- Consent must be ongoing.  
- Consent can be withdrawn at any time. | Provides a somewhat clear and correct definition of affirmative consent that includes only 1 or 2 of the points below:  
- Both people clearly and freely agree to engage in sexual activity.  
- Both people are awake, aware and able to make decisions.  
- Consent can be given through words or actions as long as these clearly communicate willingness and permission.  
- Consent must be ongoing.  
- Consent can be withdrawn at any time. | Provides a vague definition of affirmative consent that includes only 1 or none of the points below:  
- Both people clearly and freely agree to engage in sexual activity.  
- Both people are awake, aware and able to make decisions.  
- Consent can be given through words or actions as long as these clearly communicate willingness and permission.  
- Consent must be ongoing.  
- Consent can be withdrawn at any time. |
| 2. Why It's an Individual's Responsibility to Verify That Sexual Contact is Consensual | Clearly explains why it's each person’s responsibility to be sure that any sexual activity is consensual. | Somewhat clearly explains why it’s each person’s responsibility to be sure that any sexual activity is consensual. | States that it’s each person’s responsibility to be sure that any sexual activity is consensual, without explaining why. | Does not explain why it’s each person’s responsibility to be sure that any sexual activity is consensual. |
| 3. Why Individuals Have the Right to Refuse Sexual Contact | Provides a clear and detailed explanation of why people have the right to refuse sexual contact. | Provides a somewhat clear explanation of why people have the right to refuse sexual contact. | States that people have the right to refuse sexual contact, without explaining why. | Does not explain why people have the right to refuse sexual contact. |
| 4. Why It Is Wrong to Trick, Threaten or Coerce Another Person into Having Sex | Clearly and correctly explains why it is wrong to pressure or manipulate someone into having sex. | Somewhat clearly and correctly explains why it is wrong to pressure or manipulate someone into having sex. | States that it why it is wrong to pressure or manipulate someone into having sex without explaining why. | Does not explain why it is wrong to pressure or manipulate someone into having sex. |
**Student Journal**

**Supplemental Lesson: Understanding Affirmative Consent**

**Journal entry**

Think about or imagine a time when you said yes to something you really wanted to do. Write few sentences about that experience. How did it feel? How did you know you wanted to say yes to this activity? How did your enthusiasm affect what happened? Was this something you would want to do again?

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Now think about or imagine a time when you said yes to something you really didn’t want to do, and write a few sentences about that experience. How did it feel? Why did you say yes? Did your lack of enthusiasm affect what happened? Was this something you would want to do again?

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**Definition of Affirmative Consent**

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(continued)
Student Journal

Supplemental Lesson: Understanding Affirmative Consent (continued)

Class discussion notes