

Lesson Topic: Communication, Boundaries, Consent and Sexual Assault

***Some of this topic may be triggering to some students. When moving to the topic of illegal sexual contact, please allow those students to dismiss themselves from the room.**

Standards Alignment:

National Sex Education Standards

CHR.5. IC.1 – Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.

CHR.5.CC.2- Explain the relationship between consent, personal boundaries, and bodily autonomy.

CHR.5.AI.1- Identify trusted adults, including parents and caregivers that students can talk to about relationships.

Nevada Academic Content Standards

4.IC.5.1– Demonstrate effective verbal and non-verbal communication skills to enhance health and to avoid or reduce health risks.

4.IC.5.2- Practice refusal skills to avoid or reduce health risks.

1.PS.5.1 – Explain the importance of not violating a person’s safe personal space.

1.PS.5.3 - Explain the reporting process and include where, when, and to whom to report unsafe situations.

Objectives:

- Successfully demonstrate at least one appropriate refusal skill when facing peer pressure.
- Successfully demonstrate assertive communication when expressing a difference of opinion with another person.
- Define what a boundary is, with an emphasis on personal boundaries.
- Demonstrate how to be clear about one’s own and show respect for others’ boundaries
- Demonstrate an understanding that no one has the right to violate someone else’s boundaries and that doing so may be against the law.
- Demonstrate an understanding that **consent** is permission for something to happen or an agreement to do something.
- Name at least one resource to whom they can report sexual assault or rape.

Activities:

Video: Communication Styles (2:37) <https://youtu.be/EphjCWXe41A>

Video: What is Sexual Assault? (2:39) https://youtu.be/Y_yJZ9G-tt4

Space Invaders-whole group activity

Sam and Max (read aloud scenario and have student’s partner share responses)

Lesson Intro:

- SHARE is important for everyone in the class.

- The goal is for each one of you to feel that these classes relate to you and your life.
- This curriculum and resulting class discussions are intended to be respectful and inclusive of many perspectives and allow all students to see themselves and understand their own health and sexuality.
- The purpose of SHARE is to assist you in making informed choices and avoid behaviors that put you at risk.
- All questions are welcome. If you don't feel comfortable asking in class, I've provided paper for anonymous questions, or you may talk with me later.

Lesson:

Slide 1:



- Relationships aren't always easy.
 - Whether with friends, family members, classmates, or even romantic relationships.
- One of the things that happens, even in the best relationships, is that people have different opinions, likes and dislikes, and ideas about how to spend their time.

Slide 2:

• **RELATIONSHIPS AREN'T ALWAYS EASY**

PEOPLE HAVE :



different opinions



Likes and dislikes

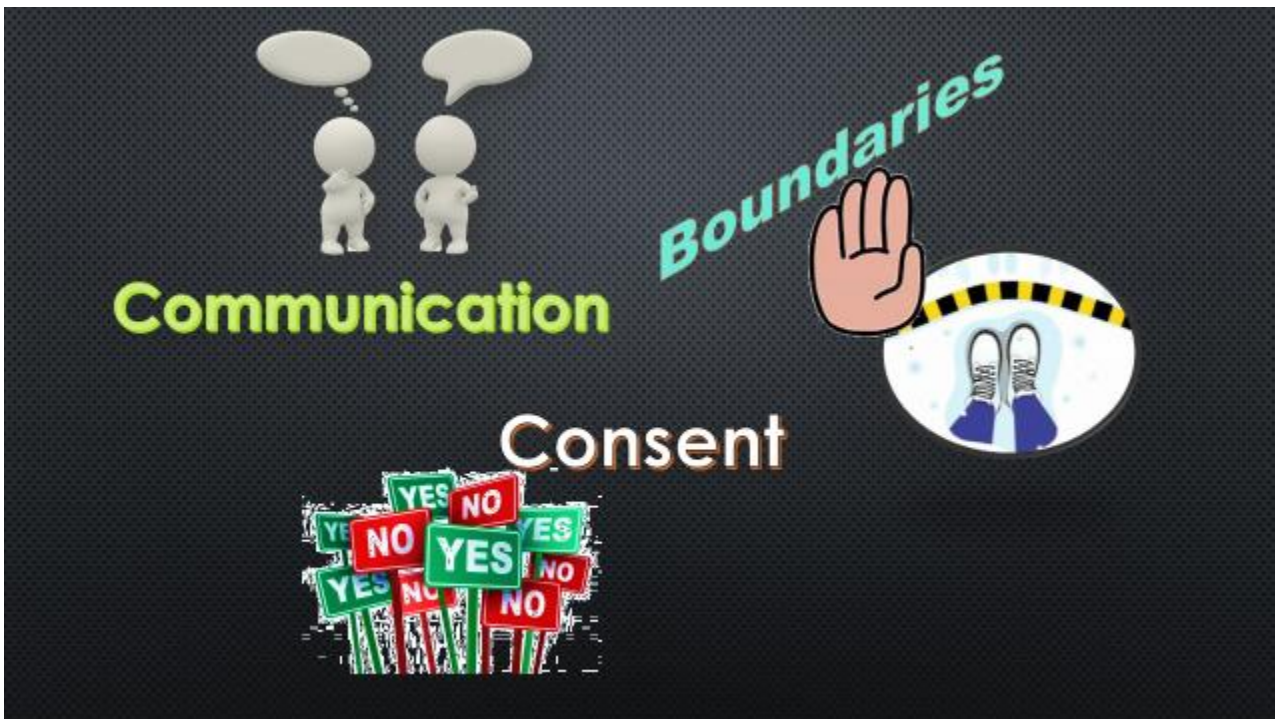


And how they want to spend their time

When conflict happens, it's important to be able to communicate honestly.

*Conflict: disagreement between two or more people

Slide 3: Relationships take Communication, Boundaries and Consent



Communication

Boundaries

Consent

- **Communication:** The process of exchanging information between individuals (using words, body language, non-verbal cues)
- **Boundaries:** A personal line or bubble that people should not cross.

- **Consent:** is permission for something to happen or an agreement to do something.

Teacher Note: Consent is often linked to sex, but it simply means giving permission. When taught, it can be applied to a variety of nonsexual situations—giving hugs, borrowing things, and sharing.

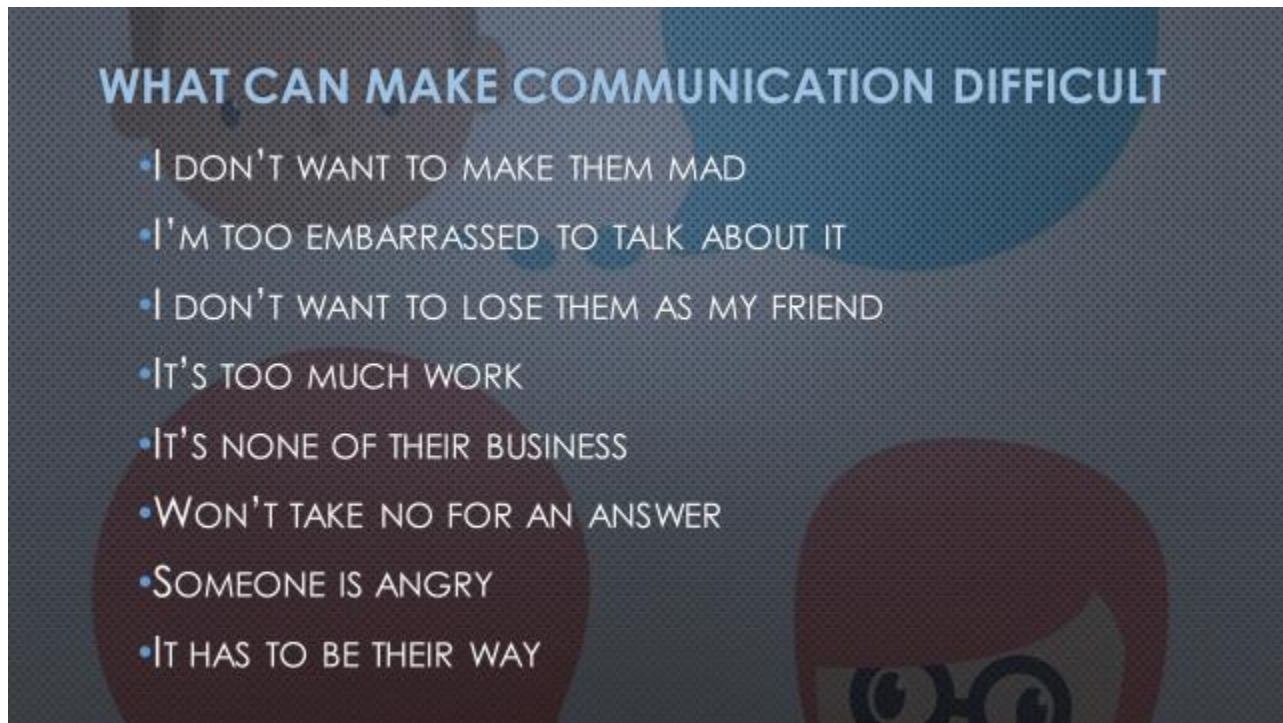
Although sex is removed from the equation when teaching consent to elementary students, the end goal is to help prevent sexual harassment and assault by teaching students about personal boundaries, how to say no, and how to respect no—and in the unfortunate case that students do experience sexual abuse or harassment, how to ask for help. www.edutopia.org

Communication, Boundaries and Consent should all work synchronously (together).

- Ask- “What happens when they don’t?”

Slide 4:

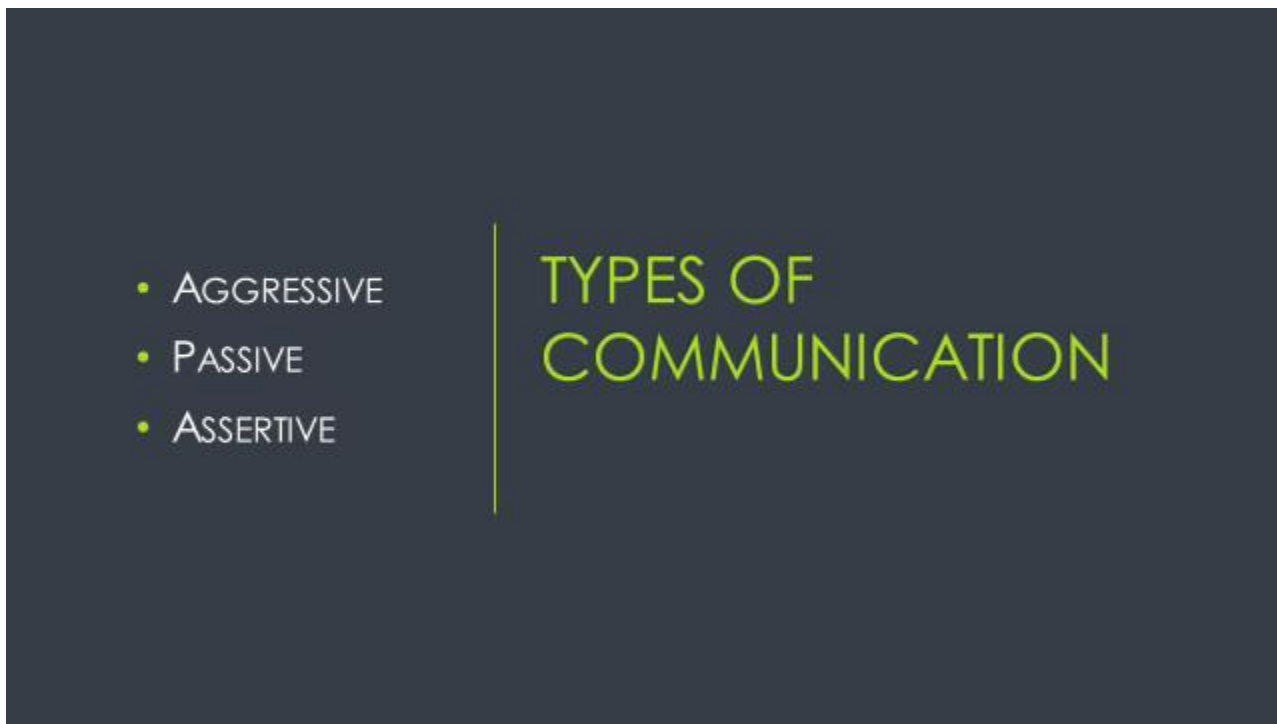
- Ask- “What can sometimes make communication difficult even with someone you really like?”



- Possible responses:
 - I don't want to upset them
 - I'm too embarrassed to talk about it
 - We don't talk like that
 - I don't want them to stop being my friend
 - It's too much work- I just want to have a friend that I don't have to stress about
 - It's none of their business

- Won't take No for an answer
 - Someone is angry/they get mad easily
 - It has to be their way
- Might say, "While these are certainly all reasons that make it difficult to communicate in a relationship, no relationship can last without good communication of some kind."
 - HOW we express ourselves is just as important as WHAT we are trying to communicate.
 - Let's look at three ways that people communicate with each other: (model what each looks like as talking about them)

Slide 5:



- **Aggressively**- when someone tries to get what they want by bullying (could be aggressive body language, verbal (using words) and or non-verbal cues)
- **Passively**- when a person is unclear in expressing their needs or afraid to. They might not speak up about what they want, but just go along with what the other person wants (could be a verbal response, passive body language –shoulder shrug etc.).
- **Assertively** – when a person says what they want or mean without being hurtful to the other person. They express their needs or opinions clearly while being respectful of the other person (they speak in a calm tone and keep their body in a non-threatening stance).

Slide 6:

Video: Communication Styles (2:37) <https://youtu.be/EphjCWXe41A>

**Slide 7:**

What happens when someone doesn't take "NO" for an answer.

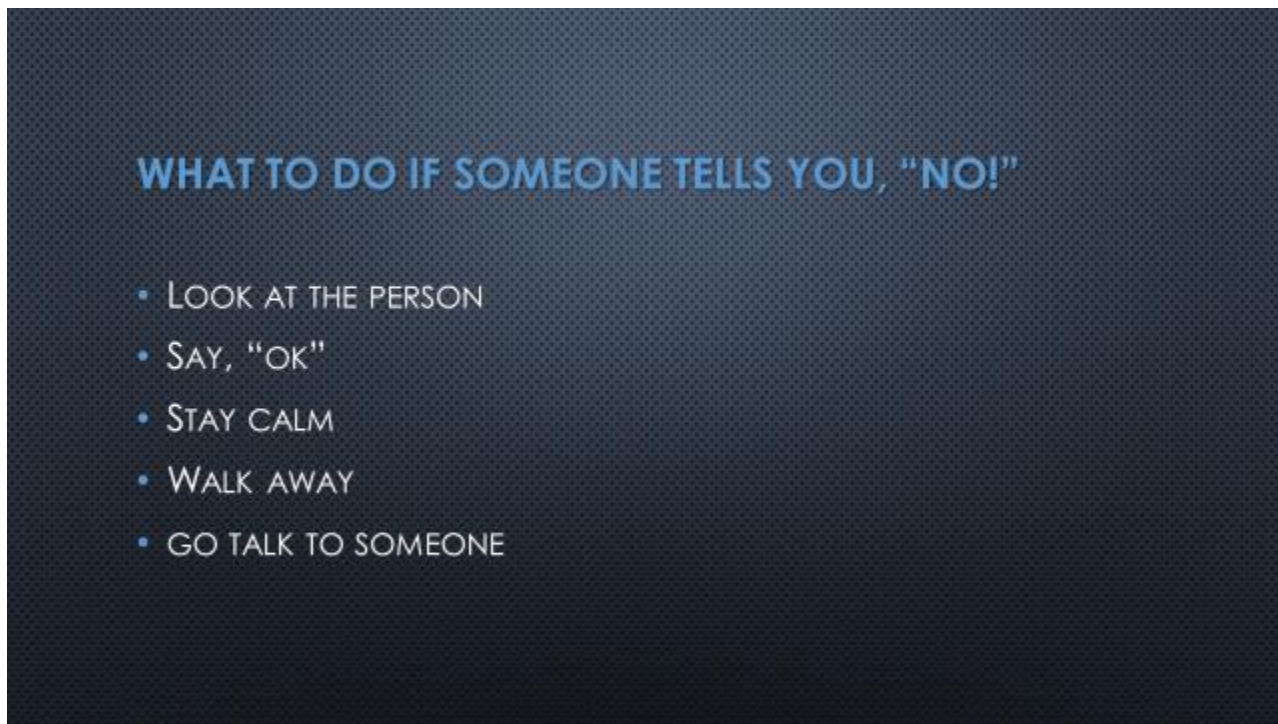
WHEN SOMEONE DOESNT TAKE "NO" FOR AN ANSWER

- SAY "NO" CLEARLY AND FIRMLY- YOU DO NOT NEED TO GIVE THE PERSON A REASON- "No" IS ENOUGH.
- KEEP REPEATING YOUR REFUSAL -TELL THE PERSON THEY ARE PRESSURING YOU AND THEY SHOULD STOP.
- IF ALL ELSE FAILS, WALK AWAY AND REFUSE TO DISCUSS THE ISSUE ANY FURTHER.

- Most people in relationships respect one another when one of them doesn't want to do something.
 - But when someone is not respecting your boundaries and your response of "NO", it's really important to be able to stick to your decisions.
- Refusal Skills for those situations: (Have students practice along with you)
 - Say "no" clearly and firmly- you do not need to give the person a reason- "No" and/or "No I don't want to" is enough.
 - Keep repeating your refusal until the person stops asking (tell the person they are pressuring you and they should stop).
 - If all else fails, walk away and refuse to discuss the issue any further.

Slide8:

How to respond when you are told, "No." You may not like the answer, but you must respect the other person's response of, "No."



Understanding Boundaries

- We've talked about the different types of communication and how important assertive communication is when presented with an activity/idea that you don't want to participate in.
- Now let's talk a little bit more about **boundaries**-
 - Boundaries are like an invisible line or bubble that people shouldn't cross.
 - Personal Boundaries are the boundaries we set for ourselves relating to what we are and are not comfortable with.

Slide 9:

BOUNDARIES

- Boundaries are like an invisible line or bubble that people shouldn't cross.
- Personal Boundaries are the boundaries we set for ourselves relating to what we are and are not comfortable with.



- Briefly share some examples of your own boundaries.
- Ask for student examples of what personal boundaries might be
 - Probe for:
 - Physical contact (hugging, kissing, hand holding, any type of physical touch)
 - Personal space (your personal bubble)/not being crowded
 - Language (when others use language or make statements that are offensive)
 - When someone uses or borrows your stuff without asking
 - Has anyone ever had their boundaries crossed and how did that make you feel?
 - Example: a sibling that takes your things without asking or a relative that expects a hug or kiss when greeting, a classmate who copies your work.
 - Can you recall a time that you may have crossed someone's boundaries?
 - How did you know
 - What did you do
 - It's important to know what your boundaries are.


Consent

- Discussion has focused on communication skills and personal boundaries and we can't leave out consent (they all go together).
 - How do you know what another person's boundaries are?
 - Probe for:
 - Asking the other person (asking for permission)

- Asking for permission is seeking **consent**


Slide 10-11:

CONSENT



- IS PERMISSION FOR SOMETHING TO HAPPEN OR AN AGREEMENT TO DO SOMETHING.
 - AN ENTHUSIASTIC YES
 - IF NOT A YES, ANYTHING ELSE IS A NO
- REQUIRES RESPECT AND COMMUNICATION.

CONSENT



- CONSENT INCLUDES KNOWING AND RESPECTING A PERSON'S OWN BOUNDARIES AS WELL AS THE BOUNDARIES OF OTHERS.
- CONSENT CAN BE TAKEN BACK AT ANYTIME!
- CONSENT IS **NEVER** POSSIBLE WHEN SOMEONE FEELS THEY DON'T HAVE A CHOICE.

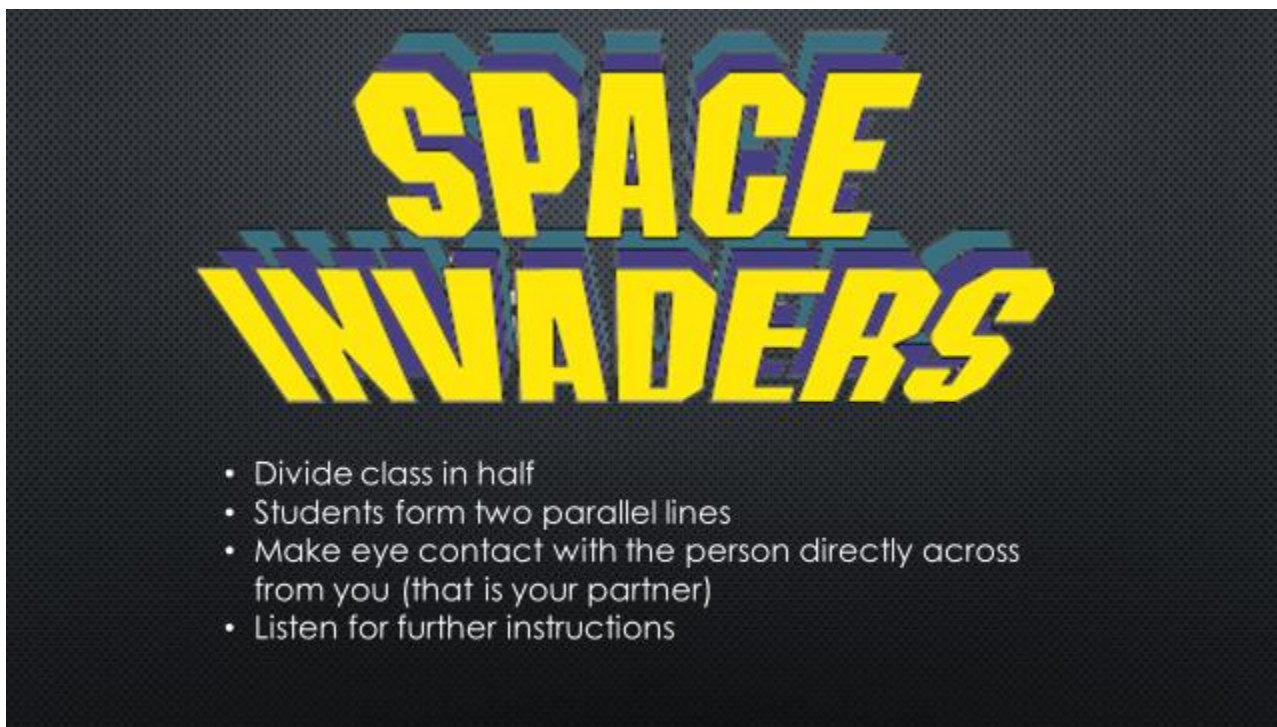
Teacher Note: Imbalance of Power in relationships. [National Sexual Violence Resource Center](#)

- Having power over someone can influence how comfortable they feel saying no – someone may fear negative consequences for not consenting.
 - When someone abuses power over a partner, they may use verbal threats or not. Either way, consent is never possible when someone feels they don't have a choice.
-

Activity: Personal Space Invaders: to reinforce the ideas of clear communication, boundaries and consent

This activity is a movement-based activity where students are split up into pairs. Students will step-by-step move towards each other, exploring their own personal boundaries, asking for and receiving consent, and listening to their partner.

Slide 12:



DIRECTIONS:

- Split your group into two even parallel lines on opposite sides of the room (or several feet apart depending on the size of your space) facing each other. The person directly across from them is their partner for the activity.
 - Explain that the goal of this activity is for each pair to get as close as possible to their partner.
 - Once the pairs are set-up, tell one side of the room to move towards their partner once they get their partner's consent. It is then the other partner's turn to ask for and receive their consent to move forward. The pairs can switch back and forth freely until one of the partners does not give their consent or the pair cannot physically get any closer.
-

Teacher Note

- Note the ways in which the participants are asking and receiving consent (or not). Are they asking clearly? Are they using verbal or physical cues? Are they confident or shy? These observations will help with the following discussion.
 - Do the exercise twice—once with only verbal cues and another round with only non-verbal cues. Ask the participants about the different experiences. You can also switch halfway through the exercise and have the students use verbal cues at the beginning and non-verbal cues at the end to save time if needed.
 - Note that the word “move” is used instead of “step.” Be thoughtful about the different ways in which students move and prepare to make adjustments to the exercise to best fit the students in the group.
-

At the end of this activity, lead the participants in a discussion about their experience by using these or similar questions:

- How did you feel while doing the activity?
- How did you know when your partner was giving you their consent? Did they vocally say “yes” or did you rely on other cues? What other cues did you use to perceive consent? Were you ever unclear if your partner was giving you consent or not? What kind of cues felt unclear? What did you do when you were not sure?
- How did your partner move towards you? Quickly, or did they take their time and move in smaller increments? How did you move towards your partner? Did you make assumptions or did you and your partner talk about the size of your movements toward each other?
- Did your partner ever make you feel pressured (coercion) to move because they thought it was a race or a game to win?
- Did you stop when your partner said to stop (or you could tell you shouldn’t get any closer) or did you keep moving towards them (disrespecting their boundaries)?

Summarizing points:

- Standing up for what you believe in or what you want without being mean or hurting your friend’s feelings is not easy to do but is a very important skill to have.
- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But, if one person is giving in more often than the other it is an unequal, unhealthy relationship. (Compromise **does not** mean you have to give up your personal boundaries).

Slide 13:

➤ Ask. Listen. Respect.

- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate and respect the other person's needs.

IN A HEALTHY RELATIONSHIP...



- BOTH PEOPLE SHOULD BE ABLE TO:
 - EXPRESS THEMSELVES OPENLY,
 - BE ABLE TO LISTEN TO, APPRECIATE AND RESPECT THE OTHER PERSON'S NEEDS.

Slide 14: Trigger Warning

The remainder of this lesson deals with illegal and unwanted sexual contact. You may have students who find the topic triggering, in that case, please allow students to dismiss themselves




As students get older and begin to date, the issues of consent and boundaries may begin dealing with sexuality, which can make them more sensitive to discuss.

- **Activity: Sam and Max**
 - Consent and Boundaries within a relationship
- Read the following...

Sam and Max spend a lot of time together now that they're a couple. They often hug and hold hands with each other. When they find some private time alone, Sam tries to kiss Max. Max pulls away and says "no". Sam doesn't think Max is serious because Max looks like they are smiling. So, Sam continues to try and kiss Max. Max says, "Sam stop!" pushes away and says, "I'm going home" and leaves.

Slide 15:

SAM AND MAX



With a shoulder partner answer the following...

- How do you think Sam handled this? What could/should Sam have done differently?
- How do you think Max handled this? What could/should Max have done differently?

With a shoulder partner answer the following...

- How do you think Sam handled this? What could/should Sam have done differently?
- How do you think Max handled this? What could/should Max have done differently?

Sexual Assault/Rape

- We've talked about communication, consent and boundaries in regards to your friends and friendships. And the activities we've done were focused more on friends and friendships that were pretty low-key behaviors- but there are times that things could get far more serious.
 - The situations could include family members, friends of your parents, a friend's sibling, people who are in leadership positions (person's in authoritative roles), or strangers.
- Ask-Who has heard the terms sexual assault and/or rape? Probe for student responses?
 - Explain that the term sexual assault is used more regularly.

[NRS 200.366](#) Definition of Sexual Assault

Subjects another person to sexual penetration, or forces another person to make a sexual penetration on themselves or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of the perpetrator's conduct; or

(b) Commits a sexual penetration upon a child under the age of 14 years or causes a child under the age of 14 years to make a sexual penetration on themselves or another, or on a beast.

Slide 16-17:

ILLEGAL SEXUAL CONTACT

- IS ANY TYPE OF SEXUAL ACTIVITY OR CONTACT, INCLUDING SEXUAL ASSAULT, THAT HAPPENS WITHOUT YOUR CONSENT.
 - SEXUAL ASSAULT
 - ATTEMPTED SEXUAL ASSAULT
 - SEXUAL COERCION
 - SEXUAL CONTACT WITH A CHILD
 - FONDLING OR TOUCHING ABOVE OR UNDER CLOTHES

UNWANTED SEXUAL CONTACT

- UNWANTED SEXUAL CONTACT CAN ALSO BE VERBAL, VISUAL, OR NON-CONTACT.
 - PEEPING (WHEN SOMEONE WATCHES PRIVATE SEXUAL ACTS WITHOUT CONSENT)
 - EXHIBITIONISM (WHEN SOMEONE EXPOSES HIMSELF OR HERSELF IN PUBLIC)
 - SEXUAL HARASSMENT OR THREATS
 - TAKING OR HAVING SEXUAL PICTURES TAKEN *
 - SENDING SOMEONE SEXUAL PHOTOS OR MESSAGES VIA ANY ELECTRONIC DEVICE *

* NRS 200.737

[NRS 200.737](#) Use of electronic communication device by minor to possess, transmit or distribute sexual images of minor; penalties. Universal Citation: NV Rev Stat § 200.737 (2011) 1. A minor shall not knowingly and willfully use an electronic communication device to transmit or distribute a sexual image of himself or herself to another person.

Illegal sexual contact can include:

- Any type of sexual contact with someone who **cannot** [consent](#), such as someone who is underage (as defined by state laws), has an intellectual disability, or is passed out (such as from drugs or alcohol) or unable to respond (such as from sleeping)
 - The age of consent in Nevada is 16 – [Nevada Public Health Foundation](#)
- Any type of sexual contact with someone who **does not** consent.
- Sexual assault
- Attempted sexual assault
- [Sexual coercion](#)
- Sexual contact with a child
- Fondling or unwanted touching above or under clothes

Unwanted sexual contact can also be verbal, visual, or non-contact.

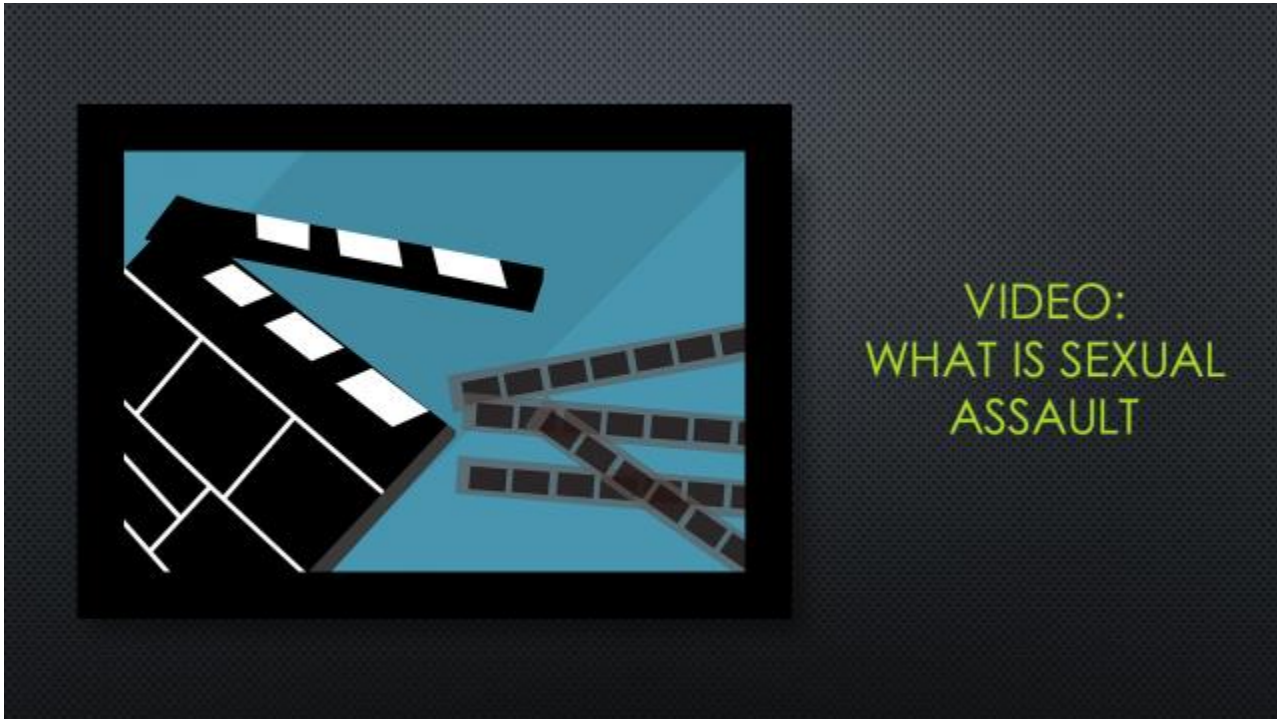
Other examples can include:

- Voyeurism, or peeping (when someone watches private sexual acts without consent)
- Exhibitionism (when someone exposes himself or herself in public)
- [Sexual harassment](#) or threats
- Forcing someone to pose for sexual pictures
- Sending someone unwanted texts or “sexts” (texting sexual photos or messages) on any electronic device. NRS 200.737

Say something like-“So, when not sure what another person’s boundaries are- or like Sam, push it a bit to see if the other person will change their mind – a crime may be committed. This is another reason why clear communication is so important – if unsure of how someone else is feeling or what they want to do sexually, just ask. If you don’t like what’s happening sexually with another person, say “Stop” – and then stop.”

Video: What is Sexual Assault? (2:39) https://youtu.be/Y_yJZ9G-tt4

Slide 18:



The most important message- the person who doesn't respect boundaries- the person who pushes it or assaults or rapes another person- is ALWAYS responsible for what happens. IT IS NEVER THE VICTIMS FAULT!

Slide 19:

SEXUAL ASSAULT IS A CRIME!

- THE PERSON WHO DOESN'T RESPECT BOUNDARIES- THE PERSON WHO PUSHES IT OR ASSAULTS OR RAPES ANOTHER PERSON- **IS ALWAYS RESPONSIBLE** FOR WHAT HAPPENS.
- **IT IS NEVER THE VICTIMS FAULT!**

- If someone says no, you need to stop what you're doing. If you don't like what someone is doing you need to say NO. If someone does sexually assault or rape another person, it is never the fault of the victim- it doesn't matter what the person who was assaulted was wearing, or whether they knew each other, were a couple or had done something sexual together before. NO means NO- every single time. Even if someone is silent, they have not given consent.
- Sexual consent is an enthusiastic "yes"
- And consent can always be taken back. What was a yes can change into a NO at any time.

Slide 20:

IMPORTANT!

- YOU ARE NOT LEGALLY OLD ENOUGH TO CONSENT TO ANY SEXUAL ACTIVITIES WITH ANYONE! NO MATTER HOW OLD THEY ARE...OLDER, YOUNGER OR YOUR SAME AGE.
- IF YOU SEXUALLY ASSAULT SOMEONE, YOUNGER, OLDER OR THE SAME AGE, YOU ARE COMMITTING A CRIME, JUST LIKE IF SOMEONE WERE TO SEXUALLY ASSAULT YOU.

Slide 21-22:

If you have more questions or concerns

Talk to a person with whom you feel safe...

WHO CAN YOU TALK TO?

Parent or
Guardian

Trusted
adult

School
Counselor

School
Nurse

Teacher

Faith based
leader

Health
Clinic

Health care
provider

There are also resources you can reach out to if you or someone you know may need them

RESOURCES- TAKE A PIC!



- SASS – sexual assault support services
 - Call (775) 221-7600 & ask to speak with an advocate
 - Text: “SASS” to 839863
- Safe Embrace: 775-322-3466
- Crisis support services: 1-800-273-8255
 - Text “care” to 839863
- Love is respect hotline: 1-866-331-99474 (24/7) or text “loveis” 22522
- Step up! Nevada, stop violence!
[Http://www.Stepupstopviolence.Org](http://www.Stepupstopviolence.Org)
- Safe Voice: 1-833-216-SAFE (7233)