

Healthy Sexuality & Consent – Day 2

I. Objective (1 min)

Today we are continuing with our Erin's Law Curriculum and focusing on Healthy Sexuality with a focus on the importance of consent. Remind students about the norms that you established yesterday. Also remind students that some of the topics can be difficult or complex for students and staff so it's critically important that we do our best to make sure our AG is committed to respect and sensitivity during the activities this week.

II. Review the schedule or timeline for the week as needed. (1 min)

III. Facts (3 min)

What is healthy sexuality? Healthy Sexuality is about the role that sexual thoughts, feelings and behaviors play in one's life. Healthy sexuality includes the whole person and is respectful of that person and others. Healthy sexuality involves having good moral, ethical, emotional, and spiritual judgment. It is about how we treat ourselves and how we treat others. Healthy sexuality is about having knowledge of all the risks and ramifications of engaging in sexual behavior and choosing a path that you feel respects all parties involved. Engaging in sexual activity for sport is not healthy sexuality. Engaging in sexual activity to get someone to meet your emotional needs is not healthy sexuality. Healthy Sexuality is having a respectful relationship with one's own sexual feelings and honoring intimacy, trust, honesty, open communication, and self-determination. It is also healthy to not be sexually active or to have a relationship that does not involve sexual activity.

IV. Activity 1 (10 min)

Characteristics of Healthy Sexuality:

- Divide students into small groups (3 or 4 per group)
- Pass out the **Teen Healthy Sexuality Wheel** to each student.
- Assign each group either 1 or 2 of the characteristics of Healthy Sexuality listed on the Wheel.
- Give each group 4 to 5 minutes to discuss their characteristic and why they think it is an important aspect of Healthy Sexuality.
- When the time is up, take 5 minutes and ask each group to share what they talked about to the whole class with "Consent" going last. Ask students to explain how they demonstrate the characteristic.

V. Activity 2 (10 min)

We know that communication around sexuality can be confusing. This activity is designed to provide guidelines for us to communicate more effectively. Highlight the "Consent" facts listed below if students do not mention them during the activity.

- Give each student one of the **"Can you hear me now?"** Cards.

- Separate two tables or desks in your classroom. Label one as consent and the other as no consent. Ask each student to place his or her card on the consent or no consent section of the desk/board.
- Discuss why each statement was categorized as well as what “consent” means and how to be sure you have it.
- Consent is sexy. It may seem embarrassing or uncomfortable to talk about sex, but it is worth it to make sure that the interaction is safe and respectful.
 - Consent is crucial to healthy sexuality.
 - Any sexual activity that occurs without consent is sexual assault.
 - Consent can be described as willing participation in an act.
 - Consent can only occur in an environment that is free of intimidation, manipulation and fear.
 - Consenting to sexual activity is the process of freely choosing to participate in such activity.
 - Consent can only occur when the consenting person is not incapacitated by drug or alcohol consumption.
 - Consent is an active process and involves choice. The absence of a “No” is not consent. “Yes” means “Yes!”
 - Consent involves effective communication skills: listening and paying attention to what your partner is truly communicating.
 - At any time and in any relationship and at any point in sexual activity, either partner can withdraw consent.

Source: *In touch with teens: Relationship Violence Prevention Curriculum, 2nd edition*, <http://www.oregon.gov/ode/students-and-family/healthsafety/Documents/k12guidance.pdf>

Closure:

- Add any information that you believe is important to the conversation. Be aware of the possible need to debrief students or refer (to the counseling center).
- Review the group agreement implementation and ask for any edits or updates to the agreement.
- Allow for down time/casual conversations as students prepare to exit AG.