

Communicating Clearly

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 7

Lesson: 4 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.3, A1.4, A1.5, A1.6, D1.3

Materials

Teacher Resource: Checklist

Learning Goals

We are learning to use our relationship, self-awareness and critical thinking skills to understand the concept of consent, how consent is communicated, and the need to communicate clearly when making decisions about sexual activity.

Overall Assessment

Use the Teacher Resource: Checklist to observe and provide written and verbal feedback of students' understanding of consent and the need to communicate clearly when making decisions about sexual health.

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Remind students of general group rules including the importance of showing respect for others' ideas and opinions.

Using Direct Instruction, remind students that thinking about their sexual health is important and is one important component of overall health. It is also important for them to have a good understanding of themselves before getting involved with someone else and having the skills to clearly communicate their choices and decisions when making decisions about sexual activity.

Use a **Think, Pair, Share** strategy for students to generate questions they have about consent and communicating with a partner. Record the questions for students to view. Possible questions might include:

- What is consent?
- Why is consent important?
- Consent can be communicated with a partner by...
- Why does consent need to be communicated in an ongoing way (not just once)? What does that really mean? What does that look like?
- What does "enthusiastic consent" mean?
- Communication with a partner is important because...
- In what situations might a person not be able to give consent?
- Does giving consent in one situation mean giving consent in all situations?
- What are ways to show respect for consent?
- What does healthy and respectful communication look like, feel like, and sound like?
- What are ways a person can say "no"?
- What visual or auditory clues would help you recognize that the other person is saying "no"?
- How might you feel when a person says "no"? What can you do to manage those feelings?
- How can you ensure that you are respecting your partner's "no"?

Have students move about the space until they are signalled to stop (e.g., music stops, hand claps). Students pair up with the person closest to them to play one round of Rock, Paper, Scissors. The person who wins the round chooses a question from the list to answer with their partner. Have students thank their partner and then move about the space until they hear the next signal to stop. Students then pair up with a new partner, play another round of Rock, Paper, Scissors and select a different question that neither had discussed with their previous partner. Continue this process, providing time for students to respond to 4-5 questions or as time permits.

Action

Have students rejoin their partner from the [Think, Pair, Share](#) activity or create new pairs. Write the definition of 'Consent' for pairs to reference.

Definition: Consent for any sexual activity must be freely given. Consent cannot be given by someone who is intoxicated, unconscious, or otherwise considered incapable of giving their consent. Consent can also not be freely given if it follows from threats to personal safety, or threats to harm others. (*Extracted from: The Society of Obstetricians and Gynaecologists of Canada. (2022). [Sex and U - What is Consent?](#)*)

Have pairs compare the answers they generated to the questions with their different partners during the Minds-On and the definition of consent.

Use the following teacher prompt to lead a large group discussion about consent.

Teacher prompt: "Being able to communicate clearly when making decisions about sexual activity in a healthy, loving relationship is an important skill. This includes knowing how to communicate your consent and knowing what it looks like when a partner communicates their consent. What does this look like and sound like?"

Student responses:

- "It is important to be clear in your own mind about what you are comfortable or uncomfortable with and communicate that to your partner."
- "You need to be clear before engaging in any sexual activity about what you are willing to do and that you both agree to continue."

- “Being able to talk about these boundaries with a partner is an important part of sexual health.”
- “It is important to know what your partner is consenting to and their limits.”
- “Consent can be withdrawn at any time. Both people have a right to change their minds and their choices have to be respected. This can be communicated with either words or actions. You have to understand that saying no can look different.”
- “No always means no, even if you agreed to sexual activity and then changed your mind. If a person wants to stop, then they can at any time and that has to be respected.”
- “If a person is under the influence of drugs or alcohol, and is intoxicated or passes out, you need to stop and make sure your partner is safe. You don’t automatically have consent to continue.”
- “People should not make their partners feel pressured to have sex to show them how much they care.”
- “People should not feel that they need to engage in sexual acts in order to please their partner or to gain social acceptance.”
- “A person should not have sex if they are feeling pressured, or if they are unsure. If any kind of sexual activity like touching, kissing, fondling, oral sex or intercourse is forced on a person, then it is a form of sexual assault and it is a crime.

(The Student responses were adapted from: The Society of Obstetricians and Gynaecologists of Canada. (2022). [Sex and U - What is Consent?](#))

Divide students into groups of 3-4. Post the following scenarios for groups to view:

- Person A has been dating someone for a few months. Their partner wants to have sex, but they don’t feel emotionally ready. How do they talk to their partner about this?
- Person A wants to wait until marriage to engage in any form of sexual activity with a partner, but person A’s friends are pressuring them to experiment. How does person A stand up for their beliefs?
- Person A and person B are sexually active together, but today person A isn’t feeling up to it. How does person A say no to their partner? What can person B do to communicate that they care for their partner in this situation?
- Person A and person B have been engaging in sexual activity when suddenly person A gets nervous. How does person A communicate that they want things to stop? What can person B do to

communicate that they care for their partner in this situation?

Have groups choose and respond to two scenarios. Invite groups to share their responses with the class, using the sharing to reinforce and extend student understanding of consent and the need to communicate clearly when making decisions about sexual activity.

Consolidation

Have students complete a 3, 2, 1 [Exit Card](#) to provide evidence of their understanding of consent, communication, and sexual health decision-making.

- Identify **three** ways consent can be communicated.
- Identify **two** reasons why communication with a partner is important.
- Like any other decision, a decision about sexual health requires you to look at all sides of an issue; identify **one** way you can do this.

Notes to Teachers

Suggestions for Dealing with Disclosures by Students

- Be aware of and respect linguistic differences, religious, spiritual, faith beliefs, cultural practices and any other dimensions of diversity that may be involved in the student's concerns or questions.
- Consider the student's feelings and be affirmative in your attitudes: "That's a good question," or "It's great that you are thinking about these things – they are important."
- Maintain a calm and non-judgmental demeanor.
- If you are not sure of the amount of depth behind a question, or whether there are nuances that should be made clear, ask the student to clarify. For example, you can say, "Tell me more about what you'd like to know and how I can support you."
- Know who to go to for help if you need it. Be familiar with internal board support as well as community agencies or organizations that provide contact information for resource people within the school and the community to whom you can refer students.

Duty to Report Children in Need of Protection

If any person, including “a person who performs professional or official duties with respect to children,” has reasonable grounds to suspect that a child is or may be in need of protection, the act requires that the person report their suspicions “immediately” to a children’s aid society and provide the information on which the suspicions are based. Therefore teachers, principals, and other professionals who, in the course of performing their professional or official duties, suspect that a child is or may be in need of protection, must report this information without delay to a children’s aid society. *(Extracted from: Government of Ontario (2021). **Program Policy Memorandum 9: Duty to Report Children in Need of Protection**)*