

## Unit: Sexual Health

### Lesson: 5: Sexual violence prevention and Washington state law

Date:

#### Main objectives/Standards:

Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb

Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS

Analyze factors that can effect the ability to give or recognize consent to sexual activity. H2.Se5.HS

Describe laws related to accessing sexual health care services. H3.Se6.HS

Understand the importance of personal and social responsibility for sexual decisions. H7.Se6.HS

Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa

Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb

#### Lesson Sequence:

Estimated time	Topic/activity	Special notes
5 minutes	Welcome and attendance: varies by teacher	
15-20 minutes	Ppt: Sexual violence prevention and Wa St. Law: slides 1-12 (teacher presentation)	*this is obviously a really sensitive topic which is why teachers should do most of the talking!  *special points about the posted documents in Canvas that the teacher may want to point out: 1) minors do not need parent permission for most medical services surrounding sexual health. 2) there is a special website for parents and youth dealing with LGBTQ law 3) point out that if a person KNOWINGLY sends or causes to be sent pictures of minors engaged in sexual activity, they are subject to prosecution

5 minutes	1) Screen share the consent “tea” video (slide 13) 2) Go over factors affecting consent	
5 minutes	Steven and Maddy’s story readings	Select 2 VOLUNTEERS to read both Maddy and Steven’s sides of the story (if no one volunteers, the teacher can just read the stories from both perspectives)
5-10 minutes	Break out room discussion: Steven and Maddy’s story	*Have one member of each group download a copy of the “Steven and Maddy story guiding questions” from Canvas *Groups work together to decide whether consent was present in this story and what the factors are that are affecting consent, if any
10 minutes	Class discussion/review of questions	*factors affecting consent: -alcohol and age mostly -some groups will decide that there was not consent, some will decide that there was. -Reiterate: “yes means yes” Consent needs to be verbally given
5 minutes	Supporting victims of sexual violence:  Show slides 17 and 18  Exit poll questions	Exit poll Q’s: 1) Before this lesson I understood the concept of consent: A) Extremely well B) Mostly C) Not really D) Not at all  2) After this lesson, I understand the concept of consent: A) Extremely well B) Mostly C) Not really D) Not at all