Be in Charge Daily Outline

Lesson 2/Day 2:

Lesson Summary

Students learn about consent: what it is and isn't, and the laws related to consent in Tennessee. The first portion of the lesson is framed around the idea that consent is C.L.E.A.R:

> **C – Continuous:** Consent must be given continuously throughout any encounter. Just because someone has consented to something previously, does not mean that they give consent for the same act the next time.

> **L –Lacks coercion, threat, or force**: To give consent, a person must not have been coerced, forced, or threatened to do so.

> **E – Exact**: Consent must be exact, or specific, to each activity. Just because someone consents to one activity, does not mean that they consent to another.

> **A – Active**: A person giving consent must be actively able to do so, expressed through words and actions. Just because someone doesn't say "no" doesn't mean that they are saying "yes."

> **R – Reversible:** Someone can change their mind and take back their consent at any time when engaging in any activity. If someone changes their mind, the activity should be stopped immediately.

In this lesson, students also learn about power dynamics within relationships, as well as building the knowledge and skills of how to identify unhealthy behaviors and maintain healthy behaviors in their relationships.

Home Activities

Students will be given a worksheet titled *My Support System* where they will fill in the people and places in their support network. If they bring the completed worksheet to the following class, they will receive a small incentive (i.e. puzzle pen, piece of candy, etc.).

Conversation Starters

How do you know when someone gives consent? What does it look/sound like when someone does not give their consent?

How can you tell if the person you're dating is ready to _____?

What do you think makes a relationship healthy?

What are the behaviors that you want/don't want in a friendship or romantic relationship?

How can you communicate the way you want to be treated by others? How can you respond to others who communicate how they want to be treated by you?

CENTERSTONE