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Examining Consent Education as a Preventative Measure for Sexual Violence, Harassment, and Bullying in Adolescents

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**Examining Consent Education as a Preventative Measure for Sexual Violence,
Harassment, and Bullying in Adolescents**

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A Capstone Project submitted in partial fulfillment of the
requirements for the Master of Science Degree in
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College of Education
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CERTIFICATE OF APPROVAL

CAPSTONE PROJECT

Examining Consent Education as a Preventative Measure for Sexual Violence,
Harassment, and Bullying in Adolescents

This is to certify that the Capstone Project of

Alexis Olson

Has been approved by the faculty advisor and the CE 695 – Capstone Project

Course Instructor in partial fulfillment of the requirements for the

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Abstract

This paper is an examination of consent education in K-12 schools in the United States. Each state determines its own consent education policies. Most states do not require consent education despite high rates of adolescent sexual activity and increasing rates of sexual violence in adolescents. This paper examines the integration of adolescent sexual violence, harassment, and bullying. Considerations of current research shows an increase in adolescent experiences of sexual violence and connections to sexual harassment and bullying. Additionally, this paper explores consent education through classroom guidance lessons and cross curricular implementation. Examination of consent education as a preventative measure for sexual violence, harassment, and bullying in adolescents involves exploring causes and motivations for these types of violence.

Keywords: consent education, adolescents, K-12 schools, sexual violence, sexual harassment, bullying

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The Rape, Abuse, and Incest National Network (RAINN), defines sexual assault as, “sexual contact or behavior that occurs without explicit consent,” (“Sexual Assault”, 2022, para. 2). There is no universal definition of consent in the United States; the definition varies based on each state’s decision either in law or through court cases (“Legal role of consent”, 2022). This paper will be referring to consent based on the definition given by RAINN: Consent is an agreement between participants to engage in an activity (typically sexual in nature) and should be clearly and freely communicated. Consent cannot be given by individuals who are underage, intoxicated, or incapacitated; nor can it be coerced – pressured, intimidated, or threatened. Additionally, consent can be revoked at any time prior to or during the activity (“What consent looks like”, 2022).

The past decade has seen many states enact new laws requiring consent education in colleges and universities (Abramson & Dautch, 2014). Studies have shown that direct instruction regarding sexual consent improves knowledge, attitudes, and behavioral intentions of college students (Willis et al., 2019). However, according to the U.S. Bureau of Labor Statistics (2021), as of 2020, about 37% of high school graduates did not enroll in college. These numbers suggest that there is a large number of young adults without access to sexual consent education which is being provided by colleges and universities (Willis et al., 2019).

It is believed that, “a person’s approach to sexual behavior and relationships is often already firmly established by the time [they] reach college,” (Abramson & Dautch, 2014, para. 4). Research has shown that the average age of first sexual intercourse occurs around the age of 16 (Willis et al., 2019). In fact, Guttmacher Institute (2019), found that 65% of adolescents

engaged in sexual intercourse by the time they were 18 years old. This research suggests college may be too late for consent education to be effective in preventing sexual violence prevention. If young people are engaging in sexual intercourse earlier, they should be taught their right to consent earlier as well.

Review of Literature

Title IX Policies

Title IX of the Education Amendments of 1972, protects individuals from sex-based discrimination in education programs and activities (US Department of Education, 2021). Title IX is commonly discussed in higher education settings; however, it is also crucial in Kindergarten through 12th grade schools and activity programs. When looking at K-12 schools, Title IX protects students from discrimination based on sex or gender identity. It also protects students from sexual harassment, which has been classified into two types of behavior under Title IX. The first type of sexual harassment, as defined under Title IX, is quid pro quo harassment. This type of sexual harassment occurs when an aid, benefit, or service is given in exchange for an individual's participation in unwelcomed sexual conduct (Pennepacker, 2021).

Quid pro quo harassment typically involves a power difference between the two parties. A common example of sexual harassment in the educational setting is that between a teacher and student, where a teacher uses academic gain as an intimidation or coercive factor (U.S. Department of Education, 2020). It's also important to remember quid pro quo harassment can occur between students, for example a student tutor/mentor. The second type of harassment defined under Title IX is unwelcomed sexual conduct that is, "so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity," (Pennepacker, 2021, para. 5).

In K-12 schools, the obligation to respond is only actuated when certain conditions are met under Title IX. Schools must first have knowledge of sexual harassment, meaning a report has been made by a student to a teacher or staff member in the school (Pennepacker, 2021). The second condition for an obligatory response from a K-12 school, is that the harassment must

involve conduct that occurred within the school's program or activity. It is important to note where the harassment occurred does not necessarily determine whether harassment occurred within the school's program or activity, "Schools should determine whether the harassment occurred under conditions where the school owned the premises, had oversight, supervision or discipline over the location, activity or participants," (Pennepacker, 2021, para.7). While there is no universal procedure on how schools must respond to sexual harassment reports, K-12 schools must have a grievance procedure to handle cases of sexual harassment which must contain protections for the parties outlined in Title IX (Pennepacker, 2021).

K-12 Sex Education Policies

In the United States, K-12 sex education policies are determined by each individual state. According to the Guttmacher Institute (2022), in the U.S, only 28 states and the District of Columbia (DC) require sex education in schools. Of those states that require sex education, only 11 require that the information taught in sex education must be medically accurate (Guttmacher Institute, 2022).

According to the Guttmacher Institute (2022), 40 states and DC require prevention of teen dating violence and sexual violence to be taught in schools. However, only 11 states require education on consent (Guttmacher Institute, 2022). This means that less than 25% of the U.S. is required to teach K-12 students about consent. In an analysis of U.S. health education standards, only one out of eighteen states examined explicitly expects its students to be able to define sexual consent (Willis et al., 2019).

Erin's Law, a non-profit social welfare organization, advocates for child sexual abuse prevention in K-12 schools (Erin's Law, 2019). Thirty-seven states have passed Erin's Law, with an additional thirteen states pending legislation (Erin's Law, 2019). However, when a state

passes Erin's Law, it may not be a requirement depending on the language of the law. For example, Minnesota Statutes does not require but encourages K-12 schools to implement child sexual abuse and sexual violence prevention curriculum,

The purpose of this section, which may be cited as "Erin's Law," is to encourage districts to integrate or offer instruction on child sexual abuse prevention to students and training to all school personnel on recognizing and preventing sexual abuse and sexual violence. (Minnesota Statutes, 2021, Subd. 1).

Another response to the lack of information about sexuality available for adolescents was the Sexuality Information and Education Council of the United States (SIECUS) which was founded in 1964 (SIECUS, 2018). Since its foundation, SIECUS has focused on developing and advocating for comprehensive sex education guidelines for K-12 schools. Studies have found that not only do health programs in schools help young people make safer choices about their sexual behaviors, but they also help students succeed academically (Future of Sex Education Initiative, 2012). Although many of the laws and policies discussed here are regarding sexual harassment and sexual violence, it is important to inspect how bullying is linked to these forms of violence in order to examine how consent education can be used as a form of prevention.

Sexual Violence, Harassment, and Bullying in Adolescents

As mentioned previously, it is estimated that by the age of 18, approximately 65% of adolescents have had sexual intercourse (Guttmacher Institute, 2019). The CDC's 2019 Youth Risk Behavior Survey found that over 10% of students in high school have been victims of sexual violence (Basile et al., 2020). This is an increase compared to the 9.74% of adolescents who have been victims of sexual violence in the CDC's 2017 Youth Risk Behavior Survey (Kann et al., 2018). While this may seem like a low percentage of high school students

experiencing sexual violence, it is important to remember that occurrences of sexual violence are often underreported. The National Center for Injury Prevention and Control, Division of Violence Prevention (2022), has since stated a third of sexual assault survivors were first raped by the time they were 18 years old.

Over the years, bullying research has been detached from other forms of sexual harassment and violence. However, it has been recognized by researchers that much of the bullying victimization that adolescents experience in schools is gender or sexuality related (Milnes et al., 2021). According to the American Psychological Association (2022), bullying is an aggressive behavior where a person intentionally and repeatedly causes harm or discomfort to another.

The CDC's 2019 Youth Risk Behavior Survey found that over 15% of students in high school have experienced electronic bullying (Basile et al., 2020). This survey was conducted before the COVID-19 pandemic, and so these numbers may not be accurate to the current climate of electronic bullying. Additionally, it was found that over 19% of students reported experiencing bullying on school property (Basile et al., 2020). While Basile et al. (2020), reported racial/ethnic differences in bullying victimization, they also note that using the term, "bully," can cause underreporting especially by students who are Black. Current research is very important in exploring rates of bullying and other forms of gender-based violence since the COVID-19 pandemic has shifted U.S. culture. While there is some research on the relationship between bullying, sexual harassment, and sexual violence, further research is needed to better understand how these forms of violence intersect.

In a study conducted by Milnes et al. (2021), adolescent sexual bullying experiences were analyzed and the participants drew upon concepts of consent to understand their interactions.

According to Milnes et al. (2021), participants in their study identified both direct and indirect actions which could fit into the definition of bullying and also sexual harassment. Study participants discussed consent in regards to bullying, conflating willingness and wanting, much like society in regards to sexual violence.

Consent in a bullying context is very similar to that of sexual violence in that the act of bullying is unwanted or being forced to do things a person does not want to do. Another link found in Milnes et al. (2021), study is that between bullying within friendships and dating violence in that consent tends to be assumed. For example, two friends calling each other names may not be considered bullying due to the friendship and assumed consent. Similarly, in a dating relationship, sexual consent is often assumed, although it is known that this is not always the case. Consent should never be assumed in any situation; however, adolescents may struggle to identify these distinctions in boundaries as they navigate their sexual experiences (Milnes et al., 2021).

Suggestions for Consent Education Implementation

As mentioned previously, many researchers agree that college is too late to begin educating young people on consent (Abramson & Dautch, 2014; Beres, 2020; McGuire, 2018; McGuire, 2021; Naide, 2020; Schroeder, 2015; Willis et al., 2019). If the goal of consent education at the collegiate level is to prevent sexual violence, then consent education should start before young people become sexually active (Willis et al., 2019). It is hypothesized that earlier consent education may have a greater chance of preventing sexual violence and may also empower young people to report violence when it does happen (Abramson & Dautch, 2014).

The first step in implementing consent education is educating teachers, administration, and other school staff on consent and sexual violence, harassment, and bullying. Most school

counselor programs do not require education on topics relating to sex and sexual violence in adolescents (Schubert, 2019). Additionally, school administration programs typically require knowledge of laws and procedures related to sexual violence, however, further education surrounding consent is not typically required (Miller & Mondschein, 2017).

The lack of knowledge and awareness is very problematic in recognizing the issue and advocating for change. All school staff and administrators should be trained on sexual misconduct, consent, dating violence, and reporting and response obligations under Title IX (McGuire, 2018). By educating and training school staff and administration on these issues, a culture of consent can be created and maintained. Consent curriculum can then be more unified throughout the school with clear expectations on how to deal with these issues when they arise.

In an analysis of current health education standards in the U.S., Willis et al. (2019), found that many states included curricular themes relevant to consent including communication skills, decision making, personal space, and interpersonal relationships. While this is a solid foundation for consent education, there should be a natural continuation of lessons from early childhood through adulthood (Naide, 2020). The continuous lessons of consent and other relevant themes are important to helping students navigate the messages they receive from social media about body image and their right to bodily and sexual autonomy (McGuire, 2018).

By starting to teach consent early in childhood, young children are able to understand what inappropriate touch is and what to do if it happens to them. Additionally, this key introduction to consent teaches young children that inappropriate touch is unacceptable for them to do to others. By continuing the conversation of consent throughout childhood, students can connect the concept of consent to their friendships and romantic relationships. Other aspects of

consent that are important for teens and young adults to know is the legality of consent and consequences for sexual violence and harassment (Schroeder, 2015).

By teaching students, the consequences for not respecting others right to consent, students may be more likely to take this topic seriously. Schroeder (2015), suggests not only teaching students what consent is and the consequences of violating consent, but teaching students how to set boundaries and their right to say no. Additionally, multiple researchers have purported that consent education may be beneficial through integration across school subjects and lessons (Schroeder, 2015; McGuire, 2021).

Classroom Guidance Lessons

According to the American School Counselor Association (2019), school counselors are licensed professionals who improve student academic, social/emotional, and career success for all students. The ASCA National Model suggests school counselors align their work with Multi-Tiered Systems of Support (MTSS) to provide direct and indirect student services (American School Counselor Association, 2019). Tiers 2 and 3 include targeted interventions such as small group and individual counseling, consultation, and referrals (American School Counselor Association, 2019). Tier 1 interventions include school wide programs and initiatives as well as classroom instruction. Classroom lessons allow school counselors to provide instruction on important topics to all students in an efficient way.

Classroom guidance lessons conducted by school counselors have been found to improve academic achievement, behaviors, and attitudes (Lee, 1993). Often, school counselor's classroom guidance lessons are centered around academic, social/emotional, and/or career topics. While consent education is often tied to sex education in K-12 schools, having school counselors provide classroom guidance lessons on consent could be beneficial to connect to social

emotional learning. Many topics related to consent such as kindness, respect, friendship skills, and personal boundaries are often taught by teachers and school counselors in K-12 schools (Schroeder, 2015). As students get older, around middle school age, explicit instruction on these concepts occurs less frequently (Schroeder, 2015). Researchers argue consent education should start young and continue into adulthood (McGuire, 2018; Schroeder, 2015). Of course, consent education should be developmentally appropriate, focusing on different aspects of consent in different contexts. For example, elementary lessons based on consent may focus on physical boundaries and personal space (Appendix A). A high school lesson on consent may be more explicit and discuss examples of sexual consent (Appendix B).

Consent Across the Curriculum

Consent education is central in health classes, particularly sex education components. However, if consent is going to be viewed as a paradigm rather than another subject in a class, then it needs to expand its reach throughout education (McGuire, 2021). McGuire (2021) gives many suggestions for cross-curricular implementation of consent education including all core subjects in K-12 schools. For example, in language arts courses, students can explore the nuances of consent and other related topics in literature (McGuire, 2021).

In science related courses, students could explore the effects of sexual violence and trauma caused by disregard of consent by learning about the mind and body's responses to trauma and fear. Integrating consent education in this format could help students understand the experiences of victims of sexual violence, harassment, and bullying by understanding how disregard of consent can negatively impact the mind and body (McGuire, 2021).

Historical courses could integrate consent education very well by examining how individual and bodily autonomy has been confirmed or denied to certain people and/or communities

throughout history. By exploring how the denial of the right to consent has been used to control and deny humanity throughout systems of structural inequality, students can better understand consent on a systems-wide level. Additionally, by examining consent through historical lenses, students are able to examine consent with holistic context to other issues such as domestic violence, systems of racism, and transphobia which students actively see in the current climate of the world (McGuire, 2021). Similarly in civics courses, students can examine how legal systems impact consent culture in addition to how the voices of sexual violence and harassment victims impact the way society responds to this type of violence (McGuire, 2021). Having students learn about consent in a civics context can help them understand the real-world implications of social awareness surrounding consent topics.

In math courses, consent can be integrated by analyzing statistics on sexual violence, harassment, and bullying. This would help students learn about the impacts of misinformation; whether that leads to minimization or maximization of prevalence. Additionally, by learning about consent and related violence in mathematics, it can give credence to other forms of consent education (McGuire, 2021).

McGuire (2021) argues that consent education should not be siloed due to the complexity of the topic. Integrating consent education across the curriculum reiterates the importance to students by learning about consent from different teachers (McGuire, 2021). By giving students more opportunities to learn, discuss, and explore consent through different lenses, McGuire (2021) argues students will be better equipped to make consent education actionable.

The Role of Consent in Sexual Violence Prevention

Despite many researchers push for consent education in K-12 schools, there is a lack of evaluation to determine the effectiveness of such programs (Beres, 2020). There are many

assumptions of the underlying causes of sexual violence and motivations for offending. However, there are many researchers who agree that consent education has the potential to reduce sexual violence if a lack of knowledge about consent and communication regarding sex is what caused sexual violence (Beres, 2020).

In a study conducted by Beres (2020), educators and sexual violence activists were interviewed on their views or hypotheses of consent education outcomes. This study found that most participants somewhat agree consent education is vital for sexual violence prevention (Beres, 2020). Although, some participants argued consent education is not sexual violence prevention. Again, participants point to the underlying motivations for sexual violence, while consent education has the potential to greatly reduce rates of sexual violence, there may still be instances where a person enjoys or receives benefit from disregarding another's consent or boundaries (Beres, 2020).

While consent education is not a universal remedy, there is evidence to suggest that it does serve as a protective factor. In a study conducted by Santelli et al. (2018), receiving school-based sex education which promoted refusal skills before the age of eighteen was found to be a protective factor against sexual assault in college. This aligns with other research which shows the more discussion surrounding sex and agency in late childhood and teen years, the less likely abusive dynamics are to arise (McGuire, 2018). Further, even if abusive dynamics do arise, students would be more likely to have knowledge, self-efficacy, and personal advocacy skills to get help (McGuire, 2018).

Discussion

Implementing consent education across the curriculum could change the framework around consent from a single subject to a paradigm. The application of consent education could be

beneficial to not only sexual violence prevention but potentially sexual harassment and bullying as well. Researchers argue consent education could be considered a preventative measure for sexual violence. However, there is currently not enough data to support this argument.

Future research examining the intersections of sexual violence, harassment, and bullying would be advantageous to understanding what types of prevention measures would be effective. This is especially applicable when considering these issues in adolescents and prevention measures in the K-12 school setting. It is not uncommon for public K-12 schools in the United States to struggle with funding, so considering an overarching approach to sexual violence, harassment, and bullying prevention would be beneficial and cost effective.

Conclusion

Although there has been a significant increase in colleges and universities implementing consent education, there are many people who do not enroll in postsecondary education therefore are less likely to receive formal consent education. Additionally, research has shown that most adolescents have engaged in sexual intercourse before graduating high school. These gaps in consent education and sexual activity need to be addressed in order to provide effective education on consensual sexual activity.

In examining preventative measures in K-12 schools such as consent education policies, most of the United States does not require students to explicitly learn what consent is. One of the biggest federal laws which protects students and staff in K-12 schools from sexual discrimination and harassment is Title IX of the Educational Amendments of 1972. Although Title IX is valuable, it's practical application is limited in responsiveness as certain conditions must be met. Despite the policies and laws in place at the federal and state levels, consent education is not being implemented in majority of United States K-12 schools.

This research is alarming especially when recognizing that rates of adolescent sexual violence have increased. In examining recent research, rates of sexual violence in adolescents is similar to that of sexual harassment and bullying. Some research suggests sexual violence, harassment, and bullying are intersected as forms of violence perpetrated in K-12 schools.

Future research examining adolescent experiences of sexual violence, harassment, and bullying are necessary to better understand the intersections of these forms of violence. Additionally, research on these topics could lead to more effective forms of prevention programming in K-12 schools. Advocating for consent education in K-12 schools is important in order for students to receive the holistic education they deserve. Research examining effective

forms of consent education implementation would be greatly beneficial in order to address the concern of rising rates of sexual violence, bullying, and harassment adolescents are experiencing.

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Appendix A

Sample Classroom Guidance Lesson Plan

Activity: Consent Education – Understanding Boundaries and Personal Space

Grade(s): 3-6

Time needed: 30-45 minutes

ASCA Mindsets and Behaviors:

B-SMS 1. Responsibility for self and actions

B-SMS 9. Personal safety skills

B-SS 1. Effective oral and written communication skills and listening skills

B-SS 5. Ethical decision-making and social responsibility

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will believe that it is not okay to violate physical boundaries and personal space
- Students will know what physical boundaries and personal space are
- Students will be able to identify their physical boundaries and personal space
- Students will be able to communicate their physical boundaries to others
- Students will know how to respect others physical boundaries and personal space

Materials:

- Hula hoop or rope

- White board or large piece of paper and writing utensil
- Handouts with outline of person
- Writing utensils for students

Procedures:

1. Introduction (5 minutes) – Begin by reviewing classroom expectations.

Introduce the lesson/activity: *Everyone's body is special and is their own. It is up to you to decide who can touch you and how.*

2. Warm-Up (5 minutes) – Ask two students to stand inside the circle (hula hoop/rope) together; ask them how it feels to be so close. Explain to the class that they should imagine the circle (hula hoop/rope) around themselves is their private space, and they get to decide who comes inside with them.
3. Activity (5-10 minutes) – On a large piece of paper or white board, draw a circle to represent private space, then draw three more rings around it.
 - a) Show the class a list/pictures of different people (e.g. parent, best friend, stranger, teacher) and ask them to say which circle they think the people should go in.
 - b) When people have been written in the circles, discuss the different types of contact that might happen with each one (e.g. a parent may kiss/hug, a teacher may high-five, a stranger may nod or smile).
 - c) Answer any questions students might have about the types of touch that are appropriate from different people they know/encounter.
4. Skills Practice (10 minutes) – Split students into small groups.

- a) Give each small group a piece of paper with an outline of a person on it. Explain there may be times when you might let someone into your private space but that there are still rules around who is allowed in and if and how they might touch you.
 - b) Give each group a different scenario and ask students to take turns reading them out loud. The group should mark on their outline where they think it would be okay to be touched in each scenario and explain what type of touch might be allowed.
5. Wrap-up (5-10 minutes) – Discuss the activity, highlighting that personal space and rules will be different depending on who the person is.

Evaluation of Learning:

Process Data: Track lesson participation and attendance.

Perception Data: Pre- and post- lesson student behavioral data; Student response and participation during lesson discussions/activities/skills practice; School counselor observations.

Outcome Data: Teacher reports of harassment/bullying/violence; Student reports of harassment/bullying/violence; Student behavioral data (discipline referrals).

Source(s):

International Planned Parenthood Federation. (2016). *Teaching about consent and healthy boundaries: A guide for educators*. International Fitness Professionals Association.

https://www.ifpa.ie/sites/default/files/documents/Reports/teaching_about_consent_health_y_boundaries_a_guide_for_educators.pdf

Appendix B

Sample Classroom Guidance Lesson Plan

Activity: Consent Education – Sexual Consent

Grade(s): 7-12

Time needed: 35-55 minutes

ASCA Mindsets and Behaviors:

B-SMS 1. Responsibility for self and actions

B-SMS 9. Personal safety skills

B-SS 1. Effective oral and written communication skills and listening skills

B-SS 5. Ethical decision-making and social responsibility

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

Learning Objective(s):

- Students will believe that it is not okay to violate consent
- Students will know what consent is
- Students will be able to communicate their consent in appropriate situations
- Students will be able to respect others consent

Materials:

- Small ball
- Hand-out of ‘guidelines for consent’ for each student

- Case study examples

Procedures:

1. Introduction (5-10 minutes) – Begin by reviewing classroom expectations.
 - a) Ask students to sit in a circle and throw a ball to each other.
 - b) When a student catches the ball, they should answer the question: *What are the qualities/ingredients for a good relationship?* (Specifically a romantic relationship.)
 - c) Discuss themes that emerged or unclear answers/meanings.
2. Discussion (10-15 minutes) – Discuss lesson objective(s):
 - a) *Today's lesson is about consent in relationships, and many qualities that make a good/healthy relationship are necessary for healthy sexual relationships. Having any type of sexual interaction with someone requires communication, mutual respect, and this is what consent is all about.*
 - b) Ask students to pair and share: *Consent can be referred to as 'free and informed consent'. What could some obstacles be to someone giving 'free and informed consent' to sexual activity?*
 - c) If time allows, discuss laws and policies in your school's state in regard to sexual consent.
3. Skills Practice (15-20 minutes) – Give students a hand-out of 'guidelines for consent'
 - a) 'Guidelines for consent' should include:
 - i. Believe you have the right to decide for yourself whether or not you want to participate in a particular sexual activity.

- ii. Have a sufficient sense of power and control over the situation to be able to communicate and implement your decision.
 - iii. Have the maturity and understanding what a sexual activity entails and consequences that may occur.
 - iv. Be in a situation or relationship where your decision is recognized and respected by the other participant(s).
 - v. Have a clear mind, not impaired by alcohol or drugs at the time of decision making.
 - vi. As much as possible, avoid situations where you are likely to experience pressure to engage in unwanted sexual activities for material or financial reasons.
- b) Split students into small groups and give each group a case study. Each group should read their case study to the whole class and share their views on whether they think the guidelines were met and why/why not. Small groups can act out a brief role play of their case study if time allows.
4. Wrap-up (5-10 minutes) – Discuss the activity, highlighting: *There are circumstances in which a person does not have the control or power to say no. This is a violation of human rights.*

Evaluation of Learning:

Process Data: Track lesson participation and attendance.

Perception Data: Pre- and post- lesson student behavioral data; Student response and participation during lesson discussions/activities/skills practice; School counselor observations.

Outcome Data: Teacher reports of harassment/bullying/violence; Student reports of harassment/bullying/violence; Student behavioral data (discipline referrals).

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