

Lesson 10

Assertive Communication: Setting and Protecting Our Personal Limits - Part 2

Overview

Lesson 10 Learning Objectives

In Lesson 10: Assertive Communication: Setting and Protecting Our Personal Limits - Part 2, students will be able to:

- Identify healthy relationship characteristics;
- Explain the characteristics of consensual sex;
- Practice assertive communication to set and maintain limits regarding sex and protected sex with skirts with both heterosexual and homosexual couples; and
- Describe external factors that can lead some teens to have unwanted and/or unprotected sex.

Key Messages

- **El Camino Program**
 - You are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Only have sex when you are ready.
 - Preventing unintended pregnancy and STIs involves both partners.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

- 10A. Welcome to Lesson 10! (1 min)
- 10B. Setting Sexual Limits with Partners: What is Consent? (18 min)
- 10C. Setting Sexual Limits with Partners: Assertive Communication (20 min)
- 10D. Slogan and Closure (3 min)

- In a healthy relationship, support the other person's camino, as well as your own.

- **Lesson 10**

- Communicate assertively to support yourself, your relationships, and your camino.

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 10A)
 - Key Messages (see Activity 10A)
 - Consent (see Activity 10B)
 - Handout 10.1: What is Consent? (see Activity 10B)
 - Handout 10.2: Consent or Not Consent? (see Activity 10B)
 - Handout 10.3: Referral List of Youth-Friendly Healthy Relationship Resources (see Activity 10B)
 - Handout 9.1: Two Communication Styles (see Activity 10C)
 - Handout 9.3: Nonverbal Communication (see Activity 10C)
 - Handout 10.4: Setting Limits with Romantic Partners (see Activity 10C)
2. Before students login to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the **Chat** box before students login.
 - Organize your Zoom dashboard the way you like it.



Lesson 10 Procedures

Activity 10A: Welcome to Lesson 10! (1 minute)

1. **Welcome** students to Lesson 10.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. **Inform** the students that this lesson will include discussions about sex and relationships and that the story/novela will feature persons who are pressured to have sex. You might also not feel comfortable if others around you heard the discussions. If you don't feel comfortable with others hearing our discussion, please use headphones.
4. Tell them that this might be triggering to some and remind them of the things they can do if they are feeling triggered and the resources available to them:
 - Emphasize that feeling uncomfortable or “triggered” during a lesson is nothing to feel ashamed of and that there are professionals at the school and within the community trained to help.
 - Explain to participants the difference between being triggered by the subject matter (feeling panic, tightness in chest, shallow breathing, racing thoughts, shaking, etc.) and feeling uncomfortable with the subject matter (“butterflies” in the stomach or feelings of nervousness).
 - Quickly review the mental health supports available to participants and how to access them.
5. **Review the group agreements.**
6. **Ask students** to turn to **Lesson 10: Key Messages** in their workbooks.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 10:** Key Messages

7. **Ask for a volunteer** to read the new Key Message for Lesson 10.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Key Messages” as the student reads the key message



Activity 10B: Setting Sexual Limits with Partners: What is Consent? (18 minutes)

INTRODUCTION, HANDOUT REVIEW, AND WORKSHEET (18 minutes)

Facilitator note: If possible, have a facilitator who identifies as male, lead this discussion.

- 1. Explain to students** that today we are going to talk about setting sexual limits and consent.
 - *What does it mean when you give someone your consent?*
- 2. Take** a few responses from students.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

- 3. Show the brief video**, “Consent: It’s as Simple as Tea.”
English: <https://www.youtube.com/watch?v=NPD31qh2570&t=34s>
Español: <https://vimeo.com/188929342>

- 4. Explain to the students:**
 - *Navigating consent is complicated and difficult. It consists of understanding and listening to your partner’s limits.*
 - *Consent is an agreement that two people must make if they are going to have sex. Consent needs to be addressed with assertive communication.*
 - *Other words for “consent” can be: “permission,” “approval,” or “accepting.”*
 - *In a healthy relationship, the couple will only have sex if both partners consent. Even if they have had sex before, one of the partners can refuse to have sex at any time. If one of the partners says “no,” the other partner should acknowledge and respect that their partner does not want to have sex.*

MATERIALS

- Facilitator Resource 10.1:** Consent or Not Consent? With Responses and Questions
- Facilitator Resource 10.2:** Talking Points: Consent and Relationships

STUDENT HANDOUTS

- Handout 10.1:** What is Consent?
- Handout 10.2:** Consent or Not Consent?
- Handout 10.3:** Referral List of Youth-Friendly Healthy Relationship Resources

Remember that “no” means “no.” **REMEMBER:** Silence does not mean “consent.”

- *Consent is not permanent. Someone can change their mind at any moment. Consent can be removed.*
- *In a healthy relationship, both partners respect and support each other’s caminos. Respect means not using pressure to get your partner to do something they do not want to do.*
- *It is the responsibility of both people to get active consent. When someone has not given their consent but is forced to have sex that is rape.*

Virtual Adaptation

Show the PPT slide titled “Consent” as you explain the points above.

5. **Ask students** to turn to **Handout 10.1: What is Consent?**

Virtual Adaptation

Show the PPT slide titled “**Handout 10.1: What is Consent?**”

6. **Ask for volunteers** to read the four parts of consent.
7. **Ask students** to turn to **Handout 10.2 Consent or Not Consent?**

Virtual Adaptation

Show the PPT slide titled “**Handout 10.2: Consent or Not Consent?**”

8. Tell the students:
 - *This handout shows us situations that have consent and others that don’t. We will discuss why each situation is consent or not consent.*
9. Have a student read the first situation on the list.

10. **Ask the students:**

- *Why is this consent? Why is this not consent?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

11. Cross-check their responses with **Facilitator Resource 10.1: Consent or Not Consent? With Responses and Questions.**

12. **Ask a student** to read the second situation and ask the same questions. Repeat with each situation.

13. After going through the situations, **ask the students** if they have any questions. Refer to **Facilitator Resource 10.2: Talking Points: Consent and Relationships**, as needed, to assist you with answering student questions.

14. Review **Handout 10.3: Referral List of Youth-Friendly Healthy Relationship Resources** with students.

Virtual Adaptation

Show the PPT slide titled “**Handout 10.3: Referral List of Youth-Friendly Healthy Relationship Resources.**”

15. Tell students that there are resources to learn more on Instagram and let them know the names of some accounts that are on your resource list.

16. **Tell the students:**

- *These are places that can help you to learn more about and provide services to young people in regard to healthy relationships.*

Facilitator Note: Please put this Referral List together before the lesson. There is a sample list provided at the end of the lesson comments.



Activity 10C: Setting Sexual Limits with Partners: Assertive Communication (20 minutes)

Facilitator Note: Facilitators should be vigilant about the behavior in the group assigned to Santiago and Sebastian. Ensure that the students are respectful of the situation as they rehearse and when the scenario is presented. Beware of and address homophobic comments.

STUDENT HANDOUTS

- Handout 9.1:** Two Communication Styles
- Handout 9.3:** Nonverbal Communication
- Handout 10.4:** Setting Limits with Romantic Partners

INTRODUCTION AND REVIEW OF ASSERTIVE COMMUNICATION (4 minutes)

1. Tell the students:

- *Sometimes it is difficult to say “no” and stick with it – especially to someone we care about. However, the ability to say no effectively can give you control over what happens to you.*
- *It might be difficult for some people to communicate in an assertive way based on their background. There are many ways to be assertive that are all effective.*
- *We are going to look more closely at some situations in which you might need to use assertive communication with a romantic partner who does not want to respect your sexual limits.*

2. **Ask students to volunteer** and describe verbal and non-verbal assertive communication. Have students turn to **Handout 9.1: Two Communication Styles** and **Handout 9.3: Nonverbal Communication** for review.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Show the PPT slides titled “**Handout 9.1: Two Communication Styles**” and “**Handout 9.3: Nonverbal Communication.**”

3. Tell the students:

- *Choosing to use an assertive communication style while simultaneously managing your feelings can be complicated. However, if you don’t use assertive communication to protect*

your sexual limits, you could run into road trips on your camino. For example, an unwanted pregnancy or STI are possible road trips that could stem from not effectively communicating about a limit to not have unprotected sex.

- *Remember that abuse and rape is NEVER the fault of the person being abused/raped.*
- *The next activity is intended to explore the complexities of dating, relationships and sex so that you can have healthy relationships, use assertive communication, follow your camino and reach your goals.*

INSTRUCTIONS FOR SMALL GROUP SCENARIO WORK (2 minutes)

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1. **Divide the class** into pairs and **explain to the students:**
 - *We are going to continue to practice assertive communication today. If you play a sport or a musical instrument, you know that the more you practice the better you are at making a goal or playing the right notes. The more you practice the more effective you will be in using assertive communicating.*
 - *I am going to assign each pair a scenario from **Handout 10.4: Setting Limits with Romantic Partners.***

Virtual Adaptation

Show the PPT slide titled “**Handout 10.4: Setting Limits with Romantic Partners.**”

- *You’ll notice that the scenarios might seem a little more emotional or intense this time, compared to the scenarios you worked on during the last lesson. I want you to practice using both verbal and nonverbal assertive communication to protect your sexual limits when a relationship is more intense. It might not feel as easy this time around. This is why I want you to practice the skill again.*

Virtual Adaptation

Tell students that you will be breaking them up into small groups (using Zoom’s Breakout Rooms feature). There should be as many breakout rooms as there are facilitators. Therefore, if there are 2 facilitators, there should be 2 breakout rooms.

Click on the Breakout Rooms icon on the bottom of your Zoom navigation bar (4 small squares). A window will appear that will allow you to determine the number of rooms you would like to create. Then click on “Create Breakout Rooms.”

Next, you will see a new window with each breakout room listed and the students assigned to each (the assignment will be done randomly). You will see that you have the ability to move students around if you think there would be better combinations of students in each breakout room.

Alternatively, you can preassign students to breakout rooms.

Tell students:

- As they enter their breakout room, the facilitator in the room will play the role of Pedro, David, and Sebastian in each skit. The facilitator will call on students to play the role of Alicia, Sofia, and Santiago. Facilitators will call on different students throughout each skit to allow for multiple opportunities for practice—one student should not act out the role of a particular character for the entire skit. At the end of the activity, most students should have been able to practice these skills at least one time.
- They will have 3 minutes to complete their role plays.
- When they have one minute left, they will see a timer count down 60 seconds on their screen. After 60 seconds they will all be joined together as a large group again. Note that you can change this 60-second warning on Zoom to be more or less time. Also note that you can “broadcast” a message to all groups.

When you are ready, click on “Open All Rooms.”

As the host of the Zoom meeting, you have the ability to join and exit breakout rooms (to check in) if you think it would be helpful to students.

When there is one minute left, click on “Close All Rooms.” This will give students 60 seconds to wrap up.

2. **Remind students** to use their resources from Lesson 9. **Handout 9.1: Two Communication Styles** and **Handout 9.3: Nonverbal Communication**.

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3. **Tell the students:**

- *After six minutes, I will ask one pair assigned to each of the three scenarios to volunteer to read their script in front of the class.*

4. **Assign scenarios to student pairs** by having them count out 1, 2, 3 and taking the associated number scenario on **Handout 10.4: Setting Limits with Romantic Partners**.

PAIRS WORK (6 minutes)

1. **Invite pairs** to begin their work.
2. **Circulate the room** and **provide support** as needed.
3. Provide regular time checks.

STUDENT PRESENTATIONS (6 minutes)

1. After six minutes, **call students' attention** to the front of the room.
2. **Ask for one pair** assigned to each of the scenarios to volunteer to present its script in front of the class.

LARGE GROUP DISCUSSIONS (4 minutes)

1. After the three demonstrations, **lead a large group discussion** with the questions listed below:
 - a. ****How effectively** were each of the people in the three scenarios able to protect their sexual limits?
 - b. ****How can Alicia/Sofia/Santiago** be more assertive, set limits and preserve their relationships?
 - c. ****Why might Alicia/Sofia/Santiago** feel pressured to compromise their sexual limits?
 - **Possible responses might be:**
 - Pedro being older, giving Alicia gifts, Alicia liking the status of having an older boyfriend, or

- Santiago feels pressure because “guys are always supposed to be ready for sex”, or
 - The couple has been having sex for a while, or
 - They really like each other.
- d. **How was consent an issue in these scenarios? How could Pedro/David/Sebastian have behaved differently?
- e. How could not protecting your sexual limits affect your camino to achieving your goals?
- **Probe** for both risks for pregnancy and STIs. In terms of STIs, remind students that, while there are medications for treating many STIs, these can be costly and time consuming. Also, a person with an STI may not show symptoms – if untreated, the infection may cause them and their sexual partners health problems in the future.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

“” **Activity 10D: Slogan and Closure (Optional)** **(3 minutes)**

A SLOGAN FOR TODAY’S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 10.
3. On a flipchart, **write down** students’ responses.
4. **Tell the students** that in the next lesson we will have a chance to practice and discuss what we have learned about *El Camino*, preventing unintended pregnancy and/or STIs, setting limits and using assertive communication.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Facilitator Resource 10.1

Consent or Not Consent? Responses and Questions

	Consent	Not Consent
When one partner wears a sexy outfit		X
When one partner seems willing but says nothing		X
When both partners agree to have sex	X	
When a partner hasn't said "no", but they are drunk or high		X
When a couple goes someplace together to be alone		X
When a couple has had sex before		X
When making out with partner		X
When someone has sent a text with a sexy picture		X
When one partner gives a nice gift		X

Discussion Questions

1. What is unique about the statement above that represents "consent?"

RESPONSE:

- That both partners are involved and communicating with one another.

2. What is similar between the statements that represent "not consent?"

RESPONSES:

- Partners are not communicating.
- One partner is making assumptions about the other partner's intentions (e.g., that wearing "sexy" clothes, sending a text, "making out," willingness to go to a place to be alone together means consent).
- One partner is taking advantage of the other partner (one partner is drunk).

Facilitator Resource 10.2

Talking Points: Consent and Relationships

Most of these answers have been taken directly from Bedsider.org, KidsHealth.org, and PlannedParenthood.org. Answers that have not been edited are in quotes and have a footnote directing the user to the exact location where the answer was found.

Answers to more questions about consent can be found here: <https://www.bedsider.org/sex-and-relationships/boundaries-and-consent> and <https://www.plannedparenthood.org/learn/relationships/sexual-consent>.

Answers to more questions about relationships can be found here: <https://kidshealth.org/en/teens/healthy-relationship.html> and <https://www.plannedparenthood.org/learn/teens/relationships>.

Consent

1. How do I talk about consent?

- *“Talking about what you want and don’t want and respecting your partner’s boundaries doesn’t have to be serious, scary, or awkward. Consenting and asking for consent means that everyone is being clear about their wants and needs — and that partners are respecting each other’s limits.”¹*

2. How do I ask for consent?²

- *Ask: “Can I [fill in the blank]?” or “Do you want me to do [fill in the blank]?” And listen for the answer. It’s also important to pay attention to their body language and tone.*
 - *If your partner says “yes” or makes it clear they’re into it, then you have consent.*
 - *If your partner says “no,” doesn’t say anything, or says yes but seems unsure or uncomfortable, then you DO NOT have consent.*
 - *If you don’t know what your partner wants, or they say yes but don’t seem sure, check in before you continue. You can check in by saying something like, “I want to make sure you want to do this. Should I keep going?” or “It’s okay if you’re not into this. We can do something else. What do you think?”*
- *“Never, ever pressure your partner into something they don’t want to do or seem unsure about. Let your partner know it’s okay if they want to stop or do something different.”*
- *“Once you know someone isn’t into what you’re asking about, stop asking.”*

¹ Planned Parenthood, “How do I talk about consent?” n.d., <https://www.plannedparenthood.org/learn/relationships/sexual-consent/how-do-i-talk-about-consent>

² Planned Parenthood, “How do I talk about consent?” n.d., <https://www.plannedparenthood.org/learn/relationships/sexual-consent/how-do-i-talk-about-consent>

3. Are there laws about the age of sexual consent?

- **Yes.** *“There are laws about who can and cannot consent to sex. Just like people who are drunk, high, or passed out can’t consent to sex, there are also laws to protect minors (people under the age of 18) from being pressured into sex with someone much older than them.”*³
- *“The age of sexual consent is how old a person needs to be in order to be considered legally capable of consenting to sex. This age varies in different parts of the U.S. and in different countries, and there may also be other laws that define the age of sexual consent by state.”*⁴
- Learn more about the laws in your area at the Rape, Abuse, & Incest National Network (RAINN): <https://apps.rainn.org/policy/>

4. I’m worried about the age difference between me and my partner. What should I do?

- *“If it feels like you can’t talk to your parents or another adult you trust about your relationship or you’re worried you might get the person you’re having sex with in trouble, that’s not fair to you. A relationship that makes you worried, scared, or like you can’t ask for help isn’t a sign of a healthy and safe relationship.”*⁵

5. How do I say no to sex?⁶

- *“The simplest way to say no to sex is just that, saying ‘no.’ You get the final say over what happens with your body. It doesn’t matter if you’ve hooked up before or even if you said yes earlier and then changed your mind. You’re allowed to say ‘stop’ and ‘no’ at any time, and your partner needs to respect that.”*
- *Other ways to say no to having sex include:*⁶
 - *Being honest about what you want or don’t want.*
 - *Suggesting other things you want to do instead.*⁷
 - *Sharing any reasons you may have for waiting or practicing abstinence.*⁸
 - *Using body language and verbal cues that communicate you’re not interested.*
- *“Everyone deserves to have their boundaries respected. No matter what, you should never be pressured into doing something you don’t want to do. Just saying ‘no’ is good enough.”*⁶

³ Planned Parenthood, “Sexual Consent,” n.d., <https://www.plannedparenthood.org/learn/relationships/sexual-consent>

⁴ Planned Parenthood, “Sexual Consent,” n.d., <https://www.plannedparenthood.org/learn/relationships/sexual-consent>

⁵ Planned Parenthood, “Is it okay to have sex with someone 6 years older than you?” 2018, <https://www.plannedparenthood.org/learn/teens/ask-experts/is-it-ok-to-have-sex-with-someone-6-years-older-a-than-you>

⁶ Planned Parenthood, “How do I say no to sex?” 2021, <https://www.plannedparenthood.org/learn/teens/ask-experts/how-do-i-say-no-to-sex>

⁷ Planned Parenthood, “Abstinence and outercourse,” n.d., <https://www.plannedparenthood.org/learn/birth-control/abstinence-and-outercourse>

⁸ Planned Parenthood, “Abstinence and outercourse,” n.d., <https://www.plannedparenthood.org/learn/birth-control/abstinence-and-outercourse>

Relationships

1. How do I know if my relationship is healthy?⁹

- *When a relationship is healthy, you and your partner feel good about the relationship most of the time. A healthy relationship also makes you both feel good about yourselves.*
- *If you're wondering whether your relationship is solid, think about:*
 - *Respect*
 - *Do you listen to each other?*
 - *Do you treat each other like friends?*
 - *Are you proud of each other?*
 - *Are you kind to each other?*
 - *Trust*
 - *Are you both cool with spending time apart from each other?*
 - *Do you feel secure about the relationships?*
 - *Do you have faith in each other's decisions?*
 - *Honesty*
 - *Do you both admit when you're wrong?*
 - *Do you both feel like you can tell the truth?*
 - *Do you talk openly about your feelings, even when it's hard?*
 - *Equality*
 - *Do you both get to make decisions about your relationship and how you spend your time?*
 - *Do you give and take equally?*
 - *Do you both compromise?*
 - *Do you consider both people's feelings when talking and making decisions?*
 - *Good communication*
 - *Do you talk about your feelings with each other?*
 - *Can you disagree about something without disrespecting each other?*
 - *Do you listen to each other without judging?*

⁹ Planned Parenthood, "Having a healthy relationship," n.d., <https://www.plannedparenthood.org/learn/teens/relationships/relationships-101/having-healthy-relationship>

2. What makes a healthy relationship?¹⁰

- *Healthy relationships center around these qualities: mutual respect, trust, honesty, support, fairness/equality, separate identities (i.e., you both have your own lives, families, friends, interests, hobbies, etc.), and good communication.*

3. How do I know if my relationship is unhealthy?¹¹

- *Healthy relationships make you feel good about yourself—unhealthy relationships don't.*
- *Lying, cheating, jealousy, disrespect, and trying to control a partner are signs of an unhealthy relationship.*
 - *Signs of control include keeping track of where partner is and who they hang out with, checking their phone or email without permission, keeping them away from friends or family, telling them they can't do certain activities, and preventing them from having money.*
- *"If you think your relationship is unhealthy, talk about it. Sometimes you can help fix things by talking out your feelings and making changes to how you treat each other. If you feel unsafe or scared to talk about it, or you've tried talking and things aren't getting better, it might be time to end the relationship. It can be hard, but you—and everyone else—deserve a relationship that's health, with someone who treats you with respect."¹²*

¹⁰ KidsHealth, "Am I in a healthy relationship?" 2023, <https://kidshealth.org/en/teens/healthy-relationship.html>

¹¹ Planned Parenthood, "What makes a relationship unhealthy?" n.d., <https://www.plannedparenthood.org/learn/relationships/healthy-relationships/what-makes-relationship-unhealthy>

¹² Planned Parenthood, "Having a healthy relationship," n.d., Retrieved from: <https://www.plannedparenthood.org/learn/teens/relationships/relationships-101/having-healthy-relationship>

Sample Referral List of Youth-Friendly Healthy Relationship Resources

Healthy Relationship Resources

Consent

Consent means both partners have to say YES to do an activity – whether it’s holding hands, kissing, or having sex. Remember: NO means NO. For more information about what consent is and how to practice consent, visit www.loveisrespect.org and search for “what is consent” or visit <https://www.plannedparenthood.org/learn/teens/sex/all-about-consent>.

Healthy Relationships

A healthy relationship – whether it’s a friendship or a romantic relationship - involves open communication, boundaries or limits, and respect. The following websites provide resources about recognizing healthy and unhealthy relationships.

- Girlshealth.gov has information on healthy relationships, and a quiz to help you recognize whether your relationship is healthy or unhealthy.
- Planned Parenthood has information about relationships, communication, and abuse. Visit <https://www.plannedparenthood.org/learn/teens/relationships>
- Loveisrespect provides information about communication, conflict resolution, sex and healthy relationships, and healthy LGBTQ relationships. Visit <https://www.loveisrespect.org/>
- Break the Cycle has information about dating violence and setting boundaries. Visit <https://www.breakthecycle.org/>

Violence Prevention

It can be scary to seek help if you, a friend, or a family member are in an unhealthy or abusive relationship or are being bullied. The following resources can help you identify unhealthy and abusive relationships and seek help.

- Loveisrespect has a hotline, text line, and chat feature in English and Spanish for young people dealing with dating abuse. Call or text **LOVEIS** to **1-866-331-9474**at online at <https://www.loveisrespect.org/>

- Casa de Esperanza is an organization that works to “mobilize Latinas and Latin@ communities to end domestic violence.” They have a 24-hour bilingual domestic violence helpline. Call **1-651-772-1611** or visit <https://esperanzaunited.org/en/>
- The Crisis Call Center is a 24-hour hotline for individuals dealing with any kind of crisis. Call **1-800-273-8255** or text **ANSWER** to **839863**
- The myPlan app, available in the iPhone App Store and Google Play, helps you make safe decisions if you or someone you care about are experiencing abuse in an intimate relationship. For more info, visit <https://myplanapp.org/>
- The National Domestic Violence Hotline provides information and support for those dealing with abuse. They have a 24-hour hotline at **1-800-799-7233** and an online chat at **thehotline.org**

Talking to Your Parent or Guardian

Talking to a parent or other trusted adult about personal issues can be hard. Visit <https://www.girlshealth.gov/relationships/family/> to find tips on how to talk to your parent or guardian and learn about resources for dealing with difficult family issues.

Instagram Resources

@Impact- <https://www.instagram.com/p/ClylPqsB4TH/?hl=en>

@girlsagainstoppression- <https://www.instagram.com/girlsagainstoppression/?hl=en>

@howidressisneverayes- <https://www.instagram.com/howidressisneverayes/>

Materials in Student Workbook:

- Lesson 10: Key Messages
- Handout 10.1: What is Consent?
- Handout 10.2: Consent or Not Consent?
- Handout 10.3: Referral List of Youth-Friendly Healthy Relationship Resources
- Handout 10.4: Setting Limits with Romantic Partners

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