

Relationships & Consent

Sex Educator Content Knowledge Assessment Results

This assessment is based on knowledge we believe educators should know when delivering sex education to youth. Participating in the assessment will help you identify what information you currently manage as well as current knowledge gaps to address. This document consists of an assessment, an answer key for the assessment, a specific resource to address knowledge gaps for each question, and a list of general resources on the topic.

1. Which of the following statements are true? (select the two best answers)
 - a. Relationships are either healthy or unhealthy
 - b. Respectful relationships can include unsupportive behaviors
 - c. Respectful relationships can be monogamous, polyamorous, asexual, or another configuration
 - d. Abusive relationships are easy to identify

2. Using strict definitions of “healthy” and “unhealthy” relationships can: (select the two best answers)
 - a. Alienate rather than empower young people
 - b. Clarify which relationships a young person should end
 - c. Ignore that unsupportive behaviors can show up in supportive relationships
 - d. Provide language that is applicable for everyone’s relationship experience

3. Essential skills that enable supportive relationships can include: (select the three best answers)
 - a. Open communication
 - b. Boundary setting
 - c. Monogamy
 - d. Seeking consent

4. Elements of affirmative consent are: (select the two best answers)
 - a. “No means no”
 - b. A safe, open, ongoing conversation
 - c. One person is responsible for providing consent
 - d. “Yes means yes”

5. Which of the following are true about consent? (select the two best answers)
 - a. Consent laws vary from state to state
 - b. Consent can be given by someone under the influence of drugs or alcohol
 - c. Consent can only be given verbally
 - d. Consent is an ongoing process

6. Which of the following behaviors are red flags that a relationship may be abusive? (select the two best answers)
 - a. A person doesn't tell their partner everything
 - b. A person finds ways to make everything their partner's fault
 - c. A person keeps their partner from seeing friends
 - d. A person sometimes argues with their partner

7. Some reasons people stay in abusive relationships are: (select the three best answers)
 - a. Emotional weakness
 - b. Financial reliance on the abusive partner
 - c. Being in love with their partner
 - d. Social pressure to continue the relationship

8. Which of the following are examples of how a teen may experience partner digital abuse? (select the three best answers)
 - a. The partner sends unwanted sexual photos
 - b. The partner accesses the person's social media accounts without permission
 - c. The partner sends so many messages that it makes the person feel uncomfortable
 - d. The partner mutes the person on social media

9. When teaching about digital communication, which of the following is true?
 - a. Digital communication only needs to be discussed if students bring it up
 - b. It is uncommon for young people to engage in "sexting"
 - c. Boys are more likely to engage in sexting than girls
 - d. Good communication skills are applicable to digital communication

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Content Knowledge Assessment Answer Key

Question #	Correct Answer
Question 1	b & c
Question 2	A & c
Question 3	a, b & d
Question 4	b & d
Question 5	a & d
Question 6	b & c
Question 7	b, c & d
Question 8	a, b & c
Question 9	d

Relationships and Consent: Assessment Questions Resources

Q	Topic	Citation	Summary
1	Relationship spectrum	<u><i>Teaching Relationships and Consent</i></u> Spark*ED, 2022	Four hour self-paced course on how to discuss and teach about relationships and consent
		<u><i>Fundamentals of Teaching Relationships</i></u> Planned Parenthood of the Greater Northwest and Hawaiian Islands, 2019	1 page document describing at relationships exist on a spectrum – an unsupportive relationship may have some supportive behaviors, and a supportive relationship may have some unsupportive behaviors
		<u><i>Relationship spectrum</i></u> Love is Respect	Downloadable 1 page handout on the relationship spectrum Note, this source uses the terms “healthy” and “unhealthy” to describe relationships characteristics <i>Note, this source uses the terms “healthy” and “unhealthy” to describe relationships characteristics</i>
2	Supportive vs. healthy terminology	<u><i>Teaching Relationships and Consent</i></u> Spark*ED, 2022	Four hour self-paced course on how to discuss and teach about relationships and consent
		<u><i>Fundamentals of Teaching Relationships</i></u> Planned Parenthood of the Greater Northwest and Hawaiian Islands, 2019	Explains why using terms like “supportive” and “unsupportive” are more empowering for students as opposed to stricter definitions of “healthy” and “unhealthy”
3	Relationship skills	<u><i>Teaching Relationships and Consent</i></u> Spark*ED, 2022	Four hour self-paced course on how to discuss and teach about relationships and consent
		<u><i>How to set boundaries</i></u> Love is Respect	Information on boundary setting as a relationship skill including emotional, physical, and digital boundaries and conflict resolution skills <i>Note, this source uses the terms “healthy” and “unhealthy” to describe relationships characteristics</i>

		<p><u>Learn about healthy relationships</u> Love is Respect</p>	<p>Information on the relationship spectrum, power and control, how to set boundaries, understanding consent and relationships & cultural context <i>Note, this source uses the terms “healthy” and “unhealthy” to describe relationships characteristics</i></p>
4	What consent is	<p><u>Teaching Relationships and Consent</u> Spark*ED, 2022</p>	<p>Four hour self-paced course on how to discuss and teach about relationships and consent</p>
		<p><u>Affirmative Consent: Shifting the Culture</u> The etr blog, 2015</p>	<p>Post providing the definition of affirmative consent and the shift towards “affirmative” consent</p>
		<p><u>Understand Consent</u> Love is Respect</p>	<p>Information on consent as a relationship skill <i>Note, this source uses the terms “healthy” and “unhealthy” to describe relationships characteristics</i></p>
5	When can someone give consent	<p><u>Teaching Relationships and Consent</u> Spark*ED, 2022</p>	<p>Four hour self-paced course on how to discuss and teach about relationships and consent</p>
		<p><u>What consent does--and doesn't-- look like</u> Love is Respect</p>	<p>Overview of consent in relationships. Describes what consent looks like, what it does not look like, and red flags that indicate a partner doesn't respect consent. Emphasizes importance of getting consent every time and respecting boundaries <i>Note, this source uses the terms “healthy” and “unhealthy” to describe relationships characteristics</i></p>
		<p><u>Age of Consent by State</u> World Population Review, 2022</p>	<p>Interactive map and information on age of consent for each state (ages range from 16 – 18 years old), along with any acceptable age difference between sexual partners (range from 0 – 10 years age difference)</p>

6	Signs of abusive relationships	<u><i>Teaching Relationships and Consent</i></u> Spark*ED, 2022	Four hour self-paced course on how to discuss and teach about relationships and consent
		<u><i>Healthy Relationship High School Educators Toolkit.</i></u> Love is Respect, 2016	Toolkit for high school educators that contains multiple worksheets and helpful lesson planning information. Page 7 focuses on warning signs of abuse <i>Note, this source uses the terms “healthy” and “unhealthy” to describe relationships characteristics</i>
7	Why people stay in abusive relationships	<u><i>Teaching Relationships and Consent</i></u> Spark*ED, 2022	Four hour self-paced course on how to discuss and teach about relationships and consent
		<u><i>Why People Stay: It’s not as easy as simply walking away</i></u> Love is Respect	Overview of reasons a person might stay in an abusive relationship
8	Digital abuse	<u><i>Teaching Relationships and Consent</i></u> Spark*ED, 2022	Four hour self-paced course on how to discuss and teach about relationships and consent
		<u><i>Technology, Teen Dating Violence and Abuse, and Bullying</i></u> Zweig et al, Washington, DC: Urban Institute Justice Policy Center	The document details the results of a study on the types of violence and abuse experiences youth have via technology and how it relates to other life factors Pg. 40 provides statistics on digital violence among teens about dating. The document provides the findings
		<u><i>What Teens and Parents Need to Know About Digital Abuse</i></u> Sheri Gordon, VeryWell Family, 2021	Brief article describing what digital abuse is, how to identify it and how to prevent it
9	Digital communication	<u><i>Teaching Relationships and Consent</i></u> Spark*ED, 2022	Four hour self-paced course on how to discuss and teach about relationships and consent
		<u><i>Phones are changing the ways teens talk – and it’s not all bad</i></u> Colorado Public Radio, 2019	Short article on teen digital communication and it’s impact on teens



Relationships and Consent: General Resources

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