

## **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 behaviours
  - 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 behaviours 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 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 that 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 examples are 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



**Relationships and Consent**  
**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**

Please note the Love is Respect site and resources refer to “healthy” and “unhealthy” relationships. Language is shifting away from strict definitions of relationships towards recognizing individuals in relationships demonstrate “supportive” and “unsupportive” behaviors.

Q	Topic	Citation	Summary
1	Relationship spectrum	<a href="#"><i>Teaching Relationships &amp; Consent Training</i></a> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.
		<a href="#"><i>Fundamentals of Relationships &amp; Consent</i></a> SparkED.net	Concise and informative 1 page document detailing the core concept, rationale for teaching it, talking points, facts, and sample questions from young people with some sample answers.
		<a href="#"><i>Relationship spectrum</i></a> Love is Respect	Downloadable 1 page handout on the relationship spectrum.*
2	Supportive vs. health terminology	<a href="#"><i>Teaching Relationships &amp; Consent Training</i></a> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.
		<a href="#"><i>Fundamentals of Relationships &amp; Consent</i></a> SparkED.net	Concise and informative 1 page document detailing the core concept, rationale for teaching it, talking points, facts, and sample questions from young people with some sample answers.
		<a href="#"><i>Teaching Relationships &amp; Consent</i></a> SparkED.net	Downloadable 1 page document describing that relationships exist on a spectrum – an unsupportive relationship may have some supportive behaviors, and a supportive relationship may have some unsupportive behaviors.
3	Relationship Skills	<a href="#"><i>Teaching Relationships &amp; Consent Training</i></a> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.

		<u><i>Setting Boundaries.</i></u> Love is Respect	Information on boundary setting as a relationship skill, including emotional, physical, and digital boundaries and conflict resolution skills.
		<u><i>Relationship Spectrum</i></u> Love is Respect	Information on consent as a relationship skills.
4	What consent is	<u><i>Teaching Relationships &amp; Consent Training</i></u> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.
		<u><i>Affirmative Consent Training Follow-Up Resources</i></u> ETR	Definition of affirmative consent, list of teachable moments and talking points, and guidance on how to respond to questions about consent.
		<u><i>Understand Consent.</i></u> Love is Respect	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.
5	When can someone give consent	<u><i>Teaching Relationships &amp; Consent Training</i></u> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.
		<u><i>What consent does and doesn't look like</i></u> Love is Respect	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 consent. Emphasizes importance of getting consent every time and respecting boundaries.
		<u><i>Age of Consent by State 2024</i></u> World Population Review	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 – 10 years age difference).

6	Signs of abusive relationships	<i>Teaching Relationships &amp; Consent Training</i> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.
		<i>Healthy Relationship High School Educators Toolkit, Page 7.</i> Love is Respect	Toolkit for high school educators that contains multiple worksheets and helpful lesson planning information. Page 7 focuses on warning signs of abuse.
7	Why people stay in abusive relationships	<i>Teaching Relationships &amp; Consent Training</i> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.
		<i>Why Do People Stay in Abusive Relationships?</i> Love is Respect.	Overview of reasons a person might stay in an abusive relationship.
8	Digital Abuse	<i>Teaching Relationships &amp; Consent Training</i> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.
		<i>Technology, Teen Dating Violence and Abuse, and Bullying</i> Zweig et al, Washington, DC: Urban Institute Justice Policy Center	<b>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</b> Pg. 40 provides statistics on digital violence among teens about dating. The document provides the findings
		<i>Electronic Aggression and Teen Dating Violence.</i> Youth.gov	Guidance on what it is, different components that make up electronic aggression, and updates statistics.
9	Digital Communication	<i>Teaching Relationships &amp; Consent Training</i> SparkED.net	Four hour self-paced course on how to discuss and teach about relationships and consent.
		<i>Phones are changing the way teens talk – and it’s not all bad</i> Colorado Public Radio, 2019	Short article on teen digital communication and its impact on teens.

**Relationships and Consent: General Resources**

Citation	Summary
<p><u><i>Teaching Relationships &amp; Consent Training</i></u>            SparkED.net</p>	<p>Four hour self-paced course on how to discuss and teach about relationships and consent.</p>
<p><u><i>Fundamentals of Relationships &amp; Consent</i></u>            SparkED.net</p>	<p>Concise and informative 1 page document detailing the core concept, rationale for teaching it, talking points, facts, and sample questions from young people with some sample answers.</p>
<p><u><i>Healthy Relationships</i></u>            Love is Respect</p>	<p>Overview of key considerations in relationships, and a quiz to help young people determine if they are in an abusive relationship.*</p>