

K-5

CONSENT TOOLKIT

for Michigan Educators, Parents,
Caregivers, and Students



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WELCOME & BACKGROUND

Welcome to the K-5 Consent Toolkit! We're glad you're here. Foundational healthy relationship skills are critical, and it is never too early to start learning them! About one in four girls and one in 13 boys experience child sexual abuse at some point in childhood, which is an adverse childhood experience ([ACE](#)) that can affect how a person thinks, acts, and feels over a lifetime ([CDC](#)). A 2009 study of sixth-grade students found that 25% thought it was acceptable for boys to hit their girlfriends. Approximately one in three teens in the U.S. is a victim of physical, sexual, emotional, or verbal abuse from a dating partner ([CHOP](#)). 70% of the Michigan youth ages 13-19 we surveyed said they knew someone who had been sexually assaulted (MOASH). Teen sexual and dating violence has serious academic, physical, and mental health consequences for survivors. Consent education in elementary school—bodily autonomy, respecting boundaries, and healthy communication—are all crucial parts of preventing sexual violence and fostering a culture of consent inside and outside of the classroom. Teaching these fundamental skills in elementary school allows us to build on them through middle and high school, and beyond. In spite of this, we know there are fewer resources available and conversations happening for the kindergarten to grade five age range.

This toolkit is designed to guide you through choosing appropriate consent-related curriculum and resources that work for your classroom, district, and household. These resources are recommended by our team because they are all high quality, age-appropriate, research-based, and scored well on our rubric. The K-2 and 3-5 standards and rubric are adapted from the [National Sex Education Standards](#), which were created by the [Sex Education Collaborative](#). Each resource was evaluated by our team of educators, anti-violence experts, and parents. Along with the resources themselves, this toolkit also includes what to keep in mind when choosing and using these resources, including best practices and tips for responding to common student questions. This toolkit is a living document—we appreciate your insights and welcome your feedback! Thank you for taking the initiative to help foster safer environments in your school and community.

Check out more information on the varying terms related to sexual and relationship violence: McGill, SVRI, RAINN



CONSIDERATIONS FOR CHOOSING AND USING RESOURCES IN THIS TOOLKIT

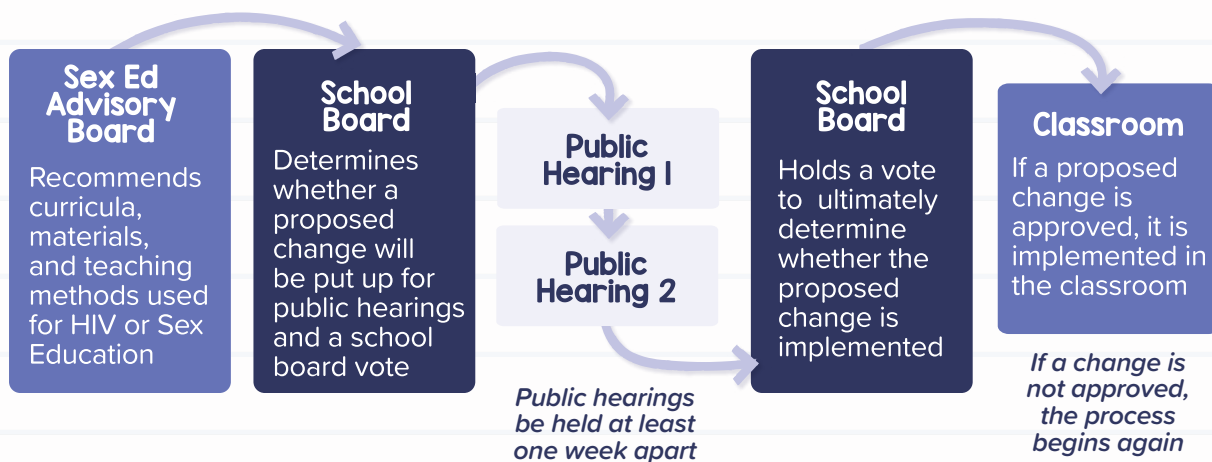
Finding and Understanding District Policy

School district policy is important for sexual violence prevention and keeping students safe! In Michigan, districts have local control, so each district can determine if and how policies are written, approved, and implemented for many different policy-related issues and questions. To find existing policies, check with curriculum directors, the superintendent and assistant superintendent, school safety staff, and look through school board meeting minutes, student or staff handbooks, and/or codes of conduct (often on school websites).

- [Michigan Department of Education guidance on sex education](#)
- What is the process for policy approval?
- What is the chain of command for implementing policy in your district?
- Ask supervisors and administrators who writes policy in your district
- Is there a district legal team that can assist in writing or reviewing a policy?
- What is the process in your district for getting items on the school board agenda?
- What district departments or teams are available as a resource?
 - School Safety
 - Sex Education Advisory Board
 - Equity Department or Team
 - Whole Child Department or Team
 - Curriculum and Instruction Department

Every Michigan school district that offers sex education must have a Sex Education Advisory Board. This board has two co-chairs, one being a parent of a district student. Half of the board must be parents of district students, and it must also include students, teachers, clergy, and community health professionals. All sex education materials and methods must be brought to the SEAB for review and approval. SEABs should evaluate the district's curriculum at least once every two years. The board then makes recommendations to the school board where it can be approved and then utilized. We highly recommend becoming familiar with your SEAB!

How A Sex Education Advisory Board (SEAB) Process Works:



- What community advocates are available to you as a resource?
 - [Statewide resources](#)
 - Regional advocates like [HAVEN](#), [Resilience](#), [Firecracker Foundation](#), or [Children’s Advocacy Centers](#) (these organizations frequently provide resources for violence prevention, including community education, and support for survivors spanning mental health services, shelters, and legal and medical advocacy)
 - County-level Sexual Assault Response Teams ([SART](#))

School and Community Needs Assessment

Assessing student, parent or caregiver, and community needs around consent education is an important part of deciding which resources are most appropriate for your classroom. The first step is assessing what you and your school are already doing. Map all of the consent education that is already happening, including one-time programming, guest speakers, etc. Make sure local plans align with existing evidence-based work and [Erin’s Law](#), which includes having all materials and resources and having objectives and building across grade levels in a developmentally appropriate manner. Feel free to use our rubric in this toolkit to evaluate what you are currently doing.

Parent and Community Perceptions: Parent Sex Education Survey

Districts are encouraged to survey parents, caregivers, and community members periodically about sex education programming, including sexual violence prevention education, in their schools to gather feedback and ensure the program is meeting the needs of students. The survey also provides an opportunity to define terms for parents so they can educate themselves and better understand what is being taught in classrooms. The Michigan Department of Education has developed a survey template that can be downloaded online ([link](#)) and adapted to each community’s needs for assessment. We recommend connecting with your school administration to see if this survey has been administered. If it hasn’t, we encourage you to advocate for the survey to be distributed to parents and caregivers in the district. The results will help you choose resources informed by the community, which ensures community buy-in and support.

Some of the sample questions related to sexual violence prevention work include:

- If a set of lessons were offered at the age-appropriate grade level, would you allow your children to participate?
- At what grade level should child sexual abuse first be taught?
 - **Child Sexual Abuse:** *Teaches personal safety concepts, such as public and private parts, and body ownership. Teaches skills for getting out of situations and seeking help from trusted adults.*
- At what grade level should consent first be taught?
 - **Consent:** *Explains the concepts included in consent, its importance in healthy relationships, and potential consequences of acting without consent. Teaches the verbal and nonverbal skills needed to ask for consent and respect the answer.*
- At what grade level should sexual harassment and sexual assault first be taught?
 - **Harassment and Sexual Assault:** *Provides information about Michigan law, how to stop sexual violence, and available resources to help.*

Student Behaviors and Perceptions: MiPHY and YRBS Data

We recommend connecting with your administration to see if the MiPHY or YRBS has been administered. If it hasn't, we encourage you to advocate for their dissemination to students, as the results will help you choose resources informed by students' actual behaviors. Behavior data from middle and high school is an important indicator of what consent education is needed in grades K-5.

The **Michigan Profile for Healthy Youth (MiPHY)** is an online anonymous student survey available every other year to all Michigan schools for grades seven, nine, and eleven. Schools register and self-manage the process through the MiPHY administration website. Data is collected through a secure survey website in school computer labs. Parental notification procedures are followed and student privacy is maintained through confidentiality and voluntary participation.

- Have you ever been physically forced to have sexual intercourse when you did not want to?
- During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose?
- During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do?
- During your life, how many of the following eight things have happened to you at least once? Death of a parent or caregiver; mental abuse; physical abuse; sexual abuse; saw violence in your home or neighborhood; lived with a person who had a mental illness or had attempted suicide; lived with a person who was an alcoholic or used drugs; lived with a person who went to jail or prison.*
- How old were you when you had sexual intercourse for the first time?*
- The first time you had sexual intercourse, how old was your partner?*
- Did you drink alcohol or use drugs before you had sexual intercourse the last time?*

** These questions are also asked of seventh graders who take the MiPHY*

The Youth Risk Behavior Surveillance Survey (**YRBS**) is a national school-based survey conducted by the CDC and Michigan Department of Education (MDE). The survey monitors six categories of health-related behaviors that contribute to the leading causes of death and disability among youth and adults. The data are collected using a random sample of Michigan High Schools to ensure the data represents all high school students in Michigan.

Choosing Resources in this Toolkit

Now that you're ready to dive into the resources, consider the following areas when determining the resources that best fit your school and classroom.

Identify Your Gaps

Using the information you learned about your local policies and your needs assessment data, think about what additional needs exist and what makes sense for your community and district based on policy, landscape, local data, and norms.

Choose Your Resources

Our menu of options, which are split between grades K-2 and 3-5, has a set of consent-related standards followed by a list of recommended resources. Our menu has lessons from curricula but also includes videos, books, and websites. We encourage that you choose a variety of media to supplement the instruction.

Check out the rubric to see which standards each resource covers, how it scored in each category, whether we recommend it (green), or recommended it with reservations (yellow) and any notes our reviewers made for implementation. You may also use this rubric to evaluate other curriculum you are using.

Outside of our resources here, we also highly recommend checking out the research-based [Michigan Model for Health](#) curriculum created and maintained by Michigan Dept. of Education and Dept. of Health and Human Services. Their K-6 curriculum was updated last year and is now fully digital—if you're interested, get in touch with your [regional school health coordinator](#).

Integrate It into Your Plan

How does this content fit into the K-12 instructional plan to support student well-being? Many districts opt to include this in personal safety. We recommend this, as it reduces barriers and makes sure as many students as possible receive this content. Make sure to partner with school mental health staff—they should be aware of when this content will be taught in case they need to provide support.

- Personal safety (interpersonal violence prevention)
- Sex education
- Social-emotional learning

Best Practices for Using the Resources in this Toolkit

Trauma-Informed Education

Although this is beyond the scope of the toolkit, trauma-informed, inclusive education is a necessary part of consent education. Teaching in a trauma-informed way includes fostering and attending to these following dimensions in the classroom and throughout the curriculum:

- A) Safety,
- B) Trustworthiness and transparency,
- C) Peer support,
- D) Collaboration and mutuality,
- E) Empowerment, and
- F) Cultural, historical, and gender issues

The resources listed to the right provide additional support and information on trauma-informed and inclusive schools and practices.

Resources for Trauma-Informed Classrooms

- Cardea: [Trauma-Informed Sex Ed](#)
- UM TIPPS: [Trauma-Informed Programs and Practices for Schools](#)
- MDHHS: [Building Michigan's Trauma-Informed System for Children and their Families](#)
- Advocates for Youth: [Virtual Professional Development](#)
- Human Rights Campaign: [Welcoming Schools](#)
- GLSEN: [Inclusive Curriculum Guide](#)
- [Learning for Justice](#)

RESPONDING TO STUDENTS

Common Questions or Comments from Students and a Model Response for Teachers or Staff

STUDENT

TEACHER OR STAFF

Wanting to share things that happened to their family (eg., “That’s why my cousin can’t come over.”)

- Stop the public comment gently
- Pay attention to how other students react and follow up with any who seem upset or triggered
- Preserve the story subject’s privacy
- Then, “thank you for sharing.” Redirect and do a one-on-one check-in after class

“What if I don’t have a trusted or safe adult?”

- “Help me think of who could be a trusted adult.”
- Brainstorm on a paper or board (emphasizing roles and not specific people)
 - Remind them of supportive school staff, perhaps invite school counselor into class for introductions
- Provide crisis card and make a [safety plan](#) with older youth

“What secrets are okay to keep?”

- Discuss the difference between [a safe secret, an unsafe secret, and a surprise](#)
- Brainstorm situations with the student to reinforce the differences

“What do I do if I did something I wasn’t supposed to do?”

- “Someone touching you without your permission is never your fault, no matter what you did”
- Check in with the student after class

“My parent gets to decide what happens to my body.”

- “You are the boss of your own body, but this is sometimes true”
- Brainstorm situations: doctors administering shots or check-ups, to keep you healthy, or fix when you’re hurt
- Students have a right to be told ahead of time and to express their feelings about it

Student asks “What’s sex?” or what penis, vagina, or other terms or slang mean

Answer in the most basic, medically accurate way. Students have a right to know the correct names of their body parts.



Signs to Look For When a Student is Triggered

- Becomes visibly emotional (crying, etc.)
- Shuts down, seems distracted, avoiding eye contact
- Challenges what the lesson is about in order to normalize their experience
- Disrupts and/or makes inappropriate comments
- Over or under-reacting to stimuli (eg. bells, physical contact, doors slamming, sirens, lighting, sudden movements)
- Thinks others are violating their personal space
- Blows up when corrected or told what to do
- Fights when criticized or teased
- Resists transition and/or change

It can be overwhelming to hear and absorb disclosures. Take care of yourself. These same resources can be used to get support for yourself, or other teachers and staff.

How to Respond:

Check in with the one-on-one, and connect them with mental health support within the school

How to Respond When a Student Discloses

- “I believe you. It’s not your fault. You are not alone.”
- “Thank you for sharing/thank you for trusting me.”
- Keep a casual tone, ask direct questions if needed, reassure them, read through [RAINN resource](#)
- Don’t probe for details
- Be cognizant of your pacing, and make sure they are ready for more information. “Are you ready to talk about what will happen next?”
- Share what to expect: “I have to share this with other folks. Other people may come to talk to you about what happened again and ask you questions. You are not in trouble.” (*Learn more about mandated reporting: [free online training](#), [FAQs](#)*)
- Ask for consent to talk to a safe family member, and share resources with families when appropriate
- Let the student know you are available as a resource
- Help the student create a crisis card that includes contact information for people they identify as safe and trusted adults
- Anonymous and confidential 24-hour hotlines are available for students, families, and staff to access for support and resources, like [RAINN](#) or [LevelsRespect](#)
- Connect with mental health support within the school



standards

GRADES K-2



By the end of second grade, students should be able to:

- List medically accurate names for genitals
- Define gender, gender identity, and gender role stereotypes
- Discuss the range of ways people express gender and how gender role stereotypes may limit behavior
- Demonstrate ways to treat people of all gender expressions and identities with dignity and respect
- Define bodily autonomy and personal boundaries
- Demonstrate how to communicate personal boundaries and show respect for others' boundaries
- Recognize that it is not your fault if someone violates your boundaries*
- Define consent
- Describe the characteristics of a friend, emphasizing respecting boundaries
- Identify healthy ways for friends to express feelings both physically and verbally
- Identify healthy ways to recognize and respond to friends' feelings
- Identify how to respond when a friend tells you something scary or uncomfortable
- Identify your comfort zone (your "gut," when something doesn't feel good)
- Define child sexual abuse and identify behaviors that would be considered child sexual abuse (including behaviors that could lead to it, like secrecy or grooming)*
- Identify situations that maybe uncomfortable or dangerous
- Identify trusted adults you can talk to about situations which maybe uncomfortable or dangerous and that it is important to keep telling trusted adults until one of the adults takes action*
- Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation*

** While all of these standards might be triggering for students, be particularly thoughtful and prepared for trauma responses to these standards specifically.*

CURRICULA

- **Advocates for Youth: 3R's Lessons**

Understanding Our Bodies: The Basics	Seeking Help
My Space, Your Space	Feeling SAFE!
Friendships	R-E-S-P-E-C-T
Gender Roles	Pink Blue Purple
Understanding Our Bodies	My Body is My Body

- **Our Whole Lives Lessons**

[Our Wonderful Bodies](#)
[Healthy Bodies, Safe Bodies](#)

- **Safe Harbor Lessons**

[K-1 Lesson Plans and Videos](#)
[Teacher Handout](#)



VIDEOS

- [Amaze Jr. for Kids: Help Kids Learn That Bodies Are Private](#)
- [Amaze Jr. for Kids: Help Kids Learn Why It's Important to Keep Private Parts Private](#)
- [My Body Safety Rules](#)
- [What to Say When Your Kids Ask "Is Playing Doctor Okay?" \(Amaze Jr.\)](#)
- [7 Key Body Safety Messages](#)

BOOKS

- [C is for Consent](#) by Eleanor Morrison
- [Rissy No Kisses](#) by Katey Howes
- [Don't Hug Doug](#) by Carrie Finison
- [Miles is the Boss of His Body](#) by Abbie Schiller

WEBSITES

- [Teaching Consent: Lessons for Young Children](#)
- [Puberty Curriculum: Sexual Development for Kids 5-8](#)
- [Amaze Jr.](#)
- [An Age-by-Age Guide to Teaching Kids About "The Birds and the Bees"](#)
- [Some Discussion Starters](#) (Amaze Jr.)
- [8 Important Things to Know Before You Start](#) (Amaze Jr.)



See how all these resource scored using the rubric [here](#). We recommend resources marked with a **green** (●) dot. If a resource is marked in **yellow** (●), the material requires modifications to be aligned with best practice.

standards GRADES 3-5



By the end of fifth grade, students should be able to:

- Identify trusted adults whom students can ask questions about gender, gender roles, gender identity, and gender expression
- Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community
- Describe gender role stereotypes and their potential impacts on self and others
- Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community
- Differentiate between sexual orientation and gender identity
- Describe the characteristics of healthy and unhealthy relationships with friends and family
- Identify trusted adults that students can talk to about relationships
- Communicate personal boundaries and demonstrate ways to respect others' boundaries
- Identify healthy ways to recognize and respond to friends' feelings
- Identify how to respond when a friend tells you something scary or uncomfortable
- Recognize that it is not your fault if someone violates your boundaries*
- Explain the relationship between consent, personal boundaries, and bodily autonomy
- Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts*
- Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation including sexual harassment*
- Identify and practice ways that you can interrupt gender disrespect and how you can help support friends and classmates who've been harmed
- Identify support systems that can help if you or someone you know experienced gender disrespect or sexual harassment
- Describe steps a person can take when they are being or have been sexually abused or if a friend discloses abuse*
- Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action*

** While all of these standards might be triggering for students, be particularly thoughtful and prepared for trauma responses to these standards specifically.*

CURRICULA

- **Advocates for Youth: 3R's Lessons**

Respect for All

Feeling SAFE!

Figuring Out Friendships

Your Body, Your Rights

Sexual and Reproductive Anatomy

Being Clear With Your Friends

If You Don't Have Consent,
You Don't Have Consent

Thinking Outside the
(Gender) Box

What is Love Anyway?

- **Our Whole Lives Lessons**

Decisions and Actions

Consent and Peer Pressure

- **Safe Harbor Lessons**

2-3 Lesson Plans and Videos

Teacher Handout

4-5 Lesson Plans and Videos



VIDEOS

- Amaze Consent and Communication
- Consent for Kids
- Sexuality Education Shorts: Consent (for Everyone!)

WEBSITES

- Teaching Consent: Puberty Curriculum
- An Age-by-Age Guide to Teaching Kids About "The Birds and the Bees"
- Some Discussion Starters
- Amaze Jr.
- Puberty Curriculum: Sexual Development for Kids 9-12

BOOKS

- Consent (for Kids!) by Rachel Brian
- My Body! What I Say Goes! by Jayneen Sanders
- Let's Talk About Body Boundaries, Consent and Respect by Jayneen Sanders
- What is Consent? Why is it Important? and Other Big Questions by Louise Spisbury and Yas Necati

See how all these resource scored using the rubric [here](#). We recommend resources marked with a **green** (●) dot. If a resource is marked in **yellow** (◐), the material requires modifications to be aligned with best practice.



COMMUNITY RESOURCES

It's crucial to know which local resources are available to you in your school, district, community, and county. Here are some more statewide resources to support you, your students, and their families.

Advocacy

- [Michigan League for Public Policy](#)
- [Michigan Education Justice Coalition](#)
- [ACLU of Michigan](#)

Disability Resources

- [Detroit Disability Power](#)
- [Michigan Disability Rights Coalition](#)

Anti-Violence Organizations

- [Michigan Coalition to End Domestic and Sexual Violence](#)
 - Chat: [Hotline Chat](#) | [MCEDSV](#)
 - Sexual Assault Hotline: [Current Initiative](#) | [MCEDSV](#)
- [YWCA](#)
- [Children's Advocacy Centers of Michigan](#) (find your local CAC!)

Mental Health Resources

- [Mott Children's Health Center Trauma Taskforce](#)
- [Michigan Community Mental Health \(CMH\) Services Programs](#) (find your local CMH!)

Sexual Health Resources

- [MOASH \(Michigan Organization on Adolescent Sexual Health\)](#)
- [Planned Parenthood of Michigan](#)
- [MDE - HIV/STD and Sexuality Education](#)

LGBTQ+ Resources

- [Equality Michigan](#)
- [GLSEN Southeast Michigan](#)

RUBRIC FOR RESOURCE INCLUSION AND SCORING

This rubric for consent education material considers the curriculum's adherence to the following principles:

Trauma-informed: Acknowledges and recognizes the impact of trauma and uses trauma-informed principles to create a safer space. Learn more about what trauma-informed sex ed can look like [here](#)

Social justice, equity, and culturally inclusive: Recognizes the importance of including students' various cultures and identities within the material, acknowledges inequity and oppression when relevant, explicitly includes information for marginalized groups

Sex positive: Recognizes that sexuality is a healthy and natural part of a young person's life, does not see sex or sexuality as inherently negative, acknowledging that consensual sex can and should be pleasurable, not relying on shame or fear-based tactics

Research-informed and theory-driven: Utilizes frameworks and information driven by research and theory (eg. social ecological model, health belief model, theory of planned behavior, minority stress model, etc.)

Content

- Is it research-based and theory-driven?
- Does it focus on clear goals and specific behavioral outcomes?
- Does it incorporate learning strategies, teaching methods, and materials that are trauma-informed?
- Does it incorporate learning strategies, teaching methods, and materials that are culturally inclusive and grounded in social justice and equity?
- Does it incorporate learning strategies, teaching methods, and materials that are sex positive?
- Does it provide functional knowledge that is basic, accurate, and directly contributes to decisions and behaviors that promote a culture of consent?
- Does it provide age and developmentally appropriate information?
- Does it address individual values, attitudes, and beliefs and group norms that support behaviors that promote a culture of consent?
- Does it demonstrate how to communicate personal boundaries and demonstrate ways to respect others' boundaries?

Methods

- Does it provide engaging opportunities to reinforce essential skills?
- Does it provide adequate time for instruction and learning and for students to practice skills?
- Does it engage in cooperative and active learning strategies?

Curriculum

- Does it include teacher information and a plan for professional development and training to enhance effectiveness of instruction and student learning?
- Does it provide opportunities to make connections with peers?
- Does it provide opportunities to make connections with caregivers or family?
- Does it encourage the use of technology to access multiple valid sources of information?

See how the range of curriculum mentioned in this resource scored using this rubric [here](#).

THANK YOU!

Thank **YOU** for supporting Michigan youth and working to create a culture of consent in Michigan schools!

This toolkit is an evolving document, a labor of love, and a collaborative effort of local and statewide organizations, schools, parents, and students led by Michigan Organization on Adolescent Sexual Health. Special thanks and acknowledgment to MOASH's Sexual Violence Prevention Team, especially the resources work group:

- Allegan Area Educational Service Agency
- Christina Harvey, Oakland Schools
- Detroit Public Schools Community District
- Eaton Regional Education Service Agency
- Firecracker Foundation
- HAVEN
- Macomb Intermediate School District
- Mary Beno, Livingston Educational Service Agency
- Meredith Mase
- MOASH's Michigan Youth Girls Advisory Board (MY GAB)
- Prevention & Education Team at Safe Haven Ministries
- Resilience
- Safe Harbor Children's Advocacy Center
- Stephanie DiPonio
- Turning Point, Inc.

The K-5 Consent Toolkit was supported by Cooperative Agreement 5NUF2CE002482-03, funded by the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the CDC or the U.S. Department of Health and Human Services.