

SMALL GROUP LEADER GUIDE

Let's Talk About . . . Consent / Week 1

BEFORE GROUP

BOTTOM LINE

Choose to honor yourself and others.

SCRIPTURE

(John 15:12-13 NIV).

(Romans 12:10 NIV).

GOAL OF SMALL GROUP

To help students see the power they have as middle schoolers to both give consent and honor the consent of others.

THINK ABOUT THIS

There's a tricky tension to navigate when talking to middle schoolers about consent. For starters, they're still at an age where they have to follow the instructions of most adults or authority figures in their lives. Keep in mind that they're struggling to balance having to do what they're told in some areas and finding the freedom to say "no" in others. With that, keep the focus on more than

just sex, dating, and relationships. While consent plays a major role in those areas, it can also apply in other parts of their lives, like social media, friendships, what they watch on TV, who can send them a picture, etc. In big and small ways, they're giving or honoring consent on a regular basis as middle schoolers. You may have some students who haven't had their consent respected. They may open up to you about what happened to them, perhaps without even realizing how big of a deal it really is. Individual follow up is going to be key here so that students who need help can take some steps to get it. And finally, remember to talk about what it means to honor other people's "no." We don't want to dismiss the fact that there may be some students in your group who are pushing against the consent of others, and this could be the message and conversation that helps them see that.

This guide is a suggestion, not a formula. Adjust the questions and activities as needed, and don't feel like you need to do, or ask, everything you see here.

DURING GROUP

DISCUSS THIS

Note: This week's small group discussion is integrated into the large group message. You'll sit with your small group during the message and lead the conversation when prompted by the Communicator.

1. What's one example of something you have to ask permission for?
2. What's one example of something a middle schooler might be allowed to give permission for on their own?
3. On a scale of very comfortable to not comfortable at all, how do you feel about saying "no"?
4. What's one situation where it's difficult for you to say "no"?
5. How does it make you feel when someone doesn't respect your "no"?
6. How does it make you feel when someone respects your "no"?
7. How does it make you feel when you see someone else not respecting someone's "no"?
8. How do you think it makes others feel when you don't respect their "no"?
9. How do you think it makes others feel when you respect their "no"?
10. Why do you think talking about consent matters?
11. What do consent and faith have to do with each other?

DO THIS (EXPERIENCE) 1

Pass out the provided journal page to each of your students. As a group, talk through how they can say "no" in situations that make them uncomfortable, brainstorm how they can honor themselves and others, and identify a trusted adult they can talk to about consent. Then, close your time together in prayer.

HONORING YOURSELF & OTHERS

3 WAYS

I CAN HONOR OTHERS

1. _____
2. _____
3. _____

3 WAYS

I CAN EXPECT TO BE HONORED BY OTHERS

1. _____
2. _____
3. _____

3 WAYS

I CAN SAY "NO" WHEN MY CONSENT ISN'T HONORED

1. _____
2. _____
3. _____

AN ADULT I TRUST & CAN TALK TO: _____