

CONSENT

LESSON 9



Goals:

- ▶ Define consent.
- ▶ Explore examples of consent.
- ▶ Define boundaries.
- ▶ Identify personal boundaries.
- ▶ Explore tools to make sure consent is present, how to stay safe and healthy, how to access help if someone's boundaries are not being respected.



Materials:

- Pens or Pencils



Handouts and Teaching Tools:

- Story One: Alex and Aunt Gladys
- Story Two: Taylor and Jackson
- Story Three: Otis and Ola
- Story Four: Liam and Lizzie
- Story card: Boundaries
- SAFE Acronym

 **Timing:** Welcome, Group Agreements, and Name Tags (5 minutes)

Activity One: Consent Stories (15 minutes)

Activity Two: Boundaries (25 minutes)

Break (15 minutes)

Activity Three: Staying SAFE (25 minutes)

Wrap-Up (5 minutes)



Welcome, Group Agreements, and Name Tags (5 minutes)



Before we start the class, let's review the group agreements and put on our name tags.

Who gets to decide about our bodies?? WE DO.

Today we are going to talk about consent. Does anyone know or remember what consent is? We talked about it in the first class and most other classes as well.

Consent is saying yes to doing something that you want to do. Consent is agreeing to do something that you want to do. Consent is giving permission. Asking for consent is asking if something is okay before you do it. Giving consent is saying yes. So consent is saying yes to doing something that you want to do.



To help think about consent, let's think about sharing. When someone asks to share something with you, you can always say yes or no. Let's say you are sitting down on a bench by yourself and a friend comes up and asks if they can share the bench with you. You can say yes and give consent. Or you can say no, and not give consent for them to share the bench with you.

When it comes to touching other people is it necessary that we get consent before we touch that person. By "get consent", I mean that we need to get the person's permission before the touching happens. Consent applies to all types of touch- from "public touch" like a quick, friendly hug to "private touch" such as making out or removing someone's clothes in a private place.

It's important that we know what consent is. Let's practice with some scenarios. I will read through a story and you are going to decide if there was consent in the story.



Activity One: Consent Stories (15 minutes)

Story Card: Alex and Aunt Gladys

This is Alex. And they love when their aunt comes over to visit.

This is Aunt Gladys. She's come for a visit and says to Alex: "Come here! I want to pinch and kiss those cheeks!"

Alex doesn't think pinches feel very good, and isn't feeling like kisses today.

Alex tells Aunt Gladys “I don’t want pinches or kisses, let’s high-five instead” and Aunt Gladys says “Okay, so cool!”

Was what happened between Aunt Gladys and Alex consent?

Yes. it was consent. Alex did not want to be pinched, but wanted to show love by a high-five instead. And Aunt Gladys respected Alex by high-fiving instead of kissing and pinching.



Is this consent? why?

Pass out **Handout (Story card: Alex and Aunt Gladys)**. Have participant put a star on it for consent.

Story Taylor and Jordan

Taylor asked Jordan to ride their bikes together. Jordan was having fun, but then a few minutes later, Jordan says that they want to stop.

Taylor tells Jordan “But you said you would ride bikes with me!”

Jordan feels pressured. And decides to keep riding bikes with Taylor. Is this consent?

No, this was not consent because the only reason Jordan decided to keep riding bikes was because they felt pressured to.

Is this consent? why?

Tell students that you are going to practice more together. Pass out **Handout (Story card: Taylor and Jordan)**. Have participant put a Big X on the handout.



Our next scenario is with Otis and Ola. Let's watch or read and then you decide if this is consent or not.

Story card: Otis and Ola

Otis really likes Ola and wants to ask her to the school dance. He makes a plan to ask her to the dance when he sees her in the hallway at lunchtime. When Otis sees Ola in the hallway he says "hi" and then gets very nervous and scared and does not ask her. Ola says, "okay well I'm heading to lunch, see you later"... As Ola walks away Otis takes a deep breath and runs after her and says, "would you like to go to the dance with me?" and Ola says "YES, I was hoping you would ask! I love to dance."

Ask students, [Is this consent?](#)

Prompt students for, YES! This is consent. Ola said she loves to dance and said "yes" when Otis asked her to the dance.

Pass out **Handout (Story card: Otis and Ola)** and put a star on it.

[Awesome job with the previous scenario. Next let's watch or read about our other people, Liam and Lizzie to decide if this is consent or not.](#)

Story card: Liam and Lizzie

Liam has a crush on Lizzie and has asked her to be his girlfriend 5 times this year.

Lizzie keeps saying no and asked him to please stop asking her.

Today at recess he asked her to be his girlfriend again and said, “I love you Lizzie, please be my girlfriend. If you don’t date me, I will jump off this stage and hurt myself.”

Lizzie said “no, please stop asking me!”

SAY

Ask, *Was this scene with Liam and Lizzie consent?*

Prompt for, No. This is not consent. Lizzie told Liam she did not want to be his girlfriend. And Liam threatened to hurt himself to pressure her. Threats and pressure are not consent.

Pass out **Handout (Story card: liam and Lizzie)** and have participant put an X on the handout.



Activity Two: Boundaries (25 minutes)

Boundaries- Share with students that sometimes we may not feel comfortable or want to do something because it crosses a boundary we have. Pass out **Handout (Story card: Boundaries)**.

SAY

Ask, *“What are boundaries?”*

Boundaries are a limit placed on something that’s like a rule. Boundaries cannot and should not be disrespected or ignored. Boundaries can be physical about a particular area and boundaries personal applying to a person’s body.”



“An example of a physical boundary is the teachers lounge at school? Who can go in there? Teachers/school staff. And who is not allowed to go in there? Students. In this scenario there is a physical boundary that applies to students.”

“Personal boundaries may be different from person to person. A personal boundary is a boundary that we set for ourselves about what we are and what we are not comfortable with. Personal boundaries can be for physical contact (being touched), personal space (not being in crowded spaces), language (like cursing), or sharing personal items.”

Go through additional examples of boundaries with students and use story cards handout.

- Juan tells his friends he is not going to eat lunch with them if they are going to say mean things about other people.
- Dez and Jade are dating. Dez wants to do better in school, so they decide they are only going to text with Jade after school.
- Eli goes in his room every night to read and have alone time, he asks his family not to bother him during this time.
- Ms. Rodo does not like hugging with her co-workers. She tells them this and when she sees them she smiles and waves instead.
- Amanda doesn't like sharing private things about herself. When her friend, Shanell, asks her about her sweetheart and what they do when they are alone, Amanda says she would rather not talk about it.

- Natalie doesn't want to date Orion and he keeps asking her out. Natalie keeps saying no, but he won't listen. Natalie gets help since Orion isn't listening and respecting her boundary.

SAY

“When we talk about personal boundaries, what’s most important to remember is that each person has the right to say how they do and don’t want to be touched – and other people need to respect that boundary. Similarly, if someone tells you they don’t want to be touched in a certain way, you need to respect their boundaries.”

“Sometimes it’s easy to ask someone to stop or say no when we have a boundary, other times it’s not so easy to speak up. Maybe it’s easy for you to tell your sister to stop hugging you, but it’s not as easy to ask an older family member to stop. Regardless of how hard it might be to speak up, we need to be able to. If not, we won’t feel safe at school, at home or with our friends. And we all have a right to feel safe.”

“If you are ever in a situation where you need to ask a person to stop in order to respect your boundaries, you can remember the word “SAFE”. Each letter in SAFE stands for an action you can take to communicate your personal boundary.”



Break (15 minutes)



Activity Three: Staying SAFE (25 minutes)

Pass out **Handout (SAFE Acronym)**.



The S in 'SAFE' stands for 'stop.' The first thing we need to do is tell the person we don't like what they're doing. If we don't, they might actually think we like it! What's important, though, is to be clear. If I say 'stop,' but I say it quietly and with a smile on my face [do this to model it for the students] am I communicating clearly that I want it to stop? No. What I need to do is look serious and say directly, 'stop it.' [Model this for the students] You can use whatever 'stop' language feels right to you. Instead of stop you can say, "I don't like that," "Cut it out," "No!" "Don't do that!", etc.

The A stands for (get) AWAY. "The 'a' is about getting away from the person who isn't respecting our boundaries. If, say, you are sitting with friends and one pinches you, what should you NOT do?" [pinch the person back] "Instead, you want to say 'stop that' and move away from that person, which moves us to the next letter in SAFE..."

The 'f' stands for 'find an adult.' Sometimes, other kids, or even adults, won't listen when we say 'stop.' Or, they'll stop in that moment and then do it again. So if you've said STOP, and you've gotten AWAY from the person – it may be time to FIND AN ADULT to help you so it doesn't happen again. Who are some adults you can go to for help when someone isn't respecting your boundaries? These people are probably the same people you thought of a little bit ago when we discussed what to do if someone doesn't ask for permission, or consent, before touching



SAY

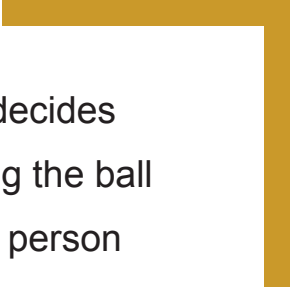
you or if they don't listen when you say no. These trusted adults might be parents/caregivers, other family members (grandparent, aunt, uncle, etc.), teachers or other adults working at school, friends' parents/caregivers, etc. If the person who's not respecting your boundaries is an adult? You must find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another adult you know well and trust and tell that person.

Lastly, the E in safe stands for Explain. Once you've found that adult you trust, EXPLAIN clearly to that person what happened and what you said or did in response.

So to review, the S in Safe stands for Stop!, the A stands for (get) AWAY, the F stands for find an adult and the E stands for Explain.

“In practicing these 4 steps, you can clearly communicate your boundaries and stay safe in your body. These 4 steps can be applied to physical boundaries like pinching or even to sexual touch. The most important message I'd like you to walk away with is that the person who doesn't respect boundaries – the person who pushes it or assaults or rapes another person – is always responsible for what happens. If someone says 'no,' you need to stop what you're doing. If you don't like what someone is doing, you need to say 'no' really clearly.”

“Let's look at boundaries and do some practice with an activity.”



“Kennedy and Drew are playing Dodgeball at recess. Kennedy decides they don’t want to play and tells Drew “STOP”, but Drew throwing the ball at Kennedy. Kennedy did the first step of SAFE, which is tell the person to “stop”. What is the next thing Kennedy should do? If you’re having a tough time, remember the SAFE word: Kennedy said STOP. Then Kennedy should get away from Drew who isn’t respecting their boundaries.

But what if Kennedy moves away from Drew and finds something else to do, but Drew keeps following them? We use the next step in our SAFE word, by finding a trusted adult, like a parent, teacher, para or support person.

Answer follow up questions or confusion as needed.

Role Plays - With group go through role plays

Role Play #1

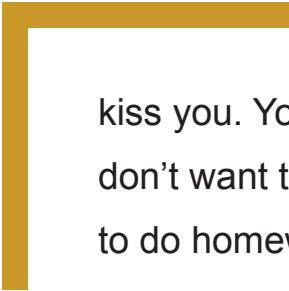
You meet one of your friends in the cafeteria. They are going to skip the afternoon of school to go out to the park. They want you to come along. You don’t like getting in trouble and you don’t want to skip school.

What can you do to tell them no?

What happens if they start to pressure you to come?

Role Play #2

While you are home alone, you invite a friend over to your house to help you with your homework. After doing homework they grab you and try to



kiss you. You try to push them away because you feel uncomfortable and don't want to kiss.. They say, "Come on you didn't just invite me over here to do homework."

How can you set boundaries and make sure they don't do that again?

Role Play #3

Your best friend is very possessive and jealous of your other friends. They want to be alone with you all the time. You want to spend time together too, but feel like you need more time with your other friends. You are worried about hurting their feelings.

What can you do to set boundaries with your best friend?

What can you do if they get upset at you?

Role Play #4

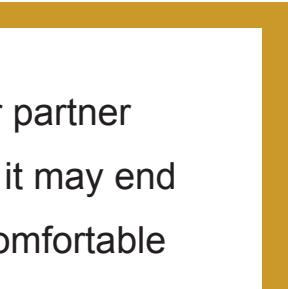
Your cousins ask you to watch a inappropriate video with them. You feel uncomfortable, but also feel curious and want to see what they are watching.

How can you set boundaries and tell your cousins you're feeling uncomfortable?

What can you do if they try to pressure you to watch it?

Role Play # 5

Your partner wants you to send them a sexy picture, but you don't feel



comfortable and are worried they might show other people. Your partner says, “If you loved me, you would do it. Please.” You are scared it may end the relationship if you decide to tell your partner you don’t feel comfortable sending them a picture.

What can you do to say no and set boundaries with your partner?

Role Play # 6

You are raking leaves for your neighbor. Your neighbor invites you into the house for lemonade. Once he gives you the lemonade, he ask if he can touch your sexual parts. You are feeling very uncomfortable because neighbors aren't supposed to touch your sexual parts.

How can you say "no" and be SAFE?

What can you do if they try to pressure you to let them touch your sexual parts?

There are only a few times when it is ok to let someone touch your sexual parts. When you are in a sexual relationship with a partner and you are both old enough and have said yes.

Another time it is okay is when you are at the doctor's office and the doctor is making sure you are healthy.

Another time is if you need help bathing or staying clean and dry, a person can touch your sexual parts. They should always ask before they touch you.



Wrap Up (5 minutes)

SAY

“You’ve learned a lot about consent and boundaries today. Sometimes people don’t respect when we say “no” or they don’t give us a chance to consent. Our SAFE word can help us understand what to do when people don’t respect our boundaries. There are other things we can say to help us get away from situations or people that make us uncomfortable or pressured, such as “getting a call and needing to walk away to answer it”. or “needing to leave because you’re meeting up with some friends”. If you’re around people who do something that makes you uncomfortable and you can’t leave, you’re allowed to change the activity, or say “this makes me uncomfortable, can we talk about something else?””

I really like this lesson and the scenarios. I am wondering about sexual abuse and whether we want to add this to the first section of lessons. possibly in this lesson or add little pieces to all the lessons. when is it ok to have someone touch your sexual parts? Also, maybe healthy boundaries and connect to types of relationships.

The SAFE Concept was developed by Advocates for Youth: Rights, Respect, Responsibilities: A K-12 Sexual Education Curriculum.