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[https://go.boarddocs.com/nv/washoe/Board.nsf/files/BVW33H6BE7D5/\\$file/Attachment%20E%20-%20Healthy%20Relationships%2C%20Boundaries%20and%20Consent%20Lesson.pdf](https://go.boarddocs.com/nv/washoe/Board.nsf/files/BVW33H6BE7D5/$file/Attachment%20E%20-%20Healthy%20Relationships%2C%20Boundaries%20and%20Consent%20Lesson.pdf)

LH Consent Workshop

Focus Vocabulary

Key words in this lesson:

- Consent – Agreeing to do something.
- Bodily autonomy – You are in charge of your own body.
- Boundaries – Limits you set for yourself.
- Body language – showing thoughts and feelings with your body like your face, eyes, body movements, and More.

The No Game

How to say no?

How did it feel to say No?

The wall of no. No is not an obstacle, it's a boundary.

- Explain what “bribes” and “threats” mean and that they are never acceptable. Here are some examples:
 - o “I won’t be your friend if you don’t hold my hand.”
 - o “If you are my friend then you will let me hug you.”
 - o “I will let you have [ice cream, toys, etc.] if you let me touch you.”
- Unpack common scenarios that can happen in a student’s life and how they factor into building a culture of consent.
 - o Discuss other forms of pressure and manipulation, including guilt or frequent asking/begging for example:
 - “aw, come on, please ... everyone else is doing it”;
 - “but we have been going out for so long”;
 - “if you loved me you would.”

What is consent?

Topic: Consent

Definition

Consent is an agreement to engage in an activity and occurs when you ask, or give, permission to do something. Consent is used and should be used within daily life interactions and/or

activities such as asking for food or drink, taking a picture and/or posting it on social media, physical touch, or participating in an activity.

Consent is ensuring a 'yes means yes' narrative— shifting away from a 'no means no' model.

(Be aware of signs that indicate risk factors, such as a student who uses misogynistic language in the class or “jokes” about violence. Students are exposed to a wide variety of messages related to relationships. Students may come from a household where they are exposed to gender-based violence or listen to media sources that objectify women or reinforce negative stereotypes.)

- Remind them that just because someone doesn't actually say “stop” or “no” doesn't mean they mean “yes.” This is applicable in many contexts and can be reinforced early and often (e.g., with “playful” teasing or pushing between friends, tapping someone on the head).
- Discuss handling rejection in a healthy and positive way.
 - o Ask students what the difference is between rejection and refusal?
 - o How does a refusal or rejection make you feel and how might people react in those situations? How do we react in healthy ways?
 - o Rejection and refusal are very normal and common parts of life. In many situations, rejection is an important part of ensuring everyone is safe and respected.
- Emphasize that while it's nice to be considerate of other people's feelings, and to usually try to be polite, you should never do something that makes you feel uncomfortable or unsafe in order to protect someone else's feelings.

-What does consent look like?

-What does non-verbal consent look like?

– Here you could discuss how sometimes you can get “nonverbal” consent from someone. For example, if you hold your arms open to hug your teacher and the teacher opens their arms back, that's a signal of consent. If you aren't sure if you are getting consent, don't be afraid to ask!

-What can't we consent to?

Boundaries

-Close body example

-Time and place

-What is appropriate to talk about at KOSC vs. home?

-Safe and unsafe touches

-What to do if someone is doing or saying something that is inappropriate. How to be an upstander!

Examples lesson:

1. **Your uncle asks you for a hug, but you don't feel like it. What could you say to your uncle?**

Possible student response: I could say, "No thanks, I'll just wave instead."

Students should understand that they are in control of their own bodies and don't have to do anything physical with another person if they don't want to. Should be reinforced that others should respect their boundaries.

2. **Your mom wants to hold your hand, but you don't want to. What could you do?**

Possible student response: I could say, "not right now," or, "I don't feel like it"

Students should understand that they are in control of their own bodies and don't have to do anything physical with another person if they don't want to, even with their mom or other parental figure/family members.

3. **You see someone touching your best friend's hair without their consent. You can tell your friend is uncomfortable. What could you do?**

Possible student response: I could ask the person touching my best friend's hair if they got consent to do that. If not, I could tell them to stop. Or ask my best friend if they're okay.

Students should reinforce consent ideals even in situations that don't involve them. This question teaches students about bystander intervention, and how to be an upstander.

4. **Your friend said they wanted to play a game with you, and it is really fun. A few minutes later they changed their mind and said they wanted to stop. What could you do?**

Possible student responses: I could ask my friend what they would want to do instead. I shouldn't pressure my friend to play the game if they changed their mind. Students should understand that consent can be taken away even after it's been granted. People can change their minds about something they initially agreed to do.

5. **You asked your friend to do something, and they nod, but you're unsure if they actually want to do it. What could you do?**

Possible student responses: I could ask if they're sure they want to do something. I want to make sure they want to do it and aren't just agreeing because they think they should. Students should feel encouraged to make sure they have consent and to notice social cues.