

Chapter 1:

Consent and Healthy Boundaries

EDUCATOR FACILITATION GUIDE

PURPOSE OF THIS GUIDE

To provide practical tips and instructions for engaging students and handling difficult discussions on the topic of consent and healthy boundaries.

MAIN OBJECTIVES

- ▶ To comprehend the various factors involved in giving and receiving consent.
- ▶ To learn how to respectfully handle a 'no.'

CREATING A SAFE ENVIRONMENT

- ▶ Emphasize respectful communication and confidentiality. It is important to listen and value each other's perspectives even if we don't agree with them.
- ▶ If your students have lots of questions or seem restless, take breaks in between the videos to debrief.
- ▶ Offer emotional outlets such as doodling or colouring sheets during the videos.
- ▶ Let your students know that if they feel triggered, they can leave the room and/or go speak with the counsellor.
- ▶ Identify any local support resources and organizations on the issue ahead of time, so that you can readily refer students who may need additional support.

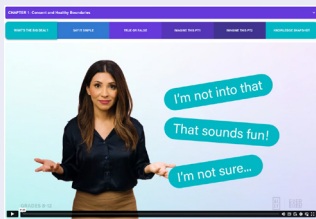
MODERATING DISCUSSIONS

- ▶ Ensure that all students have the opportunity to speak.
- ▶ Maintain a non-judgmental tone.
- ▶ If a question is inappropriate or derails the discussion, gently redirect it back to the main topic.
- ▶ If you don't know the answer, it's okay to admit it! Provide additional resources or take note to look into the question later.

IMPORTANT THINGS TO KNOW

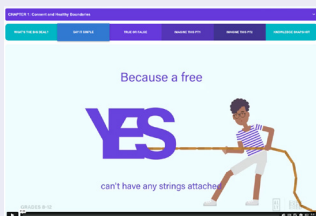
- ▶ Consent is foundational to any healthy and respectful relationship. It is our freedom to choose what we are and are not comfortable with.
- ▶ Healthy boundaries are our limits and guidelines to what we feel comfortable with in order to protect our physical, emotional, and mental well-being.
- ▶ Consent is an enthusiastic and clear “yes”; otherwise it is not consent. It is an active and ongoing process of willingly and freely choosing to participate in any act with someone else.
- ▶ Components of consent: “FRIES”:
 - Freely given: Consent must be given without pressure, manipulation, or under the influence of drugs or alcohol.
 - Reversible: Anyone can change their mind at any time.
 - Informed: Everyone involved must have all the necessary information to make a decision.
 - Enthusiastic: Everyone should be excited and eager about the activity.
 - Specific: Consent for one activity does not imply consent for another.
- ▶ Badgering, guilt-tripping, or pressuring someone until an initial “no” becomes an “okay” or “yes” is not actually a consensual yes. A lack of “no” is not a “yes.”
- ▶ Consent law: The voluntary agreement to engage in the sexual activity in question. Sexual touching is only lawful if the person affirmatively communicates their consent, whether through words or conduct. Silence or passivity does not equal consent. [273.1(1)]
- ▶ Consent laws pertaining to age: The age at which someone can legally consent to sexual activity with anyone older is 16 (unless that person is in a position of trust, authority or power). A 15-year-old can only provide consent to someone who is 14-19 years old. A 14-year-old can only provide consent to someone who is 13-18 years old. A 13-year-old can only provide consent to someone who is between the ages of 13 and 14. Anything outside of these age gaps is illegal.
- ▶ Sexual assault law: Sexual assault occurs if a person is touched in any way that interferes with their sexual integrity: this includes kissing, touching, intercourse and any other sexual activity without his/her consent. [Section 271]
- ▶ 1 in 3 times, a sexual offence against a youth is committed by another youth. (<https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00008-eng.htm>)
- ▶ Nobody asks for sexual assault or harassment. If someone experiences sexual assault or harassment, they are never to blame. The responsibility lies solely with the offender. Sexual assault is a deliberate act, and it is unjust to hold the victim accountable. Everyone has the right to be safe and respected, and suggesting that someone deserves harm because they took a risk undermines this fundamental principle.
- ▶ Healthy boundaries and consent need to be applied the same way online and digitally.

FACILITATION TIPS FOR CHAPTER 1



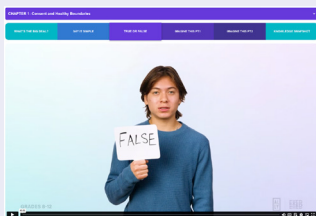
What's the Big Deal?

Encourage students to reflect on their own experiences and share their thoughts on how media and societal norms shape their understanding of consent. Use open-ended questions like: How do you think movies and TV shows portray consent? Can you think of any examples where consent was misunderstood or misrepresented in media?



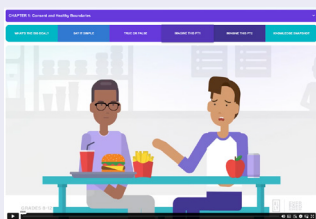
Say It Simple

Encourage students to reflect on times when they felt pressured to give consent or when they respected someone else's boundaries. Prompt questions like: How do you know when you're genuinely giving consent? Can you think of a time when you respected someone else's boundaries? How did it make you feel?



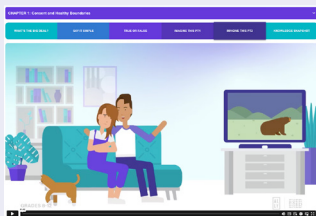
True or False

Use this segment as an opportunity to discuss the importance of recognizing non-verbal cues and respecting boundaries in relationships. You can pause the video after each question, to have discussion about what everyone thinks their answer would be, and discuss if you agree with what Ben, Salma, Shayna and Kevin share.



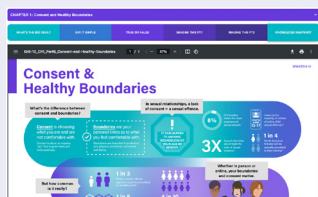
Imagine This Pt 1

After watching Part 1, encourage students to discuss the dynamics of consent depicted in the scenario. Prompt questions like: How did Ryan and Jesse's miscommunication affect their relationship? What could Ryan have done differently to ensure Jesse felt respected and heard? Use this opportunity to explore the importance of active listening and respecting boundaries in all interactions.



Imagine This Pt 2

After watching Part 2, facilitate a discussion about rejection and boundaries in relationships. Prompt questions like: How did Ryan handle rejection in the second scenario compared to the first? What can we learn from his growth in understanding consent and respecting boundaries? Encourage students to share their perspectives on handling rejection gracefully and fostering healthy relationships built on mutual respect.



Knowledge Snapshot

Print out the page to keep in the classroom or at home as a summary of the key learnings from this chapter. Encourage students to use the reflection page as a tool for self-discovery and introspection. Prompt questions like: How can you create a safe space for yourself to express your boundaries? How can you ensure that your actions align with your values and beliefs about consent?

FAQ'S AND RESPONSES TO GET YOU THINKING

Q: Can consent be given under the influence of alcohol or drugs?

R: From a legal perspective, it can not. A person must be in a clear state of mind to give true consent—alcohol and drugs can impair a person's judgment and decision-making abilities. Additionally, when one person is sober and the other is intoxicated, it creates an imbalance of power and can lead to coercion.

Q: What if both people are under the influence and are both consenting?

R: The law states that someone who is intoxicated can not legally give consent. This law is relevant if an intoxicated person later wants to report sexual assault. If two intoxicated people engage in sexual activity and neither reports it as assault, there will be no charges laid. However, if one person later files a sexual assault report, it would be up to the court to decide the legal outcome.

Q: What are the legal implications of not respecting consent in a long-term relationship? Is consent required at all times in a marriage?

R: Consent is essential at all times, even in long-term relationships and marriages. Being in a relationship does not imply perpetual consent. Disregarding consent in a relationship or marriage can also lead to sexual assault charges. Healthy relationships require mutual respect and clear communication about consent.

EXTENSION ACTIVITIES

- ▶ Facilitate a group discussion on one or more of the following: "Can consent be non-verbal?", "How can society support victims while also protecting against false accusations?" or "When, if ever, is implicit consent acceptable?"
- ▶ Encourage students to create an art piece, video, or poster that promotes the message of consent.
- ▶ Have students analyze character interactions in a piece of literature or media through the lens of consent.
- ▶ Continue learning—build on the material from this chapter and introduce [Chapter 2: Sexual Exploitation](#) to explore how consent and sexual exploitation are connected.

SUPPLEMENTARY MATERIALS



To access the following resources, scan the QR code or [click here](#).

More Videos

- ▶ Consent is as easy as Tea
- ▶ Sexual Assault, Consent and Sexual Harassment: What's The Difference?
- ▶ What if bears killed 1 in 5 people

DISCLOSURES AND REPORTING

- ▶ By addressing these topics and opening up the space for discussion, an individual may feel safe to come forward with a disclosure
- ▶ It takes courage and a lot of trust in someone to share something like this. Thank them for sharing with you and trusting you with that information. Prove their trust right by being non-judgmental, and emotionally measured in your response. Acknowledge that it takes a lot of courage to come forward and that you are there to help in any way you can.
- ▶ Ask them if anyone else knows about this already. Find out what their needs are. Do they need an empathetic ear? Do they need assistance with reporting? Do they need to be connected with resources?
- ▶ Encourage them to report to a confidential and safe resource, or connect them with a counsellor. Have these resources prepared/ available ahead of time.
- ▶ If they are currently at risk of harm, let them know that it is your duty to report and that you can accompany them or find someone to support them during this process.
- ▶ If a minor is currently at risk of harm or is being harmed, it is your duty to report it to your local child welfare services.

Articles and Cases

- ▶ Rehtaeh Parsons **please provide a suicide trigger warning*

Other Educational Resources

- ▶ Wheel of Consent Game
- ▶ ExEd Teens Page
- ▶ Comic Strip: "What If We Treated All Consent Like Society Treats Sexual Consent?"

KIDS HELP PHONE (24/7)

- ▶ Call 1-800-668-6868
- ▶ Text "CONNECT" to 686868

ENDING VIOLENCE ASSOCIATION OF CANADA

- ▶ Directory for Sexual Assault Centres, Crisis Lines, and Support Services
- ▶ <https://endingviolencecanada.org/sexual-assault-centres-crisis-lines-and-support-services/>