

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 understand the definition of true consent and its importance in all interactions.
- ▶ To recognize the different ways people say “yes” and “no”, verbally and non verbally.
- ▶ To learn how to respect someone’s boundaries.

AGE CONSIDERATIONS

- ▶ For this age group, teaching consent and boundaries should focus on them as important social skills for respectful interactions and relationships, rather than framing them as romantic concepts.
- ▶ Teaching consent and healthy boundaries to this age group requires concrete, simple and clear language as well as specific examples.
- ▶ Age-appropriate language that simplifies consent includes terms such as “asking for permission”, “asking if it is okay” or “wanting to do something”.
- ▶ Help students recognize the feelings of others by asking them questions that facilitate empathy. For example, “how would you feel if someone continued poking you after you asked them to stop?”

ABOUT THE TOPIC

- ▶ Consent is more than just agreeing and saying “yes” to something. It involves giving permission to something with enthusiasm. It is an active and ongoing process of willingly and freely choosing to participate in any act with someone else.
- ▶ Consent is foundational to any healthy and respectful relationship. It is our freedom to choose what we are and are not comfortable with. It applies in all circumstances, not just sexual or romantic ones.
- ▶ Healthy boundaries are our limits and guidelines to what we feel comfortable with in order to protect our physical, emotional, and mental well-being. Based on these boundaries, we determine whether or not to give consent.
- ▶ 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.”
- ▶ Bodily consent is a key indicator of whether you are truly giving consent to something. It involves recognizing and respecting your body’s physical and emotional responses to activities. If your body feels tense, has a knot in the stomach, experiences dread, or any similar reaction, it means your body is not giving consent. True consent is of the mind and the body.
- ▶ Healthy boundaries and consent need to be applied the same way in person and digitally. Applying consent online looks the same as doing so in person.
- ▶ 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.
- ▶ By law, anyone under the age of 12 is not able to provide consent to sexual activity or behaviours of any kind, in person or online. [Section 150.1]
- ▶ Sexual assault and harassment amongst peers might happen when one party has not been educated on the concept of consent and the importance of respecting it.

SUPPORTIVE MATERIALS



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

Supportive Resources for Educators

- ▶ Consent Toolkit
- ▶ Safety Rocks Activity Book

Supplementary Videos for Students

- ▶ Consent for Kids
- ▶ Consent and Communication
- ▶ How To Deal With Rejection

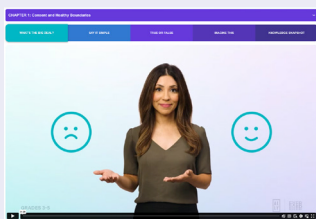
Other Educational Resources

- ▶ Wheel of Consent Game

GUIDING DISCUSSION

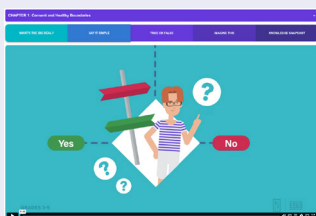
- ▶ Use inclusive language and terminology that acknowledges these issues can affect individuals of any gender, and ensure the tone remains non-judgmental.
- ▶ Identify any local support resources and organizations on the issue ahead of time, so that you can readily refer students who may need additional support.
- ▶ Providing the class with an anonymous question box might help the students who may not feel comfortable asking important questions.
- ▶ 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.

FACILITATION TIPS FOR CHAPTER 1



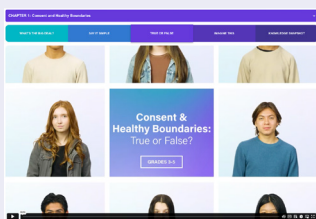
What's the Big Deal?

Begin by sparking curiosity about consent and boundaries with an interactive warm-up activity. Have students draw or write down examples of situations where they've had to give consent in their daily lives on sticky notes. Then, create a consent wall where they can stick their notes and share their experiences with the group. This sets the stage for a lively discussion about the importance of consent and setting boundaries.



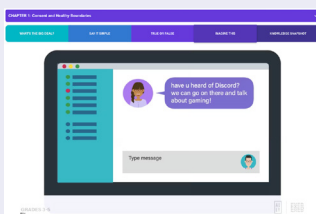
Say It Simple

After watching the video, invite the students to create their own "boundary bracelets" using colorful beads or string. As they design their bracelets, encourage them to think about what boundaries mean to them and what makes them feel comfortable or uncomfortable. Facilitate a sharing circle where they can explain the significance of their bracelet designs and discuss how setting boundaries empowers them in their everyday lives. Emphasize the importance of enthusiastic consent and how setting boundaries protects their ability to give consent.



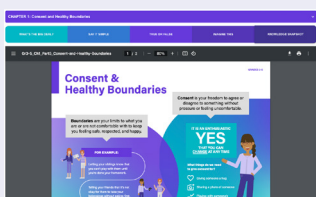
True or False

Before starting the video, distribute true/false paddles or red and green flags to each participant. Instruct them to hold up the corresponding paddle or flag to indicate whether they believe each statement presented in the video is true or false. Pause the video after each statement to discuss their answers and reasoning as a group. Encourage and team-work as they navigate through the dos and don'ts of consent and healthy boundaries.



Imagine This

Pause the video after each scenario and ask students to imagine themselves in the same situation. Prompt them to consider how they would respond and whether they would feel comfortable with the interactions shown. Encourage open discussion about the importance of clear communication and enthusiastic consent in everyday interactions.



Knowledge Snapshot

Provide students with the activity page along with additional materials such as stickers, glitter pens, and colorful markers to enhance their creativity. Encourage them to personalize their activity page with drawings, collages, or written reflections about consent and healthy boundaries. As they work on their creations, facilitate discussions about the importance of setting boundaries and respecting each other's autonomy. Celebrate their unique ideas and contributions, fostering a sense of empowerment and self-expression.

FAQ'S AND RESPONSES TO GET YOU THINKING

Q: Sometimes I don't want to do something, but my parents force me to.

R: That's a good point! It is great that you are intune with your body and know whether it is wanting to engage in an activity. However, we all have to do activities we don't want to do sometimes because it is good for our well being or our responsibilities. For example, cleaning, eating vegetables, or going to bed early. There are some situations where trusted adults like your parents have a responsibility to ensure your health, safety, and well-being and will ask you to engage in these activities or responsibilities. While you can most definitely share how you feel and try to come up with a compromise, there are responsibilities that you may be required to do for your health and well-being or to be a respectful member of your family. These activities, however, should never cause you to engage in a crime, harmful behaviours, or any touching of private body parts.

Q: What if my family member helps me change my clothes or bathe sometimes?

R: It can be normal for family members, like parents or guardians, to help you with things like changing clothes or bathing. This is usually done to take care of you and keep you clean and healthy. However, it's important to feel safe and comfortable. If the person helping you is not respecting your privacy or is touching you in a way that feels wrong and makes you uncomfortable, you should tell another trusted adult.

Q: How do I tell my friend no without hurting their feelings?

R: You can be honest with your friend while being kind. You can tell them how you feel and explain why you can't do or don't want to do what they're asking. Sometimes, it helps to say something positive for reassurance before saying "no". For example, you could say "I don't want you to be cold but I don't feel comfortable sharing my sweater. Maybe we can ask the teacher if there is an extra one." or "It's fun playing games with you but I don't really want to play this specific game." This way, you're being respectful to your boundaries while showing care for your friend's feelings. A good friend will understand and respect your boundaries.

Q: If it is illegal for someone under 12 to engage in sexual activity, am I not allowed to have a boyfriend/girlfriend?

R: Having a boyfriend or girlfriend is different from engaging in sexual activity. Depending on your family rules, it may be perfectly okay to have a boyfriend or girlfriend and to enjoy spending time with them, talking, and doing fun activities together. The law is there to protect young people and ensure they are not pressured into doing things they are not ready for and are only safe for adults to engage in. If you're ever confused or concerned, you can talk to a trusted adult.

EXTENSION ACTIVITIES

- ▶ Create a classroom consent and boundaries chart together.
- ▶ Facilitate a group activity where students come up with various ways to show "yes" and "no" through their body language.
- ▶ Have students come up with respectful ways to respond to rejection. This activity will help them feel empowered in a situation where they need to respect another person's boundaries.
- ▶ Continue learning by building on the material from this chapter and introducing [Chapter 2: The Internet](#). This chapter explores what the online world is, setting the stage for discussions on incorporating consent and healthy boundaries in subsequent chapters.

DISCLOSURES AND REPORTING

As a teacher, you may be one of the first trusted adults a student confides in about these topics. While some may be brief personal stories shared casually, others may require a more serious intervention.

- ▶ Be calm. Reacting with your own shock or disapproval creates further emotional distress.
- ▶ Listen attentively and without interrupting the student.
- ▶ Validate their feelings and acknowledge their courage in speaking up.
- ▶ Avoid making any promises about keeping things confidential or how their parent/ guardian may react. Provide them with comfort that you will continue to be a support and be sensitive to their worries.
- ▶ Ask them if anyone else knows about this already. If a trusted adult in their life already knows, you can simply engage in empathetic listening and ensure that you follow your school/organization's protocols. 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.
- ▶ Document the disclosure per your school/ organization's best practices.
- ▶ Provide continued support by checking in or providing them with other resources that are available to them.
- ▶ There may be times where a student does not feel comfortable coming forward or is not yet aware that they are experiencing a form of sexual exploitation. The following are signs to look out for as possible indicators:
 - Appearing more tired than usual;
 - Device addiction;
 - Not hanging around their usual group of friends;
 - Isolating themselves;
 - Having profiles on apps that are not age appropriate;
 - Being involved in intimate image sharing; or
 - Having newfound mental health struggles.
- ▶ If you notice any of the above behaviours from a student, make sure to take note and voice your concerns to a school counsellor or administrator.