

COMPREHENSIVE SEXUAL EDUCATION

TOOLBOX

#1 Boundaries & Consent

YES. NO. MAYBE.

Practicing effective communication
in day-to-day life

KNOWING BOUNDARIES

Mapping body zones & No-Gos

SETTING BOUNDARIES

Communicating boundaries &
understanding consent

**I said
"NO"**

**Teaching
Boundaries
& Consent**

MIDDLE SCHOOL LEVEL | HIGH SCHOOL LEVEL

CONTENT

INTRODUCTION

GETTING STARTED

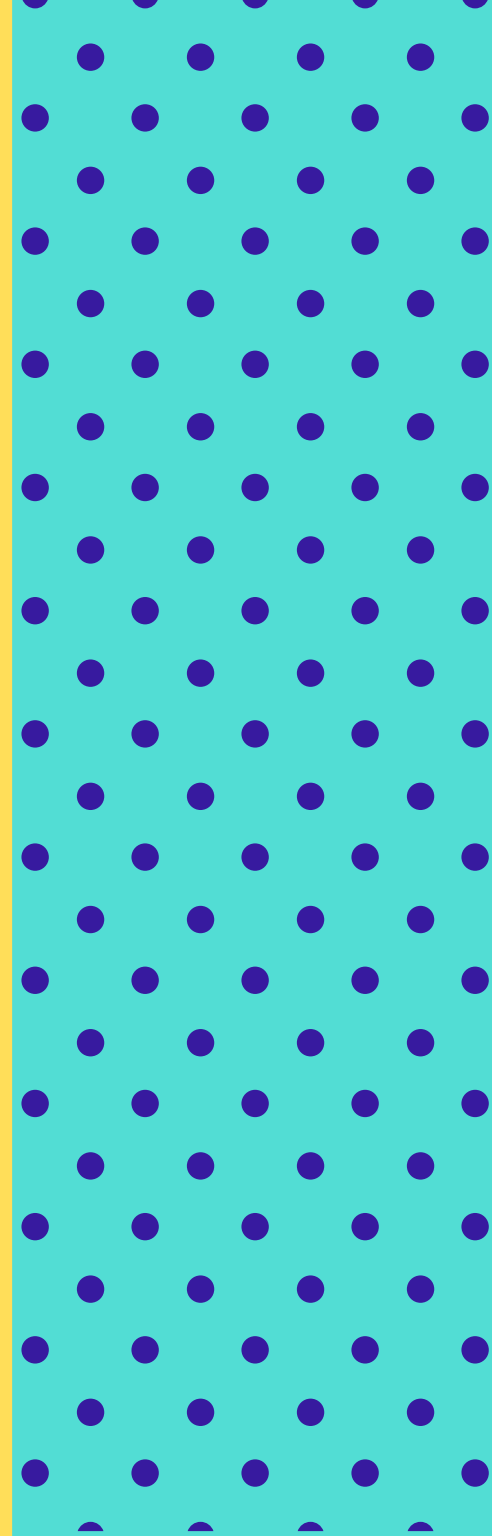
CHOOSE YOUR TOOL

#1 WORKSHOP: MAPPING BOUNDARIES

#2 WORKSHOP: LEARN TO READ A NON-
VERBAL "NO"

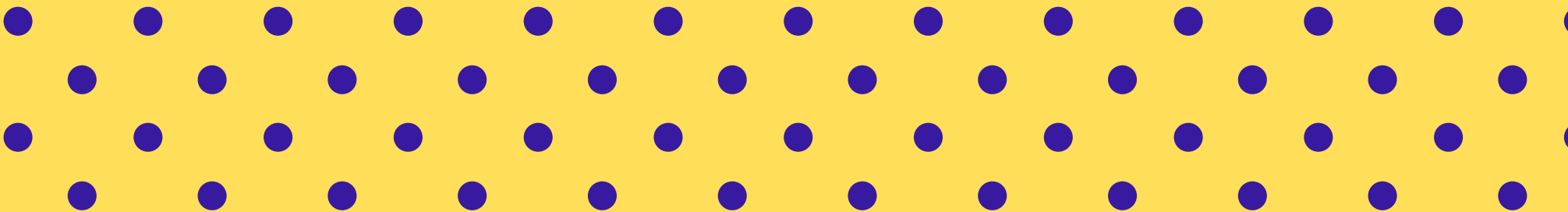
#1 HOMEWORK: LEARN TO SAY "NO"

#2 HOMEWORK: "NO"-REPORT CARD



INTRODUCTON

It is a dominant belief that people know intuitively how to practice consent in sexual encounters. But that is not necessarily the case. Many teenagers believe that only a clear "no" is a "no"- or not even that: **often a "no" is only seen as the starting point for negotiation.** But consent is a lot more nuanced than yes or no, rape or enjoyable sexual encounter. This toolkit helps you facilitate a safe space for a healthy discussion on and exploration of personal boundaries. Help your students practice effective communication skills through understanding and communicating boundaries in everyday life situations in general and in sexual encounters in specific.



GETTING STARTED

Know your audience

Before you get started, make sure you know your audience and pick the right tools accordingly. Are your students in Middle School or High School? What is their average age? Will you be working in single sex groups (girls-only/boys-only) or in mixed sex groups (both girls and boys)?

Know your venue

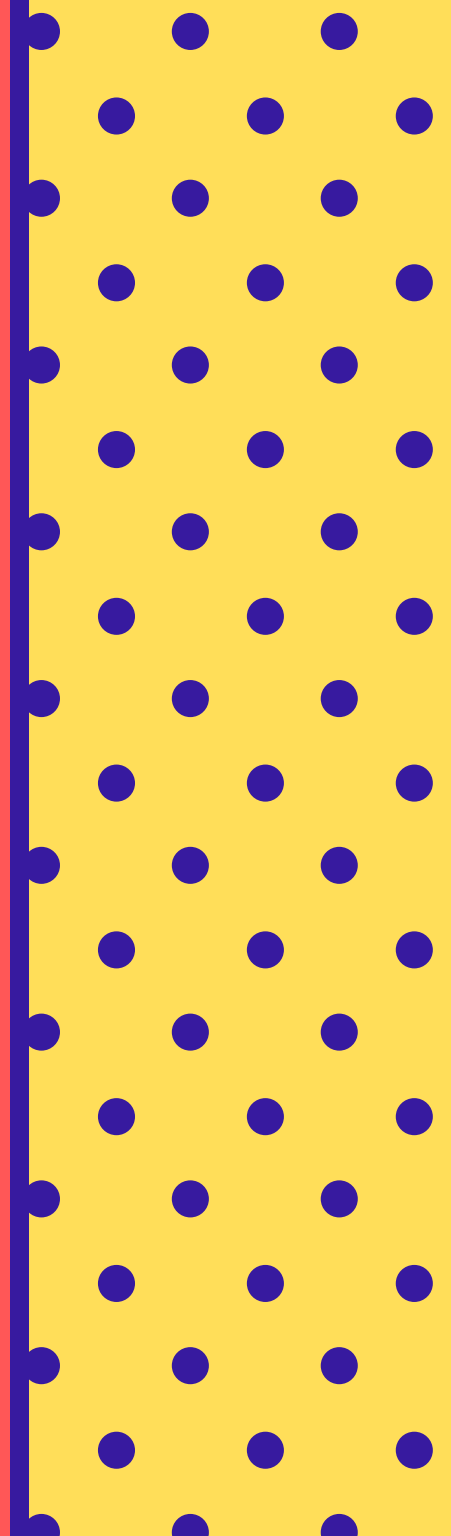
Make sure to pick your teaching tools according to the space you'll be in. How big is the room? Can you split the class up into different groups? Can you facilitate more interactive activities?

Choose your tool(s)

The different tools are targeted towards different goals. Make sure you are clear about the main take-away you want your students to have from a lesson, but also check which tool you can accommodate in the time frame that you have and the resources that are available to you.

Read up

There are plenty of resources available online- visit the **RESOURCES** page on our website.





**PICK YOUR
TOOL**

#1 WORKSHOP

Mapping Boundaries

WHAT ARE BOUNDARIES?

Written reflection: what are boundaries that you have? When did someone overstep these boundaries? How did that make you feel?



COMMUNICATING BOUNDARIES

Pair participants up and let them ask each other questions about their boundaries with worksheet#1



MAPPING BOUNDARIES

Help participants map their boundaries through understanding their "yes", "no" and "maybe" zones with worksheet #2



REFER TO APPENDIX FOR WORKSHEET#1 AND #2

#1 HOMEWORK

The "No" Report Card



HOW MANY TIMES DID I SAY "NO" TODAY?

HOW MANY TIMES DID I SAY "YES" TODAY BUT WANTED TO SAY "NO"?

HOW DID I FEEL WHEN THAT HAPPENED?

DESCRIBE ONE SPECIFIC SITUATION IN DETAIL FOR EACH QUESTION.

TO BE CONDUCTED FOR ONE WEEK