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Boundaries/verbal consent in grade 8 EPHE

BC curriculum content:

Healthy sexual decision making

* **knowing boundaries and being able to communicate them**

Introduction:

* Open with video “Tea Consent”
* Ask the class what is consent? What does it look like, feel like, sound like?
  + If not mentioned by students, make sure to touch on:
    - Consent is two ways
    - Consent is ongoing (can be revoked at anytime)
    - You are ALLOWED to revoke consent whether you are the one that asked or not

Activity:

* Split students into two groups: group A and group B
* Students form two lines facing each other, about 10 feet apart
* Each student A must partner and face a student B
* Teacher suggests an activity that partner A can ask for consent to carry out with partner B
  + Examples:
    - “Can I touch your shoulder?”
    - “Can I give you a hug?”
    - “Can I stroke your hair?”
  + NOTE: Depending on the group, teachers may want to allow students to choose the activity
* Partner B has the opportunity to VERBALLY give consent or not
  + If consent is given, partners act out the action
* Teacher suggests another activity, this time that partner B can ask for consent to carry out with partner A
  + Teachers should remind students that they can recant and offer consent at any point (the answer is not final)
* Teachers should stop activity and discuss with students between each new suggestion
  + Ask students what they felt, what they noticed, how did a yes or no feel (both saying and receiving)
* As a wrap up: discuss the possibility of someone inauthentically giving verbal consent. Ask students to consider how we might create space for an authentic no.
  + Should lead into exploring nonverbal (body language) consent in this lesson or in the next