

# If You Don't Have Consent, You Don't Have Consent!

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering responsibility by respecting young people's rights to honest sexuality education.*

## **NSES ALIGNMENT:**

**CHR.5.CC.2** – Explain the relationship between consent, personal boundaries, and bodily autonomy

**CHR.5.IC.1** – Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries

**TARGET GRADE:** Grade 3

**TIME:** 40 Minutes

## **MATERIALS NEEDED:**

- White board
- White board markers
- Pencils, in case students don't have their own
- Two full copies of "[My Body, Their Body](#)" (see "Advance Preparation" below)
- Crayons or thin markers, enough for each student to have at least 3 or 4
- Computer and speakers (or iPhone and speakers) to play music
- Exit slips, prepared as described below, one half page per student

## **LEARNING OBJECTIVES:**

By the end of this lesson, students will be able to:

1. Explain the terms "consent," "personal boundary" and "bodily autonomy" and how they relate to each other [Knowledge]
2. Demonstrate how to communicate clearly about their personal boundaries [Skill]
3. Demonstrate how to be sure to respect another person's boundaries [Skill]

## **LESSON RATIONALE:**

This lesson provides lower elementary students with definitions of consent, bodily autonomy and personal boundary which are critical for their understanding of safety. The lesson enables students to practice the skill of communicating their boundaries to others and respecting the boundaries communicated by others. This lesson provides valuable information that students can use throughout a lifetime.

## **ADVANCE PREPARATION:**

- Print out two copies of the entire "[My Body, Their Body](#)" booklet (without the cover page, starting at page 1). Be sure that one entire set is copied on white paper, and the other entire set is on another pale color paper, like pink or yellow. If you have more than 22 students in your class, make additional copies of random pages, some on white and some on the colored paper you've selected.
- Print out enough copies of the Exit Slip handout for half the students, and cut each sheet in half at the dotted line so that each student will receive a half page at the end of the lesson.

## **PROCEDURE:**

### **STEP ONE:**

Explain to the class that you're going to start today's lesson by doing something they may not have done in class in a while – coloring! Tell them that every student will get one piece of paper that has a picture on it and a sentence at the bottom. Let them know that they will have about 5 to 10 minutes to color their page, however they wish. Distribute the sheets randomly, along with the crayons or markers. As students are working, put some music on in the background.

(13 minutes)

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### STEP TWO:

After about 10 minutes, or when most students are done, call time. Ask students to look at the color of the paper they have, and to divide themselves into two groups based on that color – so all students whose copies are on white paper will go in one group, and all the students whose copies were made on the other color paper will go to the other group.

Once they are in that group, ask the students to take a few minutes to look at each other's pictures and admire the drawings and how they colored them. After a few minutes, ask for everyone's attention. Say something like, **"You may have noticed that at the bottom right-hand corner of your page you have a number. What I'm going to ask you to do is put yourselves in order from one to eleven and stand in that order. It's possible that there may be more than one person with the same number in your group, and that's okay!"**

**NOTE TO THE TEACHER:** *If movement is limited or not possible for any of the students, make sure the members of each group gather around that student.*

Once the students have gotten themselves in order, explain that their pictures, together, tell a story. Starting with the person who has number one in one of the two groups, ask that person (or both people together) to read out loud what is written on their page. Then switch to the other group, and ask the student(s) with #2 on their page to read what is written on their sheet. Alternate back and forth until the entire story has been read.

Once everyone is done, ask them to give themselves a round of applause and to return to their seats with their drawings.

(8 minutes)

### STEP THREE:

Once everyone is seated, ask for the students who didn't get a chance to read part of the story aloud to summarize for you what the story was about. Probe for the following key points:

- That everyone's body is their body
- That you get to decide who touches your body and who doesn't
- That you get to decide what kind of touch you're okay with and what kind you're not okay with
- That other people get to decide who touches their body and who doesn't – and that means we all have to respect other people when they say they don't want to be touched

Explain that deciding and communicating what you do and don't want done to your body is called "bodily autonomy." Write the phrase on the board. Explain that "bodily" refers to your body, and "autonomy" means "you get to decide."

Explain that how you feel about whether or how you wish to be touched is a "personal

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boundary” and write that phrase on the board. Tell students that “personal” means it is for each person to decide, and “boundary” means “a limit.” Say something like, **“So a personal boundary might mean you’re okay with being hugged by one person but not by another; or it may be that you don’t like hugs at all.”**

Explain that if you say you are okay with being touched in a certain way, you have given your “consent,” and write that word on the board. Explain that “consent” is another word for permission. Say something like, **“If you do not have someone’s consent you need to ask for it before you hug them or touch them in any way. If someone tries to touch you when you have not given them permission to, you have the right to tell them to stop – and they have a responsibility to stop. If they don’t, it’s important to go tell someone right away.”**

(6 minutes)

### STEP FOUR:

Ask students how they know what someone’s personal boundaries are. Possible answers may include, “They have to tell you,” or “You should ask them first.” Tell them you’re going to practice doing that right now.

Have each student turn to a partner (if you have an odd number of students, you can pair them up with the additional student). Write on the board, “Hugging.” Ask students to decide who will be student one and who will be student two for this activity.

Once every pair has chosen a person one, tell those students that in a moment, they will ask their partner how they feel about hugging. Student #2 should respond honestly – do they like to hug? Who do they like to get hugs from? When do they NOT like hugs? Say “go” so students can start their conversations.

After about 2 or 3 minutes, or once most of the conversations seem to have come to a natural end, call attention to the front of the room. Process the dyad conversations by asking the following questions:

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they’ve clearly set a personal boundary, and the other person doesn’t respect it?

After a few responses, ask:

- Has anyone ever done something to another student that the other student hasn’t liked? What are some examples?
- If you have, what did you do once you found out you did something that didn’t respect that person’s boundaries?

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**NOTE TO THE TEACHER:** *If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Whatever example you use, be sure to focus on a time when you violated someone else's boundary by mistake.*

After hearing about what students did once they discovered they'd violated someone's boundary – or after sharing what you did – summarize with the following points:

- It's super important to be clear about your boundaries
- It's super important to ask someone else about their personal boundaries, if they haven't already told you what they are
- If someone doesn't respect your personal boundaries, even after you've told them what they are, you need to go find an adult you know well and trust and tell them so that they can make this behavior stop. You have the right to say who can and cannot touch you, and in what ways!

(10 minutes)

**NOTE TO THE TEACHER:** *Students may bring up being told by their parent(s)/caregiver(s) that they have to kiss or hug a family member or other adult. It's important to encourage students that if they don't feel comfortable doing that for any reason, they should tell their parent or caregiver that.*

### STEP FIVE:

Distribute the exit slips to the students and ask them to complete theirs and put them in the collection box or on your desk.

(3 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Steps 1-3 are designed to achieve learning objective 1. Step 4 is designed to achieve learning objectives 2 and 3.

### HOMEWORK:

None

# EXIT SLIP

Name: \_\_\_\_\_

Before I touch someone, even if I've touched them before, I need to ask for their  
\_\_\_\_\_.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my  
personal \_\_\_\_\_.

I have the right to say who can or can't touch me. I have \_\_\_\_\_.

<b>WORD BANK:</b>		
<b>A) BODILY AUTONOMY</b>	<b>B) CONSENT</b>	<b>C) BOUNDARIES</b>

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