



# Consent

## LES



### General overview

|                            |                                                                                                                                                                                                                                                                                                                 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Target audience</b>     | <i>Grade 3</i>                                                                                                                                                                                                                                                                                                  |
| <b>Total length</b>        | <i>90 minutes</i>                                                                                                                                                                                                                                                                                               |
| <b>Purpose</b>             | In this lesson, students will learn to define consent, assert their own boundaries and use their safety network.                                                                                                                                                                                                |
| <b>Goals</b>               | <ul style="list-style-type: none"> <li>● Explore the various facets of consent</li> <li>● Create an environment in which students would be comfortable to express themselves regarding their own boundaries</li> </ul>                                                                                          |
| <b>Learning objectives</b> | <ul style="list-style-type: none"> <li>● Students recognize and express their feelings</li> <li>● Students identify people they are comfortable giving their consent to, depending on moments and situations</li> <li>● Students assert themselves</li> <li>● Students respect each other boundaries</li> </ul> |

### Sexuality education content

#### Recognize the various feelings that can be experienced in interpersonal relationships

- Range of feelings toward the people in your life: parents, family, friends, others
- Positive feelings: love, trust, respect, loyalty, solidarity, etc.
- Negative feelings: jealousy, disappointment, sadness, guilt, etc.

#### Discuss the different ways you can express your feelings to those you love

- Depending on the person
- Depending on the feelings

- Actions and attitudes that express feelings

### **Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault**

- Applying self-protection and self-defence skills: assert yourself, say no, scream, run away, look for help
- Difficulty applying safety rules in certain situations
- Seeking solutions: strategies to help you apply safety rules, identifying the people you can confide in
- Reporting an incident: talking to someone if you do not feel comfortable with a situation, being familiar with the network of resources that can help you, asking for help until an adult listens and helps

## **Ethics and religious culture**

### **Reflects on ethical questions**

- Describes a situation and puts it into context
- Compares points of view
- Identifies tensions or conflicting values
- Compares the situation to similar situations
- Compares his/her perception of the situation with that of his/her classmates

### **Evaluates options or possible actions**

- Suggests options or possible actions
- Studies the effects of these options or actions on oneself, others or the situation
- Chooses options or actions to promote that foster community life
- Reflects on the factors that influence choices

**I am the ruler of my own body!**

### **Lesson plan**

| <b>Time</b> | <b>Main activity</b> | <b>Development</b>                  | <b>Material</b> | <b>Format</b> |
|-------------|----------------------|-------------------------------------|-----------------|---------------|
| 30 mins     | All about consent    | What does it mean to give consent ? | Board and pen   | Whole class   |
|             |                      | What does consent sound like ?      | Board and pen   | Whole class   |

|            |                      |                                                                                                                                                                     |                                                |                      |
|------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------|
|            |                      | When do we need to ask for consent ?                                                                                                                                | Board and pen                                  | Whole class          |
|            |                      | What can you do if you do not give consent?                                                                                                                         | Board and pen                                  | Whole class          |
|            |                      | What if ....?                                                                                                                                                       | <a href="#">Conversational cards</a>           | Duo then whole class |
| 10 minutes | Secrets vs surprises | When should you tell ?                                                                                                                                              | Board and pen                                  | Whole class          |
|            |                      | When should you not tell ?                                                                                                                                          | Board and pen                                  | Whole class          |
| 15 minutes | Body Boundaries      | Do you know what your body boundary is?<br>Can you show me with your finger your body boundary?                                                                     |                                                | Whole class          |
|            |                      |                                                                                                                                                                     | Body boundaries worksheet                      | Individual work      |
| 25 minutes | Safety Network       | What is a Safety Network?<br>Who would you say is in your safety network?<br>Is it ok to tell someone in your safety network when you feel scared or uncomfortable? | Board and pens                                 | Whole class          |
|            |                      |                                                                                                                                                                     | <a href="#">Trusted adults online activity</a> | Whole class          |
|            |                      |                                                                                                                                                                     | Safety Network                                 | Individual work      |

|                       |                                         |                                                                                                                                                    |                                                      |                    |
|-----------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------|
|                       |                                         |                                                                                                                                                    | <b>worksheet</b>                                     |                    |
| <b>10<br/>minutes</b> | <b>Building the town of<br/>consent</b> | <b>What do we need to<br/>build consent ?</b> <ul style="list-style-type: none"> <li>● Respect</li> <li>● Empathy</li> <li>● Compassion</li> </ul> | <a href="#">Town of consent<br/>online activity.</a> | <b>Whole class</b> |

### **Resources**

- Moments A Day blog
- Instagram page Teachandtransform, by Liz Sohyeon Kleinrock
- [Safe Secure Kids](#)
- Rosie Reader's blog
- Educate2Empower Publishing (e2epublishing.info)