

Lessons about consent and gender norms within relationships



for primary schools

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Outline Lesson for Primary Education

Age group age 10–12

Purpose: is to discuss positive sexuality education through consent and gender norms in relationships with students in primary schools.

Learning Goals for students:

Lesson 1:

1. to know what consent is.
2. to have a positive attitude towards consent and relational interactions.
3. learn to recognize their own wishes and boundaries, communicate them effectively and respond respectfully to the wishes and boundaries of others to understand sexual behavior.

Lesson 2:

4. are confident that they have the tools to be an active bystander.
5. are aware of ruling gender norms.
6. to question prevailing gender norms.

Time: 40–60 minutes per lesson + \ -



Lesson 1

Outline lesson 1:

1. (10 min) *Word Cloud of Consent: "What do you already know about consent?"*
Mind map on consent.
2. (3 min) *Show video of consent.*
3. (10 min) *Explain consent.*
4. (5 min) *Spin the wheel of consent and elaborate on what one can say.*
5. (10 min) *Bingo*
6. (10 min) *Three stories - consent or not?*
7. (5 min) *Conclusion and Exit ticket: What is consent?*
= 53 min

1. Make a Word Cloud (10 min)

ASK: What do you already know about consent?

- Make a word cloud together in class. What comes to mind when you hear the word consent? (Ask kids to write on the Whiteboard/Digibord or put up post-its - depends of the group)
- If kids don't know any, help them out. Example words are: Yes, no, maybe, boundaries, wishes, respect, asking questions, communication, stop, safe, trust, unsure, (asking, giving and receiving) permission, physical touch, relationships, intimacy ... etc.
- Are there any words that surprise you or that you don't understand?
 - In what situations do you think consent might matter? /Can you think of examples where consent plays a role?
 - Example situations: at a birthday party you can ask the birthday person "Happy birthday! Can I give you a hug?". When playing tag with your friends and they start to tickle you, you say "stop, I don't like that". Can you give other examples?
 - What are the pros of asking/giving/receiving consent?
 - What do you think makes consent clear or unclear in a situation?

2. Show video of Consent (3 minuten)



- NL: [Consent for children](#) (YouTube)
- EN: [Consent for children](#) (YouTube)
- SWE: [Consent for children](#) (YouTube)

3. Theory: explain consent(10 min)

Read out loud: *In your life you will find out your preferences in what you like and what you don't like. What your wishes and boundaries are. Hopefully you will be able to express what you like and do not like. But sometimes, you may not be sure what you want, or you feel insecure in expressing your preferences to another person. Unfortunately, insecurity is often part of puberty. You might be scared of what other people think of you. Sometimes, this will make you do or say things you don't really mean.*

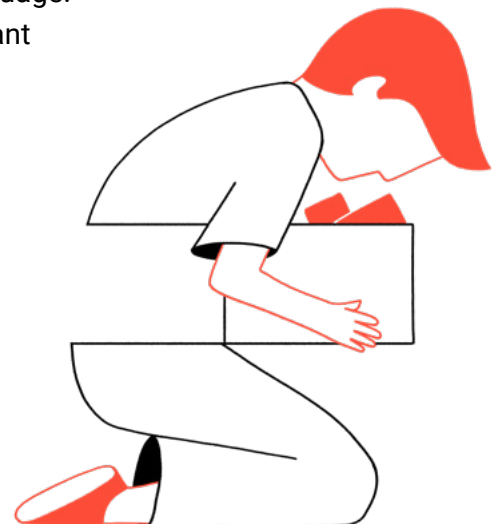
How do you feel about this situation?

It is important to trust your (gut) feeling(s). For instance if you feel awkward, weird, sad, or uncomfortable it's helpful/important to be honest and speak up/what's on your mind. You should only do the things that you are comfortable with, or want to try/explore. This way you stay true to yourself and that will also build your self trust. Everyone is different and has different needs, and only you know what's best for you.

It's also important to take other's wishes and boundaries into account, because other people have wishes and boundaries too. Sometimes you can recognize positive and negative feelings and signals from your own and someone else's body language.

You can check this with the other person by asking: do you still want this? If you get a clear and loud Yes! That's a clear consent.

It's very important to ask the other person if they're okay and happy with what's going on. They should say a clear 'yes' or show through their body language if they want to continue. And others should ask you the same thing! If someone doesn't say 'yes' or looks unsure, that means you should stop and ask again after a while.



For example, if you want to play a game together, you ask: 'Do you want to play?' If they say 'yes,' great! But if they don't answer or say 'maybe,' it's best to wait or ask again later.

Consent is more than just asking for permission once. It's something we do all day long when we check in with each other. Like when you ask, 'What do you want to eat?' or 'Which movie should we watch?' So consent means paying attention to each other and checking in often to make sure everyone feels good.

If we can learn how to communicate our wishes and boundaries and learn to respect other people's wishes and boundaries, we can build strong, worthy and healthy relationships.

When is something transgressing boundaries?

Your boundaries are crossed when someone does something you don't want or tries to convince, manipulate, or force you into something that you do not want to do.

You always need to have permission (consent) before touching, hugging, kissing, or being close to someone in any way. Consent means both people say 'yes' clearly, freely, and with a good feeling. It should never be forced, and everyone should understand what they're saying yes to. Being close to someone, like kissing or having sex, should feel good, safe, and respectful for everyone. It's about care, fun, and trust, not pressure or pain.

If something happens without consent, that's not okay. Then we call it sexual violence or abuse, and that's not sex, but a form of violence. It's against the law. Grownups are also never allowed to do anything sexual with children.

If something happens that feels wrong or confusing, you never have to carry it alone. It's never your fault. The person who crossed your boundary is the one who did something wrong. Your body is yours, and you get to decide what happens to it. You can always talk to someone you trust. Even if the person who hurt you says to keep it a secret, it's always okay to talk. You can get help at Kindertelefoon / BRIS. You don't even have to give your name, they're there to help you.

4. Spin the Wheel of consent (5 min)

We just discussed why consent is important. Now we will practice. What are ways to demonstrate that you like something or that you don't?

Spin the Wheel of Consent: Is it consent or not?



<https://teentalk.ca/consentgame/>

5. Consent Mingle Bingo (10 min)

Instructions:

1. Mingle around and ask other participants if you may do what is written in a box.
2. If the person shows or says YES and you do it, check the box.
3. If the person shows or says NO, thank them for the answer and move on (always respect the answer!).
4. Try to get a row, column, or the whole bingo card. You don't have to do everything if you don't want to.
5. The person who get BINGO shouts 'Bingo!'

DO THIS COMPLETELY SILENT!

May I flirt with you?	May I pat you on the head?	May I do a funny dance in front of you?	May I blow you a kiss?	May I give you a high five?
May I stand with my back towards you?	May I do a secret handshake with you?	May I play the staring game with you without laughing?	May I smile at you?	May I offer a pretend drink of water?
May I show you my best funny face?	May I give you a hug?	May I applaud you?	May I laugh with you?	May I stick out my tongue in front of you?
May I strike a funny pose next to you?	May I dance a quick spin with you?	May I tickle your back?	May I hold your hand?	May I shake my ass with you?
May I draw a smiley on your hand?	May I do a foot-five with you?	May I do thumb-wrestling with you?	May I show you what I look like when I'm angry?	May I give you a thumbs up?

DO THIS BY TALKING!

May I give you a compliment?	May I ask what your favorite food is?	May I tell you a joke?	May I pretend to introduce you as a celebrity?
May I ask what your favorite place is?	May I beat box or rap a line for you?	May I ask what makes you scared?	May I ask about your favorite animal?
May I guess your favorite animal?	May I whisper a secret word?	May I guess your favorite color?	May I ask if you are a morning person or a night owl?
May I sound like a cow in front of you?	May I sing something for you?	May I say a rhyme?	May I say 'hello' to you in three different languages?

Discuss:

- How was it to do the bingo?
- Was it any suggestions you didn't get consent?
- Was it any that was hard or easy to do? Why?

6. Three stories - consent or not? (10 min)

Explain the question the pupils should answer to each story in groups of two.

- Is there mutual consent?
 - If we both want it and feel comfortable, then it's okay. If the other person doesn't want to, I need to listen to them. We have to ask each other if it feels good.
- Is it voluntarily?
 - I only do it because I want to. Not for a reward, to please someone, or to avoid them getting angry. If the other person doesn't want it, I need to listen to them.
- Are they equals?
 - No one is the boss. If someone is much older, stronger, or smarter – or much younger or weaker – then it's not okay.
- Is the place okay?
 - I take my surroundings into account and don't disturb anyone with my behavior. No one should find my behavior unpleasant.
- Is it appropriate for their age?
 - I don't do anything I'm too young or too old for.
- Are they not hurting anyone or yourself?
 - I don't hurt myself or someone else, physically or emotionally. I think about the consequences of my behavior and don't take risks.

Example stories:

STORY 1

Alex and Jamie are both 12 years old and have been in a relationship for one year. They have never kissed, but sometimes they talk about it. They are nervous for their first time, and it is important to them that they both feel comfortable. It is Friday night, Jamie invites Alex over for a movie night and Alex accepts. They are both having a good time. The movie starts and Jamie sits down next to Alex so that their legs are touching. A few minutes into the movie, Alex reaches for Jamie's hand. Jamie smiles. A while later, Jamie leans in to kiss Alex, and asks "Can I kiss you?". Alex says "Yes", and they start kissing.

STORY 2

Yesterday, Luke and his classmates went to the local swimming pool to celebrate Luke's 12th birthday. The biggest gift was the one that he received from his parents: his first smartphone. He came up with a nice idea: he wanted to bring his new phone to take pictures of the fun moments with his friends. Later, he passed the changing rooms, and secretly started taking photos of the girls while they were getting changed. He thought it was funny and assumed no one would notice. However, the pool attendant noticed and got mad at him. The girls felt very uncomfortable and unsure about what might happen with those pictures.

STORY 3

Ella and Noor have been friends for a long time, for 12 years now. One day they are at Noor's house playing on the computer. While sitting on the couch, Noor suddenly leans closer to Ella and places an arm on the backrest behind her. Ella stiffens, stops laughing, and quickly looks away at the TV without saying anything. Noor notices that Ella doesn't seem relaxed anymore. Noor moves the arm away. Ella exhales, smiles a little. They keep playing as usual.

7. Conclusion/Exit note (5 min)

- Any questions that have not been discussed yet? Let the pupils write down questions/remarks
- Repeat what we have learned today.
- Consent is all about knowing and communicating your preferences and respecting other people's preferences: what you like and what you don't like. What your wishes and boundaries are. Hopefully you can explain what consent is, why it is important, and be able to express what you like and do not like after this lesson.

Exit ticket: What is consent? And how do you use it?



Outline lesson 2

- (5 min) Short recap lesson one
1. (5 min) Short story about being an active bystander
 2. (10 min) Discuss the situation at the school
 3. (10 min) Discuss gender norms.
 4. (5 min) Present the 6-point list of actions.
 5. (15 min) Create own endings based on the 6-points list.
 6. (5 min) Optional for pupils - Show an example of how the situation can be solved.
 7. (5 min) Closing remarks and exit ticket: What does an active bystander do?
- = 60 min

Title: Active bystander

1. Read the short story and show the picture. (5 min)

It was a sunny afternoon at the West School. The school day had ended. Jasmine stayed behind after all the teachers and staff had gone home. Jasmine was sitting in the tree when they saw a group of children teasing Jason, the new student. The group were laughing at his hairstyle and clothes, and Jasmine felt uncomfortable. They knew they couldn't just ignore it. They jumped down to the ground and told their friend Martin what they had seen.

"Hey Martin, I just saw Jason being teased and maybe bullied by Adam and some others."

"Are you sure? It's Adam – the guy who bakes muffins and listens to romantic songs."

"Oh, I don't know. Do you have to be sure? I just know what I saw. What shall we do?"



2. Discuss the situation at the school (5 min)

- What has happened at the school?
- Is this a situation that could happen at this school?
- What would happen if you changed Jasmine or Adam's gender? Does it make any difference?

3. Discuss gender norms. Show the picture below (5 min)

- What's typically for boys to look like?
- What's typically for girls to look like?
- Why do you think like that?
- This is Jasmine (show the picture): Jasmine's pronouns are they/them. They love pink and blue, have super short hair, and enjoy taking bubble baths. They play Minecraft, cry easily, are imaginative, and do both horseback riding and karate.
- What consequences regarding looks does norms have?



4. Present the 6-point list of actions to become an active bystander: (5 min)

1. Think in advance.

What should you do if you see anything that looks like someone gets excluded or targeted, teased or laughed at? You'll find it easier to act in the moment if you've considered the matter in advance.

2. Better to be considerate rather than suspicious.

Sometimes it's easier to help the "victim" rather than focusing on the bullier or the one who's not kind. Ask "how are you?" or "Do you want to play with me instead?"

3. Seek to make contact with others.

Look around you – is there anybody else nearby who sees the situation? Establish contact with them and help each other.

4. Have the courage to be the first to act.

Is nobody else reacting? Take action anyway!

You might be the first in a chain of people who can prevent abuse happening.

5. Break up the situation your way.

Do something to distract the bullier. What happens if you ask an unexpected question, for example "I want to play, does anyone want to play with me?" or pretend that you hurt yourself? Or just stand next to the one who gets bullied - that makes the two of you. But of course, you can do more than that if you know someone is being bullied. Call a grown-up, a teacher or someone you trust.

6. It's never too late.

Remember, you can be the person who helps out afterwards. Reach out and offer support. Sometimes it may be easier to say what you think at another time, maybe when you're alone. What's important is that you don't stay silent. Call BRIS, talk to the teacher or call the police.

5. Let the pupils create their own endings in alone or in groups (20 min)

Based on the six points list and the gender roles.

6. Optional: Present your story in front of the class: (5 min)

Optional for the groups.

7. Closing remarks (5 min)

Harassment is common in schools and leads to children feeling unsafe and suffering, with lower self-esteem and poorer performance in school and at activities. Sexual harassment which is when someone say or do things about ones body or private parts that make another person feel uncomfortable or upset.

It can be:

- Saying rude or inappropriate things about someone's body.
- Making unwanted comments, jokes, or gestures about sex.
- Touching someone in a way that's not okay or without permission.
- Showing pictures or videos that are not appropriate.

Sexual harassment affects young people's self-image, their relationship to their own body and their sexuality.

The school is obligated to ensure that no students are harassed or discriminated. Everyone working at the school is required to intervene, investigate, and take action if they become aware that a child has been harmed.



8. Exit ticket: What does an active bystander do? (5 min)