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## INTERNATIONAL

# *Sexuality Education Lesson Plans*



PERSONAL BOUNDARIES,

CONSENT AND

COMMUNICATION



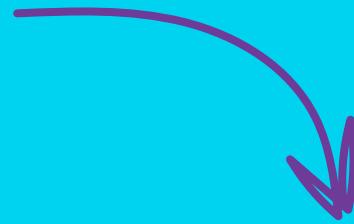
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for Youth**

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## ABOUT THIS LESSON...



This lesson plan is one of several, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) around the globe. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.



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# PERSONAL BOUNDARIES, CONSENT AND COMMUNICATION

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## International Technical Guidance on Sexuality Education Alignment

### Key Concept 4: Violence and Staying Safe.

- Topic 4.2: Consent, Privacy, and Bodily Integrity, ages 12-15

### Key Concept 5: Skills for Health and Wellbeing.

- Topic 5.5: Finding Help and Support, ages 9-12

## Prior Recommended Content

Students have a basic understanding that all human beings are unique and learned about privacy and bodily integrity.

## Target Age-Range

11-12+

## Time

45 minutes

## PREPARATION:

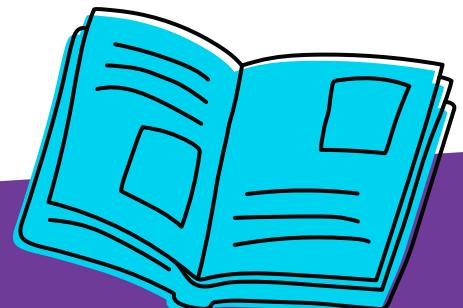
- Access and preview the **Consent and Communication** video to be familiar with the content.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on **YouTube**, off of an **AMAZE playlist**, or a downloaded version.
- Make copies of the Worksheet: Setting and Respecting Boundaries - one copy per student.

## MATERIALS NEEDED:

- Computer with internet access and speakers
- Projector and screen, laptop, or tablet
- Video link: **Consent and Communication**
- Chalk and blackboard
- Worksheet: Setting and Respecting Boundaries
- Educator Resource: Sample Answers to the Worksheet, Setting and Respecting Boundaries

## OTHER RELATED VIDEOS:

- How to talk to boy, girls and everything in between (communication styles)**
- What is Consent?**



## LEARNING OBJECTIVES:

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

- 1. Define what a boundary is, with an emphasis on personal boundaries** (Knowledge)
- 2. Define what consent means in relation to physical contact** (Knowledge)
- 3. Acknowledge the importance of getting consent prior to initiating physical contact** (Attitudinal)
- 4. Express consent and not giving consent in relation to physical contact** (Skill)

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## PROCEDURE:

### Step 1

Say that today's lesson is going to focus on personal boundaries and consent. Ask the class whether they've ever heard the term 'boundary' before.

After they have responded, explain that a boundary is a limit placed on something and write this on the blackboard. Explain that it can be an actual physical boundary – like if one were to come upon a sign that read, "Do Not Enter" – or a rule about how society works – like a law that says people can't drive a car until they're a particular age.

Next, explain that there are personal boundaries, too, which are boundaries that we set for ourselves relating to what we are or aren't comfortable with. Write this definition on the blackboard.

Ask students to share some examples of personal boundaries. Probe for: physical contact (hugging, kissing); personal space and belongings (being comfortable with proximity/sharing something that is yours); privacy (deciding what to share with others); verbal (how someone speaks to you).

Next, ask if they've ever heard the term 'consent' before. After they have responded, explain that consent is when someone verbally agrees to doing something, like agreeing to be hugged or to share their lunch.

Explain that giving consent is a way of communicating personal boundaries to other people so that they know what you are comfortable with and that getting consent is a way of understanding what other people are comfortable with.

*(10 minutes)*

### Step 2

Explain that next you will show a video on consent and communication that talks more about this:

**"Consent and Communication"**



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Once the video is done, ask students:

- What was it like to watch this video?
- What did the video say about consent and personal touch?
- Why is it important to get consent?
- How can a person communicate consent to another person?

Affirm key points raised by the students and if not yet mentioned, note that the video helps us understand more about personal boundaries related to physical touch and consent. It points out that it's important to get consent before touching someone—that is, the other person needs to say that it is okay with them. It also talks about how it's okay to say 'no' if you don't want to be touched—for example, sometimes you might want a hug, but sometimes not, and it's okay to say so. *(10 minutes)*

## Step 3

Explain that people, just like the animals in the video, generally don't like it when they have a physical boundary and someone else doesn't respect that boundary. Tell students that as they get older and might end up having a boyfriend or a girlfriend, it will be important to be able to communicate personal boundaries to each other.

Break the class into groups of 3. Tell them you are going to give them a worksheet with two scenarios on them. Ask them to complete the sheets in their groups. Distribute one sheet per triad, telling them they will have about 10 minutes to complete them. *(5 minutes)*

## Step 4

After about ten minutes of working, ask for the class' attention and ask a volunteer to read the first example. Ask different groups to share what they thought about how each person in the scenario responded, as well as what they could have done differently.

As students respond, write key words on the blackboard or flipchart paper to reinforce effective communication about boundaries with some examples, which might include: "be clear," "say, please don't touch me right now," "stop when someone says no," "be direct but try not to be mean about it," "ask if touching is okay," "say if you feel uncomfortable," etc.

Have a different student read the second example aloud and again ask for volunteers from different groups to share their responses to the two questions. If they refer to something already written on the board, write a check mark next to

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that term/ phrase; if they contribute something new, add it to the list. Key words to reinforce effective communication about boundaries with some examples might include: "be clear," "say, don't put your hand under my shirt, I'm not ready," "stop when someone says no," "be direct but try not to be mean about it," "ask if it's okay to touch under the shirt," "say if you feel uncomfortable," "be specific," "stop kissing and then say kissing is okay but touching under the shirt is not," etc.

Next, ask them to look at what's on the board and describe what themes or lessons they notice, probing for the importance of being clear and specific about personal boundaries and asking for consent before touching another person.

Lastly, ask them to take a minute to think about one personal boundary that they might practice communicating about to a family member or friend.  
*(23 minutes)*

## Step 5

Conclude the lesson by drawing on key points raised by students upon concluding the previous activity and be sure to note the summary points below. Let students know that if anyone is in a situation where they are experiencing unwanted physical contact, it's important to talk with a parent/caregiver or other trusted adult about it and seek support if they need it. *(2 minutes)*

## KEY SUMMARY POINTS

- Personal boundaries are boundaries that we set for ourselves relating to what we are or aren't comfortable with.
- There are several types of personal boundaries, like boundaries about physical contact, personal space, and privacy.
- Consent is when someone verbally agrees to doing something.
- Giving consent is a way of communicating personal boundaries to other people so that they know what you are comfortable with.
- It's important to get someone's consent before touching them.

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## OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON

The discussion following the video, as well as the creation of the skits, will help the educator determine whether the students understand what constitutes personal boundaries, the meaning of consent, the importance of asking for consent, and ways to not give consent.

## ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like google classrooms or zoom and note student responses on a virtual whiteboard. Students can be split up into virtual groups to work on their worksheets.

## ADAPTATION FOR LOW RESOURCE AND/OR LARGE CLASS SETTINGS

In the event of lack of internet, download the video onto a computer or laptop ahead of time to show the video offline. In the event that there is no large screen, consider projecting the video on a wall or if there is more than one computer or laptop available, split students into groups to watch the video simultaneously on separate computers or laptops.

To accommodate large numbers of students in a limited space, for the worksheet activity, consider instructing students to reflect on and fill in the worksheet individually or to discuss and fill in the worksheet in pairs rather than groups of three, calling on volunteers individually or from different pairs to share answers for one scenario and then the other and proceed with the activity as indicated.

## EDUCATOR TIPS FOR PARENTS

As part of broader parental outreach, consider sharing the video and engaging with them early on, such as during a parents meeting, and sharing these tips with parents upon delivering the lesson.

- To reinforce the concept of consent with your children, when you want to hug or kiss your child, getting your child's permission first is a great way to demonstrate consent. If this is not something you have done in the past, you can explain why you are asking for their consent and begin the discussion about why it is important to gain consent.
- If you are watching a TV show or video where two people are kissing or about to kiss, you can use this as an opportunity to ask your child if the people kissing consented to that

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behavior. You could also ask what someone should do if they do not want to be kissed or what someone should do if they are not sure whether the other person wants to be kissed.

## HOMEWORK (If any)

None

# Student Worksheet:

## Setting and Respecting Boundaries

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

**Date:** \_\_\_\_\_

**Directions:** In your groups, read each example and talk about how you think the characters should handle each situation. Elect one person to be the writer and have that person record your answers in the space provided.

**A. Everybody at school knows that Patricia and Stephen like each other and they spend more and more time together as a couple. Patricia loves that everyone knows that they are a couple, and always holds Stephen's hand in the hallway or puts her arm around him. Stephen really likes Patricia but has never been a really physical person and doesn't like touching in public. The next time Patricia sees Stephen at school, she wraps her arm around his waist, gives a gentle squeeze and says, "Hi!" Stephen feels uncomfortable and says, "You don't have to do that every time we see each other." Patricia pulls back immediately and says, "fine!," and walks away.**

**1. What might have led to this situation?**

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**2. How do you think Stephen handled this? What could/should he have done differently?**

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# Student Worksheet:

## Setting and Respecting Boundaries

**3.** How do you think Patricia handled this? What could/should she have done differently

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**B.** Max and Julia spend a lot of time together now that they're a couple. When they find some private time alone, they like to kiss each other. Max really wants to do something more and so the next time they're alone together, he tries to touch Julia under her shirt. She pulls his hand away and says, "No," but keeps kissing him. He tries again, and she says, "Max, no." Max remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so he tries again. Julia pushes him off, stops kissing, and says, "I'm going home" and leaves.

**1.** What might have led to this situation?

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**2.** How do you think Max handled this? What could/should Max have done differently

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# Student **Worksheet:**

## Setting and Respecting Boundaries

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**3. How do you think Julia handled this? What could/should Julia have done differently**

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# Educator Resource:

## Sample Answers to the Worksheet: Setting and Respecting Boundaries

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

Date: \_\_\_\_\_

**Directions:** In your groups, read each example and talk about how you think the characters should handle each situation. Elect one person to be the writer and have that person record your answers in the space provided.

**A. Everybody at school knows that Patricia and Stephen like each other and they spend more and more time together as a couple. Patricia loves that everyone knows that they are a couple, and always holds Stephen's hand in the hallway or puts her arm around him. Stephen really likes Patricia but has never been a really physical person and doesn't like touching in public. The next time Patricia sees Stephen at school, she wraps her arm around his waist, gives a gentle squeeze and says, "Hi!" Stephen feels uncomfortable and says, "You don't have to do that every time we see each other." Patricia pulls back immediately and says, "fine!," and walks away.**

### 1. What might have led to this situation?

Not having talked to each other about personal boundaries, particularly feelings about physical touch and possibly peer pressure (to show off a relationship).

### 2. How do you think Stephen handled this? What could/should he have done differently?

It sounds like he might have responded with some anger and while communicating his boundary is a step in the right direction, saying it in this way and in front of other people resulted in Patricia's feelings getting hurt. Stephen could have waited until they were alone together to let her know how he feels.

### 3. How do you think Patricia handled this? What could/should she have done differently?

Patricia could have started a conversation with Stephen before this happened to express her desire to hold hands at school, listen to how he might feel about it, and for them both to come to an understanding and acceptance of each other's personal boundaries related to touch. Then, in this situation, she could ask him if he would be

# Educator Resource:

## Sample Answers to the Worksheet: Setting and Respecting Boundaries

okay with holding hands and for her to put her arm around his waist. After Stephen was upset, instead of being mad at him and walking away, she could have suggested that they step aside or meet up later to talk about what happened.

**B.** Max and Julia spend a lot of time together now that they're a couple. When they find some private time alone, they like to kiss each other. Max really wants to do something more and so the next time they're alone together, he tries to touch Julia under her shirt. She pulls his hand away and says, "No," but keeps kissing him. He tries again, and she says, "Max, no." Max remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so he tries again. Julia pushes him off, stops kissing, and says, "I'm going home" and leaves.

### 1. What might have led to this situation?

Not having talked to each other about their feelings and desires nor communicating about personal boundaries, particularly about physical touch.

### 2. How do you think Max handled this? What could/should Max have done differently

Max did not handle this well because he didn't stop when Julia said no and didn't ask her if it was okay to touch her before trying. He could have expressed his interest in doing more than kissing, asked her if it would be okay, and not tried again when she said no, even if she still wanted to kiss.

### 3. How do you think Julia handled this? What could/should Julia have done differently

Julia did the right thing to tell Max no and pull his hand away. She could have also told him that even though she didn't want to do that, she still wanted to kiss. When Max tried the last time and she decided to leave, she could have told him how she was feeling and why she was leaving (because she was upset that he didn't stop when she said no) but she does not owe him an explanation and it is not her fault that he touched her in ways she did not want.