

# Consent & Boundaries in FRIENDSHIPS

Help students build strategies for setting and respecting boundaries through interactive role play.



## Objective

Students will analyze ways to respond to situations involving consent and boundaries.

## Standards

### CASEL, Grs. 4–5

- Relationship skills
- Social awareness

### CCSS ELA Grs. 4–5

- L.4.6 and L.5.6: vocabulary acquisition and use
- RI.4.1 and RI.5.1: making inferences using textual details

## Time

45 minutes

## Materials

- Chart paper and markers
- Consider Consent activity sheet

**1 Ask:** *What is a boundary?* Share examples like a state boundary or the boundary of a soccer field. Explain that, in a friendship, a boundary is a distinction between what's OK and what's not OK, so that both people are comfortable. Have students brainstorm examples (e.g., it's not OK to hit a friend, even if you're joking; it is OK to borrow a friend's game as long as you ask first, etc.).

**2 Ask:** *What is consent?* Explain that consent means to agree or give permission. Prompt for examples (e.g., getting a permission slip from a parent to go on a field trip). Then ask: *What is consent in a friendship?* Examples: Your friend asks to hug you and you say yes; you ask to borrow a friend's sweatshirt and they give you permission. Explain that consent can change: Even if a friend gave permission at one point, it doesn't mean that you *always* have consent. They can change their mind at any time.

**3 Have** students consider consent in this scenario: Lucy wants to pull Anaiza into the pool, and she *thinks* Anaiza will like it, but she doesn't know for sure. How can Lucy find out if it's OK? How can Anaiza answer clearly?

- Lucy can ask a question, and Anaiza can give a clear yes-or-no answer.
- Lucy should respect Anaiza's answer, no matter what it is.
- Anaiza should give a truthful answer, not the answer she thinks Lucy wants.
- If Anaiza seems too nervous to say no, Lucy should assume the answer is no.

**4 Invite** students to participate in a gallery walk where they'll rotate between stations. At each station, they'll list one of the following on chart paper:

- What it looks like when someone is uncomfortable
- What it looks like when someone is comfortable
- Ways to say you don't want to do something or you feel uncomfortable
- Ways to respond when someone says they don't want to do something
- Things to say in order to set a boundary

**5 Review** each chart as a class. Help students notice any themes or patterns in the list, and give strategies or sentence starters as needed. Note: You may notice gender stereotypes in the lists during your review. Explain that *stereotypes* are expectations about people based on some part of their identity. Ask students to think about where stereotypes come from and how stereotypes might hurt people.

**6 Hand out** the Consider Consent activity sheet. Invite pairs of students to role-play each scenario. Have the class notice phrases that people use in each situation to set boundaries or to respond to someone's discomfort. Note: As you review scenario C, make clear that even though it's important to respect what your friend wants in general, it's most important to keep them safe. If you are concerned they are in danger, the right thing to do is tell a trusted adult.

**DOWNLOAD OUR RESOURCE SHEET** to find more ideas for talking to students about consent at [scholastic.com/healthyfriendships](https://www.scholastic.com/healthyfriendships).

Name \_\_\_\_\_

# Consider **CONSENT**

Setting and respecting boundaries is an important part of any friendship. Read each scenario and answer the questions on a separate sheet of paper.

## Scenario A

You let your friend borrow your phone to play a game. When you're not looking, your friend sends messages to other people using your name.



- 1** Is your friend respecting your boundaries? Why or why not?
- 2** What could you do to communicate your feelings to your friend? Explain your reasoning.

## Scenario B

One of your close friends is spending time with a new student in your class. You feel jealous and want to make a rule that your friend has to spend every recess with you.



- 3** Are you respecting your friend's boundaries? Why or why not?
- 4** What could you do to help manage your feelings? Explain your reasoning.



## Scenario C

Your friend tells you that they are going to do something dangerous, and you feel worried. You decide to tell a trusted adult.

- 5** Are you respecting your friend's boundaries? Why or why not?