



Grade 5: Consent

Overview

This lesson discusses consent; when to ask for it, ways to ask for it, how to tell if consent has been granted, and how to recognize a no.

Timing

45 minutes

Objectives

By the end of this lesson, students will:

- Identify their own boundaries.
- Describe how to respect others' boundaries.
- Practice asking for consent.
- Understand why consent is important.

Standards

[Washington Health Standards](#)

H1.Sa3.5a, H4.Sa3.5, H8Se5.5, H2.Se5.5b

Materials Needed

- Computer/projector/speakers to display PowerPoint, including video streaming
- PowerPoint: 5th Grade Consent Lesson
- Activity: 5th Grade Consent Activity
- Homework: 5th Grade Consent Homework

Teacher Preparation

- Review Activity: 5th Grade Consent Activity. Choose whether you'll do activity #1 or activity #2. If you choose activity #2, print one copy per student of page 4, the worksheet.
- Review Homework: 5th Grade Consent and be ready to talk with students about how to complete it with their parents/guardians/caregivers at home.

Agenda

Introduction - 5 minutes

Slides 1 – 2

Introduce the topic and explain that this lesson will include discussion, a video, and an activity. Review the questions this lesson will answer.

Teacher's note: There may be several survivors of assault in the classroom. Be sensitive to the fact that while discussing consent, some students may be activated. Make sure to identify resources including ways students can get support at school.

Teacher's script is in the notes section of the Power Point.

Discussion - 15 minutes

Slides 3 – 22

Define boundaries and encourage students to think of examples. Students learn that they are in charge of their bodies and get to decide what they consent to. Students discuss examples of how to ask for consent and how to recognize if consent has been given. Lead either/both activity #1 and activity #2 of Activity: 5th Grade Consent Activity. Facilitate a discussion.

Teacher's script is in the notes section of the Power Point as well as on Activity: 5th Grade Consent Activity.

Activity - 20 minutes

Slide 23 – 24

Watch the AMAZE video "First Kiss and Showing Affection". Reinforce ideas discussed in the video.

Teacher's script is in the notes section of the Power Point.

Closing - 5 minutes

Slides 24 – 28

Discuss ways a student can access support at school. Invite students to identify a trusted adult. Pass out Homework: 5th Grade Consent Homework and invite students to complete it with their caregivers.

Teacher's script is in the notes section of the Power Point.

Vocabulary

Key words in this lesson:

- Consent – Agreeing to do something.
- Bodily autonomy – You are in charge of your own body.
- Boundaries – Limits you set for yourself.
- Body language – showing thoughts and feelings with your body like your face, eyes, body movements, and more.

Activity – on following pages

Grade 5 Activity: Consent Role Play and Worksheet

Objective:

Students will understand when consent has been given in various situations.

Materials Needed/Prep:

- 5th Grade Consent Lesson Activity #1 and/or #2, printed.
- Pencils for students to fill out worksheet (activity #2)

Teacher Instructions:

There are two possible activities for this lesson. Knowing your students and classroom climate, you can pick the activity that you think would be the most beneficial for the class. Activity #1 involves a role play with volunteer actors. Activity #2 is a written activity involving scenario discussions in pairs. If time permits, you can choose to do both activities to ensure skill building.

Activity #1: Consent Role Play

Teacher Instructions for Activity #2: Ask for two students to volunteer to act out a consent scenario in front of the class. If you have more than two volunteers, you can have different pairs of students act out each of the scenarios (there are 3). Ensure the students that no one will have to physically touch another person. Pass out the scenario(s) to the volunteers and have them read from the script. Afterwards, have the class discuss what occurred.

Scenario #1:

Teacher/Narrator: *Aidan and Jessica are hanging out at Jessica's house playing video games. Jessica is taking photos of herself and Aidan playing video games. Aidan says that he doesn't want his photo taken, but Jessica continues to take pictures.*

Aidan: *Hey Jessica, could you please stop taking my photo? I don't feel like getting my picture taken right now.*

Jessica: *Don't worry, I'm not going to show anyone these pictures. I just want to remember us beating this game.*

Aidan: *It makes me uncomfortable getting my picture taken.*

Jessica: *What's the big deal? It's just a couple pictures.*

Aidan: *I don't know...*

- End Scene -

Teacher Script:

- *What did you notice about this scenario?*
- *What was Aidan saying to Jessica?*
- *Was Jessica getting consent to take Aidan's photo?*
- *How could Jessica have responded differently?*

Key: Students should understand that Jessica did not get Aidan’s consent to take his photo. Aidan said stop, and Jessica continued to take photos. Jessica should have responded by saying, “Sorry, I’ll stop taking your picture” instead of arguing with Aidan.

Scenario #2:

Teacher/Narrator: *Sam wants to borrow some money from Carlos to get some snacks from the local store. Carlos doesn’t feel comfortable giving someone his allowance, and he’s unsure Sam will pay him back.*

Sam: *Hey Carlos, can I borrow some money? I want to get some snacks.*

Carlos: *Umm I’m not sure...I only get a little allowance each week.*

Sam: *I’ll pay you back! Please, I want to get some chips.*

Carlos: *Why don’t we just go to your house and find snacks there?*

Sam: *I don’t have the chips I like at my house. C’mon, please?*

Carlos: *Uhhhh, okay...*

- End Scene -

Teacher’s Script/Class Discussion:

- *What did you notice about this scenario?*
- *What was Carlos saying to Sam?*
- *Was Sam getting consent to borrow money from Carlos?*
- *How could Sam have responded differently?*

Key: Students should understand that Carlos did not want to give Sam his money. When Carlos told Sam he did not want to lend any money, Sam persisted. Carlos seemed unsure when he agreed, so full consent was not given.

Scenario #3:

Teacher/Narrator: *Maria and Kayla are having a sleepover at Kayla’s house. Kayla wants to play with Maria’s hair to practice new hairstyles she learned but is nervous to ask.*

Maria: *What do you want to do tonight?*

Kayla: *Umm...I was thinking about...*

Maria: *Yeah?*

Kayla: *I learned a bunch of new hairstyles and I was wondering if I could try some out on your hair?*

Maria: *Sure! I wanted to change my style anyway.*

Kayla: *Really!?*

Maria: *Yeah, that sounds fun!*

- End Scene -

Teacher’s Script/Class Discussion:

- *What did you notice about this scenario?*
- *What was Kayla saying to Maria?*
- *Was Maria getting consent to play with Kayla's hair?*
- *Could anyone have responded differently?*

Key: Students should understand that Kayla clearly asked for consent. Even after getting consent, Maria asked again to confirm.

End of activity follow-up questions:

- *For the volunteers, what did it feel like to be the one asking for consent?*
- *What did it feel like to be the one being asked? [Reflect on whether there was a difference between the students who played Aidan (Scenario 1), Carlos (Scenario 1), vs. the student who played Maria (Scenario 3)]*
- *How do we ask for consent even in situations where it feels awkward?*

Activity #2: Consent Worksheet is on following pages.



Grade 5 Activity: Consent Worksheet

Instructions: In pairs of two and fill out the worksheet together. For each scenario, write how you might respond if you were in the situation.

1. Your uncle asks you for a hug, but you don't feel like it. What could you say to your uncle?

2. Your mom wants to hold your hand, but you don't want to. What could you do?

3. You see someone touching your best friend's hair without asking. You can tell your friend is uncomfortable. What could you do?

4. Your friend said they wanted to play a game with you, and it is really fun. A few minutes later they changed their mind and said they wanted to stop. What could you do?

5. You asked your friend to do something, and they nod, but you're unsure if they actually want to do it. What could you do?

Teacher Instructions for Activity #2: Consent Worksheet

Direct students to get into groups of two. Pass out one worksheet per group. Give students **10 minutes** to fill out the worksheets. Once everyone has finished, go through each scenario and ask volunteers to read out their responses. Discuss with the class and come to an understanding. Make sure to reinforce ideas in the consent lesson.

Key for Instructor:

1. Your uncle asks you for a hug, but you don't feel like it. What could you say to your uncle?

Possible student response: I could say, "No thanks, I'll just wave instead."

Students should understand that they are in control of their own bodies and don't have to do anything physical with another person if they don't want to. Should be reinforced that others should respect their boundaries.

2. Your mom wants to hold your hand, but you don't want to. What could you do?

Possible student response: I could say, "not right now," or, "I don't feel like it"

Students should understand that they are in control of their own bodies and don't have to do anything physical with another person if they don't want to, even with their mom or other parental figure/family members.

3. You see someone touching your best friend's hair without their consent. You can tell your friend is uncomfortable. What could you do?

Possible student response: I could ask the person touching my best friend's hair if they got consent to do that. If not, I could tell them to stop. Or ask my best friend if they're okay.

Students should reinforce consent ideals even in situations that don't involve them. This question teaches students about bystander intervention, and how to be an upstander.

4. Your friend said they wanted to play a game with you, and it is really fun. A few minutes later they changed their mind and said they wanted to stop. What could you do?

Possible student responses: I could ask my friend what they would want to do instead. I shouldn't pressure my friend to play the game if they changed their mind.

Students should understand that consent can be taken away even after it's been granted. People can change their minds about something they initially agreed to do.

5. You asked your friend to do something, and they nod, but you're unsure if they actually want to do it. What could you do?

Possible student responses: I could ask if they're sure they want to do something. I want to make sure they want to do it and aren't just agreeing because they think they should. Students should feel encouraged to make sure they have consent and to notice social cues.