TEACHER GUIDE · AGES 14 TO 18 · 50 MINUTES

Boundaries & Consent

Essential question: How do I ask, listen and respect, offline and online, and what can I do when my boundary isn't respected?

Overview

Lesson 3 shows that respect becomes real when two people want different things. Students learn that a boundary is not rude, that consent must be freely given and can change, and that pressure, guilt and silence are not consent. Scenes cover friends, family, classmates, dating and phones. Lessons 1 and 2 are recommended first.

Students will be able to

1. Explain what a boundary is, and why setting one is not rude or selfish.
2. Describe consent as freely given, clear and ongoing, offline and online.
3. Tell respect from pressure, and recognize when there is no consent.
4. Respond respectfully when someone else says no, and know four steps if their own boundary is not respected.

Key vocabulary

Term	Meaning
Boundary	What feels okay and not okay for you: touch, time, topics, photos or messages.
Consent	Freely agreeing to something, without pressure, guilt or fear.
Freely given	A yes that is not squeezed out by persistence, guilt, anger or fear.
Ongoing	Consent can change. You can pause, stop or change your answer at any time.
Pressure	Pushing after someone's answer: asking again and again, sulking or arguing.
Guilt trip	Making someone feel bad so they give in, like "If you cared, you would."

Materials

- Sticky notes, 2 per student
- Wall signs: Respect, Pressure, Not consent (wall-signs.pdf)
- Scenario cards, one set per group of 4 (scenario-cards.pdf)
- Student activity sheets, one per student (student-activity-sheets.pdf)
- Quiz, one per student (quiz.pdf)
- Family tips to send home (family-tips.pdf)

- The lesson video, at the top of the lesson web page (about 1 minute 36 seconds)

Before you teach

- **Agree on ground rules.** No names or stories about real people. It is fine to pass.
- **Keep it non-physical.** The scenes use hugs, photos, plans and messages. Keep discussion at that level and age-appropriate.
- **Respect family and culture.** Card 6 is about a relative. Frame it as "how to say it kindly and get help," not as blaming families.
- **Make it safe to tell.** A student whose boundary was crossed is never to blame. Avoid any language that suggests they should have said no more strongly.
- **If a student discloses.** Listen calmly, do not promise secrecy, and follow your child protection policy the same day. Never ask to see private images.

Lesson procedure

Step	Time	Activity
1. Warm up	5 min	Boundaries are everywhere
2. Learn	10 min	The video, and respect vs pressure
3. Discuss	15 min	Scenario cards in groups
4. Create	12 min	Say a boundary, respond to a no
5. Wrap up	8 min	Four steps, quiz and exit ticket

1. Warm up: Boundaries are everywhere (5 min)

1. Hand out two sticky notes per student.
2. > *"On one note, write something you like people to ask you before doing, like borrowing your phone or posting your photo. On the other, write how you feel when someone keeps pushing after you say no."*
3. Group the notes on the board. Point out that boundaries cover touch, time, topics, photos and messages.

2. Learn: Respect, pressure, or not consent? (10 min)

1. Play the lesson video. Pause after each stamp and ask: > *"What made that respect, or pressure?"*
2. Walk through the three zones on page 1 of the student sheets.
3. Stress the formula: **Ask. Listen. Respect.** And: *if it is not freely given, it is not real consent*; *you can change your mind*; *silence is not a yes*.
4. Quick check: read each line below aloud and have students point to a sign.

Behavior	Zone
“Are you okay with this?”	Respect
“Come on. Just this once.”	Pressure
Posting a friend’s private photo without asking	Not consent
“Got it. We can stop.”	Respect
“But you said yes earlier.”	Pressure
Doing something because they “didn’t say no”	Not consent

3. Discuss: Scenario cards (15 min)

1. Put students in groups of 4. Give each group 2 or 3 cards, including at least one Respect card (1, 2 or 4).
2. Groups decide the zone and answer the questions on their activity sheet.
3. Each group shares one card. A student stands under the matching wall sign. For Pressure and Not consent cards, ask: *“What would respect have sounded like?”*

4. Create: Say a boundary, respond to a no (12 min)

1. Remind students: a boundary doesn’t need a long speech. *“No, thanks.” “Not right now.” “Please don’t post that.”*
2. In pairs, students write a short boundary for one card, then the respectful reply from the other person.
3. Pairs act it out. Then each student ticks, on page 3, how they respond when someone says no to them.

5. Wrap up (8 min)

1. Teach the four steps for when a boundary is not respected:

1 Say it again
Repeat your boundary clearly, if you want to. A short no is enough.

2 Step back
Leave the conversation or the situation. You don’t have to keep convincing anyone.

3 Save evidence
If it happens online, keep screenshots of messages and accounts.

4 Tell someone
Talk to a trusted adult or a safe person. You are not alone.

2. Students complete the quiz (4 min), then go through the answers.
3. Students fill in the exit ticket. Hand out the family tips.

Teacher key: scenario cards

Card	Zone	Signs to notice
1. The hug	Respect	Asking first gives a real choice, and the no is accepted without guilt.
2. The photo	Respect	Asking before posting is consent online. Her image still belongs to her.
3. If you cared	Pressure	Pushing after a no, and turning love into something to prove. Guilt is pressure, not respect.
4. Changed my mind	Respect	Consent is ongoing. Yes once does not mean yes forever, and Jad adjusts right away.
5. The screenshot	Not consent	Private words were shared without permission. Private content should never become entertainment.
6. Not that topic	Pressure	Conversation is a boundary too. Ignoring a clear no is pressure, even from family and even as a joke.
7. Asking again and again	Pressure	Wearing someone down after a no is pressure. Digital pressure is still pressure.
8. They didn't stop me	Not consent	Silence is not agreement. Guessing or acting without asking is not consent.

Cards 1, 2 and 4 show that healthy people can feel disappointed and still respect a no. That is the skill to celebrate.

Where to get help

Write these on the board, with your school counselor's name and room.

1564

National Lifeline for emotional support, open 24/7

LARA

Email for support and guidance: laraa@laraa.org

112

Internal Security Forces, if someone is in danger or threatening you

Take It Down (takeitdown.ncmec.org): Free help to remove private images taken before you turned 18. The image never leaves your device.

Activity 6 answer guide: Reflect

Students complete three sentence starters. These are examples of strong answers, not the only right ones. Use them to check understanding and to correct the common misconception in each "Watch out for" line. Online, students see the same examples after they finish the activity.

1. One boundary I want people to respect is...

Strong answers include:

- Asking before posting photos of me
- Not reading my messages
- Accepting my no to a plan without guilt-tripping
- Asking before touching me, even a hug

Watch out for: "I need a good reason to have a boundary." You don't have to explain or keep convincing anyone.

2. One sign of pressure I will now notice is...

Strong answers include:

- Guilt-tripping, such as "If you cared, you would"
- Asking again and again after I've said no
- Sulking or teasing until I give in
- "Everyone else does it"

Watch out for: "If I didn't say no, I agreed." Silence or not stopping someone is not a yes. Real consent is freely given and can change.

3. If my boundary was not respected, I would tell...

Strong answers include:

- A parent, carer or another trusted adult
- A teacher or school counsellor
- The app, by reporting, if it happened online
- National Lifeline 1564
- LARA at laraa@laraa.org

Watch out for: "It's my fault for not being clearer." The person who ignored your boundary is responsible, not you.