



The Bum Drum Conundrum CONSENT KIT

A resource guide for teachers
Grades 1 and 2



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Why Consent Matters

Effects of Sexual Violence

Holocaust survivor Jean Améry compares rape to torture “not only because both objectify and traumatize the victim but because the pain they inflict reduces the victim to flesh, to the purely physical” (Améry 126).

Psychological Effects

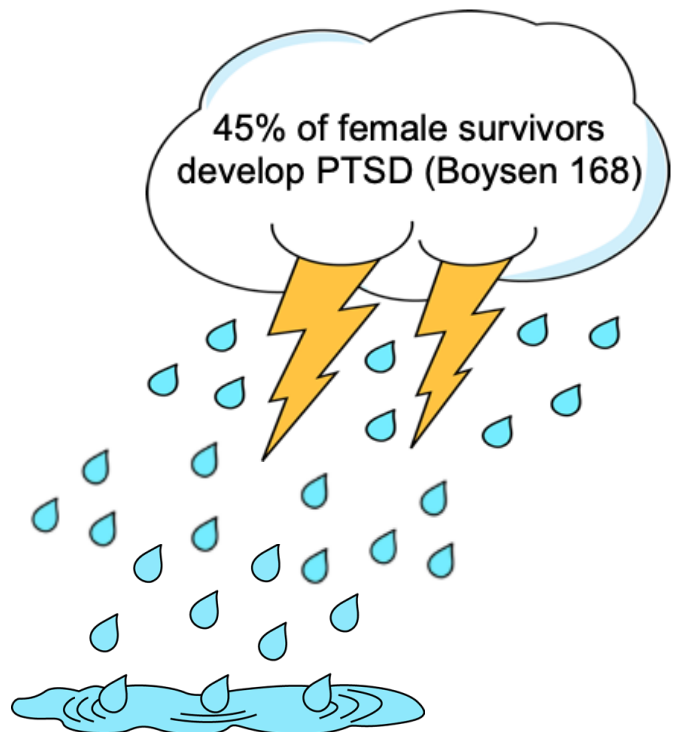
Survivors can experience long-term depression, anxiety, panic attacks, hypervigilance, post-traumatic stress disorder, difficulties with trust, difficulty leaving their home, as well as intense feelings of shame and helplessness (Lindsay 14-15).

Physical Effects

Some survivors also experience physical symptoms such as “difficulty sleeping, eating, and concentrating, migraines and headaches, night terrors and nightmares, hernias, asthma attacks and memory loss” (Lindsay 15).

Negative Coping Strategies

While some survivors learn to positively manage their trauma others do not. Some survivors turn to abusive behaviors including the abuse of alcohol, drugs, cigarettes or prescription drugs (Lindsay 18). Others will turn to self-harm, avoidance, isolation, denial, or even suicide (Lindsay 18).



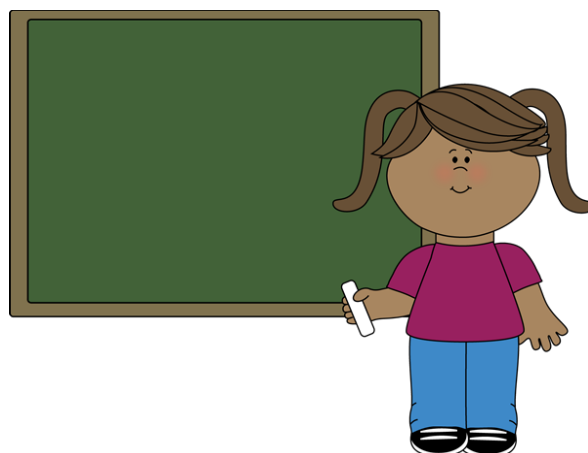
Dear Teachers

The purpose of this kit is to help you introduce topics that are often treated as too complicated or unapproachable for children. However, we believe subjects like consent, gender, or sexuality can be simplified and be made an essential part of a child's education at every stage of their development. We hope this kit will help you introduce the topic of consent and generate questions that will become more nuanced as these children grow older.

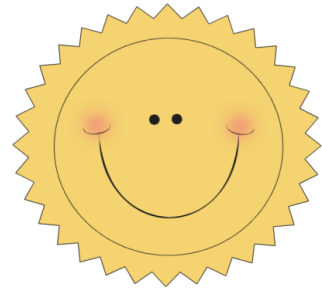
Before jumping into the lesson plan, there are a few things we'd like to remind you about going forward. In the process of talking about consent and what happens when it is ignored, be sure to avoid blaming the victim for the actions of the perpetrator (also known as victim blaming). What we mean by this is that you should avoid suggesting that the victim is partially (or fully) to blame for the non-consensual actions of another person. When discussing consent, especially in the context of touching, an educator should not focus on "what could the victim have done differently" but on how problematic the behavior of the instigator is.

Furthermore, you should avoid terms which refer only to "male" and "female" identities when speaking with children. Using such terms has a two-fold negative impact. Primarily, using only "male" and "female" identities can reduce a child's understanding of gender into binaries and can exclude children who may not identify within these identities. Secondly, prioritizing one gender when discussing an issue can make it seem as if those of other genders never suffer from the same problems. Instead of using gendered terms to refer to an instigator of bad touch, like "if a man tried to touch you," use gender neutral terms, like "person" or "if someone you know," to communicate; this will highlight the ways in which unsafe touch can occur in a variety of scenarios instead of by strangers or men specifically.

Don't forget to buy your copy of the *Bum Drum Conundrum* to follow along with this toolkit!



Lesson Plan



Objectives

1. To begin understanding the concept of consent
2. To learn about different kinds of touch and respecting boundaries
3. To understand a lack of “no” does not equal consent
4. To learn the importance of intervening in situations that are not comfortable or appropriate
5. To begin thinking about privilege

Materials

- A) Stuffed animals
- B) Two soft object to throw
- C) Variety of different coloured pipe cleaners
- D) Large colourful ball of yarn

Essential Questions

- What is the difference between consensual and non-consensual touching?
- How can you ensure you are respecting someone’s boundaries?
- How do you know if someone consents to being touched?
- Why and how do you intervene when consent is not respected?
- What role does privilege play in consent?



Part 1: Understanding Different Kinds of Touching and Boundaries

How to guide the discussion

- Emphasize the issues with non-consensual touching while also trying to introduce nuance.
- Safe (good) Touch versus Non-Safe (bad) Touch.
[\[https://www.youtube.com/watch?v=zNTUMNKSJwk\]](https://www.youtube.com/watch?v=zNTUMNKSJwk)
- Uncomfortable kinds of touching can extend to things like hugs, hand-holding, and unexpectedly touching different parts of the body. That does not mean that these touches are always bad, but you should explain why they can be.
- Explore why suddenly being touched can make people uncomfortable.
- If a child mentions something that makes them feel bad, try to explore why that is without singling the child out or trying to make the experience too universal. Children will respond differently to different kinds of touches, so you don't want to paint too broad an experience.
- Look at different kinds of positive touch, how they make people feel good, and how they differ from touches that make one feel bad.

Discussion questions

- 1) Why was Malina upset when William touched her?
- 2) Did anyone ever do something that made you uncomfortable?
- 3) What did you do about it?
- 4) How can we make sure that other people are comfortable with our actions?



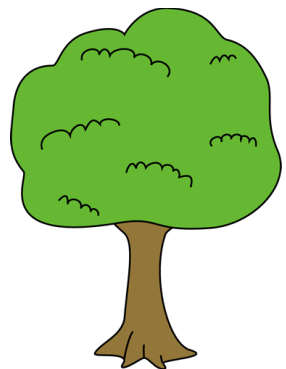
Suggested activities

★ Consensual Greetings

- Learning objective: to have discussions about boundaries/touching
- How to play: separate the class into small groups (2-4). Each group must come up with a secret greeting such as a hand-shake. Note that the greeting does not have to include touching.

★ Consent Train (modified from Knight's "Name Train")

- Learning objective: to practice asking instead of assuming
- How to play: pick 2 to 4 kids to be the first cars of separate trains. They must chug around and ask other students if they would like to join their train. If a student answers yes they join the train and also chug. If they say no the train must continue to chug along without them. You can also create a designated area for students who do not want to join any trains.



Part 2: The Lack of “No” Does Not Mean “Yes”



How to guide the discussion

- Emphasize how sometimes people feel pressured to say yes when they want to say no and try to explain why that is.
- Encourage children to be more sensitive to how the people around them are acting. That means watching to see if people are happy, playing, or maintaining a distance. Body language is complicated to explain but can be discussed through questions or examples.
- Encourage children to talk to their friends and be understanding if someone says no to something they want to do.
- Use this section to explore feelings and try to help kids understand them. Explore why some people don't say no because they're afraid, and try to explain why William felt the way he did when Malina said no. Explore how responding with anger to being told 'no' is not the right way.
- Emphasize that it's all about communication and some communication is nonverbal.

Discussion questions

- 1) Why do you think Malina was afraid to say no at first?
- 2) Why wasn't it okay that William touched Malina even though she didn't say no?
- 3) Was there ever a time that you were afraid to say no?
- 4) What would you tell a friend who was afraid to say no?

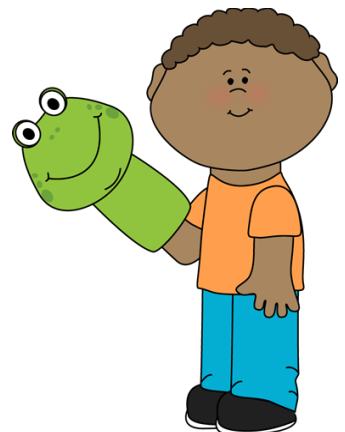
Suggested activities

★ Charades

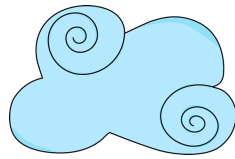
- Learning objective: to learn about body language
- How to play: in groups or in front of the class, students must answer questions without using words.

★ Stuffed Animal Skits

- Learning objective: to encourage always asking and checking in
- How to play: in small groups (2 to 3) students must make a skit using stuffed animals showing how to respond when someone looks uncomfortable or when they say no. The skits can be presented to the rest of the class and be discussed.



Part 3: Intervening

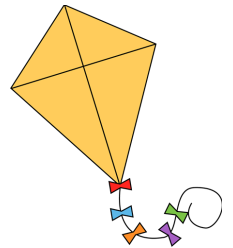


How to guide the discussion

- Emphasize how you should say something if someone looks uncomfortable.
- The main point is about not letting people continue to hurt others and encouraging children to be proactive about bad situations.
- You also want to encourage children to speak up if they themselves are being treated badly. Ideally, they can do this by either standing up to the offender or by looking to adults/others for help.
- Show that children can approach others to offer help and/or ask others for help. Some children don't know how to approach adults or talk about things that make them upset, so emphasize that they should look for an adult they trust to ask for help. Provide them with a phrase that they can use to signal to an adult that something is wrong.

Discussion questions

- 1) Why do you think Malina's friends didn't do or say anything when they saw Malina was upset?
- 2) What should Malina's friends have done when they saw she was upset?
- 3) How would you talk to an adult about the situation?
- 4) How would you intervene?



Suggested activities

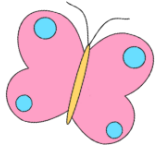
★ Doctor Virus (modified from *ultimate camp resource*)

- Learning objective: to pay attention to other individuals around
- How to play: the teacher chooses one student to be the doctor who must temporarily leave the area while another student is chosen to be the virus. When the doctor returns everyone except the doctor must go up to each other and wave. The virus must discretely wink while they wave. If a student is winked at they must sit down. The doctor must figure out who is the virus.



★ Bees and Butterflies (*Ultimate Camp Resource*)

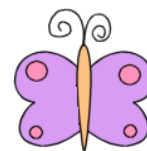
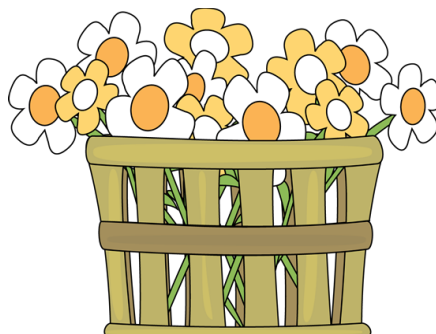
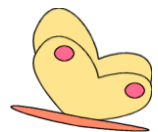
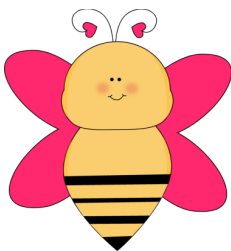
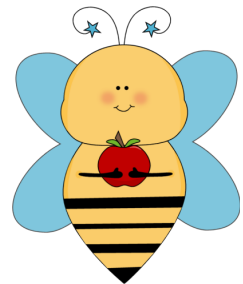
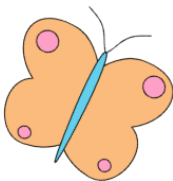
- Learning objective: to help others when you see they need it
- How to play: 2 students are chosen to be bees. Everyone else is butterflies. The bees must throw soft objects (the “stingers”) at the butterflies’ legs to “sting” them. If a butterfly is stung it has to stop where it is and freeze. It can only be unfrozen if two other butterflies link arms with it and escort it to the butterfly hospital (a designated spot in the center of the play area where bees are not allowed).



Note 1. Butterflies are not allowed to hide out in the butterfly hospital.

Note 2. Butterflies that are escorting another butterfly cannot be stung.

Note 3. This game is better played outside or in an area with a lot of space to run around.



Part 4: Understanding Privilege



How to guide the discussion

- Focus on showing kids why some people's situation makes them more or less sensitive to certain issues.
- Making the students aware of how other people experience life differently. Sensitize them to marginality and encourage them to think about how the other person is thinking/feeling.
- Encourage them to start being empathetic to other people's situations.
- It's important to show that despite the differences in people's lives and experiences, we are all still people and have common emotions.

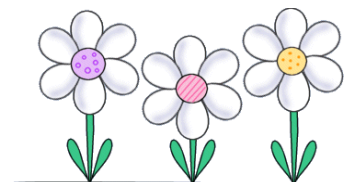
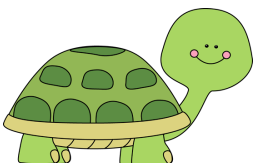
Discussion questions

- 1) Why do you think William didn't understand why Malina was upset?
- 2) How would you talk to someone who didn't understand?
- 3) Do you think that people treat you differently because you're a kid?
- 4) Can you think of other reasons why people might treat you differently?

Suggested activities

★ Privilege Pipe Cleaners (modified from Knight's "Common Threads")

- Learning objective: to begin to understand different people have different life-circumstances or life advantages/disadvantages.
- How to play: divide the pipe cleaners by colour into different containers with labels. Each container should be for a different kind of life-circumstance for example "if you have a dad," or "if you have a mom." Try to keep the container titles as neutral as possible to prevent underprivileged children's feelings being hurt. Each student must then pick a pipe-cleaner out of each box for every circumstance that applies to them. For example if they have two fathers they should take two pipe-cleaners out of the "if you have a dad" box. Using their pipe-cleaners, they must then create something that is representative of who they are.
- A few container title suggestions
 - "If you have a dad"
 - "If you have a mom"
 - "If you have a pet"
 - "If you have a sibling"



★ Empathy Web (modified from Knight's "Web of Appreciation")

- Learning objective: to create empathy
- How to play: to begin, everyone needs to be sitting in a circle. One student holds the ball of yarn. They pick a person to roll the yarn to and say something that they have in common (for example, we both have brown eyes). That person must then roll the ball and says something they have in common with another student who has not had the ball yet. When all the students have had a turn they will be able to see a beautiful web that links everyone together.

**We recommend using this part of the lesson plan to segue into another lesson about privilege.



Additional Resources

ACCM. "SA-E1: Understanding Good and Bad Touch, and How to Protect Yourself."

Teacher's Sex-Ed Toolkit. sexedtoolkit.com.

A Deux Mains/Head and Hands. "Programmes & Services." *A Deux Mains/Head and Hands*. headandhands.ca/programs-services/.

Advocates for Youth. "Rights, Respect, Responsibility: A K-12 Sex Education Curriculum." *Advocates for Youth*.

advocatesforyouth.org/resources/health-information/rights-respect-responsibility-a-k-12-sex-education-curriculum/.

Barbara Sinatra Children's Center Foundation. "Protect Yourself Rules Videos & Lesson Plans." *Protect Yourself Rules*, 2017.

fightchildabuse.org/protect-yourself-rules/grades-k-3/.

Barbara Sinatra Centre for Abused Children. "Safe Touch / Unsafe Touch." *Youtube*, 9 Aug. 2016, www.youtube.com/watch?v=zNTUMNKSNow.

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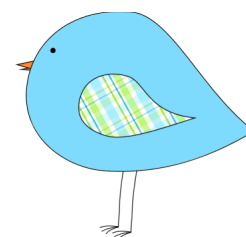
The Sexual Health Charity. "For Teachers." *The Sexual Health Charity*.

www.fpa.org.uk/relationships-and-sex-education/teachers.

The Society of Obstetricians and Gynaecologists of Canada. *Sex and U*, The Society of Obstetricians and Gynaecologists of Canada. www.sexandu.ca.

"Teacher's Tool Box." *The Sexual Health Network of Quebec*. shnq.ca.

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