



**Message
Consent**

D2.2 Message conSENT Lesson Plans

For elementary school teachers

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Introduction

The present document is a continuation of the theoretical presentation of the concept of consent through the use of Human Right Education (HRE) principles already included in the Message CONSENT Guide for elementary school teachers.

Initially, a glossary part provides clarification of terms and terminology relevant and involved in the concept of consent.

Then, a total of seven experiential and interactive lesson plans that deal with individual concepts - steps for the development and cultivation of the concept of consent in children aged 8-12 years old, are presented. They are addressed to primary school teachers who interact with the abovementioned age groups, while each workshop can be carried out independently.

The lesson plans included are the following:

1. Dealing with 'no'
2. Let's agree to disagree
3. Delivering the message
4. Mirroring respect
5. There is no 'must'
6. Me and my 'nos'
7. My space

Each lesson plan addresses a different educational objective, all of which structure the concept of consent in a holistic way. More specifically, the workshops address the concepts of rejection management, conflict resolution, effective communication, mutual respect, coercion identification and resistance, boundary setting and personal boundaries.



In each lesson plan, the educational objectives are analyzed, the activities are presented in detail (steps, materials, duration, and number of participants) and useful instructions are provided to support the role of the facilitator.

In order to facilitate the implementation of the lesson plans presented below, the following assumptions need to be clear:

- The duration of the activities and the number of participants proposed for each lesson plan are indicative. Every teacher is free to alter and adjust them according to their time constraints and the group dynamics in their classes.
- The lesson plans are suitable for pupils aged 8-12 years old. However, teachers may decide whether the activities foreseen in each lesson plan are appropriate for these age groups depending on the synthesis of their pupils in class.
- The following lesson plans are suggested for typical development pupils. In case of children with disabilities or neurodevelopmental disorders, adaptations and adjustments need to be made to the proposed activities.
- The lesson plans can be conducted in the proposed order or randomly. Also, each lesson plan is autonomous and can be implemented either alone or integrated with the rest of the lesson plans to a unified (unofficial) course on consent throughout the whole school year.

Glossary

Acceptance: *the action of consenting to receive or undertake something offered*

Active Listening: *the practice of preparing to listen, observing what verbal and non-verbal messages are being sent, and then providing appropriate feedback for the sake of showing attentiveness to the message being presented.*

Active Participation: *an approach that lets individuals be included in their care and have a say in decisions that are made in their life*



Adult Supervision: *a situation whereby a child at rest or play is within the constant sight and hearing of an adult, age 18 or over, who is charged with safeguarding the child*

Awareness: *a concept about knowing, perceiving and being cognizant of events*

Body Language: *a range of nonverbal signals that you can use to communicate your feelings and intentions*

Collective Effort: *Collective actions, situations or feelings involve or are shared by every member of a group of people*

Compromise: *an agreement or settlement of a dispute that is reached by each side making concessions*

Conflict Management: *an umbrella term for the way we identify and handle conflicts fairly and efficiently*

Conflict Resolution: *the process that two or more parties use to find a cordial solution to a problem*

Consent: *permission for something to happen or agreement to do something*

Courtesy: *the showing of politeness in one's attitude and behavior towards others*

Critical Thinking: *a kind of thinking in which you question, analyze, interpret, evaluate and make a judgement about what you read, hear, say, or write*

Discrimination: *the act of making distinctions between people based on the groups, classes, or other categories to which they belong or are perceived to belong that are disadvantageous*

Diversity: *the existence of variations of different characteristics in a group of people*

Effective Communication: *the process of exchanging ideas, thoughts, opinions, knowledge and data so that the message is received and understood with clarity and purpose*

Emotional Capacity: *a measure of an individual's strength or ability to overcome circumstances adapts to challenging situations and builds quality relationships*

Empathy: *the ability to understand and share the feelings of another*

Fulfillment: *the achievement of something desired, promised, or predicted*

Gained Knowledge: *learnt or acquired knowledge*



Group Competition: *social behavior, in which individuals jointly fight for resources against another group of individuals or when social groups pursue mutually exclusive goals*

Guided Discussion: *an active learning technique that encourages students to reflect on their own experiences, explore alternative ways of thinking, connect to a topic, and improve analytical skills*

Harmony: *agreement of ideas, feelings, or actions, or a pleasing combination of different parts*

Inclusion: *the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of other minority groups*

Individual Needs: *physiological or psychological deficiency that a person feels the compulsion to satisfy*

Kinesiology: *the scientific study of human body movement*

Learning Environment: *a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings*

Mental Space: *refers metaphorically to a cognitive place around a person*

Mutual Respect: *is about everyone being valued for who they are and what they bring to the table*

Mutual Understanding: *sympathy of each person for the other*

Non-verbal Effects: *non-verbal communication influences others, as it is a key component of deception and can be used to assert dominance or to engage in compliance gaining*

Personal Boundaries: *the limits and rules we set for ourselves within relationships*

Personal Growth: *a process of developing new skills, attitudes, actions, or reactions that can have a positive impact on your life and increase your overall well-being*

Personal Space: *the distance from another person at which one feels comfortable when talking to or being next to that other person*

Positive Communication Skills: *practices needed for an effective communication*

Positive Reinforcement: *the process of rewarding or reinforcing desirable behavior in order to increase the likelihood that the behavior will be repeated in the future*



Problem-solving Skills: *the ability to identify problems, brainstorm and analyze answers, and implement the best solutions*

Real-life Application: *applying theoretical learnings into everyday life*

Rejection: *the dismissing or refusing of a proposal*

Self-expression: *the expression of one's feelings, thoughts, or ideas, especially in writing, art, music, or dance*

Self-reflection: *taking the time to think about, meditate on, evaluate and give serious thought to your behaviors, thoughts, attitudes, motivations and desires*

Social Interaction: *the process of reciprocal influence exercised by individuals over one another during social encounters*

Stimuli: *things that arouse activity or energy in someone or something; a spur or incentive*

Support: *to help someone emotionally or in a practical way*

Verbal Effects: *a type of message that conveys meaning using words*



Lesson plans

Lesson plan 1:	“Dealing with ‘no’”
Overview	<p>Learning to set and accept boundaries and to deal with “no” is one of the most difficult tasks for children, parents, and teachers. The goal of this workshop is for children to explore and understand the concept of saying "no" by drawing adequate physical and emotional boundaries (and communicating when these boundaries are violated) and respecting the boundaries of others.</p> <p>These activities are designed to increase children's self-confidence so that they can better assert themselves in difficult and dangerous situations and also respond empathetically to a "no".</p> <p>A child learns his/her own boundaries and the boundaries of others best by practicing saying "no" and accepting "no" using different mimics and gestures.</p> <p>Children/adolescents who grow up in a latently boundary-violating environment find it particularly difficult to maintain their own boundaries and those of others, or to seek help, because they permanently learn that it is "appropriate" to transgress their boundaries. It is the everyday task of educators, among others, to practice with children and young people to respect their own and others' boundaries, learn what not to accept, but also to be generous in confronting those who are weaker.</p>
Learning objectives	The following basic skills are taught during this class:



	<ul style="list-style-type: none"> ➤ How to perceive one's own feelings and how to deal with rejection and negative feelings ➤ How to deal with “no” and “yes” ➤ How to recognize and interpret one's own feelings and the feelings of others: intuition, acceptance, acting ➤ How to listen actively and clearly communicate ➤ How to respect others’ boundaries (practical respect for the right of every individual to define his or her personal space and acceptance of this right by every other person).
Duration	90 minutes
Number of participants	12-15 students
Keywords	#other’s space, #boundaries, #yes, #no, #stop, #green light, #red light, #reflect, #circles, #forest
Material needed	<ul style="list-style-type: none"> ➤ (Optional) unusual pictures to add challenge: ➤ A railway barrier ➤ Pictures with “no”, “yes”, “stop”, “red light”, “green light” ➤ Pictures expressing feelings of acceptance/rejection. ➤ The picture: "the lady throws the cheeky man to the ground by pulling his leg away".
Activity description	A space is needed for the planned exercises, which should be open and free of obstacles, ideally in the classroom



where each child feels comfortable and safe. If the exercises take place outdoors, a comfortable, safe place is needed where the children can move freely and can draw a circle around themselves.

Introduction/icebreaker:

The story of my name (15min)

****This introductory exercise helps the group to feel more comfortable and engaged to the main part of the lesson plan***

Children sit down in a circle and one by one start talking to the group about the story and the origin of their name. For example, 'My name is Maria. I was given this name because when I was born my grandmother died. Her name was Maria, she was a really loved person for the whole family and I was given this name in her memory'.

**the teacher/coordinator of the team starts first so that the rest of the group can follow in the same way.

Closeness and distance/ stop and hold.

Exploring your own and others' boundaries! (15 min)

****This exercise is meant for children to recognize how far they can go about their physical and mental space. They learn how to express their feelings and to accept the spaces and feelings of others.***

Each child looks for a partner and both line up in two rows facing each other. Row A stands still, and row B slowly walks towards the other child. Child A should sense when the other child is getting too close and then say stop! Child B should "provoke" and play with the closeness and distance



so that the child gets a feeling for whether the stop came too early or too late or just right. Everyone does this 3 times, then the roles are exchanged.

In a second round, special emphasis can be placed on how the stop and halt are said. Does it come across convincingly, does the other person really mean stop or not?

Once the exercise is completed, we discuss the following:

- ❖ *How did you feel?*
- ❖ *Were you bothered by the other's closeness/distance?*
- ❖ *Did you manage to implement "stop" and also accept "stop"?*
- ❖ *Was it hard to stop and accept to stop?*
- ❖ *What was the hardest part?*

Short exchange in groups of two, on how to be aware of feelings and commands:

The next two exercises are meant for children to recognize their own feelings and the feelings of others by repeating requests and refusals.

Please, please (15 min)

**** The aim of this exercise is to familiarize children with saying and accepting "no" in different ways and dealing with consent.***

Two children face each other. Child A says "please, please" - in all possible variations (loud, quiet, questioning, determined, with certain mimic and gesture) and child B has to stand firm and say "no". As soon as B starts laughing, the roles are exchanged.



Questions:

- ❖ *How did you feel to say “please”?*
- ❖ *How did you feel to say “no”? How easy/difficult was it?*
- ❖ *Why did you start laughing?*

Exploring the enchanted forest (30 minutes)

****This activity helps children understand the concept of personal space and respecting boundaries in a fun and imaginative way.***

Gather the children in a circle in an open space (indoors or outdoors). Explain that you are going on an adventure to explore an enchanted forest where the trees and bushes are represented by the children themselves.

Imaginary journey:

- Ask the children to close their eyes and imagine themselves walking into the enchanted forest.
- Describe the features of the forest: towering trees, lush bushes, colourful flowers and magical creatures.
- Explain that in this enchanted forest, each child can decide for themselves how close or far away they want to be from the other 'trees' and 'bushes'.

Exploration of personal space (15 minutes)

- The children are divided into groups and each group represents the trees and bushes of a forest or thicket.
- The children arrange themselves in the space according to their group and spread out to imitate the forest.



The game:

- Each child takes a turn to walk through the "forest" created by the other children.
- They can decide for themselves how dense or airy they would like the forest to be.
- They communicate their preference to the other children, who adjust their positions accordingly to create the desired density.
- The child then walks through the adapted forest and experiences the space they have created.

Density levels:

- The density of the forest can range from 1 to 10, with 1 being very sparse (lots of space between the trees) and 10 being very dense (little space between the trees).
- The children can express their desired density verbally or through gestures, which allows for flexibility and creativity when designing the forest.

The role of the players:

- The children, acting as trees and bushes, respond to the wishes of the child walking through the forest and adjust their positions to create the desired density.
- They actively listen and work together to create the forest according to the walker's wishes.

Gather the children back together.

Ask them to talk about their experiences (10 minutes):



	<ul style="list-style-type: none"> ❖ <i>How did it feel to explore the enchanted forest?</i> ❖ <i>Did they enjoy having control over their personal space?</i> ❖ <i>What did they learn about respecting boundaries?</i> <p>Thank the children for their participation in the enchanted forest adventure.</p> <p>Remind them to always respect their own and others' personal space, just like they did in the activity.</p> <p><u>Debriefing/ evaluation</u> (15 minutes):</p> <p>Reflection on the overall lesson</p> <p>Questions for exploring boundaries and dealing with "no" and rejection.</p> <p>*The purpose of the above exercises is to learn to respect the boundaries of others, to recognise and interpret one's own feelings and the feelings of others, and to communicate and respond intuitively to rejection.</p> <p>All participants are asked how they felt during the games. The teacher then collects the feedback either verbally or in writing. Everyone shares their experiences, especially after the last game where proximity/distance plays an important role.</p>
<p>Useful tips for teachers</p>	<p>* It is important for teachers to help children to learn how to say "no" and how to accept "no".</p> <p>*After these exercises, children should be able to recognize and respect the boundaries of others and also set boundaries themselves when they get into a situation that is unpleasant for them. The teacher will observe their</p>



	<p>behaviour during the exercises and when necessary, intervene.</p> <ul style="list-style-type: none"> * The aim of the games is to strengthen the pupils' personality and self-esteem, to promote their life skills and to improve their problem-solving ability. * Children should be encouraged to express their opinions and describe how they felt when other children put them in uncomfortable situations and how easy/difficult it was for them to say "no"/"yes".
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Lesson plan 2:	“Let’s Agree to Disagree”
Overview	<p>The aim of this workshop is to familiarize children with the concept of conflict management, especially emphasizing the importance of mutual respect. These activities will allow students to foster their empathy and acceptance of others, and develop their communication and problem-solving skills while also establishing a respectful and inclusive environment.</p>
Learning objectives	<ul style="list-style-type: none"> ➤ To explore the different causes of conflicts and how they can impact relationships and individuals. ➤ To improve one’s ability to express opinions, feelings, and needs. ➤ To foster empathy and respect towards others’ opinions, therefore encouraging inclusion and understanding of diversity.



	<ul style="list-style-type: none"> ➤ To explore the potential of active listening, problem-solving and negotiating skills to achieve the best outcomes of potential disagreements. ➤ To reflect on different ways and methods on how to resolve conflict situations.
Duration	90 minutes
Number of participants	4-24 students
Keywords	#respect, #communication, #active listening, #understanding, #diversity
Material needed	<ul style="list-style-type: none"> ➤ An inside space that is known by the children in order to make them feel more safe and comfortable (a classroom would be perfect) ➤ Projector and screen (for the 2nd activity) ➤ One orange (for the 3rd activity) ➤ Flipchart and markers (for the 3rd activity) ➤ Whistle (for the 3rd activity) ➤ Three A3 size signs with drawn on smiley faces (for 4th activity)
Activity description	<p><u>Introduction/icebreaker:</u></p> <p>Pass the compliment (15min)</p> <p><i>*This introductory exercise helps to create a supportive environment among the group, allowing the students to feel more comfortable and engaged in the main part of the lesson plan.</i></p> <p>Ask the students to sit in a circle. Explain that their task in this activity is to give compliments to each other around the</p>



circle. Begin by complimenting the student sitting next to you, stating their name. For instance, "Sarah, I really appreciate your creativity in art class". Instruct the student who got the compliment to pass it on to the person next to them, giving their name. Encourage them to consider the person's good characteristics, talents, or behaviors.

Enrichment of knowledge:

**Why are there conflicts & how can we resolve them?
(25min)**

****This activity will allow students to discuss different causes on why disagreements might happen, what are peaceful ways to solve conflicts and reach a compromise. (Please explain the aim of this activity to the students at some point - either right after the activity, or during the debriefing, whichever feels more suitable).***

Set up a screen with the following video on display:
"Conflict resolution: How to settle your differences fairly | BrainPOP"

https://www.youtube.com/watch?v=jg_q34kgskg) and gather the students to watch it. Explain to the students that they need to pay attention to what is discussed in the video, as afterwards they will have to answer questions. Once the video is finished, discuss with the students the following:

- ❖ What was the reason for the disagreement mentioned in the video? What other causes for arguing can you mention?
- ❖ How did the siblings decide to solve the problem?



- ❖ Why was it necessary for the brother and sister to share their feelings about the topic? Did it help them to reach a solution?
- ❖ What was the solution that the brother and sister agreed on? Do you have any other ideas on how their argument could be solved?

Exploring conflict management:

The Battle for the Orange¹ (30min)

**** This exercise encourages group competition and further discussion on how to resolve conflicts. It is designed to explore the need for communication and mutual understanding in a conflict situation in order to reach a compromise. (Please explain the aim of this activity to the students at some point - either right after the activity, or during the debriefing, whichever feels more suitable).***

Before the start of this lesson, prepare a flipchart and write on it 4 rules for the game that will be revealed later on in this activity (do not display it to the students immediately):

- ❖ *Do not use violence and fighting to get what you want.*
- ❖ *Be respectful and kind to others even if you don't agree with them.*
- ❖ *Talk it out - explain your feelings, and listen to the others.*
- ❖ *See if there is a way you can both be winners in this situation.*



If the class has been seated during the previous activity, free up the room so that the space would be open, without obstacles (such as chairs) in the way. Explain to the students that they are going to play “the orange game”. Divide them in two equal groups, group A and group B. Ask group A to go outside and wait for you. Meanwhile, tell group B that their goal in this exercise is to get the orange, because they need its juice to make orange juice. Then, go outside and tell group B that their goal is to get the orange, because they need its peel to make an orange cake. Gather both groups together, and explain that they have three minutes to get what they need. Place one orange between the two groups and say, “go.” After three minutes, blow the whistle and say “time’s up.”

Reveal to the students the flipchart with the 4 rules written on it. Once you have explained the rules, tell the students that they have additional three minutes to get what they want. After the three minutes are up, and depending on what is the outcome of the game, discuss with them the following questions:

- ❖ *What was your group’s goal in the activity?*
- ❖ *How did your group try to solve the situation in the beginning?*
- ❖ *After discussing the rules with the teacher, did you try another approach?*
- ❖ *What was necessary in this activity for both groups to reach a compromise?*



	<ul style="list-style-type: none"> ❖ <i>Do people always want the same thing in a conflict? How can it affect the disagreement?</i> <p><u>Debriefing/evaluation:</u></p> <p>Reflection on the overall lesson (20 min)</p> <p><i>*This activity will allow students to reflect on the learning objectives, as well as foster the ability to express their thoughts and feelings.</i></p> <p>Before the start of this lesson, prepare three signs with smiley faces drawn on it (one happy/one neutral/one sad) that will be used to gain feedback on how the students feel about the activity.</p> <p>Place the signs in three different parts of the room, so the students can stand next to them. Ask the students to choose the sign that best represents how they feel about this lesson. Then, discuss the following questions:</p> <ul style="list-style-type: none"> ❖ <i>How do you feel after this lesson? Why?</i> ❖ <i>What part from this lesson did you like the most?</i> ❖ <i>What have you learnt?</i>
<p><i>Useful tips for teachers</i></p>	<ul style="list-style-type: none"> * Make sure everyone feels safe and included during the activities * Pay attention to how the games are going and help if there are any problems. * Say nice things when someone does a good job in the games.



Lesson plan 3:	“Delivering the message”
Overview	The purpose of this lesson plan is to introduce the concept of effective communication and interaction among students. Through experiential and symbolic exercises, participants will have the opportunity to try out ways of interacting and examine their communicative functionality with regard to both their personal needs and the needs of others.
Learning objectives	<ul style="list-style-type: none"> ➤ Effective communication (refers to ways to exercise my right to my personal space and accordingly accept this right from any other person without impeding our communication). ➤ Exploring ways of effective communication based on personal needs and expectations towards third parties. ➤ Deconstructing prefabricated ways of communication. Communicate in ways that feel right for me and make me feel comfortable. ➤ Conveying simple examples of effective communication and linking them to the concept of consent.
Duration	90 minutes
Number of participants	12-20 students



<p>Keywords</p>	<p>#effective, #communication, #interaction, #respect, #adjustment</p>
<p>Material needed</p>	<p>12 small balls</p>
<p>Activity description</p>	<p>Space needed for the lesson plan should be open and free of obstacles, preferably without stimuli that can be disruptive for children. Ideally, an inside place known by the children would make them feel even more comfortable throughout the process.</p> <p><u>Introduction/Icebreaker:</u></p> <p>The Story of Our Team! (20min)</p> <p><i>*This introductory exercise helps the group to feel more comfortable and engaged in the main part of the lesson plan.</i></p> <p>The children stand in a circle. They are instructed that they will all make up a story together by adding an animal name and an action. The animal will represent their favorite animal, while the action will be about something the children themselves enjoy doing. The facilitator starts first and then we go in circles. It is important to instruct the children that each phrase should be connected to the next by a link (and, then, to the next) as our aim is to create a unified story. Finally, the group facilitator concludes the story with the phrase 'and all the animals decided to work together for a common purpose!'</p>



Enrichment of Knowledge:

Poor Listeners! (40min)

****This exercise aims to empower each child to express their feelings when they are not listened to and organize/prepare their reactions.***

Students sit on the floor in a circle, and a volunteer leaves the room while the others agree on how they will behave as the bad guys "listeners". Each chooses to clearly demonstrate a lack of interest and lack of attention to the "speaker". Looking the other way, scratching, cleaning their fingernails, looking at their watch, coughing, etc. The speaker then returns to the room, sits in the middle of the circle, chooses the most interesting film he/she has recently seen or tells something pleasant about his life (birthday, outing, etc.) and starts talking. We interrupt the role-playing after a while and all listeners applaud the speaker. Once the exercise is completed, we discuss the following:

Questions for the listeners:

- ❖ *How do you think the person speaking felt while you were not listening?*
- ❖ *If you were the speaker, how would you have reacted?*
- ❖ *Have you thought about how this conversation could have turned out?*
- ❖ *Were there negative and positive outcomes of this process in your mind?*



Questions for the speaker:

- ❖ *How did you feel?*
- ❖ *What did you feel like when no one was listening?*
- ❖ *How would you have felt if you felt like you were being heard when no one was listening to you?*
- ❖ *How could you describe when no one was listening?*
- ❖ *What would you think as a solution in a case that no one is listening to you?*

Resilience and Inclusion:

Throw the Message! (20min)

****The aim of this exercise is for the participants to understand that the body reacts automatically when receiving messages, to gain control of these reactions, to practice controlling the rhythm and duration of the messages received but also those that they send.***

The plenary is divided into three groups. We give each group a ball and invite them to start throwing it to each other and create a steady stream of throws. Each member always throws the ball to the same person/teammate, saying his name at the same time. Once the flow is established, we give each team a second ball, and once the throwing flow is stabilized, we give a third, maybe even a fourth.

Usually, as the number of balls increases, the rate of pitching instead of slowing down speeds up. We stop the game and discuss the problems that occurred. We clarify



	<p>the symbolism of throwing the ball (= messages in our daily life).</p> <ul style="list-style-type: none"> ❖ <i>Why were many ball throws missed?</i> ❖ <i>When we send messages back and forth, do others have time to catch them?</i> ❖ <i>What solutions might there be for better communication? (e.g., do we notify the other team member-receiver, slow down, etc.).</i> <p><u>Debriefing/ evaluation:</u></p> <p>Thoughts about ways of communication (10 min)</p> <p><i>*Understanding personal ways of communication, respecting others' boundaries on communicating effectively are the learning goals of this lesson plan. Let's reflect on the gained knowledge!</i></p> <p>Open question for the participants. The teacher asks about the experience and collects feedback verbally. The teacher also shares his/her experience with the group.</p>
<p><i>Useful tips for teachers</i></p>	<p>*Your active participation helps children to join and participate in this experiential workshop.</p> <p>*It is important to maintain the playful and voluntary nature of the workshop for each child.</p> <p>*It is important to have insight into the child and to be able to stop his/her participation if he/she feels uncomfortable or does not want to continue.</p>



	<p>*It is important that the space in which the workshop takes place is circular in order to have a view of the children and thus make the whole process safe.</p> <p>*It is ok not to have answers for everything. Discuss with your team what you found difficult or didn't expect to happen and reframe at a later time in the children's group if necessary.</p>
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Lesson plan 4:	“Mirroring Respect”
Overview	<p>The activity "mirroring respect" is designed to foster consent and mutual respect among children aged 8-12. Through guided discussions, learning dance moves, and participating in a dance session, children will have the opportunity to express themselves while honoring personal boundaries and seeking consent from their peers.</p>



Learning objectives

- Consent understanding: through discussions and dance activities, children will develop a clear understanding of consent, its importance, and how to seek and respect consent in different situations.
- Mutual respect promotion: by engaging in respectful interactions and respecting personal boundaries during the dance session, children will learn the value of treating others with respect, empathy, and kindness.
- Effective communication: the activity encourages children to practice effective communication skills, such as asking for consent, expressing personal boundaries, and actively listening to others' preferences.
- Self-expression and confidence: through creative expression in dance, children will build confidence, nurture their unique identities, and appreciate the significance of embracing and celebrating diversity with respect.
- Empathy and perspective-taking: through discussions and reflection, children will cultivate empathy by understanding and respecting others' perspectives, feelings, and boundaries. They will learn to consider the impact of their actions on others, fostering compassion and understanding.
- Real-life application: the workshop equips children with practical skills to apply in their daily lives, enabling positive social interactions, healthier relationships, and the establishment of a culture rooted in consent and mutual respect.



Duration	90 minutes
Number of participants	8-20 students
Keywords	#Respect, #mirroring, #boundaries, #dance
Material needed	<ul style="list-style-type: none"> ➤ Open space or dance area ➤ Music device or device with speakers ➤ Hula hoops or tape
Activity description	<p>To prepare for the "Mirroring Respect" workshop, ensure that you have a suitable space for children to move freely without obstacles. Create a playlist of lively and age-appropriate songs to set the mood. Prepare discussion questions to guide conversations on consent, respect, boundaries, and communication. Familiarize yourself with simple dance moves appropriate for the age group. Set up visual markers (with the hula hoops or the tape) to define personal dance spaces. Ensure adequate adult supervision and communicate safety guidelines. Prepare words of encouragement to acknowledge and reinforce respectful behaviors during the activity.</p> <p>By adequately preparing, you can create a secure and engaging environment for children to explore the ideas of consent, respect, and personal boundaries through dance and self-expression.</p> <p><u>Introduction/icebreaker (15 minutes)</u></p> <p><i>*This icebreaker activity aims to create a positive and engaging atmosphere, allowing children to get to know each other and feel comfortable within the group. Help</i></p>



break the initial barriers, encourage social interaction, and set a friendly tone for the rest of the activity.

During the icebreaker phase of "mirroring respect," an activity called "name dance" is introduced. Participants form a circle and take turns sharing their names while performing a basic dance move. The facilitator begins, passing the move to the next child, who continues the pattern. This interactive game helps children learn names, promotes physical engagement, and establishes a positive and inclusive ambiance.

Dancing with respect and consent (30 minutes)

****This activity focuses on utilizing dance as a means to explore and reinforce the concepts of consent and respect the boundaries.***

In this activity of "mirroring respect," children first learn dance moves that embody respect and consent. They then showcase these moves individually or in small groups, expressing themselves to age-appropriate music. Throughout the session, they respect personal boundaries and seek consent when involving others. The facilitator provides guidance for exploration and encourages creative variations. Positive reinforcement creates a supportive environment. Towards the end, children engage in freestyle dancing, expressing themselves within the framework of respect and consent. This combined learning and dancing experience allows children to apply their understanding of consent, respect, and effective communication, fostering creativity and self-expression.



Insights exchange: reflecting on dance, boundaries, and respect. (30 minutes)

****This activity was designed to facilitate meaningful reflection and promote a deeper understanding of consent, respect, and effective communication.***

The "insight exchange" is a key component of "mirroring respect" where participants engage in an open and supportive conversation to share their thoughts, emotions, and insights about the dance experience. Guided by the facilitator, participants reflect on how they felt during the dance session and discuss moments when they respected boundaries and communicated effectively. Discussion fosters active listening, empathy, and the exploration of deeper concepts related to consent and respect. The facilitator summarizes key learnings and encourages participants to apply these principles beyond the activity. The "insight exchange" promotes self-reflection, critical thinking, and the development of positive communication skills.

Debriefing/ evaluation: (15 minutes)

****The last activity focuses on closure and reflection***

The concluding part of "mirroring respect" focuses on reflection and closure. Participants come together to share their reflections, celebrate achievements, and reinforce key learnings. The facilitator guides a session where individuals discuss personal growth and breakthroughs. The accomplishments of each participant are acknowledged,



	<p>highlighting the significance of consent, respect, and effective communication. The facilitator summarizes the important concepts, and a symbolic closing ritual expresses unity and gratitude. Participants engage in a final reflection, considering how to incorporate these principles into their daily lives. This part of the activity ensures a meaningful closure, leaving participants with a lasting understanding of consent, respect, and self-expression.</p>
<p><i>Useful tips for teachers</i></p>	<ul style="list-style-type: none"> * To add a fun twist after each child introduces themselves, the entire group can repeat the names and dance moves of all the participants before the next child takes their turn. * Establish a safe and inclusive environment: create a welcoming and accepting space where participants feel comfortable expressing themselves and engaging in open discussions without fear of judgment or discrimination. * Highlight consent and respect: clearly emphasize the significance of obtaining consent, showing respect for personal boundaries, and fostering effective communication throughout the activity. Ensure participants understand and actively practice these principles. * Encourage reflection and discussion: incorporate opportunities for participants to reflect on their experiences and engage in meaningful discussions, allowing them to process their thoughts, share insights, and learn from each other's perspectives. * Adapt to individual needs: be attentive to the diverse needs and abilities of participants, making necessary



	<p>adjustments and accommodations to ensure that everyone feels included and can fully participate in the activity.</p> <p>* Foster Personal Growth and Application: Celebrate and recognize participants' achievements and encourage them to apply the principles and skills they have learned during the activity to their everyday lives. Empower them to make positive changes and foster respectful interactions beyond the dance session.</p>
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Lesson plan 5:	“There is no ‘must’ ”
Overview	The aim of this workshop is the establishment of work rules during the workshop process. Children will have an opportunity to explore and understand the concept of importance of establishing, following and respecting the rules, including the “there is no ‘must’ ” rule for their and the safety of others.
Learning objectives	<ul style="list-style-type: none"> ➤ Effective communication ➤ Understand the importance of providing support to others ➤ Understand what my space is ➤ Respect others’ boundaries ➤ Understand personal boundaries
Duration	90 minutes
Number of participants	15-20 students
Keywords	#nomust #support #space #respect #myself



<p>Material needed</p>	<ul style="list-style-type: none"> ➤ Topic images (LISTEN. RAISE A HAND; SUPPORT THE OTHER. DO NOT OFFEND; KEEP YOUR SPACE; YOU HAVE THE RIGHT NOT TO SAY ANYTHING. YOU HAVE THE RIGHT TO SAY “THERE IS NO ‘MUST’ ”; TAKE RISKS. RESPECT OTHERS.) ➤ Marker pens ➤ Flipchart paper ➤ Magnets for the flipchart
<p>Activity description</p>	<p>For the workshop, it is necessary to prepare an interior space that is familiar to children, as well as work materials: topic images, marker pens, flipchart paper and magnets for flipchart.</p> <p>Introductory part (15 minutes): Presentation of the topic and goals of the workshop. The workshop leader asks children, if they know, what it means to be safe or secure in different situations (for example: What does it mean to cross the street safely? What does it mean to be safe at home? What does it mean to be safe at school? Etc.) Through the above questions, the facilitator introduces the participants to the topic of safety.</p> <p>Middle part (60 minutes): The facilitator discusses with children the importance of establishing, following and respecting the rules, including “there is no ‘must’ rule for their safety and safety of others. The facilitator reminds participants of the rules at school as well as the rules at home (for example: Are there any rules at school? Are there any rules at home? Etc.). The</p>



facilitator explains why the rules including “there is no ‘must’ rule are important (to make us feel safe) and establishes them through the activity using the work materials by writing the topic titles at the flipchart paper, then by showing one topic image at a time and by posting the mentioned pictures at the flipchart table with an explanation to the participants why it is important to follow the rules shown:

- LISTEN. RAISE A HAND (this means waiting your turn? If everyone waits their turn, we can all be heard and participate in the game.)
- SUPPORT THE OTHER. DO NOT OFFEND. (Insulting others means calling them with the offensive names and exhibiting any behavior that hurts another person's feelings. What is the opposite of insulting? Support! How can we show someone that we support them?)
- KEEP YOUR SPACE. (All of us have our own space. Let's imagine that each of us has a magic bubble around us. That is our own space. Let's practice making an imaginary space - our magic bubble. No one should threaten our space by touching us or pushing us while the workshop is going on, if we don't want it.)
- YOU HAVE THE RIGHT NOT TO SAY ANYTHING. YOU HAVE THE RIGHT TO SAY “ THERE IS NO ‘MUST’ ” (any time you don't want to do or say something you have the right to be skipped over and you have the right not to say anything or say “ there is no ‘must’ ”. Usually, everyone will want to say something or participate in the workshop in some way. Sometimes someone will want to stay quiet and say nothing



	<p>or say “There is no ‘must’ ”. That's perfectly fine. Then you can say "skip me".)</p> <ul style="list-style-type: none"> • TAKE RISKS. RESPECT OTHERS. (You can share your thoughts and feelings with others. It's good to tell your parents or others what you've learned. When you share something with others or other children share something with you, it's important not to say the other person's name unless they want to. We should be careful and respect the one who told us something in confidence.) <p>It is very important that topic titles and topic images are visible to all participants during the whole workshop process.</p> <p>Final part (15 minutes):</p> <p>The facilitator discusses with the participants about fulfillment of their expectations and understanding the meaning of the topics - support the others / do not offend, keep your space, you have the right not to say anything / you have the right to say “ there is no ‘must’ ” and respect others. Also, the participants have the chance for open questions. The facilitator also shares his/her experience with children and at the end collects feedback verbally.</p>
<p>Useful tips for teachers</p>	<ul style="list-style-type: none"> * The workshop is a good opportunity for teachers and associates in schools to get to know the students in different ways. * Teachers are advised to prepare the implementation of the workshop by familiarizing themselves with the



	<p>workshop objectives, instructions, materials and activities so that their collaborative relationship with children is spontaneous and supportive.</p> <ul style="list-style-type: none"> * Only well-prepared facilitators can adequately take care of the workshop process and help children join and participate in the workshop. * Teachers must have insight into each child and give the opportunity to every child who wishes to leave the workshop if the child doesn't feel comfortable. * It is important that the space for the safe and successful workshop implementation is the adequate interior space, familiar to children. * The workshop atmosphere should be pleasant, relaxed, stimulating (motivating) and encouraging. * Teachers should ensure a pleasant, stimulating workshop atmosphere in which there is no place for criticizing others' opinions. By supporting and accepting differences, teachers will certainly lead to the achievement of the workshop's goals.
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Lesson plan 6:	“Me and my ‘no’s’ ”
Overview	The aim of this workshop is for children to understand and learn “no’s” power not just like a word, but also use body language and the emotional areas affected. Thus, it is designed to understand their own boundaries and the



	other people's boundaries. Also it is aimed at feeling and recognizing "no" word verbal and non-verbal effects.
Learning objectives	<ul style="list-style-type: none"> ➤ Self-expression ➤ Respond to requests with courtesy and harmony ➤ Understanding beyond words ➤ Recognizing "no" ➤ Ability to express wishes without the use of a specific language
Duration	90 minutes
Number of participants	10-20 students
Keywords	#mynos, #myself, #no, #bodylanguage, #boundaries
Material needed	<ul style="list-style-type: none"> ➤ Open space ➤ 2 different alien hats (any two hats with different colors and extensions added)
Activity description	<p>For the lesson plan, there should be a large area where children can move freely. Considering the number of students (this may vary in different groups), it should be large enough to form a large circle. Care should be taken that there are no distracting objects around.</p> <p><u>Introduction/icebreaker:</u></p> <p>Don't follow me and have a good day (15min):</p> <p><i>* This introductory exercise is for students to blend in and feel ready to move on to the next stage. In addition to this, it also helps to explain that there is no harm in expressing</i></p>



a situation they do not want. The fact that they can say "have a good day" to each other when they meet after saying "don't come with me" helps to make them feel that it is a natural part of life to say "no" to a situation they don't feel comfortable with.

Students sit down and form a circle. Everyone faces the inside of the circle. One person remains outside the circle. At the teacher's instruction, the pupil starts running around the circle and chooses a friend. The pupil says to him/her "don't come with me". Then the two players run in opposite directions. When they meet, they look to each other and say "have a good day" and continue their run to grab the empty spot. The student who can't get it stays out of the circle and repeats the game.

Alien talk (25 minutes)

This activity aims at children's ability to express themselves in a free and unlimited environment using the sounds they want. The message of the event is to say that it is possible to say "no" without saying "no" in any world language.

Groups of two are formed for this activity. Each group member is given a question to ask their friend.

"Would you like to come with me?"

"Do you want me to paint your notebook blue?"

"Can I drink water from your bottle?"



“Can I use your pen?”

“Shall we walk together?” etc.

One of the students poses the question to his/her partner, and then they put on two different alien hats on their heads. Now they are in the role of aliens and have to speak the alien language. Everyone should feel free in this process. There are no rules in the alien language. Children have the right to use any alien language they want. Meaningless sounds and funny expressions should be considered as the most natural examples of alien language. They freely speak among themselves in the alien language. While speaking, the meanings of the words are not clear, but surprise, anger, joy, sadness, fatigue, etc.

Emphasis on emotions is important. If the answer to the question asked at the beginning should be given at the end of the alien speech. For example, “Will you come with me?! If the answer to his question is “no”, the student who asked the question after the alien's speech should have understood this.

The important thing here is to emphasize how we say something rather than what we say. Although we do not say “no” as a word, it should be implied that there are different ways to describe “no”. It should also be taken into account that the answer to the question may be “yes”. Alien speech is experienced by all group members. Interfering with students during the conversation should be avoided. They are free to make whatever sounds they want, even if they are weird, as their imaginations allow.



The following questions may be asked at the end of the activity:

- ❖ *Do you understand your friend's rejection or acceptance of your question?*
- ❖ *Is it possible to express our wishes even if we speak in an alien language?*
- ❖ *How were the feelings and reactions expressed by the other party?*

Talking statues (25 min)

The purpose of this activity is to make students realize that they act as a collective structure and that they can understand what each other is doing without speaking. *We all have something we want to tell without saying a word, and as long as these are understood, we put forward a more crowded (solid) and stronger structure.*

After counting "1, 2, 3, 4, 5", a volunteer student becomes a statue and tells a situation. The first person to say what the statue portrays joins the statue and then, after counting "1-2-3-4-5", they act out another statue with their friend. Each student who knows what the statues are doing takes turns joining the statues. The game continues until all of the class are statues. Eventually, a single statue consisting of members of the class is formed.

At the end of the activity, these questions can be asked:

- ❖ *How did you feel as new people joined the statue?*
- ❖ *How does it feel to be understood?*



	<p>❖ <i>How does it make you feel to understand the others?</i></p> <p><u>Debriefing/ evaluation:</u></p> <p>Thoughts about “me and my nos” (15min)</p> <p>In this last part, a general evaluation is made. We talk about how comforting it will be to say "no" to things we don't want done. It is emphasized that there are many different ways to say “no”. Students are told that they can reject something without saying the word “no” and may be asked to give examples of these situations.</p>
<p><i>Useful tips for teachers</i></p>	<p>For a good development area, the learning environment should be spacious, heartwarming and wide. Distracting items should not be included (any sounds or toys etc). Necessary materials should be prepared before the event.</p> <p>* It should be noted that each individual has different personality traits. Therefore, care should be taken to ensure that each participant is given adequate participation and voice.</p> <p>*It is important that participants are included in the event on a voluntary basis. However, if there are students who do not want to participate, they should be encouraged but not forced to participate.</p> <p>*The use of drama and body language is seen as a supportive element in these activities. For this reason, it is beneficial for the teacher to be able to benefit from these areas.</p>



	<ul style="list-style-type: none"> * In the evaluation process, the teacher can tell about a past experience. It can also support students to describe their experiences with sentences such as: “it was great to be understood.” “I didn't have to do anything I didn't want to so I just shook my head no and left.” * It is important that teachers always exhibit a positive and supportive attitude while explaining the instructions and making the environment arrangements throughout the activity. * The characteristics of the group members should be known in advance in order to choose the questions asked in accordance with the age level and emotional capacities of the group. *After the event, each participant should be thanked with a smile.
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Lesson plan 7:	“My Space”
Overview	The aim of this experiential workshop is for children to explore and understand the concept of their personal space and their boundaries. Through kinesiology they will have the opportunity to embody the experience and thus feel more directly and vividly the importance of respecting both personal and others’ boundaries.
Learning objectives	➤ Understand personal boundaries (awareness of the right to personal space and its definition without guilt or discomfort about exercising this right).



	<ul style="list-style-type: none"> ➤ Respect others' boundaries (practical respect for the right of every individual to define his or her personal space and acceptance of this right by every other person). ➤ Effective communication (refers to ways to exercise my right to my personal space and accordingly accept this right from any other person without impeding our communication).
Duration	90 minutes
Number of participants	12-15 students
Keywords	#Space, #myself, #respect, #circles, #boundaries
Material needed	<ul style="list-style-type: none"> ➤ A ball of yarn or a ball or a hat ➤ Speaker and the youtube link of the Waltz of Lost Dreams by Hadjidakis (https://www.youtube.com/watch?v=5q9h2cd36ru) ➤ Marker pens ➤ Large pieces of paper ➤ A bell
Activity description	<p>Space needed for the lesson plan should be open and free of obstacles, preferably without stimuli that can be disruptive for children. Ideally, an inside place known by the children would make them feel even more comfortable throughout the process.</p> <p><u>Introduction/icebreaker:</u> Come on, let's warm up! (15min)</p>



****This introductory exercise helps the group to feel more comfortable and engaged to the main part of the lesson plan***

The children are standing in a circle. The facilitator holds a ball of yarn, says their first name and something they like (e.g. 'I'm Ioanna and I like ice cream!') and then throws the ball to someone else after holding the yarn in their hand. Each child introduces themselves and tosses the ball to another child while holding their own yarn, until at the end a dense web inside the circle resembling a spider web is formed. When the game is over, the ball is returned to the facilitator.

*adapt the game with a ball or hat depending on the number of children and the space available.

Enrichment of knowledge:

Let's explore personal boundaries! (40min)

****This exercise aims to empower each child to define their personal boundaries through the awareness of the mental space around them. Each circle is a personal boundary but also a part of many different circles. Let's try to respectfully join in!***

Let each child dance on its own and as it wants. Play music (Waltz of Lost Dreams by Hadjidakis). Music is playing. The children open their arms forming an imaginary circle around themselves. With their arms open, protecting this



imaginary circle, they dance. They thus create their personal space. Once the exercise is completed, we discuss the following:

- ❖ *How did it feel?*
- ❖ *Were you bothered by the other circles?*
- ❖ *Were you afraid of someone else joining/invading your circle?*
- ❖ *Were you careful when you drew so as not to touch the other circles?*
- ❖ *If your circle met another circle, what would you do? How did you feel?*
- ❖ *Did you think that maybe your circle wouldn't fit?*

Resilience and inclusion:

The drawings are changing (25 min)

****The aim of this exercise is to familiarize children with collective effort and the concept of inclusion. The structure of each group is dynamic and we all have a say in what we consent to.***

Each child gets a piece of paper and we all sit next to each other. In the center of the circle there are markers, accessible to all the children.

Each child draws for a minute and when the bell sounds, each child passes his or her paper to the next child. All children draw for one minute on each paper that turns over and comes into their hands until they retrieve their own original paper.

- ❖ *Do you recognize the painting as your own?*



	<ul style="list-style-type: none"> ❖ <i>What do you think of the interventions that were made?</i> ❖ <i>Are you satisfied with the result?</i> <p><u>Debriefing/ evaluation:</u></p> <p>Thoughts about personal boundaries exploration (10 min)</p> <p><i>*Understanding personal boundaries, respecting others' boundaries and communicating effectively are the learning goals of this lesson plan. Let's reflect on the gained knowledge!</i></p> <p>Open question for the participants. The teacher asks about the experience and collects feedback verbally. The teacher also shares his/her experience with the group.</p>
<p><i>Useful tips for teachers</i></p>	<ul style="list-style-type: none"> *Your active participation helps children to join and participate in this experiential workshop. *It is important to maintain the playful and voluntary nature of the workshop for each child. *It is important to have insight into the child and to be able to stop his/her participation if he/she feels uncomfortable or does not want to continue. *It is important that the space in which the workshop takes place is circular in order to have a view of the children and thus make the whole process safe. *It is ok not to have answers for everything. Discuss with your team what you found difficult or didn't expect to happen and reframe at a later time in the children's group if necessary.



Evaluation of lesson plans

Note: Each lesson plan is evaluated separately, following the template below.

Lesson Plan 7: “My Space”

Name:

Before conducting the lesson plan in class

What are your expectations? Please explain.

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Lesson Plan 7	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
Participating in the activities described in the lesson plan could affect one’s perspective on consent					

After conducting the lesson plan in class

Lesson Plan 7	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
My expectations were met through the lesson plan					



I feel confident to implement the activities with children					
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Lesson Plan 7	Very Poor	Poor	Neither poor nor good	Good	Excellent
Quality of the content of the lesson plan					
Overall satisfaction					

What did you like the most and the least about the activities? Please explain.

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Do you have any suggestions or comments for the lesson plan and/or the activities? Please explain.

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