

Yes Means Yes

Respectful Relationships

To teach students the importance of consent in everyday interactions and to give them the chance to practise clear, respectful communication, helping to build safe, inclusive, and trusting relationships.



Learning Intentions

Students explore the importance of asking for permission respectfully before interacting with others.

..... This builds awareness of consent and personal boundaries in everyday situations.

Students learn to listen to others and accept “no” without complaint or pressure.
This helps students develop empathy and respectful responses.

Students learn to use clear communication and body language to give and receive consent.

This encourages assertiveness and understanding of non-verbal cues.



Success Criteria

Consent Awareness:

Students can identify what consent looks, sounds, and feels like.

Respectful Response:

Students can act respectfully when someone says “no” or “not now.”

Communication Confidence:

Students can practise using body language, tone, and clear language to communicate permission and boundaries.



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Objective:

To teach students the importance of consent in everyday interactions and to give them the chance to practise clear, respectful communication, helping to build safe, inclusive, and trusting relationships.

Players:

Small groups (3–5 students per group)

Materials:

- "Consent Scenario Cards" (found in the PDF resource tab)
- Optional: "Yes" and "No" paddles or thumbs-up/thumbs-down signs
- Space for acting out scenes and reflection

Setup:

Print and cut out the Scenario Cards. Alternatively you can involve the students and prepare a variety of everyday interaction/scenario cards from real life examples they have experienced or witnessed. Each card should include a situation where someone might need to ask permission or check comfort levels before doing something.

Activity:

1. Scenario Role-Play:

In small groups or pairs, students select a card and work together to create a script/role play to act out their chosen scenario. Give groups 10 mins prep time.

Taking it in turns, each group first demonstrates a *non-respectful* version (e.g. not asking, ignoring a "no," being pushy or dismissive).

2. Improv time!

The group pauses, as a class, reflect on what was wrong with the scene through a class discussion, ask the class to give examples of how it could be resolved in a respectful way. Then have the group replay the scene using *respectful* language and actions, taking in some of the advice from the rest of the class, here they must improv on the spot and act out the scene without having time to go away and plan together, get ready for the laughs!

This may include:

- Asking permission
- Waiting for a clear "yes"
- Respecting a "no" without complaint
- Using appropriate tone and body language

3. Whole Class Reflection:

After each group has presented their scene, come together as a class to discuss:

- How did it feel to give or receive a "no"?
- Do you find it hard or intimidating to say "no" to people? Why/why not?
- Why is it okay for someone to say no?
- What are respectful ways to respond?



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Reflection Prompts:

- What makes you feel comfortable when someone asks you something?
- How can you tell if someone is saying “no” with words or body language?
- Why is respecting “no” just as important as hearing “yes”?

Winning the Game:

Everyone “wins” by becoming more confident in understanding and practising consent. Celebrate respectful communicators with a “Yes Means Yes Champion” badge or sticker!

Additional Notes:

Yes Means Yes is a playful, powerful way to embed consent education into real, age-appropriate contexts. It moves beyond “just ask” to help students feel what safe, respectful interactions look and sound like, laying the foundation for healthy boundaries, mutual respect, and strong friendships.



SCENARIO CARDS

PRINT AND CUT OUT SCENARIO CARDS. STUDENTS TAKE TURNS ACTING OUT BOTH THE DISRESPECTFUL AND RESPECTFUL VERSIONS OF THE SCENE—FIRST SHOWING WHAT NOT TO DO, THEN REPLAYING IT WITH RESPECT FOR BOUNDARIES.

CAN I BORROW
YOUR PENCIL?

CAN I SIT NEXT
TO YOU?

DO YOU WANT
TO PLAY THIS
GAME WITH
ME?

CAN I COME
OVER TO YOUR
HOUSE AFTER
SCHOOL?

PLAY

PLAY



SCENARIO CARDS

CAN I BORROW
YOUR BIKE TO
RIDE TO A
FRIEND'S
HOUSE?



CAN I HAVE A
TURN ON THE
SWING?



CAN I LOOK AT
YOUR PHONE?



DO YOU WANT
TO TRADE
SNACKS AT
LUNCH?



SCENARIO CARDS

CAN I BORROW
YOUR ERASER?



DO YOU WANT
TO SHARE A
LOCKER?



CAN I JOIN
YOUR GROUP
FOR THE
PROJECT?



CAN I GIVE YOU
A HUG?

