

Please sit with a
group of 3-4 people



Educators as consent role-models

Vienna International School

20.05.2025

10:00-10:45



Getting started: Word association

When I say '**CONSENT**', you think
-----?

Take turns saying a word



What will be covered today

01 Why this session?
Perspective, Intentions and Benefits

03 Different perspectives
Experiences, influences and power

05 Making mistakes
Mistakes are ok and part of the process; being **accountable**

02 Defining Consent
Consent as a **practice of skills**

04 Modelling consent skills
Modelling **boundaries** (saying and hearing 'no' etc.)

06 Scenarios
Reflecting together

Bodily
autonomy

Trust

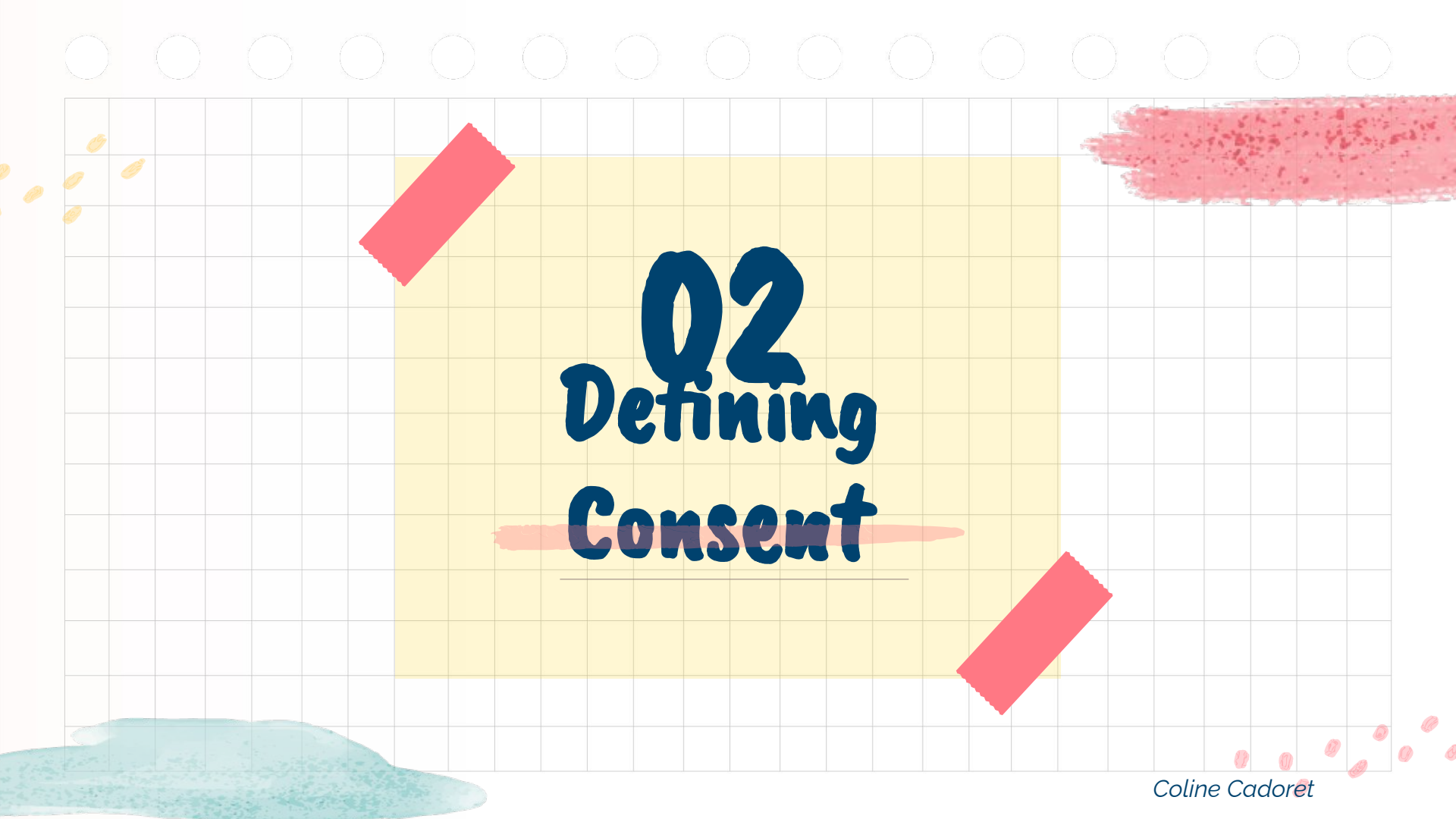
Safety

01 Why this session?

Advocacy

Accountability

Self-worth



02 Defining Consent



What is consent?

How confident do you feel about defining this
concept?

Discuss with your small group and come up with a
definition together



Definitions

1

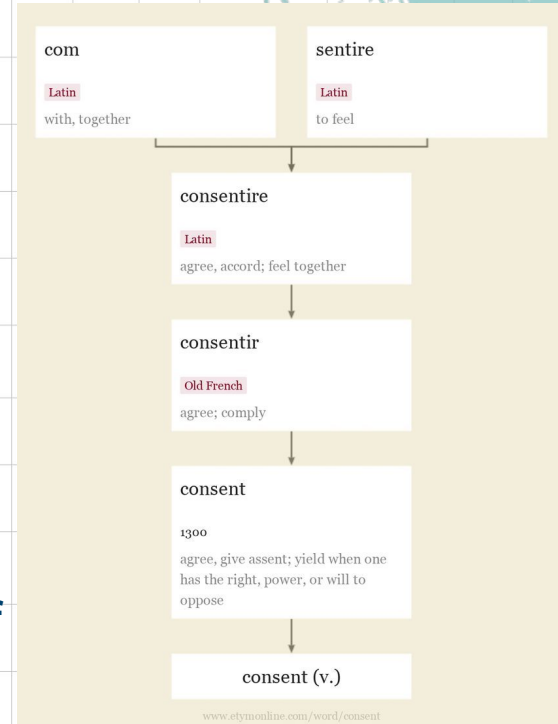
What the dictionary says:

- Permission or agreement
- Legal definition (sexual activity)
- Other available definitions

2


You are invited to consider:

- There is no one correct definition
- Consent can be seen a **practice of a set of social emotional skills**






03 Different understandin gs



What shapes our understanding
of consent skills



Consent skills - think and share in pairs



Identifying and voicing
our needs and wants

Saying 'no'

Hearing and
responding to a 'no'

Collaborative
negotiation

Identifying non-verbal
cues

Saying that we have
changed our minds

Being accountable

Acknowledging our
power

Which consent skills are
the most **important**? For
us? And for the young
people we care for? Which
skills do you think are
valued and taught?



01

02



Can you remember a
time when you didn't
say 'no' **although** you
wanted to?



03

04

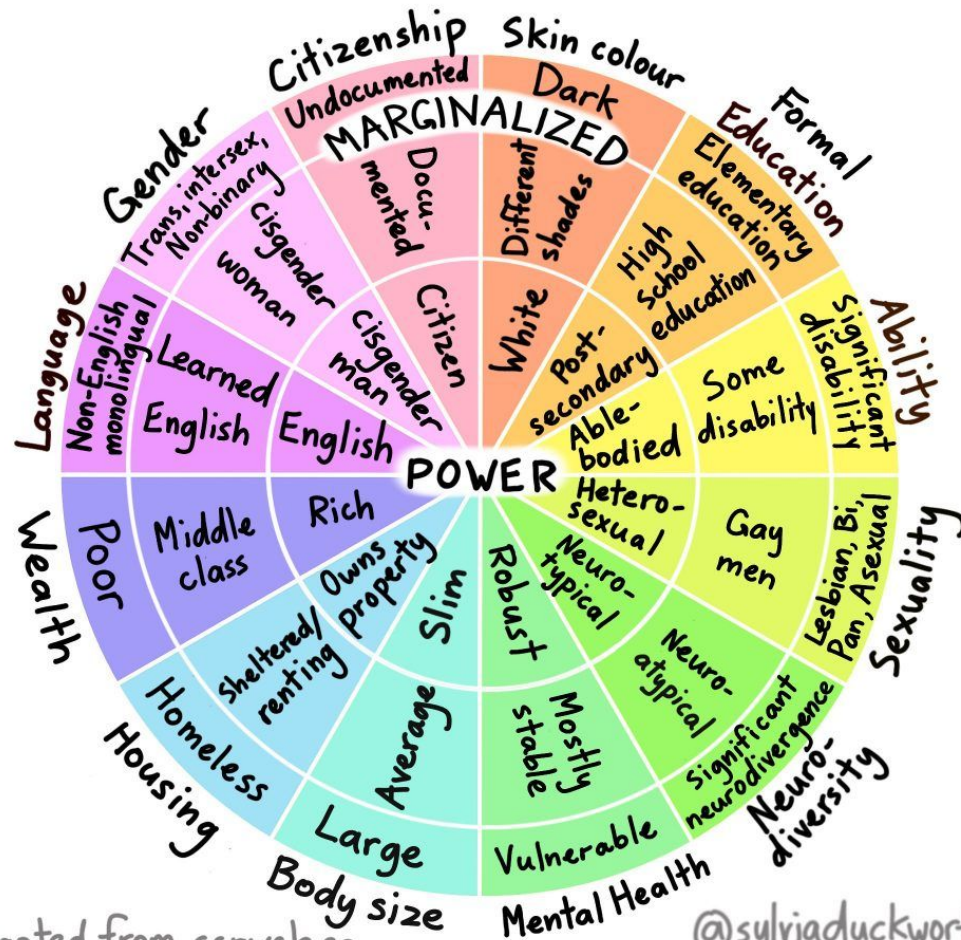


How have **people**
made it **easier** for you
to speak up? How have
they made it **harder**?

What are the
circumstances in which
you **speak up** for yourself
(your needs) and those
when you don't?



WHEEL OF POWER/PRIVILEGE



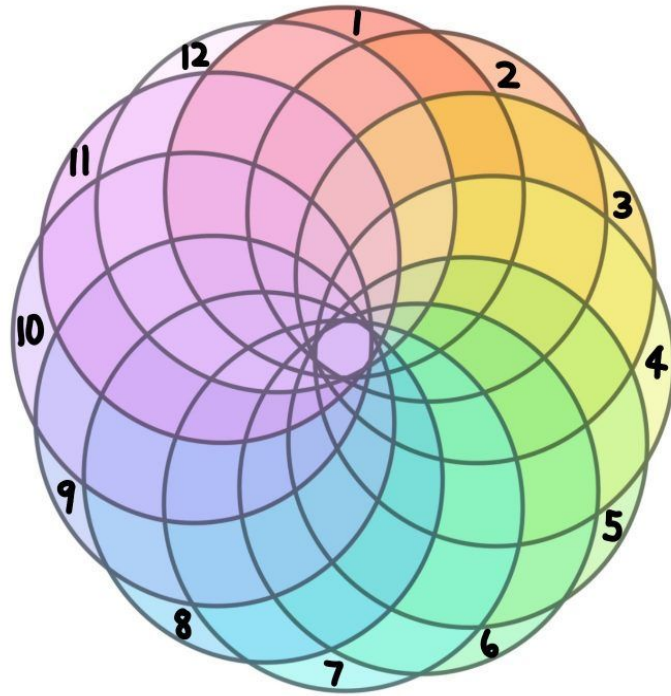
1. Where would you place yourself on the wheel?
2. Can you think of any missing categories?
3. How is this relevant to consent practice?

Adapted from ccrweb.ca

@sylviaduckworth

Coline Cadoret

INTERSECTIONALITY




- 1 Race
- 2 Ethnicity
- 3 Gender identity
- 4 Class
- 5 Language
- 6 Religion
- 7 Ability
- 8 Sexuality
- 9 Mental health
- 10 Age
- 11 Education
- 12 Body size
- (...and many more...)

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

- Kimberlé Crenshaw -

@sylviaaduckworth

Coline Cadoret



04 Modelling consent skills

Modelling **boundaries** (saying
and hearing 'no', negotiating,
changing our mind)

Examples

Knowing my needs and boundaries

E.g. What level of noise am I comfortable with? To what extent is my plan flexible?

Giving options

Including the option to say 'no'. E.g. giving students choices, allowing them to opt out, to have an 'off day'

Voicing my needs and personal boundaries

E.g. prioritising my mental health over their fun

Saying and Hearing 'no'

E.g. saying 'thank you for taking care of yourself' to a student who voiced a boundary or limit

Respecting boundaries

Physical, emotional, time and material
E.g. when and where to have a one-on-one check in

Being accountable

E.g. apologising for crossing a boundary, for assuming before checking-in



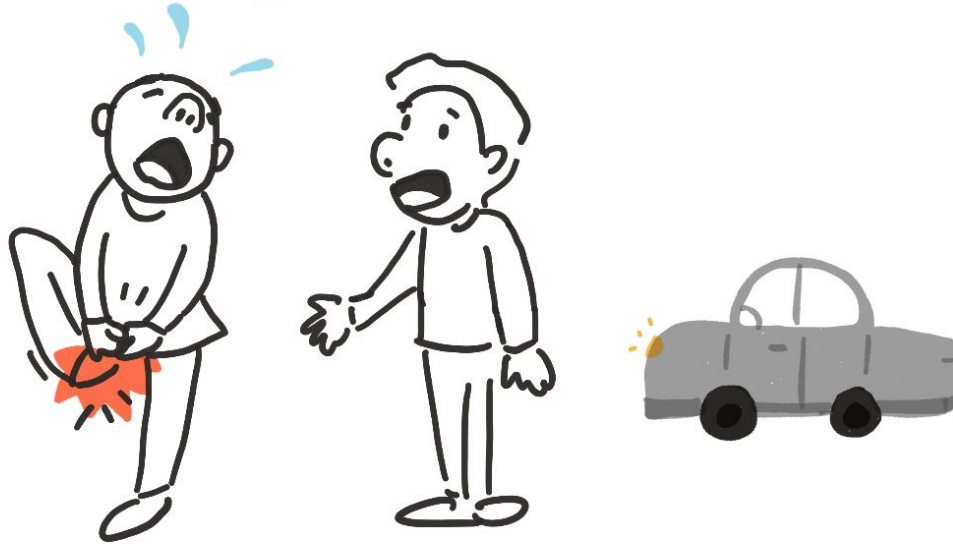
05 Making mistakes

We have all made them and we
will make them again

How to make an apology

1. Say you are 'sorry'
2. Say what it is you are apologising for & be specific
3. Show you understand why it is bad
Take ownership, and show that you understand why you caused hurt.
4. Don't make excuses
5. Say why it won't happen again
What steps are you taking?
6. Make reparations
If relevant

IMPACT VS. INTENTION



I DIDN'T MEAN TO RUN OVER YOUR FOOT...
I'M A GOOD DRIVER!



Twitter: @kawai_lai



06 Scenarios

Pick one/two and discuss the
course of action in small
groups with a **focus on
modelling consent skills**



Scenario 1

You are enjoying a quiet lunch during your break. A student comes to ask you if you know about the award they recently got. WWYD?

Scenario 3

You ask a student to read a short paragraph out loud and they say '*I don't feel like reading*' WWYD?

Scenarios

Scenario 2

A student seems upset in your class, you place your hand on their shoulder before you lean to their eye level. They jump as soon as you touch them and they say they do not want to talk. WWYD?



Scenario 4

A student is moving a table for a group activity. You rush to help them - they say 'I can do it, it's fine.' WWYD?

Resources and Recommendations

- Betty Martin (2021), *The Art of Receiving and Giving - The Wheel of Consent*
- Marcia Baczynski, Erica Scott (2022). *Creating Consent Culture: A Handbook for Educators*.
 - Cory Silverberg (2022), *You Know, Sex*
- Laura McGuire (2023). *Creating Cultures of Consent: A Guide for Parents and Educators*.
 - Sarah Casper (2024), *The Kids and Consent Curriculum*
 - <https://www.comprehensiveconsent.com/>
 - <https://www.creatingconsentculture.com/>
 - @consent.wizardry - Instagram account and website
- CONSENT ACADEMY. *Foundations of consent* (\$12 self-paced online course)
 - Educate2Empower - Publishing + Free resources
- Advocates for Youth, *Racial Justice in Sex Education* - free online training



Thank you!

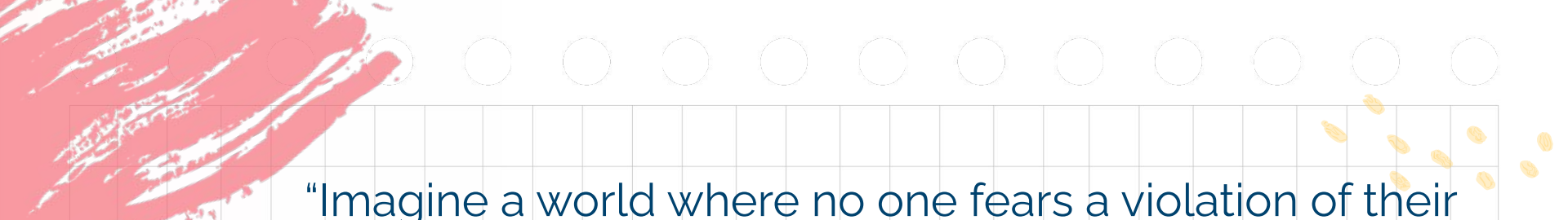
Do you have any questions?



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Come talk
to me
about
consent

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“Imagine a world where no one fears a violation of their boundaries. A world where everyone feels safe in their bodies and confident to ask for what they want. A world where personal agency and autonomy are honored, and people feel free to express their boundaries, preferences and needs. What would *you* feel like living in such a world?

Can you imagine it? ”

— **Marcia Baczynski & Erica
Scott**



CREATING

CONSENT

CULTURE