



## Start the Conversation | Practicing Consent Activity Guide

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In this guide you will find a list of activities that can be used to continue the conversation and support the themes explored in ***Practicing Consent***. These activities can be practiced at home, in the classroom, in childcare centers, at the park, and in other community spaces and can be modified to support a wide range of ages. Choose what activities you feel are best for you and the young people in your life!

### Activities from Consent Expert & STC Collaborator [Madeline Geier](#) :

#### **PANCAKE & WAFFLE**

This activity provides an opportunity for all participants to practice saying and receiving “no”

while also demonstrating that “no” (indirectly or directly) is not a personal rejection that ends our collaboration but another form of engagement from which we can redirect our impulse/energy.

- **Group comes together in a circle.**
- **Round 1: Pancake**
  - One person begins by “passing the pancake.” To pass the pancake, hands are placed palms facing the intended recipient of the pancake and using the word “pancake.” Pancake is received by repeating the gesture and word.
- **Round 2: Waffle**
  - The group continues passing the pancake, however, individuals may now respond “waffle” accompanied by crossing their arms into a lower-case T-shape to mimic the lines on a waffle. If an intended recipient responds “waffle,” the sender continues offering the pancake until someone accepts it.
- **Round 3: Yes & No**
  - “Yes” replaces “pancake.” “No” replaces “waffle.”

#### Potential Reflection Questions

- What do you notice?
- How did hearing “waffle/no” feel? Why do you think that is?
- How did saying “waffle/no” feel? Why do you think that is?
- What changes did you notice when we switched from pancake/waffle to yes/no? Why do you think that is?

#### **TAP, SHAKE, FIVE**

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This activity gives participants a framework for making direct asks for physical interactions, practice saying and receiving “no” in one-on-one situations, and opportunities to practice finding interactions that work for the boundaries of themselves and their partner.

- **Each person gets a partner. One person offers an elbow tap, a handshake, or a high five. Their partner responds “yes” or “no.”**
  - Handshake or high five can also be swapped out for a head nod or wave to provide a no-contact option.
- **Round 1: Practice Asking**
  - After the ask, if yes, the partners engage in the interaction and then the second partner makes an ask. If the no, the partners move directly to repeating with the second partner asking. Partners thank each other and disperse to find new partners to ask.
- **Round 2: Practice Saying “No”**
  - The activity continues now with explicit instructions that about 2/3 of the time (or more), everyone must say no to the asks. The response must be no and there should be no elaboration.
- **Round 3: Exploring “No, but...”**
  - The activity continues with the option of saying “no, but...” and offering an alternative.  
*Facilitator should specify if participants can only offer elbow taps, handshakes, or high fives or if they can propose new options. If proposing new options, facilitator can choose to set group boundaries that need to be respected in addition to individual boundaries (ex: “no kissing or licking,” “no touching of the chest or pelvis,” “no touching of the breasts, butt, or genitals,” “physical contact must remain on arms, legs, heads, and back of torso,” etc.).*

### Potential Reflection Questions

- What did you notice?
- What did you notice in your body when you said no? When you heard no?
- How did it work for you to offer and work towards alternatives when the response was a “no, but...”
- What did this exercise highlight for you about yourself?

### Classroom Activities and Practices for Educators:

**If you are watching Freddie and the Golden Acorn with a group of students, here is an activity you can do to explore consent with your group (this can also be adapted for use at home or in other one-on-one settings):**

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### Practicing the Squirrel Scout Rules:

After you have watched the video, invite your students to step back into the Squirrel Scout world by putting on their squirrel ears, paws and tails. Then, invite each squirrel scout to decorate their very own acorn special acorn (download our [acorn coloring sheet](#)). Once each student has an acorn, bring the group together for a Squirrel Scout Meeting where you (the adult) have become the Squirrel Scout Troop leader. Review the Squirrel Scout Rules with gestures.

### Squirrel Scout Rules

1. Ask how someone wants to be treated (*Elbows bent in, hands out to the side, palms up, shoulders shrug*)
2. Always listen to your body (*hand to ear, then hand to chest*)
3. Share when you want to (*cupped hands out, then back into chest*)

(download our [Squirrel Scout Rules poster](#))

Now, it's time to practice! One at a time, go to each student and ask if they would like to share their acorn. Encourage students to take a deep breath and listen to their body before responding yes or no. You can also have students ask other students if they would like to share their acorns to practice consent with peers.

**A note:** *Allow students to change their mind. For example, if a student originally wanted to share their acorn and then decides they do not want to share it anymore, help students communicate this change by sharing how they want to be treated.*

Once everyone has decided whether or not to share their acorn, pause and have students transition back into their human bodies. Engage in a discussion with students about the activity:

*How did it feel to ask/ be asked how you want to be treated?*

*How did it feel to listen to your body before saying yes or no?*

*When might we use the Squirrel Scout Rules? (At school? At home? With friends? With adults?)*

### Conversation Example:

**Adult:** *Sometimes, the Squirrel Scouts share their acorns, what are some things that we share with each other?*

Caitlyn McCain 3/15/23 3:29 PM

**Comment [1]:** @nhogsett@nycchildrenstheater.org Can you take a look at this and let me now how it reads?  
\_Assigned to Nicole Hogsett\_

Nicole Hogsett 3/15/23 10:23 PM

**Comment [2]:** Hi Caitlyn! Sorry for my delay - this read perfect, super clear and easy to follow!!

Caitlyn McCain 3/15/23 10:30 PM

**Comment [3]:** Amazing! Thank you so much!

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**Child:** Toys, crayons, hugs, playground equipment, food, hands, feelings, germs etc.

**Adult:** Yes! Those are all things we sometimes share. Can we use the Squirrel Scout Rules before we share (or ask someone to share) those things?

**Child:** Yes!

**Adult:** How could we use the Squirrel Scout Rules?

**Child:** We could ask if someone wants to share their toy.

**Adult:** Absolutely! And does someone have to share their toy if they don't want to?

**Child:** No! We can listen to our bodies, like Freddie.

**Adult:** Exactly. We can listen to our bodies and share when we want to. Can we practice that together? (Using the three rules, practice some scenarios in your human bodies. Explore different ways to say yes and no).

### Bonus Conversations:

What are some different ways to say **yes**? Different ways to say **no**? How do we say **no** with our bodies? Words? Actions? How do we say **yes** with our bodies? Words? Actions? Brainstorm and try out a list of ways and display them at home or in your classroom.

Freddie and Chip worked with Troop Leader Scamper to change unfair rules. Let's take a look at our classroom rules. Are our rules fair? Do we need to change any of our rules?