

Teacher Booster Discussion Guide



Growing Good Friends - Session 2 - Showing Respect and Asking for Consent

Introduction

These discussion questions are provided as suggestions to assist teachers to deepen the students comprehension of the content that has been taught as part of your schools Life Ed visit. The Booster Session discussions integrate a variety of question styles to engage learners; by activating prior knowledge, revisiting new knowledge and extending understanding by posing open-ended questions. The booster sessions can be used in a couple of ways after the Life Ed visit. Teachers may like to watch the video in full and use the discussion points as a summing up activity. Teachers may also like to stop the video throughout to pose questions, or respond to student ideas and questions.

Note:

Life Ed is committed to child safety, health and wellbeing. We want all children to be safe, happy and empowered. When learning about these important ideas and topics, teachers are reminded to follow your school's Child Protection Policy to ensure that classrooms are a safe learning space.

Why do you think it's important to ask someone, like Harold asking his grandma, before doing something, even if it's a nice surprise?

How would you feel if someone didn't ask you?

(Open ended question.)

This encourages students to reflect on the importance of seeking permission and respecting personal boundaries.

Harold was really excited to start the garden for his grandma, but he had to stop and ask her first.

Can you think of a time when you were excited about something but had to check with someone else before starting? What happened?

(Open ended question.)

This prompts students to connect their personal experiences with the lesson on consent.

If someone says "maybe" when you ask them for permission, what can you do to make sure they feel comfortable, like Harold and his grandma?

(Open ended question.)

This question fosters problem-solving and empathy, helping students think about how to respond to uncertainty.

Why is it important to listen to someone's answer when you ask for their consent, even if they say no?

How would you feel if someone didn't respect your answer?

(Open ended question.)

This encourages understanding of the emotional impact of respecting (or not respecting) someone's choice.

In the story about Red and the pool, Red made a choice to keep himself safe.

Why do you think his friend respected his decision?

What do you think respect means when playing with friends or making decisions?

(Open ended question.)

This invites students to think critically about how respect works in friendships and safety situations.