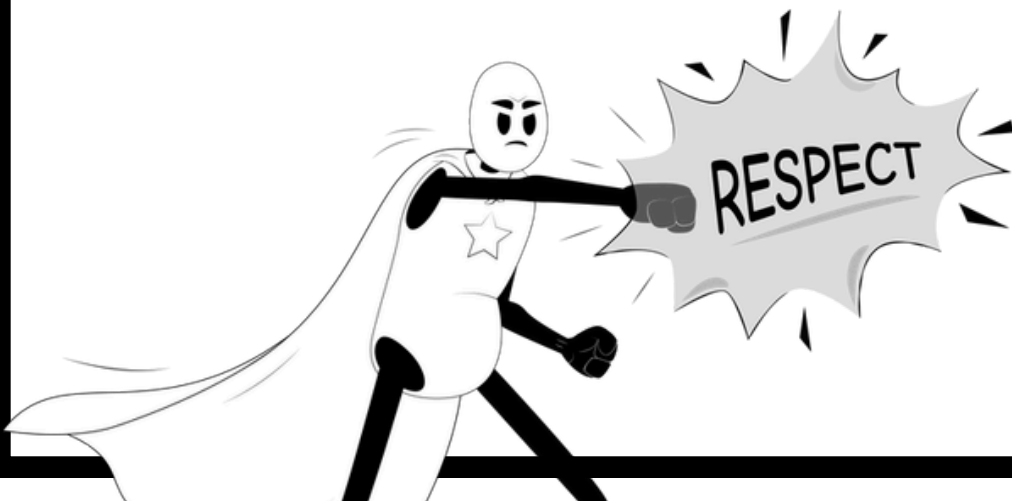


CONSENT COMICS



***FOR
PARENTS***

WARMEST OF GREETINGS TO YOU, SUPERHERO,

As a parent to a teen and a pre-teen, **I SEE YOU**. This world feels wildly different from the one we grew up in, and yet somehow the challenges are the same. It's a lot. But I not only see you, I've got you.

I'm from the generation of **"my parents never gave me 'the talk.'"** Many of us are. But thankfully, we've grown. Today, almost every parent I know has talked with their kids about sex. **That's progress!**

BUT...we might be creating a new generation that says, **"my parents never talked to me about consent."** And honestly, years ago I would have been just as lost. Consent wasn't even on my radar. **I didn't see it as something to teach** or a problem that needed solving.

Years later, I can humbly proclaim (can you humbly proclaim?) this: **Consent Comics and this discussion toolkit is your answer.**

The book shares **stories that SHOW consent in action**—what happens when someone asks, when someone doesn't ask, and how those choices shape everything. You could hand your child a list of dos and don'ts, but stories stick. They spark opinions. They invite conversations. **They bring the "rules" to life without feeling like rules.**

You might be thinking, "Great, I'll just ask my kid what they thought of each story. Done." And honestly, you could. But **let me encourage you to go deeper** because teaching consent works best when you stack conversations, questions, examples, and reflection. In this case, **more is more**. And when these conversations stack over time, they do more than teach consent. They build connection, which is another reason why I love this toolkit!

This toolkit not only helps you prepare your child for the world they're walking into, but it also **helps you create the kind of relationship where they feel safe sharing** their life with you—the messy moments, the questions, the disappointments.

And that brings me to something critical:

Be open. Be safe. Be nonjudgmental. Be ready to listen. Try to understand. **Apologize** when needed. **Share your own experiences** when it helps. And **remember what it felt like to be their age.**

This toolkit won't strengthen your relationship with your child. **YOU WILL**. The book and activities are tools. What **YOU** do with them is what matters.

So, here's to using them well—intentionally, gently, and **with all the love you already bring.**

All the best,
Tiffany A. Braxton



IN CASE YOU NEED IT...

If you don't, just skip it. :-)

TIPS TO HELP YOU CONNECT

Be open - This is key. Be ready to open up to your child about your own experiences (in age/maturity-level appropriate ways). You know your child more than anyone, so you decide what to share. :-)

Be a listener - It may sound cheesy and like a melodramatic song, but open your ears AND your heart. Kids often feel the difference when the latter (your heart) is actually open, too. Really listen to what your child is sharing with you and receive it as a gift.

Be young again - Try to remember how you felt at their age. Remember what your relationships with friends and your parents felt like. Channel those feelings into understanding your child.

Be nonjudgmental - Most people don't like talking to judgmental people, right? So, try your hardest to keep the looks and knee-jerk reactions at bay. Good conversations require safety. Be a guide. And if you fail at this, be ready to apologize. :-)

Be you - Incorporate these tips into your OWN personality. It's okay to be honest with your child and say things like, "I'm trying to be open and nonjudgmental." "I know I usually...but with this..."

LAST - Ask your child if they need anything from you to make this enjoyable for them. If they have no answer, no worries.

HOW TO USE YOUR TOOLKIT!

IT'S EASY!

- 1. READ THE CONSENT COMICS STORY (ALL VERSIONS).**
- 2. START WITH STEPS 1-3 ON THE NEXT PAGE.**
- 3. FOLLOW UP WITH STEPS 4-7 ON THE SPECIFIC COMIC STORY'S DISCUSSION PAGE (** Note: Preteen/teen toolkit has step 6 and parents toolkit has step 7. **).**

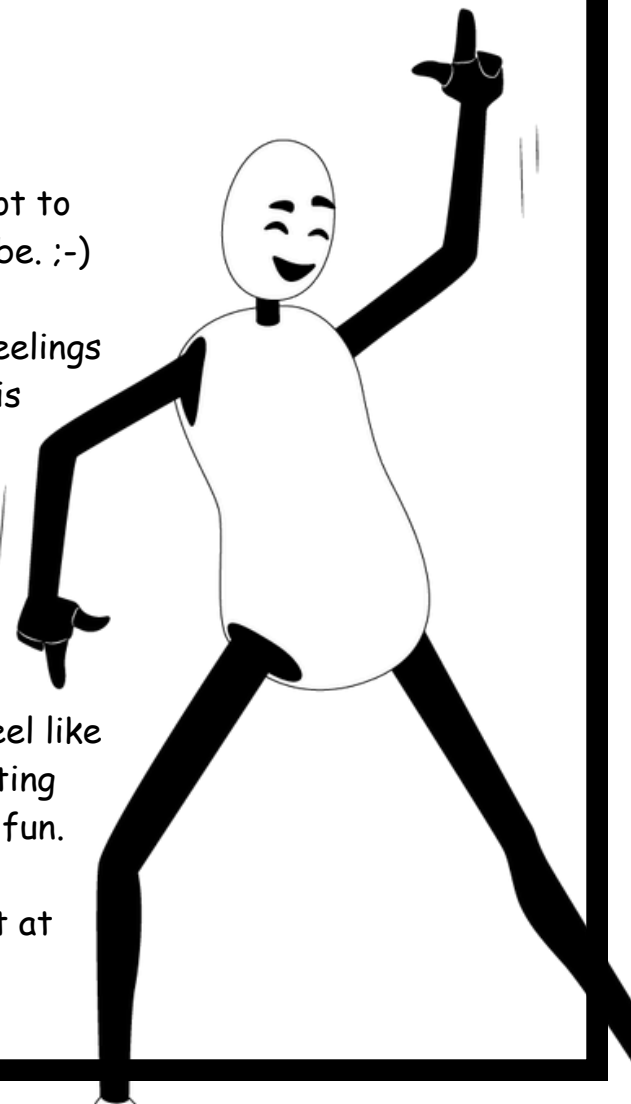
- Step 7 is your opportunity to "bring the message home." The questions are for both of you and asked as "we", so your child knows you're by their side and that this is a shared experience.

- 4. READ THE NEXT STORY...OR...GO HANG OUT AND SCHEDULE YOUR NEXT SESSION.**

MAKE IT FUN!

Just a few ideas...

- Let your child score your answers. We advised you not to be judgmental, but we both know they would love to be. ;-)
- See who can think of the best feelings words. Our feelings wheel and/or cut out feeling words can help make this more interesting.
- Provide snacks and/or fun treats during your time together. Do we even need to explain this one?!
- Jump around! (We mean metaphorically.) While we recommend saving Free Thinker for the end, don't feel like you need to go in order with the stories. In fact, letting your child choose which story to read could be more fun.
- Pace yourself and do however many stories feel right at the time.



YOUR **FOUNDATIONAL QUESTIONS**

AKA the questions you always start with



STEP 1:

WHAT HAPPENED WAS...

Share as yourself or as a character.

Ask Each Other - "Can you describe what happened in the story?"



STEP 2:

IT'S ALL ABOUT ME!

Ask Each Other - "What moment felt familiar or real to you?"

Ask Each Other - "Which character did you connect with most, and why?"



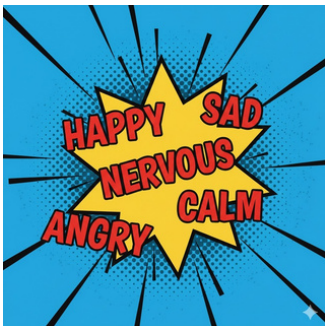
STEP 3:

ALL UP IN MY FEELINGS

"What emotions do you think the characters felt?" ONE WORD for each character.

"How do you think the pressured character felt in their body?" USE ONE SENTENCE .

"What feelings came up for you while reading?" FREELY SHARE .



**NOW CONTINUE TO THE CORRECT PAGE FOR
THE STORY'S STEPS 4-7**



WHERE TO FIND THE REST OF YOUR STEPS

ASK FIRST - 5

THE BIG PICTURE - 5

NO DRAMA - 6

COSTUME PARTY - 6

BAD LESSON - 7

PLANS CHANGE - 7

JUST EAT - 8

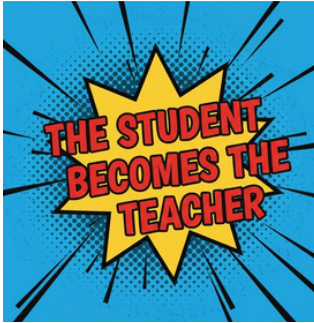
LIES LIES LIES - 8

FREE THINKER - 9

STEP 4:

LET ME EXPLAIN SOMETHING

Read each one. Pick 2 and try to explain them in your own words:



- Consent requires clarity, not assumptions.
- Comfort does not equal permission.
- Darkness or closeness does not replace asking.
- People may freeze or stay quiet when surprised.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- How do I make sure someone is comfortable with touch?
- What helps me remember to ask first?
- How do I respond when someone says they aren't comfortable?
- When have I needed someone to check in with me first?

STEP 7: (Preteen/teen toolkit has step 6)

LET'S WRAP THIS UP TOGETHER



- What does a good check-in (making sure someone wants to do something) sound like?
- What does a comfortable "yes" feel like?

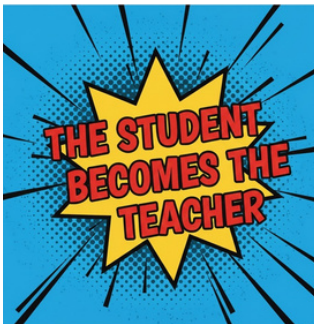


THE BIG PICTURE PARENT DISCUSSION TOOLKIT

STEP 4:

LET ME EXPLAIN SOMETHING

Read each one. Pick 2 and try to explain them in your own words:



- Pressure cancels consent.
- Digital consent matters.
- You never owe someone a picture.
- Emotional safety is part of consent.
- Respect means accepting boundaries the first time.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- How do I talk about pressure without shame?
- How can I help my child recognize pressure quickly?
- What helps me respect digital boundaries?
- How do I show my child they can talk to me about the times they feel pressured?

STEP 7: (Preteen/teen toolkit has step 6)

LET'S WRAP THIS UP TOGETHER



- What does pressure look or sound like for us?
- What are our boundaries with what we share digitally?

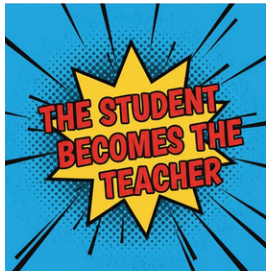


STEP 4:

LET ME EXPLAIN SOMETHING

Read each one. Pick 2 and try to explain them in your own words:

- Everyone has different comfort levels when it comes to physical affection.
- Boundaries shouldn't be minimized or joked about.
- Nonverbal cues (pulling away, stiffening) are just as real as words.
- Respect means stopping the first time someone shows discomfort.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- How do I react when someone sets a boundary with me?
- What helps me take someone's boundary seriously?
- How do I show my child that their comfort matters more than others' expectations?
- What helps me avoid teasing or minimizing others' feelings?

STEP 7: (Preteen/teen toolkit has step 6)

LET'S WRAP THIS UP

- What helps us feel safe saying "no"?
- How do we want someone to react when we say "no" to physical touch?

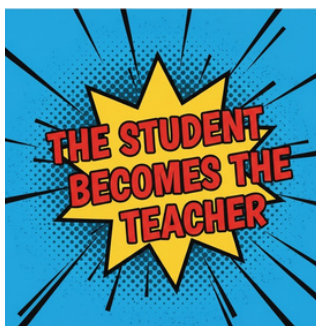


STEP 4:

LET ME EXPLAIN SOMETHING

Read each one. Pick 2 and try to explain them in your own words:

- Clothing is not consent.
- Attraction ≠ permission.
- Interest must be communicated, not assumed.
- Respect means asking every time.
- Misreading can happen—correcting it is our responsibility.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- What messages did I learn about clothing and behavior?
- How do I separate attraction from entitlement?
- What helps me model asking first?
- What helps you speak up when someone crosses a line?

STEP 7: (Preteen/teen toolkit has step 6)

LET'S WRAP THIS UP TOGETHER

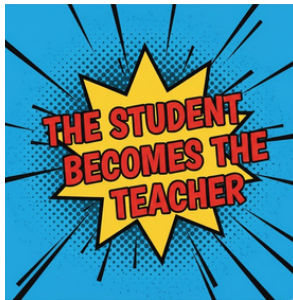
- What helps us avoid assumptions?
- How can I show someone romantic interest respectfully?



STEP 4:

LET ME EXPLAIN SOMETHING

Read each one. Pick 2 and try to explain them in your own words:



- Love does not require giving up your boundaries.
- Genuine care does not ask you to shrink yourself.
- Pressure can come from inside yourself, not just from others.
- Mutual care means both people get to feel safe and respected.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- What messages about love did I grow up with?
- How do I show love without losing myself?
- What helps me keep my own boundaries while still being caring?
- How do I support my child when they feel internal pressure to 'give in' or 'prove' something?

STEP 7: (Preteen/teen toolkit has step 6)

LET'S WRAP THIS UP TOGETHER



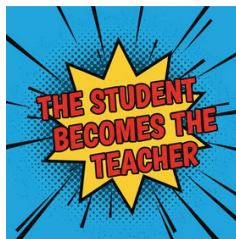
- What does healthy love look like to us?
- What does mutual respect look like in a relationship?



STEP 4:

LET ME EXPLAIN SOMETHING

Read each one. Pick 2 and try to explain them in your own words:



- Consent can change at any moment.
- A "yes" can become a "no" without explanation.
- Respect means adjusting immediately when someone expresses discomfort.
- No one owes another person a reason for changing their mind.
- Emotional safety and bodily autonomy remain the priority at every step.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- What helps me show understanding when someone feels unsure?
- How do I show my child that changing their mind is normal and healthy?
- How can I model a respectful response when plans shift?

STEP 7: (Preteen/teen toolkit has step 6)

LET'S WRAP THIS UP TOGETHER



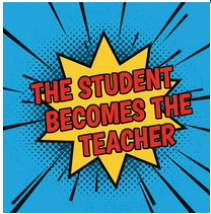
- How do we want someone to support us when we change our mind?
- What are some signs someone is no longer comfortable?



STEP 4:

LET ME EXPLAIN SOMETHING

Read each one. Pick 2 and try to explain them in your own words:



- Consent includes what you show and are shown.
- You cannot assume someone is okay viewing sexual or sensitive content.
- “It’s no big deal” dismisses feelings.
- Respect means asking first and accepting the answer immediately.
- People’s comfort levels vary, and that’s okay.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- How do I respond when someone says something makes them uncomfortable?
- What helps me pause and ask before showing something sensitive?
- How do I model respecting boundaries I don’t understand or agree with?

STEP 7: (Preteen/teen toolkit has step 6)

LET’S WRAP THIS UP TOGETHER



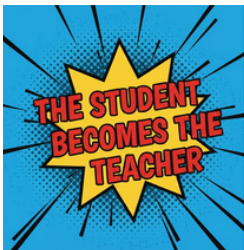
- What helps us set boundaries about what we do or don’t want to see?
- How can we respectfully ask if someone wants to see something?



STEP 4:

LET ME EXPLAIN SOMETHING

Read each one. Pick 2 and try to explain them in your own words:



- Consent requires honesty; deception affects someone’s ability to choose.
- Leaving out the truth is lying.
- Trust is part of healthy relationships, not an optional extra.
- Withholding what you know would change someone’s decision is manipulation and a violation of their choice.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- What helps me be honest in uncomfortable situations?
- How do I model honesty in relationships for my child?
- When have I felt misled, and what did I need in that moment?
- What helps you recognize signs of genuineness or manipulation?

STEP 7: (Preteen/teen toolkit has step 6)

LET’S WRAP THIS UP TOGETHER

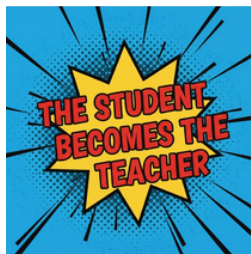


- How can we both practice being truthful—even when it feels uncomfortable?
- Why is honesty a key part of consent?



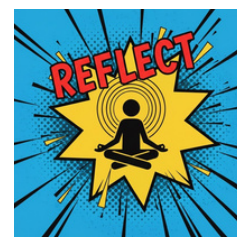
STEP 4:

LET ME EXPLAIN SOMETHING



Read each one. Pick 2 and try to explain them in your own words:

- Healthy relationships shouldn't create pressure or obligation.
- Feeling grateful for someone doesn't mean you owe them access to your body or time.
- Internal pressure can feel just as strong as external pressure.
- Care should feel mutual, not transactional.



STEP 5:

REFLECTION TIME!

Choose 1 or 2 and share out loud.

- When have I felt pressured to give more than I was comfortable with—even in a good relationship?
- How do I talk about love without implying obligation?
- What helps me make decisions from honesty instead of guilt?
- How do I support my child when they feel pressure to “repay” someone's kindness?



STEP 7: (Preteen/teen toolkit has step 6)

LET'S WRAP THIS UP TOGETHER



- What signs tell us someone might be feeling internal obligation?
- How can we practice honoring our comfort—even when we really care about someone?

ARE YOU A FREE THINKER?

BOUNDARIES

There's a chance that in doing this toolkit with your child, you too have noticed areas in your life where you need to create boundaries and work on respecting the boundaries of others.



SO, WHAT WAS YOUR BIGGEST TAKEAWAY? HOW CAN YOU BE MORE YOU?

And ask your child what they need from you to help them stay true to themselves on this journey called life.

WAIT! THAT'S NOT IT!
DON'T FORGET TO CHECK OUT OUR RESOURCES
IN THE BOOK!



WOW!

Proactive
parenting looks
good on you!

AND ENJOY OUR WEBSITE,
WHICH IS ALWAYS GROWING!
CONSENTCOMICS.COM